

Steps to Academic Reading 4

精通英语阅读系列

语境 阅读

第三版

In Context

Jean Zukowski/Faust

Susan S. Johnston (美) 编著

Elizabeth E. Templin

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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“英语阅读文库”丛书总序

进入21世纪,全球经济一体化进程加快,国际交往日益频繁,科学和技术日新月异;我国加入WTO后,国内学英语、教英语、用英语的热潮持续升温,有关英语教学改革的新举措频频出台,令人鼓舞,催人奋进。我作为外语教学战线上的一名老兵,面临如此机遇和挑战,深受鼓舞和鞭策。这些年,我一直埋头于翻译研究和辞典编纂,外语教学研究领域涉及不多,但为我国英语教学出一份力的念头始终没有放弃过。现在,终于有了这样一个机会,外语教学与研究出版社独具慧眼,从众多国际知名出版社引进一套大型“英语阅读文库”,邀请我担任该文库的总主编。该文库首批推出12本英语阅读教材,内容涵盖了政治、经济、环保、教育、科学与技术等领域中广大读者最感兴趣和关心的话题,并由国内经验丰富的英语教学专家、教授、博士为各书撰写导读,为读者解疑释惑,指点迷津。文库后续几辑不久也将陆续与读者见面。出版这样大规模的英语阅读系列丛书,这在我国还是不多见的。这套阅读文库所带来的全新阅读教学理念,无疑为我国英语阅读教学和阅读教材的编写吹来了一股新风,也为广大英语师生、涉外人员和普通英语学习者献上了一套内容新颖、知识丰富、图文并茂的丛书,对此我感到由衷地高兴。

长期以来,人们认为,在听、说、读、写、译五项语言技能中,阅读一直是我国学生的强项。教育部颁布的《全日制高级中学英语教学大纲》和《大学英语教学大纲(修订本)》也将其目标分别定位在“侧重培养阅读能力”和“培养学生具有较强的阅读能力”。但是,有人却认为讲好英语或许更有助于我们在国际舞台上参与竞争。因此,外语教学界有人对大学英语教学大纲是否应该继续将培养阅读能力放在首位提出了质疑。

要解决这个问题,首先要弄清楚:英语在中国是“外国语”(EFL)还是“第二语言”(ESL)?我们不得不承认英语在中国还只是外国语。英语为母语或第二语言的学习者通常是在具备相当程度的听和说的能力后才开始学习阅读技能的。而在中国,情况绝非如此,这是不言自明的。尽管通过多年的努力,教授英语听和说的条件有所改善,但是由于种种条件的限制,听、说方面的条件仍不尽人意,因此阅读仍然是扩展英语知识和能力的重要途径。可以说,阅读输入是其他输出的主要前提条件。从某种意义上说,没有阅读就没有英语学习,学生要学好英语就必须广泛阅读。通过大量的语言输入,

开阔眼界，扩展知识，更好地理解所学语言。

解决了为什么要阅读这个问题，就需要弄清楚我们应该怎样看待阅读——是把阅读看成简单、被动的字符释义，还是看成读者与原文之间的互动交流？在这个问题上，大致上有两种观点：一种观点注重阅读的结果，强调文章的形式和意义，认为阅读只是字符的简单解码过程；另一种观点则注重阅读的过程，更重视读者在理解文章内容时所采用的策略，认为阅读过程中，读者调动已有的语言知识来理解所读文章的意思。一方面，阅读是大脑认知的过程；另一方面，阅读也是读者与文章之间的沟通与交流。现代语言学以及语言习得理论的研究成果告诉我们：要驾驭一门外语，学习者一定得经历从语言能力（*linguistic competence*）的成熟，到社交语用能力（*socio-pragmatic competence*）的成熟，最终到文化能力（*cultural competence*）的成熟这一必经的过程，三个阶段缺一不可。也就是说，学习一种外国语不只是学习语言本身及其运用的技巧，更需要学会跨越与该语言伴随而来的文化障碍，即不同的文化背景所产生的不同思维方式和生活习俗。而要完成上述过程，阅读能力的培养始终是英语教学的首要任务。因为阅读是语言输出的主要来源，是听、说、写、译的基础，也是学生毕业后继续深造的基石。

正是基于这样的认识，“英语阅读文库”丛书的编写者们在充分汲取英美阅读理论的研究成果的基础上，围绕培养学生的“阅读速度”和“理解深度”这两个中心环节，紧扣学生学习过程中可能碰到的问题，以准确、通俗、精练的文字，对英语阅读的基础理论、方法和技巧作了深入浅出的归纳和介绍，并围绕每一核心话题，配以内容涵盖了人文类、社科类和科普类等日常生活的方方面面的练习，环环紧扣，自然合理，符合阅读训练的规律，较好地处理了教材编写中“知识性与可思性、系统性与灵活性、可接受性与前瞻性、语言规范与时代气息”之间的关系，让我们有机会了解到21世纪国际外语教学变革的最前沿动态。

总之，“英语阅读文库”体现了教育部制定的英语教学大纲的指导思想、教学目的和教学要求，顺应21世纪外语教学改革的大趋势。它以语言能力为基础，以跨文化交际能力为核心，以提高交际能力为目的，为读者提供了理论与实际相结合、适合教学或自学之用的辅助材料，对英语学习者一定有很大的吸引力。我相信这套丛书会成为广大读者的良伴益友。

是为序。

张柏然

南京大学教授

导 读

一、对英语阅读能力的培养

现代外语教学理论指出,英语阅读教学的目标不仅仅是培养学生的阅读理解能力。英语阅读教学的目标理念必须建立在人的发展概念上,让学生养成良好的阅读习惯,掌握一定的阅读技巧,拥有主动学习和合作的精神,具有自我学习的能力,为终身学习打下基础。

阅读理解能力为语言能力的一种,主要包括三个方面:1.处理语言形式的能力——语能;2.处理语言意义的能力——才能;3.达到交际意念的能力——智能。另外,近来普遍为教师所采用的以学生为中心的课堂教学方法不仅强调培养学生的语言能力,而且注重培养学生的学习技能,因而阅读理解能力还应包括阅读技能。这样,阅读理解能力主要由四种能力组成:语能、才能、智能和技能。这四种能力构成整个阅读理解能力,也为阅读教材的编写提供了基本的理论依据。

阅读语能应包括词句和篇章结构两个层面的语能。这就要求阅读教材不仅要注意系统地呈现语言知识,培养学生处理词、句的语能,而且要注意培养学生处理篇章结构的语能。就培养学生的阅读才能来讲,阅读教材应注意提供读者阅读才能所涉及的内容,注意学生是否具备关于文章内容的背景知识以及对这些内容感兴趣的程度。阅读智能包括猜词悟意阅读智能、推理阅读智能、概括阅读智能和预测阅读智能。它在英语阅读活动中自始至终起着重要作用,因而阅读教材应该包括对读者的阅读智能的培养。例如,为了培养读者猜词悟意智能,教材各章节应该设有练习,专门训练学生根据上下文猜测词义的能力。阅读技能在读者的阅读过程中与其所具有的背景知识和文章中的信息产生交互作用,帮助读者高效地、有目的地阅读理解。

从以上的分析可以看出,要想达到培养和提高读者阅读能力的目的,必须从培养和提高读者的语能、才能、智能和技能四方面入手编写教材。只有这样,才能给读者呈献上一本好的阅读教程。

二、关于“精通英语阅读”系列

“精通英语阅读”系列可谓最新推出的不可多得的英语分级阅读教程。该套教程主要有五大特征:1.文章选题广泛,而且都是读者所感兴趣和关心的话题;2.注重阅读技巧的传授和训练,有助于学习者系统地掌握阅读技能,改掉不良阅读习惯及方法,提高阅读能力;3.既注重培养学生阅读词、句的能力,也注重培养学生分析篇章结构的能力;4.注重培养学生的阅读智能,比如,在阅读后的练习中有意识地训练学生猜词悟意的能力、推理判断的能力;5.注重在阅读过程中培养学生的交际能力。阅读后的讨论话题多样且与学生的生活经历有密切关系,这样既可避免阅

读练习题的机械性，也培养了学生的交际能力。

三、关于《语境阅读》(In Context)

本书为“精通英语阅读”系列中的第四册，选择反映当前人们普遍关注的热点问题的文章，将其与综合阅读技巧相结合，难度适中。本书旨在通过有关专业词汇以及常用词汇的练习，培养学习者利用上下文语境提供的有关信息线索对语篇进行预测的能力以及评判性阅读的能力。本书所设计的每一个章节都力求达到以自然的方式学习语言。全书的编写基于以下一种理念：首先，任何一种假设都建立在各种预测的基础之上，这样能激活学习者与主题相关的现有背景知识，使之在心理上为理解与主题相关的新语篇做好准备。第二步，学习者利用自己现有的词汇和概念对课文的语篇进行理解。第三步，学习者阅读重点阅读文章(Main Reading)，该文包含了单元的中心思想。各个单元设计了模拟阅读过程的阅读文章和练习题，此外，还有关于阅读技巧方面的思考题，通过这些设计，学习者可以用学习母语的方式学习外语的新单词和新知识。

系统介绍有关阅读策略方面的知识是本书的一个特色。文章编排按阅读策略循序渐进的原则逐步培养以下阅读能力：

- 理解和学会处理一词多义的方法。学习者可以判定该词是名词还是动词，然后通过上下文所提供的关于该词的各种信息，对该词的基本含义作出判断。这个策略能够减少学习者对双解词典的依赖，帮助他们逐渐习惯在自然的语境中学单词。
- 快速略读文章，利用上下文线索确定信息位置，找到所需的信息。
- 运用以前所学的知识解决当前的问题。
- 归纳和解释文章中的核心观点。
- 利用文章线索理解文章发展的脉络。
- 高效阅读，快速全面地理解阅读内容。

本书共 9 个单元，包括 1 个入门单元和 8 个正式单元，各单元结构基本一致，设有阅读文章、大量的练习题和各种练习活动。各单元结构如下：

1) 除入门单元外，其他各单元第一部分都是阅读前的预习练习，包括图片、关于本单元的介绍、引导学生关注主题和抓住观点的思考题以及背景信息方面的问题。这部分内容可以在课堂上学，也可以自学。学习这部分内容时，应该注意，首先要完成预测练习。

2) 各单元中的第二个核心部分是“在语篇中掌握词汇”。这一部分将会在短篇文章中向学习者提供各个主题和在重点阅读中所出现的关键词和目标词。开始时，老师和学习者也许会感到单调的重复，但这样设计的目的在于使学生逐渐摆脱双解词典。

3) 第三部分为重点阅读部分。本部分的阅读量是最大的，涉及到分析性、个案研究性、描述性、叙述性等各种题材。

4) 重点阅读文章后设计了一系列练习，主要有以下几种形式：

- ① 正误判断题：快速阅读文章进行判断。练习要求不仅做出判断，而且还能够阅读时指出答案所在文章中的具体位置。这两种技能可以训练眼睛在阅读时从左向右准确快速高效地扫描和浏览。
- ② 全面理解题：该部分的练习题要求学生通过重点阅读获取一些信息。
- ③ 归纳中心大意：这部分练习要求学生根据文章中的某一段或整篇文章推断作者的写作意图，练习的形式可以是开放型的多种选择。这种练习的目的在于引导学生思考作者的真正意图是什么。因此，本部分在于培养学生的评判性阅读能力、归纳能力和阐释能力。
- ④ 推理题：该部分要求学生根据充分的信息，做出合理的推理和结论。组织学生展开集体讨论是完成这些练习活动的最佳方法。同时，还可就错误的答案进行讨论，帮助学生认识到理解的偏差。

5) 每个单元第五部分的内容是策略练习或相关阅读，对词汇和概念进行巩固复习。各章的内容互不相同。同时，每个单元还设计了两篇长度为350个词的限时阅读，这样可以复习前面的内容，提高阅读速度，检验阅读理解的效果。

6) 每个单元还包括一个词汇日记部分，通过这一部分的练习，学生可以将自己所学到的单词记录下来，进行集中练习。

7) 每个单元都提供讨论题、组织信息练习以及写作练习。可以当作家庭作业，作为辅助学习材料。

8) 最后为专门的阅读策略部分，灵活地讲解了阅读策略和阅读技巧。阅读过程不仅仅是单词和句子的阅读，它包括了许多思考的过程：略读寻找细节信息，进行判断，理清文章思路，总结中心大意，完整理解文章大意，运用语境进行词义的猜测。这些技能只有通过集中和重点突出的训练才可以得到培养和发展。

本书后所附带的词汇表对于中等程度的学生有一定难度，根据语言教学的理论，输入有一定难度的词汇和语言现象对学生语言水平的提高效果较大，与阅读内容的相关性越强的生词越容易学。同时，当学习者达到一定的英语水平时，就可以感受到学会这些词的作用了。

为了增加阅读过程的可操作性，本书始终贯彻了这样一些原则：

- 主题句明确，各个段落中心突出。
- 限定句子的长度，逐渐增加阅读速度，避免让学生感到难度过大，同时培养短时记忆。阅读材料的句子平均长度都限定在15词~20词。
- 保留标记性词语。几乎每一个从句都保留了各自的关系引导词，这些词既表示一个从句结构，同时也是一个标记，提高学生对这些语篇化信息的敏感度。
- 词汇复现率高。有些重点词不是出现在重点阅读篇章中，就是出现在篇章词汇练习中，在随后的阅读和练习中也会反复出现。大部分的新词也都会在以后的章节中出现。

本书突破传统的阅读教学方法，提出了阅读学习的全新思路。根据本书的特点和结构，我们建议采用以下方式组织教学：

- 预测练习：让学生根据自己的经验，对主题进行预测，为每个单元的主要内容做准备。
- 阅读前练习：着重介绍重要概念和文章涉及到的术语。
- 词汇练习：鼓励学习者系统地学习新单词和新词义。
- 词汇和语法练习：让学生复习文章中的主要内容和词汇。
- 重点培养各种阅读技能，如：略读、快读、推理、下结论、释义、归纳概括、运用上下文线索在不同阅读环境下理解文章的脉络等。
- 利用相关阅读文章和练习帮助学习者对课文内容进行扩展。
- 通过分析文章的主要观点和相关信息帮助学习者学会对内容进行组织和分类，鼓励他们讨论各自的观点和看法，并记录下来。
- 限时阅读：提高学习者的阅读速度和阅读效率。

为了保持“精通英语阅读”系列原有的风格，帮助广大师生更好地使用这套丛书，我们只对丛书做了以下必要的辅助性工作，具体包括：

- 1) 对课文标题进行双语对照；
- 2) 对每册教材的特点和编写结构做了导读；
- 3) 对课文中涉及的应重点掌握的词汇做了汉语注释；
- 4) 对课文内容做了文化背景注释。

一套优秀成熟的阅读教材是多年积累和反复磨炼的结晶。我们相信，这套引进的好书必将对我国大学和中学的英语阅读教学和英语阅读教材的改革起到积极的推动作用。

谨以此套丛书献给立志提高阅读水平、学好英语的广大学生和朋友们。

许文胜

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Preface

前言

The third Edition of *In Context* is an intermediate integrated reading skills text that combines high-interest contemporary topics with the strategies of comprehensive skills practice. The primary focus is on academic and practical vocabulary building so as to build strength in predicting, anticipating meaning and ideas from context clues, and reading critically. Each unit imitates the natural way a student of language learns new concepts and integrates ideas: first an anticipatory set is established through prediction activities, thus activating the student's background knowledge of the topic and preparing the student psychologically for a coherent body of new vocabulary and interrelated topics. Next the student works with the related concepts and vocabulary. Then the student reads a main article, one that encompasses the theme of the unit. Related readings, exercises, and questions to hone skills follow, simulating the respiraling process through which students in native language become familiar with words and concepts.

In response to teachers' suggestions, the authors have crafted a preliminary unit and eight chapters with updated information and new readings and exercises. Each unit contains the following features or strategies:

- Anticipatory activities to prepare learners for each unit topic by asking them to predict themes from their own experience
- Pre-reading exercises to introduce key concepts and content-related terms
- Opinion questions that follow the main article, to stimulate inferencing, critical thinking, and discussion
- A vocabulary journal section to encourage students to record new words and concepts systematically
- Vocabulary and structure exercises to recycle the main ideas and vocabulary
- Reading focus strategies to highlight specific skills development such as skimming and scanning, making inferences, drawing conclusions, paraphrasing, summarizing, using context clues, understanding sequences in a variety of reading environments
- Theme expansion through related readings and exercises
- Integration of information and ideas to help students learn to organize and classify data, discuss their ideas and opinions, and write about them
- Timed readings to develop increased reading speed and efficiency

In this edition, each unit begins with a reading of over 1,000 words in which all reading skills can be practiced. The critical reading strategy sections have been expanded, and there are new timed readings with multiple-choice questions.

The topics, vocabulary, strategies, structures, and activities have been designed for students of English for academic purposes who are already familiar with the basic structures of the language. The focus words have been carefully selected from common word frequency lists of academic language. Although many of the reading topics in this third edition are new, the essence of the previous editions remains intact: the strong emphasis on vocabulary development, the strengthening and integration of reading skills, and the focus on high-interest and broadly applicable topics.

The reading process as an interaction between the student and the text requires that students use their world knowledge to predict what topics the unit will focus on. The strategies that can make students stronger readers are introduced and reinforced. The target vocabulary of the unit is presented in a context-controlled environment to familiarize the students with key words and concepts. The object is to present the student with a number experiences with a new concept so that the student will begin to use it naturally, learning as every student learns. This process helps students to incorporate the new elements into active vocabulary.

The units have been developed with the purpose of forming logical sets of words, members of the same semantic or thematic domain. The target words are used in the long main article on the general topic and in related articles, in which the concepts are developed and reinforced. The activities that follow each reading focus on specific skills such as skimming and scanning, extracting main ideas, making inferences, giving opinions, determining word meanings from context clues, and understanding sequences. The preliminary unit is included to help students become familiar and comfortable with the strategy approach used in the text. The subsequent units present many opportunities to practice the strategies and integrate these skills.

Although the *In Context* vocabulary list might seem advanced for the intermediate level, extensive class testing shows the opposite to be true: students expect to encounter content-specific terms and concepts within a reading. Furthermore, these high signature words (words that are closely related to one topic and which are obvious to the language learner) tend to be the most easily learned. Students also feel the power of these words as they begin to reach for cognitive academic language proficiency.

The following standards have been applied throughout the text to make readings more accessible:

- **A clear topic sentence and identifiable main idea for each paragraph.**
- **Limits on sentence length** (To help students carry slowly increasing concept loads and to avoid taxing but encourage developing the short-term memory, we have used sentences of twelve to fifteen words average length. Longer sentences do occur, as they must in authentic texts, but they are found with introductory elements, which are set off by commas, and in sentences with marked series elements.)

- **Inclusion of signal words** (Nearly all subordinated clauses are marked with a relative pronoun or that, the word *both* is used to signal a parallel double construction, *either* and *neither* alert students to choices, transitional devices, and marks of punctuation have been incorporated so that students become aware of the types of signals and devices used to contextualize information.)
- **Respiraling of vocabulary** (Some of the target words are introduced in nonessential contexts, focused on in a Vocabulary in Context activity, and then used repeatedly in readings and exercises. Most new items in a unit are used in subsequent units. The readings build on one another, so that the reading level remains constant for students although the book appears to become more challenging.)

In Context presents topics of general interest, including information technology, educational frontiers, travel, use of the Internet, sociological information about generations, and matters of global importance like protection from the elements and environmental protection.

This new edition has evolved as a result of the many requests and suggestions from users of previous editions, teachers at more institutions than we can name. Thanks to the good people at Harcourt Brace, Heinle and Heinle, WordPlayers, and Real Media Solutions and our professional colleagues who have worked with us and given us help, solid suggestions, and sound advice.

Jean Zukowski/Faust
Susan S. Johnston
Elizabeth E. Templin

Introduction:

How to Use This Text

介绍：如何使用本书

In Context is a book of content lessons for the development and integration of reading and study skills. Traditionally, the teaching of reading—especially at the intermediate level of English language learning—has focused on vocabulary development and general comprehension. The assumption has been that if a student understands the words and the structures of a reading, then that student will also understand the message of the reading. Although students may achieve some reading success following a thorough learning of grammatical forms and vocabulary items, a more efficient methodology for enhancing good reading skills exists.

In Context actively teaches reading strategies and reading skills, integrating the many component reading skills in a rich language environment. The reading process is more than reading words and sentences: the reading process involves thinking, its connection with the student's native language, skimming for details, making judgments, understanding sequences, extracting main ideas, integrating ideas, inferencing, using context clues to figure out word meanings. These skills are learned through focus and practice.

The meaning extrapolated through the integration of these skills and the strategies learned to master them cannot be extracted through knowledge of word meaning and grammar alone. The strategies and skills must be taught and practiced, integrated into a reading process, and assimilated into a student's language repertoire gradually and naturally to become a part of the total reading process.

What are the goals of the book?

The goals and objectives of *In Context* are to teach English language learners the reading strategies of English. Through a text arranged for contextualized, content-based learning, students can develop the following abilities:

- to tolerate a sufficient measure of ambiguity in an unknown word so that the student can recognize whether the word is the name of something, a describing word, or a verb and then to glean from the surrounding text enough information about the word to supply a general meaning. By use of such a strategy, students lessen their dependence on bilingual dictionaries and begin to feel comfortable learning words in natural language contexts.
- to skim quickly over a text to identify needed details, using context clues

to locate the pieces of information

- to apply information learned from one source to the solving of a problem in another situation
- to summarize and paraphrase the aggregate of ideas that comprise a main idea
- to utilize context clues in understanding order and sequencing
- to read efficiently, increasing reading speed with full comprehension so that a student can read the 350-word timed passages included (two to a unit) in less than one minute.

How are the units organized?

There are a great number of exercises and many different types of activities in this text. However, the basic organization of the units is similar.

1. Except for the Preliminary Unit, the units begin with a pre-reading Anticipation activity that may include graphics, an invitation to survey the unit, and questions to direct the students' attention to the topic and elicit ideas, background information, and questions from them. This part of each lesson can be done profitably in class using cooperative learning principles and essential elements of instruction in brainstorming sessions, or it can be done by students individually as homework. Teachers should be aware that such brainstorming activities may be new to some students, so guiding the students in learning to predict by doing the anticipation exercises as a class activity is important at first. Most students for whom this kind of anticipation is not part of their previous educational experience will become involved actively in the process if it is clear that each student has world knowledge that can be shared with the rest of the class. Such active information gathering before the reading of the main article helps students understand that reading is a dynamic and involving activity rather than a passive endeavor. Making it fun to share ideas excites them to the learning process.
2. The second major section of each unit is the Vocabulary in Context section. In this section, the key or target words for the topic and for understanding the main article are explained in mini-contexts. The built-in redundancies may seem obvious to teacher and student at first; however, in the teaching of a skill, the first examples must be easily recognized. The goal is to separate the student from dependence on a bilingual dictionary.
3. The main reading follows next. This reading usually includes a general explication of the unit topic, but sometimes it is quite specific to one aspect of the general theme. Usually, the main reading uses the vocabulary items that have just been introduced in the Vocabulary in Context exercise. The Main

Reading is the longest reading of the unit. A range of rhetorical types (analysis, case studies, description, narrative, and journalistic style) are represented in these readings.

4. A variety of activity types follow the Main Reading:
 - a. True-False questions require reading quickly to check on answer. It is important to emphasize that knowing the answer is not enough; a student should be able to show where the answer is in the reading. For students whose native languages are written right to left or top to bottom, this practice of skimming and scanning is even more important because they need practice to train their eyes in left-to-right sweeps with accuracy, speed, and efficiency.
 - b. General Comprehension questions of the traditional variety require students to provide information from the main reading. Because most students are already familiar with general comprehension questions, most students find their inclusion somewhat comforting: this book has some of the same things as other readers.
 - c. In the Main Ideas section there are activities that require students to assess one paragraph or perhaps the entire reading, to consider the purpose of the writer, and to synthesize the meaning of all elements. Some activities are open to multiple interpretations. Students need to understand that the same reading might affect other students differently. The purpose of these exercises is to direct students' thinking, to involve them in negotiating meaning, and to think of what the authors' purpose might have been. Thus the main ideas section promotes critical thinking, summarizing, and paraphrasing.
 - d. Making Inferences and Drawing Conclusions comprise another set of thinking skills. Students are asked to assess whether there is enough information to justify extensions of thought. Students learn to decide whether there is sufficient information to make an inference or draw a conclusion. Drawing the students into discussion is the best way to manage these exercises. Discussing "wrong" answers helps students clarify their thought processes as they manipulate the concepts and the language they are learning.
5. After the Main Reading and the activities that follow it, each unit has either strategy practice or related readings, both of which recycle the vocabulary and concepts. An effort has been made to diversify the contents of the units so that students stay interested. Each unit has two 350-word timed readings that resipal the concepts and give students practice in enhancing their reading speed and checking their comprehension.