

# 高级英语阅读技能

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## READING STRATEGIES AND TECHNIQUES FOR ENGLISH MAJORS

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## Preface

This book is intended for advanced learners and those who want to further develop reading strategies and techniques. Its chief aim is to help them to improve their abilities required in flexible and efficient reading. It is a coursebook different from testbooks in that the latter are more concerned with right/wrong answers than with reading strategies and techniques. This writer is firmly convinced that provided the learners know these strategies and techniques and know how to apply them appropriately, they will have no difficulty in passing the tests which suit their level of English.

The book consists of nine units, and the key to the questions. Each unit is divided into three parts. In Part A, the aim and skills required to fulfil the reading tasks are made clear. In Part B, the note explains in detail the essential reading strategies and techniques. In Part C, typical reading materials are provided to illustrate how to apply these skills. And it is through practice that the learners will acquire these abilities. Here and there the learners will find tips about how to fulfil various reading tasks assigned in the unit.

Interest and authenticity of reading tasks help to motivate the learners. While preparing the book, this writer spared no efforts to make the reading materials as enjoyable as possible and the reading tasks as authentic as possible. It is hoped that

through intensive practice and timed reading, the learners will benefit from this booklet and become good readers, or better readers, if they are already good at reading.

## INTRODUCTION

### **Why do we read?**

We read for a number of different reasons. Generally speaking, there are two main reasons for reading.

- Reading for pleasure.
- Reading for information (in order to find out something or in order to do something with the information we get).

### **What do we read?**

The readings in this book have been chosen to represent the types of reading we must do and the levels of difficulty we typically encounter in that reading. Here are the main text-types:

- Newspapers and magazines (articles, editorials, letters to the editor, classified ads, radio or TV programs)
- Specialized articles, reports, reviews, essays, summaries, accounts, pamphlets

- Novels, short stories, other literary texts and passages  
(e. g. , essays, biographies, anecdotes)
- Handbooks, textbooks, guidebooks
- Advertisements, travel brochures, catalogues
- Letters, postcards, notes
- Instructions, directions, recipes, notices, rules and regulations, posters, signs, menus, statistics, diagrams, timetables, dictionaries, maps

### **What is reading?**

Reading is not one process. We should not read everything at the same speed and in the same way. There are sub-skills involved in reading. Different reading materials require different speeds and techniques.

Reading is not just looking at words. It is an active skill. It constantly involves guessing, predicting, checking and asking oneself questions. When we read, we must think, we must do.

Reading is a means to an end. Reading is easier if we have a purpose for reading. We can understand what we read more easily if we know why we are reading. We shall be able to remember more of what we read, if we read with a purpose. When we read, we never have to get everything. If we try to get everything, we are forever doomed to slow, inefficient, and frustrating reading. First of all, we can't get everything.

Second, trying to get everything usually keeps you from getting the most important things: the author's purpose and the main ideas.

### **How do we read?**

A good reader is curious and wants to discover new ideas. He likes to think about facts and opinions. And he also likes words and enjoys finding and using new words correctly.

Here are several common ways of reading:

- Skimming: quickly running our eyes over a text to get the gist of it.
- Scanning: quickly going through a text to find a particular piece of information.
- Extensive reading: reading longer texts, usually for pleasure. This is a fluency activity, mainly involving global understanding.
- Intensive reading: reading shorter texts to extract specific information, understand the thematic patterns, find the underlying structure of the ideas in what we read and see the author's tone and purpose, and so on. This is more of an accuracy activity involving reading for detail.

These different ways of reading are not mutually exclusive. For instance, we often skim through a passage to see what it is about before deciding whether it is worth reading further and what reading strategy should be applied.

Good readers are not necessarily fast readers, and nor the other way round. But they know when and how to read fast. They question, predict, confirm, and evaluate what they read, at whatever speed is appropriate for the material and the job to be done.

Usually we start with global understanding and move towards detailed understanding. This way of reading may be called global approach and summed up in the following way:

**Study of the layout:** title, length, pictures, typeface of the text

**Making hypotheses:** about the contents, function of the text

**Anticipation:** of where to look for confirmation of these hypotheses (according to what we know of such text types)

**Skimming:** for the subject matter, main ideas, function of the text

**Confirmation or revision of our hypotheses**

**Further prediction and new hypotheses . . .**

**Second reading:** for more details, understanding the method of organizing information, making inferences, drawing conclusions, judging the writer's position etc.

**What shall we be able to do better after we have finished this course?**



- We'll be able to quickly find the main ideas, details, and recommendations for action in a written work.
- We'll be able to draw conclusions and make applications based on what we read.
- We'll "see" the author's tone and purpose.
- We'll find the underlying structure of the ideas in what we read.
- We'll be able to read at an improved speed and in a more efficient way.
- Most important of all, we'll be able to take charge of our reading. We'll learn to be an active, thinking, analyzing, evaluating reader.

*DAVIS*

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## **Unit 1    READING FOR IDEAS**

### **Forming a good reading habit**

**Specific aim:**     To help the students to form a good reading habit.

**Skills involved:** Reading in phrases.

Expanding the eye span.

Overcoming vocalization or sub-vocalization.

### **Note:**

Reading uses two things: your eyes and your brain. Both of them need training. Always read with questions in mind. A writer uses words to state ideas—and that is what a good reader looks for—those ideas. Don't read a sentence as though it were a separate unit and pronounce each word separately to yourself as you read. Instead, you should put words together to make phrases and put phrases together to make ideas.

Train your eyes to move quickly. Train them to see more than one word at a time. The more words your eyes take in

with one fixation (the quick stop your eyes make when they picture words in a line of print), the larger your eye span. The larger your eye span, the fewer stops your eyes will have to make across the line and the faster you will be reading.

Learn to move your eyes from left to right when you read. Keep your eyes moving forward. Don't let them go back. You may use your finger or a marker to keep yourself on the right line. But do not put your finger under each word. Put your finger or the marker under the middle of each line. Keep your eyes moving forward left to right all the time. It will soon become a habit.

There are two different types of reading. One is reading aloud, and the other is silent reading. When you read aloud, you make the sound of every word on the page. When you read silently, you should not make any sounds. Do not sound them out even in your mind. Some readers move their lips or whisper while they read "silently". This habit is called vocalizing. It would be physically impossible for you to speak at the rate of speed at which a good reader can read—say 350 words per minute. There are others who sub-vocalize—their lips are not moving, their vocal cords are not involved, but they are sounding each word in their minds as they read it. Sub-vocalizing is as much a deterrent to reading speed as actual vocalizing. Both can slow you down. They should be stopped.

To read well you must practise. You can speed up your reading if you work at it.

## Exercises

### Ex. 1

Directions: Underline the word that is the same as the first one given. (10 seconds)

- |             |               |              |               |
|-------------|---------------|--------------|---------------|
| 1. cat      | A. cut        | 2. seat      | A. seal       |
|             | B. cap        |              | B. seed       |
|             | C. cat        |              | C. heat       |
|             | D. cab        |              | D. seat       |
| 3. pick     | A. peak       | 4. study     | A. steady     |
|             | B. tick       |              | B. study      |
|             | C. pick       |              | C. sleepy     |
|             | D. lick       |              | D. streaky    |
| 5. mend     | A. mound      | 6. monkey    | A. money      |
|             | B. mount      |              | B. moody      |
|             | C. meant      |              | C. monkey     |
|             | D. mend       |              | D. mutiny     |
| 7. friendly | A. fluently   | 8. present   | A. present    |
|             | B. friendly   |              | B. peasant    |
|             | C. frequently |              | C. pregnant   |
|             | D. frenziedly |              | D. prefect    |
| 9. figure   | A. finger     | 10. decision | A. discussion |
|             | B. fixture    |              | B. diversion  |
|             | C. figure     |              | C. depression |
|             | D. future     |              | D. decision   |

### Ex. 2

Directions: Here is a list of two expressions. They are sometimes the same and sometimes different. Go through the list and decide whether they are the same or different. S stands for the same and D for different. (10 seconds)

- |                            |                        |   |   |
|----------------------------|------------------------|---|---|
| 1. cab driver              | car driver             | S | D |
| 2. well paid               | well said              | S | D |
| 3. old looking             | cold looking           | S | D |
| 4. all told                | all told               | S | D |
| 5. one-way street          | one-day sleep          | S | D |
| 6. Can you hit the tin?    | Can you heat the tin?  | S | D |
| 7. I saw him off.          | I saw Tim off.         | S | D |
| 8. She started the party.  | She started the party. | S | D |
| 9. Is there a park?        | Is there a party?      | S | D |
| 10. It pricked my fingers. | It pricked my fingers. | S | D |

### Ex. 3

Directions: Read the following ten groups of phrases and answer the questions beside them in 2 minutes.

- |                |                              |
|----------------|------------------------------|
| 1. a black cap | What has not been mentioned? |
| a mad cat      |                              |
| a red flag     | A. cat                       |

- a bad catch
- a back lash
- a big egg
- 2. in charge
  - in exaggeration
  - in general
  - in conclusion
  - in case
  - in illustration
- 3. at last
  - at large
  - at sunset
  - at random
  - in common
  - in abundance
  - in addition
  - in appearance
- 4. in Argentina
  - in Afghanistan
  - in Britain
  - in France
  - in Brazil
  - in Canada
  - in China
  - in Germany
  - in Russia

- B. cage
- C. egg
- D. lash

What has been mentioned?

- A. instance
- B. conclusion
- C. frustration
- D. opposition

What has been mentioned?

- A. least
- B. approach
- C. addition
- D. combination

What country is not mentioned?

- A. China
- B. Britain
- C. Cambodia
- D. France



in Switzerland

5. at ease

at midnight

at Christmas

at the top

at the bottom

at a distance

at a disadvantage

at a critical moment

at a different speed

at a dangerous point

6. to fly in the sky

to drive for a while

to ride a bike

to write in reply

to say goodbye

to sit side by side

to see eye to eye

to struggle and win

to smile from ear to ear

to work day and night

7. The windows are closed.

The library is open.

The bus is crowded.

The lights are off.

The experiment is successful.

What has not been mentioned?

A. speed

B. bottom

C. moment

D. breakfast

What verb is not used?

A. fight

B. drive

C. see

D. ride

What has been mentioned?

A. room

B. train

C. example

D. library