

XUEXI ENGLISH YUEDU ZHISHENG CELUE

学习英语阅读制胜策略

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Common Reading Strategies

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编者的话

本书的主要目的是帮助你自己安排好自己的英语学习,成为一个优秀的英语学习者。一个成功的英语学习者应对自己的英语学习负责任,进而达到高标准、高水平。一个成功的英语学习者必须掌握各种学习策略和技能,并运用到独立的学习当中。

本书帮助你有策略地学习,达到有效的结果,成为独立的英语学习者。本书提供了阅读理解所需要的一系列有实用价值的阅读学习方法,并配有练习,使学习者学会使用各种学习技巧。

本书分十章。他们是预览、略读、细读、根据上下文线索猜测词义、提高难句的理解、提高对自然段的理解、提高对段落层次的理解、介绍各种文体、段落类型等等。

每章介绍了各种阅读学习策略。确认中心思想,辨析细节,根据上下文线索猜测词义、如何读比较难的句子,分析主题句,寻找主题句,确认自然段的主题句、中心思想、细节,确认段落层次的中心思想,理解作者的写作角度,确定作者的写作目的、观点和语气,辨析不同的思维类型,辨析不同的文体等等。

本人在编写过程中,参考了大量中外参考书,学习他们的优点,吸取他们的长处,目的在于规划出全方位的阅读学习方法与模式,更好地为英语教学/学习服务。

本书供大学生、研究生、英语教师、英语教学研究者、英语爱好者选用。

希望给你提供有效的学习工具，使你成为优秀的学习者，从中享受英语学习的乐趣！

本人在国内外杂志上发表了诸多论文。其中在美国 forum (English Teaching) 上独立发表。

本人在 1998 - 1999 年期间，获得教育部国家留学基金委的资助，作为访问学者，在新加坡区域语言中心进行应用语言学的研究。师从于普通语言学著名专家刘润清教授。在此，谨向他们致以最诚挚的谢意。

由于本书的编写是新的尝试，书中疏漏或错误在所难免，恳请读者批评指正。

编者：于淑英

2002 年 3 月 2 日

序

近几年来，中国国运昌达，入世成功，申奥成功，经济不断增长，教育不断发展，中外交流日益扩大。形势大好，国际地位不断提高。

在这种大好形势下，出现了一个可喜的学习高潮，而英语学习则可以说是高潮中的高潮。科学技术的发达，使得地球变小了，为了进行文化科技交流，语言被提到了首位。由于历史的原因，英语将成为毫无争议的国际共同语之一。很显然，要想参与世界，就必须掌握好英语。

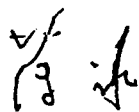
语言的学习与掌握，是一件极其艰难的事情，英语当然也不例外。在英语学习中，阅读是基础，如何通过阅读，提高英语的学习效果，是不少学习者梦寐以求的，也是一些英语教学研究者经常思考的问题之一。于淑英同志经过多年的教学积累与研究，写出了《学习英语阅读制胜策略》一书，为我们提高英语阅读能力，消除阅读中的障碍，提高英语学习水平，提供了可资借鉴的方法与手段。这对于广大英语学习者，无疑是一件大喜事。

本书为我们学习阅读英语提供了可以操作的若干项方法与手段，从而为我们加速学好英语提高了自信心。

在本书中，作者积累多年的教学经验，并参照国内外先进的教学方法，为我们规划出了全方位的阅读学习

方法与模式，循序渐进，由浅入深，由近及远，由易到难。阐述了在阅读中必须解决的问题，为略读辨认中心思想、细读辨认细节、推断词的意思、如何读比较难的句子、辨析主题句、辨析段落层次中心思想、辨析思维类型、辨析文体、辨认作者的写作角度、辨析观点和语气、辨析写作目的，等等。这些都是在阅读中必须解决的。而这些问题不解决，阅读就不能过关。故而，掌握英语，就难上加难。

世界应该永久和平，人类应该永久友好，我们应该参与世界、融入世界。这首先需要语言领先，让我们学好英语，做一个于世界、于人类有益的公民吧！而这一过程，于淑英同志的《学习英语阅读制胜策略》一书也许会对你有很大的裨益。



2002年4月

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Chapter One

Previewing and Predicting

Chapter Objectives

This chapter will help you

- Realize the importance of looking over a text before reading it.
- Learn the two steps of previewing: survey and connect/ clarify.

Historically, reading systems have been based on the premise that what you do before and after you read is as important as the actual act of reading a text. Many researchers who study reading recommend that readers take a few minutes to look over a text before reading it.

Previewing involves the act of skimming and scanning the text, looking at the title, introduction, illustrations, picture captions, headings, subheadings, maps and summary, etc., very quickly.

There are two steps of previewing: survey and connect /clarify.

Survey: Prereading a text is to determine what content will be presented as well as to gain an overall idea of the author's organization of ideas within the text, sufficient for the reader to make some predictions about the information he may find in it.

In order to determine an overall impression of the text level of difficulty, use the following questions to evaluate the factors based on

both text and readers .

Questions about texts: How friendly is my reading text?

How difficult is the language in my reading text?

Questions about readers: How interesting is my reading text?

What is my prior knowledge of the material covered in my reading text?

Connect/clarify

The second step is to connect/clarify

After familiarizing yourself with the content and organization of the text, your task is to **connect** what you will be reading about to what you already know about the topics being discussed in the text. This is an important step in learning new information. Determining whether your prior knowledge is high, average, or low will help you to decide on your rate of reading.

The effective reader is one who acquires pre - reading information and set expectations (or making predictions) about the text that he can compare to what he reads in text. In effect, prediction makes connection between prior knowledge and the new information coming in.

Next you are required to **clarify** what is expected after reading the text. This will help determine your purpose for your reading. Although mostly unconscious when employing the strategy of identifying task and setting purpose, proficient readers set their own purpose for reading - be it discover, learn or to merely enjoy the text. They then make decisions

about their reading strategies based on their purposes. Reading to learn or study for a test demands closer attention to detail and text organization while reading a newspaper article or a storybook for pleasure allows the reader to race through the materials for main ideas.

Generally speaking, previewing takes only a few minutes, but it is time well spent. Schumm (1997: 37) puts it, "When you get down to reading a text, it is possible that you are on something else. A preview helps you make the transition to the topic at hand. It helps activate your thinking about the topic in terms of what you already know and what you need to learn. Most important, a preview can help you get a sense of the structure of the reading text and can promote understanding. In short, a preview can help you become a more effective and efficient reader".

Look at, for example, the title "from the competence to the commitment". Competence means *ability*. Commitment means *hard work* and *loyalty to one organization and an activity*. Using the title, we can make the predictions about the information we may find in the text: e. g. the competence people should possess, the commitment people should fulfill, the relationship between competence and commitment, the weight of each, the overwhelming part of the commitment.

Exercise

Directions: Read the following text titles and take a guess of your existing knowledge of the topic and pose a specific question that you would try to answer while reading the text.

Example:

The title of a text: How to be a successful language learner?

Prior knowledge: 1. high ____ 2. average x 3. low ____

The specific question: List and describe the strategies used by successful language learners.

1. Taxes, Taxes, and more Taxes

Prior knowledge: 1. high ____ 2. average ____ 3. low ____

The specific questions:

2. The Atlantic Ocean

Prior knowledge: 1. high ____ 2. average ____ 3. low ____

The specific questions:

3. Improving Your Memory

Prior knowledge: 1. high ____ 2. average ____ 3. low ____

The specific questions:

4. Fallacies about Food

Prior knowledge: 1. high ____ 2. average ____ 3. low ____

The specific questions:

5. Diamonds

Prior knowledge: 1. high ____ 2. average ____ 3. low ____

The specific questions:

6. Families

Prior knowledge: 1. high ____ 2. average ____ 3. low ____

The specific questions:

7. Telecommunication via Satellite

Prior knowledge: 1. high ____ 2. average ____ 3. low ____

The specific questions:

8. Learned words and popular words

Prior knowledge: 1. high ____ 2. average ____ 3. low ____

The specific questions:

9. Scientific attitudes

Prior knowledge: 1. high ____ 2. average ____ 3. low ____