

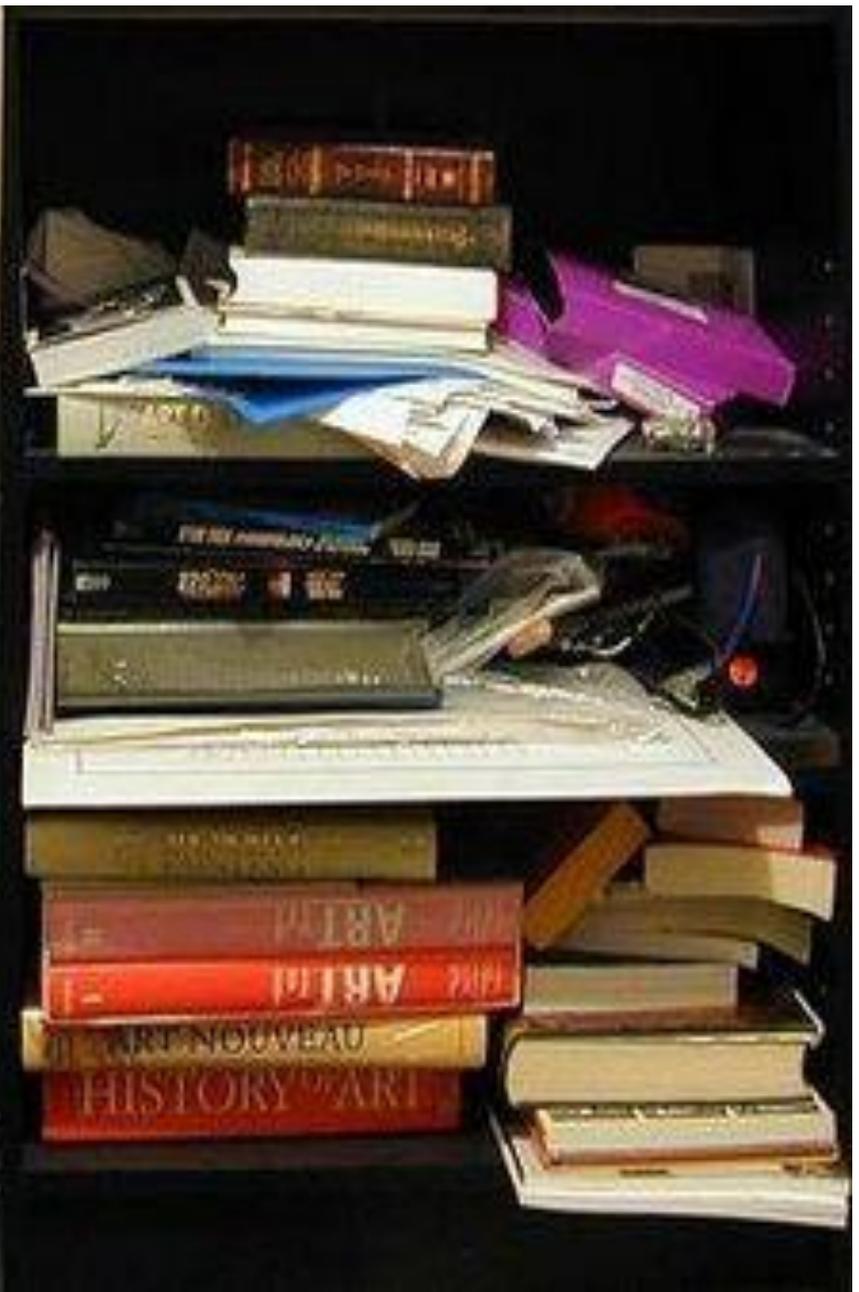
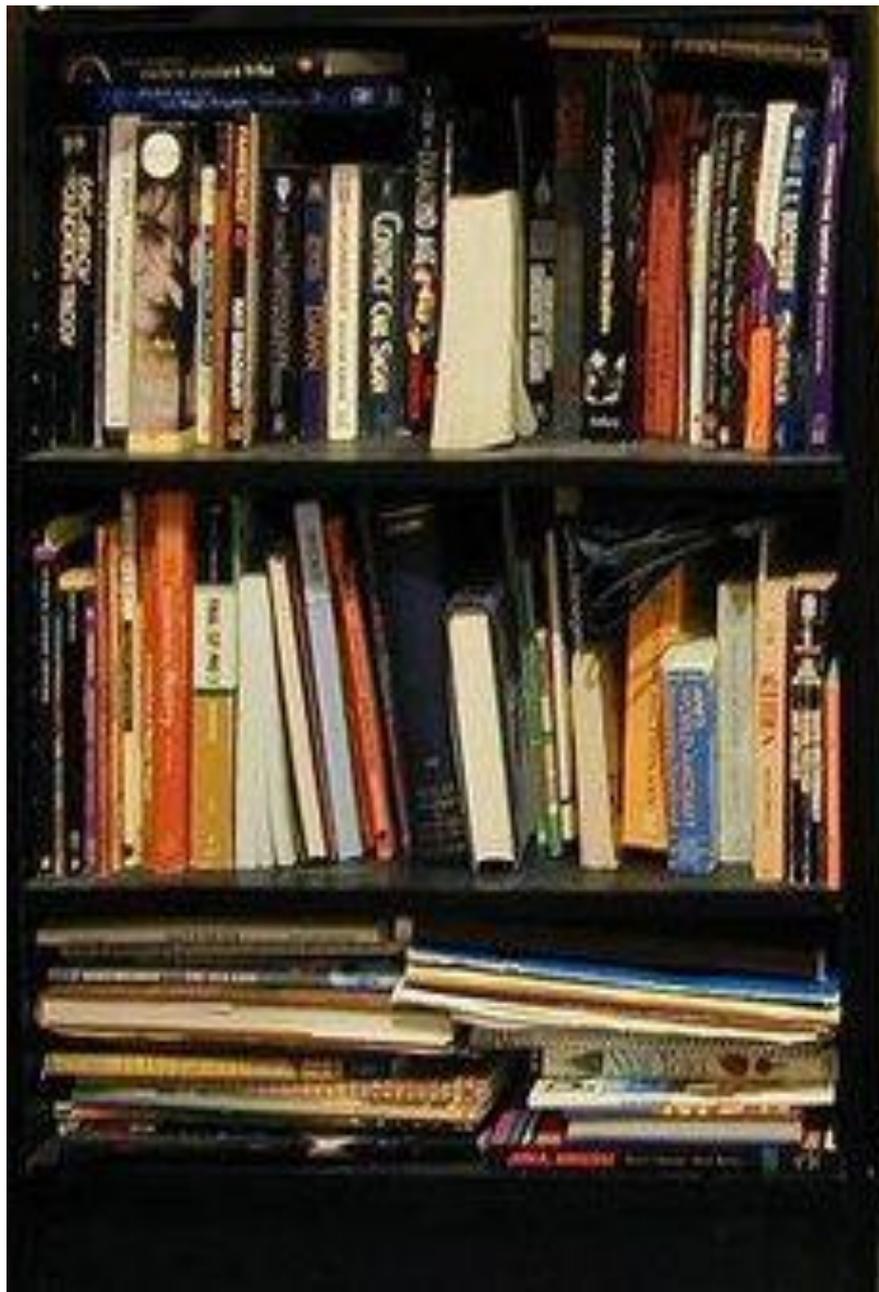
閱讀搭策略：原文書你**Hold**得住

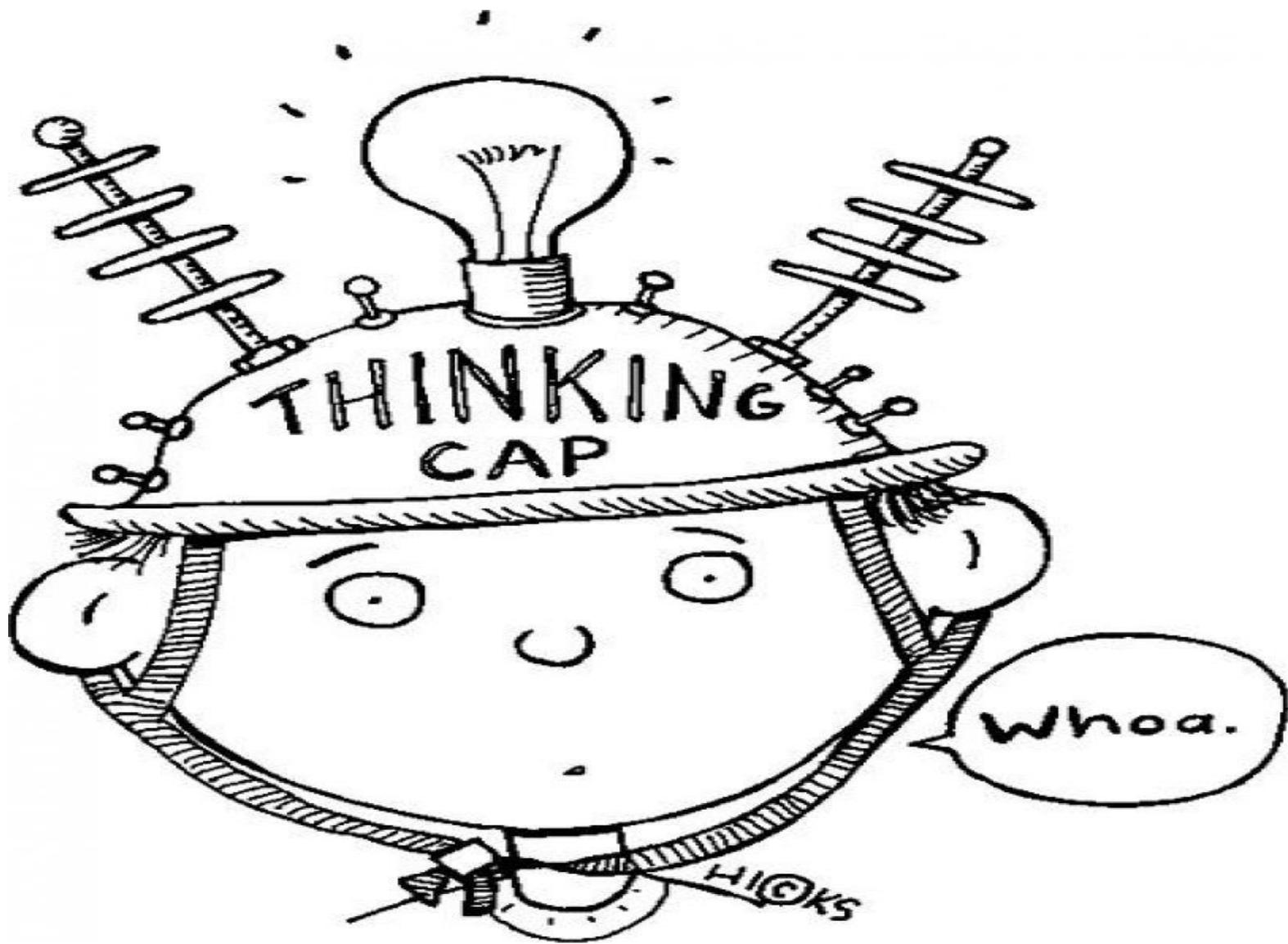
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103年5月2日





Reading Strategies for English Textbooks

1. What is **reading** ?
2. What are the **helpful reading strategies**?
3. What is the role of **vocabulary** in reading?
4. What is the meaning of “**collocation**”? What are the roles of **collocation patterns** in reading?
5. What is the role of **grammar** in reading?
6. What is the role of **writing** in reading?
7. What are the characteristics of **successful readers**?
8. How can you have a **habit of reading**?

Reading Strategies for English Textbooks

- 1. What is reading ?
- Reading is a process of the brain where you look at symbols on a page, and your mind sees the patterns of characters and understands the meaning in them.
- Reading is a form of language understanding.
- Reading is the interaction between the text and the reader.
- When people read, they *read for purpose*.
- Reading comprehension is a product.
- Teach reading comprehension is a process to achieve an understanding of the whole.
- Brain + mind + strategies
- → patterns of characters
- → understanding (reading comprehension)

Reading Strategies for English Textbooks

2. What are the reading strategies?

A. Preview:

Previewing is a method of **assessing the material**, your knowledge of the subject, and your goals for reading.

Magazines (quickly to discover **which articles you would like to read** in more detail)

B. Scanning:

Scanning is a **very high-speed reading** that you do when you are looking for *a specific piece of information.*

C. Skimming:

You skim to get the general sense of **the most important information** of a passage or book, **not specific details.**

Reading Strategies for English Textbooks

- **D. Inferring:**
- **Goods readers use these clues to guess about the text and about the writer's ideas. They constantly make inferences as they read.**
- **E. Catch the main ideas:**
- **The main ides of a passage is the core of the materials, the particular point the author is trying to convey.**
- **A main idea statement is always a complete sentence including both the topic and ideas.**
- **Ex: The term “collocation” is used to refer to a group of words that belong together.**

Reading Strategies for English Textbooks

- **3. What is the role of vocabulary in reading?**
- **Knowing vocabulary** is important for getting meaning from a text.
L2/FL readers frequently say that they need **more vocabulary** so that they can understand the meaning of the sentences.
- Therefore, it is important for you to learn how to figure out word meanings from the context in which they appear.
- **A. Prefixes & Roots & Suffixes**
- **B. Guessing Unknown words in Context**

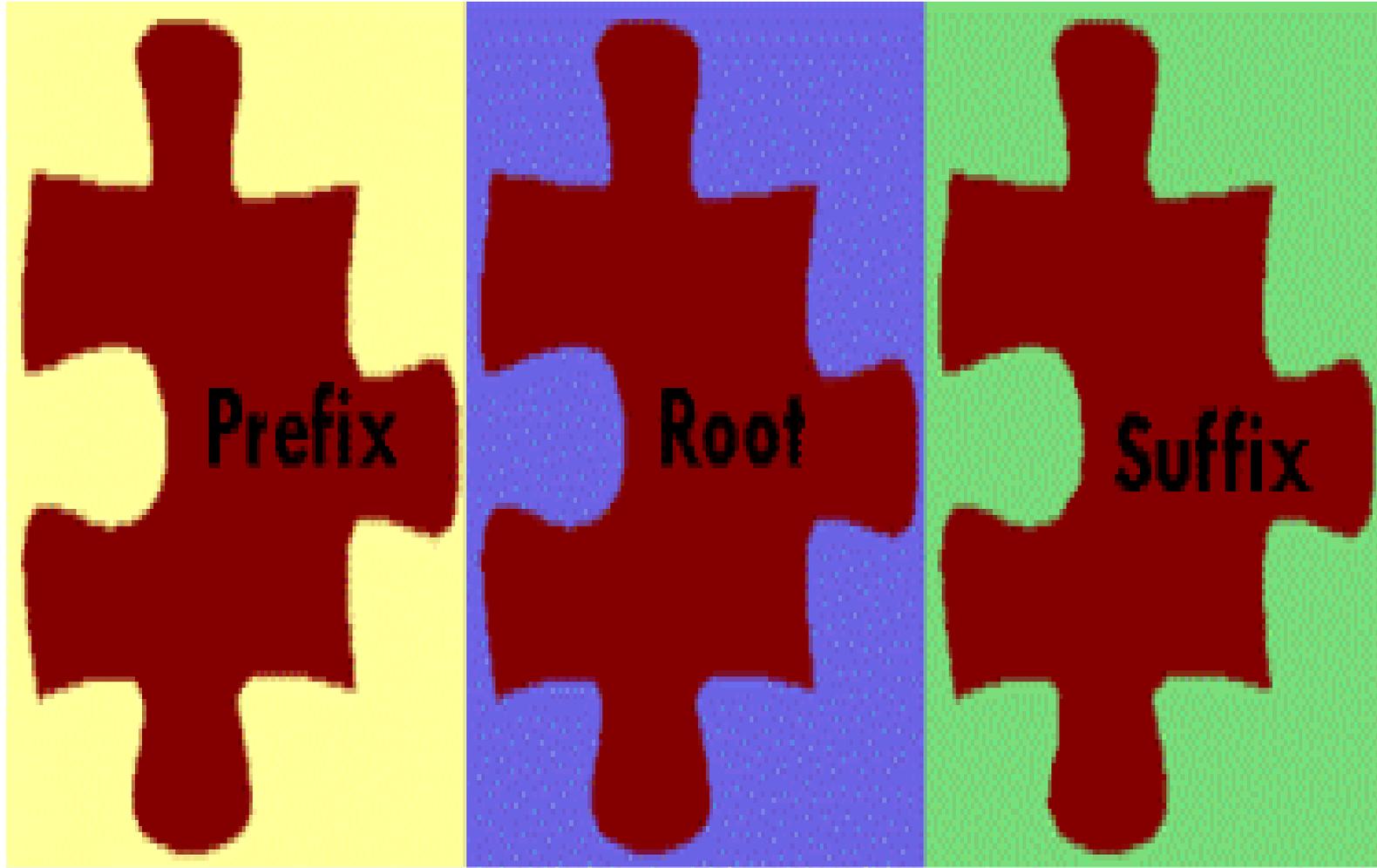
Vocabulary



phillipmartin.info

Prefixes, Suffixes, and Roots -- Building Blocks

Putting the Pieces Together to Form Words



Suffixes-- Building Blocks

inter ject

con vict ion

trans form

in spect or

vis ible

pro duc tion

hydr ation

im port ance

Reading Strategies for English Textbooks

4. What is the meaning of “collocation”? What is the role of collocation in reading?

The term “**collocation**” is used to refer to a group of words that belong together.

Verb + noun: boost the euro-area economy, host a discussion, issue a warning, launch sales, launch its own QE programme, make plastics, make comments, raise public awareness, share the burden, safeguard the environment, seek the understanding, taper its programme

Noun + noun: carbon emissions, climate change, entertainment tex, entertainment venues, fire torches, industry groups, finish line, luxury tax, market structure, market economy, milk producers, mortgage bonds

Reading Strategies for English Textbooks

4. What is the meaning of “collocation”? What is the role of collocation in reading?

The term “**collocation**” is used to refer to a group of words that belong together.

Adjective + noun: aggressive campaigns, concrete action, daily activities, deepening partnership, emerging markets, extensive damages, false appearance, financial instability, global warming, global issues, heart-warming drama, green lifestyle, high unemployment, high level, joint call, national interests, massive recalls, monthly purchases, open discussion, quantitative easing, torrential rains, transnational challenges, wide attention

Reading Strategies for English Textbooks

4. What is collocation? What is the role of collocation in reading?

AMERICA'S Federal Reserve surprised markets in December by starting to "taper" (ie, gradually reduce) its programme of monthly purchases of government and mortgage bonds—a process known as "quantitative easing", or QE—from \$85 billion a month to \$75 billion. Some worry that scaling back QE could endanger America's recovery or create financial instability in emerging markets. Meanwhile, expectations are rising that the European Central Bank may soon launch its own QE programme to boost the euro-area economy, where high unemployment is contributing to deflation.

UN experts assess climate change options

Sunday, April 6, 2014, By Mariette Le Roux, AFP

BERLIN--A week after publishing the starkest warning yet on the risks of climate change, U.N. experts meet in Berlin from Monday to assess options for limiting the threat.

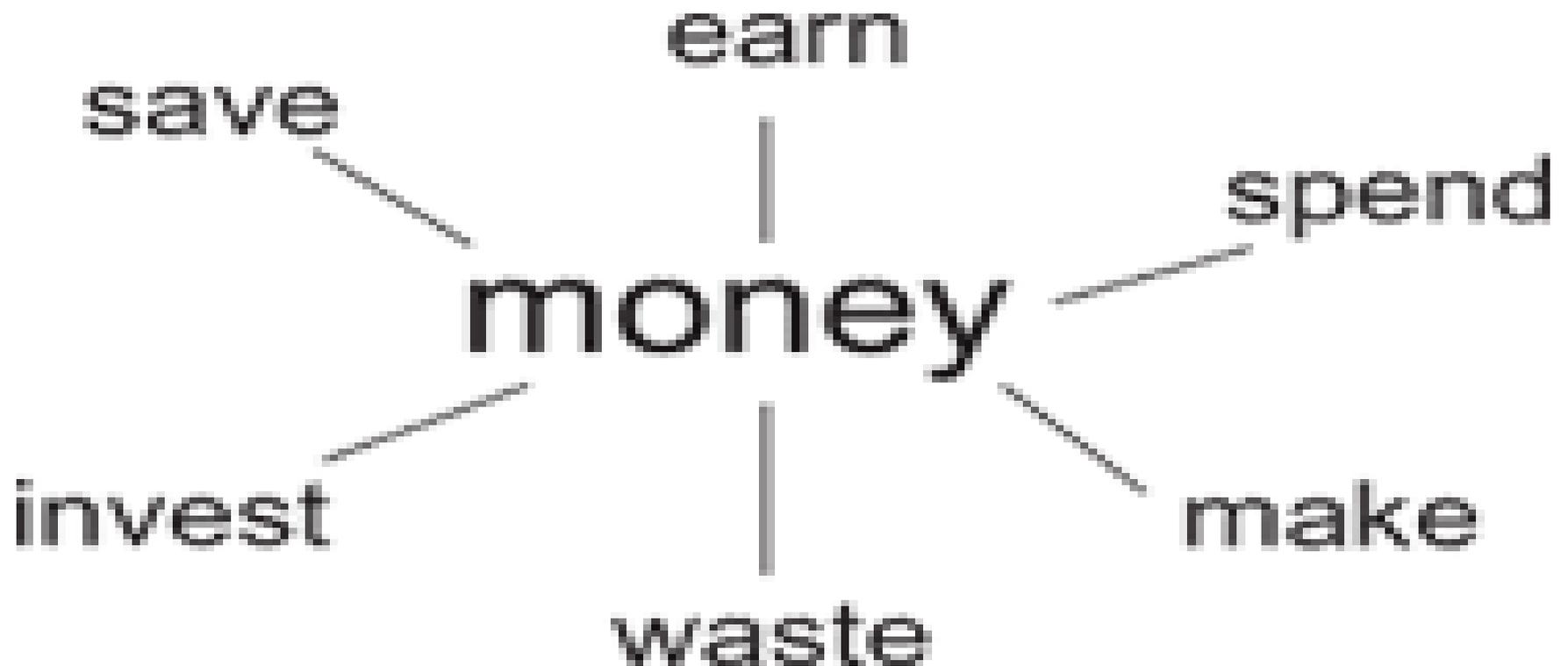
A draft of the report, seen by AFP, suggests there is a 15-year window for feasible and affordable action to safely reach the U.N.-targeted global warming limit.

But deep, swift curbs in carbon emissions will be needed, with a revolution in energy use, it says.

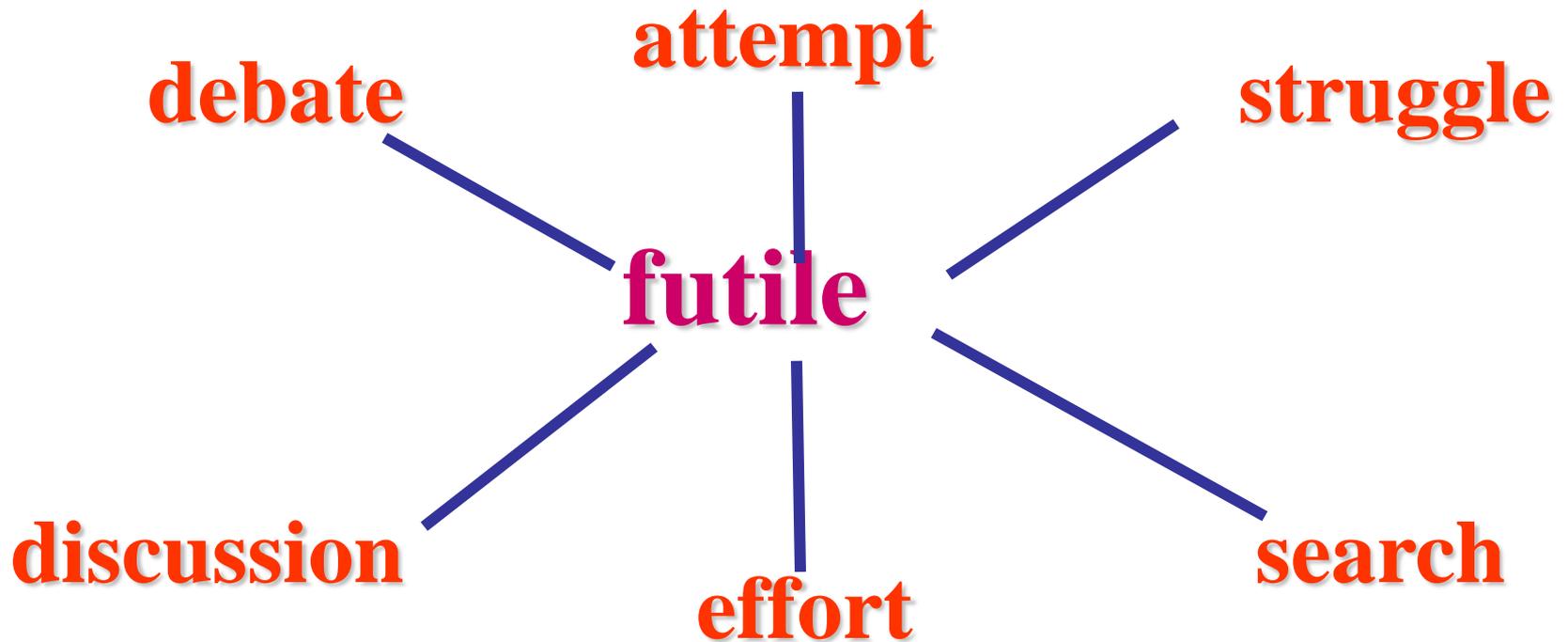
The report is the third chapter in the Fifth Assessment Report by the Intergovernmental Panel on Climate Change (IPCC).

Six years in the making, it provides policymakers with the latest science on global warming, to feed into national planning and the struggling effort to forge a worldwide pact by next year on curbing Earth-warming greenhouse gas emissions.

Collocation: Verb +Noun



Collocation: Adj. + N



Collocation: Verb +Noun

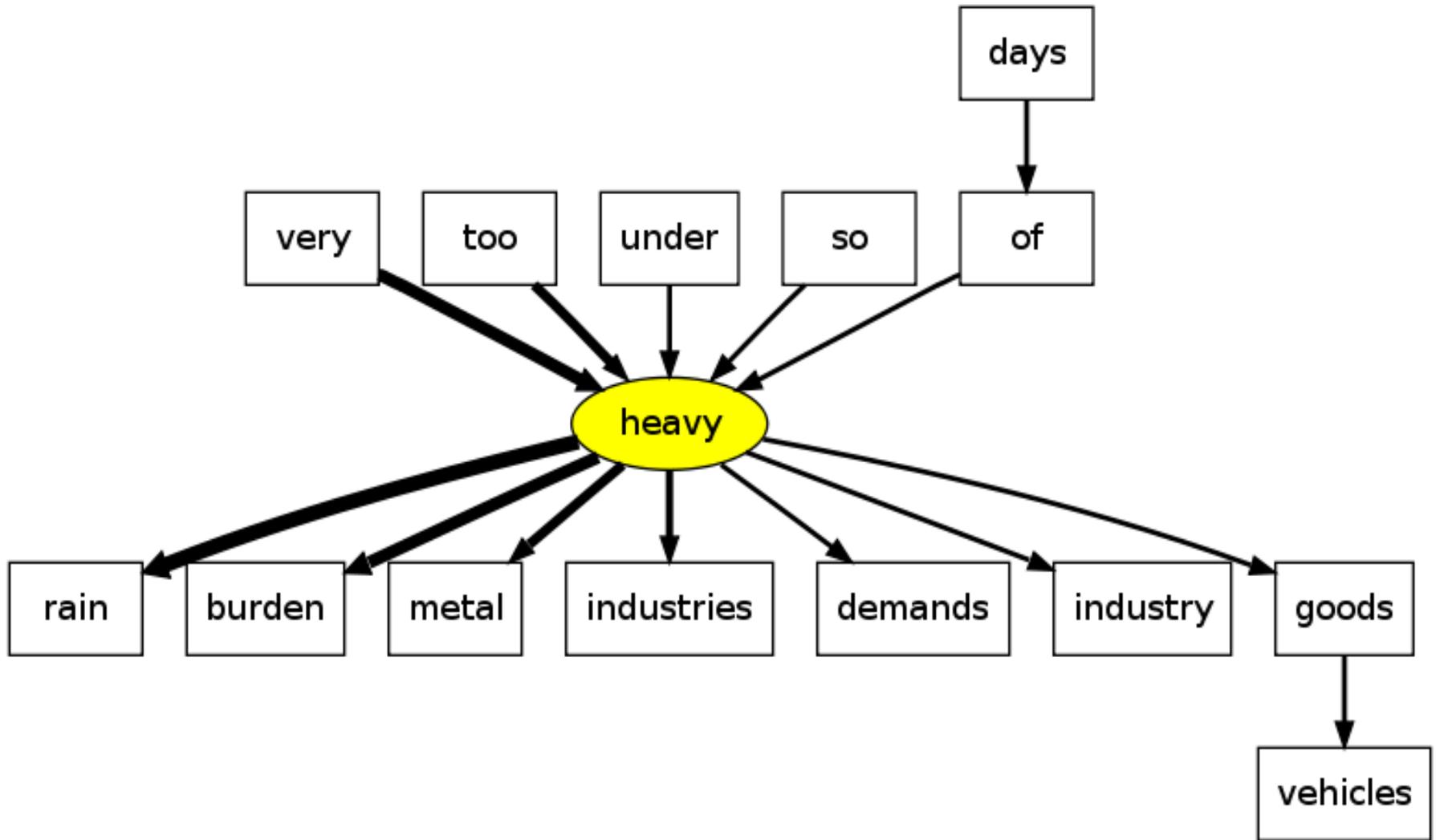
do business

make a mess

take a break

have fun

Collocation: Adv. + Adj. & Adj. +Noun



Reading Strategies for English Textbooks

- **5. What is the role of grammar in reading?**
- Understanding the basics of grammatical structure enables readers to understand the relationship between words.
- In other words, grammar plays the role of conveying some special meanings.
- **A. Verb Tenses: 3 X 4**
- 3 (過去、現在、未來) X 4 (簡單、進行、完成、完成進行)
- **B. Conjunction**
- **Participial Construction**

Reading Strategies for English Textbooks

- **5. What is the role of writing in reading?**
- Reading and writing have long been recognized as **interrelated skills** by reading specialists and language teachers.
- Reading is the **natural cousin** to writing – **two sides of the same coin.**
- Increasing reading practice improves writing ability, and success in writing can be predicted by reading achievement.
- By writing summary you can **check whether you understand the text or not.**

Reading Strategies for English Textbooks

- **5. What is the role of writing in reading?**
- **1. Introductory paragraph:**
- **2. Thesis statement:**
- **3. Topic sentences:**
- **4. Concluding paragraph**

Reading Strategies for English Textbooks

5. What is the role of writing in reading?

1. Introductory paragraph

The first paragraph in an essay is called the introductory paragraph.

Two purposes: to get the readers' attention and to introduce them to the subject of your essay.

You need to lead readers to the subject of the essay in an interesting way and convince them that reading your essay will be worth their time.

The thesis statement should come at the end of the introductory paragraph.

Reading Strategies for English Textbooks

5. What is the role of writing in reading?

2. The Thesis Statement

The Thesis Statement is the most important sentence in your essay because it contains the main idea for the whole essay.

The body paragraphs in an essay must support the thesis statement in an essay. Being able to write a clear thesis statement is essential for good essay writing. Like topic sentence, a thesis statement has two main parts: a topic and a controlling idea. The topic is the subject of the essay, or what the essay is about. The controlling idea is what you are going to say about the topic.

Reading Strategies for English Textbooks

5. What is the role of writing in reading?

3. The Topic sentences

(1) What is a topic sentence?

A topic sentence is **the most important sentence** in a paragraph because it contains the main idea of the paragraph.

(2) How many parts are there in a topic sentence? There are **two parts** in a good topic sentence:

a. **the topic** → **the subject** of the paragraph

b. **the controlling idea** → **to limit the topic** of your paragraph.

(3) How to write a good topic sentence?

A good topic sentence must include two parts: **the topic** and **the controlling idea**. It has clear point of view **not a statement of fact**.

Topic Sentence

Topic sentence: Topic + the controlling idea

(1) New York is a fun place to be on New Year's Eve.

the topic controlling idea

New York has great entertainment.

the topic controlling idea

New York is the world's loudest city.

the topic controlling idea

(2) Twenty-five people attended the company's Halloween party. Topic sentence? Yes () No ()

The company's Halloween party was a bore, as usual.

Topic sentence? Yes () No ()

Reading Strategies for English Textbooks

5. What is the role of writing in reading?

3. The Topic sentences

Concrete Support

One of the main challenges in essay writing is finding good ideas to support your thesis statement.

Without sufficient support, an essay is not convincing.

Topic sentences in the body paragraphs of essays

(Thesis Statement) Pollution, waste, and climate change are threatening freshwater supplies.

(Topic sentence 1) Fresh water is being polluted by dirty water from several sources.

(Topic sentence 2) People are wasting fresh water.

(Topic sentence 3) Changes in global weather patterns have affected supplies of fresh water.

Reading Strategies for English Textbooks

4. **Concluding Paragraph** A concluding paragraph consists of a summary of the points made in your body paragraph , a restatement of the thesis statement, and/or a final comment on your topic. You may choose one of these ways to end your essay, or you may choose two or three.

There are several guidelines:

1. Don't introduce **new information**.
2. Your conclusion **won't be complete if you leave one point out**.

Reading Strategies for English Textbooks

- **6. What are the characteristics of successful readers?**
- * They use their **prior knowledge**.
- * They **develop** their own reading strategies.
- * They think strategically, plan, monitor their
- **comprehension, and revise their strategies.**
- * They have strategies for **what to do** when
- they do not know what to do.
- * They build up their **self-confidence** that they are
- effective learners.

Reading Strategies for English Textbooks

- **7. How can you have a habit of reading?**
- **Reading for pleasure**
- **It is the key to improving your English.**
- **Dr. Stephen Krashen found that students who read a lot improve their grammar and vocabulary, and they learn more about good writing.**
- *** Newspaper articles**
- *** Short stories**
- *** Novels**
- *** Books**

Reading Strategies for English Textbooks

1. Reading Strategies

A-1. Preview

Previewing is a method of **assessing the material**, your knowledge of the subject, and your goals for reading.

***Prior knowledge is the most important factor in reading comprehension.**

Previewing before you read can make a big difference in how well you understand what you read.

Reading Strategies for English Textbooks

- A-2. How to Preview
 - Preview the **table of contents** of your textbook to get an overview of the scope of the material.
 - Read the **title, subheadings, boldface, and summary** to anticipate what you will be reading.
 - Notice if there are **maps, pictures, charts, names, dates, or numbers** in the passage.
 - Read the **first paragraph (last sentence) and the last paragraph** carefully.
 - Read the **first sentence** of each paragraph: Topic sentence
 - As you read, decide **5 Ws**: who, what, why, when, where, how

A-3. Example 1

Educating Girls Is a Real Lifesaver

Clare Short **knows** it. Every development economist knows it. The World Bank knows it: *The education of girls* is the surest way *to reduce poverty*. If there **is** to be a serious effort to improve the lot of the billions of people deprived of the basic ingredients of a decent life, schools in *poor countries* **have** *to be full of girls as well as boys*.

Who: girls

What: to educate girls

Why: to reduce poverty

Where: poor countries

When: now

How: Schools in poor countries have to be full of girls as well as boys.

A-3. Example 2

Introducing collocation to learners (Chapter 5)

Learners naturally assume that the **word is the basic unit** of language, but this book is based on a different assumption – that language is stored in our mental lexicons in different ways, some single words, but also a vast number of **multi-word items**. It is essential, then, that teachers introduce that idea of multi-word items to their learners, and then adopt classroom strategies which constantly remind learners of the importance of these multi-word items. The constantly remind **phrasal nature** of language can initially seem strange to learners, and teachers need a number of **different strategies to introduce the idea to different kinds of learners.** Here are a few, which have been used successfully by teachers. (Hill, Lewis & Lewis, p. 88)

A-3. Example 3

Introducing collocation to learners (Chapter 5)

1. Words are like people

Learners may find it easy to understand the parallel between words and people. *We all feel comfortable when we are surrounded by friends and acquaintances*, but anxious in unfamiliar situations when we are surrounded by strangers. The relationships between words closely resemble *the relationships between people*.

A-3. Example 3

Introducing collocation to learners (Chapter 5)

3. Model aeroplanes

Most learners will be familiar with the kits you can buy which provides all the small parts needed to build a complete and complex model, such as an aeroplane. ... The verbal instructions are probably less helpful than diagrams of **how to assemble certain bits**, and the most helpful of all is unquestionably having recognisable pre-assemble chunks. (p. 89)

A-3. Example 3

Introducing collocation to learners (Chapter 5)

4. Molecules

An analogy with basic chemistry, suggested by Graham Smith – needless to say, himself a trained chemist – may appeal to older learners with a scientific background. All chemical substances, however complicated, are made of atoms, but most atoms do not wander around looking to make more complex compounds; most of them spend their existence as components of molecules.

Recognisable, combination of atoms. ... The analogy with words, which combine in standard collocations which, in turn, have characteristics which make it possible for them to combine into larger stretches of language, is close and revealing. (p. 90)

Reading Strategies for English Textbooks

1. Reading Strategies

B-1. Scanning

Scanning is a very high-speed reading that you do when you are looking for a specific piece of information.

B-2. How to Scan

You have a question or some questions in mind.

You do not read every word, only **key words** or **phrases** that will answer your question.

You learn to skip over unimportant words.

B-3. Example 1

Hawaii's Ethnic Rainbow: Shining Colors, Side by Side

Time magazine celebrated the Fourth of July recently with a cover story about the nation's ethnic diversity and asked the questions “Who are we?” and “What do we Have in Common?” To some in Hawaii, all this concern about ethnic diversity seems like so much fuss. For most of this century, Hawaii has been a multicultural society, a community of different ethnic groups where no one group is the majority.

Who: Hawaii's ethnic

What: It has been a multicultural society.

Why: No one group is the majority.

Where: In Hawaii

When: this century

How: a community of different ethnic groups

B-3. Example 2

Bill of Rights

To all Americans, another basic foundation in their constitution is the Bill of Rights, adopted in 1791. This consists of 10 very short paragraphs which guarantee freedom and individual rights and forbid interference with the lives of individuals by the government. Each paragraph is an Amendment to the original Constitution. In the Bill of Rights, Americans are guaranteed freedom of religion of speech, and of the press. They have the right to assemble in public places, to protest government actions, and to demand change. They have the right to own weapons if they wish. Because of the Bill of Rights, neither police nor soldiers can stop and search a person without good reason. They also cannot search a person's home without legal permission from a court.

Who: Bill of Rights

What: guarantee freedom and individual rights

Why: People did not get the protection in the original Constitution

Where: In America

When: adopted in 1791

How: an Amendment to the original Constitution

Reading Strategies for English Textbooks

1. Reading Strategies

C-1. Skimming

Skimming is a reading skill that can save you time and help you

get through lots of material quickly.

You skim to get *the general sense* of a passage or book, not specific details.

C-2. How to Skim

You should not read the whole text.

You *have a question in mind*.

Your eyes should move very quickly.

You need to read *the first paragraph (introduction) and last paragraph (conclusion)*.

Read the *first sentence* of each paragraph quickly.

C-3. Example 1

Greenpeace: Defender of the Environment

(1) The Greenpeace Foundation is an organization of ordinary people and scientists from around the world who are active in efforts to expose and find solutions for global environmental problems. The organization was started in the early 1970s in an effort to defend human, animal, and plant life. Greenpeace has had steady, if small, successes in decreasing whale hunting, saving old forests, and cutting down on the toxic pollution of our air and water.

C-3. Example 1

(2) Greenpeace works hard to protect the quality of our oceans and their populations of fish, mammals, and vegetation.

(3) Ancient forest, according to Greenpeace, are forest areas that are relatively undisturbed by human activity.

(4) However, the major threat to vegetation, animal, and people is now neither hunting nor cutting. It is the extremely toxic chemicals that our industrial society releases into both air and water.

(5) In conclusion, each victory gives us hope, but they are indeed **small** when **contrasted with problems we face**. Even so, Greenpeace activists fight on, and their efforts in preventing whale hunting, protecting ancient forests, and limiting the use of dangerous chemicals are showing some positive effects. Because of Greenpeace, the world will be a little safer for our children and our children's children.

Who: Greenpeace Foundation

What: They are active in efforts to expose and find solutions for global environmental problems.

Why: protect our world

Where: In the world

When: in the 20th century

How: by their active action

Reading Strategies for English Textbooks

1. Reading Strategies

D-1. Inferring

Good readers **use these clues to guess** about the text and about the writer's ideas.

They constantly **make inferences** as they read.

Making inferences can make you **concentrate on** what you are reading.

D-2. How to make inferences

You can make inferences by using some **key words**.

You can make inferences by using some **maps, pictures, charts, names, dates, or numbers**.

You **do not need to understand every word**.

You need to **look for the clues** that will help you infer your questions.

D-3. Example 1

“The most important thing is to understand people. You’ve got to know what they’re thinking. If you can figure that out, you can get them to do anything. They come in with an idea about what they want. You get them talking about themselves, about what they like. If it’s a man, you talk about baseball, or something like that. If it’s a woman, you ask her about fashions. That way they get comfortable with you. You ask them a lot of questions and get them saying yes. Then they just get into the habit of saying yes. In the end, you can put them into anything you want, if you’re really good. They need a little car for the city; you send them home with a truck. Of course, I wouldn’t really do that. It wouldn’t be right. You’ve got to sell on this job, but you also have to be fair. It’s not fair to take advantage of people too much. There are some people in this business who’d do anything. But I don’t believe in that.”

Job: _____ a car salesperson _____

Reading Strategies for English Textbooks

Reading Strategies

E-1. Catch the main ideas

The main idea of a paragraph is a statement of the author's idea about the topic.

A main idea statement is always a complete sentence that includes both the topic and the ideas that the author wishes to express about the topic.

E-2. How to catch the main ideas

You can get the main idea by reading each topic sentence. Sometimes the main idea is expressed in another sentence or in several sentences in the paragraph.

- **E-3. Example 1**

- **Modern Trends in Management**

- The “**idea box**” is a useful concept in **management**. It was first introduced in the early twentieth century by **Kodak in the United States** and **Michelin in France**. The managers of these companies used idea boxes to collect **suggestions** from employees about improving production. Today, the idea box is not used much in the United States or Europe. However, it is used a lot in **Japan**. **Japanese managers have found it** to be a very valuable resource. Employees often know more than managers about the details of production. In the long run, their suggestions can make a real difference to the company. **Employees** who offer useful ideas may receive extra money in their paychecks.

The “idea box” is very useful for both management and employees in Japan.

- **E-3. Example 2**

- **The Aging Population**

- **in Industrialized Countries**

- **In many of the industrialized countries, the population is aging.** That is, the average age of the population is older than it was twenty years ago. This fact has encouraged many businesses **to develop products and services for older customers.** In the medical industry, for example, new medicines and technologies are being developed especially for the health problems of older people. The tourist industry also offers services for the elderly, including special transportation and health services, and trips organized for groups of older people. And finally, there are many different kinds of products designed for the needs of the elderly. These include everything from shoes and shampoos to magazines and furniture.

Because of the aging population, many businesses have developed products and services for older customers.

How to identify the topic sentence

Topic sentence

The “**idea box**” is a **useful concept in management.**

- **major support**
- It was first introduced in the early twentieth century by Kodak in the United States and Michelin in France.
- **minor supporting**
- The managers of these companies used idea boxes to collect suggestions from employees about improving production.
- **major support**
- Today, the idea box is not used much in the United States or Europe. However, it is used a lot in Japan.
- **minor supporting**
- Japanese managers have found it to be a very valuable resource.
- Employees often know more than managers about the details of production.
- In the long run, their suggestions can make a real difference to the company.
- **Concluding sentence**
- Employees who offer useful ideas may receive extra money in their paychecks.
-

How to identify the topic sentence

Topic sentence

In many of the **industrialized countries, the population is aging.**

major support

This fact has encouraged many businesses to develop products and services for older customers.

minor supporting

- In the medical industry, **for example**, new medicines and technologies are being developed especially for the health problems of older people.
- minor supporting

The tourist industry also offers services for the elderly, including special transportation and health services, and trips organized for groups of older people.

Concluding sentence

- And finally, there are many different kinds of products designed for the needs of the elderly.
- These include everything from shoes and shampoos to magazines and furniture.
-

Vocabulary

- **Prefixes & Roots & Suffixes**

- A-1. 字首+字根

- con(字首: together)+ clud(字根: close)

- conclude V. 結束、下結論

- A-2. 字首+字首+字根

- co(字首: together)+ in(字首: in)+ cid(字根: fall)

- coincide V. 巧合

- A-3. 字首+字根+字尾

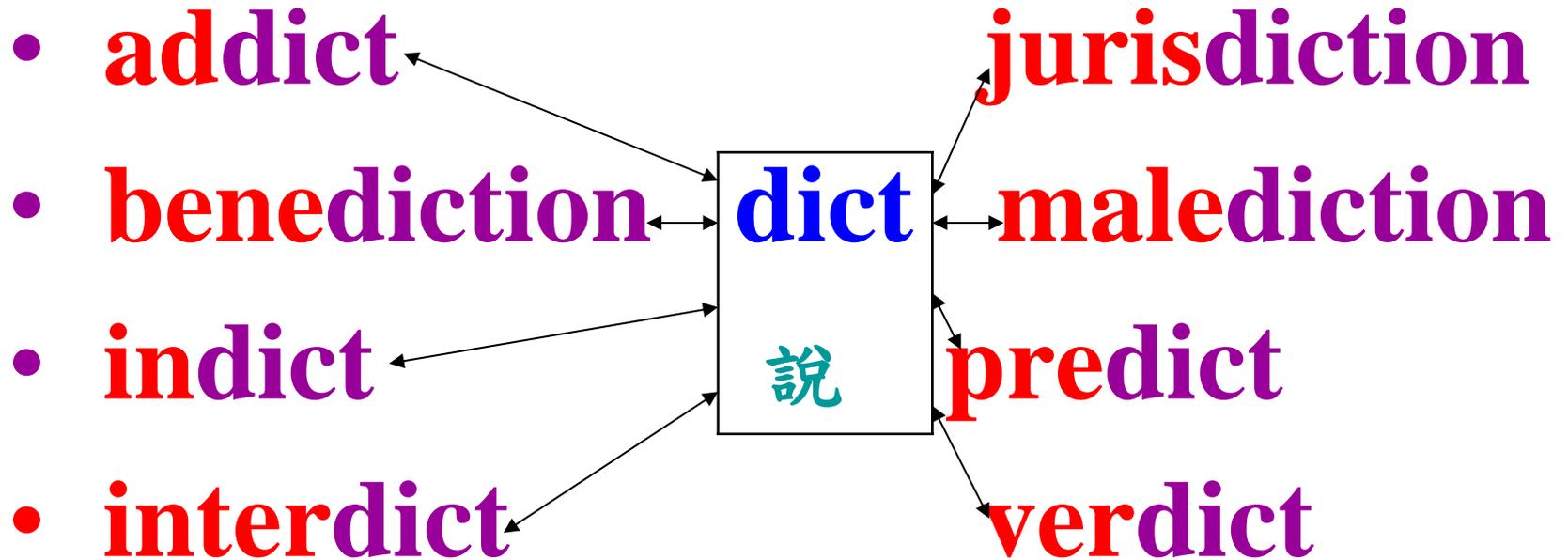
- re(字首: back)+ quir(字根: ask)+ ment(字尾: noun)

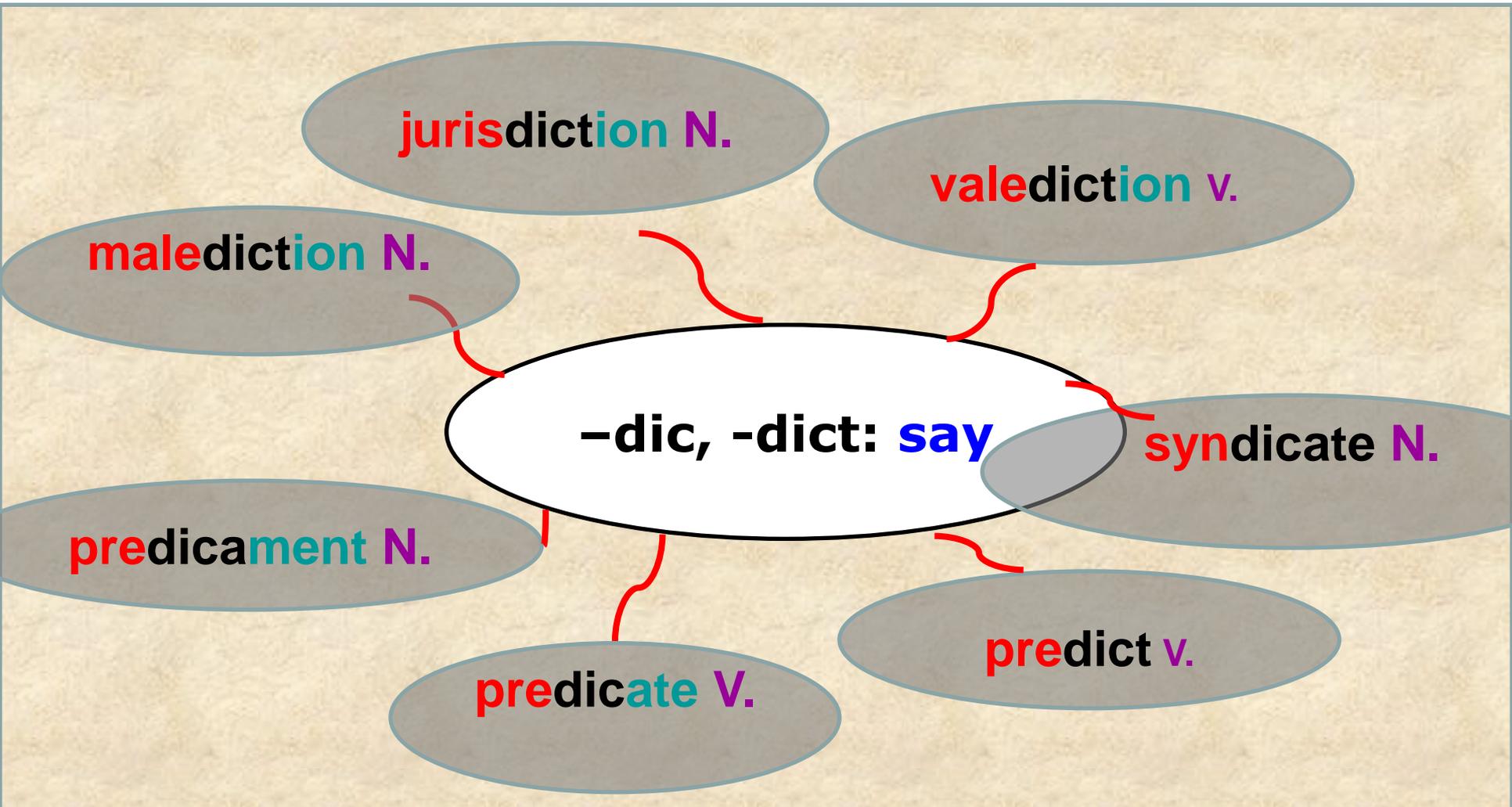
- requirement N. 必要條件

Prefixes & Roots & Suffixes

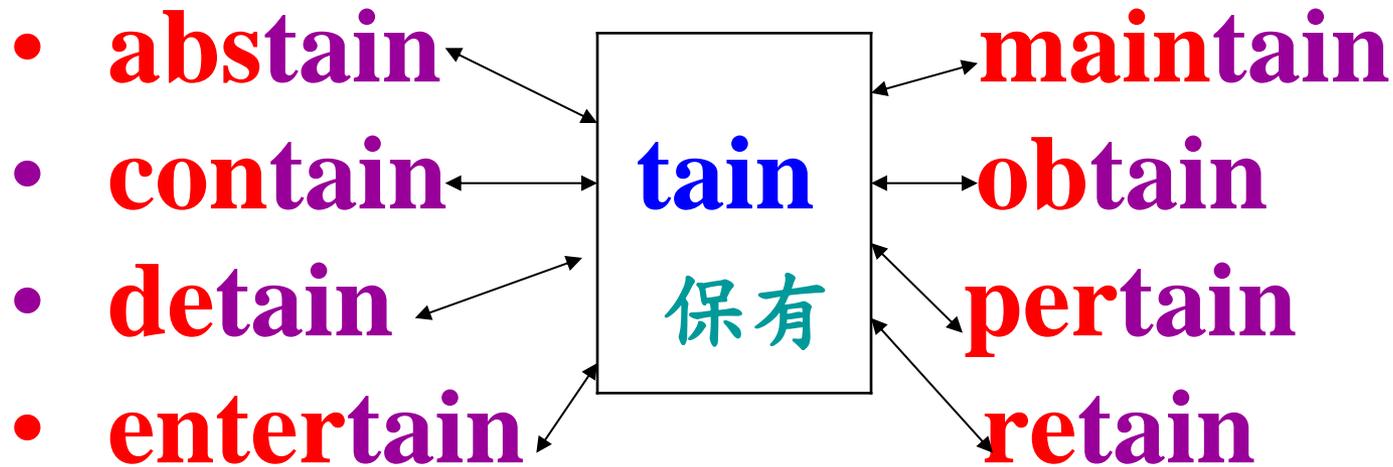
- **conclude (v.)** ↔ **clud** ↔ **conclusive (a.)**
- **exclude (v.)** ↔ **clud** ↔ **exclusive (a.)**
- **include (v.)** ↔ **clus** ↔ **occlude (v.)**
- **preclude (v.)** ↔ **關閉** ↔ **seclude (v.)**
-

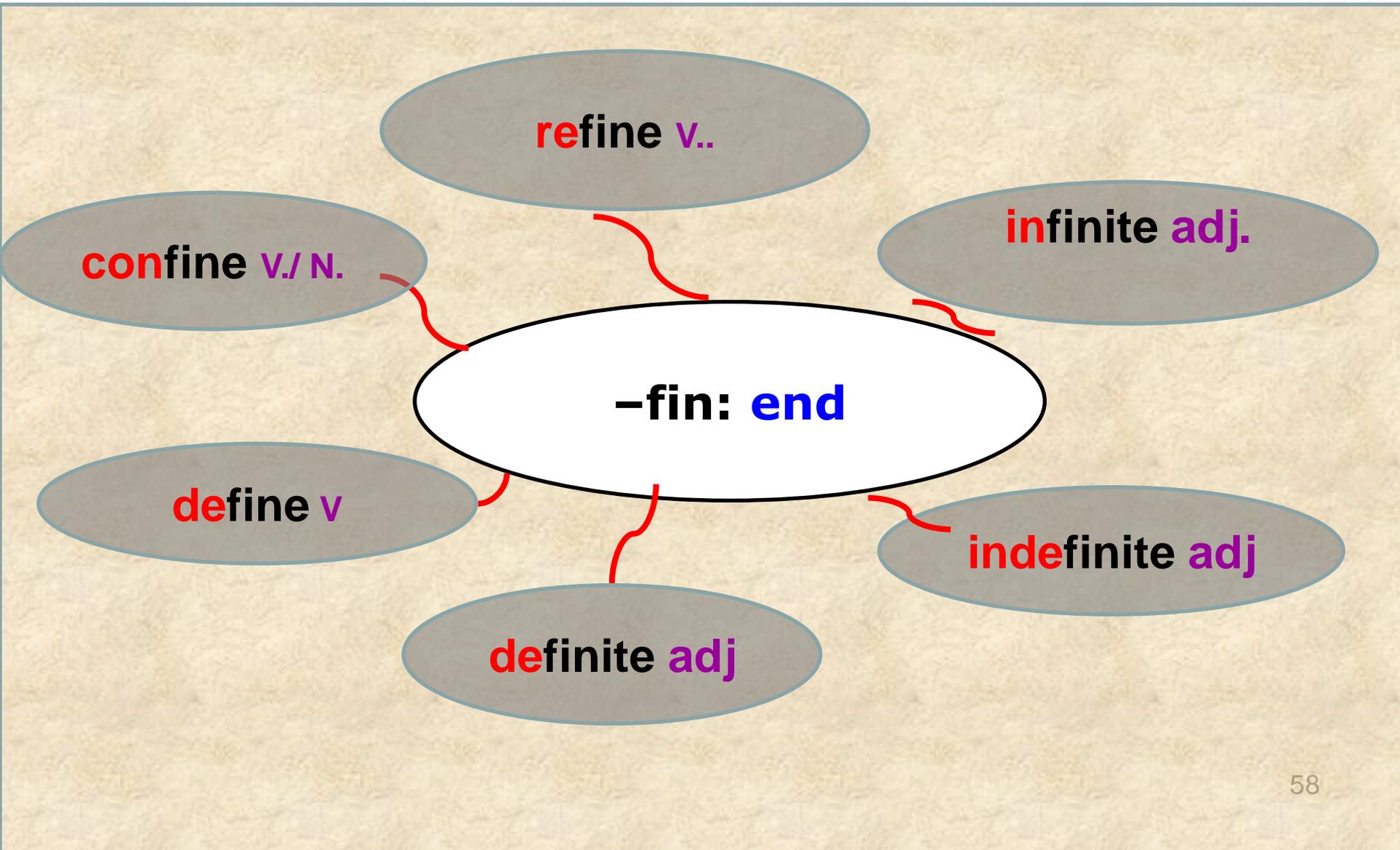
Prefixes & Roots & Suffixes





Prefixes & Roots & Suffixes





Guessing Unknown words in Context

- **B-1. Guessing Unknown words in Context**
- **Guessing is the best strategy:**
- 1) It is faster
- 2) It helps your comprehension
- 3) It helps you build vocabulary
- 4) It allows you to enjoy your reading
- **B-2. How to guess**
- 1) You use the text surrounding the word--
context
- 2) You use the prefixes, roots, and suffixes
- 3) You use the collocations

Guessing Unknown words in Context

- **B-3. Example 1**
- The window had been left open during the storm, and the papers on my desk were a **soggy** mess.
- We gathered up the **soggy** towels and bathing suits and hung them all **in the sun to dry**.
- **Soggy means: very wet**

Guessing Unknown words in Context

- **B-3. Example 2**
- In Paris it is wise to get yourself a **zep** as soon as possible. It is very easy to get lost if you leave the main streets. You can buy **zeps** in the train station, but they are not complete. Better **zeps** can be found in the **bookstores**. These have more details, and they show all the named streets.
- **Zep** means: a map

Guessing Unknown words in Context

- **B-3. Example 3**
- Nobody wants a **zip** near his or her home. First of all, they usually **do not smell very pleasant**. If the wind is from their direction, you may get that smell at home. And **zips** often attract lots of insects, such as flies and mosquitoes, as well as animals such as rats and mice. A nearby **zip** may also mean you will have noisy trucks on your street all day. Finally, the most serious problem with **zips** is that they may pollute the drinking water. This does not always happen, but sometimes the **zip** has dangerous chemicals in it. Then when it rains, the chemicals enter the water underground and make it unsafe to drink.
- **Zip means: a garbage dump**

Stages of Reading

- **Before reading**
- Preview to find out what the material is about, what you already know about the topic, and what you need to find out while reading.
- **During reading**
- Anticipate upcoming information, visualize and integrate old and new knowledge, and assess your own understanding.
- **After reading**
Recall and react to what you have learned.

Five thinking strategies of good readers

- **1. Predict:**
 - **Make educated guesses.**
 - **Good readers make predictions about thoughts, events, outcomes, and conclusion.**
- **2. Picture:**
 - **Form images.**
 - **For good readers, the words and the ideas on the page trigger mental images that relate directly or indirectly to the material.**

Five thinking strategies of good readers

- **3. Relate:**

- **Draw comparisons.**
- When you relate your **existing knowledge** to the
- **new information** in the text, you are embellishing
- the material and making it part of your
- framework of ideas.

- **4. Monitor:**

- **Check understanding.**
- Monitor your ongoing comprehension to test your
- understanding of the material.

- **5. Correct**

Correct gaps in understanding.

Do not accept gaps in your reading comprehension. If you do not understand, please reread for clarification.

- **3. Grammar**

- **A. Verb Tenses**

Verb tenses can talk!

- **3 X 4 = 12**

- **現在** **簡單**：事實、真理、格言、定律、狀況
- **過去** **X 進行**：進行中、一再、越來越
- **未來** **完成**：動作完成、經驗之獲得(結果)
- **完成進行**：持續(過程)

- **3. Grammar**

- **B. Conjunction**

- **Coordinate conjunction:**

- **independent clauses**

- and, or, but, both ... and, not only... but also....

- **A. Compound sentence**

- 1) and, or, but,....

- 2) ;

- **3) conjunctive adverbs:**

- **Addition: moreover, in addition, besides**

- **Condition: otherwise**

- **Concession: however, nevertheless, still**

- **Result: therefore, accordingly, as a result,**

- **consequently**

- **3. Grammar**

- **B. Conjunction**

- **Subordinate conjunction:**

- **dependent clauses**

- **1) Noun clauses (名詞子句):**

- **What he said surprised me.**

- **2) Adjective clauses (形容詞子句):**

- **Those who are fond of reading will never feel lonely.**

- **3) Adverbial clauses (副詞子句):**

- **A banker is a person who lends you his umbrella when the sun is shining and wants it back the minute it rains. (Mark Twain)**

- **3. Grammar B. Conjunction**
- **2) Adjective clauses:**
- Relative pronouns

先行詞	主格	受格	所有格
人	who	whom	whose
	that	that	X
物	which	which	whose (Of which)
	that	that	X
人+物	that	that	X

- **3. Grammar**
- **B. Conjunction**
- **Adjective clauses:**
- **position**
- **A. Main clause + Adj. clause**
- **You can learn how to make sense of**
- **everything you read.**
- **B. S + Adj. clause + V.**
- **The man who doesn't read good books has**
- **no advantage over the man who can't read**
- **them. (Mark Twain)**

C. Participial Construction

- **1. Adjective Clauses**

- **To all Americans, another basic foundation in**
- **their constitution is the Bill of Rights, adopted**
- **in 1791.**

- **→, which was adopted in 1791.**

- **→ 關係代名詞為主格時，去此關係代名詞**

- 動詞：ving**

- having + ...**

- p.p.**

C. Participial Construction

• 2. Adverbial Clauses

- Scientists have said global climate change takes many forms, **causing** droughts in some areas **while increasing** flooding and the severity of cyclones in others.
- → Scientists have said global climate change takes many forms, **which causes** droughts in some areas **while it** increases flooding and the severity of cyclones in others.
- → 副詞子句和主要子句主詞一致時，去副詞子句之主詞
- → 動詞：ving
having + ...
p.p.

Characteristics of Poor/Successful Readers

Characteristics of Poor Readers	Characteristics of Successful Readers
Think understanding occurs from "getting the words right," rereading.	Understand that they must take responsibility for construction meaning using their prior knowledge.
Use strategies such as rote memorization, rehearsal, simple categorization.	Develop a repertoire of reading strategies, organizational patterns, and genre.
<p>Are poor strategy users:</p> <ul style="list-style-type: none"> • They do not think strategically about how to read something or solve a problem. • They do not have an accurate sense of when they have good comprehension readiness for assessment. 	<p>Are good strategy users:</p> <ul style="list-style-type: none"> • They think strategically, plan , monitor their comprehension, and revise their strategies. • They have strategies for what to do when they do not know what to do.
Have relatively low self-esteem.	Have self-confidence that they are effective learners; see themselves as agents able to actualize their potential.
See success and failure as the result of luck or teacher bias.	See success as the result of hard work and efficient thinking.

What Does Research Say About Reading?

R.A. Knuth and B.F. Jones

NCREL, Oak Brook, 1991(North Central Regional Education Laboratory)

http://www.ncrel.org/sdrs/areas/stw_esys/str_read.htm - 36.4KB



Katholieke Univers

About K.U. Leuven



The traditional view of the learner as an "empty" vessel to be filled with knowledge from external sources is exemplified by this statue at the University of Leuven (Belgium).

Reading and writing are integrally related. That is, reading and writing have many characteristics **in common**. Also, readers increase their comprehension by writing, and reading about the topic improves writing performance.

提昇英文文獻閱讀之效能的基本原則

1. 認清主題 (Theme)
2. 細讀前言 (Preface)
3. 閱讀目錄 (Table of Contents)
4. 閱讀正文 (Read Main Text/Body Analytically)
5. 課後同儕共同閱讀、討論 (Group study/discussion)
6. 向老師請教 (Office Hours Discussion)
7. 儘量參加學術會議以吸取經驗 (Attending conferences)
8. 多與外國學者、學生接觸，提昇英文整體能力
(Networking with foreign scholars/students)
9. 實地練習英文寫作 (Practical writing for academic purposes)

Summary Writing

- **Guidelines for Reading for a Summary**
 - A. Consider **why** the article was written
 - B. Look for **repetitions** of the same idea
 - C. As you read, decide the who, what, when, where, why and how (**5W & 1 H**)
 - D. Read **topic sentences** carefully
 - to decide the topic and **the controlling idea**

Summary Writing

Guidelines for writing a Summary

A. Use your own words as much as possible

B. Refrain from including your own

- **opinion**

- **C. Be comprehensive:**

- **Include everything essential**

- **Be selective:**

- **Choose only those most important parts**

- **Be brief:**

- **Be less than one-third of the original length**

-

Summary Writing

- **4. Example 1**

- **Making a mistake can be a valuable way of learning. This is what Warren Bennis and Burt Nanus discovered after they interviewed 90 highly successful men and women. Their book, “Leaders: This Strategy of Taking Charge,” tells how many great leaders used failure as an opportunity to grow and learn. One of the leaders, the chairman of a large company, puts failure into perspective by comparing it to learning how to ski: “If you’re not falling down, you’re not learning.” Bennis and Nanus attribute this positive attitude toward failure as being one of the reasons these people have become winners!**

SQ3R: A Reading Technique - How to Hit the Books

SQ3R stands for **S**urvey, **Q**uestion, **R**ead, **R**ewrite, **R**eview. It is a proven technique to sharpen textbook reading skills. In college, you'll frequently be assigned multiple chapters for several different courses in books that can be quite complicated. SQ3R helps make reading purposeful and meaningful, so that you use your time most effectively. Here's how this strategy works.

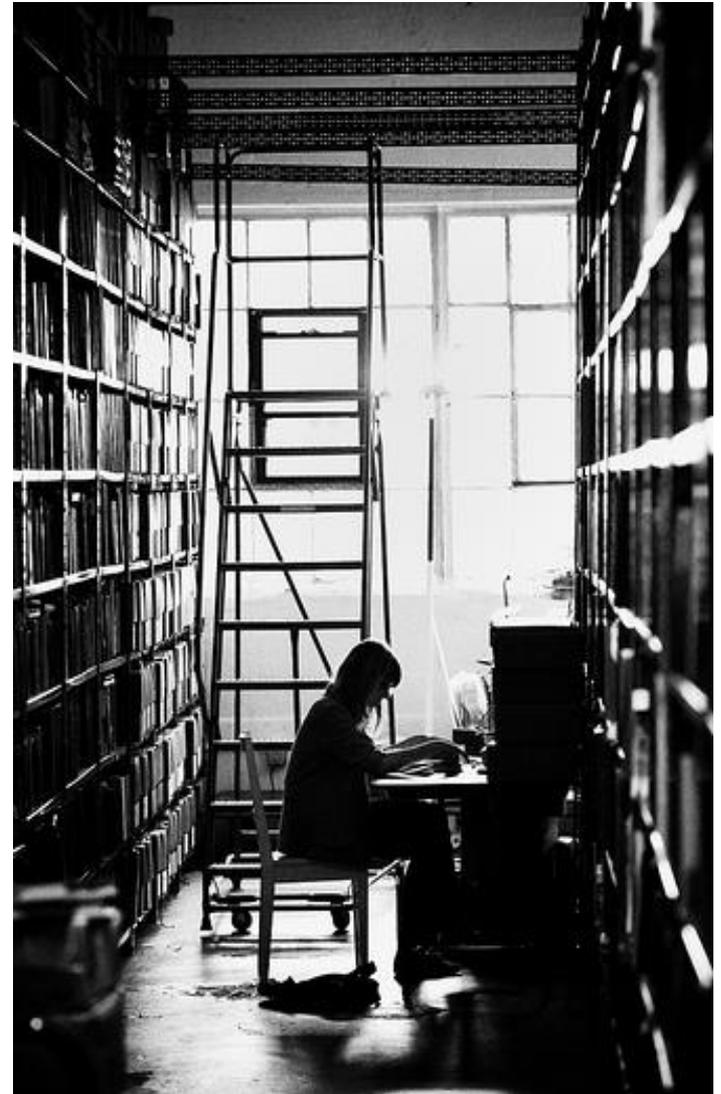
Survey

Question

Read

Rewrite

Review



SQ3R: A Reading Technique

- **Survey:** Get an idea of what the chapter.
- By reading the **title, headings, subheadings, charts, graphs, pictures, maps.**
Question: Ask 5Ws, and 1H
- Questions can help you **pay attention**, understand the text better, and **recall the information** more easily later on.
Read: Read only **introduction and conclusion**, and the **first sentence** of each paragraph.
- You will concentrate on what you are reading.
Rewrite: Rewrite a brief **summary** of the chapter.
- **Review:** Review **your notes and key words** which are invaluable guides.

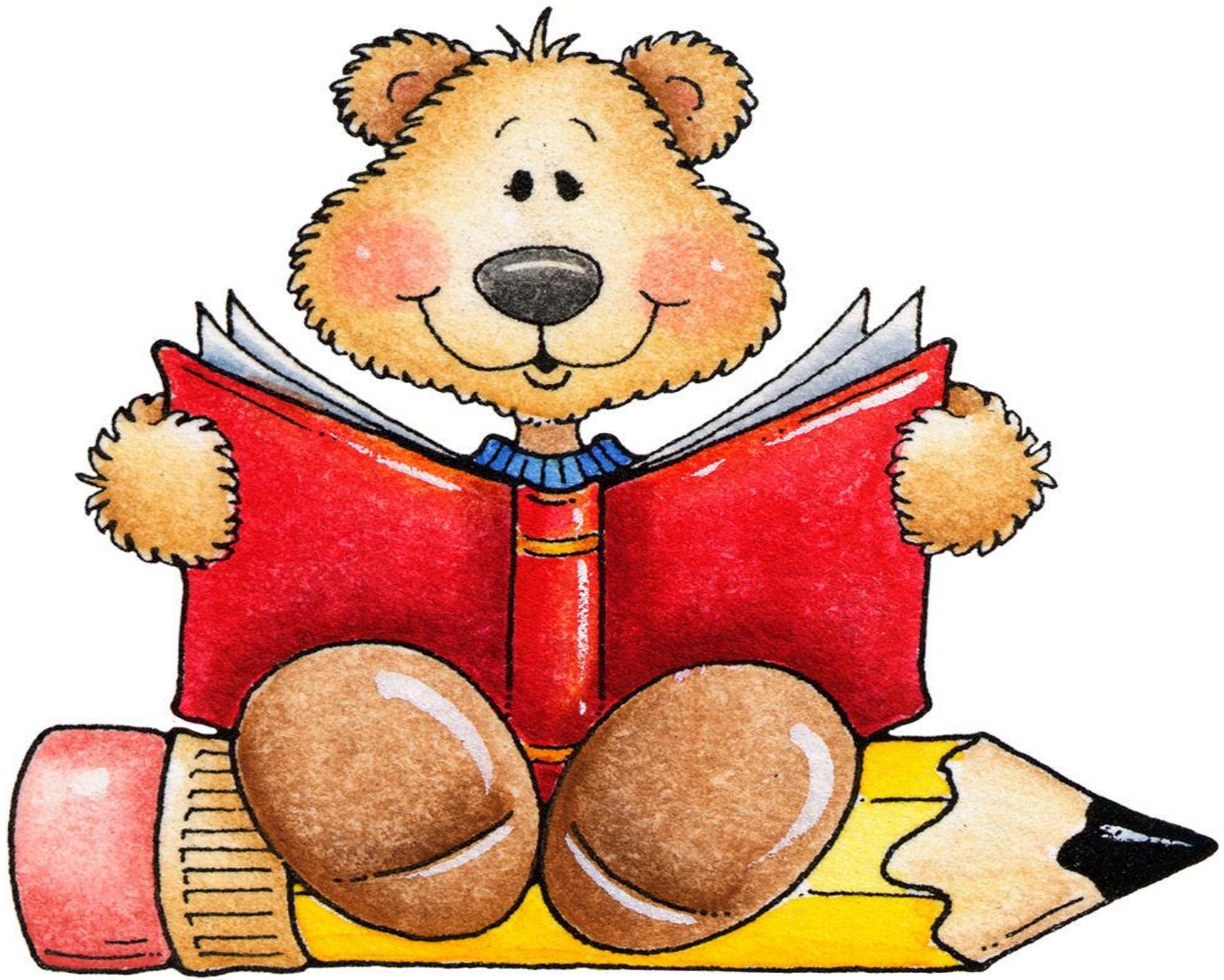
- **Reading is Everything!**

- **Just do it now!**

- **You will be a rich person soon!**

Any Questions?



















THANKS