

Reading Matters 3
An Interactive Approach to Reading

大学英语
交互阅读教程 ③

- 原著 Mary Lee Wholey Nadia Henein
- 改编 总主编 于秀金 孟凡胜
主 编 刘兰福 王桂荣

DAXUE YINGYU JIAOHU YUEDU JIAOCHENG

Reading Matters 3

An Interactive Approach to Reading

大学英语 交互阅读教程 ③

○ 原著 Mary Lee Wholey Nadia Henein

○ 改编 总主编 于秀金 孟凡胜

主 编 刘兰福 王桂荣

编 者 林海艳 邵珠峰



高等教育出版社·北京
HIGHER EDUCATION PRESS BEIJING

图字: 01-2010-5353号

Reading Matters Book 3: An Interactive Approach to Reading
Mary Lee Wholey, Nadia Henein, 于秀金、孟凡胜 改编
Copyright © 2007 by Houghton Mifflin Company.

Original edition published by Cengage Learning.

All Rights reserved.

本书原版由圣智学习出版公司出版。版权所有, 盗印必究。

Higher Education Press is authorized by Cengage Learning to publish and distribute exclusively this adaptation edition. This edition is authorized for sale in the People's Republic of China only (excluding Hong Kong, Macao SAR and Taiwan). Unauthorized export of this edition is a violation of the Copyright Act. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

本书改编版由圣智学习出版公司授权高等教育出版社独家出版发行。此版本仅限在中华人民共和国境内(但不允许在中国香港、澳门特别行政区及中国台湾)销售。未经授权的本书出口将被视为违反版权法的行为。未经出版者预先书面许可, 不得以任何方式复制或发行本书的任何部分。

ISBN 978-7-04-033218-6

Cengage Learning Asia Pte. Ltd.

5 Shenton Way, # 01-01 UIC Building, Singapore 068808

本书封面贴有Cengage Learning防伪标签, 无标签者不得销售。

图书在版编目(CIP)数据

大学英语交互阅读教程. 3 / (美) 沃利 (Wholey, M.L.), (加) 亨内恩 (Henein, N.) 著; 于秀金, 孟凡胜改编. —北京: 高等教育出版社, 2011.8

ISBN 978-7-04-033218-6

I. ①大… II. ①沃… ②亨… ③于… ④孟… III. ①英语—阅读教学—高等学校—教材 IV. ①H319.4

中国版本图书馆CIP数据核字(2011)第163725号

出版发行 高等教育出版社
社 址 北京市西城区德外大街4号
邮政编码 100120
印 刷 北京双青印刷厂
开 本 850mm×1168mm 1/16
印 张 17.25
字 数 439 000
购书热线 010-58581118

咨询电话 400-810-0598
网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>
网上订购 <http://www.landracom.com>
<http://www.landracom.com.cn>
版 次 2011年8月第1版
印 次 2011年8月第1次印刷
定 价 30.00元

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换
版权所有 侵权必究
物 料 号 33218-00

前 言

教育部于2007年7月颁布的《大学英语课程教学要求》中对阅读理解能力的一般要求为“能基本读懂一般性题材的英文文章，阅读速度达到每分钟70词。在快速阅读篇幅较长、难度略低材料时，阅读速度达到每分钟100词。能就阅读材料进行略读和寻读。能借助词典阅读本专业的英语教材和题材熟悉的英文报刊文章，掌握中心大意，理解主要事实和有关细节。能读懂工作、生活中常见的应用文体的材料。能在阅读中使用有效的阅读方法。”为满足新形势下学习者的学习需求，进一步推动大学英语阅读教学的发展，根据高等教育出版社独家引进的由美国圣智学习出版公司出版的*Reading Matters*系列改编而成的《大学英语交互阅读教程》以外语教学理论为指导，遵循“以人为本”的理念，重视开发学习者的潜能，帮助学习者开拓视野，提高阅读速度，培养独立阅读和广泛阅读的能力。

本教材内容及特色如下：

1. 选篇经典，题材多样，内容丰富

阅读能力是在大量实践中培养起来的。《大学英语交互阅读教程》1-4册提供了大量阅读文章，本教材以主题划分单元，每册6个单元，每个单元包含2个章节，每个章节选有3~6篇与主题相关的文章。单元主题导入部分采用引文、照片或者图片的方式，调动学习者的兴趣，引发学习者个人相关体验的回忆，图文并茂，生动活泼。选文以当代英语常见语体或文体的典型样本为素材，语言清新、真实地道；内容丰富，体裁多样，有随笔、访谈、故事、杂感、短评等。文章内容涉及文化、科学、环境、经济、体育、艺术等，信息性、趣味性、时代性强，兼具科学性、合理性和实用性。通过对文章的分析阅读，学习者不仅可以较快地提高语言水平，而且还可以扩大知识面，了解诸多学科的相关背景知识，在学习语言的同时获取知识与信息。

2. 练习设计精巧，形式多样，寓学于乐

本教材突破传统练习的刻板模式，贯彻“任务依托式”的教学理念，尽可能地采用交互式的活动形式。具体的练习内容包括课文预测（如：predicting, pre-reading reflection, discussion questions, graphs等）、课文理解（如：comprehension of the text, tracing the development of an idea, note taking等）、配对阅读（如：interactive recapping, retelling, reacting to the reading, discussing the story等）、词汇与语法结构（如：the understanding of key terms, synonyms, the interrelationship of grammatical structure and meaning, using context cues等）、知识拓展（如：writing等）等。课文预测是训练学习者根据自己已有知识发挥联想思维，练习并掌握相关关键词，依据导读对课文进行推测，然后再阅读原文。这种阅读方法有助于调动学习者的主动性，提

高阅读理解能力，更好地了解作者的思想观点以及文章的谋篇布局。课文理解练习旨在引导学习者从语篇层次阅读理解文章，增强文章结构意识，调整模糊容忍程度，培养对文章内容的评价能力。词汇练习集中训练动词含义、单词词形与词性的熟练掌握程度。知识拓展类练习则不仅帮助学习者在理解文章的基础上进一步感悟、体会文章内容，加深对原文的理解，还帮助学习者吸收原文中有用的词语，分析、组织材料，准确使用语言，提高表达能力。

3. 融合多种技能，培养阅读策略，授人以渔

以阅读技巧、阅读方法为主线，体现“主次分明，精泛结合”的原则，讲练阅读策略，例如预测、略读、扫读、“语块”阅读、猜词、识别文体、理解作者的意图等，培养学习者自主学习能力，“授人以渔”。使学习者不仅能快速、准确地阅读一般性题材的英文文章，还能进行一定的分析、推理和判断，促进其语言实际应用能力。优化阅读模式，培养“自上而下”与“自下而上”相结合的科学合理的交互式阅读模式（An Interactive Approach to Reading）。既重视文本中最基本的语言单位，从单词到句子、段落和整个篇章（Bottom-up Reading Process），又注重背景知识的介绍，鼓励学习者预测、推理文章信息，猜测词汇的语境涵义，通过整体把握局部（Top-down Reading Process）。

为便于学习者学习，每篇文章的生词和词组基本上采用英、汉双语释义的方式。一方面有助于降低阅读难度，加深理解；另一方面，有助于培养学习者使用英语思维的习惯。本书练习的参考答案可在中国外语网（www.cflo.com.cn）下载。

由于时间有限，书中难免存在疏漏与不足之处，敬请广大专家和师生匡谬指正。

改编者

2011年6月

Contents

Reading Matter 3: Overview	6
Acknowledgments	8
Introduction to the Second Edition	9

UNIT 1 **Fun Matters** 16

Chapter 1	Challenges in Your Free Time	19
	Life on the Edge	21
	① Meeting the Challenge	27
	Jamie Clarke	27
	② Conquering Fear	31
	Alan Hobson	31
Chapter 2	Taking a Break Responsibly: Eco-Tourism	36
	The Rise and Fall of Vacations	37
	Eco-Tourism	41
	Trouble in Paradise	48
	Qomolangma: From Mountain to Molehill of Litter	53

UNIT 2 **Weather Matters** 58

Chapter 3	Poles Apart: Climate Research in Antarctica and the Arctic	60
	Modeling the Weather Gets Better	63
	Studying the Climate at the Ends of the Earth	66
	Students on Ice: Trips to the Poles	76
	Preparing for Disasters: Natural No Longer	82
Chapter 4	The Weather and Our Health	86
	When the Weather Gets You Down	88
	① The Wintertime Blues	94
	Seasonal Affective Disorder (SAD)	95
	② The Summertime Blues	98
	SAD in the Sunshine	99
	The Biological Clock	102

UNIT 3 Time Matters 108

Chapter 5 Are We in a Race Against Time? 111

Our Schedules, Our Selves 112

① Time Bound 118

Living on Tokyo Time 119

② Time Free 121

The Politics of Spontaneity 121

Chapter 6 Procrastination: Can We Manage Our Time? 126

Stand and Deliver 128

Learning How to Use Your Time 131

Procrastinate Now 137

UNIT 4 Technology Matters 140

Chapter 7 Building Our World 143

① Bridges: Building Across 144

Spanning History 144

High and Mighty 146

② Skyscrapers: Building Up 149

Standing Tall 150

Race to the Sky 151

Dubai: Expanding in All Directions 155

Illinois Sky City 161

Chapter 8 Sustainable Technology 163

Sustainable Technology 164

Lighting the World with LEDs 166

Building a Better Washing Machine 169

Pump as You Play 174

Engineers Without Borders 177

UNIT 5 Health Matters 182

Chapter 9 Epidemics 184

① A Deadly Bacteria Strikes 186

Cholera 186

- ② A Deadly Virus Strikes 191
 - The Spanish Influenza 192
- Modern Risks and Old Habits 197
- Fighting AIDS in Africa 202

- Chapter 10 Medical Miracles 205**
- Fifty Years of Transplants 208
 - Transplant Facts in USA 213
 - How to Be a Responsible Eco-Tourist 215

UNIT 6 **Attitude Matters 220**

- Chapter 11 Anger: How to Manage It 222**
- Road Rage in Beijing 223
 - Teaching Manners to Kids 224
 - I'm Too Mad to Die! 229

- Chapter 12 Succeeding in a Complex World 233**
- Hope Emerges as the Key to Success in Life 234
 - ① Creating Your Personal Profile 240
 - Finding Out What Motivates You 240
 - ② Creating Your Professional Profile 244
 - Getting More Than a Good Job 244
 - Practice, Not Talent, Produces "Genius" 249
 - Attitude Is Everything 252

Word List 254

Text Credits 270

Reading Matters 3: Overview

Unit	Skills	Activities	Vocabulary	Expansion
UNIT 1 Fun Matters	<ul style="list-style-type: none"> • previewing: using sidebars (1), using titles (2) • predicting (1, 2) • skimming (1, 2) • scanning for details (1) • getting information from a chart (2) • note taking: understanding reasons (2), pro / con (2) • understanding examples (2) • inferring ideas (2) 	<ul style="list-style-type: none"> • quotations (2) • using introductions to predict organization (2) • retelling: making a profile (1) • answering a questionnaire (1, 2) • summarizing opinion (2) • using quotes (2) 	<ul style="list-style-type: none"> • vocabulary in context (1, 2) 	<ul style="list-style-type: none"> • personal writing (1) • reaction writing (1) • topic writing (2) • vocabulary log (2) • personal dictionary (2) • studying online (1, 2)
UNIT 2 Weather Matters	<ul style="list-style-type: none"> • brainstorming (3) • previewing (3) • surveying (3) • getting main ideas (3) • understanding details (3) • skimming (3, 4) • scanning for specific information (4) • understanding special terms (4) 	<ul style="list-style-type: none"> • compare and contrast (3) • presenting information in note form (3) • applying information: problem solving (3) • matching (4) • recapping, reacting to, and discussing information (4) • using evidence to support ideas (4) • applying an explanation (4) 	<ul style="list-style-type: none"> • synonyms (3) • vocabulary in context, using context to guess meaning (3, 4) • adjective and noun forms (3, 4) • compound nouns (4) 	<ul style="list-style-type: none"> • reaction writing (3, 4) • studying online (3, 4)
UNIT 3 Time Matters	<ul style="list-style-type: none"> • chunking and outlining (5) • understanding different points of view (5) • understanding introductions (6) 	<ul style="list-style-type: none"> • compare and contrast (5) • matching meanings (5, 6) • using examples to support ideas (5) 	<ul style="list-style-type: none"> • vocabulary in context (5) • using descriptive phrases (5) • words with symbolic meaning (5) • matching general information with specific facts (6) • reference words (6) 	<ul style="list-style-type: none"> • reaction writing (5) • studying online (5, 6) • explaining a different point of view (6)

Unit	Skills	Activities	Vocabulary	Expansion
UNIT 4 Technology Matters	<ul style="list-style-type: none"> • predicting and using knowledge (7, 8) • skimming (7, 8) • using the introduction (7) • tellback (7) • scanning: tracing development of ideas (7, 8) • note taking: finding evidence (7, 8) • prioritizing (8) 	<ul style="list-style-type: none"> • using illustrations to explain ideas (7) • retelling and reacting to the story (7) • understanding special terms (8) • definitions (8) • preparing a table (8) • problem solving (8) 	<ul style="list-style-type: none"> • word form (7, 8) • quotations in context (7) • defining special terms (7) • grouping related terms (8) 	<ul style="list-style-type: none"> • studying online (7, 8) • reaction writing (7, 8) • argumentative writing (8) • reading about unintended consequences (8)
UNIT 5 Health Matters	<ul style="list-style-type: none"> • scanning for important information (9) • getting information from a chart (9) • note taking: following a chronology (9) • getting information from a time line (10) 	<ul style="list-style-type: none"> • applying information: making a decision (9, 10) • note taking (9) • giving an opinion (10) • retelling and reacting to the story (9) 	<ul style="list-style-type: none"> • word form (9, 10) • using signal words (9) • matching ideas and details (9) • specialized vocabulary (9) • expressions in context (10) • using quotes (10) 	<ul style="list-style-type: none"> • discussion (9) • writing an opinion (9) • studying online (9, 10) • analyzing magazine articles (9, 10) • persuasive writing (10)
UNIT 6 Attitude Matters	<ul style="list-style-type: none"> • previewing (11) • surveying (11) • scanning for examples (11) • predicting (12) • understanding inference (12) 	<ul style="list-style-type: none"> • readings in the news (11) • evaluating ideas (11) • underlining facts to support opinion (12) • stating opinions (12) • charting results (12) 	<ul style="list-style-type: none"> • language of examples (11) • vocabulary in context (11, 12) • suffixes (11) • verb phrases (11) • adverbs (12) • word form (12) 	<ul style="list-style-type: none"> • discussion (11, 12) • narrative reading (11, 12) • topic writing (11, 12) • studying online (11, 12) • critical reading for key ideas (12)

Acknowledgments

We are grateful to Susan Maguire, who first suggested the idea for the series. A special thanks goes to Kathy Sands Boehmer, who has been an invaluable help throughout the lengthy process of bringing this manuscript into its present form. Thanks also to Margaret Bridges and the rest of the production and editorial staff.

Our gratitude to the people who read the manuscript and offered useful suggestions and critical comments: Marsha Abramovich, *Tidewater Community College*, Sushmita Chatterji, *Hudson Valley Community College*, Mary Ann Davey, *University of Nebraska*, Jim Epstein, *University of Arizona*, Gretchen Godfrey, *Mission College*, Joy Lane, *Tidewater Community College*, Phoebe Rivera, *Los Angeles Mission College*, Richard Skinner, *Hudson County Community College*, Cynthia Thornburgh, *Portland Community College*, Elizabeth Winkler, *University of Arizona*, and Ellen Yaniv, *Boston University*.

We would like to acknowledge the support and inspiring work of colleagues and students at the Continuing Education Language Institute (CELI) of Concordia University in Montreal. A special thanks goes to Adrienne Sklar for her advice and suggestions after reading drafts of the material. The continuing support of Lili Ullmann and Phyllis Vogel has been invaluable to us. Thank you also to Ioana Nicolae, who helped in the preparation of the answer key and the student online study activities, and to Gyl Mattioli, who helped in the preparation of the instructor website.

Finally, thanks to our families — Jerry, Jonah, and Yael and Sherif, Ghada, and Dina.

Mary Lee Wholey and Nadia Henein

Introduction to the Second Edition

The *Reading Matters* series is a four-level reading program comprising texts at the high-beginning / low-intermediate, intermediate, high-intermediate, and advanced levels. It fosters the development of active readers through a multifaceted approach to interaction: interaction with the text, with other readers, and with readings from sources beyond the classroom. This new edition includes new and updated readings as well as additional readings in the “Expanding Your Language” section of each chapter. The *Reading Matters* series features stimulating extensive reading combined with intensive practice provided by well designed tasks that develop both fluency and accuracy at each level. The series incorporates the latest approaches to teaching productive strategies — from understanding the purpose and nature of different texts to guessing meaning from context, learning vocabulary for academic and professional success, and learning how to access information in the media and over the Internet.

In brief the series provides for:

- ▶ The development of active readers through interaction with a variety of texts, and with authentic reading outside of the classroom.
- ▶ Thematic units featuring high-interest, level-appropriate, informative topics that include texts about culture, science, the environment, business, innovation, sports, and entertainment.
- ▶ A wide variety of reading types, such as articles, interviews, essays, charts, and graphs.
- ▶ A skills and strategies overview of the comprehensive reading skills and strategies in each chapter that feature the development of critical thinking and information processing.
- ▶ Opportunities for personal reading, writing, and speaking activities.
- ▶ An index of key vocabulary aimed at both academic and professional needs (provided at college.hmco.com/pic/wholeythree2e).

- Access to the *Reading Matters* Online Study Center website, which includes individualized learning and testing materials, at *college.hmco.com/pic/wholeythree2e*.

Extensive Reading

To develop fluency in reading, students need significant exposure to text — that is, extensive reading. Extensive reading provides the opportunity to develop automatic text-processing skills. *Reading Matters* offers high-interest reading selections of sufficient length so that readers get the chance to increase the amount of time spent in silent reading. Variety in text styles is an important component of extensive reading. The series features a variety of styles and genres including articles, interviews, graphs, and charts, so that readers develop an awareness of the scope of reading as well as the various purposes for which texts are written. Authentic texts or adapted authentic texts are used at appropriate levels.

Intensive Reading

Reading Matters features thematically-related units on topics of interest and relevancy today. These topics range from social issues, scientific advances, the environment, and the business world to the fields of leisure, entertainment, and culture. The activities in each unit help students develop fluency and accuracy in reading by activating two complementary text processing methods: top-down and bottom-up.

The Process of Reading

Top-Down

Reading Matters enhances the approaches readers use to understand reading globally. In this series, the readers' background knowledge of the topic and critical thinking skills are engaged and readers are encouraged to make predictions about what they expect to find in a text. The reader reads to confirm or modify these predictions and begins to build a mental framework of the information in the reading selection. Awareness of rhetorical patterns, such as chronological ordering, cause and effect relationships, and other discourse features aids in the comprehension of information from the reading. In addition, *Reading Matters* helps the reader develop an awareness of the range

of reading strategies, such as skimming, scanning, or previewing, that readers have at their disposal. The ability to apply these strategies appropriately is an important component of reading competency.

Bottom-Up

Knowledge of grammar and vocabulary has an effect on reading ability. Although readers can predict content from their knowledge of text structure or their background knowledge, a certain level of vocabulary recognition is required for processing text. *Reading Matters* introduces and develops vocabulary-building skills through such activities as guessing from context, recognizing meaning, grouping words, and identifying the use of special terms. Well-designed tasks help the reader learn new vocabulary and key words in the text. In the context of thematic units, the reader's vocabulary develops naturally through exposure to a range of texts. Students engage in a gradual process of acquiring key vocabulary by building from a basic level of vocabulary to a wider net of related terms. Students build their understanding through repeated use of language that contains key concepts and information.

In addition to a solid vocabulary, fluent readers have a good knowledge of syntactic structure.

Actively examining the important grammatical features of a text provides a meaningful context for this kind of learning. To build reading competency, the amount of exposure to reading as well as the identification and practice of learning strategies for both vocabulary and grammar are tremendously important. *Reading Matters* provides direction to readers through activities in the "Vocabulary Building," "Expanding Your Language," and "Read On" sections.

Skills Integration and Interaction

Reading is an active process. Interaction between and among students helps to facilitate this process. In exchanging ideas about the information in a text, readers confirm what they have understood. This confirmation process helps to develop accuracy in reading. It also provides a motivation as well as a clear purpose for reading.

The interrelationship of skills integration and interaction requires a holistic approach to task design. The activities in *Reading Matters* are sequenced, and the recycling of tasks in various combinations allows the progressive

development of reading competency in ways that are fresh and effective. The tasks are structured so that the learner builds skills and strategies progressively but in ways that offers challenge as well as variety. In *Reading Matters*, the reader uses and reuses the language of the selection both implicitly — to bolster an answer — and explicitly, as in the exchange of information from paired reading selections that provide complementary or contrasting information on a topic. Readers orally explain the information from their reading selection to readers who chose a different selection. Then, together, they apply that information to carry out a new activity.

Text Organization

Reading Matters 3 contains six thematic units with two chapters in each unit. In the second edition, each chapter features three to six reading selections. Many readings have been updated and new readings have been introduced. The unit themes feature topics of high interest to both academically-oriented and general audiences. Most importantly, the selections are of sufficient length for students to progressively develop fluency in reading. Through the chapter readings, students are able to build a rich semantic network without sacrificing variety so that interest in the topic is not exhausted. Within each unit, reading selections are structured so that the information from one selection can be compared with another.

You can choose among the chapters of a unit selectively to suit the needs of various program types and teaching approaches. Complexity in both text type and length, and difficulty in task type are structured to build gradually from chapter to chapter and unit to unit. Some overlap in level of language and task is built into each of the texts in the *Reading Matters* series so that you can accommodate the various levels of students within a class.

Unit Organization

Each unit in *Reading Matters 3* features the following components:

- **Introducing the Topic:** This introductory section identifies the theme. It features the unit opener photo and quote, which are designed to stimulate the readers' curiosity about and prior experience with the theme, or its personal relevance. The tasks are interactive and draw on a variety of media:

text, photos, and graphics.

- **Chapters:** The two chapters in each unit present various topics loosely related to the theme.

Chapter Organization

For each of the reading selections the following tasks are presented:

- **Chapter Openers** include pre-reading reflection and discussion questions, graphs, questionnaires, surveys, or illustrations. The purpose of this section is to stimulate discussion of key ideas and concepts presented in the reading and to introduce key vocabulary. Encourage students to explain their ideas as completely as possible. Teach students strategies for maximizing their interaction, such as turn taking, eliciting responses from all group members, and naming a group leader and reporter. Whenever possible, re-form groups to give students a chance to talk more until they feel comfortable with the topic. Elicit key ideas and language from the students.
- **Exploring and Understanding Reading** contains content questions of varying levels of complexity. These questions guide students in the development of their reading strategies for improving general comprehension, developing an awareness of text structure, and evaluating the content of a text in detail. Emphasize the purpose of the activity and how it is tied to the development of a particular strategy. Point out the ways in which students can apply their skills to reading assignments. Help students build their tolerance for uncertainty. Point out that the purpose of comparing and checking their answers with the information in the reading is to verify as well as to become familiar with the information in the reading. Act as a resource to help students find the accurate information. An answer key that the instructor can use as needed is provided on the *Reading Matters* website at college.hmco.com/pic/wholeythree2e.
- **Paired Readings** include interactive Recapping, Retelling, Reacting to the Reading, and Discussing the Story activities that involve oral presentation of information from the readings, oral exchanges of information, and discussion that involves critical evaluation of ideas, including comparison / contrast and debate. At this level, talking about the reading they do is crucial for improving students' language use. Emphasize the importance of

explaining the information in as natural and conversational a style as possible. Help students to develop their skill at extracting important information from a text by pointing out the purpose of note taking, highlighting, and underlining key information. Emphasize the importance of practicing at home for in-class presentations.

- **Vocabulary Building** comprises tasks that introduce vocabulary-building strategies such as the understanding of key terms, the interrelationship of grammatical structure and meaning, using context cues, and developing other aids to the fluent processing of reading selections. This edition adds exercises in each chapter that focus on learning the meaning of verbs and working with word form and function to foster the understanding of academic and general vocabulary.
- **Expanding Your Language** presents activities that offer students additional opportunities to use the material and strategies in the chapter. This section often includes additional extended readings. Encourage students to use these activities to further their own comprehension of the readings. Through these activities, students can improve their writing fluency.
- **Read On: Taking It Further** presents opportunities for personal reading and related activities, including suggestions for further reading as well as reading and writing journal entries, keeping a vocabulary log, and word play. Although most of this work will be done outside of class, time can be found in the class schedule to report on some of the activities. This gives students a purpose for the work and practice in developing their reading skills and strategies.

Reading Matters Online Student Resources Website

Students gain confidence in their reading abilities as they discover how to access information more easily from the press, over the Internet, and in their professions or fields of study. The Internet activities give students a chance to consolidate and extend their reading skills. Using the *Reading Matters* website offers students the opportunity for productive work on an individual basis at any time of day or night that's convenient for them. Students are directed to the online student resources website at the end of each chapter.