# Reading Matters 2

An Interactive Approach to Reading

# 大学英语 交互阅读教程 2

- 原著 Mary Lee Wholey
- 改编 总主编 孟凡胜 于秀金 主 编 张继贤



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## ♦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、难度略低的材料时,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

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## Reading Matters 2: Overview

Unit	Skills	Activities (1977)	Vocabulary	Expansion
UNIT 1 Habits of a Lifetime	previewing (1) using notes to explain ideas (1, 2, 3) predicting (1, 2, 3) note taking (1) getting the main idea (3) scanning (3) using facts to make a case (3) understanding details (1)	categorizing (1) evaluating information (1) problem solving (1) recapping and reacting (2) giving an opinion (2) comparing stories (2) getting information from a graph (3) answering a survey (3) answering a questionnaire (3)	<ul> <li>using context to guess meaning (1)</li> <li>meaning of verbs (1, 2, 3)</li> <li>word form (1, 2, 3)</li> <li>past tense verbs (1, 3)</li> <li>sentence form (1)</li> <li>synonyms (2, 3)</li> <li>antonyms (2)</li> <li>word play (3)</li> </ul>	<ul> <li>topic writing (1, 3)</li> <li>studying online (1, 2, 3)</li> <li>taking a position (2)</li> <li>two-minute recorded talk (2, 3)</li> <li>tell and retell (3)</li> <li>topic reading (3)</li> <li>reading journal (3)</li> <li>keeping a vocabulary log (3)</li> <li>organizing a personal dictionary (3)</li> </ul>
UNIT 2 Exploring Our Roots	<ul> <li>previewing (4)</li> <li>getting the main idea (4)</li> <li>scanning (4)</li> <li>note taking (5)</li> <li>personalizing (6)</li> <li>relating main ideas and details (6)</li> <li>skimming (6)</li> </ul>	<ul> <li>giving opinions (4, 6)</li> <li>categorizing (5)</li> <li>recapping, reacting to, and retelling a story (5)</li> <li>comparing stories (5)</li> <li>applying the information: finding reasons (6)</li> </ul>	<ul> <li>meaning of verbs (4, 5,6)</li> <li>word form (4, 5, 6)</li> <li>vocabulary in context: adjectives (4)</li> <li>synonyms (4)</li> <li>past tense verbs (5)</li> <li>verb and preposition combinations (5, 6)</li> <li>using context to guess meaning (6)</li> <li>roots (6)</li> </ul>	<ul> <li>oral presentation (4)</li> <li>topic writing (4, 6)</li> <li>opinion writing (4)</li> <li>studying online (4, 5, 6)</li> <li>role play (5)</li> <li>reacting to a story (5)</li> <li>tell and retell (6)</li> <li>topic readings (6)</li> <li>keeping a vocabulary log (6)</li> <li>reading journal (6)</li> </ul>
UNIT 3 Money Matters	<ul> <li>predicting (7, 9)</li> <li>skimming (7, 8, 9)</li> <li>getting information from a graph (8)</li> <li>scanning (8)</li> <li>recognizing sub-points (9)</li> <li>developing ideas (9)</li> <li>understanding details (7)</li> </ul>	<ul> <li>problem solving (7)</li> <li>evaluating information (7)</li> <li>survey (8)</li> <li>recapping, reacting to, and retelling a story (8)</li> <li>giving an opinion (9)</li> <li>answering whquestions (9)</li> </ul>	<ul> <li>expressions (7,9)</li> <li>meaning of verbs (7, 8,9)</li> <li>word form (7,8,9)</li> <li>understanding definitions (7,8)</li> <li>matching meanings (8,9)</li> <li>synonyms (8)</li> <li>phrasal verbs (9)</li> <li>vocabulary in context: verbs (9)</li> <li>word play (9)</li> </ul>	<ul> <li>answering a questionnaire (7)</li> <li>oral presentation (7)</li> <li>topic writing (7, 9)</li> <li>studying online (7, 8, 9)</li> <li>reaction writing (8, 9)</li> <li>survey (8)</li> <li>debate (9)</li> <li>topic reading (7, 8, 9)</li> <li>reading journal (9)</li> <li>keeping a vocabulary log (9)</li> </ul>

Unit	Skills	Activities	Vocabulary	Expansion
UNIT 4 Protecting Nature	<ul> <li>personalizing (10)</li> <li>skimming (10, 11, 12)</li> <li>understanding explanations (10)</li> <li>note taking: solutions (10), advantages (12)</li> <li>highlighting (11)</li> <li>using facts to argue (11)</li> <li>previewing graphic information (12)</li> <li>scanning (12)</li> <li>understanding an extended example (12)</li> </ul>	<ul> <li>highlighting to explain ideas (10)</li> <li>recapping, reacting to, and retelling the story (11)</li> <li>giving opinions (12)</li> <li>thinking about problems and solutions (10, 12)</li> <li>answering whquestions (11, 12)</li> </ul>	<ul> <li>meaning of verbs (10, 11, 12)</li> <li>word form (10, 11, 12)</li> <li>antonyms (10)</li> <li>jigsaw sentences (10)</li> <li>understanding definitions (11)</li> <li>noun endings (11, 12)</li> <li>past tense verbs (11)</li> <li>synonyms (12)</li> <li>prefix re- (12)</li> <li>guessing meaning from context (12)</li> <li>word play (12)</li> </ul>	reacting to the story (10) writing about advantages (10) reaction writing (10, 11, 12) studying online (10, 11, 12) two-minute recorded talk (11) summarizing and reacting (11) topic writing (11, 12) oral presentation (12) topic reading (12) reading newspaper articles (12)
UNIT 5 Personality	<ul> <li>predicting (13, 15)</li> <li>previewing (13, 14)</li> <li>chronology: following a story (13)</li> <li>understanding descriptive details (13)</li> <li>recognizing subpoints and details (14)</li> <li>scanning for details (15)</li> </ul>	<ul> <li>reacting to the story (13, 14, 15)</li> <li>evaluating similarities and differences (13)</li> <li>answering questions from notes (14)</li> <li>making a chart to show results (14)</li> <li>getting information from diagrams (15)</li> <li>applying information: evaluating evidence (15)</li> </ul>	<ul> <li>expressions (13)</li> <li>meaning of verbs (13, 14, 15)</li> <li>word form (13, 14, 15)</li> <li>understanding definitions (13)</li> <li>jigsaw sentences (13, 15)</li> <li>suffixes (14, 15)</li> <li>synonyms (14)</li> <li>prefixes for antonyms (14, 15)</li> <li>word play (15)</li> </ul>	<ul> <li>retelling (13)</li> <li>two-minute taped talk (13, 14)</li> <li>topic writing (13, 14, 15)</li> <li>personal writing (13)</li> <li>studying online (13, 14, 15)</li> <li>oral presentation (15)</li> <li>free writing (15)</li> <li>topic reading (13, 14)</li> <li>reading newspaper articles (15)</li> </ul>
UNIT 6 The Search for Answers	<ul> <li>predicting (16, 18)</li> <li>skimming (16, 17, 18)</li> <li>chronology: following a story (16)</li> <li>understanding descriptive details (16)</li> <li>scanning: for descriptive details (17), for facts (18)</li> <li>finding the main ideas (18)</li> <li>using highlighting to make a list (18)</li> </ul>	<ul> <li>question making (16)</li> <li>debating (16, 18)</li> <li>note taking:</li></ul>	<ul> <li>meaning of verbs (16, 17, 18)</li> <li>word form (16, 17, 18)</li> <li>suffixes (16)</li> <li>vocabulary in context: verbs (16, 17)</li> <li>jigsaw sentences (16, 18)</li> <li>synonyms (17)</li> <li>descriptive language (17)</li> <li>expressing possibility (18)</li> </ul>	two-minute recorded talk (16, 17) topic writing (16, 17) studying online (16, 17, 18) reaction writing (17) role play/interviewing (18) writing a description (18) topic reading (16, 17, 18) reading journal (18) keeping a vocabulary log (18)

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Mary Lee Wholey

### 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 / wholeyone2e*).
- Access to the *Reading Matters* Online Study Center website, which includes individualized learning and testing materials, at *college.hmco.com / pic / wholeyone2e*.

#### **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 2 contains six thematic units with three chapters in each unit. In the second edition, each chapter features one to three 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.