

The ups and downs of life may seem to have no predictable plan. But scientists now know there are definite life patterns that almost all people share. For example, 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 intelligence, and passion for thoroughness. These exchanges may seem to be a loss, but at every age there are advantages. So it is reassuring to know that we have passed some of the most difficult years—

overdone, but pain is important to the human condition. My bizarre taste makes me an avid player of all sports and a fantastic spectator. Pain is a by-product from the level of entertainment that human achievement can provide. It is essential to a humane education. I became conscious of the play and sport of football.

A Sophomore English Reader

新编英语泛读教程

第三册

to perform your I.Q. for only a few years. A study by psychologist Arden Leary found that IQ is secondary at age 45, for example, and that performance is as great as when you graduated from college. At age 60, your brain possesses almost four times as much information as it did at age 21. This trade-off between speed and wisdom has led psychologist Dr. Leo Montuori to suggest that "maturity quotients" (M.Q.'s) be adopted for adults.

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

"A man is in his best shape in the decade before age 30," 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 using nutrients." Women, for reasons scientists do not understand, get a five-year bonus. Peak health is reached 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 65 in men, at age 65 in women. It is hard to deny the statistically greater fitness of women: Life expectancy for men is now 68.3; for women, 75.9. Says U.S. aging expert William Kannel, "Older women with low blood pressure are practically immortal." However, psychologists 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 PSYCHOLOGICAL DISORDERS? *From 30 to 35.*

This surprisingly narrow peak is very real. The National Institute of Mental Health (NIMH) reports

years— The result was that the players were prepared. They slatted the team was injured, and all of us were familiar.

Follow the Leader

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 learn the discipline of practice.

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

6 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.

7 We had been pushed around unmercifully by a larger and stronger opponent. On our 5-yard line, the quarterback 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.

8 The first rush caught the other team by surprise, and he went for 10 yards. On the second plunge, the line stiffened, but we still moved. For 60 yards, we inched forward. After the first few rushes, it was clear that our offense consisted of a fullback running up the center. By the time we had reached the 30-yard-line, the quarterback was bleeding and blood, but he was giving the same look to the ball to me as he had given the same look to the ball to me three times.

9 A surprising thing happened. The opposition



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regardless of personal agony, had demoralized the other boys, all as big as (or bigger than) he, and as good (or better) football players. Their undoing was their inability to understand how the human will can do things that the body to do things that defy reason.

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第三册

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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,这也是与综合英语课的区别之一。学生通过大量阅读,逐步扩大词汇量。泛读课应帮助生活在信息爆炸时代的学生学会阅读、快速准确地获取并处理信息。

《新编英语泛读教程》所选用的语言材料内容涉及英语国家的社会、政治、经济、文化、历史、新闻、宗教、体育、医药、文学、风土人情、科普知识等各个领域。《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 A)根据难易程度编排。课文长度从第一册的约 650 字逐渐增加到第四册的约 1 200 字。除专业性词汇以外,四册课文基本词汇分别掌握在《大纲》的三、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与鉴赏能力,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)在第一二册系统介绍构词法,第三四册进行词形变化练习。

完形练习(Cloze)重点是检查学生阅读理解能力,培养学生语感。

补充词汇(Glossary)增列与题材相关的单词,旨在帮助学生扩大词汇量。

第二部分(Section B)选用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。阅读必须在规定时间内完成,但教师可根据学生的情况对阅读时间进行适当调整。

每个单元的最后有两个思考题,供学生在课堂或课外讨论。

《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

1996年5月

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Reading Skill: Skimming

Skimming is reading for the general idea or the big picture. As a rapid-reading skill, skimming is not new to you. If you do one of the following, you will find yourself skimming:

1. Reread material you have already studied.
2. Look over and sort out your mail.
3. Flip through a new book or magazine.
4. Keep informed in a general way about the news.

When you do not intend to read closely, you start skimming. The key word for skimming is "general." Your attention should be focused on a general overview, not a detailed knowledge. You should look for only the topic, the main idea or the main points. Skimming is not the same as careful reading. In fact, some people don't call it reading at all; they call it "semireading." Good skimmers read selectively, completely skipping over some sentences, paragraphs, even whole pages. They know that they can always come back and read for details, if they wish.

How to skim: Let your eyes "float" down over the content of the text, looking for clue words that may tell you *who, what, when, where, how many, or how much*. Look also for the writer's direction words. Such words as *furthermore* and *also* suggest that the preceding thought is still being discussed. Words such as *however, yet* and *on the contrary* suggest that the thought is apt to reverse itself or take another direction. The following practical steps for skimming are suggested to help you get started:

1. Read the title.
2. Note the author's name **and** the source of the text.
3. Read the first paragraph completely.
4. Read subheadings and first sentences of remaining paragraphs.
5. Alternately read and "float" over the body of the material, looking for the following:
 - ◆ Main ideas of paragraphs, with some of the more important supporting details;
 - ◆ Clue words, such as names, dates, and qualifying adjectives;
 - ◆ Direction words, indicating the writer's agreement or disagreement with the idea under discussion;
 - ◆ Numbered sequences and ideas set off by attention-getting markings, such as italic or boldface type, capital letters, asterisks and so on.
6. If the final paragraph appears to be a summary, read it completely.

Unit 1 Reading Strategies



Section A

Directions: *You're expected to read this section in class. Don't preview.*

◆ Letter Perception

This drill consists of a meaningless unit of letters on the left, followed by five units of letters on the right. The key unit is repeated once among the five groups on the right. Find the identical unit as quickly as you can and cross it out.

Key unit

- | | | | | | |
|--------|-----|-----|-----|-----|-----|
| 1. ade | nad | rad | ced | ned | ade |
| 2. str | stc | xtr | srt | str | rts |
| 3. ion | iou | ion | icn | lon | iom |
| 4. pev | per | pcv | qev | bcr | pev |
| 5. uck | uch | nck | uok | uck | noh |
| 6. ght | gth | ghr | yht | ght | yhr |

- | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|
| 7. | wly | wlh | wly | mly | wig | miy |
| 8. | vue | vuc | vne | vue | uve | une |
| 9. | tia | tia | ria | tla | tio | rio |
| 10. | oun | nou | nuo | onu | uon | oun |
| 11. | gar | yar | gac | gor | gar | yor |
| 12. | siv | siv | sic | sir | xiv | slv |
| 13. | ake | akc | ake | oke | ahe | okc |
| 14. | lax | las | iax | lox | lax | iox |
| 15. | tim | tin | tiw | tim | rim | riw |

Time _____
 Errors _____

◆ Word Perception

This drill consists of a key word on the left, followed by five words on the right. The key word is repeated once among the five words on the right. Find the identical word as quickly as you can and cross it out.

Key word

- | | | | | | | |
|----|--------|--------|--------|---------|---------|--------|
| 1. | save | safe | save | rave | same | shave |
| 2. | expert | export | expire | express | expert | expend |
| 3. | figure | finger | future | feature | figural | figure |
| 4. | plod | plod | plot | plop | prod | prop |
| 5. | hate | hat | kite | rate | heat | hate |
| 6. | speed | speak | sped | speed | spade | speech |
| 7. | tale | tall | tale | sale | take | tail |
| 8. | lists | lists | lost | lease | less | lisp |

9.	well	will	wool	wall	welt	well
10.	set	sit	sat	set	sot	sell
11.	must	most	much	mast	must	mist
12.	shift	shaft	shift	shelf	sheriff	shrift
13.	cure	cure	sure	core	cute	cue
14.	main	mail	mane	man	main	mall
15.	tries	ties	tries	tired	rises	cries

Time _____
 Errors _____

◆ Word Pretest

For each italicized word or expression, choose the best meaning below.

- Please *figure out* the total cost.
 A. number B. work out C. count
- Many readers do not realize how much faster they can read and they *plod* along at one-third their possible speed all their lives.
 A. read carefully B. read quickly C. read slowly
- The students spend so many hours reading every day that they get *eyestrain*.
 A. tired B. pain in the eyes C. squint eyes
- Although they live in the big city now, they still *cling to* their small town values.
 A. give up B. stick to C. glue together
- The bodyguards should always remain *alert*.
 A. aggressive B. attentive C. strong
- It is the common Chinese *notion* that the elderly should be respected.
 A. idea B. superstition C. notice
- You are wasting your *potential* on this job.
 A. hidden ability B. rich knowledge C. great energy
- Look out of the window and you can *savor* the view of the mountain.
 A. notice B. see C. appreciate
- Many of these writers used to study in writing *clinics*.
 A. hospitals B. circles C. workshops
- Her *objective* is to get a college education.
 A. dream B. aim C. promise

◆ Text

Why Read Faster

The most obvious and practical answer to the question "Why read faster?" is to save yourself time. How much is your time worth to you? Suppose you could do your required reading in one-half or one-third of the time it takes you now. Could you find something to do with the time saved? Most of us could.

Think of the time and money that could be saved by schools, businesses, and the government if people read more efficiently. A reading expert once figured out how much money would be saved if every American over fifteen years of age were given reading training for a month. Computed at fifty cents an hour, the savings in time required for all the reading in the nation would be worth about five billion dollars.

It is amazing how many readers will plod along at one-third their possible speed all their lives. They think they are going to miss a word and forget it is ideas they are reading for. They miss the view of the forest because they look at the trees so hard. They make reading such slow, hard work that they hate to read. They feel themselves getting eyestrain, losing their train of thought, dozing off, and finally giving up.

These readers cling to some old wives' tales about reading fast. Beverly Harte Gray, a former Evelyn Wood instructor, lists some of these false ideas and answers them in this way.

1) *Fast readers understand and remember less than slow readers.*

FALSE. Fast readers are alert, active, and efficient readers. Vast research as well as records kept by speed-reading teachers prove this notion to be untrue. On the other hand, slow readers tend to be passive and unskilled. Their comprehension or understanding is often low because they work too far below their potential to remain alert and interested. As a result, their minds wander.

2) *Only very bright people can read fast.*

FALSE. Research and the records of hundreds of teachers show that anyone with average intelligence (and good eyesight) can read and understand simple material at 800-1200 words per minute (wpm). The brain can absorb more rapidly than one can send material to it. A habit of lazy, passive reading has produced slow readers. Eye muscles will respond to training. One needs a mental "set" to absorb material quickly.

3) *Rapid reading is satisfactory for only easy or unimportant material.*

FALSE. It is true that efficient readers do not read everything at the same rate. They vary speed and techniques according to the difficulty of the material and their purpose for reading it. They will find, however, that as their basic rate improves, their rates for other materials will also improve. Their rapid, medium, and slow rates will all increase. Thus, a well-trained reader may be reading difficult material

twice as fast as a nontrained reader reads easy material. Remember: rapid readers can read as slowly as they choose and as fast as they choose.

4) *Rapid readers cannot relax and enjoy their reading. They cannot savor the words and the style.*

FALSE. Once rapid reading has become a habit, readers enjoy and savor style just as much as they did before at slower speeds. It takes time to make rapid reading a habit. But, once the habit has been formed, readers feel no more strain than they did at their old slower rates.

5) *Perhaps rapid reading is valuable, but it will take years to retrain a slow reader.*

FALSE. It has been proved many times in school and reading clinics that readers can double or triple their rates in thirty to sixty days. The increase depends upon the amount of daily practice time.

In increasing your speed, you must not lose sight of the fact that you read different material for different purposes at different rates. The objective should be to get your fastest speed up. Then your slower speed will come up too. As a result, you will have a wider range of rates from which to choose. Fast readers never have to worry about being unable to slow down. They can slow down at will. It is slow readers who are stuck at one speed — slow — for everything they read.

You will read much more effectively and save much more time if you get your fastest speed up to 800 words per minute and seldom drop below 250 wpm. Then you have a range of 250 to 800 wpm from which to choose. Isn't that better than a range of 250 to 300 wpm, which is average for most adults?

If you can read the newspaper or a popular magazine article at 800 wpm, it doesn't mean you should or could read *Crime and Punishment* at 800 wpm. (You may, however, read some portion of it at 800 wpm.) You might read it at your study rate — perhaps 250 to 350 wpm. On the other hand, you have a problem if you then read "101 Ways to Kiss" in *Cosmopolitan* at 250 wpm also.

Think of the mail, newspapers, magazines, popular novels, homework assignments that you go through (or should go through) in a week. Then think how much time you could save if you could speed at will to twice or three times your present speed. It can be done!

Total words: 900 words

Total Reading Time _____

The text is based on "Why Read Faster" in *Reading Faster and Understanding More*, Book 1, by Wanda Maureen Miller and Sharon Steeber, (Little, Brown & Company, 1985).

◆ Reading Skill — Skimming

Skim the text and then answer the following questions.

1. What is the title of the text?
2. The purpose of the first paragraph is to _____.
A. ask a question
B. tell us how to make money
C. tell that we can read faster to save time for doing other things
3. How many false ideas are listed?
A. four B. five C. six
4. Fast readers understand _____ slow readers.
A. less than
B. as much as
C. better than
5. Anyone with average intelligence can read and understand simple material at _____.
A. 1200 words per minute (wpm)
B. 1300 words per minute (wpm)
C. 1400 words per minute (wpm)
6. Efficient readers _____ according to the difficulty of the material.
A. maintain the same speed
B. change speed
C. slow down speed
7. Rapid readers _____.
A. cannot slow down their reading speed
B. can enjoy their reading
C. cannot appreciate the style
8. It takes _____ days to double or triple slow readers' rates.
A. thirty to sixty
B. forty to seventy
C. twenty to sixty
9. The final paragraph suggests _____.
A. one can improve reading speed
B. one does a lot of reading in a week
C. one saves a lot of time in reading

◆ Vocabulary Building

① *Fill in the blanks with the correct forms of the given words.*

1. practice
 - a. Your suggestion sounds good, but I'm afraid it is not _____.
 - b. We must combine theory with _____.

- c. This boy _____ playing the piano every day, that is why he can play so well now.
- d. The rocks are so hard in the mountain that to build a road through it is not _____.
- e. This old man is _____ in catching snakes.

2. worth

- a. This "diamond" is made of glass and is almost _____.
- b. She is such a beautiful and clever girl and he is not _____ of her.
- c. Although it is so hard to work in the desert, the fact that we will certainly find oil here makes our work _____.
- d. This historical site is _____ a visit.
- e. These discoveries are of little _____.

3. various

- a. Good readers learn to _____ their reading speed when they read different materials.
- b. If you don't know where to spend the holiday, you can send for the holiday brochures which can give you the most _____.
- c. There is a _____ of ten pounds in weight.
- d. We have _____ opinions on this project.
- e. _____ kinds of birds are described in this book.

4. absorb

- a. This novel is so _____ that he forgets it is time for supper.
- b. He was too _____ in the newspaper to hear the bell.
- c. In winter we should wear dark colored clothes which can _____ the sunlight.
- d. This small factory faces _____ into a big one.
- e. This material is as _____ as sponge.

② *Fill in the blanks with words which are often confused.*

1. effective, efficient

- a. The measures adopted by the government to reduce unemployment were _____.
- b. He is _____ at his job.
- c. The law is no longer _____.

2. technique, technology

- a. Computer _____ is developing at an amazingly fast pace.
- b. He has the greatest _____ with customers.

3. medium, middle

- a. I was right in the _____ of reading her paper when she phoned.
- b. He is a man of _____ height.
- c. Those clothes must be washed at _____ temperature.

● Glossary

fiction	non-fiction	best-seller	paper-back	hard-back
classic	memoirs	periodical	journal	auto-biography
weekly	monthly	quarterly	booklet	pamphlet
brochure	contributor	correspondent	columnist	gossip-writer

◆ Cloze

Fill in each blank with one suitable word.

The ability to predict what the writer is _____ to say next is both an aid to understanding and a sign of it.

Prediction begins from the moment you read the title and form expectations of what the book is likely to contain. Even if the _____ are contradicted, they are useful because they have started your thinking about the topic and made you involved.

If you formulate your predictions as _____ which you think the text may answer, you are preparing yourself to read for a purpose: to see which of your questions are in fact dealt with and what _____ are offered. If your reading is more purposeful you are likely to understand better.

Naturally your _____ will not always be correct. This does not matter at all as long as you recognize when they are wrong, and why. In fact mistaken predictions can _____ you the sources of misunderstanding and help you to avoid certain false assumptions.

Prediction is possible at a number of levels. From the title of a book you can _____ the topic and possibly something about the treatment. From the beginning of a sentence, you can often predict how the sentence will _____. Between these extremes, you can predict what will happen next in a story, or how a writer will _____ his argument, or what methods will be used to test a hypothesis.

Because prediction ensures the reader's active involvement, it is _____ training.

Section B

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

◆ Text

Common Faults and Eye Movements

There are a number of bad habits which poor readers adopt. Most of these involve using extra body movement in the reading process. In efficient reading, the muscles

of the eye should make the only external movement. Of course there must be vigorous mental activity, but extra body movements, such as pointing with the finger or moving the lips, do not help reading and often slow it down.

POINTING AT WORDS

A fault that is often seen when students are trying to concentrate is pointing to the words with a finger, pencil or ruler. Young children and very poor readers often point with a finger at each word in turn. Slightly more mature readers sometimes hold a pencil or ruler underneath the line which they are reading. While marking the line might be helpful for beginning readers, it is certainly unnecessary for normal readers. Besides slowing down the reader through the mere mechanical movement of pencil, ruler, or finger, pointing at lines or words tends to cause the student to focus his attention on the wrong thing. The important thing to concentrate on while reading is the idea that the author is trying to communicate, and not the location of the words on the page. The eyes of any child old enough to learn how to read are certainly skillful enough to be able to follow a line of print without extra help from fingers or rulers.

Another common fault that is easily observed is head movement. This most often occurs when students are nervous about their reading or trying hard, as during a reading speed test. With head movement the student tries to aim his nose at the word he is reading so that as he reads across the line his head turns slightly. When he makes the return sweep to begin a new line his head quickly turns back so that his nose is pointed at the left-hand margin, and he can now begin to read the new line by slowly turning his head. The belief that this head movement aids reading is pure nonsense. Eye muscles are quite capable of shifting the eyes from word to word, and they need no help from neck muscles.

Often students are quite unaware that they are moving their heads while reading and they need to be reminded by the teacher not to do it.

VOCALIZATION

Vocalization is another fault. Some poor readers think it necessary to pronounce aloud each word as it is read. Usually this pronunciation is quite soft, so that the student is more whispering to himself than actually reading aloud, but even this is very undesirable. The chief disadvantage of pronouncing words while you read them is that it tends to tie reading speed to speaking speed, and the silent reading of most normal readers is nearly twice as fast as their speaking. Usually this fault can be eliminated in older students by their own conscious effort, possibly with the aid of a few reminders from the teacher.

Vocalization by beginning readers is a common fault; after a reader reaches some maturity it becomes very undesirable.

Vocalization takes various modified forms. Sometimes a reader will merely move his lips soundlessly. At other times he may make tongue or throat movements without

lip movement. Still other readers will have activity going on in their vocal cords, which can be detected by the student if he places his fingers alongside his vocal cords in the throat while he is reading. Vocal cord vibration can be felt with the fingers quite easily. Like true vocalization, these minor parts of "subvocalization" — lip movement, tongue or throat movement and vocal cord movement — can be stopped by conscious effort of the student.

SUBVOCALIZATION

Subvocalization is the most difficult of all types of vocalization. In subvocalization there is no body movement. The lips, tongue or vocal cords do not move. But an inner type of speech persists: within the student's mind he is saying each word to himself, clearly pronouncing each word and then listening to himself, as it were. This fault is difficult, but not impossible, to cure.

Probably the main reason for subvocalization is the nature of written language. English is written in an alphabet: a set of symbols which stand for speech-sounds. The speech-sounds in turn stand for an idea or thought. Since most students learn to read either after learning to speak or at the same time, there is a natural tendency to relate the printed word to its speech-sound. But it is not necessary to say or hear the word in order to get its meaning. It is quite possible to look at the printed word and get the idea directly. This is what efficient readers do.

The fault of subvocalization is often contributed to by teachers who equate all reading lessons with reading aloud. It is true that reading aloud is important, but unless the students are to be radio announcers, or follow some similar profession, most of the reading they will do in their lives will be silent reading. Many adults with good education can read novels and text-books and understand them well, yet if asked to read aloud would make a poor showing. Students should practise grasping quickly the ideas presented on a printed page, and not reading aloud without error.

CURING SUBVOCALIZATION

Remember that the real purpose of reading is to understand what the author is saying. It is quite possible to do this without pronouncing each word. In fact it is undesirable to pronounce each word because of the time it wastes.

When students first become aware of the fact that they are subvocalizing, they often try to stop it by sheer will-power. They simply say to themselves "I will not subvocalize". Often when the student does this he will stop understanding, whereas before, when he was subvocalizing and saying each word inwardly to himself, he was at least taking in the story. Now when he tries by will-power to shut off all subvocalization he may not understand a thing. As one student expresses it, "the silence was killing me". If this happens the student should concentrate on the other aspects of reading, namely speed and comprehension. If he must talk to himself while reading let him say, "What does this mean?", "I don't believe this", "This point is not related to the paragraph", or "I'll bet this will be a question on the