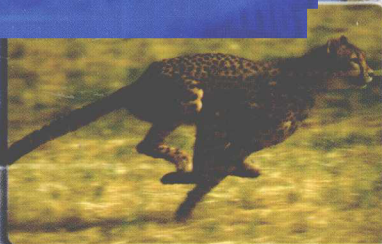
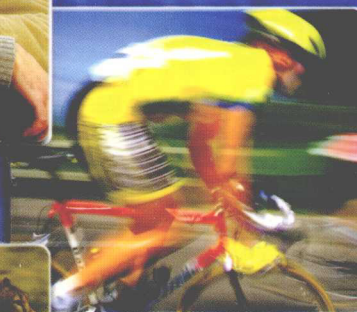
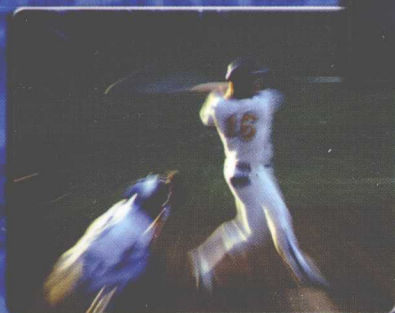


● Neil J. Anderson / 总改编 夏谷鸣

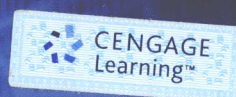
ACTIVE

Skills for Reading: **Book 2** (最新版)

积极英语阅读教程 第二级



学生用书
Student's Book



ACTIVE

《积极英语阅读教程》是一套培养英语阅读理解能力、训练词汇技巧的系列教材，共分5个级别，包括预备级和1—4级，适合外国语学校、外语特色学校及重点中学使用。

该教程编者 Neil J. Anderson 是国际上享有盛名的ESL/EFL阅读教学专家，曾在近30个国家从事英语阅读教学与教师培训工作。

这套最新版教程和第一版相比，内容更精练，阅读能力的层次划分和培养目标更明确，词汇和阅读技巧的运用与学生实际学习需要的联系也更紧密。最新版教程的主要特点有：

- ☆ 整合了阅读内容，主题更丰富、体裁更多样，包含报刊时文、各种评论、博客作品和人物访谈录等。
- ☆ 增设了预备级，扩大了教程的适用范围，能满足低起点学习者的需要，进一步明晰了教程的难易梯度。
- ☆ 增设了Critical Thinking栏目，鼓励学习者多作批判性思考，深入分析课文和作者的创作意图。
- ☆ 增设了4个复习单元，每3个单元之后安排了一次复习，帮助学习者提高阅读速度和流利程度。

最新版提倡“积极阅读”（ACTIVE Reading）的教学方法，以帮助学习者树立自信，成为独立、积极的英语阅读者。

积极（ACTIVE）阅读意味着：

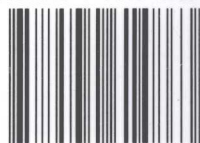
A = Activate prior knowledge	激活已有的知识
C = Cultivate vocabulary	扩大词汇量
T = Think about meaning	思考意义
I = Increase reading fluency	提高阅读流利程度
V = Verify strategies	检验阅读策略
E = Evaluate progress	评估阅读进度



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Neil J. Anderson

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总改编 夏谷鸣

本册注释改编 龚姚东

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Student's Book

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What Is ACTIVE Reading?

ACTIVE reading is an approach to reading, advocated by Neil J. Anderson, that focuses on the following elements:

A = Activate Prior Knowledge

- Activation of background knowledge can help improve reading comprehension.
- *Getting Ready* and *Before You Read* sections elicit learners' prior knowledge, and generate interest in the topic, through use of visual prompts and questions.

C = Cultivate Vocabulary

- Vocabulary plays a crucial role in the development of reading ability.
- *Vocabulary Comprehension* sections in each unit examine vocabulary items encountered in the main reading passage.
- *Vocabulary Skill* sections provide learners with explicit skills-based instruction in how to learn, process, and decipher new vocabulary.

T = Think About Meaning

- In addition to testing for comprehension, the ACTIVE approach encourages learners to think deeply about the meaning of the text.
- *Check Your Understanding* questions focus learners on the main ideas and key details of the text.
- *Critical Thinking* questions require learners to go beyond reading comprehension to analyze each text and the author's intent.

I = Increase Reading Fluency

- Conscious development of reading rate and comprehension are key ingredients in building reading fluency.
- *Tips for Fluent Reading* (pages 8 and 9) encourage learners to become more aware of their own reading habits.
- Four *Review Units* reinforce learners' use of strategies and provide additional reading fluency practice.

V = Verify Strategies

- Learners are encouraged to be aware of what they are doing and why they are doing it, as they read.
- Reading strategies are presented in the *Reading Skill* sections, the *Vocabulary Skill* sections, and the *Real Life Skill* section in each unit.
- *Self Check* sections in each Review Unit require learners to monitor the effectiveness of their own use of strategies.

E = Evaluate Progress

- Both qualitative and quantitative evaluation of learners' progress is advocated.
- The *Reading Rate Chart* and the *Reading Comprehension Chart* allow learners to plot their achievements in building reading fluency.
- *What Do You Think?* sections provide opportunities for learners to show comprehension of the unit theme, through verbal or written discussion.

For more information on his ACTIVE reading methodology, see Neil J. Anderson's professional title *Exploring Second Language Reading: Issues and Strategies*, part of Thomson Heinle's TeacherSource series as well as his online professional development course, *ELT Advantage: Teaching ESL/EFL Reading*.

THOMSON



ACTIVE Skills for Reading, 2nd Edition, Student Book 2

Neil J. Anderson

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ACTIVE Skills for Reading Student Book 2, 2nd Edition

Neil J. Anderson

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Dedication & Acknowledgments

This book is dedicated to Alice McKay Anderson. You will develop into a competent, fluent reader of good books as you read with your parents and family.

ACTIVE Skills for Reading has been a wonderful project to be involved with. I have enjoyed talking with teachers who use the series. I enjoy talking with students who have read passages from the book. When we published the first edition, I had no idea that we would be preparing the second edition so quickly. The success of the book is due to the teachers and students who have been engaged in ACTIVE reading. To the readers of ACTIVE Skills for Reading, I thank you.

I also express great appreciation to Kristin Johannsen for your significant contributions to this edition. It is a great pleasure to work with a committed professional like you. I also express appreciation to Derek Mackrell, Sean Bermingham, and Chris Wenger from Thomson. The support you provided me was unbelievable. I enjoy working with you. Special thanks to Maria O'Connor who played an essential role in the conception of the first edition of ACTIVE Skills for Reading.

Neil J. Anderson

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Vocabulary Learning Tips

Learning new vocabulary is an important part of learning to be a good reader. Remember that the letter **C** in **ACTIVE Skills for Reading** reminds us to cultivate vocabulary.

1 Decide if the word is worth learning now

As you read you will find many words you do not know. You will slow your reading fluency if you stop at every new word. For example, you should stop to find out the meaning of a new word if:

- you read the same word many times.
- the word appears in the heading of a passage, or in the topic sentence of a paragraph—the sentence that gives the main idea of the paragraph.

2 Record information about new words you decide to learn

Keep a vocabulary notebook in which you write words you want to remember. Complete the following information for words that you think are important to learn:

<input type="radio"/>	New word	collect
<input type="radio"/>	Translation	收集
<input type="radio"/>	Part of speech	verb
<input type="radio"/>	Sentence where found	Jamie Oliver collected more than 270,000 signatures from people.
<input type="radio"/>	My own sentence	My brother collects stamps.

3 Learn words from the same family

For many important words in English that you will want to learn, the word is part of a word family. As you learn new words, learn words in the family from other parts of speech (nouns, verbs, adjectives, adverbs, etc.).

<input type="radio"/>	Noun	happiness
<input type="radio"/>	Verb	
<input type="radio"/>	Adjective	happy
<input type="radio"/>	Adverb	happily

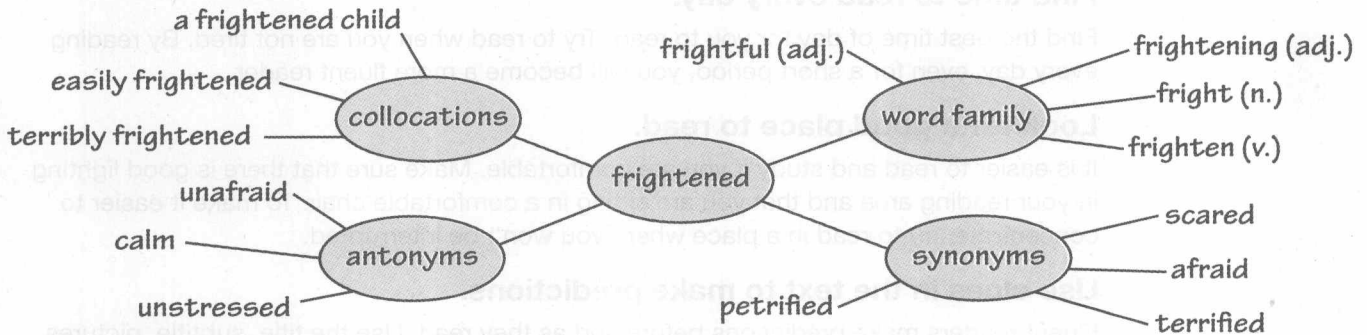
4 Learn words that go with the key word you are learning

When we learn new words, it is important to learn what other words are frequently used with them. These are called collocations. Here is an example from a student's notebook.

<input type="radio"/>			long		
<input type="radio"/>	take		two-week		next week
<input type="radio"/>	go on	a	short	vacation	in Italy
<input type="radio"/>	need		summer		with my family
<input type="radio"/>	have		school		by myself

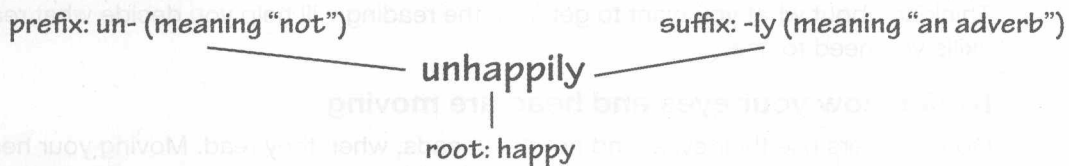
5 Create a word web

A word web is a picture that helps you connect words together and helps you increase your vocabulary. Here is a word web for the word “frightened”:



6 Memorize common prefixes, roots, and suffixes

Many English words can be divided into different parts. We call these parts *prefixes*, *roots*, and *suffixes*. A *prefix* comes at the beginning of a word, a *suffix* comes at the end of a word, and the *root* is the main part of the word. In your vocabulary notebook, make a list of prefixes and suffixes as you come across them. On pages 174–175 there is a list of prefixes and suffixes in this book. For example, look at the word “unhappily.”

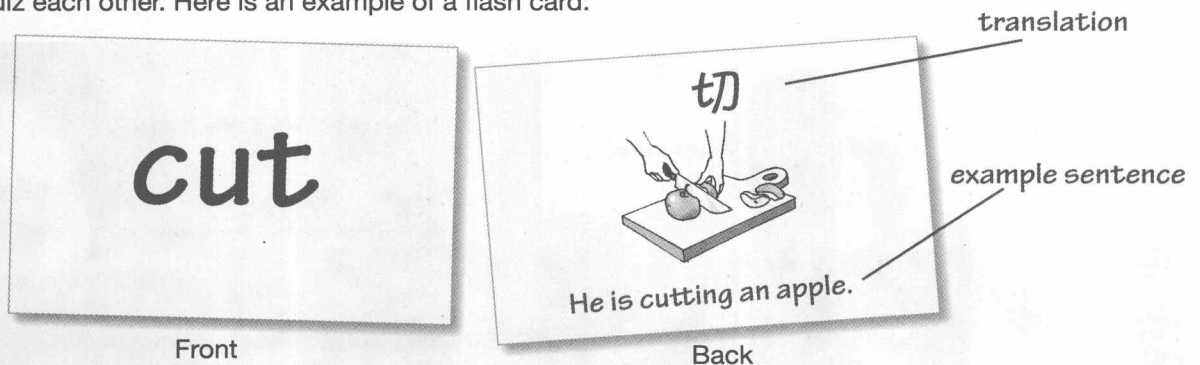


7 Regularly review your vocabulary notebook

You should review the words in your vocabulary notebook very often. The more often you review your list of new words, the sooner you will be able to recognize the words when you see them during reading. Set up a schedule to go over the words you are learning.

8 Make vocabulary flash cards

Flash cards are easy to make, and you can carry them everywhere with you. You can use them to study while you are waiting for the bus, walking to school or work, or eating a meal. You can use the flash cards with your friends to quiz each other. Here is an example of a flash card:



Tips for Fluent Reading

F L U E N T

Find time to read every day.

Find the best time of day for you to read. Try to read when you are not tired. By reading every day, even for a short period, you will become a more fluent reader.

Look for a good place to read.

It is easier to read and study if you are comfortable. Make sure that there is good lighting in your reading area and that you are sitting in a comfortable chair. To make it easier to concentrate, try to read in a place where you won't be interrupted.

Use clues in the text to make predictions.

Fluent readers make predictions before and as they read. Use the title, subtitle, pictures, and captions to ask yourself questions about what you are going to read. Find answers to the questions when you read. After reading, think about what you have learned and decide what you need to read next to continue learning.

Establish goals before you read.

Before you read a text, think about the purpose of your reading. For example, do you just want to get a general idea of the passage? Or do you need to find specific information? Thinking about what you want to get from the reading will help you decide what reading skills you need to use.

Notice how your eyes and head are moving.

Good readers use their eyes, and not their heads, when they read. Moving your head back and forth when reading will make you tired. Practice avoiding head movements by placing your elbows on the table and resting your head in your hands. Do you feel movement as you read? If you do, hold your head still as you read. Also, try not to move your eyes back over a text. You should reread part of a text only when you have a specific purpose for rereading, for example, to make a connection between what you read previously and what you are reading now.

Try not to translate.

Translation slows down your reading. Instead of translating new words into your first language, first try to guess the meaning. Use the context (the other words around the new word) and word parts (prefixes, suffixes, and word roots) to help you guess the meaning.



R E A D E R

Read in phrases rather than word by word.

Don't point at each word while you read. Practice reading in phrases—groups of words that go together.

Engage your imagination.

Good readers visualize what they are reading. They create a movie in their head of the story they are reading. As you read, try sharing with a partner the kinds of pictures that you create in your mind.

Avoid subvocalization.

Subvocalization means quietly saying the words as you read. You might be whispering the words or just silently saying them in your mind. Your eyes and brain can read much faster than you can speak. If you subvocalize, you can only read as fast as you can say the words. As you read, place your finger on your lips or your throat. Do you feel movement? If so, you are subvocalizing. Practice reading without moving your lips.

Don't worry about understanding every word.

Sometimes, as readers, we think we must understand the meaning of everything that we read. It isn't always necessary to understand every word in a passage in order to understand the meaning of the passage as a whole. Instead of interrupting your reading to find the meaning of a new word, circle the word and come back to it after you have finished reading.

Enjoy your reading.

Your enjoyment of reading will develop over time. Perhaps today you do not like to read in English, but as you read more, you should see a change in your attitude. The more you read in English, the easier it will become. You will find yourself looking forward to reading.

Read as much as you can.

The best tip to follow to become a more fluent reader is to read whenever and wherever you can. Good readers read a lot. They read many different kinds of material: newspapers, magazines, textbooks, websites, and graded readers. To practice this, keep a reading journal. Every day, make a list of the kinds of things you read during the day and how long you read each for. If you want to become a more fluent reader, read more!



Are You an **ACTIVE** Reader?

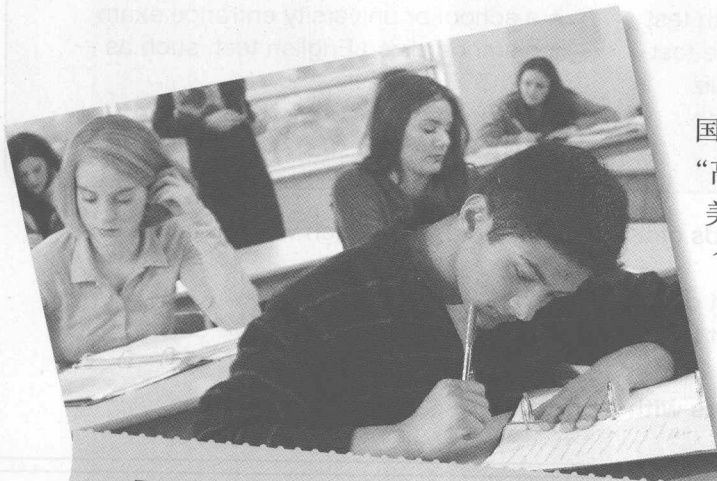
Before you use this book to develop your reading skills, think about your reading habits, and your strengths and weaknesses when reading in English. Check the statements that are true for you.

	Start of course	End of course
1 I read something in English every day.	<input type="checkbox"/>	<input type="checkbox"/>
2 I try to read where I'm comfortable and won't be interrupted.	<input type="checkbox"/>	<input type="checkbox"/>
3 I make predictions about what I'm going to read before I start reading.	<input type="checkbox"/>	<input type="checkbox"/>
4 I think about my purpose of reading before I start reading.	<input type="checkbox"/>	<input type="checkbox"/>
5 I keep my head still, and move only my eyes, when I read.	<input type="checkbox"/>	<input type="checkbox"/>
6 I try not to translate words from English to my first language.	<input type="checkbox"/>	<input type="checkbox"/>
7 I read in phrases rather than word by word.	<input type="checkbox"/>	<input type="checkbox"/>
8 I try to picture in my mind what I'm reading.	<input type="checkbox"/>	<input type="checkbox"/>
9 I read silently, without moving my lips.	<input type="checkbox"/>	<input type="checkbox"/>
10 I try to understand the meaning of the passage, and try not to worry about understanding the meaning of every word.	<input type="checkbox"/>	<input type="checkbox"/>
11 I usually enjoy reading in English.	<input type="checkbox"/>	<input type="checkbox"/>
12 I try to read as much as I can, especially outside class.	<input type="checkbox"/>	<input type="checkbox"/>

Follow the tips on pages 8–9. These will help you become a more active reader. At the end of the course, answer this quiz again to see if you have become a more fluent, active reader.

Exam Time 1

美国的高考和中学评价体制



美国的高等教育在全球享有较高的声誉，这和美国的高校招生制度息息相关。有些人会认为美国没有“高考”或者大学入学考试不是那么重要，而事实上，美国的“高考”也是高校录取新生的重要条件。当今美国主要的两种高校入学考试是 SAT（学术能力测试）和 ACT（美国学院测试），每年 SAT 和 ACT 考试多达 7 次。不过，美国大学对于高中四年的成绩和学生的综合素质极为看重，对这两方面的关注程度甚至超过高考成绩。例如，美国高中生的

期末各科总评都必须在 B 等（良好）以上，

才能被本科大学录取。期评成绩中平时作业和研究性学习的份额可以高达 75%，而期末考试成绩只占 25%。另外，美国大学录取多设面试环节，名牌大学的录取条件中特别注重高中生的特长、社会活动等方面，特别是体育、艺术方面表现突出或者对社区做出了重大贡献的学生，很容易进入名牌大学的视野，而如果综合素质不合格，即使 SAT 考了满分，成了“高考状元”，也有可能被耶鲁、哈佛拒之门外。

To the editor:

My daughter is preparing to take the university entrance exam next month. For the last six months, she has slept only four or five hours a night, and she never eats regular meals—just a sandwich or a bowl of soup at her desk. She has lost five kilos, and she looks tired all the time. She has no time for her friends, for exercise, or for any normal activities—she just studies. What kind of life is that?

The exam system in our country is unfair and unnecessary. Students will face lots of pressure in the future in their careers. We need to find a better way to measure what students have learned, so that young people can have time to enjoy their lives.

—Mia Chung

Getting Ready

Read this letter to the editor of a newspaper and discuss these questions with a partner.

- 1 How is the situation in your country similar or different?
- 2 Do you agree with the writer's opinion?
- 3 What advice would you give to the writer? To her daughter?

Unit 1

Chapter 1: Oh, No, Not Another Test!

Before You Read:

Too Many Tests?

A Look at this list of tests, and answer the questions below.

- a spoken English test
- a driver's license test
- a vocabulary quiz
- a test to get a job
- a school or university entrance exam
- a standardized English test, such as the TOEFL® test
- a placement test to put you in the correct English class

- 1 Which of these kinds of tests have you taken? Which will you take in the future?
- 2 Which are the most difficult? Why?
- 3 Which are the most important for your future?

B Discuss your answers with a partner.

Reading Skill:

Identifying Main and Supporting Ideas

Every paragraph has a main idea, or topic. Often, you will find the main idea talked about in the first or second sentence of a paragraph. Supporting ideas usually follow the main idea. Sentences with supporting ideas explain or give us more information about the main idea.

A Read the passage on the next page. Underline the sentence in each paragraph that expresses the main idea. Circle at least one supporting idea in each paragraph.

B Look at the statements below. Put "M" next to the statement that is the main idea. Put "S" next to the statement that is a supporting idea.

Paragraph 1

- a. People take standardized tests to graduate from a school, or get a better job. _____
- b. Standardized tests are used around the world to measure students' abilities. _____

Paragraph 2

- a. An achievement test measures how much a student has learned. _____
- b. There are two types of standardized tests commonly used in academic institutions. _____

Paragraph 3

- a. Students all over the world take multiple-choice achievement tests regularly. _____
- b. Many people believe that taking a multiple-choice test is a good way of remembering information. _____

Paragraph 4

- a. Many students are not always good test takers or good at memorizing information. _____
- b. Educational reformers believe that standardized testing only measures some of a student's ability. _____

Paragraph 5

- a. Students today should take fewer standardized tests. _____
- b. Paul Barton believes standardized testing needs to change. _____

C Read the passage again and answer the questions that follow.

Oh, No, Not Another Test!

Have you ever felt that you were just studying to pass a test? Today, many schools and companies around the world use standardized tests¹ such as the TOEFL® test to **measure** students' abilities. Thousands of people every year take these kinds of tests in order to enter or graduate from a school, or get a better job.

There are two types of tests that are commonly used in **academic** institutions. The first type of test is the **achievement** test. This is used at the end of a term, for example, to **evaluate** how much students have learned about a subject. The other commonly used test is the **proficiency** test. This kind of test measures students' overall skill in a language, and is not directly related to a particular course or school. IELTS, TOEIC®, TOEFL®, and university entrance exams are all examples of proficiency exams.

In many educational systems throughout the world, students take regular multiple-choice achievement tests. They have to pass these tests in order to move to a higher level, or graduate from an educational institution. Many advocates² of this type of traditional evaluation believe that students learn best, and increase their knowledge, by **memorizing** facts and information. These people also believe that teaching students to pass a test teaches them discipline, and prepares them for the working world.

Educational **reformers**, however, believe that standardized testing alone is **limited** and can only measure some of a student's ability. They realize that many students, though intelligent, are not always good at taking tests or at memorization. This makes it harder for them to achieve passing grades, get into good schools, or get the right job. In addition, factors such as how a person feels on the day of a test can also affect his or her score. Using only a multiple-choice style of test to evaluate students' abilities cannot always tell us what they have learned, or how they may do in the future.

Even test experts agree that current tests are not perfect. Paul Barton, the director of Educational Testing Services' (ETS) Policy Information Center, has suggested that standardized testing needs to change. Students should take fewer standardized tests. The ones they do take, he says, should tell us what students really know, and how they can use that knowledge in real life. To use standardized tests or not to—the debate continues. Meanwhile, many students' futures are still decided based on their test results.

Reading Passage:

Oh, No, Not Another Test!

¹ standardized tests 标准化考试

² advocate 拥护者