

中南大学出版社

秦乐娱 著

英语

阅读策略

English Reading Strategies

Study reading and critical reading are not separated in reading practice. You are expected to study and learn, but also to analyze, evaluate, and come up with new ideas of your own. Each reading practice in each chapter is followed by questions that require a complete integration of study reading and critical reading and thinking strategies. Finally you will be expected to be a mature and experienced college reader.

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图书在版编目(CIP)数据

英语阅读策略/秦乐娱著. —长沙:中南大学出版社, 2006. 8
ISBN 7-81105-376-4

I. 英... II. 秦... III. 英语 - 阅读教学 - 自学参考资料
IV. H319.4

中国版本图书馆 CIP 数据核字(2006)第 093974 号

英语阅读策略

秦乐娱 著

☐责任编辑 周兴武

☐责任印制 汤庶平

☐出版发行 中南大学出版社

社址:长沙市麓山南路

邮编:410083

发行科电话:0731-8876770

传真:0731-8710482

☐印 装 湘潭地调彩印厂

☐开 本 850 × 1168 1/32 ☐印张 5.625 ☐字数 136 千字

☐版 次 2006 年 8 月第 1 版 ☐2006 年 8 月第 1 次印刷

☐书 号 ISBN 7-81105-376-4/H · 017

☐定 价 18.00 元

图书出现印装问题,请与经销商调换

前 言

英语阅读策略既是提高英语水平的重要方法,而且英语阅读又是英语考试的重要内容之一。提高英语阅读能力,对于广大英语学习者来说,是一个非常重要但又相当艰苦的学习过程。尽管英语教学历来重视培养学生的阅读能力,但由于传统的英语教学过多地承担了词汇、语法等语言基础知识的任务,英语教师常把大量的时间、精力用于知识点的传授、复习、掌握和操练上。而专门的阅读训练应是以语篇能力、思维能力和阅读策略为核心的阅读能力训练,这样才能实质性地提高学生的阅读能力。

《英语阅读策略》是作者二十多年的教学与研究的成果。在汇聚中外英语教学专家多年研究成果的基础上,为英语学习者提供了一条提高英语阅读能力和英语考试成绩的新途径。本书阐述了阅读的策略和实用方法,为从事英语阅读教学的教师 and 具有中级英语阅读水平的大学生全面系统地熟悉和掌握英语阅读策略和术语词汇,进一步提高阅读水平而著的。本书对英语阅读策略进行了逐一揭示,对如何写检验图、词汇表和页边注释,如何概述文章要点和摘要的方法进行了详细介绍。每章末尾都附有一篇原版的阅读材料,并且对所学的阅读策略进行复习和评价。阅读本书,不仅可以轻松地发现丰富多彩的英语阅读技巧,提高英语阅读能力,而且还可领略丰富多彩的异域文化,以加深对英语文化的了解与理解,培养文化意识。

在编著本书的过程中,曾参阅英美有关阅读方面的书刊。另

外，承蒙在加拿大滑铁卢大学任教的教授 John North 及夫人 Roberta North 的大力支持及帮助，他们在百忙之中，抽暇审阅本书的草稿，并提出宝贵意见，对此我非常感激。

由于时间有限，本书在编著过程中难免出现错误或不足之处，敬请读者批评指正！

作 者
2006 年 6 月

Introduction

The book *English Reading Strategies* teaches two important purposes: study reading, or reading to learn, and critical reading and thinking, or reading to analyze, evaluate, and think. These purposes are taught separately but are also integrated throughout the book in the form of questions. Reading is taught as a process, and students are given specific reading strategies in every chapter to help them to improve their academic reading. Writing strategies are presented as part of the process.

Study reading focuses on comprehending, learning, and displaying knowledge on tests and exams or in class discussion. In some chapters you will learn to improve your study reading by accessing your prior knowledge, asking big questions that you think will be answered, and making some predictions. You will learn to find the important ideas, understand the vocabulary, take reading notes, write summaries, and put complicated material into your own words so that you can understand it better. You will learn to visualize complicated descriptions and making drawings, diagrams, or flow charts of difficult concepts or complicated processes. You will also learn to organize new information by rearranging it, listing it, or numbering its parts. You will learn to check your comprehension to make certain you are understanding.

Critical reading helps you to analyze and evaluate the author's ideas and also to think beyond those ideas to come up with new and related ideas of your own. In the book are some examples of specific reading strategies that you will practice and learn to use to facilitate critical reading. You will learn to identify controversial issues and to figure out the author's positions on them. You will develop strategies for analyzing unstated assumptions, and you will learn to make assumptions and inferences of your own. To stimulate productive critical thinking, you will learn to ask the why and how questions.

Study reading and critical reading are not separated in reading practice. You are expected to study and learn, but also to analyze, evaluate, and come up with new ideas of your own. Each reading practice in each chapter is followed by questions that require a complete integration of study reading and critical reading and thinking strategies. Finally you will be expected to be a mature and experienced college reader.

The book has seven chapters. The first two chapters of this book have provided you with a variety of ways to vary your reading rate, and a number of methods for increasing your vocabulary. All of the strategies presented in first two chapters provide a foundation for further improvement of study reading, critical reading, and critical thinking. Chapter Three teaches you to recognize and follow the format and organization of whole books and chapters. Chapter Four focuses on reading smaller parts of the whole: sections, paragraphs, and sentences. Chapter Five and Six provide you with explanations and strategies to help you read critically, think critically, and answer test questions that require critical thinking. Chapter Seven will help you organize a study reading system that will pave the way for preparing for

exams and then taking them successfully.

When you have finished working through the seven chapters, you will get the practical ways to improve study reading. You will learn to read closely, to study and learn the material, and to answer test questions that show you have learned. And you will be able to integrate study reading, critical reading, and critical thinking. That is the final goal of this book. You will also be equipped to take college exams that require all three abilities, as many exams do.

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Chapter One

Learn to Vary Your Reading Speed Whenever You Can

Most students need some instruction right away on how to speed up some of their reading if they are going to get all of it done.

You will not finish your reading assignments if you read everything in the same way and at the same speed. There is no one speed appropriate for every kind of reading. You will need to develop a range of reading speeds and a variety of reading strategies to help you move through your assignments in the time you have set aside to read them. Your purpose for reading and the level of difficulty of the reading material will largely determine how fast you will read. Your purpose will vary with specific reading assignments. At times, for example, your purpose may be to learn and remember a reading assignment in detail so that you can take a test on it. Then you will read slowly. At other times, your purpose may be to understand some of the main ideas so that you can think about them for class discussion. In this case you may read more rapidly and spend the rest of your study time thinking and writing out your ideas.

The level of difficulty, or how hard the material is for you to read, will also determine how fast you are able to read an assignment. This chapter will help you adapt to the volume of reading that college students often face.

You can speed up your reading in one of two ways, either by using a speed-reading method or by skipping and reading only the selected parts of a text that are likely to contain the information you need most. This chapter will teach you how to do both. But first, learn to analyze the level of difficulty of texts so you will know which you can read rapidly and which you need to read more slowly.

Identify the Level of Difficulty of a Reading Assignment

How will you decide if reading material will be easy or difficult for you? Research into how difficult a specific reading assignment will be for an individual student identifies the following factors as important considerations.

1. How much prior knowledge do you already possess about the subject?

When the subject is familiar, you can relate it to what you already know, predict what will come next, and read and remember it more easily. When the subject is unfamiliar, you will need to slow down and build some background for reading.

2. What is your attitude? Are you motivated and concentrating? You can read faster when you are interested in the subject and are motivated to read about it and when you feel alert. On the other hand, if the subject is new to you, and you have not figured out a good reason for reading it, then it will seem harder to read and you will slow down.

3. How many connective words are there? You will learn to recognize how authors repeat key words and use transitions to connect

the ideas from sentence to sentence and paragraph to paragraph. This helps you read and follow along, and you can read more rapidly. When few such connections are provided, the material is harder to understand and you will need to slow down.

4. How many different words are there in a passage? Passages that contain relatively few different words can be read more rapidly than those that contain many different words.

5. Is the organization of ideas obvious and easy to follow? Authors can make ideas and their organization obvious and easy to recognize by using headings and other obvious transitions like numbering, as is done here, and that can help you read faster. Or, they can eliminate these aids to understanding and make it harder to recognize the main ideas. Then you will need to read more slowly.

Stop and reflect

How difficult are your reading assignments this semester? Which are:

Easy?

Medium Difficult?

Difficult?

Why are the readings in your "difficult" column difficult for you? _____

Why are the "easy" readings easy for you? _____

Now think about one of your fairly easy reading assignments, which you think you will be able to read rapidly than some of the others. Adequate understanding of such an assignment is always the

goal. To monitor your comprehension, stop reading, look away, and see if you can complete these statements: "This is about" and, "Some of the topics it covers are" If you cannot remember enough to respond to these statements, you are not understanding the reading, and you will need to slow down and read more thoroughly.

Some Ways for Increasing Reading Speed

Besides increasing your range of reading speeds, you can also move through a lot of reading material more rapidly by learning to read only parts of a text. But you must know which parts to read so that you will locate the information you need. Here is a description of four strategies for reading only selected parts instead of the entire text.

1. **Surveying** can be done either on an entire book or on a chapter. Surveying enables you to identify the subject of a book or a chapter, to find some of the main ideas, to study how the ideas are organized, and to locate some of the key terms or vocabulary words.

Surveying a book can help you learn about the author, the text itself, and how you will need to read it. Surveying a chapter can help you see the big picture at that level as well. You will learn to recognize the subject of the chapter as well as most of the main ideas and how they are organized, and you will learn which special features the author has included to help you learn and think about the material.

Use surveying for a variety of reading purposes. Surveying is useful. Surveying is also an excellent way to review material that you have already read and that you need to have clear in your mind for an exam or a class discussion. Finally, surveying a book instead of

reading it is sometimes useful. You can learn quite a lot about a book or chapter with this strategy. Or, you may be wondering whether to read or even buy a new book. A quick survey will help you decide.

Questions to Ask When Surveying a Book

1. The author	2. The text	3. You, the reader
Who wrote it?	What type?	What do you know already?
Why did he or she write it?	What subject and ideas?	What is your purpose?
When did he or she write it?	How organized?	How difficult will it be?
Who is it written for?	What special features?	How fast will you read it?
	What unusual features?	

2. **Skimming** is a bit more thorough than surveying. Your objective in skimming is to locate the subject, the most important ideas, and enough of the details so that you can identify the subject and describe, in general, what the author says about it. You will use skimming techniques when you want to get the gist of something, but you do not want to slow down and read all of it. Skimming involves reading only the opening and closing paragraphs and the intervening sentences and words that carry most of the meaning. Many of the words you will skip over. Skimming can also help you understand a difficult reading that you have already read to help you review the main ideas.

3. **Scanning** is looking through reading material for a special bit of information that you think is likely to be there because you have checked it in the index. Scanning can help you locate particular bits of information very quickly. Finding a service and a telephone in the yellow pages of the telephone book is an example of scanning.

4. **Reading selected parts for research** is useful when you are reading to answer research questions or to locate information on

specific topics that you have found in the index. When you write research papers for some of your class, you will need to use this strategy.

Efficient Reading: Five Strategies

These five reading strategies will teach you exactly what to do when you want to speed up your reading or read only parts of a text to get information you need.

Strategy 1: Develop a range of reading speeds

Determine your purpose, sample the reading material for level of difficulty, and figure out how fast you will be able to read and still meet your purpose. Select one of the following methods to help you read when that is appropriate.

Use a pacing device

Increase your reading speed by moving an index card, your finger, or your hand. Experiment to see which is best for you.

Set time limits and meet them

Begin by reading for 15 minutes to see how many pages you can read in that time period. Now count off that many additional pages plus one more, use a pacing device, and finish reading those pages in the next 15 minutes. Continue to pace yourself and time yourself. Monitor your comprehension by stopping at times to mentally rehearse what you have understood. If you are not understanding enough, slow down.