

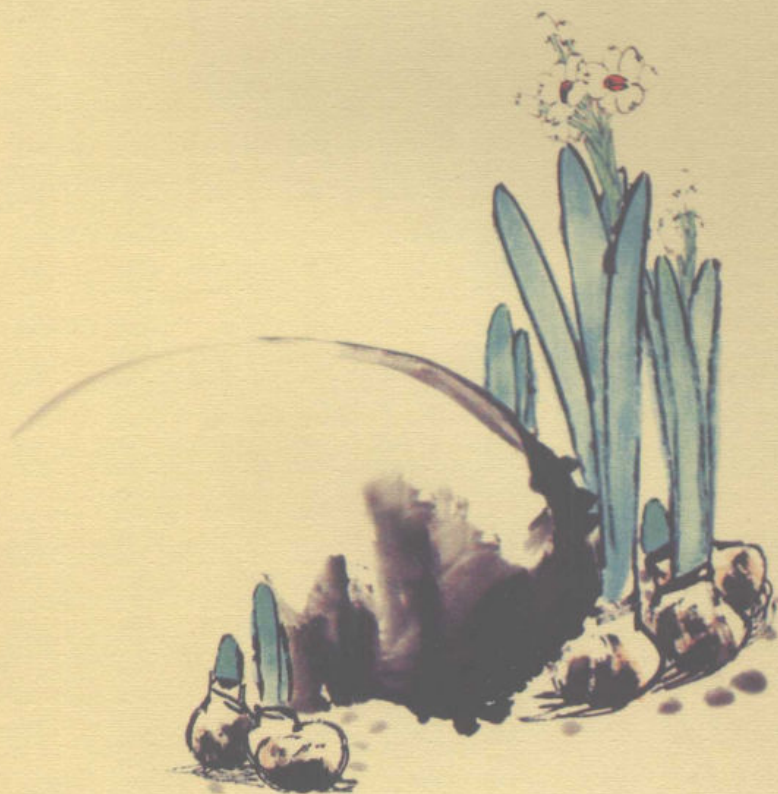
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英语快速阅读 策略与实践

周锦方 / 著

English Speed-Reading Strategy and Practice



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英语快速阅读策略与实践

周锦方著



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在长期的教学和试题研究中,我们发现学生在复习阅读理解时虽耗时耗力,备受折磨,但在考试中却常常成绩欠佳,败走麦城。绝大多数奋战在高考征程上的莘莘学子显然也意识到了这一点。大量练习阅读理解,读各种晦涩难懂的文章,做各种刁钻古怪的模拟题,已经成为陪伴在奋斗历程上的痛苦折磨,大多数同学已经或深或浅地陷入了题海之中。但问题是,题海战术真的会那么有效吗?

同时,我们也意识到考生们面临的问题主要有:词汇量不足,缺乏阅读文章的技能,知识面有限,解题思路不明等。不可否认,增大阅读量,并适当地做一些模拟题是有必要的。但是,目前绝大多数同学的情况是泛读太多,精读太少;在规定时间内草草看过的太多,认认真真细读的太少;抓大意、不求甚解的太多,透彻分析语言点和句子结构的太少。这种情况导致的结果是,即便有的语言点和结构已看过 N 次,在 $N+1$ 次看到它时还是看不懂。要真正提高阅读水平,一定要解决三个方面的问题:词汇量、句子结构和阅读策略。有了一定的词汇量,我们才不会被句子中成堆的生词吓倒,而剖析句子结构与识别指代关系的能力会帮助我们各个单词、短语、句子组织成一个能传递意义的整体,而阅读策略是提高速度与准确度所需要的方法和技巧。因此,我们结合多年的教学经验和学生学习中普遍存在的问题编写了此书,以帮助广大学生更有效地提高自身英

语水平。同时我们从原创性、趣味性和针对性等几个方面进行了创新,使得此书具有以下特色:

1. 合理性

本书布局精巧,不仅对语篇层次作了分析,对词句含义、句际关系等作了详细说明,而且对影响阅读理解的因素和如何预测阅读内容以及各种常见题型作了阐述,读者可以从中掌握英语阅读理解的基本理论和技巧。

2. 地道性

文章从国外图书、期刊、报纸或国外网站等处选择转载,保证所选阅读材料的“原汁原味”,真实地道。

3. 趣味性

本书涉及文学、商务及校园等各方面的内容,所选的都是广大读者普遍感兴趣的内容。

4. 知识性

本书题材新颖,选材广泛,体裁多样。选材涉及到有关政治、文化、社会生活、风俗习惯等方面,体现出较强的知识性、科学性、趣味性和时代性,读者既可以从中学到很多知识,也可以迅速提高阅读技能,可以说是受益无穷。

5. 实践性

本书所设的“考题探究”和“实战演练”,循序渐进,由浅入深列举了大量的实例,提供了丰富的配套练习,能够使学生加深对文章及阅读技巧理论的体会。大量的历年真题训练使读者身临其境,详细的解析会使读者茅塞顿开。

由于编者水平和经验有限,书中不尽如人意之处在所难免,希望外语界同仁和广大读者批评指正。

编者

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Unit 1 Change the Habit of Word-Reading

—Grow the Habit of Phrase-Reading

Reading is an all-important language skill that is now in more demand than in any time in our history. "Learning occurs as a result of conscious study of the formal properties of the language." (Rod Ellis, 1985) With the exposure of the Internet in a global arena, readers are requested to master reading strategies in order to understand the vast knowledge the world embraces them with. It has been said that the literate adults today are reading more in one week than their great-grandfathers did in a whole year. This fact places pressures on the readers to perform at a higher level than before.

Think about the way in which some readers are reading a text, most of them read either letter-by-letter, or at best word-by-word. According to the results of some psychobiological experiments, our conscious brain takes in 16 bits of information per second, compared to our non-conscious brain that absorbs 11 million bits per second. Our non-conscious brain structures process the tons of information coming from our sense organs, including breathing, heartbeat, and circulation. Added to that, instincts and emotions are beyond our awareness. What's more, mini-eye-movements of left-middle-

right are a strategy and must be learned through practice while you read. It requires intention, attention and volition to acquire. It is not automatic, but liberates your brain to read and remember like a master instead of a slave.

What feels like continuous motion is actually: Move—Stop—Read, Move—Stop—Read, etc. If you notice the way in which your eye muscles actually move when reading a text, you will probably find that you are fixing your eyes on one block of words, then moving your eyes to the next block of words, and so on. Effectively you are reading not words, but blocks of words at a time. You may also notice that you don't always proceed from one block of words to the next, sometimes you may move back to a preceding block of words if you are unsure about something. Poor readers will become bogged down, spending a lot of time reading small fixations. They will skip back often, losing the flow and structure of the text and hence overall understanding of the subject. The increased amount of irregular eye movement will make the reading tiring. They may therefore find the text significantly less satisfying, and may find it harder to concentrate and understand the text than good readers.

I. Assumptions of Some Unacceptable Habits in Reading

Improved comprehension almost always results from eliminating bad reading habits. These include sub-vocalization, regression and reading every word separately. The reason for this is that our eyes do not take in information this way. What you should do instead is to take in groups of words, make shorter fixations, keep moving forwards all

the time, and keep your eyes on the page all the time. To really get rid of a bad habit, you should replace it with a good one. You have to get rid of the bad habits, and you must practice and work at it in order to change. The followings are some of the bad habits in detail which tend to cause people to read slowly:

1. Moving your lips when you read.

Moving your lips slows your reading rate. Put your fingers on your lips to stop the motion.

2. Vocalizing.

Vocalizing means that you are pronouncing words in the voice box of the throat without making sounds. This also slows your reading rate to that of speaking. To check, you can rest your fingertips lightly against the vocal cord area of your throat. If you feel a vibration, or if you find that your tongue is moving, you are vocalizing.

3. Reading everything at the same speed.

When reading, set your rate according to your purpose for reading and the level of the material. Practice adjusting your rate to suit your material. The more difficult the material, the slower the rate.

4. Regressing out of habit.

Regressing means rereading a word, a phrase, or a sentence out of habit and not because of need. Sometimes, it is necessary to reread something, especially in a difficult passage. But habitual, unnecessary regressing really slows you down. Use a card or paper to cover the text after you read it to prevent regressing.

5. Reading one word at a time.

Do you think one word at a time, or in phrases? Slow readers tend to see only one word at a time. Good readers will see several words at a time and their eyes will stop only three or four times as they move across a page. Reading in idea-phrases speeds your reading and improves your understanding of what you have read. Mark the phrases in the sentences of a passage, then practice seeing more than one word at a time.

Changing reading habits is not easy, after all you have been reading that way for many years. It takes several weeks of conscious effort in order to change bad reading habits. The following chart is a schedule to the visual training.

视知觉训练操作流程表

	步骤	要求	时间
1	准备	创设安静环境,备齐训练用品。	1分钟
2	进行三调(调身、调心、调息)	1. 解除压力进入放松状态,背伸直,全身放松; 2. 心境平和; 3. 用鼻深吸浅出。	3分钟
3	进行三视(凝视、移视、扩视)	训练保持注意力集中,进行集中力、移动法与扩视法训练。	3分钟
4	无声字符训练	保持注意力集中,看清字符,加快速度。	3分钟
5	技能训练	每次学习一种速读技能,并坚持训练,直到熟练为止。	10分钟
6	效果测试并记录	最后一分钟的效果测试(笔述或口述)并作记录(与上一次进行比较)。	8分钟

II. Grow the Good Habit in Reading—Change the Way of Word-Reading to Phrase-Reading

Active readers are effective readers. As they read they know what they are looking for and how to relate new knowledge to old knowledge, make patterns and connections, ask questions about the text. Thus active reading involves many of the features of critical reflection. Active readers are also selective readers. Very rarely will you need to read a whole text from cover to cover in order to prepare for assignments, examinations or seminars. “The art of reading is to skip judiciously.” (P. G. Hamerton)

Active readers should read with a specific purpose in mind. It enables you to focus on the relevant parts of a text and to use appropriate reading strategies. The purpose to read actively by way of Speed-Reading is:

- to gain background information
- to gather specific facts
- to identify the structure of an author’s argument
- to understand a concept
- to find alternative views to challenge an argument

To be active readers during the course of speed reading, you should take a lot of steps: Firstly, you should grow the good habit of Speed-Reading. Secondly, you should try to predict and initiatively guess the unfamiliar words in the text. Thirdly, you should become quite familiar with the sorts of material.

“A good reader does between 85%—95% of his reading time

fixating... 5%—15% moving from fixation to fixation. A poor reader spends more time moving and less time fixating. Why? Because a good reader makes each fixation work better for him. By seeing two or three words at each fixation, his saccadic movements are rapid jerks from phrase to phrase... The poor reader fixates on every single word, sometimes on every syllable or every letter. To become a good reader, the goal for using the eyes well is obvious: try to read two or three words at a glance.” (Klaeser, 1977)

Some readers complain that his or her reading speed is too slow (lower than 50wpm). If your English is not very poor, or your vocabulary is not very small, maybe your problem is that you have not grown a good habit of Speed-Reading: Read word by word or one glance one word. One good habit of reading is called Phrase-Reading—read in phrases, read in groups.

[Example 1] Do you mind my closing the window?

Word-by-Word-Reading:

Do/you/mind/my/closing/the/window?

Phrase-Reading:

Do you mind/my closing/the window?

[Example 2] Would you please help me to carry the case?

Word-by-Word-Reading:

Would/you/please/help/me/to/carry/the/case?

Phrase-Reading:

Would you please/help me/to carry the case?

According to Word-by-Word-Reading, reading speed is surely very slow. What's more, you could not get the main idea of the sentence, for in one sentence, one word can't express a concrete meaning independently. Take "Mind" as an example, it can either be used as a noun or a verb, and it has several meanings. Factually, the function of one word can't be judged in the context, and the meaning of the word may not be guessed from the context. Only in the phrase "Do you mind" can we determine the function or the sense of the word. How to be trained to grow the habit of Phrase-Reading?

1. Method A.

(1) Use one card with the aperture of rectangle to cover the phrases.

(2) Move the card from upper to lower, catch the phrases appearing from the aperture rectangle.

(3) After reading one phrase, answer the following questions.

[Example] Can you finish reading the following four groups of phrases, and keep comprehension rate high enough? Practice as many times as possible until you have got greater progress by means of Phrase-Reading.

a. all objects

all places

all people

all pipes

all lamps

What have you learned?

books _____

papers _____

places ✓

b. in general

in conclusion

on purpose

in the end

at command

2. Method B.

What has not been mentioned?

instance ✓

general

conclusion

Divide the text into several groups based on its sense, and gaps or oblique lines are left between groups, so it is a bit easy for readers to recognize. While practicing, the readers should finish one group with one glance, then pause for a while, then go on with the second glance for the second group. Truly, at the beginning of the practice, you are not familiar with the habit of doing so, however, if you keep on practicing five to ten minutes per day, you are expected to make greater progress after a short period.

[Example] On April 15, 1912, the Titanic, the largest ship in the world, struck an iceberg off Newfoundland and sank in the early morning darkness taking over 1, 500 lives.

Earlier in the morning/the captain of the ship/had been warned/ that there were icebergs/in the area. The warning/was apparently ignored/as the big liner/sped on through the darkness/, heading swiftly/toward its destiny.

3. Method C.

(1) Cover the phrases on the left column.

(2) Move the card from upper to lower. When the phrase appears, cover the phrase as quickly as possible. At the same

