B1 原著扩展阅读

阅读分析中的常用概念二

阅读分析中常用概念一回顾

- Theme

- Tone

- Textual Analysis and Evidence

- Authorship

- Author's Purpose

AUTHOR'S PURPOSE

▪ 作者的写作目的也是阅读理解中一个非常重要的概念。每个作家当然都会有一个写作的初衷，想要彻底地理解文章当然也要对这一目的有所发觉。

▪ 那我们应该如何寻找作者的写作目的呢？

▪ Most writers don't come right out and say what they mean. We can figure it out for ourselves by looking at the details that a writer chooses to concentrate on and the details he or she chooses to omit.

AUTHOR'S PURPOSE

- 我们来看例子，这一段是美国革命家Patrick Henry的在American Revolution开始前夕的演讲片段(March 23, 1775)：

- Gentlemen may cry, Peace, Peace-but there is no peace. The war is actually begun! The next gale(狂风) that sweeps from the north will bring to our ears the clash of resounding(响亮的) arms! Our brethren(<旧>兄弟们) are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

AUTHOR'S PURPOSE

作者并没有直接宣称他演讲的目的，但是我们可以分析一下他在演讲中强调的facts：

- Others are already fighting.

- We are standing idle.

- The war is on its way to us.

- 同时，还可以分析他提出的问题：

- Why are we idle?

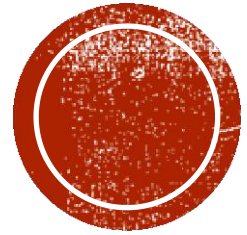- Is peace worth it if we don't have freedom?

AUTHOR'S PURPOSE

从这些文字的细节中我们能感知Author's Purpose吗？

- 明显是能的。他要传达的信息和演讲的最终目的就是鼓励他的同胞去革命，去战斗。

- 当然最后这一句经典名言更是凸显了他的意图：

- I know not what course others may take; but as for me, give me liberty or give me death!

- (不自由，毋宁死!)

LANGUAGE AND WORD CHOICE

FIGURATIVE LANGUAGE

- Figurative Language指的是修辞语言。

- 在中文阅读中，运用修辞手法非常普遍，英文也是如此。

比如，当你想要描述一个人非常的累。

- 你当然可以说："He was tired."

- 同时也可以将其写成：He looked like he'd just stepped off a long-delayed flight from the end of the world.

- 加了一些修辞的手法整个句子传达出来的内容就更加丰富了。

FIGURATIVE LANGUAGE

英文中常见的修辞手法包括：

- figure of speech　比喻

- irony　反讽

- metaphor　象征，隐喻

- personification　拟人

- pun　双关语

- simile　明喻(使用like或as等词语)

- allusion　影射，典故

SIMILE

- A simile is a figure of speech that compares two unlike things and uses the words "like" or "as" and they are commonly used in everyday communication. A simile is used with the aim of sparking an interesting connection in the reader's mind.

Examples:

- The boy was as brave as a lion in the jungle.

- The assistant was as busy as a bee when she was preparing the podium for the presidential address.

- The new teacher is as tall as a giraffe.

- The new neighbor is as curious as a cat; nothing escapes her attention.

METAPHOR

- A metaphor is a statement that compares two things that are not alike. Unlike similes, metaphors do not use the words "like" or "as." Such statements only make sense when the reader understands the connection between the two things being compared.

Examples:

- The warrior has a heart of stone.

- Love is a battlefield.

- Baby, you are my sunshine.

- Chaos is a friend of the legislator.

- I am drowning in a sea of grief.

- My roommate is going through a rollercoaster of emotions.

PERSONIFICATION

- Personification is the attribution of human characteristics to non-living objects. Using personification affects the way readers imagine things, and it sparks an interest in the subject.

Examples:

- April is the cruelest month of the year.
- The radio stared at me.
- The car brakes screamed all through the journey.
- The car stopped with a groaning complaint.

CONNOTATIVE LANGUAGE

- Connotative Language指的是隐含意义，内涵意义。

- 我们在阅读的时候常常会遇到明明认识一个单词，却无法将它的意思很好的嵌入到文章当中恰当地理解。这时候，可能就是作者使用了语言的一些隐含的意义，从而加强自己的语气。

比如，大家看下面这句话：

- The pretty petals spread like lace over the ground.

- 当我们使用pretty这个词的时候，它的意思就是"好看""看了会开心"。但是，pretty这个词也隐含着某个事物相对脆弱一些的属性，所以英文当中一般不用pretty去描写车子等事物。所以，理解单词的隐含意义也是非常关键的。

- 但能在阅读中真正做到这一点是需要长时间修炼才能达到的程度，不要急于求成。

WORD CHOICE

- 作者选择使用的词汇会传递着语气等相关的信息。

- 比如，当一个作者想构建a strong character，但是又不想用strong这个词。

- If the author chooses "tough", the character might seem hard to approach.

- If the author chooses "steady", the character might seem boring.

- If the author chooses "powerful", the character might seem like a leader.

- 词汇之前微小的词义差别，也会导致表达的偏差。所以想要真正习得一门语言，还是非常需要大量的词汇积累。
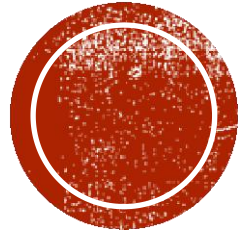
NONFICTION

前面都是fiction部分的阅读概念比较多，后面来关注一下nonfiction的阅读分析两个关键概念：Structure & Argument
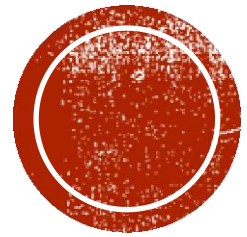
STRUCTURE

STRUCTURE

- 之前我们讲过了fiction类别的结构，这里再来补充一下nonfiction类别文章的写作结构。

- 先来回顾一下它的定义：

- STRUCTURE is the organization of a text—or how the pieces fit together.

- 结构是文本的组织形式，换句话说就是各部分内容是如何统一起来的。

STRUCTURE

Nonficiton文体常见结构形式：

▪ Compare and Contrast Structure（比较和对比结构）

analyzes what is similar about two or more things and also what is different.
（分析两个或两个以上事物的相似和不同之处）

▪ Chronological Structure（时间结构）：

organizes events by when they happened.
（按照事件的时间发展组织结构）

▪ Process Structure（过程结构）：

explain the series of actions and how they happen.
（解释一连串的行动以及它们是如何发生的）

STRUCTURE

常见的结构形式：

▪ Cause and Effect Structure（因果结构）:

describes an action or event and its consequences.
（描述一个动作或事件及其后果）

▪ Problem and Solution Structure（问题与解决结构）:

explains a problem and offers a solution.
（解释问题并提供解决方案）

▪ Description Structure（描述结构）:

gives an account of something by offering the relevant details, characteristics, and information.
（通过提供相关的细节、特征和信息来解释某事）

STRUCTURE

其中 Compare and Contrast Structure的写作目的就是来比较两者或者多者事物之间的关系，这一类结构文章中常用的词包括：

- in comparison
- by contrast
- similarly
- but
- on the other hand
- on the contrary
- yet
- however
- despite
- as opposed to

STRUCTURE

Chronological或者是Process一类的结构主要是展示一系列动作的顺序或排序，常用的词包括：

- first
- next
- then
- before
- after
- 1，2，3…
- last
- finally
- A，B，C…

STRUCTURE

Cause and Effect这一类的结构的写作目的为揭露事件之间的关系以及为什么会发生或者是后续的连锁反应，文章中常用的词包括：

- for this reason
- thus
- since
- in order to
- as a result
- therefore
- consequently
- because
- due to
- on account of

STRUCTURE

Problem and Solution结构写作目的多为展现问题并且提出解决的方式，常用的词包括：

- problem
- solution
- because
- research
- develop
- cause
- since
- as a result
- in order to
- so that
- goal
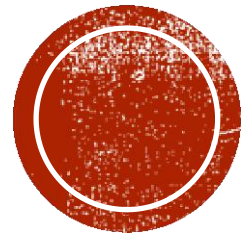- investigate

STRUCTURE

Problem and Solution结构写作目的多为展现问题并且提出解决的方式，常用的词包括：

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ARGUMENT

ARGUMENT

- 我们在nonfiction的阅读中如果能高效地确定central idea，并且找到对应的论据，相信你会对文章的整体结构有一个更好的把握。

- 刚刚讲过，argument当中需要包含reasoning(推理）和evidence(证据）来支撑你的中心思想。因此，如果想让你的论点经得起推敲则需要找到更有力的reason和evidence。

- 那么，我们阅读文章的时候要如何寻找论点，或者说什么样的论点在文中能够行得通呢？我们接着来讲evaluating argument。

ARGUMENT

- Sound Reasoning

如果文中的推理和论证是非常有力的，我们就把它称之为sound reasoning。这里面的sound意思是"合理的"。这样的推理需要满足以下的两个条件：

1. All of its parts are true. 内容要保持真实。

2. It leads us to the conclusion we were aiming for. 能够得出我们最终想要的结论。

ARGUMENT

▪ 大家来看下面一段话是不是Sound Reasoning：

Some people report feeling cramps(痉挛，绞痛) when they go swimming immediately after eating. So swimming must cause stomachaches.

在这个例子当中，上句当中的论据明显不能直接推导出后面句子当中的结论，因为没有足够的证据去证实游泳一会到导致胃痛。可能对水的恐惧，水的温度高低也有可能导致这一结果。所以这样的推理就不能算是sound reasoning。

ARGUMENT

- 再来看一个例子：

If a person is planning to be in the sun, he or she should wear sunscreen. The sun emits powerful rays that can damage skin and ultimately cause cancer, even when it doesn't cause a visible burn. But multiple studies have proven that sunscreen protects skin both from burns and from sun damage that may be initially invisible.

这段文字当中的论点为：我们在太阳下要擦防晒霜。段落当中论述了不涂防晒霜和晒伤强烈的相关性，这种相关性是被科学性的证据所支持的。所以像这样的推理就可以被称之为sound reasoning。

ARGUMENT

- Relevant and Irrelevant Evidence

- 合理的推理依赖于有力的证据。我们在写文章的时候可能下笔时会想到很多要写的内容，这时候就需要开启写作的雷达来判断到底哪一个论点才是与文章主旨相关性最强的，就是英文当中讲的relevant evidence；同时要剔除那些不相关的论述irrelevant evidence。

- Relevant evidence: body of facts and information that support the central argument.

- Irrelevant evidence: body of facts and information that are not connected the central argument.

ARGUMENT

比如一个很简单的例子，今天你去水果店买水果看到：

- Blueberries: $2.99/Pound

- Strawberries: $1.99/Pound

- Cherries: $4.99/Box

- 你可能会觉得相对于其他水果，蓝莓的价格好像更贵一些。

ARGUMENT

- Relevant evidence:

1. The price of blueberries

2. The price of strawberries (compared to the price of blueberries)

3. A conversation of the price of a box of cherries into a pound of cherries so that the price can be compared to that of blueberries

- Irrelevant evidence:

1. The way you feel about blueberries

2. The price of blueberry pies (not a fruit)

3. Any information about the time you won a blueberry pie eating contest

大家可以通过上面的内容来判别一下论据的相关性。

ARGUMENT

- 当然对于同样的事件不同的作者通常会有不同的观点，这很大程度上与作者的生活背景，写作目的等相关联。在写作的时候作者会从不同的角度找出支撑观点的事实从而引出不同的推理结论。

- 我们接着来看两段文字，出自于两个不同作者之笔。他们对于学校是否应该卖含糖饮料给出了自己的观点。请大家来分析一下行文的观点和论据支撑。

ARGUMENT

1. Say No to Sugary Drinks

When we're thirsty, we shouldn't have to deal with additives like flavoring, caffeine, and sugar. We should be able to reach for the one thing we actually need: water.

We're all made up of water—about 60 percent of our body mass is water. Our bodies use water to carry nutrients to cells, so it's no wonder we get thirsty—that's an important job! Lakes and rivers aren't filled with soda, because soda isn't a basic requirement for life. Water is. The National Center for Health Statistics reported that sugary drinks have been linked to "poor diet quality, weight gain, obesity, and, in adults, type 2 diabetes." So why would we put vending machines full of them in our schools? Let's stay healthy together—by drinking pure

ARGUMENT

2.We Deserve a Choice!

We're all made up of a lot of water. But we're not just water. What makes us special is the parts of us that aren't just water—the special flavor that makes each one of us who we are. That's why I like soda from time to time. The bubbles and flavor make the day more interesting. Some of the drinks contain sugar, but some contain fruit juices or are fortified with vitamins. They provide calories, which everyone needs for energy. Furthermore, it's important that I get to make my own choice, even about things like drinking water or soda. Making a good decision is part of growing up. If you never give me a choice to make, how can I learn how to make a good one?

ARGUMENT

SOUND ARGUMENT CHECKLIST:

- There's a claim.

- The claim is supported by evidence and reason.

- The tone is persuasive—consider word choice, figurative meaning, connotative meaning, analogies, and allusions.

- Everything relates to the central idea.

- All of the facts are true.

- The reasoning is sound.

- All of the evidence is relevant.