

Dorothy Grant Hennings

*Reading
With
Meaning*

STRATEGIES
FOR COLLEGE
READING

READING
WITH MEANING
Strategies for College Reading

Dorothy Grant Hennings

Kean College of New Jersey



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本书是提高英语阅读理解力，丰富知识，扩大词汇量，培养用英语思考、讨论和写作能力的理想教材。

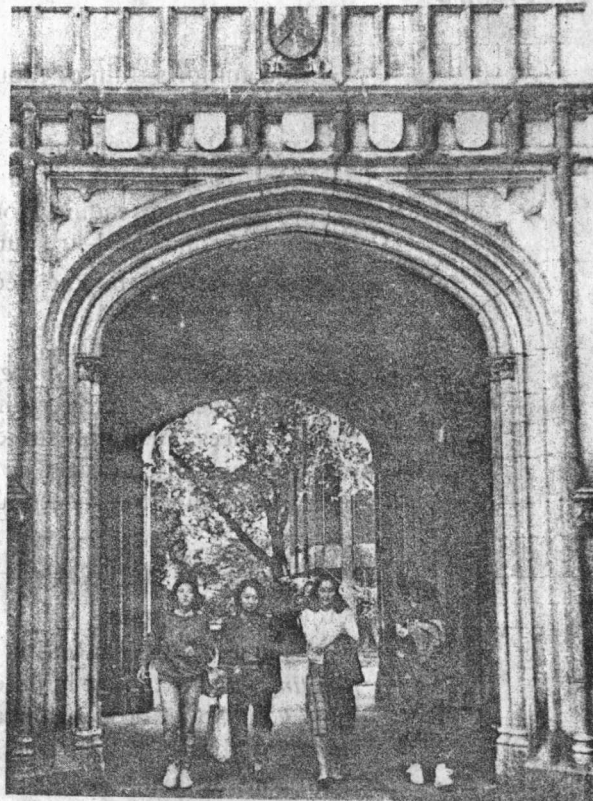
书中读物与美国大学里的历史、英语、生物、地球科学等课程的必读材料相似。

目次：1、读前应作的准备。2、词汇——(1)由上下文生词；(2)由词根词缀掌握生词。3、理解——(1)找中心观点；(2)考虑细节；(3)摸清作者思路。4、强化——(1)分析文章结构；(2)记忆；(3)提高读速。5、扩展——(1)批判性阅读：比较、推理、结论和判断；(2)写法、语气和情感（小说、戏剧、诗歌、演讲的阅读）。6、多样化——(1)通晓定义和解释；(2)理解描写与叙述；(3)议论文；(4)图表的解说。7、词语表。

书中练习量大样多，计有：词汇、预习、写作等各种类型，使学生能切实学会阅读技巧。

读者对象：大学生、英语教师，中级以上水平的自修者。

Preface



Reading experts define reading as an active process of thinking. To read with understanding is to develop relationships among ideas. Reading experts also explain that what you bring to the reading of a selection is as important to your understanding of it as what the author put into it. To the reading of a text, you bring knowledge of and attitudes toward the sciences, social sciences, and humanities. You bring a purpose for reading. You bring understanding of vocabulary, your ability to figure out meanings, and your attitudes toward reading.

PURPOSE OF THE TEXT

Reading with Meaning: Strategies for College Reading is a book that incorporates this view of reading. It is designed to help you, the college student, create meaningful ideas as you read. It emphasizes

- active reading in which you respond while reading. As you read this book, you will be actively involved in thinking, talking, and writing.
- strategic reading in which you learn specific strategies for understanding written passages. For example, you will learn to preview before reading, brainstorm what you know before reading, set your own purposes for reading, distinguish main from subordinate ideas, use clue words to anticipate

the author's train of thought, visualize, predict, infer, conclude, and judge as you read.

- vocabulary development in which you expand your vocabulary through actual reading so that you can use your growing understanding of words to make future reading more successful. As you read, you will learn to use context and word-structure clues to unlock the meaning of unfamiliar words.
- expansion of the knowledge you bring to reading so that future reading is more meaningful.

Reading with Meaning: Strategies for College Reading contains many selections similar to ones you will read in your college courses in history, English, biology, earth sciences, and other subjects. To succeed in college, you must know how to read this type of content. The primary purpose of the book, therefore, is to prepare you to function successfully in college.

ORGANIZATION OF THE TEXT

The overall organization of *Reading with Meaning: Strategies for College Reading* reflects these emphases. Take time to study the Contents. This is something you should do before reading any college text. You will see that this book starts with basic reading strategies for working with vocabulary, main ideas, and significant details, which lead into more advanced strategies for study, critical, and creative reading.

Part One has one chapter. Its purpose is to teach you a strategy, or an approach, to use in preparing to read.

Part Two focuses on vocabulary. It has two chapters. The first chapter teaches you how to use the surrounding words in a sentence to unlock the meaning of an unfamiliar word; the second teaches you how to use word parts to figure out word meanings, especially the meanings of technical terms important in college reading.

Part Three helps you understand what you read. The three chapters in this part teach you (1) how to find the main idea of paragraphs and selections, (2) how to make sense out of details, and (3) how to use clue words to anticipate the author's train of thought.

Part Four deals with study reading and introduces you to a study plan called *SQ3R*. The first chapter in this part teaches strategies for surveying a text and organizing your thoughts before reading. The second chapter shows you how to remember what you read and gives suggestions for taking tests. The third deals with increasing your reading rate.

Part Five involves you in critical and creative reading. The first chapter in this part introduces you to comparing, inferring, concluding, and judging. The second chapter helps you handle style, tone, and mood in reading—aspects of reading particularly important in the reading of novels, plays, poems, and speeches.

Part Six helps you understand the kinds of diverse selections you will read in college courses. The first chapter in this section provides practice in comprehending definitions and explanations, which are commonly found in college textbooks, especially those in the natural and social sciences. The second chapter introduces strategies for comprehending descriptions and narratives, which are

often found in humanities as well as science textbooks. The third chapter provides practice in reading opinions and persuasive writing, a kind of writing you will encounter very often in history and the humanities as well as in newspapers and magazines. And the last chapter introduces strategies for reading charts, graphs, and diagrams.

At the back of the book is a glossary of vocabulary words featured in the text. It contains a pronunciation guide as well as an explanation of how to use a glossary. You can use this glossary as a dictionary, checking meanings and pronunciations of unfamiliar words. For each entry in the glossary, there is a sample sentence.

ORGANIZATION OF THE CHAPTERS

Very often in college textbooks—including this one—there is a pattern to the development of chapters. It generally helps to identify the pattern before you start to read. Turn now to Chapter 4 and identify the component parts of a typical chapter.

In *Reading with Meaning: Strategies for College Reading*, each chapter begins by asking you to look through the chapter before reading to identify the topic and then to jot down what you already know about that topic and what you hope to find out through reading the chapter. Each chapter then presents a statement of what you will learn through the chapter—the objective. Next comes an introductory discussion of the strategy to be taught in the chapter and practice using the strategy.

Following this instructional segment are one or more selections in which you apply what you have learned in the opening segments of the chapter. Accompanying most selections are two kinds of activities to do before reading: “Expanding Your Vocabulary for Reading” and “Getting Ready to Read.” “Expanding Your Vocabulary” introduces featured vocabulary from the selection in a sentence so that you get continued practice in using your understanding of context and word structure clues to unlock the meaning of unfamiliar words. “Getting Ready to Read” encourages you to look over, or survey, a selection before reading. You can complete these activities by yourself or with class members during class time.

Next is a selection to be read. Selections are from magazines, books, and textbooks. Exercises follow that you can use to check your understanding. These are either short answer or short essay. In each case, however, you must apply the strategies learned earlier in the chapter. In other words, if the chapter builds strategies for finding the main idea, you will answer questions dealing with finding main ideas. Additionally, as you read, you will often be asked to record key words, main ideas, significant details, or descriptive words as margin notes or to circle or underline parts of the text—something that you should do in college reading. In some instances, you will find the number of words contained within a selection written at the end of it. If you want to check your reading rate on a selection, you can use that number and the reading rate chart in the appendix to calculate your reading rate.

At the ends of selections, you will find exercises for reviewing featured vocabulary. In many cases, the exercises include sentences using the featured words; they provide more practice in using sentence clues to unlock the meaning of words.

Preface

At the ends of selections, you will also find suggestions for writing. Sometimes you will be asked to write using knowledge from the selection. Sometimes you will write using the same writing approaches used by the author of the selection. Research shows that writing is a good way to learn content and develop reading skills.

The final segment of each chapter provides an opportunity for you to extend your understanding of the content and vocabulary and to practice the reading strategies taught in the chapter. In some chapters, you will be asked to review the steps in the strategies with which you have been working. You will be asked to find a similar kind of selection to read independently and to keep a vocabulary notebook to help you make the words featured in the chapter a part of your everyday vocabulary. At times, you will also be asked to locate on a map places mentioned in the selection. By doing this, you are building your knowledge base for future reading.

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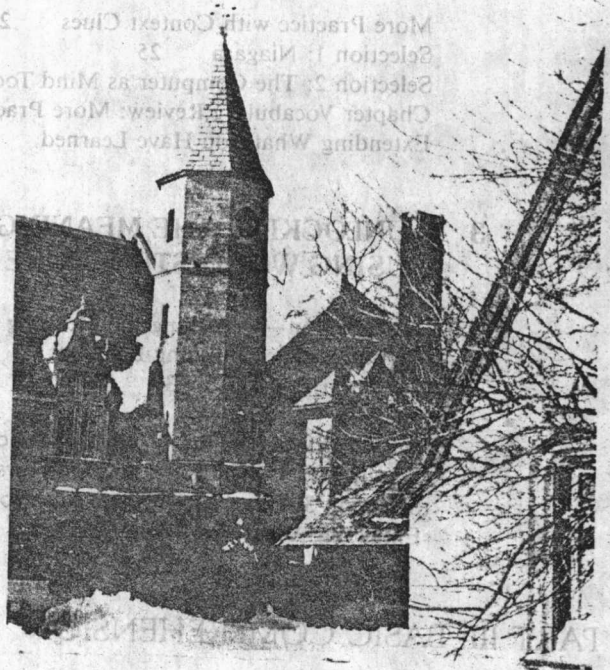
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*Dorothy Grant Hennings
Warren, New Jersey*

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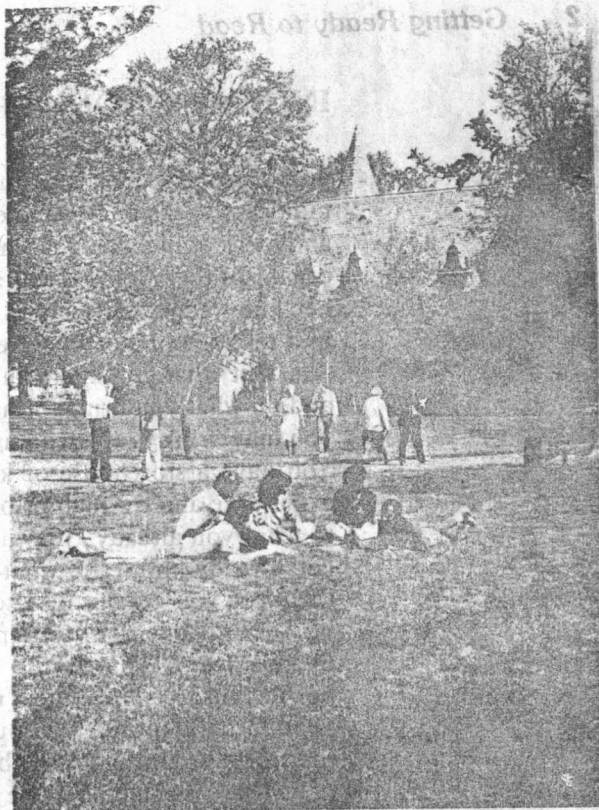
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GETTING READY TO READ

1 process that sets two people in action together. It has a purpose in writing and a message to communicate. In writing a piece, the author chooses the words to express those facts and ideas and chooses the words to express those facts and ideas. In so doing, the author draws upon his or her knowledge about the topic. Obviously, what the author writes about is not just what you get out of it.

of a text depends also on your purpose for reading. One thing that is true is that the more you know about the topic, the more you will be able to understand what you are reading. As you read, you relate what is in the text to what you already know about the topic. The more you know about the topic, the more you will be able to understand what you are reading.

Getting Ready to Read



Step 1—Previewing Before Reading

The first step is to preview, or look through, the selection you are going to read. A major question to keep in mind as you preview a selection before reading is: What is the topic of this selection (or what is it generally about)? To answer this question, you should look for the title, the stated objective, and the headings and subheadings. Ask yourself: What is this chapter about? What is the topic of the chapter? In the space above and beside the chapter number, jot down what you already know about that topic. Then in the space below the chapter number, jot down at least two questions you hope to answer through reading the chapter.

Before reading the chapter, read the title, the stated objective, and the headings and subheadings. Ask yourself: What is this chapter about? What is the topic of the chapter? In the space above and beside the chapter number, jot down what you already know about that topic. Then in the space below the chapter number, jot down at least two questions you hope to answer through reading the chapter.

OBJECTIVE

In this chapter, you will develop strategies for getting ready to read. Specifically, you will learn how to

1. make a general survey of a selection before reading,
2. review what you know about a topic before reading about it, and
3. set a purpose for your reading.

Your Background and Purpose for Reading

The Meanings You Make as You Read

INTRODUCTION—GETTING READY TO READ

Reading is a thinking process that sets two people in action together—an author and a reader. The author has a purpose in writing and a message to communicate to his or her audience. In writing a piece, the author chooses the facts and ideas to include in it, chooses the words to express those facts and ideas, and organizes them into a clear sequence. In so doing, the author draws upon his or her knowledge and feelings about the topic. Obviously, what the author writes in a text determines to a great extent what you get out of it.

But what you make out of a text depends also on your purpose for reading and on what you bring to the reading of that text (see Figure 1.1). One thing that you may bring to the reading of a selection is factual knowledge about the topic. You have a storehouse of knowledge that you have built up through firsthand experience and through prior reading. As you read, you relate what is in the text to what you already know about the topic; you make connections between what you already know and what is in the text. The more connections you can make, the more you get out of a selection when you read.

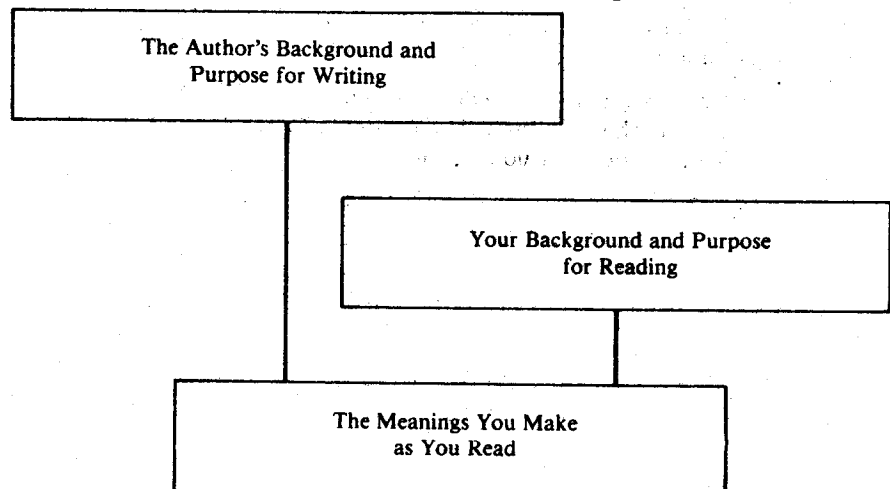
For that reason, to improve your reading, you must build your storehouse of knowledge. You can do that by reading. You must keep reading about important subjects. You must read science, history, and geography. You must read about art and music. You must read novels and poems. The more you read about the world around you, the better reader you will become.

There is something else you can do to make yourself a better reader. Because what you get out of a text depends on what you already know about the topic, take three steps before reading a selection.

Step 1—Previewing Before Reading

The first step is to preview, or look through, the selection you are going to read. A major question to keep in mind as you preview a selection before reading is: What is the topic of this selection (or what is it generally about)? To answer this question, look at the **title**. The title often provides a good clue as to the topic. Look for the name of the **author** if one is given. What topics does this author typically write about? Look at the **headings** that may divide the piece into sections. Look at the **terms the author repeats at the beginnings of paragraphs** or

Figure 1.1 Reading with Meaning



that are in italics or in bold print. Quickly read the first paragraph and the last. What clues do they provide as to the topic? What clues do they provide as to the subtopics, or the aspects of the topic included? Look at the illustrations—the photographs, maps, and charts that accompany the selection. They generally help the reader get an idea as to the major focus, or concern, of a selection.

Step 2—Thinking About What You Already Know

The next step is to think about what you already know on the topic. Sometimes it pays to jot down on paper a few words that sum up what you know before reading. In a way, what you are doing at this stage is brainstorming; to brainstorm, you write down words and thoughts that come to mind about the topic of the selection. Useful here are the key questioning words: *who*, *what*, *when*, *where*, *how*, and *why*. In relation to the topic, ask yourself: Who is or was involved in this? When does or did this happen? Where does or did this happen? What is or was involved? How is it or was it important? Why does or did this happen?

Step 3—Setting Your Purpose for Reading

The third step is to set your purpose for reading. At this point, knowing what the topic of the selection is and what you already know about that topic, you should ask: What do I want to get out of reading this piece? What do I want to find out? What do I want to learn?

With books you choose yourself for personal reading, you probably have a good idea of what you want to get from your reading before you start to read. You may have chosen a popular novel to enjoy the pleasure of reading or to escape from your own problems. You may have chosen a book because everyone is talking about it and you want to be knowledgeable about the topic.

On the other hand, you may be dealing with an assigned reading. As a college student, you will have to read textbooks and references that your professor has assigned. You will read these books to get information, to know more about the topic. In this case, setting one or more specific purposes for reading can guide you as you read. Your purposes give direction to your reading.

THE GETTING-READY-TO-READ STRATEGY

In sum, a useful strategy to apply before reading includes these three steps:

1. Preview the selection by
 - looking at the title, author, and headings;
 - reading terms that repeat at the beginning of paragraphs or that are in italics or bold type;
 - reading quickly the first and last paragraphs;
 - studying the illustrations;
 - asking: What is this selection going to be about? What is the topic of the selection?
2. Review what you already know about the topic. Ask: What do I know about the topic?
3. Set a purpose to guide your reading. Ask: What do I want to learn from reading this selection?

4 Getting Ready to Read

In this chapter, you will apply these strategies as you read three selections similar to the kinds of selections you will be asked to read in your college classes: a selection from a history textbook, a selection from a biology book, and a poem of the kind you will read in English courses. To do well in college, you must learn how to attack material like this. Keep that in mind as you read the selections.

SELECTION 1: A NATION ON THE MOVE

A. Getting Ready to Read

1. Preview the selection that follows to figure out what it is about. Turn to pages 6–9. Quickly read, or skim, the title and the subheadings. Look at the name of the author. Look at the photographs. Then return to this page and answer the questions in the space provided.

- What is the main topic of the selection? (What is it about?) _____
- What subtopics does the selection cover? _____

- What clues did you use to determine the topics and subtopics? _____

2. One way to think about what you already know is to make an “idea web” related to the topic and subtopics of the selection. To make a web as part of previewing a selection, you write the topic of the piece in the center of a sheet of paper. You draw lines outward from this hub. At the ends of the lines, you write the subtopics you have found by previewing the subheads. Next to the subtopics, you write questioning words: what, when, where, who, how, and/or why. Next to the questioning words, you record what you already know on the topic and subtopics before reading.

Figure 1.2 is an example of an idea web that you could have prepared based on a preview of the selection “Americans Move West After the War of 1812.” Explain how this idea web relates to the selection. Write your explanation here.

Before reading, apply the second step of the Getting-Ready-To-Read Strategy: Think about what you already know. If you know anything (what? when? where? why?) about the national road, canals, steamboats, or railroads, jot down a few words that sum up your knowledge under the appropriate term in Figure 1.2. If you do not know anything about one of these, such as the national road, just leave it blank.

3. Set your purpose for reading. Thinking about what you know on this topic, you may have discovered that you have little knowledge about some aspect

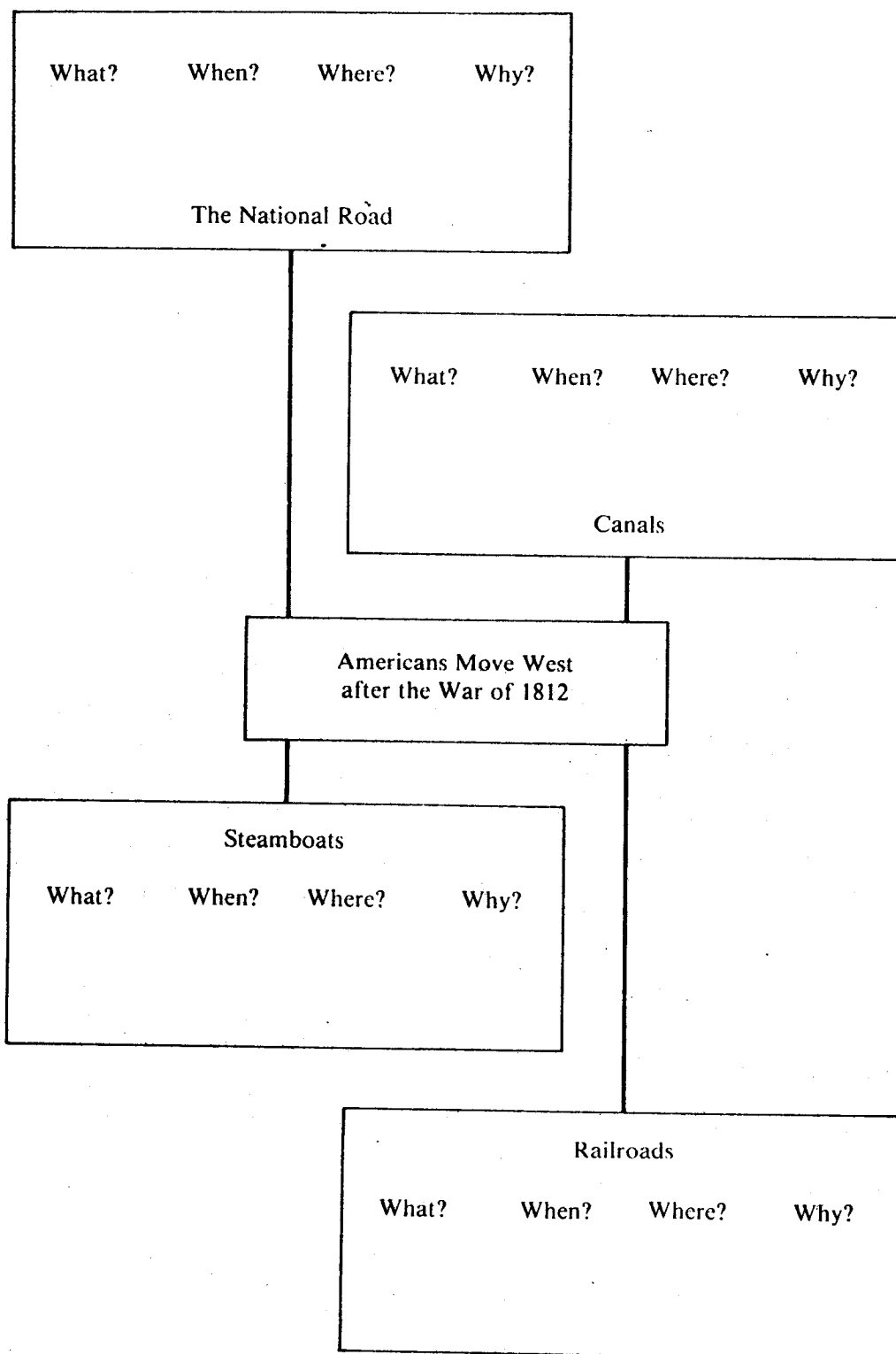


Figure 1.2 Idea Web