

**READING SKILLS AND PRACTICE**

# 英语阅读 技巧与训练

张昌宋 编著



国防工业出版社

National Defense Industry Press

福建师范大学教材建设基金资助

READING SKILLS AND PRACTICE  
英语阅读技巧与训练

张昌宋 编著

国防工业出版社

·北京·

## 图书在版编目(CIP)数据

英语阅读技巧与训练 / 张昌宋编著. —北京:国防工业出版社, 2005.8

ISBN 7-118-04051-7

I. 英... II. 张... III. 英语—阅读教学—高等学校—教学参考资料 IV. H319.4

中国版本图书馆 CIP 数据核字(2005)第 083349 号

国防工业出版社出版发行

(北京市海淀区紫竹院南路 23 号)

(邮政编码 100044)

京南印刷厂印刷

新华书店经售

\*

开本 850×1168 1/32 印张 6% 171 千字

2005 年 8 月第 1 版 2005 年 8 月北京第 1 次印刷

印数:1—4000 册 定价:18.00 元

---

(本书如有印装错误,我社负责调换)

国防书店:(010)68428422

发行邮购:(010)68414474

发行传真:(010)68411535

发行业务:(010)68472764

## 前 言

阅读对于学习语言的重要性是不言而喻的。古语“读书破万卷,下笔如有神”指的就是阅读对掌握语言和提高写作所起的作用。

《英语阅读技巧与训练》(READING SKILLS AND PRACTICE)是福建师范大学教材建设基金资助项目,是专门为大学本、专科英语专业一年级学生编写的阅读教材。它也适用于业余大学、网络大学和成人高校英语专业自学考试的学员,还可供非英语专业的学生及广大英语爱好者使用。它将作为我院教学改革阅读课的配套教材。有一部分内容已制作成多媒体课件在 2003 级和 2004 级本科生的阅读课堂教学中使用,效果比较理想。

本教材分 34 个单元,供一个学期使用。它详细介绍阅读实践中遇到的各种技巧,比如:如何使用字典、扩大词汇量;如何根据上下文猜词义、找主旨;如何进行推论、判断;如何进行寻读、浏览;如何有效地阅读;如何阅读报刊标题;如何写纲要和读书报告;如何应试。每单元均以讲解技巧开始,配以相应的练习。文章全部选自 2003 年—2005 年的 *the 21st Century* 和 *China Daily* 英文报刊,内容新颖,时代感强。本书最后配有练习参考答案。

在编写过程中,得到福建师范大学外国语学院领导的支持,同时得到同行的关心与帮助。在此,本人表示诚挚的谢意。

限于编者水平,错误在所难免,敬请批评指正。

张昌宋

于福建师范大学外国语学院

## Contents

Unit 1	The Reading Process .....	1
Unit 2	Broadening Eye Span .....	6
Unit 3	Avoiding Vocalization and Inner Speech .....	12
Unit 4	Reading in Thought Groups .....	18
Unit 5	Faster Effective Reading .....	25
Unit 6	Obstacles to Faster Effective Reading .....	32
Unit 7	Hints for Reading Practice(I) .....	37
Unit 8	Hints for Reading Practice(II) .....	42
Unit 9	Looking for the Topic Sentence .....	48
Unit 10	Context Clues (I) .....	55
Unit 11	Context Clues (II) .....	60
Unit 12	Stems and Affixes .....	65
Unit 13	Sentence Reading .....	71
Unit 14	Reading Beyond the Lines .....	77
Unit 15	Reading for Implied Meanings .....	82
Unit 16	How to Scan (I) .....	86
Unit 17	How to Scan (II) .....	92
Unit 18	Recognizing Direction Words .....	99
Unit 19	How to Identify Reference and Substitution .....	108
Unit 20	How to Skim .....	113
Unit 21	Understanding the Main Idea .....	120
Unit 22	Recognizing Important Facts or Details .....	128
Unit 23	Discovering the Author's Purpose .....	137
Unit 24	Making Inferences .....	140

# VI

Unit 25	Drawing Conclusions .....	147
Unit 26	Distinguishing Fact from Opinion .....	153
Unit 27	Making Judgments .....	159
Unit 28	How to Identify the Tone of a Passage .....	165
Unit 29	Critical Reading—Questioning, Comparing & Evaluating .....	172
Unit 30	How to Use a Dictionary .....	176
Unit 31	Increasing Word Power .....	182
Unit 32	How To Read Newspaper Headlines .....	187
Unit 33	Preparing Outlines and Book Reports .....	191
Unit 34	Test Taking .....	195
<b>Key to the exercises</b>	.....	198

# Unit 1    The Reading Process

In order to arrive at your maximum reading rate, you need to understand the physical factors involved in the reading process and how these factors affect the rate at which you read.

## **Eye Movements**

The visual symbols you see on the printed page are the means by which your mind interprets what you read. In other words, reading is a visual as well as a mental process. This section is intended to explain the visual role in the total reading process.

**Fixations.** In reading, a fixation is made when the eyes stop to focus on a word or a group of words. Very slow readers fixate or focus, on each word in the sentence. Some slow readers may even fixate on each syllable. The duration of the fixation is as important as the number of fixations. The eyes usually remain on a word until the mind perceives the meaning; therefore, if the number of fixations is large and the duration long, the reading process will be exceedingly slow. The fewer and shorter the fixations, the faster the reading rate.

**Recognition Span.** The number of words you recognize and perceive during one fixation is called your recognition span (or eye span). Many studies have been made to determine the number of words the eyes are capable of seeing at one time. The results of these studies indicate that the eyes can actually see no more than two to three words per fixation. However, with the use of your peripheral

vision you can see more words at one fixation. Generally speaking, the longer the recognition span, the better the reader.

Later in this unit, the section "Phrasing" will explain a simple way to reduce the number of fixations and lengthen the recognition span.

**Regressions.** In the reading process, you regress when you go back and reread what you have just read. Some regressions are normal, even necessary, in order to gain complete understanding of what you read. However, habitual regressions not only decrease your speed but lower your level of comprehension as well. Often, regressions are a signal that you are not concentrating or that you feel insecure in handling the material. Ideally, if you develop good habits of concentration, improve your comprehension of vocabulary and phrase read, and adjust your reading rate to your purpose, the need to regress will lessen.

### **Lip Movements**

As mentioned earlier, reading is both a visual and a mental process. The mind is capable of perceiving the message directly from the eye contact with the printed page. Therefore, lip movements are seldom necessary and, in fact, will interfere with your rate of reading.

**Vocalizations.** If you move your lips or whisper each word as you read, you are vocalizing. This indicates that you are fixating on each word and pronouncing the word as if you were reading orally.

This practice will limit your reading rate to your speaking rate. The rate at which a person can speak varies with the individual but is seldom over 200 words per minute.

**Subvocalizations.** Although you might not actually whisper or move your lips while reading, you might "say" the words to yourself. In other words, you subvocalize. Since thinking is essential to the



reading process, you cannot successfully eliminate all subvocalizations. They are undesirable when you "say" each word rather than "think" each idea.

## Phrasing

In order to comprehend what you read, you must read for ideas. An idea is seldom contained in a single word, but rather in a group of words. When you speak, you do not distinctly say each individual word. Instead, you speak in phrases. Everything you read is something someone has said. Therefore, when you read in phrases, you increase not only your speed but your comprehension as well.

Saying each word, read the following passage. Notice that the material is boring and the meaning unclear when you read words rather than ideas.

Our point is really very simple. Many books are hardly worth even skimming; some should be read quickly; and a few should be read at a rate, usually quite slow, that allows for complete comprehension. It is wasteful to read a book slowly that deserves only a fast reading; speed reading skills can help you solve that problem. But this is only one reading problem. The obstacles that stand in the way of comprehension of a difficult book are not ordinarily, and perhaps never primarily, physiological or psychological. They arise because the reader simply does not know what to do when approaching a difficult and rewarding book. He does not know how to marshal his intellectual resources for the task. No matter how quickly he reads, he will be no better off if, as is too often true, he does not know what he is looking

for and does not know when he has found it.

Reread the same passage using phrase reading rather than reading word for word. Notice how the ideas are clear and the passage carries an important message.

Our point/is really very simple./Many books/are hardly worth even skimming;/some should be read quickly;/and a few/should be read at a rate,/usually quite slow,/that allows/for complete comprehension./It is wasteful/to read a book slowly/that deserves only a fast reading; /speed reading skills/can help you solve that problem. /But this/is only one reading problem./The obstacles/that stand in the way/of comprehension of a difficult book/are not ordinarily, /and perhaps never primarily,/physiological or psychological./They arise because the reader/simply does not know/what to do/when approaching a difficult/ and rewarding-book./He does not know/the rules of reading;/he does not know/...

Therefore, phrasing is a necessary skill if you are to become the efficient reader college studies demand. By reading for ideas, you gradually decrease the number of fixations and lengthen your recognition span. Phrase reading also eliminates unnecessary regressions and vocalizations. By reading in phrases, you “see an idea” and then automatically “think the idea”. With practice, reading for ideas will begin to come naturally and undesirable habits will subside.

**Cloze: Fill in each blank with one suitable word.**

China began its \_\_\_\_1\_\_\_\_ and opening up two decades ago, and its economy has registered dazzling \_\_\_\_2\_\_\_\_ since then.

Its people are living \_\_\_\_3\_\_\_\_ better lives, with everyone benefiting from the \_\_\_\_4\_\_\_\_ of the new policies.

But as in any reformation, the cake has not been equally 5.  
Then which social groups have benefited most?

A survey 6 by the Chinese Academy of Social Sciences has tried to find some answers. A research group at the academy's Institute of Sociology surveyed more than 15,000 urban 7 between the ages of 18 and 69 from across the nation.

The results are 8 to many. Almost 60 percent of respondents hold that government officials are the biggest beneficiaries. A total of 55.4 percent of those 9 say private entrepreneurs as a group have gotten the most out of the reforms, even more than entertainers, state-owned enterprise managers, technicians and 10.

## Unit 2 Broadening Eye Span

Reading is composed of a series of fixations which the eye makes while viewing a printed line. During these fixation pauses, the material observed is interpreted into meanings by the brain. A good reader will make three to four fixations for an ordinary line of print; the poor reader ten to twelve or more. Let's take an example for comparison between these two different readers.

### *The Efficient Reader*

**Books are important for a person who longs to study.**



**point of fixation**

**eye span**

### *The Inefficient Reader*

**Books are important for a person who longs**



**to study.**



Obviously, the efficient reader can save much time by covering a wider part of the line at one fixation. The inefficient reader, however, moves slowly along the line and he is actually a word-by-word reader. The meaning of the page comes to him in a disconnected way, and thinking is made difficult, for normal thought does not occur by

words, but by phrases and images. An image is far more quickly presented in the mind by several combined words than by individual ones. So the efficient reader can not only read more quickly, but understand better.

Now we are going to do an experiment in fixations. The same line is given below.

**Books are important for a person who longs to study.**

**Step 1**

First, focus at the beginning of the line as you normally would in starting to read.

What did you see? Perhaps two words—“**Books are**”. You made the first fixation by focusing your eyes at a point approximately in the middle of the space occupied by the two words, and quickly you read the print on both sides of that print. This was accomplished not by sweeping from the “B” in “Books” through to the “e” in “are”, but by taking a single, immediate picture of the entire space.

**Step 2**

Now start the line again. Make your initial fixation as you did before, then move your eyes to make a second fixation until you have finished the last word. Mark off each of your eye spans with a slanting line as you move from the beginning to the end of the line.

It may be like this:

**Books are /important /for a person /who longs to study./**

If so, you made five fixations to the line or perhaps you made more or fewer fixations. It doesn't matter. What is important is that as you increase your reading efficiency, your fixations will be fewer on a line of print, and your eye spans will be broader.

**Step 3**

The line has been broken up below into longer portions. Try to read each portion in one fixation by consciously focusing your eyes above the black dot in the centre of the phrase.

**Books are important**

.

**for a person**

.

**who longs to study.**

.

What did you discover? By consciously fixating at the black dot, you were able to read the entire phrase without moving your eyes.

The above experiment shows that one can increase the eye span by consciously controlling his fixations. To be an efficient reader, one has to practice continuously until the coordination between eye and mind becomes habitual and automatic.

### **Exercise**

**As you begin to read the following passage, try to broaden your eye span and make fixations in phrase units rather than in one word units. Then do exercise that comes after.**

I have a phenomenal memory for faces. There is no doubt about that. The only snag is that I can never remember the names that go with them. Why, only the other day, I raised my hat to one fellow, quite distinguished-looking he was, and I thought: "my bank manager...my broker?"

I had to go and ask him. "I'm Rankin, your next- door neighbour, Mr Peabody." he said, rather acidly. It was through my awful memory for names that something unpleasant befell me not too long ago.

It was a Friday morning and I was in the train on my way home. It was not my regular train, for I had been kept late at work, and when

we got to Ruislip, three stops before mine, there were only two of us in the compartment. I could tell straight away that he was an Uxbridge man. I'm an Uxbridge man, and had definitely seen this fellow's face there. But his name completely eluded me. It was most irritating. Who the devil was he? I thought he might be one of the newcomers to the pretty little estate recently completed near to where I live.

I am not a diffident person, so I began to talk in a very chatty manner. He was somewhat uncommunicative, and certainly gave nothing away. I was utterly stumped. I could see that he was rather worn out, as if he had had a hard day, and I put his reluctance to talk down to this.

"Is this your regular train?" I asked, hopefully. It usually works in my experience. "Not as a rule," he said. That was all. Well, that certainly told me a lot. I was getting nowhere. I started to complain about the railways, then the hooliganism at football matches, inflation and a host of other topics. He condescended to say "yes" or "no" now and then. Even my comments on the weather had no effect. I told him quite a lot about myself, how my ship had come home that day (a friend had repaid a load of £200—in cash, too), and sundry other details. He showed a flicker of interest, nothing more. I thought what a frightful bore this fellow must be, and in the end I gave up. I opened my paper, and when next I glanced at him, he had fallen asleep.

As we were coming into Uxbridge, he was still snoozing. Now I'm not a spiteful fellow, so I gave him a pat. "Uxbridge, old chap." "thanks," he said with a smile. Outside the station it was pelting with rain and the wind was blowing hard. It was freezing cold, too. "Listen," I said to him, "Why don't I give you a lift home if you live on the new estate?" "I'd appreciate that very much," he replied. I fetched my car from the parking lot and he got in with "Many thanks." he said no more till we were across the heath. Then, all of a

sudden, he turned to me and said, "Okay. Pull up here." "Here?" I queried. There was not a house in sight, and the weather was shocking. Anyway, I pulled up. The only thing I could remember after that was something thumping down hard on my head. I passed out. When I came to, I was sprawled in the ditch, soaked to the skin, my head pounding, my car gone and my pockets empty.

I staggered off and eventually tumbled into the police station to make a report. There was a light shining on the station wall and there, lit up, was a picture of my assailant. I had walked past it for the last seven days. I knew I had seen the face before. He was wanted by the police for armed robbery. I thanked my lucky stars it was not for murder. I looked at the name underneath the face, the face I will never forget. It was—er—it was—Oh, bother! I can never remember names.

1. Mr. Rankin spoke to Mr. Peabody rather acidly because \_\_\_\_\_.
  - a. Mr. Rankin did not care to be considered a broker
  - b. one would expect Mr. Peabody to know his next-door neighbor
  - c. Mr. Peabody had no memory for faces
  - d. that was how he normally spoke
2. There were only two people in the compartment because \_\_\_\_\_.
  - a. everyone else had left the train
  - b. it was a Friday evening
  - c. it was long past the rush hour
  - d. they were both going to Uxbridge
3. The man Mr Peabody spoke to \_\_\_\_\_.
  - a. wore old clothes
  - b. had been working all day
  - c. lived on a new estate in Uxbridge
  - d. did not originally intend robbing him
4. Mr. Peabody\_\_\_\_\_.



- a. was a ship owner
  - b. condescended to say "yes" or "no" now and then
  - c. was a frightful bore
  - d. had recovered £ 200 that day
5. Mr. Peabody should first have suspected the stranger when\_\_\_\_\_.
- a. he fell asleep just before Uxbridge
  - b. he asked Mr. Peabody all about the £ 200
  - c. he asked Mr. Peabody to stop the car in the middle of nowhere
  - d. Mr. Peabody saw his picture on reporting the robbery
6. The moral of this story could be\_\_\_\_\_.
- a. Always take your regular train home
  - b. Give lifts to nobody
  - c. Never trust anyone
  - d. A fool and his money are soon parted

**Cloze: Fill in each blank with a suitable word.**

China will continue to work with other nations to push   1   world peace and   2  , President Hu Jintao said in his New Year's speech to the nation on December 31, 2003.

He also expressed   3   hope that a peaceful   4   of the country can be achieved.

"It is an   5   trend that the world wants peace, people want   6  , nations want development, and society wants advancement," Hu said in the speech   7   throughout the nation on television and radio.

The Chinese Government believes the future of   8   is bright and no matter how international situations   9  , China will always take the side of   10  , the president said.