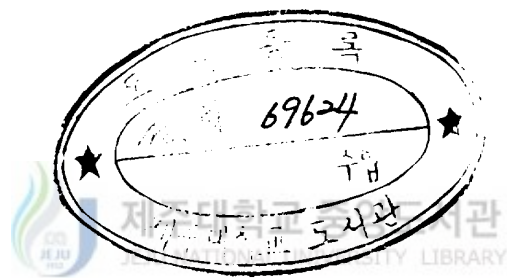


碩士學位請求論文

英文讀解力 向上을 爲한 새 指導方案

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英語教育專攻

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〈抄 錄〉

## 英文讀解力 向上을 爲한 새 指導方案

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本 論文에서는 學習者의 英文讀解力 向上을 爲하여 무엇을 어떻게 指導할 것인가에 대하여 다루었다.

또한 이를 위해 制限讀書方法을 통한 英文讀解力 向上을 꾀하기 전에 準備過程으로서 최소한 讀解過程을 重要視하였다.

教師들이 英語를 第二外國語로 배우는 학생들의 英文讀解力 向上을 바란다면, 학생들에게 이러한 重要한 讀解過程과 技術을 體系의이고 效果的으로 가르쳐야 할 것이다. 이러한 目的을 達成하기 위해서는 무엇보다도 讀解力에 關聯된 充分한 知識과 能力을 갖춘 教師들이 速讀과 讀解 資料를 準備하고 效果的인 讀解方法을 통한 끊임없는 指導가 필요한 것이다.

따라서 本 論文에서의 制限讀書方法을 통한 讀解技術이 效果的인 英文讀解力 指導에 커다란 도움이 될 것이다.

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## I. 序 論

英語教育을 어떻게 하면 效果的으로 할 수 있는지에 대해서는 오랫동안 많은 研究가 시도되어 왔으며 또 그에 따라 現場에서도 英語教育을 보다 바람직하게 실시하려는 노력이 많았으나 지금까지 우리나라에서 실시되어온 英語教育이 과연 所期의 目的을 달성했다고 보는 사람은 그리 많지 않다.

한때 우리나라 英語教育에서 入門期의 低學年에서는 수업시간에 직접영어사용을 重視하는 直接式 教授法(direct method)가 시도된 적이 있다. 그러나 이 接近法은 60名 이상의 학생수를 갖는 큰 學級에서 適用되기가 어려운 것이었다.

더욱이 學年이 점차 높아감에 따라 教師의 言語驅使力의 限界로 부딪혔으며 이에 따라 이 接近法은 많은 난점을 수반하게 되었다. 그로 인해 영어교육에서는 아직도 예나 다름없는 文法解釋과 翻譯爲主의 授業過程이 계속되고 있으며, 마치 暗號를 解讀하듯 앞뒤의 關係文句를 맞추어가며 英語를 배우고 가르치는 實情에 놓여있다.

아무리 能熟한 言語驅使力을 가진 教師라 하더라도 中學 2年以上의 學年에서는 우리나라의 現敎室 與件下에서 口頭接近法을 제대로 實施하는데 어려움을 느끼게 되었고, 따라서 文法解釋과 翻譯에 中心을 둔 授業過程으로서 滿足하게 되었다. 그 結果 다음 두가지 問題點이 重要하게 提起되었다.

첫째, 전체보다 部分을 重要視함으로써 文段(paragraph)속에 文章의 意味를 제대로 파악하지 못하게 되었다. 卽 한 文章을 이해할 때 그 文章 構成要素인 單語나 句의 相互關係法則에 따라서 難解한 暗號를 讀解하듯 해석하는데 치중함으로써 그 文章보다 더 큰 단위인 文段의 構成要素로서의 그 文章의 意義는 제대로 깨닫지 못하게 되었다. 다시말해서 全體的인 讀解力(comprehension)의 不足을 招來했다고 말할 수 있다.

둘째, 讀書를 하는 速度에 問題點이 나타났다. 暗號解釋式 外國語學習에 습관이 들여진 학생들은, 一旦 外國語를 읽고나서 우리말로 해석해 보지 않고는 그 外國語의 뜻을 시원스럽게 理解하지 못하는 버릇이 생겨있기 때문에, 直讀 直解를 못하고

마음속으로 翻譯過程을 거침으로 讀書速度가 늦어지게 되었다.

現場英語教育이 效果的인 教育이 되려면 적어도 英語를 讀解하는 過程은 이 두가지 問題點을 克服하는 方向으로 중전과는 다른 立場에서 다루어져야 한다. 따라서 본 論文에서는 어떻게 하면 英文讀解力을 增強시킬 수 있는지를 새롭게 모색해 보는데 그 目的이 있다. 이를 위해 讀書能率을 開發하기 위한 讀書指導 諸方法으로 制限 讀書理論(narrow reading)을 提示하고 그 適用結果를 分析檢討해 보고자 한다.



## II. 讀書의 定義와 그 過程

### 1. 讀書의 定義

讀書의 能力을 向上시키는 方法을 구하기 위해서는 우선 讀書의 定義를 파악하는 것이 順序인것 같다. 過去에는 讀書을 단순히 文字로 부터 情報를 얻는 것으로 여겨 왔으나 최근 認知科學이 發達함에 따라 讀書을 다음과 같이 예를 들어 Anderson (1984) 등은 讀書을 다음과 같이 定義하고 있다.

"Reading is a process in which information from the text and the knowledge possessed by the reader act together to produce meaning."

讀書은 敎材로 부터 얻는 情報와 讀者가 가지고 있는 知識이 함께 結合하여 뜻을 전달하는 過程이라는 것이다.

따라서 言語的 知識과 세계에 대한 知識의 程度가 讀解의 能力과 비례한다고 생각된다.

Anderson (1984) 등은 그 理由를 다음과 같이 說明하고 있다.

"Reading is a constructive process. No text is completely self-explanatory. In interpreting a text, readers draw on their store of knowledge about the topic in the text. Readers use their prior knowledge to fill in gaps in the message and to integrate the different pieces of information in the message."

따라서 text를 읽고 얻는 情報는 讀者의 知識의 程度에 따라서 크게 차이가 난다

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1) Anderson, et al., 1984 : 8.

2) *ibid.*, p.8.

고 Anderson, et al(1984 : 10)은 주장한다. Just & Carpenter(1987 : 11)도 언급하듯이 讀解力을 높이기 위해서는 광범위한 知識이 필요하며 그 지식은 단순한 사실의 습이 되기 보다는 組織化 되어야 바람직하다.

## 2. 讀書의 過程

그런데 이와 같은 讀書의 過程에서는 眼球를 통한 視覺的 認知過程과 뇌를 통한 意味의 解得過程이 다르다. 즉 눈동자를 통해 들어오는 印刷된 活字의 形態가 網膜의 視神經을 통해 뇌에 傳達되며, 뇌가 그 意味를 解釋하게 된다. 따라서 讀書能力을 높이기 위해서는 첫째, 눈을 통한 視覺的 認知過程의 能率化와 둘째, 뇌에 傳達된 視覺的 映像의 意味解得의 能率化를 꾀해야 할 것이다. 그러나 이 두 과정은 서로 고립, 무연의 關係에 있는 것이 아니라 相互依存關係에 있다. 뇌의 의미해석이 빠르면 빠를수록 視覺的 映像의 受容도 그만큼 빨라지기 때문이다.

이와 관련하여 여기에서는 눈과 인쇄물과의 관계, 눈과 마음과의 관계로 나누어 讀書의 過程을 살펴보겠다.

### (1) 눈과 印刷物(글자)과의 關係

책을 읽을 때, 一般적으로 字線을 따라 움직이는 눈의 行動은 위에서 아래로 또는 左에서 右로 계속적으로 움직이고 있다고 느껴진다. 그러나 實際는 字線上에서 순간적인 停止狀態 卽 擬視가 계속 일어나고 있다고 말할 수 있다. 이와같은 눈동자의 停止狀態, 즉 擬視에서 글자의 映像을 볼 수 있고 읽을 수 있다.

이 말을 뒤집어 말하면 눈동자가 움직일 때에는 事物의 映像을 똑바로 볼 수 없다는 뜻이다. 이것은 마치 움직이는 사진기로 찍은 被寫體의 윤곽이 흐리게 보이는 것과 같다.

따라서 한 줄의 글을 읽을 때 이와 같은 눈동자의 停止狀態가 잦으면 그 만큼 讀書速度도 느리게 된다. 그러므로 눈동자가 정지상태에 있을 때 可能的 限 많은 單語를 동시에 눈에 담도록하여 눈동자의 움직임을 줄여야 한다.

여기에서 數個의 單語를 단번에 認知할 수 있는 視幅擴張訓練의 必要性이 要求된다. 讀書의 能率化를 위해서 視覺的 認知作用의 高速化, 能率化를 꾀하는 方法과 手



段에는 flash cards, slides, filmstrips, overhead projector 등이 있으며, 外國에서는 tachistoscope라는 投影機를 利用하여 讀書의 資料를 한 토막씩 순간적으로 映寫幕에 비추어서 視覺的 訓練을 하고 있다. 이 投影機에는 速度調節裝置가 되어 있어 같은 資料라도 速度를 달리해서 投影할 수 있게 되어 있다.

## (2) 눈과 마음과의 關係

앞서 언급한 바와 같이 “읽는다”는 것은 눈동자를 통한 글자의 視覺的 映像을 뇌가 받아서 그 映像을 分析處理하고 뜻을 解釋하는 過程이다.

따라서 이를 處理하지 못하면 走馬看山格으로 아무리 받아 들이더라도 뇌가 이를 處理하지 못하면 뜻의 解釋이 이루어지지 못하며 “읽는다”는 것이 不可能하게 된다.

따라서 讀書은 本質的으로 뇌의 작용이요, 마음의 작용이다. 能率的인 讀書에는 마음의 敏捷性, 思考의 論理性, 他人의 생각에 대한 明哲한 判斷, 記憶力, 廣範한 知識등을 必要로 한다. 廣範한 知識에는 廣範한 語彙의 所有, 文章構造(sentence organization)의 理解, 文段展開(paragraph development)의 理解, 圖書의 章, 節의 展開에 對한 理解등을 包含한다.

이와같은 效率的 讀書의 必要條件을 갖추면, 만족스러운 讀解力과 批判的 洞察力을 가지고 빨리 읽을 수 있게 된다. 讀解力과 洞察力이 따르지 않는 讀書의 高速化는 無意味한 것이다.

前節에서 言及한 바와 같이, 눈과 印刷物과의 關係에서 눈의 受容能力의 效率化를 꾀할 수 있듯이, 눈과 마음의 關係에 있어서 마음의 敏捷性과 思考의 論理性을 效率化하고 文章構造와 文段展開의 理解를 促進할 수 있다. 印刷된 글은 意思傳達의 原理와 言語의 法則에 의하여 表現된 것이며, 效率的인 讀者는 이와 같은 原理와 法則이 어떻게 글에 適用되고 있는가를 잘 알고 있다고 말할 수 있다.

讀書速度와 理解力을 높이는데 看過해서는 안될 또 하나의 마음의 작용으로 讀者의 情緒狀態를 提示할 수 있다. 마음을 혼란케하는 狀況下에서는 精神集中이 不可能한 것이며 따라서 讀書能率은 低下된다고 말할 수 있다. 精神集中을 助成할 수 있는 方法의 創案도 必要하겠으나 源泉的으로는 安定된 情緒狀態의 維持가 讀解力을 기르는 데 必須的이다.

### Ⅲ. 文段構造와 類型

文章은 著者의 思考 흐름의 表現이며, 그 思考는 單語, 句, 節, 文에 의하여, 하나의 文段을 構成함으로써 表現된다. 따라서 긴 文章은 많은 文段으로 構成되며, 이때 文段과 文段의 關係는 理論的인 思考의 展開에 따라서 이루어지므로 本章에서는 文段自體의 構造分析과 文段展開의 類型을 檢討하여 讀書能率 增進을 꾀하려 한다.

#### 1. 文段의 構造

文段은 대개 하나의 主要思考를 表現하기 위해 數個의 文으로 構成된, 文章의 한 段落을 意味한다. 보통 文段은 2個部分으로 形成된다. 첫째는 主要思考를 表現하는 部分으로서 소위 主題文(topic sentence)이라 하며, 둘째는 補充的 細部事項으로서 主題文에 담겨진 主要思考를 一連의 文에 의하여 說明, 比較, 數衍, 正當化하는 部分이다.

文段은 主題文과 그를 數衍하는 補充文의 位置에 따라 여러가지 形態로 나타난다. 文段을 잘 理解하기 위하여는 主題文과 數衍的 補充文의 分揀과 所在를 분명히 할 줄 알아야 한다.

#### 第 1型. 序頭 主題文

————— 왼쪽 그림은 굵은 線이 主題文의 位置를 또 가는 線이 文段의  
————— 補充文의 위치를 가리키는 그림이다. 가장 흔한 文段構造로서  
————— 實際散文의 80~90%를 차지한다. 主題文은 후속하는 文들에  
에 의하여 數衍說明되며 補充支援된다. 대체로 著者는 글쓰기에 앞서 건축에 있어서 骨格과도 같은 概要(outline)를 먼저 作成하고, 이 概要를 土台로 標題(heading)를 主題文으로 改作하여 第 1型의 序頭主題文을 많이 擇한다.

다음 文段의 構造를 檢討해 보자.

The United States is such a large country that it must be divided into different standard time zones. In the continental United States there are four : Eastern, Central, Mountain and Pacific. When it is 5 : 00 Eastern Standard Time in New York, for example, it is 4 : 00 Central Standard Time in Chicago 3 : 00 Mountain Standard Time in Denver and 2 : 00 Pacific Standard Time in Los Angeles.’’

위 文段에서는 主題文을 形成하고 있다. 나머지는 보충 문장을 이루고 있다. 이를 간략히 나타내면 다음과 같다.

- In the U.S. there are  
I . Four standard time zones  
A. EST (5 : 00)  
B. CST (4 : 00)  
C. MST (3 : 00)  
D. PST (2 : 00)

다음 例文에서는 主題文은 大文字로, 補充事項은 이탤릭체로 印刷되어 있다.

GALILEO WAS IMPORTANT IN THE HISTORY OF LITERATURE *as well in the development of modern science. From the viewpoint of literature, he was important in two ways. His writing are models of expository prose. His clarity and precision of language set a standard for the newly developing sciences. In addition, his scientific discoveries became important to every field of knowledge so that they soon became an indispensable background in many literary works.*<sup>4)</sup>

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3) Richard C. Yorkey (1970), *Study Skills for Students of English as a Second Language*, (New York), p. 88.

4) *ibid.*, p. 88.

第 2型. 序頭 및 末尾主題文

第 2型는 主題文이 文段의 序頭와 末尾에 각각 있다. 第1型과 같이 첫文은 주제문으로서 후속문에 의하여 敷衍되고 있다.

文段末尾의 主題文은 대개 첫 主題文이 되풀이 되거나 文段의 概要인 경우가 많다. 그러나 때로는 그 文段에서 도출된 結論이나 意義를 陳述하는 경우도 있다.

다음의 예를 보자

〈文1型〉

(1) One set of influences came from England, especially from Sir Francis Galton(1822-1911). Galton pioneered in an experimental psychology in Great Britain which was given mainly to a study of the problem of individual differences, including inherited abilities. Hence he had an important influence on the testing movement which has loomed so large in American psychology. It was he who invented the technique of correlation and developed the index later to be named the coefficient of correlation. We have met that coefficient often in the pages of this book.

(2) From England also came the influence of the theory of evolution, as propounded by Charles Darwin(1809-1892). Because Darwin's theory established the continuity between man and animal, it made comparative psychology important. American psychologists have studied lower animal, especially white rats, monkeys, and chimpanzees, a great deal, in the hope of learning principles important in the understanding of man. The notion of adaptation to environment, inherent in the evolutionary theory, led also to a psychology of adjustment.

That is following Darwin, some psychologists believed that we could understand consciousness, emotions, and other psychological processes if we know how they served the adjustment of man to his environment. (文段型 2)

(3) Another body of influence upon psychology came from medicine and psychiatry, especially from the treatment of the mentally ill. We need think only of the long history of hypnotism, dating especially from the Frenchman Mesmer(1734-1815). At every turn we meet the influence of the Viennese physician Sigmund Freud(1856-1939).<sup>5)</sup> (文段型1)

第 3型. 序頭 및 中間主題文

이 3型은 2型만큼 흔한 文段型은 아니다. 1型和 같은 文段이 2個 긴밀히 연관되어 하나의 文段을 構成하고 있다. 現代의 記事는 대개 짧은 文段을 이용하는 傾向이 있으므로, 3型의 文段型은 전반에서 하나의 事象이 提示, 陳述되고 후반에서 이와 對照, 對立的인 陳述이 提示되는 推論이 긴밀한 文段에 사용된다.

다음 文段을 보면 글 쓴 사람이 어떤 立場을 提示하고, 그에 對立的인 다른 立場을 提示하고 있음을 알 수 있다.

Mr. Weiss's major premise rests on a rather pessimistic view of human progress.	}	主題文
The caliber of the human material around, he says, is no longer so good as it used to be -- and what few good people there are around simply can't be lured into retailing		
We disagree strenuously. The blame for the low quality of salespeople lies not so much with the salespeople as with their managements.	}	첫 主題文과 反對의 立場을 淸명하는 제 2주제문
What shopping tours reveal is not that there has been any widespread weakening of the national psyche, but that few salespeople have been told how to sell-or		
	}	제2의 見解를 지지하는 事項

5) Judson Horace(1954), *The Techniques of Reading*, New York, Oxford University Press., pp.80-81.

given good reason why they should.” )

즉 첫째문장은 主題文이며, 둘째문장은 그에 대한 細部事項을 뒷받침하는 부분이다. 셋째문장은 첫 主題文과 反對되는 입장을 밝히는 第 2主題文이며, 마지막 문장은 그 見解를 支持하는 事項인 것이다.

第 4型. 末尾 主題文

4型은 主題文이 하나이나 1型과는 달리 文段의 末尾에 위치하는 경우이다. 일련의 細部事項이 陳述된 후에 그 것을 綜合하는 結論的인 陳述로서 末尾에 主題文이 위치함으로써 끝을 맺는 경우이다.

다음 문단이 第 4型의 文段에 해당한다.

Is Latin America just another name for South America?

} 저자가 뒤에 스스로 답할 의문을提起

No, for Cuba and Mexico are in Latin America, but they are parts of South America. Does "Latin America" refer to that part of the western Hemisphere where Spanish is officially the language?

} 細部事項

No, because Portuguese is the official language of Brazil, and a variety of French is spoken in parts of the West Indies. Spanish, Portuguese, and French are all derived from Latin. But to define our term accurately, we must first take account of the French spoken in Quebec.

Then we may say that Latin America includes

6) *ibid.*, p.82.

those parts of the Western hemisphere, south of any part of Canada, where a Latin language (Spanish, Portuguese, or French) is the official language.”

} 主題文

위 文段은 筆者가 스스로 답할 의문을 먼저提起하고 그에 대한 대답으로 細部事項으로 陳述한 후 마지막에 結論을 내리는 方式으로 記述되고 있다.

第 5型. 主題文이 없는 것

文段은 계속 展開되어 나아가나, 中心的인 思考를 表現하는 言及이 없이 단순히 細部的인 事項만을 列舉하는 文段으로서, 어떠한 順序, 基準, 크기 등등에 의하여 列舉되는 경우를 말한다.

다음의 文段은 이 類型에 해당한다.

For many years, Germany has produced anywhere from 60 to 75 per cent of the world's mineral potash. It is mined chiefly in the Stassfurt district and in the Harz Mountains. France, obtaining her supply from mines in Alsace, holds second rank. French production accounts for about 15 per cent of the world output. Other important producers are the United States and the Soviet Union. Each produces about 10 percent of the world total. Prior to World War I, the United States was dependent upon Germany for potash. Today, the United States supplies about half its requirements, reaching that condition through an increase in mineral potash pro-

} 一般的 記述

} 特殊한 記述

} 一般的 記述

} 特殊한 記述

} 一般的 記述

} 特殊한 記述

} 一般的 記述

} 細部 事項

7) *ibid.*, p. 82.

duction plus the use of potash from industrial plants. Most mineral potash in the United States is obtained from the new production districts in the Carlsbad area of southeastern New Mexico (with 85 per cent of the total) and from the Searles Lake area on the northern margin of the Mohave Desert in California.<sup>8)</sup>

文段의 後尾에도  
主要思考를  
나타내는  
主題文이 없다.

이 文段을 보면 그 어느 곳에서도 主題文을 찾을 수 없다. 처음부터 끝까지 一般的인 記述이 계속되고 있다. 이런 경우는 흔히 例示的인 文段으로 끝을 맺고 나중에 結論的인 文段으로 全體가 마무리 된다.

## 2. 文段의 展開

前節에서는 讀書을 통해서 著者의 思考와 意圖를 정확히 파악하기 위해, 文段의 構造-主題文과 敷衍 補充事項-를 檢討했다. 그러나 하나의 文段은 대개 하나의 主題에 관한 記事로서, 비유하자면 숲을 이루는 한 그루의 나무라고 할 수 있다. 그러나 전체의 숲을 理解하기 위해서는 한 그루, 한그루의 나무가 어떻게 어떠한 順序로 配置되어 있는가를 알 필요가 있는 것과 같이, 하나의 긴 文章을 올바르게 理解하기 위해서는 文段의 展開가 著者의 思考의 흐름에 따라 어떻게 論理的으로 정연하게 전개되어 가는 가를 理解해야 한다.

여기서는 文段을 展開하는 方法을 5個의 類型으로 나누어 檢討해 보기로 한다.

### 가. 分析的 文段展開

文段을 展開하는 첫번째 方法은 分析的인 文段展開 方式을 들 수 있다. 分析的인 展開에 있어서는 主題文이 分析의 對象이 되며, 原因, 結果, 理由, 目的, 또는 主題를 지지하는 기타사항으로 細分化되어 分析提示된다. 이경우 概括的인 것에서 特殊

8) *ibid.*, p.83.



的인 것으로 展開하는 方法을 演繹的 方法이라 하는데 이 같은 방법은 主題文이 앞에 오고 說明이 뒤따르는 展開方式에 해당한다. 이와는 달리 主要思考가 文段末尾에서 文段의 概括的 結論으로서 提示되는 方法을 歸納的 方法이라 하는데 이 경우는 자연히 說明이 앞에 오고 主題文이 맨 마지막에 위치한다. 特殊한 事例로 부터 一般的인 것을 도출하는 方法이다.

다음의 文段을 보자.

<p>Modern man, in spite of his superior scientific knowledge, often seems as superstitious as his ancestors. Astrology is a half-billion-dollar business. Intelligent persons still believe that lines on their palm or the arrangement of tea leaves in a cup predict the future. Airplanes do not have a row of seats numbered 13, and buildings omit a thirteenth floor. Black cats, broken mirrors, and spilled salt create fear and anxiety in many people. And ouija boards continue to be a popular pastime.”</p>	<p>} 主題文</p> <p>} 例示的 證明</p>
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위 文段은 內容이 핵심인 主題文이 앞에 오고 그에 따른 例示的 說明이 나중에 오고 있다는 의미에서 演繹的 文段展開方法이라 할수 있다. 왜냐하면, 위의 例文을 골자만으로 摘要形式으로 간추리면 다음과 같이 提示할 수 있기 때문이다.

1. A modern man seems as superstitious as his ancestors.
  - A. Astrology is a half-billion-dollar business.
  - B. Intelligent persons still believe that lines on their palm or the arrangement of tea leaves in a cup predict the future.
  - C. Airplanes do not have a row of seats numbered 13 and building omit a thirteenth floor.

9) Richard C. Yorkey(1970). *Study Skills*, p.101.

D. Black cats, broken mirrors, and spilled salt create fear and anxiety in many people.

E. Ouija boards continue to be a popular pastime.

다음의 文段의 어떠한가? 特殊한 事例를 提示하고 마지막에 結論的인 要約을 主題文의 形式으로 나타내고 있기 때문에 歸納的 文段展開方式이다.

From Italian we get such words as *balcony, cavalry, miniature, opera, and umbrella*. Spanish has given us *mosquito, ranch, cigar, and vanilla*. Dutch has provided *brandy, golf, measles, and wagon*. From Arabic we have borrowed *alcohol, chemistry, magazine, zenith, and zero*. And Persian has loaned us *chess, Checkers, lemon, paradise, and spinach*. It is clear that English is a language that borrows freely from many sources.

} 特殊한 例示

} 主題文

#### 나. 敘述的 및 描寫的 文段展開

文段展開의 또 다른 方式으로 敘述的 文段展開 및 描寫的 文段展開方式을 들 수 있다. 前者는 發生한 또는 想像된 事件에 관한 이야기의 詳細한 기술이며, 後者는 實存하는 對象-事物 또는 場面등에 관하여 “그것이 무엇”이라는 것을 있는 그대로 보고, 느끼는 것을 자세히 기술하는 것이다.

敘述的 文段展開는 대개 시간의 흐름을 좇아 著者의 意見이나, 評論없이 계속적으로 기술하는 경우가 많다. 따라서 個人的인 經驗, 自敘傳, 傳記, 事件의 경위, 小說등은 敘述的인 文段展開라고 할 수 있다.

한편 描寫的 文段展開는 觀察된 思想을 正確하고 짜임새 있게 提示하는 방법이다. 그러므로 觀察力이 예민하지 못하는 著者에게는 敘述的 文段展開보다는 더 어려운 방법이라 할 수 있다.

다음 예를 들어 두 文段은 敘述的 文段展開의 例에 해당한다.

(1) On Friday there were the regulars who dropped in at the Gazette office to buy their papers because it was more convenient than to call at the post office or paper store. One was Miss Mariana Pickering, a congenial, pink cheeked old lady who had seldom missed a Friday for years.

Once, to our surprise, she said she had made up her mind to subscribe. We wanted subscriptions more than almost anything, because subscriptions were what you could count on and bank on. "Oh," said some of us, "but we'll miss seeing you every Friday."

"that's so," she said. "I'll miss you."

So she didn't subscribe after all.<sup>10)</sup>

(2) In the morning Karl and his outfit started for the salt-lick and Garrick, Abdullah, M'Cola and I crossed the road, angled behind the village up a dry watercourse and started climbing the mountains in a mist. We headed up a pebbly, boulder-filled, dry stream bed overgrown with vines and brush so that, climbing, you walked, stooping, in a steep tunnel of vines and foliage. I sweated so that I was soaked through my shirt and undergarments and when we came out on the shoulder of the mountain and stood, looking down at the bank of clouds quilting over the entire valley below us, the morning breeze chilled me and I had to put on my raincoat while we glassed the country.<sup>11)</sup>



이와 반대로 다음 文段은 문어에 대해 正確히 描寫하고 있다는 점에서 描寫的 文段展開를 하고 있다.

An octopus appears to be just a huge head with eight long, fearful arms. Its head is soft and rubber like. Its eyes stick out on stalks so that it can see in all directions. Its mouth is on the underside of its body and has powerful jaws shaped like a beak. The long arms, or tentacles, have double rows of suckers. These can fasten onto objects with such suction that they

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10) Henry Beetle Hough, *Once More the Thunderer*, pp.27-28.

11) Ernest Hemingway, *Green Hills of Africa*, p.170.

cannot be pulled off.<sup>12)</sup>

그러나 다음 文段은 敘述과 描寫가 混合되어 文段을 이루고 있다.

After a brief stop at Ceuta our boat went on around the corner of Africa to Tangier. The authorities in Madrid had not looked with a favorable eye upon my idea of visiting Morocco, and to escape their censorious attentions it seemed a good plan to make my headquarters in the international zone.

} 敘述

There (at least in theory) an American was on the same basis as any Spaniard or Frenchman, since Tangier belonged to all nations.

} 說明文 挿入

As we came near the city a confusion of white, cream, and yellow houses on a hill, there was firing to be heard from the black mountainous country of Angeras at the left. The excitement of the moment came back whenever I thought of it again for years afterwards: the white city on the hill, demure and peaceful, with the long white beach beneath, and the vague thunder of Spanish guns off to the left, in mysterious mountains where no guns should have been.

} 敘述과 描寫

French and British gunboats bobbed harmlessly up and down on the sparkling water far out in front of the town. To meet our boat every turbaned rascal in Tangier had taken to the water: in ten minutes we were offered an infinite variety of rugs, worked leather, embr

} 一連의 事物에  
關한 간단한 묘사

} 敘述

12) Yorkey, *ibid.*, p.102.

oidery, beaded objects, guidance, and advice...<sup>13)</sup>

즉 맨 처음 단락은 敘述을 하고 있으며 두번째 단락은 그에 대한 說明을 挿入하고 세번째 단락은 敘述과 描寫등으로 文段을 展開하고 있다.

다. 比較 및 對立的 文段展開

文段展開의 세번째 類型은 比較 및 對立的 文段展開의 方式이다. 比較는 類似點을 지적하고 對立은 차이점을 지적하는 것이다. 이것은 흔히 자기의 主題를 讀者가 잘 알고 있는 것과 比較 또는 對立시킴으로써 자기의 기술을 명석하게 하려고 하는 것이다.

比較 및 對立的 文段展開에 있어서는 比較나 對立의 基準을 認知하는 것이 重要하다. 왜냐하면 比較나 對立이 可能하려면 基本的인 類似性이 있어야 하기 때문이다. 一旦 그 유사성이 確立되면 比較는 또 다른 類似點을 찾게 되며, 對立은 또 다른 차이점을 찾게 된다. 全然 유사성을 찾아 볼 수 없는 事物을 比較 또는 對立시킬 수는 없다.

<p>Discovery and invention are sometimes confused. Essentially, however, they are quite distinct. Discovery is the finding of something that has always been there, though its existence or its meaning has remained hidden. Invention is the design of something new to be made from known materials. America, for example, was discovered: the United States was invented. America has always been there, though its existence was unknown, at least to Europeans, until navigating explorers found it. But the United States was a combination of known materials: land, law, and people.<sup>14)</sup></p>	<p>} 問題提起</p> <p>} 說明</p> <p>} 例示</p>
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13) Horace Judson (1954), *The Techniques of Reading*, New York: Oxford University Press, pp.84-85.

14) Yorkey, *ibid*, p.103.

위 예문에서는 序頭에서 對立的인 2個의 事項을 提起하여 뒤따르는 例示로써 그 對立關係를 展開하고 있다. 그 區別을 짓기 위해 “發見”과 “發明”의 定義가 가해지고 있다.

다음 예는 두가지 코끼리를 比較하고 對立시키고 있다. 여기에는 描寫的인 文段 展開가 포함되어 있다.

There are two kinds of elephants—the African and the Indian. The African elephant is larger and darker: it also has larger ears and a more sloping forehead. Both can be tamed, but the Indian elephant is more easily trained to do work. When an African elephant sleeps, it usually stands up, but its Indian cousin usually sleeps lying down.

#### 라. 類推的 文段展開

類推的 文段展開方式은 어느 特定한 觀點을 분명히 하기 위하여 讀者가 잘 알고 있는 親近한 狀況을 引用하여 類推的으로 그 問題點을 밝히는 方法이다. 다음 예문은 重力에 관한 Newton 과 Einstein의 見解의 差異를 類推的으로 說明하는 것이다.

The distinction between Newton's and Einstein's ideas about gravitation has sometimes been illustrated by picturing a little boy playing marbles in a city lot. The ground is very uneven, ridged with bumps and hollows. An observer in an office ten stories above the street would not be able to see these irregularities in the ground. Noticing that the marbles appear to avoid some sections of the ground and move toward other sections, he might assume that a "force" was operating which repelled the marbles from certain spots and attracted them to others. But another observer on the ground would instantly perceive that the path of the marbles was simply governed by the curvature of the field. In this analogy Newton is the upstairs observer who imagines a "force" is at work, and Einstein is the observer on the ground, who has no reason to make such an assumption.<sup>15)</sup>

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15) Lincoln Barnett (1950), *The Universe and Dr. Einstein*, New York, p.91.

讀者에 잘 알려진 例를 列擧함으로써 讀者가 意圖하는 概括的 또는 一般的인 陳述  
을 뒷받침하는 例示的인 方法도 이 範疇에 든다. 例示로써 主要思考를 類推케 할 수  
있기 때문이다.

마. 定義的 文段展開

이 文段展開 方法은 事象의 意義를 說明하고 분명히 하기 위하여 그 定義를 내리  
는 方法으로 文段을 展開해 나가는 것이다.

定義의 性質上 分析, 比較, 對立, 描寫 또는 例示가 따르기 마련이다. 다음은 辭  
典에서 引用한 定義的 文段展開의 例다.

A pupil is one who is under the close supervision of a teacher, either  
because of his youth or because of specialization in some branch of study.  
In England pupil is used to describe one in school, which means up through  
public schools such as Eton or Harrow, or through the secondary schools,  
equivalent to American high schools. In America pupil is now usually  
restricted to one who is in an elementary school. Those called pupils  
regardless of age because of their specialization in some branch of study are  
designated by the subject they are studying, as art pupils, music pupils,  
etc.<sup>16)</sup>



다음 例文은 科學의 一般的인 定義가 滿足스럽지 못함을 說明하고 있다. 著者 自  
身の 定義를 末尾에서 論述하고 있는데, 이 文段의 主要思考라고 생각할 수 있다.

Science has been defined as a body of knowledge. But that means about  
as much as saying that you find all the works of Shakespeare in the dic-  
tionary because all the words are there. One of the things which blocked  
scientific progress for nearly two thousand years was the idea that the  
Greeks had had the last word for it, that the knowledge existed. And such

16) Bergen and Cornelia Evans (1957), *A Dictionary of Contemporary American Usage*,  
New York: Oxford University Press, p.80.

knowledge, untested by experiment, could be adapted or interpreted to suit the beliefs of the times, or to conform to doctrine. A "body of knowledge" unchallenged and unreplenished goes sick and may become itself superstition-like astrology, which started off as that exercise of observation and reason which we call astronomy, the charting of the stars in their courses. No; science is not just knowledge working for its living, correcting itself, and adding to itself.<sup>17)</sup>

### 3. 文章의 組織

지금까지 한 文段의 構造와 그 文段의 展開方式에 관한 類型에 대해서 論했다. 그런데 긴 文章은 이러한 文段이 著者의 推論의 흐름에 따라 段階的으로 展開되어 이루어진다. 대개 文章은 가장 廣範圍하고 包括的인 思考나, 가장 重要한 思考로 부터 시작하여, 漸次 範圍가 작고 덜 重要한 思考로 推論해 가는 것이 常例이다.

著作物의 推論의 順序가 章, 節, 項, 目 등의 順序에 의하여 이루어진 것을 보면 쉽사리 理解할 수 있다. 따라서 次元이 章이거나 節의 경우, 그 章이나 節들은 重要性이 동등하다고 보아야 하겠다.

讀者는 이와같은 章, 節, 項, 目 등의 序列과 重要性을 混同함이 없이, 一目瞭然하게 把握함으로써 著者가 意圖하는 思考를 精確히 理解할 수 있다. 그러므로 讀者의 立場에서는, 著者가 한 著書를 完成할 때까지 어떻게 文章을 組織해 나가는가를 理解함으로써 逆으로 讀書를 能率化할 수 있다. 다음은 文章組織의 一例를 例示한 것이다. 文字(A,B,C, . . . ,a,b,c, . . .)와 數字(I, II, III, . . . ,1,2, 3, . . .)가 交互的으로 下位區分되어가는 順序를 잘 識혀둘 必要가 있다. 各記號 다음의 實線은 標題語(文)를 가리킨다. 記號가 아래로 내려가면서 右로 몇자씩 빠진것은 그 內容의 包括性이나 重要性이 덜하고 特殊化함을 뜻한다.

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17) Yorkey, *ibid.*, p.105.



- | I        | II       | III       | IV       |
|----------|----------|-----------|----------|
| A. _____ | A. _____ | A. _____  | A. _____ |
| 1. _____ | B. _____ | B. _____  | 1. _____ |
| 2. _____ | C. _____ | 1. _____  | 2. _____ |
| a. _____ | 1. _____ | 2. _____  | 3. _____ |
| b. _____ | 2. _____ | a. _____  | 4. _____ |
| B. _____ | 3. _____ | b. _____  | B. _____ |
| C. _____ | D. _____ | (1) _____ | C. _____ |
| D. _____ | E. _____ | (2) _____ | D. _____ |
| 1. _____ | 1. _____ | (a) _____ | 1. _____ |
| 2. _____ | 2. _____ | (b) _____ | 2. _____ |
|          |          | (3) _____ | a. _____ |
|          |          | c. _____  | b. _____ |
|          |          | 3. _____  | 3. _____ |
|          |          | 4. _____  | 4. _____ |
|          |          | C. _____  |          |

## IV. 英文 讀解力 向上方案

### 1. 制限讀書方法論

대부분의 사람들은 英語 實力을 배양하기 위해 單語, 文法을 익히는데 重點을 두고 여러가지 內容이나 색다른 主題에 관한 英文讀書를 하는 傾向이 있다. 시중에 나오는 각종 英語參考書나 敎養書들도 거의 이러한 傾向에 焦點을 맞추고 있다.

Time 이나 Reader's Digest 같은 英文雜誌등을 예로 들더라도 여러 분야의 다양한 記事를 짧게, 그리고 다달이 바꾸어 가면서 읽고 있으며 作家들의 英文學 作品들도 즐거이 중 어느 한 부분만을 拔萃하여 讀者들에게 소개하고 있음을 볼 수가 있다. 이러한 傾向은 새롭고 많은 種類의 單語와 文法을 익히기 위해서는 廣範圍한 主題를 다루는 英文章들을 읽는 것이 有益하다는 前提에서 由來된 것 같다.

本章의 目的은 이와는 달리 制限讀書(narrow reading) 또는 制限入力(narrow input)이 英文實力을 向上시키는데 훨씬 效果的임을 提示하려는데 있다.

結論부터 말하자면 廣範圍한 內容의 英文讀書보다 制限된 範圍의 英文讀書가 더 效果的이라는 것이다. 制限讀書方法이란 같은 作家에 의해 쓰여진 여러 作品을 읽거나 혹은 한 主題에 관한 內容들만의 英文들을 읽는 것을 말한다.

예를 들면 헤밍웨이 作品들만 읽는다든지 혹은 推理小說들 만을 읽음을 뜻하는 것이다. 이것은 “理解도가 높은 英文讀書”를 통하여 單語와 文法實力을 저절로 向上시키는 理論을 기초로 한다. 현재 미국의 저명한 言語學博士 Krashen & Terrell (1983)의 理論에 따르면 「言語는 오직 한 길을 통해서 획득하며, 이 길은 주어진 메시지를 理解하는 것」<sup>18)</sup>이라 하였다.

또한 言語發達過程은 현재 가지고 있는 言語水準보다 약간 낮은 정도의 文章構造를 가진 메시지를 理解함으로써 進行된다고 하였다. 비록 잘 모르는 單語나 文法들

18) Krashen, S.D. & Terrell, T.D.(1983), *The Natural Approach: Language Acquisition in the Classroom.*, Oxford: Pergamon & Alemany, p.104.

이 주어진 메시지 속에 가꿈있다 하더라도 현 수준의 言語實力을 바탕으로 그 메시지에 關聯된 事前知識이나 情報, 그리고 全體文章의 흐름을 통해서 傳達된 메시지를 理解하는 한 그 속에 포함된 單語나 文法들이 저절로 익혀진다고 보고하였다. 즉 어린이가 母國語를 배울때 單語나 文法을 먼저 배우지 않았어도 傳達된 메시지를 理解하며 다시 그 메시지에 대한 반응이나 답을 서투르게나마 보내는 과정을 통해서 모국어를 習得하는 것을 보더라도 英文章속에서 傳達하려는 메시지를 理解하는 것이 英語實力 向上을 위한 捷徑이라 하겠다.

制限讀書 方法은 이같은 理解度를 높이는 것을 주된 目的으로 하면서 그 속에서 나타나는 單語나 文法들은 副産物로서 저절로 익히게 하는 學習方法으로 다음과 같은 理論에 基礎하고 있다.

첫째, 作家들은 그들만이 愛好하는 表現方式과 獨特한 文體를 가지고 있다. 중졸 혹은 고1 실력이면 누구나 다 쉽게 內容을 理解할 수 있는 Alexandre Dumas의 The Three Musketeers(삼총사)를 例로 들어보자.

이 작품은 모 영어잡지사에서 포켓용 크기로 全體內容이 再編輯되어 있다. 그 全體內容 52 페이지를 통해 分詞型的 文章形態가 60번 이상이 나왔음을 알 수 있다. 즉, 이 作品을 읽다보면 60번 이상의 反復을 통하여 分詞句文에 저절로 익숙해질 수 있다는 것이다. 또한 무협소설로 分類할 수 있는 이 作品에는 fight란 單語가 16번 이상 反復되었고 무협소설의 特徵과 關聯되는 quarrel, attack, surrender, brave, angrily 등의 單語들이 빈번히 사용되고 있다.

이와같이 制限讀書 方法은 文章을 읽어 내려가는 過程에서 이미 수차례의 反復效果를 얻고 있기 때문에 굳이 따로 單語와 文法을 暗記하기 위한 노력을 절약할 수 있는 것이다. 둘째, 한 主題나 같은 作家의 作品內容과의 親近感이나 낯익음은 英文 讀解力을 높이는데 강한 活力素가 된다. 즉, 한 分野에 關한 內容을 많이 그리고 꾸준히 읽으면 읽을수록 그 分野에 대해 더 잘 알게되고, 따라서 그 分野에 대한 英文 讀解는 나날이 쉽게 되어감을 알 수 있다. 이 경우를 「first few pages의 效果」라고 일컫는다.

初級 혹은 中級程度의 英語實力을 가진 사람들이 英文章의 처음 몇 페이지들이 어렵다고 종종 얘기한다. 이것은 우선 內容이 새로운 데다가 作家의 독특한 文體나 그

作家가 주로 쓰는 單語와 文法活用に 잘 適應되어 있지 않기 때문이다. 그러나 이 초기의 어려움을 극복하고 계속 읽어가다 보면 나머지 부분의 內容이 점점 쉬어짐을 알 수 있다.

여기 다시 삼총사에 나오는 새로운 單語의 숫자를 例로 들어보자. 새로운 단어라고 選定한 基準은 Ready Vocabulary方式을 이용하여 英文內容의 맞은편 페이지에 모든 單語들 ABC順으로 배열·풀이하여 놓았는데 그 중에서 앞 페이지 혹은 앞의 內容을 통해서 나온 單語들은 전부 제외하고 새롭게 나오는 단어들만 全體 10章中 3章까지 조사 세어본 것이다.

Chapter \ page	1	2	3	4	5
I	32	29	29	24	18
II	21	24	19	22	22
III	11	11	13	12	8

위의 圖表를 보면 各章마다 처음에서 뒷부분으로 가면 갈수록 새로운 單語의 數가 줄어드는 傾向을 볼 수 있다. (例: Chapter I, 페이지 1의 32개에서 페이지 5의 18개) 또한 各章이 바뀔때마다 묘사하는 人物이나 場所, 狀況이 다르더라도 새로운 單語의 出現이 크게 줄어들어감을 確認할 수 있을 뿐만 아니라 第 I章 첫 페이지의 32개의 새로운 單語數가 第 III章의 마지막 부분에서는 8개로 현저히 減少되는 것을 發見할 수가 있다.

이 調査의 結論은 多樣한 單文을 통한 낯설은 內容이나 새로운 單語의 공부는 次중에서 次중으로 옮겨주는 것과는 달리 N-R 을 통하여 한 作家나 같은 主題를 다루는 內容의 英文讀書가 훨씬 더 英語實力培養에 效果가 있을 것이라는 점을 立證해 준다.

制限讀書方法은 오직 한 分野만 읽는 能力을 키워준다는 反論이 있을 수 있다. 그러나 그것은 사실과는 다르다. 우선 어떤 한 主題에 대한 制限讀書方法일지라도 다른 分野의 영역에서도 쓰이고 있는 單語나 文法등을 자주 대하게 된다.

가령 Rowen(1974)이 보통 技術學 分野에서 자주 쓰여지는 function, isolate, relation 등의 단어들은 인문계의 社會學 分野에서도 使用度가 빈번하다는 研究結果를 보고한 적이 있다. 이는 비록 읽는 범위의 分野가 틀리더라도 서로 重複되는 경우가 많기 때문에 制限讀書方法이 결코 외골적 性格을 띠고 있지 않다는 것을 意味한다.

또 制限讀書方法은 궁극적으로 오직 한 分野만을 읽기를 要求하지 않는다. 制限讀書方法은 자신이 理解하고 재미있다고 생각되는 主題나 作家의 作品등을 읽으면서 점진적으로 範圍를 擴張하여 나가는 것이다. 즉 修身齊家治國平天下의 意味와 같이 좁은 범위에서 점점 넓은 범위로 자신의 實力이 허락하는 범위내에서 시작하여 實力을 伸張하는 것이 制限讀書方法이 目的으로 삼는 것이다.

制限讀書方法의 가장 분명한 長點은 理解度를 높임과 동시에 興味를 誘發시키는 것이다. 어떠한 學習活動이나 教師들의 授業進行은 먼저 學習者의 興味를 誘發시켜야 된다는 것은 一般的 事實이다. 새로운 單語, 낯선 文體, 內容에 대한 낮은 興味度는 讀書의 效果를 半減시킨다. 그러나 자신이 좋아하는 作家의 作品이나 興味있는 主題에 대한 制限讀書方法은 單語나 文法의 暗記中心이 아닌 內容에 興味를 느끼는 讀書姿勢를 可能케하는 것이다.

現在 理論적으로는 회화식 英語教育이 強調되고 있으나 일반 教育系에는 아직도 文法爲主의 試驗問題가 盛行하여 會話 역시 routine이나 pattern들을 文法과 같이 무조건 외우는 傾向이 팽배해 있다.

言語를 表現하는 데는 정해놓은 形態가 없고 意味를 傳達하는 表現方式이 多樣하므로 文法翻譯式 授業方法 대신에 內容中心의 英語教育을 一般化 시키는 것이 무엇보다 必要하다고 하겠다. 이 경우, 制限讀書方法이 特히 上級 初歩水準이나 中級程度 수준의 사람들에게 매우 效果的임을 附言해 둔다.

## 2. 適用對象 및 方法

制限讀書方法(narrow reading) 또는 制限入力理論(narrow input)의 特性上 成績이 中·上位 學生들에게 效果가 크기 때문에 당시 1986년과 1988년 1월 겨울방학 보

총수업시 2년에 걸쳐 濟州 第一高等學校 第二學年 특수학급 2개반(우열반 편성시 우반을 말함) 100여명 학생들에게 一般的으로 補充授業時 選擇하는 教材와는 다른 作家의 作品들을 選別하여 學生들에게 보여준 뒤 選擇토록한 結果 Animal Farm (George Orwell, 1981, 조은문화사)을 選定하게 되어 教材로 하고 事前에 章별로 (Chapter 10으로 되어 있음) 難解性 어휘를 英英辭典을 利用하여 하나하나 조사 작성하여 수업전에 예습할 수 있도록 유인물로 배부하여 直讀直解하는데 도움이 되도록 하였다.

그리고 制限讀書方法과 文法翻譯式 教授方法의 차이점과 제한독서 방법 長點과 特徵을 說明하고 前章에서 밝힌 讀書過程을 充分히 理解시킨 뒤 授業을 한 結果 처음에는 조금 의아해 했지만 시간이 지날수록 興味를 가지면서 좋은 反應을 보여주었다. 그 반응도는 다음과 같다.

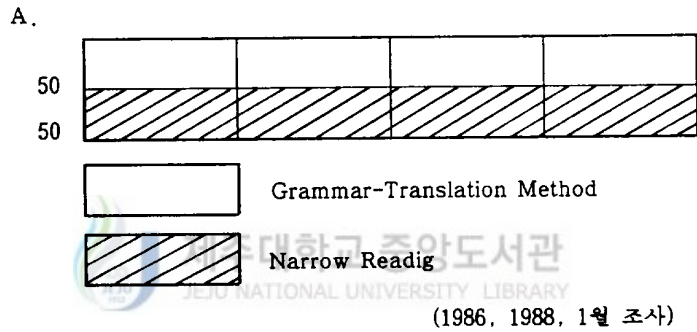


그림 A는 制限讀書方法을 適用하기전 學生들에게 文法翻譯式 教授法과 制限讀書方法을 比較說明한 후 거수하는 方法으로 당시 2학년 우반 2개반 100여명을 對象으로 조사한 것이다. 매시간 10分씩 10日동안 說明하고 조사한 반응도이다. 그림에서 나타나 있듯이 그 反應度는 반반으로 나타났다.

다음은 1991학년도 제주대학교 사범대학 부속고등학교 3학년 3반(당시 담임) 60명 中·上位 學生 20여명을 對象으로 약 7個月間(1991.5~11) 指導하였다. 이때 사용한 教材는 世界名作學習文庫(시사영어사) 20권을 選定하여 10日 단위로 번갈아 가면서 읽도록 하였다.

그 教材는 다음과 같다 :

1. The Arabian Nights
2. Robin Hood and Other Stories
3. The Happy Prince by Oscar Wilde
4. Gulliver's Travels-Brobdingnag
5. Gulliver's Travels-Lilliput
6. Robinson Crusoe by Daniel Defoe
7. Stories of Greece
8. The Adventures of Tom Sawyer
9. Stories from the Bible
10. The Adventures of Sindbad the Sailor
11. Little Snow-White by J.& W. Grimm
12. Ivanhoe by sir Walter Scott
13. Enoch Arden by Alfred Tennyson
14. Peter Pan by James Matlthew Barrie
15. Grimm's Fairy Tales
16. Twice-Told Tales by N.Hawthorne
17. The Three Musketeers by A.Dumas
18. Fifty Famous Stories by J.Baldwin
19. The Story of a Mother by H.Anderson
20. Ivan the Fool by Leo Tolstoy

上記한 教材로 中·上位集團 學生들을 별도로 편성하여 制限讀書方法의 特徵을 說明한 뒤 讀書過程을 通하여 10일 간격으로 읽게하여 교재마다 理解力 테스트를 개별적으로 과제로 하도록하여 일일이 점검하는 方式으로 약 7個月間 指導하였더니 20권을 전부 완독이 가능케 되었다.

또한 教材를 速讀速解할 수 있도록 學習資料를 별도로 準備하여 訓練을 시켰더니 좋은 反應과 效果를 나타냈다. 速讀訓練 學習資料는 다음과 같다.

## Faster effective reading

The comprehension passages on this course are designed to help you increase your reading speed. A higher reading rate, with no loss of comprehension, will help you in other subjects as well as English, and the general principles apply to any language. Naturally, you will not read every book at the same speed. You would expect to read a newspaper, for example, much more rapidly than a physics or economics textbook but you can raise your average reading speed over the whole range of materials you wish to cover so that the percentage gain will be the same whatever kind of reading you are concerned with.

The reading passages which follow are all for an average level of difficulty for your stage of instruction. They are all approximately 500 words long. They are about topics of general interest which do not require a great deal of specialized knowledge. Thus they fall between the kind of reading you might find in your textbooks and the much less demanding kind you will find in a newspaper or light novel. If you read this kind of English, with understanding, at, say, 400 words per minute, you might skim through a newspaper at perhaps 650-700, while with a difficult textbook you might drop to 200 or 250.

Perhaps you would like to know what reading speeds are common among native English-speaking university students and how those speeds can be improved. Tests in Minnesota, U.S.A., for example, have shown that students without special training can read English of average difficulty, for example Tolstoy's *War and Peace* in translation, at speeds of between 240 and 250 w.p.m. with about 70% comprehension. Minnesota claims that after 12 half-



hour lessons, one a week, the reading speed can be increased, with no loss of comprehension, to around 500 w.p.m. It is further claimed that with intensive training over seventeen weeks, speeds of over 1000 w.p.m. can be reached, but this would be quite exceptional.

If you get to the point where you can read books of average difficulty at between 400 and 500 w.p.m. with 70% or more comprehension, you will be doing quite well, though of course any further improvement of speed-with-comprehension will be a good thing.

In this and the following three passages we shall be looking at some of the obstacles to faster reading and what we can do to overcome them.

*Think of the passage as a whole*

When you practise reading with passages shorter than book length, like the passage in this course, do not try to take in each word separately, one after the other. It is much more difficult to grasp the broad theme of the passage this way, and you will also get stuck on individual words which may not be absolutely essential to a general understanding of the passage. It is a good idea to skim through the passage very quickly first (say 500 words in a minute or so) to get the general idea of each paragraph. Titles, paragraph headings and emphasized words (underlined or in italics) can be a great help in getting this skeleton outline of the passage. It is surprising how many people do not read titles, introductions or paragraph headings. Can you, *without* looking back, remember the title of this passage and the heading of this paragraph?

**Ideas**

Select the answer which is most accurate according to the information given in the passage.

1. A higher reading rate will help in other subjects as well as English
  - a) provided there is no loss of understanding.
  - b) only if we memorize well.
  - c) but not in any other language.
  - d) though not as a general principle.
  
2. You would expect to read a difficult economics textbook
  - a) as fast as you read a newspaper.
  - b) more slowly than you read a newspaper.
  - c) more quickly than you read these passages.
  - d) only very rarely.
  
3. You can expect to read the passages on this course
  - a) more quickly than you read your textbooks.
  - b) more quickly than you read a newspaper.
  - c) more slowly than you read textbooks.
  - d) faster than any other kind of material.
  
4. The average untrained native speaker at the University of Minnesota
  - a) reads at 600 w.p.m.
  - b) reads at about 300 w.p.m.
  - c) cannot read difficult works in translation.
  - d) reads at about 245 w.p.m.
  
5. The University of Minnesota claims that in 12 half-hour lessons
  - a) it can triple a student's reading speed.
  - b) it can double a student's reading speed.
  - c) it can increase a student's reading speed four times.

- 
- d) no real increase in reading speed can be achieved.
6. Intensive training over seventeen weeks can
- a) triple an untrained student's reading speed.
  - b) increase an untrained student's reading speed four times.
  - c) double an untrained student's reading speed.
  - d) triple the student's comprehension scores.
7. You will be doing quite well if you can read books of average difficulty
- a) at about 450 w.p.m. with 70% comprehension.
  - b) at about 600 w.p.m. with 60% comprehension
  - c) at about 300 w.p.m. with 70% comprehension.
  - d) at about 250 w.p.m. with 50% comprehension.
8. Reading words one at a time is bad because
- a) it hurts your eyes.
  - b) all words are equally important.
  - c) it is more difficult to get the general idea of a passage.
  - d) some words are longer than others.
9. It is a good idea to skim through a passage quickly first
- a) at about 350 w.p.m.
  - b) to get the general idea of each paragraph.
  - c) so that you can take in each word separately.
  - d) to make sure you get to the end at least once.
10. Titles and paragraph heading
- a) are more important than anything else.

- b) are surprising to many people.
- c) can easily be remembered without looking back.
- d) can help us get the outline of a passage.

### Vocabulary

Find the following words in the passage and select the meaning you think is most likely to correspond among the choices given.

- |                                  |                               |
|----------------------------------|-------------------------------|
| 1. <i>rate</i> (line 2)          | 3. <i>range</i> (line 7)      |
| a) speed                         | a) distance                   |
| b) tax                           | b) variety                    |
| c) score                         | c) territory                  |
| d) awareness                     | d) farm                       |
| 2. <i>naturally</i> (line 4)     | 4. <i>demanding</i> (line 14) |
| a) easily                        | a) difficult                  |
| b) unfortunately                 | b) questioning                |
| c) without training              | c) insisting                  |
| d) of course                     | d) asking                     |
| 5. <i>skim through</i> (line 17) | 8. <i>take in</i> (line 36)   |
| a) read quickly through          | a) understand                 |
| b) make smooth with              | b) adjust                     |
| c) concentrate on                | c) memorize                   |
| d) strain through                | d) say                        |

6. *native* (line 20)
- a) unsophisticated
  - b) primitive
  - c) taught from childhood
  - d) uneducated
7. *obstacles* (line 34)
- a) prohibitions
  - b) hindrances
  - c) objections
  - d) disadvantages
9. *grasp* (line 37)
- a) grip tightly
  - b) understand
  - c) hold loosely
  - d) avoid
10. *italics* (line 42)
- a) brackets
  - b) margins
  - c) sloping letters
  - d) smaller print

**Spot the topic**

Which of the following choices a), b), or c), most adequately sums up the ideas of the whole paragraph?

1. *Para. 1* (lines 1-9)
- a) How to increase your reading speed.
  - b) The advantages of a generally higher reading speed
  - c) The advantages to your English of a higher reading speed.
2. *Para. 2* (lines 10-18)
- a) The interest of the reading passages in this course.
  - b) Newspapers can be read more quickly than textbooks.
  - c) The speed at which you might expect to read different types of English.

3. *Para. 3* (lines 19-28)

- a) How native English speakers read faster than others.
- b) How speed reading courses affected students' reading speeds
- c) How native English university students increased their reading speed to 1000 w.p.m. on average.

4. *Para. 4* (lines 29-32)

- a) A guide to the reading speed you could aim for.
- b) The point of reading books of average difficulty.
- c) Why further improvement is a good thing.

5. *Para. 5* (lines 35-end)

- a) Advice on how to get the general idea of a piece of reading quickly.
- b) The use of the title.
- c) The disadvantage of too careful initial reading.

Introductory passage 2



## Obstacles to faster effective reading

Perhaps you have seen very young children-or very old people-learning to read. They move the index finger along the line of print, pointing to each word, sometimes even to individual letters, saying the word or letters to themselves in a low voice. This is called 'vocalizing'. Sometimes the learner makes no sound though his lips may move to form the words, sometimes there is not even any perceptible movement of the mouth at all, but the learner is still activating his throat muscles slightly to 'say' the words to himself. He is still

vocalizing.

However slight the extent of vocalizing may be it will still be impossible for such a reader to reach a speed of more than about 280 w.p.m. The appreciation of written words must be entirely visual and we must read more than one *word at a time*.

Look at 'you', the second word of this passage. Even if you look straight at the 'o' of that word, without moving your eyes at all you can clearly see 'perhaps' and 'have' on either side. So you can read three words at once. Now look at the word 'word' on line 3. With a very slight movement of the eyes, you can take in the whole phrase '...saying the word or letters...' in the same glance. In the same way, you can probably take in a complete short sentence on one line, like the one on line 8, at one glance. None of the lines of print on a page this size should need more than three eye movements. Take line 6. This would perhaps break up into three word groups: (1) ...times there is not even... (2) ...any perceptible movement... (3) ...of the mouth at all, but... When you are reading well, your eyes will be one or two word groups ahead of the one your mind is taking in.

*Practise on something easy and interesting*

Many students trying to increase their effective reading speed become discouraged when they find that if they try to race through a passage faster, they fail to take in what they have read. At the end, they have been so busy 'reading faster' that they cannot remember what the passage was about. The problem here is that the material they are practising on is either too difficult for them in vocabulary or content, or not sufficiently interesting. We hope that the passages in this course material will be both interesting and fairly easy, but you should also practise as much as you can in your own time. Read things you like reading. Go to the subject catalogue in the library. Biography,

sport, domestic science, the cinema...there is bound to be some area that interests you and in which you can find books of about your level of ability or just below.

If you want a quick check on how easy a book is, read through three or four pages at random. If there are, on average, more than five or six words on each page that are completely new to you, then the book (though you may persevere with it for interest's sake) is not suitable for reading-speed improvement. Incidentally, you should try to read three or four times as much 'light' speed reading material (whether it is Newsweeks, The Saint or *A Tale of Two Cities*) as you do close, slow textbook work. You cannot achieve a permanent improvement in your reading speed if most of the time you are practising reading slowly.

#### Ideas

Say whether the following statements are true or false according to the information given in the passage.

1. Very old people and very young children learn to read in much the same way.
2. Vocalizing will prevent readers from reading at speeds of over 100 w.p.m.
3. It is sometimes possible to see three words at once without moving the eyes.
4. To read well your eyes should be one or two word groups ahead of mind.
5. Some students get discouraged when they first start reading faster.



6. It is more important to read fast than to understand what is read.
7. Reading practice material should be interesting and not too hard.
8. It is impossible to check quickly how difficult a book is.
9. You should never read a book that has five or six new words per page.
10. Newsweek, The Saint and A Tale of Two Cities are unsuitable for students.

### Vocabulary

Find the following words in the passage and select the meaning you think is most likely to correspond among the choices given.

- |                                 |                                 |
|---------------------------------|---------------------------------|
| 1. <i>Index finger</i> (line 2) | 6. <i>discouraged</i> (line 27) |
| a) little finger                | a) interested                   |
| b) thumb                        | b) disabled                     |
| c) ring finger                  | c) dissatisfied                 |
| d) first finger                 | d) courageous                   |
| 2. <i>perceptible</i> (line 6)  | 7. <i>race</i> (line 27)        |
| a) observable                   | a) hurry                        |
| b) loud                         | b) compete                      |
| c) excessive                    | c) concentrate                  |
| d) piercing                     | d) read carefully               |
| 3. <i>activating</i> (line 7)   | 8. <i>content</i> (line 31)     |
| a) restraining                  | a) satisfaction                 |
| b) feeling                      | b) ideas                        |
| c) operating                    | c) amount                       |

d) acting

d) pleasure

4. *appreciation* (line 11)

9. *area* (line 36)

a) approval

a) space

b) satisfaction

b) extent

c) perception

c) subject

d) increase

d) width

5. *glance* (line 18)

10. *persevere with* (line 41)

a) look

a) try hand with

b) line

b) dispense with

c) breath

c) dispose of

d) stance

d) despair of

#### Missing word summary

Fill in the numbered blanks from the selection of words given below. The correct choices will complete the sense of this summary of the reading passage. You only read slowly if you [1] or look at individual words of letters. To improve reading speeds, your eye must [2] groups of words swiftly [3] your mind is absorbing the ideas. One [4] of practicing faster reading is that you may not remember the ideas. This [5] be because the English is too [6] for this type of practice. Choose a book with, on average [7] than six new words per page.

1. a) glance

4. a) advantages

7. a) fewer

b) vocalize

b) method

b) more

c) pronunciation

c) danger

c) at least

2. a) take in                      5. a) is  
    b) take over                  b) has  
    c) take on                    c) may
3. a) unless                      6. a) easy  
    b) while                      b) difficult  
    c) after                        c) unlikely

Introductory passage 3

## Hints for reading practice (part I)

*Set aside time each day*

Most of us can find 15 minutes of half an hour each day for some specific regular activity. It may be a free period or a regular wait, say in the queue for a bus or meal-even while eating breakfast. One famous surgeon always made it a rule to spend at least 15 minutes on general reading before he went to sleep each night. Whether he went to bed at 10 p.m. or 2.30 a.m. made no difference. Even if you cannot keep to this kind of discipline, it is a good idea to make sure you always have a general interest book in your pocket. Don't forget it should be a book which entertains you and the English must not be too difficult for you.

*Check your progress through pacing*

Nearly all 'speed reading' courses have a 'pacing' element-some timing device which lets the student know how many words a minute he is reading. You

can do this simply by looking at your watch every 5 or 10 minutes and noting down the page number you have reached. Check the average number of words per page for the particular book you are reading. How do you know when 5 minutes have passed on your watch if you are busy reading the book? Well, this is difficult at first. A friend can help by timing you over a set period, or you can read within hearing distance of a public clock which strikes the quarter hours. Pace yourself every three or four days, always with the same kind of easy, general interest book. You should soon notice your habitual w.p.m. rate creeping up.

#### *Check comprehension*

Obviously there is little point in increasing your w.p.m rate if you do not understand what you are reading. When you are consciously trying to increase your reading speed, stop after every chapter (if you are reading a novel) or every section of group of ten or twelve pages (if it is a textbook) and ask yourself a few questions about what you have been reading. If you find you have lost the thread of the story, or you cannot remember clearly the details of what was said, re-read the section or chapter.

#### *'Lightning speed' exercise*

Try this from time to time. Take four or five pages of the general interest book you happen to be reading at the time. Read them as fast as you possibly can. Do not bother about whether you understand or not. Now go back and read them at what you feel to be your 'normal' w.p.m. rate the rate at which you can comfortably understand. After a 'lightning speed' read through (probably around 600 w.p.m.) you will usually find that your 'normal' speed has increased-perhaps by as much as 50-100 w.p.m. This is the technique

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athletes use when they habitually run further in training than they will have to on the day of the big race.

**Ideas**

Select the answer which is most accurate according to the information given in the passage.

1. The passage recommends setting aside for reading practice
  - a) two hours a day.
  - b) one hour a day.
  - c) 15minutes of half an hour a day
  - d) three times a day before meals
  
2. One famous surgeon always made it a rule to read
  - a) for 15 minutes at 10 p.m. each night.
  - b) at least 15 minutes at bedtime.
  - c) at least 15 minutes at either 10 p.m. or 2.30 a.m.
  - d) whenever he had a spare moment.
  
3. It is a good idea always to carry in your pocket
  - a) a book you will never forget.
  - b) a serious book.
  - c) several books of various kinds.
  - d) an easy and entertaining English book.
  
4. A 'pacing' device
  - a) times a student's reading speed.

- b) is not included in most speed reading courses.
  - c) is an aid to vocabulary learning.
  - d) should be used whenever we read alone.
5. Looking at your watch every 5 or 10 minutes
- a) avoids the need for reading faster.
  - b) is not the same as pacing.
  - c) is not easy at first.
  - d) helps you to remember the page number you were at last time.
6. The passage recommends pacing yourself
- a) every two days with different kinds of book.
  - b) every three or four days with the same kind of book.
  - c) every week with the same kind of book.
  - d) as often as you read a book.
7. When you are reading a novel the passage advises you to pause to check the content.
- a) every chapter.
  - b) every hour.
  - c) every three of four pages.
  - d) after every page.
8. The purpose of pausing for thought every so often is to
- a) rest the eyes.
  - b) make sure you have not missed any pages.
  - c) make sure you really understand what you have read.
  - d) prevent brain fatigue.

9. If you have lost the thread of a story you are reading, the passage recommends
- a) choosing an easier book.
  - b) glancing back over the chapter you have just read.
  - c) asking a friend to help you with the difficult words.
  - d) learning the previous chapter by heart.
10. The purpose of the lightning speed exercise is to
- a) increase your normal speed by practising at a very high rate.
  - b) get through the book in half the time so that you can go on to the next.
  - c) help you understand more of the content of the book.
  - d) enable you to win reading races against your friends.

### Vocabulary

Find the following words in the passage and select the meaning you think is *most likely* to correspond among the choices given.

- |                                 |                             |
|---------------------------------|-----------------------------|
| 1. <i>hints</i> (title)         | 3. <i>specific</i> (line 1) |
| a) tests                        | a) particular               |
| b) suggestions                  | b) uninteresting            |
| c) obstacles                    | c) specimen                 |
| d) rewards                      | d) intellectual             |
| 2. <i>set aside</i> (sub-title) | 4. <i>keep to</i> (line 6)  |
| a) reject                       | a) save                     |
| b) put beside                   | b) obey                     |

- |                        |            |
|------------------------|------------|
| c) push out of the way | c) protect |
| d) allocate            | d) pay for |
- 
- |                              |                         |
|------------------------------|-------------------------|
| 5. <i>pacing</i> (sub-title) | 8. <i>set</i> (line 17) |
| a) hurrying                  | a) definite             |
| b) reading faster            | b) collection           |
| c) checking w.p.m.           | c) series               |
| d) stepping carefully        | d) hardened             |
- 
- |                            |                                 |
|----------------------------|---------------------------------|
| 6. <i>device</i> (line 11) | 9. <i>consciously</i> (line 22) |
| a) means                   | a) awake                        |
| b) clamp                   | b) aware                        |
| c) symbol                  | c) purposefully                 |
| d) machine                 | d) regularly                    |
- 
- |                               |                             |
|-------------------------------|-----------------------------|
| 7. <i>timing</i> (line 17)    | 10. <i>thread</i> (line 26) |
| a) co-ordinating              | a) cotton                   |
| b) taking time with           | b) step                     |
| c) checking the time taken by | c) sequence                 |
| d) estimating                 | d) beginning                |

Similar or different?

Say whether or not the statement is similar in meaning to the sentence from the passage indicated by the line number in brackets.

1. It is good to keep a general interest book in your pocket rather than reading at night. (lines 3-6)
2. Most reading courses incorporate a pacing device which permits the stu-



- dent to assess his reading speed. (lines 10-11)
3. Someone can tell you when so many minutes have passed, or you can hear a clock which strikes every 15 minutes. (lines 16-18)
  4. There is hardly any point in increasing your reading speed provided that you understand what you are reading. (lines 21-22)
  5. Read them with all speed, irrespective of understanding. (Two sentences, lines 29-30)
  6. Athletes use 'lightning speed' reading exercises when they are in training for a big race. (lines 35-36)

#### Introductory passage 4

### Hints for reading practice (part 2)

#### *Dictionaries slow you down!*

If you have chosen the right, fairly easy, sort of book for your general reading practice, you will not need to use a dictionary for such an exercise. If you really must know the dictionary meaning of all the words you meet (a doubtful necessity) jot them down on a piece of paper to look up later. Actually, the meanings of many words will be clear from the sentences around them-what we call the 'context'. Here is an example. Do you know the word 'sou' wester'? It has two meanings in English as the following sentences indicate :

- a) In spite of the fact that the fishermen were wearing sou'westers, the storm was so heavy they were wet through.
- b) An east or north-east wind brings cold, dry weather to England, but a sou'wester usually brings rain.

You should have guessed very easily that in sentence a) the word sou'wester refers to some kind of waterproof clothing, presumably quite thick and heavy since it is worn by fishermen in storms. In sentence b) it is clearly a kind of wind, coming from a *south-westerly* direction. Incidentally, you would have had the greatest difficulty in finding this word in most dictionaries since it often appears a long way down among the secondary meanings of south. If you did not know that sou meant 'south' in the first place you could only have found the word by the merest chance.

*Pay attention to paragraph structure*

Most paragraphs have a 'topic sentence' which expresses the central idea. The remaining sentences expand or support that idea. It has been estimated that between 60 and 90% of all expository\* paragraphs in English have the topic sentence first. Always pay special attention to the first sentence of a paragraph; it is most likely to give you the main idea.

Sometimes, though, the first sentence in the paragraph does not have the *feel* of a 'main idea' sentence. It does not seem to give us enough new information to justify a paragraph. The next most likely place to look for the topic sentence is the last sentence of the paragraph.

Take this paragraph for example :

Some students prefer a strict teacher who tells them exactly what to do. Others prefer to be left to work on their own. Still others like a democratic discussion type of class. No one teaching method can be devised to satisfy all students at the same time.'

Remember that the opening and closing paragraphs of a passage or chapter are particularly important. The opening paragraph suggests the general

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direction and content of the piece, while the closing paragraph often summarizes the very essence of what has been said.

\* expository : giving information.

### Ideas

Select the answer which is most accurate according to the information given in the passage.

1. The use of a dictionary is
  - a) advisable for speed reading practice.
  - b) unnecessary for speed reading practice.
  - c) essential for speed reading practice.
  - d) of no help in improving general reading ability.
  
2. You can avoid the need for reference books by
  - a) learning many vocabulary items in advance.
  - b) choosing a fairly easy book.
  - c) asking a friend.
  - d) simply ignoring unknown words.
  
3. If you really want to know what all the words mean
  - a) make a note and check later.
  - b) use a bigger dictionary.
  - c) ask your instructor.
  - d) read more slowly.
  
4. To understand a general reading book, a knowledge of the meaning of

- every single word in that book is
- a) doubtfully necessary.
  - b) absolutely unnecessary.
  - c) absolutely necessary.
  - d) most advisable.
5. Even if you don't know a word you can often get the meaning by
- a) wild guessing.
  - b) working it out mathematically.
  - c) working it out from the context.
  - d) comparing it with similar words.
6. Words like sou'wester are often difficult even to find in a dictionary. They may be
- a) spelled wrongly.
  - b) listed under another word.
  - c) only put in by chance.
  - d) taken from another language.
7. The topic sentence of an expository paragraph in English
- a) usually comes in the middle.
  - b) is most likely to be found at the end.
  - c) is most often at the beginning.
  - d) is usually omitted in expository writing.
8. Most expository paragraphs in English have a clearly defined topic sentence. In such paragraphs the topic sentence comes first.
- a) in about 40% of cases.

- b) in about 80% of cases.
  - c) in about 20% of cases.
  - d) very rarely.
9. Sometimes we know the first sentence is not the topic sentence because
- a) it does not seem to give us enough new information.
  - b) it is not long enough.
  - c) it does not come at the beginning.
  - d) it does not make complete sense.
10. The closing paragraph of a piece of writing
- a) is not really very important.
  - b) is often unnecessary repetition.
  - c) often comes at the end.
  - d) often summarizes the essence of the passage.

#### Vocabulary

In the passage, you saw how it was possible to arrive at the two different meanings of 'sou'wester' without having recourse to a dictionary. Each of the words italicized in the following sentences is a word you will probably not know. Simple equivalents for these words will be found among the twelve words at the end of the exercise (you will not need two of them). Try to work out from the context which words in the list replace the italicized words in the sentences.

1. Many early types of human being were troglodytes before they learned to build houses.
2. Mohammed Ali was not fighting seriously in the gymnasium-he was only

- sparring* with a friend.
3. The Prince left most of the ordinary everyday decisions to his *satraps*.
  4. The crowd obviously enjoyed the fat man's *risible* efforts to compete in the 100 metres dash.
  5. Italian artists were more active in the *quattrocento* than in the sixteenth century which followed.
  6. General de Gaulle always wore a *kepi* with his uniform instead of a steel helmet.
  7. The Japanese are investigating the possibility of using marine resources such as plankton and *kelp* for human food.
  8. The soldiers did not have plates so they ate straight from the *dixie*.
  9. The politician was embarrassed when his argument was proved to be *specious*.
  10. The fortune-teller was unable to *prognosticate* the events of the following week.

- |              |               |                      |
|--------------|---------------|----------------------|
| a) produce   | e) stewpot    | i) cave-dwellers     |
| b) foretell  | f) practising | j) amusing           |
| c) illogical | g) deputies   | k) fifteenth century |
| d) seaweed   | h) hunters    | l) peaked cap        |

**Spot the topic**

Which of the following choices a), b) or c) most adequately sums up the ideas of the *whole* paragraph?

1. *Para. 1* (lines 1-8)

- a) A dictionary is always a useful book to have at hand.

- 
- b) Context is a more useful indicator of meaning than a dictionary when you are speed reading.
  - c) If you jot down words on a slip of paper, you can look them in a dictionary afterwards.
2. *Para. 2* (lines 9-21)
- a) Sou'wester has *two* meanings.
  - b) Sou'wester is not easy to find in the dictionary.
  - c) An example of how contexts give meaning without recourse to the dictionary.
3. *Para. 3* (lines 22-6)
- a) The function and usual place of the paragraph structure.
  - b) The function and usual place of the topic sentence.
  - c) What the topic sentence does.
4. *Para. 4* (lines 32-35)
- a) The topic sentence is not always at the beginning of the paragraph.
  - b) An example of a non-final topic sentence in a paragraph.
  - c) An example of how a topic sentence can come at the end of a paragraph.
5. *Para. 5* (lines 36-39)
- a) The importance of opening and closing sentences in a paragraph.
  - b) The importance of first and final paragraphs in a passage.
  - c) The importance of the general direction and content of a piece of writing.

## Introductory Passage 5

### Money

Aristotle, the Greek philosopher, summed up the four chief qualities of money some 2,000 years ago. It must be lasting and easy to recognize, to divide, and to carry about. In other words it must be, 'durable, distinct, divisible and portable'. When we think of money today, we picture it either as round, flat pieces of metal which we call coins, or as printed paper notes. But there are still parts of the world today where coins and notes are of no use. They will buy nothing, and a traveller might starve if he had none of the particular local 'money' to exchange for food.

Among isolated peoples, who are not often reached by traders from outside, commerce usually means barter. There is a direct exchange of goods. Perhaps it is fish for vegetables, meat for grain, or various kinds of food in exchange for pots, baskets, or other manufactured goods. For this kind of simple trading, money is not needed, but there is often something that everyone wants and everybody can use, such as salt to flavour food, shells for ornaments, or iron and copper to make into tools and vessels. These things—salt, shells or metals—are still used as money in out-of-the-way parts of the world today.

Salt may seem rather a strange substance to use as money, but in countries where the food of the people is mainly vegetable, it is often an absolute necessity. Cakes of salt, stamped to show their value, were used as money in Tibet until recent times, and cakes of salt will still buy goods in Borneo and parts of Africa.

Cowrie sea shells have been used as money at some time or another over



the greater part of the Old World. These were collected mainly from the beaches of the Maldiv Islands in the Indian Ocean, and were traded to India and China. In Africa, cowries were traded right across the continent from East to West. Four of five thousand went for one Maria Theresa dollar, an Austrian silver coin which was once accepted as currency in many parts of Africa.

Metal, valued by weight, preceded coins in many parts of the world. Iron, in lumps, bars or rings is still used in many countries instead of money. It can either be exchanged for goods, or made into tools, weapons or ornaments. The early money of China, apart from shells, was of bronze, often in flat, round pieces with a hole in the middle, called 'cash'. The earliest of these are between three thousand and four thousand years old-older than the earliest coins of the eastern Mediterranean.

Nowadays, coins and notes have supplanted nearly all the more picturesque forms of money, and although in one or two of the more remote countries people still hoard it for future use on ceremonial occasions such as weddings and funerals, examples of primitive money will soon be found only in museums.



### Ideas

Select the answer which is most accurate according to the information given in the passage.

1. Aristotle said money should be
  - a) made of metal.
  - b) durable, distinct, divisible and portable.
  - c) 2,000 years old.
  - d) made of high-quality materials.

2. Nowadays we think of money as
- a) made of either metal or paper.
  - b) pieces of metal.
  - c) printed notepaper.
  - d) useful for starving travellers.
3. In some parts of the world a traveller might starve
- a) even if his money was of the local kind.
  - b) even if he had no coins or notes.
  - c) if he did not know the local rate of exchange.
  - d) even if he had plenty of coins and notes.
4. Barter usually takes the place of money transactions where
- a) there is only salt.
  - b) the people's trading needs are fairly simple.
  - c) metal tools are used.
  - d) money is unknown.
5. Salt is still used as money
- a) in Tibet.
  - b) in the Maldiv Islands.
  - c) in several countries.
  - d) only for ceremonial purposes.
6. Four or five thousand cowrie shells used to be
- a) as valuable as a Maria Theresa dollar.
  - b) valued because they were easy to carry.
  - c) useful currency in South America.

- 
- d) the maximum one man could carry.
7. Lumps of iron or iron bars are
- a) a substitute for money in some places.
  - b) never exchanged for goods nowadays.
  - c) exchanged for tools, weapons or ornaments.
  - d) called 'cash' in China.
8. One type of early Chinese money was
- a) made from bones.
  - b) called 'cash'.
  - c) better than eastern Mediterranean coins.
  - d) in the form of bronze bars.
9. The earliest known coins from the eastern Mediterranean
- a) are as old as the earliest known Chinese coins.
  - b) are older than the earliest known Chinese coins.
  - c) are not as old as the earliest known Chinese coins.
  - d) were much larger than their Chinese equivalents.
10. Primitive types of money are sometimes used
- a) to replace more picturesque forms.
  - b) in museums, as entrance fees.
  - c) at country markets.
  - d) at weddings and funerals.

## Vocabulary

Find the following words in the passage and select the meaning you think is *most likely* to correspond among the choices given.

- |                               |                                |
|-------------------------------|--------------------------------|
| 1. <i>some</i> (line 2)       | 5. <i>direct</i> (line 10)     |
| a) approximately              | a) honest                      |
| b) not as many as             | b) simple                      |
| c) a few more than            | c) ordered                     |
| d) a little                   | d) hurried                     |
| 2. <i>distinct</i> (line 3)   | 6. <i>substance</i> (line 18)  |
| a) recognizable               | a) material                    |
| b) separate                   | b) weightiness                 |
| c) portable                   | c) body                        |
| d) long-lasting               | d) content                     |
| 3. <i>particular</i> (line 8) | 7. <i>stamped</i> (line 20)    |
| a) exact                      | a) pressed down                |
| b) careful                    | b) trodden upon                |
| c) special                    | c) cut                         |
| d) fussy                      | d) imprinted                   |
| 4. <i>outside</i> (line 10)   | 8. <i>supplanted</i> (line 37) |
| a) other countries            | a) given way to                |
| b) nearby villages            | b) replaced                    |
| c) the interior               | c) been superseded by          |
| d) the open air               | d) been buried in the ground   |

9. *picturesque* (line 38)

- a) bearing a picture
- b) painted by artists
- c) unusually attractive
- d) mountainous

10. *hoard* (line 39)

- a) store
- b) display
- c) spend
- d) waste

### Missing word summary

Fill in the numbered blanks from the selection of words given below. The correct choices will complete the sense of this summary of the reading passage.

[1] the important qualities for money were defined 2,000 years [2], there are still places in the world where practical coins and notes have not been adopted. Where trading needs are simple, [3] is sometimes used. Cakes of salt, imprinted with their value, [4] still another [5] form of money in some places. Four or five thousand cowrie shells [6] worth one silver dollar. These strange examples of money, [7], are found [8] in the modern world.

1. a) If

b) When

c) Although

5. a) currently

b) currency

c) current

2. a) before

b) before Christ

c) ago

6. a) used to be

b) were used

c) used to

3. a) the exchange rate

7. a) although

b) barter

c) a cheque

b) moreover

c) however

4. a) is

b) are

c) have been

8. a) less and less

b) frequently

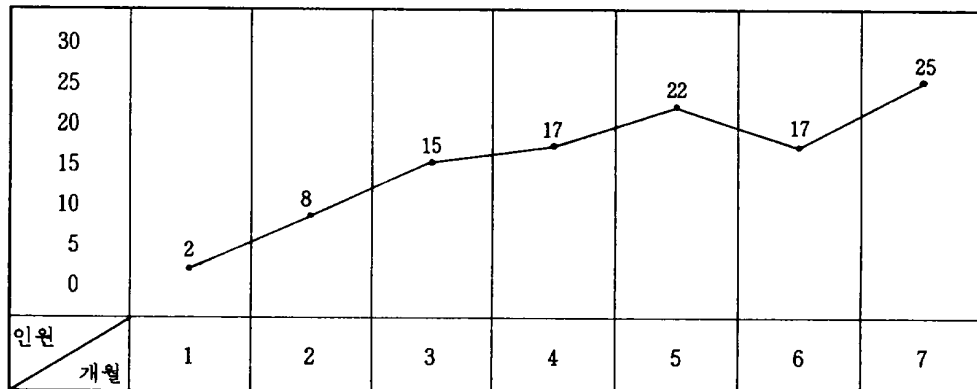
c) less rarely



## V. 結果 및 分析

우선 制限讀書方法을 통한 練習 반응도를 알아보기 위해서 한 학급(3-3) 60명의 學生들을 기준하여 7個月間의 반응도를 관찰한 그림은 아래와 같다.

B.



制限讀書方法을 통한 練習 반응도 (60명)

위 그림B는 여학생 2個班(인문반)중 성적차이가 없는 반편성이 이루어졌기 때문에 실험반(3-3 담임반), 비교반(3-2)으로 나눈뒤 담임반(3-3)학생 60여명 학생의 반응도를 조사한 것이다.

그림에서 알 수 있듯이 시간이 지남에 따라 반응도가 높아가고 있음을 알 수 있다. 처음에는 教材(Practical Faster Reading)<sup>19)</sup>의 일부를 가지고 練習한 것이다.

月別 變化를 살펴보면 1개월에는 아주 적은 수 2명 程度였으며 2개월부터 8명, 3개월째는 15명, 4개월째는 17명 5개월째는 22명 6개월째는 17명, 7개월째는 25명으로 평균 3~4명 정도 좋은 반응도를 보였다.

그리고 이번에는 中·上位學生들에게 이 方法을 적용하여 실험반(3-3)과 비교반

19) Gerald Mosback & Vivienne Mosback (1976), *Practical Faster Reading*, Cambridge, pp. 2-20.

(3-2)과의 1, 2학기 中間考査와 期末考査의 比較를 통해 上位集團의 學生들에게 効果的이라는 것이 그림 C와 D에서 立證되고 있다.

C. 1學期 中間考査(5月)

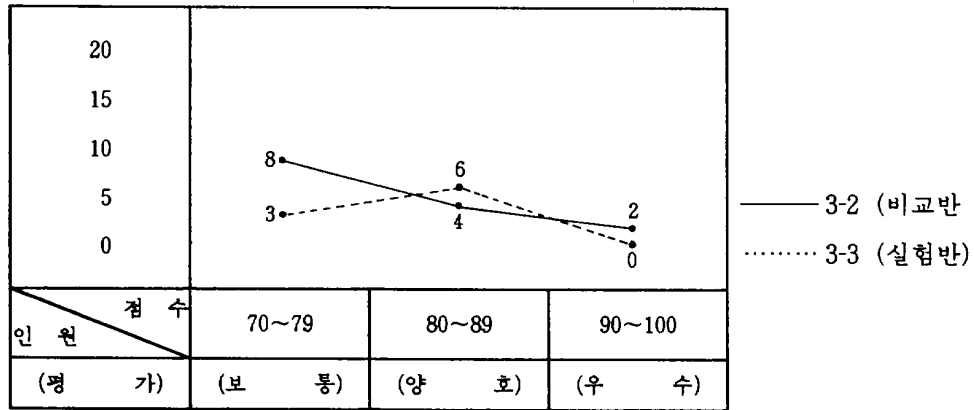


그림 C에서는 制限讀書方法 適用初期였기 때문에 실험반(3-3)이 9명 비교반(3-2)이 14명으로 상위집단 학생들의 성적차가 다소 비교반이 앞서 있다는 것을 알 수 있다.

D. 1學期 期末考査 (7月)

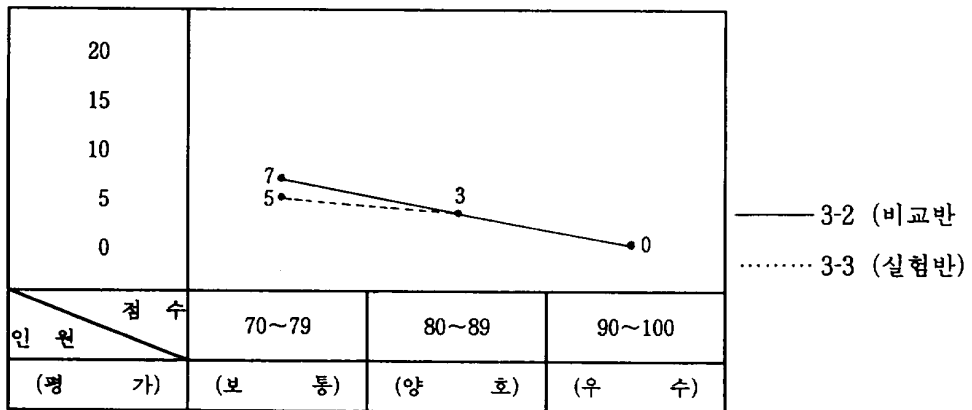




그림 D에서 알수 있는 것처럼 실험반(3-3)이 8명, 비교반(3-2) 10명으로 1학기 中間考査때 5명이나 차이가 있던 것이 이번에는 2명차로 시간이 지날수록 점차 성적차가 줄어드는 경향을 그림 E와 F에서 나타내고 있다.

E. 2學期 中間考査 (9月)

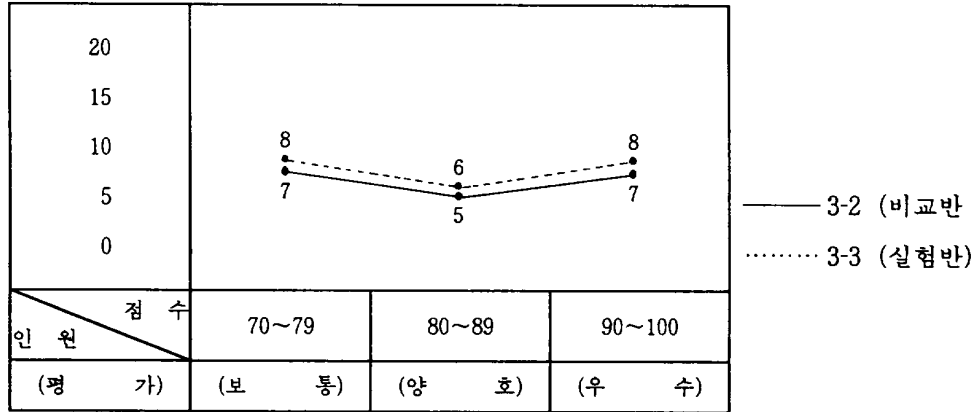
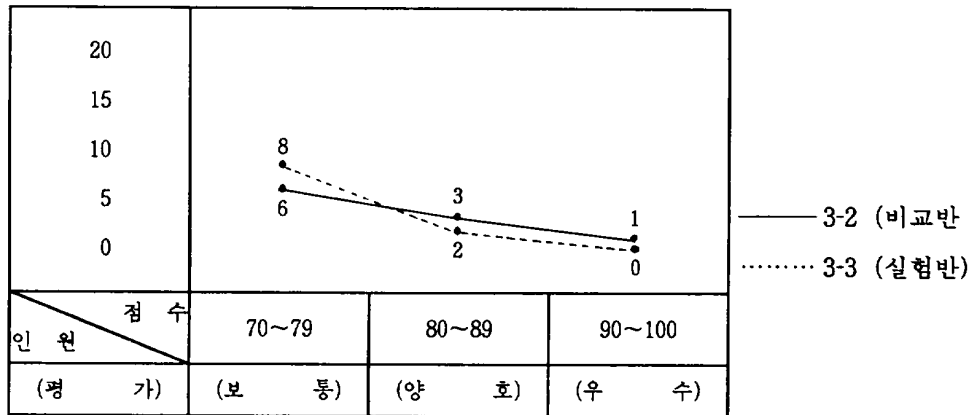


그림 E에서 보듯이 성적구간별로 실험반(3-3)이 22명 비교반(3-2)이 19명으로 3명이나 성적이 향상되었음을 알 수 있다.



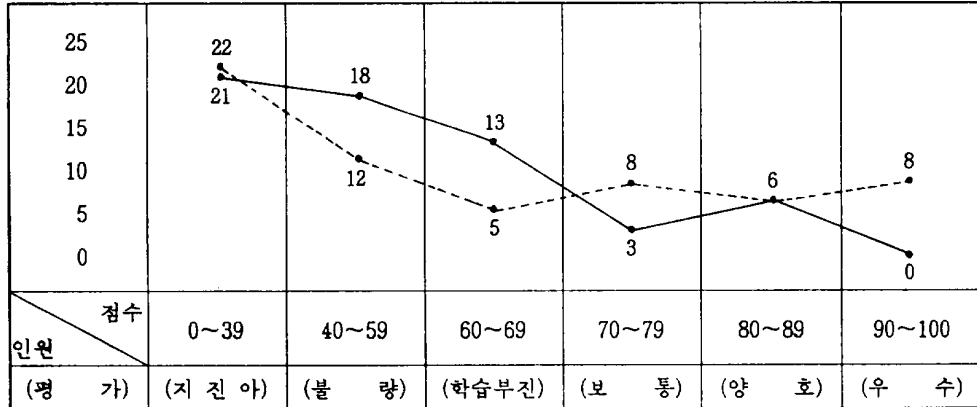
F. 2學期 期末考査 (11月)



그림F에서도 70~79점 구간에서는 실험반이 비교반보다 2명이 늘어났으며, 80~89점대와 90~100점대의 인원수도 비슷한 樣相을 보여, 점차 성적이 안정되면서 向上되어 가는 傾向을 볼 수 있다.

그림G는 실험반(3-3반)의 月別成績比較를 통해 成績向上度를 알아보았다.

G.



실험반 月別 成績比較表(61명)

————— 1991년 5월 中間考査

..... 1991년 9월 中間考査

—— 표시 그래프는 制限讀書方法 適用以前の 成績이며, ..... 표시 그래프는 適用以後의 成績으로서 70~79점대 이상의 학생수를 보면 적용이전의 학생수는 9명이고 적용이후의 수는 22명으로 13명의 인원이 증가한 것이다. 물론 問題出題上의 難易度는 別差異 없다는 前提下에서 실시된 것이다.

이상 全體成績 分布를 볼때 보통미만의 점수대의 학생수는 줄고 보통이상의 점수대 인원수는 증가하고 있다는 사실을 확인하고 보여주고 있는 것으로 보아 制限讀書方法이 확실하게 讀解力은 물론이고 英語實力을 기르는데 매우 效果의이라는 것을 말할 수 있다.

## VI. 結 論

本論文은 制限讀書方法 方法을 통한 英文讀解力 向上을 圖謀하기 위해 그 전에 準備過程으로서 최소한 讀解過程을 重要視했다. 즉, 視覺的 分析, 知覺的 分析을 試圖했다. 그리고 文段의 構造分析과 그 展開方式을 長文讀解法을 爲한 최소한의 準備過程으로서 言及하였으며 끝으로 制限讀書方法 方法의 소개와 그 方法의 適用 效果를 月別·班別·學年別로 成績을 比較하여 그 結果를 圖表로 判定하였다.

이와 같은 경우는 訓練과 學業度와의 相關關係에 대한 많은 研究論文에서 다루고 있는 方法이다.<sup>20)</sup>

英語教育의 目標로서 中學校에서는 言語의 機能面을 重視해야 되겠고, 言語의 基礎的인 能力을 골고루 길러 주어야 되겠으며 高等學校에서는 言語資料의 程度를 높 이면서 制限讀書方法 方法을 통한 學習指導와 그 訓練 學習過程을 더욱 現實化 시켜 야 할 것이다. 그리하여 大學에 가서는 이들을 活用 또는 實用化하는 것이 大學英語 教育의 目標에서 「文化背景이 다른 사람과의 意思傳達」이란 것이 곧 英語教育의 實 用性을 말해주는 것이다. 英語를 배우기 시작하여 10年째 들어가도 그 成果 특히 長 文讀解力과 會話能力이 없다면 그러한 英語讀解力 指導方法에는 問題가 있는 것이 確實하다.

그 實際的인 面에서 본다면 과연 高等學校 학생들이 어떤 方法으로 英語를 익히고 있는가가 問題인 것이다.

George Perren(1971)의 말과 같이 目標와 實際의 結果間의 간격이 너무 크면 좋 은 授業을 할 수 없고 학생들은 실망하고 敎師는 이를 수 없는 것을 이루느라고 지 쳐버리고 모두가 불만을 품게 되는 것이다.

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20) Barbara A. Burgess et al., (1976), "Effect on Academic Achievement of a Voluntary University Reading Program", *Journal of Reading*, Vol. 19, No. 8, pp. 44-46.

21) George Perren, (1971), "Specifying Objectives: is Linguistic Definition Possible?" *English Language Teaching* Oxford University Press, Vol. 25, No. 2, Feb.

따라서 文法翻譯式 教授法에서 탈피하여 制限讀書方法으로 바꾸어 興味를 유발시키고 讀解力 伸張을 이룩하려는 姿勢가 必要하다.

바꾸어 말하자면 外國語를 外國語답게 理解하고 말하고 듣고 表現할 수도 있는 최소한의 能力을 길러주어야 할 오늘날의 外國語 教育의 目標를 達成하려면 近 1世紀 동안 거의 변함없이 指導해온 文法翻譯式 方法을 하루속히 止揚하고 좋은 方法을 研究해야함은 必須的인 것이라 하겠다. 여러 學者들의 實驗結果, 翻譯爲主의 指導는 讀解力의 開發을 阻害하고 讀解力이 他機能 開發에 重要하다는 것이 立證되었으며, 앞으로 우리 教師들도 이런 점을 熟考하고 教育의 方向轉換도 아울러 時急한 問題임을 覺醒해야 하겠다.

그러므로 英語教育의 讀解力 指導에 있어서 종래의 傳統的 非體系의 方法의 답습을 止揚하고 效率的인 教授技法을 體系的으로 指導하는 새로운 讀解力 指導方法을 採擇함으로써 英語를 배우는 학생들의 讀解力 伸張에 보다 큰 成果가 있을 것으로 기대한다.

다만 본 論文에서 提示된 制限讀解法(N-R)은 中上位 학생들에게는 效果가 크지만 下位 학생들에게는 오히려 逆效果가 날 수 있다는 點이 問題라 하겠다.

앞으로 이러한 問題點을 補完, 解決하는 方法이 考案되어야 할 것이다.



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〈Abstract〉

## A New Teaching Method for Improving English Reading Comprehension

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In this paper we have discussed what and how teachers should teach to improve reading comprehension of learners.

We have investigated Narrow Reading concerned with a number of reading factors in the process of both defining reading comprehension and exploring range of paragraphs. If teachers really desire to improve the English reading comprehension of their EFL students, they should try to help the students learn or acquire these important reading skills. To achieve this aim, first of all, teachers with enough knowledge and proficiency of what is concerned with reading comprehension should make strenuous efforts to instruct students how to read written materials with speed and good comprehension. The teaching techniques derived from Narrow Reading studied in this paper can be utilized for an effective reading-comprehension instruction.

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