

day, when we live 20 years longer than our great-grandparents, and when women mysteriously outlive men by seven years, it is clearer than ever that the "game of life" is really a game of trade-offs. As we age, we trade strength for ingenuity, speed for thoroughness, passion for reason. These exchanges may not always seem fair, but at every age, there are advantages. So it is reassuring to note that even if you've passed some of your prime years, you still have your prime years to live in the future. Certain important prime years seem to peak later in life.

WHEN ARE YOU SMARTEST? According to I.Q. scores, the average person experiences a peak in intelligence around age 21. This trade-off between intelligence and freedom has led psychologists to suggest that "maturity quotients" (M.Q.'s instead of I.Q.'s) be adopted for adults.

WHEN ARE YOU HEALTHIEST? For men, from 15 to 25; for women from 15 to 30.

"A man is in his best shape in the decade before 25," says New York internist Dr. Donald Tomkins. "His muscles are firmest, his resistance to colds and infections is highest, and his body is most efficient in utilizing nutrients." Women, for reasons scientists do not understand, get a five-year bonus. Peak health begins to decline when the body process called anabolism (cell growth) is overtaken by the opposite process, catabolism (cell death). "Cells have been dying since birth," says Tomkins, "but in our late 20's, they start dying faster than they are replaced." Also, muscle is replaced with fat.

Women also get an additional bonus of good health later in life: National Institute of Health figures show that the onset of such "old age" diseases as arthritis, rheumatism, and heart ailments begin around age 60 in men, at age 65 in women. It is hard to deny the generally greater fitness of women: Life expectancy for men is now 68.3; for women, 75.9. Says U.S. aging authority William Kannel, "Older women with low blood pressure are practically immortal." However, biologists believe that by entering the competitive market in increasing numbers, women may eventually give up their statistical advantage.

WHEN ARE YOU MOST LIKELY TO DEVELOP MENTAL DISORDERS? From 30 to 35.

This surprisingly narrow peak is very real. The National Institute of Mental Health (NIMH) reports that more than half of the patients in mental hospitals, male and female, are in this age group (men leading women by about 20%).

But if we're most neurotic between 30 and 35,

consider it central to a humane education. I became conscious of the difference between play and sport when I helped organize a sandlot football team at a school. Since this was a "child-directed" activity, our parents didn't know what we had to figure out. The first thing was to schedule practice from a nearby field.

It dawned on us that we were engaged in a special kind of play. If we were to play decently, let alone win, we would have to prepare, and the only way was to lead the discipline of practice.

Looking back, I realize that at that moment I underwent a profound experience. We entered into a social contract that bound us together with ties as strong after more than 30 years.

Our quarterback imposed his rule on us. He was never elected captain or coach, but simply assumed these offices. His voice was stentorian, and his will was indomitable. He focused my attention on the importance of pain and the reaction to it.

We had been pushed around unmercifully by a larger and stronger opponent. On our 5-yard line, he told the team he would take the ball on every play unless we lost it. And, from the look in his eye, we all knew we had better not lose it. He was not large, and it seemed folly to plunge into the center of the line, especially since he had no pads or helmet to protect him.

The first rush caught the other team by surprise and he went for 10 yards. On the second plunge, he stiffened, but we still moved. For 60 yards, we inched forward. After the first few rushes, it was clear that our offense consisted of one play—up the center. By the time we had penetrated to their 30-yard-line, the quarterback was covered with dust and blood, but he gave the same command: "Snap the ball to me three."

A surprise occurred. The opposition collapsed. We moved 15 yards until a touchdown was scored.

One boy, determined to break his opponent regardless of personal agony, had demoralized

the body to do things that defy reason.

I have never forgotten that day and the lesson I learned. Like my teammates, I had a healthy fear of pain, but I realized that this fear could be overcome and that the man who could overcome it had a dis-

新编英语泛读教程

第二册



上海外语教育出版社

A Freshman English Reader

新编英语泛读教程

第二册

主编： 王守仁 陈陆鹰
编者： 萧锁章 何 宁
康文凯 赵文书
周富强

上海外语教育出版社

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王守仁 陈陆鹰 主编

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前言

《新编英语泛读教程》供高等学校英语专业一、二年级教学使用。学生学了这套教材,可以增加英语国家文化背景知识,扩大英语词汇,提高英语阅读能力。

根据《高等学校英语专业基础阶段英语教学大纲》,泛读课与综合英语课(原精读课)不同,属单项技能训练课。泛读课的特征体现在“泛”与“读”两个方面。就“泛”而言,教材选用语言材料的内容呈百科知识性,包括社会生活各个方面。同时,语言材料的文体呈多样性,既有文学作品,又有记叙文、说明文、议论文、新闻、广告等语言风格不同的各类文章。就“读”而言,泛读课的重要任务是指导学生掌握各种阅读方法,从而提高理解的准确性,加快阅读速度。泛读课的阅读量大,这亦是与综合英语课的区别之一。学生通过大量阅读,逐步扩大英语词汇。泛读课应帮助生活在信息爆炸时代的学生学会通过阅读,快速、准确地获取并处理信息。

《新编英语泛读教程》选用语言材料的内容涉及英语国家社会、政治、经济、文化、历史、新闻、宗教、体育、医药、文学、风土人情、科普知识等。《新编英语泛读教程》全套四册。每册十八单元,按阅读方法编为三到四组。每一单元分三个部分。

第一部分(Section A)要求在课堂上处理,学生不要预习。

词汇测试(Word Pretest)所列单词选自Section A的课文,大多为有可能妨碍理解的生词或重要的常用词。这一练习形式替代了生词表,其目的是帮助学生顺利阅读课文。

课文(Text)根据难易程度,由浅入深编排。课文长度从第一册的650字左右逐渐增加到第四册的1200字左右。除专业性词汇以外,四册课文基本词汇分别掌握在《大纲》三、四和五、六级词汇以内。

阅读方法(Reading Skill)循序渐进、系统介绍各种阅读技能。第一册首先指导学生根据上下文判断生词的词义,熟悉英语句子结构,了解内容题材与中心思想的区别。第二册针对一年级学生阅读常常“只见树木,不见森林”的现象,重点培养学生把握文本中心思想的能力。第三册着重阅读速度和逻辑推导方面的操练。第四册进行阅读方法综合训练,提高学生对文本的批评鉴赏能力,同时,介绍一些必要的应试技巧,为学生参加各种英语考试作准备。Reading Skill属单项技能强化训练,即同一种阅读技能要连续在几个单元内反复操练,以使学生能真正掌握,运用自如。

词汇练习(Vocabulary Building)第一、第二册系统介绍常见构词法,第三、第四册进行词形变化练习。

完形填空(Cloze)重点放在测验学生阅读理解能力,培养学生语感。

补充词汇(Glossary)增列与题材相关的单词,旨在扩大学生的词汇量。

第二部分(Section B)所选课文长度超过第一部分课文,内容是对相关题材的深化或补充,供学生课外阅读,教师在课堂上进行检查,也可结合Section A课文作适当讲解。

第三部分(Section C)有三至四篇相关题材的短文,主要用于快速阅读训练。阅读时间基本上是一分钟一个问题。教师可根据学生实际能力水平进行调整。

《新编英语泛读教程》在南京大学英语系、国际商务系试用时,得到学生和教师的支持和配合,他们提出了不少宝贵的建议,在此特表示谢意。

由于我们水平有限,错误缺点在所难免,欢迎使用《新编英语泛读教程》的同志批评指正。

王守仁
一九九六年八月

Table of Contents

Reading Skill — Finding the Main Idea	1
Unit 1 Reading	2
Text: A Few Questions About Reading	3
Text: Becoming a Better Reader.....	8
Unit 2 Music	14
Text: Music's History May Show a Path to Future Peace	15
Text: Listening to Music	20
Unit 3 Generation	26
Text: The Law vs. the Piano.....	27
Text: Bricklayer's Boy	33
Unit 4 Names	39
Text: Your Name Is Your Destiny.....	40
Text: Addressing People.....	46
Unit 5 Weather and Climate	52
Text: What Makes the Weather?	53
Text: Types of Climate.....	59
Reading Skill — Recognizing the Pattern of Details	65
Unit 6 The African-Americans	66
Text: Martin Luther King	67
Text: Brown vs. the Board of Education	72
Unit 7 Greek Stories	79
Text: Orpheus and Eurydice	80
Text: The Return of Odysseus	86
Unit 8 Science & Fiction	94
Text: Jules Verne's Trip to the Moon.....	95
Text: 2001: A Space Odyssey.....	101
Unit 9 First Aid	108
Text: First Aid.....	109
Text: How to Deal with Common Emergencies	116

Unit 10 Marriage	124
Text: You Will Have a Good Life.....	125
Text: Wedding Customs in the West.....	131
Reading Skill — Outlining	137
Unit 11 Creativity	138
Text: Where Do Those Bright Ideas Come From?.....	139
Text: How to Get a Great Idea?.....	144
Unit 12 Travel	150
Text: Travel Around U. S. A.....	151
Text: Tourism.....	157
Unit 13 Examinations	163
Text: Types of Examinations.....	164
Text: Cheating: Alive and Flourishing.....	170
Unit 14 Intellectual Property	177
Text: Copyright.....	178
Text: Patents.....	184
Unit 15 Law	191
Text: The Matter of McVeigh.....	192
Text: Courts.....	197
Unit 16 World War II	205
Text: Edward R. Murrow Reports on Britain Under the Bombs.....	206
Text: How Did World War II Start?.....	212
Unit 17 Housing	220
Text: Show Me the Way to Go Home.....	221
Text: Mobile Homes.....	226
Unit 18 Drama	233
Text: A Question of Ethics.....	234

Reading Skill — Finding the Main Idea

In Book I you have already learned to distinguish between the topic and the main idea in a reading passage. The topic is the subject the passage is about. The main idea is the writer's opinion, judgment, or idea about the topic. It is the controlling idea that the writer wishes to prove or explain. The details are the proof or explanation that support this general concept.

The main idea is a generalization, whereas the supporting details are more specific. Being able to tell the main idea from the specific details is another essential skill to aid comprehension. Read the following paragraph, looking for the idea that is the most general.

Aunt Stella never forgets to send a card on the birthdays of her friends. She remembers anniversaries and graduations better than anyone else in the community. If she says she'll lend you a book or send you an article she saw in the newspaper, she always comes through. And somehow she manages to keep straight not just the names of her fifteen nieces and nephews, seven brothers and sisters, and their thirty-five children, but she also remembers such things as who loves the color blue and who hates pink and who loves roller-skating and who dislikes trips to the beach.

Let's check your comprehension. All the sentences have something to do with Aunt Stella's memory, so that is the topic. What specifics do you learn about her memory? She remembers a) birthdays of friends, b) anniversaries and graduations, c) promises, and d) names and interests of family members. Now, judging from the details listed here, what general statement can you make about Aunt Stella's memory? *Main idea:* Aunt Stella has an exceptionally good memory. If you wrote a sentence similar to this one, you have got the main idea of the paragraph. It is quite clear that the details are an expansion of the main idea, that is, in turn, an expansion of the topic.

Usually the main idea is directly stated by the writer in one or more sentences within a reading passage. The sentence that states this main idea is called the topic sentence. The location of the topic sentence is not fixed; it may appear in the beginning, the middle or the end of the passage. Sometimes the passage lacks the topic sentence. In this case, the reader is required to work out the general idea by himself.

Unit 1 Reading



Section A

Directions: *You are expected to study this section in class. Don't preview.*

◆ Word Protest

For each italicised word, choose the best meaning below.

1. Teenagers are eager to escape *restrictive* home environments.
A. familiar B. free C. limiting
2. Some American words have no British *equivalents*.
A. meanings B. correspondents C. origins
3. Noise is usually a *distraction* when you are trying to study.
A. something that draws one's attention away from what he is doing
B. something that draws one's attention to what he is doing
C. something that arouses one's interest in what he is doing
4. The price *varies* according to the season.
A. goes up B. goes down C. changes
5. He's the most *versatile* of actors.
A. having special talent
B. having a good voice
C. having many skills
6. He *indicated* his interest by sitting up straight in class.
A. gave a sign of B. pretended C. pointed to
7. The government is taking strict measures against all forms of *corruption*.
A. inefficiency B. dishonesty C. waste
8. If people find out what you're doing, it will ruin your *reputation*.
A. name B. career C. future

◆ Text

A Few Questions About Reading

What Is Efficient Reading?

What do we mean when we talk about “reading efficiency”? Does it mean more than saving time by reading rapidly? Reading effectively most certainly includes understanding the ideas the writer is trying to send. It includes organising those ideas
5 logically to remember them. But it also has to include processing the information as quickly as possible; we have so much to read and understand in what always seems too little time.

What About Rapid Eye Movement?

10 Reading is not a simple physical activity. You see nothing while your eyes are moving; to see, you must stop and focus. Reading is much more than eye movement. When it is properly developed, the reading process is a thinking process. When you are reading to learn, you are constantly thinking, evaluating, judging, imagining, comparing, and reasoning. You are adding new information to previous knowledge,
15 judging its value, and comparing its use in solving problems or creating new horizons.

Training your eyes to move faster is useful in breaking restrictive reading habits — habits that slow you down and limit how much you remember. But eye movement alone will not increase your reading efficiency; the efficient reader is a thinking reader. Reading is a thinking process.

20

Why Are Reading Goals Important?

The effective reader has a purpose for reading. The more definite the purpose, the more effective the reading. Just as a purpose controls the way you walk — a leisurely walk through a park should be different from a long trip on foot in a short
25 time or a rush to a hospital emergency room — a purpose controls the way you read. Having a goal to reach means getting rid of distractions that won’t help you achieve that goal. As with walking, the methods you use vary with the goals you establish.

How Much Comprehension?

30 When do you have enough comprehension? When you have achieved your goal. When you want to find a number in a phone book, reading the entire book is, obviously, not an aid in achieving your goal quickly.

You may read for pleasure with no intention of using the information you read for any other purpose. Or you may read to find the sequence of events leading to a
35 particular war. You may need to understand previous action taken before you can define a new policy, or you may want to know metric equivalent for a pound. When you have found what you are seeking, you have satisfied your purpose for reading; you have as much comprehension as you need.

40 **What is Reading Versatility?**

If to read is to understand, the reading method used to achieve the reader's purpose will be determined by the type of material and its difficulty. A book on chemistry will not be read at the same speed as a novel, even by a chemist. And the same chemist will use a different reading method for a newspaper sports column.

45 The versatile reader is also the efficient reader who reads in the best possible manner with the least waste of time. The versatile reader may be called the mature reader. He or she has overcome the problem of word-by-word reading, no longer feeling that each word should be studied.

50 Your goal is to develop into a versatile, efficient, mature reader — not just a rapid eye mover.

How About Knowledge?

Look out a window. You see an entire scene. The meaning you give it depends on your understanding of what you see — of the knowledge you have from your past
55 experiences. Similarly, the style and difficulty of the material and the reader's experience and knowledge will influence the speed of comprehension.

Consider the meaning of the following nursery rhyme:

60 Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

65 You probably thought it meant two children, sent to an illogical uphill location to get water, both fell down the hill. But how would your understanding change if you knew that "Jack" was the common name for a corrupt king, and "Jill" was used to indicate his queen? Or what if "Jill" was not the queen but a woman of questionable reputation? Then "hill" might indicate power; "water" might mean "gains from corruption"; and whoever "Jill" is, she is dragged down with him — or causes the fall.

70 Previous knowledge can influence the message you receive from reading, just as body language adds meaning to spoken messages; they provide you, the receiver, with more complete information to process.

Total words: 760

Total reading time: _____ minutes _____ seconds

The text is based on *Super Reading* by Margaret Morgan Byrum, Warner Books, Inc., 1988.

◆ Reading Skill — Finding the Main Idea

Read the following passage carefully and answer the questions below.

When do you have enough comprehension? When you have achieved your goal. When you want to find a number in a phone book, reading the entire book is, obviously, not an aid in achieving your goal quickly.

You may read for pleasure with no intention of using the information you read for any other purpose. Or you may read to find the sequence of events leading to a particular war. You may need to understand previous action taken before you can define a new policy, or you may want to know metric equivalent for a pound. When you have found what you are seeking, you have satisfied your purpose for reading; you have as much comprehension as you need.

1. What is the topic or subject being discussed?
2. In your own words, what is the writer's main idea about this topic?
3. What are the specific details that support the main idea?

◆ Reading Comprehension

Circle the letter of the best answer.

1. Reading effectively includes the following except _____.
 - A. understanding the ideas the writer is trying to send
 - B. processing the information quickly
 - C. remembering every detail
2. Faster eye movement is useful in forming the habit of _____ in the process of reading.
 - A. comparing carefully
 - B. reading quickly
 - C. thinking clearly
3. The more definite the reading goal is, _____.
 - A. the more fixed reading methods are
 - B. the more effective the reading is
 - C. the more interesting the distractions are
4. To have enough comprehension in your reading means _____.
 - A. to understand everything in your reading material
 - B. to read the whole book

- C. to find what you are looking for in your reading material
5. The versatile reader is one who _____.
 - A. reads as quickly as possible
 - B. reads word by word
 - C. uses different reading techniques for different reading materials
 6. At the end of the text, the writer gives an example of the nursery rhyme to show that _____.
 - A. the same nursery rhyme can be understood differently
 - B. the corrupt king and his queen are silly
 - C. background knowledge is important in reading

◆ Vocabulary Building

① Word Search

Find a word in the texts which means:

1. judge the value or degree of (A: 13)
2. limit of one's ideas, knowledge, or experience (A: 15)
3. exact (A: 25)
4. having the ability to understand and learn things well (B: 1)
5. have as a necessary part; include (B: 7)
6. promise; obligation (B: 16)
7. look at or view in a general way (B: 57)
8. make a great effort to do something (B: 67)
9. go back to a former place (B: 79)
10. regular repeated pattern of sounds (B: 91)

② Use of English

Rewrite each of the sentences so that it still means the same, using the words on the left together with the correct form of the verb TAKE. Look at the example first.

The explorers disregarded the mosquitoes, flies and snakes.

NOTICE The explorers...took no notice of the mosquitoes, flies and snakes.

1. Bob agreed to undertake the leadership of the expedition.
ON Bob agreed...
2. The world believed his fantastic story of having got to the Pole alone.
IN The world was...
3. After a pause for questions he continued his story.
UP He...
4. That reminds me of the time I climbed to the top of Mount Fuji.

BACK That...

5. First one of the party steered the boat, then the other steered it.

URNS The members of the party...

6. They assumed that someone would pick up their signals and come to their aid.

ANTED They...

③ Stems

Affixes and stems are basic parts on which many words are built. In Book I, you have already learned some affixes and their meanings. Book II will introduce a variety of stems. Study the following stems and their meanings. List some more examples in the space provided.

	Stems	Meanings	Examples
1	cent/centi	one hundred/ one hundredth	century centigrade
2	claim/clam	cry out/ shout	exclaim
3	firm	fixed	affirmative

cent/centi 1. _____ 2. _____ 3. _____ 4. _____
claim/clam 1. _____ 2. _____ 3. _____ 4. _____
firm 1. _____ 2. _____ 3. _____ 4. _____

Read each of the following sentences and decide the meaning of the italicized word. Then write it down the space provided.

1. The mayor *proclaimed* Monday as a city holiday.

proclaim:

2. Only a small *percentage* of the students have received scholarship.

percentage:

3. He said he would accept the job, so we asked him to *confirm* his acceptance in writing.

confirm:

4. She *affirmed* that she was telling the truth.

affirm:

5. *Centigram* means a weight equal to a 100th of a gram.

centigram:

6. "My Goodness!" she *exclaimed*.

exclaim:

● Synonyms

Synonyms are words with similar meanings. On each line in Column II there is one word which is a synonym of the word in Column I. Circle the synonyms.

I		II	
1. flexibility	constancy	adaptability	perplexity
2. goal	meaning	purpose	concentration
3. tense	strained	relaxed	sense
4. retain	release	contain	hold
5. conquer	defeat	fight	contest

◆ Cloze

Fill in each blank with a word given below. Change the form of the word if necessary.

serious difficult bilingual important use
means weeks second France student

The dictionary is very _____ for a person who is learning English. When students begin their study of a _____ language, they usually use a bilingual (or two-language) dictionary. For example, a student from _____ uses a French-English dictionary and a _____ from Panama uses a Spanish-English dictionary. The use of a _____ dictionary is necessary when students first begin to study another language. However, after a few _____, all students should try to use a monolingual (or one-language) dictionary. If you are a _____ student of English, this _____ that you will now use an English-English dictionary. Of course, sometimes you might need to _____ your bilingual dictionary for a very _____ word, but you should try to use your English-English dictionary most of the time.

Section B

Directions: Please read this section before you come to class.

◆ Text

Becoming a Better Reader

Are you satisfied with how well you read? No matter how successful, intelligent, or highly educated a person is, almost everyone would like to become a better reader, because reading is a skill that one way or another touches almost every activity in our lives, from our jobs to our schoolwork to our free time.

5 The best way to improve your reading ability is, of course, to read. But only
going through pages and pages of printed words is not the quickest or easiest way to
read better or faster. In fact, it may turn you off reading altogether. Reading involves
three major areas: comprehension, recognition of new words, and flexibility in reading
speed. But the single most important influence on how much and how fast you will
10 become a better reader is your attitude.

You must have a positive attitude. That means you must be willing to break some
old habits and try new approaches. You must be willing to be uncomfortable at times
as you get used to reading more actively. You must believe that you indeed have the
ability to read faster and understand more, and that you will.

15 Believing that you can and will read faster and understand more requires a
commitment from you to this course of study. It requires a commitment to yourself
and to developing your potential. It means you should decide that you will do
everything you can to succeed. This decision will carry you over any hard or
uncomfortable moments you might find as you practice the techniques that will make
20 you a more effective reader. It will also help you meet demands in your personal life
that can sometimes discourage you if you let them. Most of all, your attitude should
include patience, especially toward yourself. You are learning, which occurs step by
step, not instantly.

Here are five suggestions to help you become a better reader:

25

1. Relax. Reading, like everything else in life, is best done when you're relaxed, not
tense. First, check your breathing. Make sure you're not holding your breath and that
your breathing is even and regular. Then use your imagination to make reading a
pleasure. Surrender yourself to the characters in the story, the ideas in the article, the
30 colorfulness of the details. Some good readers find it helpful to use their sense to
visualise — or picture — what they read. They feel this technique lets them use the
right part of the brain that is good at learning things through the senses.

2. Concentrate. The key to improvement in anything is concentration. For just a
second, close your eyes and picture yourself when you concentrate. Do bulging
35 eyeballs and strained muscles immediately appear in your mind? If the word
“concentration” makes you feel tired, you have the wrong idea of its meaning. Another
word for concentration could be “awareness.” The reading process requires physical
and mental awareness. You may have heard of the five W's that newspaper reporters
use: *Who, What, When, Where, Why*. Add to this list *How*. Look for these elements in
40 what you read.

Try to create a picture of what you're reading, and your concentration (and
memory) will automatically improve.

3. Form good habits. Although learning to read better takes time and energy, you can
control certain aspects almost immediately. Some of these aspects are physical, others
45 mental. For instance, how aware are you of the importance of these *physical*
influences on the act of reading? Do you:

a. hold the book about 16 inches from your face?

- b. choose a quiet spot to read?
- c. read during the time of the day when you're at your mental best? (Are you a day person or a night person?)
- d. have a 100-watt bulb in your reading area?
- e. know your eyesight is adequate and doesn't need correcting?

Do you practice these good *mental habits*?

- a. Prepare to read by surveying the author's clues, such as titles, subtitles, italics, and boldface print to help you focus on what is most important.
- b. Read introductions and summaries carefully before reading the main text.

4. Correct bad habits. Here are some negative habits to be aware of when you read. Do you have these bad habits?

- a. Do your lips move, even slightly, when you read? Are you sounding out every word with your lips?
- b. Do you say the words "aloud" in your mind as you read? Do you form the words in your throat? Does your breathing change even when you are not reading something exciting?
- c. Are your eyes straining to see the lines?

In addition to these poor physical habits, poor *mental habits* also interfere with your ability to concentrate:

- d. Do you sometimes read in the same way you take a shower, letting the words wash over you, retaining whatever meaning from them that just happens to strike you?
- e. Do you read without a purpose? Do you sometimes forget what the beginning of a sentence was about by the time you get to its end?
- f. Do you often regress (have to reread phrases, sentences, or even whole paragraphs, sometimes whole pages)? Do you find you have passed your eyes over a page, recognising the words but remembering nothing?
- g. Do you often fail to notice commas and periods and when a new paragraph starts?

5. Read in phrases. Bad mental habits often result from not paying attention to the basic unit of meaning. The basic unit of meaning is a phrase or a sentence that contains an idea. It is not an individual word or letters. Many people pay more attention to the part than the whole that's being expressed. One technique that will help you in these areas is reading in phrases (or wholes). Consider this example:

To train yourself to read in phrases, use the natural rhythm of the language to guide you.

The reader who stops on every word in that sentence will be stopping seventeen times. The person who reads in phrases, though, will divide the sentence into several groups of words and stop once for each group. Here is how a more effective reader might see the sentence.

95

To train yourself / to read in phrases, / use the natural rhythm / of the language / to guide you.

100 The slashes mark logical divisions of meaning to make at one time. Did you notice how punctuation such as commas and periods also shows natural places to stop and read? This second reader would stop only five times. This reader would, therefore, be reading three times as fast, just because of reading in phrases instead of word by word! Also, chances are high that this reader would understand more of what he or she is reading. Why? Because to read in phrases, a reader has to be paying attention to
105 what the words are saying as a whole, not just to how they look or sound.

How long a phrase a reader can read at one time depends on the individual. In the beginning, stop on small unit of meaning. As you get more practice, you'll be able to read longer and longer units at a time.

Total words: 1200

Total reading time: _____ minutes _____ seconds

The text is based on *Reading Faster and Understanding More* by Wanda Maureen Miller and Sharon Steeber. Boston: Little, Brown and Company, 1985.

◆ Reading Comprehension

Decide whether each of the following statements is true or false.

- _____ 1. Only student would like to become a better reader.
- _____ 2. Reading involves comprehension only.
- _____ 3. The single most important influence on how much and how fast you will become a better reader is your attitude.
- _____ 4. It is helpful for a reader to visualise what he is reading.
- _____ 5. Concentration could mean awareness.
- _____ 6. It is a good habit to read introductions and summaries carefully before reading the main text.
- _____ 7. When we read, we should sound out every word with our lips.
- _____ 8. Frequent rereading of phrases, sentences, and paragraphs is regarded as a bad habit.
- _____ 9. The basic unit of meaning is an individual word.
- _____ 10. Reading in phrases makes fast reading, and reading word by word ensures better comprehension.