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READING MATTERS

3

An Interactive
Approach
Reading





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An Interactive Approach to Reading

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HOUGHTON MIFFLIN COMPANY Boston New York

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Printed in the U.S.A.

Library of Congress Catalog Card Number 00-109435

ISBN 0-395-90428-5

23456789-CRS-05 04 03 02 01



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commitment to the environment, this text
has been printed on recycled paper.

Introduction

The *Reading Matters* series is a four-level reading program comprised of texts at the high beginning/low intermediate, intermediate, high intermediate, and advanced levels. This series combines stimulating readings with well-designed tasks that develop both fluency and accuracy at each level.

Extensive Reading

To develop fluency in reading, students need a significant amount of exposure to text, that is, extensive reading. Extensive reading provides the opportunity to develop automatic text-processing skills. *Reading Matters* offers 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 so that readers develop an awareness of not only the scope of reading but also the various purposes for which texts are written. Authentic texts or adapted authentic texts are used at appropriate levels.

Intensive Reading

Reading Matters features activities that help students to develop fluency and accuracy in reading by activating two complementary text processing methods: top-down and bottom-up.

TOP-DOWN

Top-down processes are those that the reader applies to understand reading globally. Readers use their background knowledge of the topic and make predictions about what they expect to find out from reading. Readers confirm their predictions and begin to build a mental framework of the information in the reading selection. Awareness of rhetorical patterns, such as chronological ordering, cause and effect, and other discourse features, aids in the comprehension of information from reading. In addition, the activities in *Reading*

Matters help to develop an awareness of a 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. 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, both the amount of exposure to reading and the identification of and practice in the use 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 facilitate this process. In exchanging ideas about the information in a text, readers confirm what they have understood. This confirmation process helps them develop accuracy in reading. It also provides a motivation for reading, as well as a clear purpose in reading. Interaction with other students can be best accomplished when speaking tasks are an integral part of a reading activity and/or the activity leads to the undertaking of writing tasks.

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 offer 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 in retelling the reading. Paired reading selections provide complementary or contrasting information on a topic. The readers orally explain the information from the reading they chose 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 covering topics related to the themes. Four to five reading selections are featured in each chapter. The unit themes feature topics of high interest to both academically oriented and general audiences. Most important, 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 the 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 different program types and teaching approaches. Complexity in both text type and length and difficulty in task type is structured so that it builds 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 different reading levels of students within a class.

UNIT ORGANIZATION

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

- “Introducing the Topics,” an introductory section that presents the chapter opener photo and quote and offers activities designed to stimulate the readers’ curiosity about, prior experience with, or personal relevance of the theme. The tasks are interactive and draw on a variety of media: text, visual, and graphic.

- The two chapters in each unit present topics loosely related to the theme.

CHAPTER ORGANIZATION

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

- “Chapter Openers” include prereading 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, 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.
- “Understanding and Exploring Reading” contains content questions of varying levels of complexity, questions that guide students in the development of their reading strategies for improving general comprehension, for developing an awareness of text structure, and for 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. It is important to help students build tolerance for uncertainty. Point out that the purpose of comparing and checking their answers with the information in the reading is to give them the opportunity to verify as well as to become familiar with the information. Act as a resource to help students find the accurate information. An answer key is provided to be used when needed.
- “Paired Readings: Recapping, Retelling and Reacting to the Reading” present interactive 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. Emphasize the importance of explaining the information in as natural and conversational a style as possible. To help students develop their skill at extracting important information from a text, point out the purpose of note taking, highlighting, and underlining key informa-

tion. 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 the interrelationship of grammatical structure and meaning, using context cues, and other aids to the fluent processing of reading selections.
- “Expanding Your Language” presents activities that offer students the opportunity to use the material and strategies presented in each selection for the purposes of their own speaking and writing. Encourage students to use these activities to further their own comprehension of the readings. Through these activities students can improve their speaking and 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, vocabulary logs, and word play. While this work is 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.

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 the production and editorial staff at Houghton Mifflin.

Our gratitude to the people who read the manuscript and offered useful suggestion and critical comments: Belinda Adams, Navarro College, TX; Valerie de Carvalho, Pasadena City College, CA; Duffy Galda, Pima Community College, AZ; Barbara Hockman, City College of San Francisco; Roxanne Nuhaily, University of California at San Diego; Barbara Smith-Palinkas, University of South Florida, Tampa; Joan Sears, Texas Tech University; Anne-Marie Schlender, California State University at Hayward.

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. Thanks to Devorah Ritter who helped in the preparation of the answer key.

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

Mary Lee Wholey and Nadia Henein

Reading Matters: Overview

UNIT	SKILLS	ACTIVITIES	VOCABULARY	EXPANSION
UNIT 1 Weather Matters	<ul style="list-style-type: none"> ▪ brainstorming (1) ▪ previewing (1) ▪ surveying (1) ▪ getting main ideas (1) ▪ understanding details (1) ▪ skimming (1, 2) ▪ scanning for specific information (2) ▪ recapping the information, highlighting (2) ▪ understanding a scientific explanation (2) 	<ul style="list-style-type: none"> ▪ compare and contrast (1) ▪ presenting information in table form (1) ▪ understanding an argument (1) ▪ finding support for an argument (1) ▪ applying information, making a decision (1) ▪ reacting to a point of view (1) ▪ what is your opinion (2) ▪ matching (2) ▪ recapping, reacting to, and retelling information (2) ▪ questionnaire (2) ▪ applying an explanation (2) 	<ul style="list-style-type: none"> ▪ synonyms (1) ▪ using context to guess meaning (1, 2) ▪ adjectives and nouns (2) 	<ul style="list-style-type: none"> ▪ how would you react (1) ▪ newspaper article presentation (1) ▪ reaction writing (1, 2) ▪ free writing (1) ▪ be the expert (2) ▪ report writing (2)
UNIT 2 Fun Matters	<ul style="list-style-type: none"> ▪ previewing using sidebars (3, 4) ▪ predicting (3) ▪ skimming (3, 4) ▪ scanning for details (3, 4) ▪ getting information from a graph (3) ▪ notetaking, understanding reasons (4) ▪ grouping similar information (4) 	<ul style="list-style-type: none"> ▪ quotations (3) ▪ personalizing (3, 4) ▪ using evidence to support ideas (3) ▪ evaluating information, removing stereotyping (3) ▪ retelling, making a profile (3) ▪ what do you think, true or false (4) ▪ getting information from a chart (4) ▪ using quotes (4) 	<ul style="list-style-type: none"> ▪ using punctuation, commas (3) ▪ colors (4) ▪ parallelism (4) 	<ul style="list-style-type: none"> ▪ interviewing (3) ▪ personal writing (3) ▪ two minute talk (4) ▪ topic writing (4)

Reading Matters: Overview *(continued)*

UNIT	SKILLS	ACTIVITIES	VOCABULARY	EXPANSION
UNIT 3 Time Matters	<ul style="list-style-type: none"> ▪ understanding facts and opinions (5) ▪ understanding details in a study (6) 	<ul style="list-style-type: none"> ▪ matching meanings (5, 6) ▪ interviews (5) ▪ applying information, solving a problem (6) ▪ giving advice, looking for tips (6) 	<ul style="list-style-type: none"> ▪ word forms (5) ▪ vocabulary in context (5) ▪ matching, general information and specific facts (6) ▪ signal words (6) 	<ul style="list-style-type: none"> ▪ oral presentation (5) ▪ group work, time capsule (5) ▪ topic writing (5) ▪ explaining a different point of view (6) ▪ a sense of humor (6) ▪ managing your time (6)
UNIT 4 Technology Matters	<ul style="list-style-type: none"> ▪ predicting using knowledge (7) ▪ skimming/tellback (7) ▪ finding main ideas, chunking (7) ▪ scanning, tracing dev't of idea (7) ▪ note taking, finding evidence (7) ▪ Recognizing main ideas, details (7) ▪ using main ideas to scan for details (8) 	<ul style="list-style-type: none"> ▪ analyzing our needs ▪ definitions (7) ▪ giving your opinion (7) ▪ exploring the consequences (7) ▪ applying information, contrasting ideas (8) 	<ul style="list-style-type: none"> ▪ reference words (7) ▪ expressions in context (7, 8) 	<ul style="list-style-type: none"> ▪ debate (7) ▪ talk it out (7) ▪ reaction writing (7, 8) ▪ role play (8) ▪ oral presentation (8)
UNIT 5 Attitude Matters	<ul style="list-style-type: none"> ▪ paraphrasing (9) ▪ predicting from quotes (10) ▪ inference (10) 	<ul style="list-style-type: none"> ▪ expressions (9) ▪ report on anger studies (9) ▪ debating the issues (9) ▪ charting results (10) ▪ applying information, achieving our goals (10) 	<ul style="list-style-type: none"> ▪ language of examples (9) ▪ word forms, adverbs (10) 	<ul style="list-style-type: none"> ▪ interviewing (9) ▪ journal writing (9, 10) ▪ topic writing (9) ▪ simulation, role play (10)
UNIT 6 Health Matters	<ul style="list-style-type: none"> ▪ scanning for important information, underlining (11) ▪ analyzing the introduction (12) 	<ul style="list-style-type: none"> ▪ Proverbs (11) ▪ applying the information, making a decision (11) ▪ following a process (12) ▪ analyzing quotes (12) 	<ul style="list-style-type: none"> ▪ expressions in context (11) ▪ using quotes (11) ▪ use of repetitions and synonyms (12) ▪ loaded words (12) 	<ul style="list-style-type: none"> ▪ debate (11) ▪ reaction writing (11) ▪ free writing (11) ▪ analyzing a situation (12) ▪ reacting to a specific situation (12)

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Weather Matters



*We shall never be content until
each man makes his own weather
and keeps it to himself.*

— Jerome K. Jerome

Introducing the Topics

Weather has always played an important role in our lives. Recently, however, we seem to have started to play a role in the kind of weather we have. In Chapter 1, we will look at what is happening to the weather these days. In Chapter 2, we will look at specific ways in which the weather can affect us.

Points of Interest

DISCUSSION QUESTIONS

Think about these questions. Share your ideas with a partner or in a small group.

1. Check (✓) as many different weather conditions as you know about from the list below.

_____ windstorms	_____ rainstorms
_____ thunderstorms	_____ snowstorms
_____ ice storms	_____ sandstorms
_____ heat waves	_____ typhoons
_____ hurricanes	

Which have you experienced? What are the consequences of each?

2. Do you think the weather can have an effect on our health? Our moods? Give examples from your own experiences.
3. Describe the weather conditions you like most or least. Give reasons for your choices.

CHAPTER 1

Our Changing Climate: Reality and Risks

■ Chapter Openers

A. WHAT'S THE WEATHER NEWS?

Every time we open a newspaper, we find news about the weather. List some common weather terms that you know.

Example: *rainfall*

inches of snow

Some examples of weather reports are given on page 4. Read each one quickly and underline the following:

- Location
- Type of weather
- What happened as a result