

SELF-STUDY GUIDE FOR  
INTENSIVE READING OF

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主编 王 铮 姜荷梅  
主审 卢思源

精读自习  
与自测

NEW

COLLEGE

ENGLISH

*Book One*

新英语教程

上海远东出版社

高等专科学校通用教材

# 新 英 语 教 程

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(第一册)

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王 铮 姜荷梅 主编

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# 写在前面

本书是为高等专科学校通用教材《新英语教程》配套编写的学生自习与自测用书,全套四册,均与教程精读每册每单元同步。本书为第一册。

本书以国家教委颁发的《普通高等专科学校英语课程教学基本要求》为依据,充分体现“以应用为目的,以必需、够用为度”的教学思想,强调简要、易懂、实用和辅佐的编写宗旨,力求帮助学生排忧解难、开拓视野,指导学生逐步掌握学习方法、积累学习知识,从而提高学习的自觉性、主动性和计划性。本书以学生独立预习、练习、复习和自我检测为主线,把理解知识、练习巩固及综合运用三者紧密结合起来,使学生通过各种形式的操练实践,能得心应手地理解和掌握所学内容,培养和提高综合运用语言的能力。

本书每单元都由**预习提示**、**精要主旨**、**课文详解**、**词义辨析**和**成果自测**等五部分组成,各部分既紧扣单元课文各有所长,又互为补充融为一体。预习提示让学生在课前就对课文内容、相关背景等有所了解,尽快进入学习状态。精要主旨以精炼的笔墨概括出最重要的内容,使学生在学中能突出重点和难点,并易于掌握和记忆。课文详解则尽心尽责地为学生扫除每篇文章中可能遇到的障碍,可谓现成的学习笔记。词义辨析从英语多同义词等特点出发,详述用法上的微妙差异,为学生进一步学习、使用英语打开局面,奠定基础。成果自测使学生每学完一个单元之后检查应掌握的内容和程度,以便发现不足,及时调整。本书附录提供了每单元课文的译文和每单元成果自测的答案,方便了自学。附录中的同步综合自测题一方面体现了高等院校专科英语能力考试的要求,另一方面又为学生进入下一阶段的学习作了准备,反映了编者的良苦用心。

上海理工大学外语学院院长卢思源教授主审了本书,《新英语教程》总主编蒋秉章副教授审阅了全部内容,我们在此一并表示衷心的感谢。

本书由王铮、姜荷梅主编。第一单元的全部内容以及第二至第十二单元中的预习提示、精要主旨、课文详解、词义辨析部分由姜荷梅编写;第二至第十二单元的成果自测部分由王炜、李乐文、许向群编写;附录1课文参考译文由《新英语教程》(第一册)精读教师用书的课文译者蔡伟廉提供;附录2成果自测答案由王炜、李乐文、许向群、姜荷梅提供;附录3同步综合自测题(附答案)由王铮编写。

本书的编写是一次尝试,难免会有不足之处。恳请同仁不吝赐教,亦望老师和同学们多提建议和意见,使本书得到不断的改进。

编者

1996年6月于上海

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# Unit 1

## Active Reading

**预习提示：**人们在生活和工作时都离不开阅读。阅读能使人增长知识，也能给人带来乐趣。但是怎样才能从阅读中得到乐趣？在准备阅读一篇文章时，你该怎样预读(*pre-view*)？如何在阅读时积极参与以把握文章的主要内容？本文介绍了一套系统的阅读方法。阅读本课文时应注意归纳和掌握这一有效的阅读技能，以养成正确的阅读习惯。

### I. Highlights 精要主旨

#### 1. 重点词汇

名词: *approach, assignment, technique, summary, emphasis, topic, style, role*

动词: *relate, retain*

形容词: *introductory, initial, efficient*

副词: *briefly, thoroughly*

#### 2. 常用词组和习惯用语

*all too often*

*get sth. over with*

*relate ... to*

*concentrate on*

*differ from*

#### 3. 主要语法与句型

1) **while** 作连词, 引导让步状语从句; **do** 用作助动词, 强调动词:

**While** this approach *does* get the reading over with, it does not encourage you to think about what you are reading.

2) 动词 **enjoy** 后需用动名词作宾语:

People who *enjoy* reading have learned to look for key ideas as they read.

3) **which** 作关系代词, 引导非限制性定语从句:

Then read the final paragraph or two, *which* will give you a summary of the material covered.

4) 动词 **have** 后跟带过去分词的复合结构 *have sth. done*:

In some books various sections *have* topics set in bold-face type.

5) **as** 作连词引导时间状语从句; **as** 用作介词表示“作为”的意思:

As you ask questions, you are taking an active role as a reader.

- 6) “**The** + 形容词/(副词)的比较级 ..., **the** + 形容词/(副词)的比较级 ...”:

*The better your initial understanding of your reading, the easier it will be to retain and integrate the information.*

## II. The Detailed Study of the Text 课文详解

1. **for one reason or other**: for some reason

**or other**: 用以表示不肯定或不精确之意

**one/some ... or other**: 某一个, 某些

e. g. *One/Some day or other*, I shall come to see you again.

For *one/some reason or other* I believe he's going to take the job.

2. **take a course**: do a course; study a course

3. **All too often we approach such an assignment with the idea of reading a certain number of pages.**: Very often what we do with such reading material is to read a certain number of pages.

- 1) **approach**:

(1) **vt.** (着手)处理; (开始)对待

e. g. He *approached* the problem in a practical way.

We must *approach* each new job with enthusiasm (热情).

(2) **n.** [C] (处理问题的)方式, 方法

e. g. When learning a foreign language, the best *approach* is the study of the spoken language.

There is no very easy *approach* to mathematics.

- 2) **all too**: 实在太 ……

**all too** (often/soon/quickly, etc.): 实在太(经常, 早, 快等)

e. g. The holidays ended *all too* soon.

The day passed *all too* quickly.

4. **While this approach does get the reading over with ...**: Although this method can really help you complete the reading ...

- 1) **while**: **conj.** 引导让步状语从句, 等于 *although*, 表示“尽管”、“虽然”(多放在句首)。

e. g. While we don't agree with each other, we continue to be friends.

**while** 用在句子中间时, 往往表示对比, 意思等于 *whereas* (而)。

e. g. Some people like fat meat, *while* others hate it.

- 2) **do**: **aux. v.** (助动词)用于肯定句或祈使句中起强调动词的作用。

e. g. That's exactly what he *did* say.

He *does* speak English well.

Please *do* be quiet a moment.

3) **get sth. over**: 做完一件 (麻烦或不愉快但必须做的) 事

e. g. Let's *get* the job *over* quickly.

We'll be able to enjoy our holiday now that we've *got* our final exams *over*.

5. ... **it does not encourage you to think about what you are reading — to participate actively.** : ... it does not encourage you to read actively.

6. **People who enjoy reading ... as they read.** :

1) 动词 **enjoy** 后面应用动名词 (短语) 作宾语。

e. g. Most students *enjoy* asking questions in English.

其它动词像 **avoid** (避免), **can't help** (禁不住), **finish** (完成), **give up** (放弃), **mind** (介意), **miss** (错过 ... 的机会), **practise** (练习), **risk** (冒 ... 的危险), **reject** (拒绝), **resist** (抵抗), **suggest** (建议), **understand** (理解) 等都应用动名词作宾语 (不能用不定式)。

e. g. You must *avoid* seeing him.

Do you *mind* waiting for an hour or two?

I don't want to *miss* seeing that singer on TV tonight.

If you go on thin ice, you *risk* falling through.

I can't *understand* treating him like that.

2) **as: conj.** 引导时间状语从句, 意为 “当 ... 的时候”。

e. g. As he grew older he became less active.

He stood up *as* she entered.

注意 **as** 在下一句中的用法:

As you ask questions, you are taking an active role *as* a reader. (选自课文第 6 段, 见注释 23)

7. ... **it's part of what makes reading fun:**

1) **part of**: (常为单数, 且不用冠词) ... 的一部分

e. g. There is but one China and Taiwan is *part of* China.

He walked *part of* the way home with me.

2) **what: rel. pron.** (关系代词) 用来引出从句, 意思是 “所 ... 的事”。

e. g. *What* he says is important. (引出主语从句)

That's *what* I hope. (引出表语从句)

Do *what* you think is right. (引出宾语从句)

He gave a description (描述) of *what* he had seen. (引出从句, 作介词宾语)

8. **If you have some idea of what is included in the material and how it is present-**

ed, you will get more out of your reading ...: If you know what the material is about and how it is written, you will get more from your reading ...

**get out of:** 从(某事或某种活动)中获得(有意义或有价值的东西)

e. g. You *get out of* life what you put into it.

There's a lot to be *got out of* this book.

9. **You can do this by looking over the reading briefly in a methodical way.** : You can do this by taking a quick look over the reading material in an ordered way.

**look over:** 翻阅, 审阅(较快地看一遍)

e. g. They *looked over* their plan.

The teacher will *look over* our tests tomorrow.

10. **the opening paragraph or two:** the first paragraph or the first two paragraphs

11. **This introductory material will acquaint you with the main thought that the author will discuss.** : The introductory paragraph will tell you about the main thought that the author will discuss.

**acquaint sb. (oneself) with:** 使某人(自己)熟悉(了解, 明白)

e. g. We *acquainted* him *with* the facts of the matter.

You must *acquaint* yourself *with* your new task.

12. **Then read the first sentences of the next few paragraphs.** : 这里 **first** 指“前几个”, **next** 指“以后几个”

e. g. For the *first* few days she passed him without greeting.

Where will you be during the *next* few weeks?

13. **Then read the final paragraph or two, which will give you a summary of the material covered.** : Then read the last paragraph or two, which will give you a short statement of the main points discussed in the material. 句中 **which** 是关系代词, 引导非限制性定语从句 (non-restrictive attributive clause), 修饰 the final paragraph or two; **covered** 是过去分词, 作定语修饰 **the material**.

14. **re-read the whole assignment:** read the whole reading material again  
前缀 **re-** 加在动词或名词前, 表示“再”、“重新”。

e. g. Please *reboil* the water.

His *reelection* seems probable.

15. **topic sentence:** sentence containing the main idea

16. **You will need to adapt your approach to fit the writing style of the author.** :  
You will need to make your reading method suitable for the format (表现的

样式,方式) of the article.

1) **need**: 作实义动词,后接被动语态的动词不定式或主动形式的动名词,表示“需要”的意思。

e. g. They didn't *need* to arrive so early.

The house *needs* cleaning(= to be cleaned).

She will *need* looking after(= to be looked after).

*need* 也可用作情态动词,后跟不带 *to* 的不定式。表示“需要”的意思时,主要用于否定句和疑问句。

cf. *Need* he go right now? (情态动词)

Does he *need* to go right now? (实义动词)

You *needn't* talk so loud. (情态动词)

You don't *need* to talk so loud. (实义动词)

2) **adapt to**: 使能适应

e. g. We quickly *adapted* (ourselves) *to* the hot weather.

This book is *adapted to* the needs of beginners.

17. **In some books various sections have topics set in bold-face type or set out in the margins.** : In some books topics of different sections are printed in bold-face type or in the margins.

**have sth. done**: 让某事由某人做

e. g. He's *having* his eyes tested.

I *had* my hair cut last Sunday.

18. **Use these as guides to the content**: Use these to guide your reading as: **prep.** (介词)作为,充当,用作

e. g. He used his dictionary *as* a pillow (枕头).

He wants me to go with him *as* his secretary.

19. **As you read, try to relate this assignment to what you already know about the topic.** : When you read, try to connect what you are reading with what you already know about the topic.

**relate to (with)**: 把……联系起来

e. g. He *relates* his work *to* society.

It is difficult to *relate* these results *with* (to) any known cause.

20. **Does it differ from your earlier thinking on the subject?**: Is it different from your earlier thought on the subject?

**differ from**: 不同于

e. g. Jack *differs from* his brother in many ways.

The climate in the north *differs from* the climate in the south.

21. ... **as you move along**: ... when you read along/on  
**along**: *adv.* (副词)与动词连用,表示“向前移动”的意思。  
 e. g. The dog is running *along* behind its master.  
 He sang loudly as he walked *along*.
22. **This approach can help you concentrate on the assignment...**: This method enables you to give all your attention to what you are reading ...  
**concentrate on/upon**: 全神贯注,专心于  
 e. g. You should *concentrate on* your work.  
 If you *concentrate* all your energies *on* the study of English, you will master the language.
23. ... **because as** you ask questions you are taking an active role *as* a reader: 本句中的第一个“as”是连词,意思是“当……的时候”;第二个“as”是介词,意思是“作为”。
24. **With such a systematic approach ... toward understanding the material more completely.**: If you do your reading assignment in those ways, you will be able to have a more thorough understanding of the material.
25. **The better your initial understanding of your reading, the easier it will be to retain and integrate the information.**: If your first understanding of the material is good, it'll be easy for you to remember and use the information you have got from the material.
- 1) **the ... the ...**: 越……越……  
 副词“the”用在形容词或副词比较级的前面,表示前者与后者在程度上同样增加或减少,或前者增加的程度与后者减少的程度相等。前面的是从句,后面的是主句。主句中的时态如果是将来时,从句中的时态可以用现在时代替将来时。本句型可省略的成分较多,不仅后面出现与前面相同的成分可以省略,就是前面的主语,谓语等只要意思明确,也都可以省略。  
 e. g. *The more* he has, *the more* he wants.  
*The harder* you work, *the more* you will learn.  
*The sooner*, *the better* (=The sooner you do it, the better it will be.)  
*The more* (fewer), *the better*.
- 2) **your initial understanding of your reading**: 你对阅读材料的最初理解。understanding 与 your reading 有动宾关系,这里的 of 称为“宾格 of”,它表示动宾关系。又如 love of manual labour 中的 of。  
 (1) **initial**: *adj.* 最初的,开头的  
 initial 的反义词是 **final**。

e. g. The *initial* talks were the base of the later agreement.  
The *initial* letter of the word "English" is E.  
Without this no *final* results can be achieved.  
Z is the *final* letter in the alphabet.

(2) **retain**: *vt.* 能记住

e. g. Concentrated study will help you to *retain* knowledge.  
Her memory *retains* everything she reads.

(3) **integrate**: *vt.* 把 …… 结合在一起, 使成为一个整体

e. g. I *integrated* your suggestion with my plan.  
He tried to *integrate* all their activities into one program.

26. **You will not be wasting your time; you will be making more efficient use of the time you have. :**

1) **make use of**: 利用

make (good/the best/full/efficient) use of (好好地, 尽量地, 充分地, 有效地) 利用

e. g. He *made* good *use of* his spare time.  
She was *making* full *use of* her opportunity (机会).  
I think it's the best *use* that can be *made of* this money.

2) **efficient**: *adj.* 有效的, 效率很高的

e. g. A manager needs an *efficient* secretary (秘书).  
She is very *efficient* in reducing (减少) waste.

efficient 的反义词是 **inefficient**。

27. **… reading has become more fun than work! : … reading has given you more pleasure/enjoyment than work!**

**fun**: *n.* [U] 乐趣, 有趣的事

e. g. One can't work all the time; one has to have a little *fun*.  
Have *fun* (= Enjoy yourself)!  
Picnics are *fun*.

### III. Discrimination of Synonyms 词义辨析

1. **amount, number, quantity** *n.* 数量

**amount**: total quantity 数量, 数值 用以修饰从体积、重量、金额等方面着眼的东西, 常指某物所有的重量或数量结合在一起所得出的结果, 强调整体, 和不可数名词连用, 表示“量”。

e. g. I'm doing a certain *amount* of writing.  
我在写一点东西。

可以在 amount 前面用 small 和 large/good/great 来表示数量的大小, 或在 amount 后面直接加 s, 表示数量之大。

e. g. an *amount* of (= some) work

若干工作

a large *amount* of money

许多钱

a small *amount* of work

少量的工作

large *amounts* of money

大量的钱

**number**: quantity or amount 数量, 数字, 数目 用于具体的、可数的人或事物, 和可数名词连用, 表示“数”。

e. g. The *number* of color TV sets is increasing.

彩色电视机的数量在增加。

同样, 也可以在 *number* 前面用 *small* 和 *large/good/great* 来表示数量的大小, 或在 *number* 后面直接加 *s*, 表示数量之大。

e. g. a *number* of (=some) people

一些人

a small *number* of people

很少的人

a large (good, great) *number* of people

很多的人

large *numbers* of (= very many) people

许许多多的人

**quantity**: an amount or number 数量, 量 正式用语。表示按质量或大小衡量整个物件。一般用来说明事物的数量时, 必须用一定的标准计量。常与具体的可数名词连用, 也可与不可数名词连用。

e. g. These goods are large in *quantity* but rather poor in quality.

这些货物数量虽大但质量很差。

They gave him large *quantities* of food.

他们给了他大量的食物。

## 2. complete, finish v. 完成

**complete**: to make complete 完成 比 *finish* 正式。指把已开始但尚未完成的事情做完, 含有“竣工”或“该有的东西全部都有了”的意思。一般用于理想、计划、工程、事业、书籍等方面的完成。*complete* 可指完成某项指派或预订的工作, *finish* 则不能。

e. g. She did not live to *complete* her novel.

她没有写完她的小说就去世了。

The building will be *completed* by the end of next month.

这幢楼将于下月底建成。

**finish**: to reach or bring to an end 完成, 完结 一般用语。指完成日常的琐事, 也指为达到某一预定目的而做完某事或使某事结束。

e. g. She *finished* the novel in a day.

她一天就把那本小说看完了。

She has *finished* speaking.

她的话说完了。

### 3. can, be able to v. 能够

**can:** to have the ability to do sth. ; to know how to do sth. 能够 指一般能力。

can 仅有现在式与过去式 (could) 两种形式, 表示现在和过去的 ability。在表示现在和过去的 ability 时, can 可与 be able to 换用。

e. g. I *can* (am able to) read in three languages.

我能阅读三种文字。

He *could* (was able to) swim when he was five.

他五岁时就会游泳了。

He worked very hard but *couldn't* (wasn't able to) pass the exams.

虽然他很努力, 但是未能通过考试。

**be able to:** to have the power, skill, etc. to do sth. 能够 仅表示能够, 但是 be able to 有多种时态变化, 可用于现在时、过去时和完成时, 还可以用作非谓语动词形式。

e. g. I'm sure I will *be able to* speak English very well.

我相信我将来英语能讲得很好。

I'm sorry I haven't *been able to* answer your letter.

很抱歉, 我一直未能给你回信。

He said he hadn't *been able to* come earlier.

他说他没有能够来得更早一些。

I hope to *be able to* do the work.

我希望能干得了这项工作。

另外, 在表示经过努力而成功地做成某一件事情时, 只能用 was able to, 不能用 could。

e. g. Later, he worked very hard and *was able to* pass all his exams.

后来他学习很努力, 而且通过了所有的考试。

He didn't agree with me at first but I *was able to* persuade him.

开始他不同意我的看法, 但后来我终于说服了他。

## IV. Self-Test Exercises 成果自测

### (I) Reading Comprehension

Analysis of Ideas and Relationships: Circle the best answer according to the text.

- The main purpose of this article is to explain \_\_\_\_\_.
  - why you need to preview your reading
  - how to read actively
  - that reading is more fun than work
  - that we all have to read a certain amount of material for one reason or other
- The main idea of Paragraph 1 is that \_\_\_\_\_.
  - we all need to read something for some reason
  - we should start reading an article until we have completed the reading

- c. reading an article straight through is not the most effective way of reading
- d. very often we just read a certain number of pages
3. The main idea of Paragraph 2 is that \_\_\_\_\_.  
a. looking for key ideas while we are reading makes reading fun  
b. some people enjoy reading because they have learned to look for clues or key ideas  
c. when you read, it helps if you know what is included and how it is presented  
d. some people have learned to look for clues while reading
4. In the sentence "it is part of what makes reading fun", "it" refers to \_\_\_\_\_.  
a. looking for clues or key ideas while reading  
b. they often do this without realizing it  
c. reading is fun  
d. those who have learned to look for clues while reading
5. The most important thing discussed in Paragraph 3 is \_\_\_\_\_.  
a. to preview quickly  
b. that the introductory paragraph tells you what the author will discuss  
c. to note what the author has used for emphasis  
d. to read the opening paragraph
6. In the sentence "If it seems important, read it carefully." the first and the second "it" \_\_\_\_\_.  
a. respectively (分别) refers to the topic sentence and the paragraph  
b. both refer to the topic sentence  
c. both refer to the paragraph  
d. both refer to the importance of a paragraph
7. According to the last sentence in Paragraph 5, what can be used as guides to the content?  
a. The various sections.  
b. The topics in bold-face type or in the margins.  
c. Adapting your approach to fit the writing style of the author.  
d. The writing style of the author.
8. What is an active reader according to Paragraph 6?  
a. One who concentrates on what he is reading.  
b. One who asks questions about what he already knows.  
c. One who asks questions as he reads.