

■ 英语阅读文库

(美) Neil J. Anderson 著

ACTIVE

Skills for Reading

积极英语阅读教程 2

● 教师用书

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外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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(美)Neil J. Anderson 著

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Developing *ACTIVE* Readers

The Reading Process

Reading is an essential skill for learners of English. For most of these students it is the most important skill to master in order to ensure their success in learning. With strengthened reading skills, learners of English tend to make greater progress in other areas of language learning.

Reading should be an active, fluent process that involves the reader and the reading material in building meaning. Often, however, it is not. One great difficulty in the reading classroom is that even when language learners can read, much of their reading is not fluent. The average learner's second language reading ability is usually well below that of the first language. This can impede academic progress in the second language.

English language teachers and learners face many challenges in the classroom. Teaching students how to utilize the skills and knowledge they bring from their first language, develop vocabulary skills, improve reading comprehension and rate, and monitor their own improvement are just some of the elements that teachers must consider in preparing for an English-language reading class. For the student, learning to read in a second or foreign language is a process that involves learning skills, learning new vocabulary and collocative patterns, and cultivating the ability to transfer these skills from the classroom to the real world, where English may be used.

Reading Process Models

Three models exist to demonstrate how students make sense of a reading passage: bottom-up models, top-down models, and interactive models.

Bottom-up models typically consist of what are recognized as lower-level reading processes. Students start with the fundamentals of visual letter and phoneme recognition, which in turn allows word recognition, building up to identification of syntactical structures.

Top-down reading, on the other hand, involves the use of higher-level processes: integrating textual information with background knowledge,

generating and updating schema, and linking words into groups.

The **interactive reading model** combines elements of both bottom-up and top-down reading processes. Many reading researchers now believe that the interactive model is the best description of what happens when we read. Language learners engage in both bottom-up processes, such as decoding unfamiliar vocabulary, and top-down processes, such as predicting what is coming next in a text.

Strategies vs Skills

An important distinction can be made between skills and strategies. Notice that the title of this series is *ACTIVE Skills for Reading*. A skill is a strategy that has become automatic. Strategies can be defined as conscious actions that learners take to achieve desired goals or objectives. This definition underscores the active role that readers play in strategic reading. As learners consciously learn and practice specific reading strategies, the strategies move from conscious to unconscious; from strategy to skill.

Active Framework

The acronym **ACTIVE** provides the framework for the approach to reading upon which this series is based. This approach integrates many points from research on foreign language reading and classroom instruction. The six principles of **ACTIVE** reading are:

- A: Activate prior knowledge
- C: Cultivate vocabulary
- T: Teach for comprehension
- I: Increase reading fluency
- V: Verify reading strategies
- E: Evaluate progress

Activate Prior Knowledge:

Research conducted by second language reading researchers indicates that **reading comprehension and reading skills are enhanced when prior or background knowledge is activated**. Background knowledge includes all the experiences that a reader

brings to a text: life experiences, educational experiences, cultural experiences and knowledge, knowledge of how one's first language works as well as how the second language works, and knowledge of how a text can be organized rhetorically. Background knowledge may also be referred to as schema, or schemata in the plural. By establishing the context of what students are about to read, we better prepare them for a more successful language-learning experience. Some readers may not always have prior knowledge to activate. In such cases, it will be necessary for the teacher to establish background knowledge prior to asking the students to read, so that they have sufficient information to understand the text.

Cultivate Vocabulary:

An increasing amount of interest is being given to the role that vocabulary plays in the reading process. Many second language learners cite lack of adequate vocabulary as one of the obstacles to text comprehension. Research on reading suggests that **vocabulary plays a crucial role in the development of reading skills**, as well as overall academic achievement. Vocabulary essential to the comprehension of a reading passage can be provided before students read. This serves the purpose of cultivating students' existing vocabulary and activating background knowledge. Exercises that test, and build, the comprehension of any new vocabulary encountered by students within the passage can be completed following the reading activity. Cultivating knowledge of spelling rules, analyzing word structure, identifying parts of speech, and developing the ability to identify word meaning from context all contribute to helping students build transferable reading skills.

Teach for Comprehension:

In many reading instruction programs, a greater amount of emphasis and time is placed on *testing* reading comprehension, rather than on *teaching* readers how to comprehend. However, **monitoring comprehension is essential to successful reading progress**. Students should be aware of what strategies they are using to enable them to comprehend the text. The sequence of activating background knowledge, cultivating relevant

vocabulary, and introducing reading skills such as scanning, skimming, identifying main ideas and predicting, is essential to the comprehension process. Encouraging students to be cognitively aware of the processes they use while they read, should enable them to identify the strategies used to comprehend what they read.

Increase Reading Fluency:

Data on the reading rates of second language learners indicate a significantly slower rate in the second language than in the first. Often, in order to assist students in increasing their reading rate, teachers overemphasize accuracy at the expense of fluency. When accuracy is overemphasized, reading fluency is impeded. The teacher should instead aim to find a balance between helping students improve their reading rate AND reading comprehension, so as to boost their overall reading fluency. During some fluency-building exercises the teacher may need to emphasize reading rate over reading comprehension. By reading faster, the reader is encouraged to read a larger volume of material and, with more extensive reading, comprehension improves. However, many students fear the loss of comprehension if they increase their reading rate.

It is very important to understand that the aim is not to develop speed readers, but fluent readers. The focus of the skills and activities in this series is to teach readers how to approach reading without having to continually stop and use a dictionary. Activating prior knowledge and cultivating vocabulary prior to reading builds students' confidence before they tackle the reading passage. Using skills such as scanning, skimming, predicting, and identifying main ideas gets students to approach reading in different ways. When students become less dictionary-dependent, reading faster becomes more automatic; in turn, readers should be able to use their cognitive skills to better comprehend what they read. They can then spend more time analyzing and synthesizing the content of the reading, rather than focusing solely on moving through the passage one word at a time. Part of the joy of reading is being able to pick up a book and comprehend it, without having to struggle through the task of reading.

Verify Strategies:

Students need to learn how to use reading strategies to achieve their desired goals. Researchers have suggested that **teaching readers how to use strategies should be a prime consideration in the reading classroom.** Janzen (2001) states that in order to improve reading, teachers should embed the following five features in the course syllabus: (1) explicit discussion of what reading strategies are, along with where, when, and how to use them; (2) teacher modeling of strategic reading behavior; (3) students reading and thinking aloud while practicing targeted strategies; (4) classroom discussion; and (5) adoption of a sustained area of content for the course (p. 369). The first four of these five features are essential for success in developing strategic readers. In addition, the reader should understand how to apply a given strategy to other readings, and how to apply it in combination with other strategies. Metacognitive awareness of the reading process is one of the most important skills second language learners can use while reading.

Evaluate Progress:

Teaching students how to record their reading progress can be an effective tool to motivate them to continue improving. Teachers can use reading progress records to assist readers in monitoring their progress. They can also use discussions with readers about what they have learned while reading as a form of evaluation. Quantitative and qualitative assessment can also serve to give the teacher a close-up view of their students' progress in boosting their reading ability. Quantitative assessment includes placement tests, in-class reading quizzes, and exams. Qualitative assessment includes assessing students' responses to questions about reading strategies, teacher observation during in-class reading tasks, and verbal reports from students regarding their cognitive processes during reading. Self-reflection is an important component of the evaluation process. When teachers and learners look at growth and improvement as well as weaknesses from as many angles as possible, a more accurate picture of reading progress emerges.

Conclusions

You know your students' abilities and their reading interests better than any other teacher. Take advantage of this knowledge in using these materials to meet the specific reading needs of your class. Depending on your teaching situation, you may want to vary the activities presented in this book. The unit walkthrough that follows provides ideas about how to use the exercises to increase your students' reading ability.

Encourage students to do as much additional reading outside of class as possible on the topics you cover in the classroom. If students have access to the Internet, encourage them to find websites that provide supplementary readings on each of the topics. If you have time, you may be able to find readings from magazines, newspapers, or the Internet to use as supplementary readings in class.

The ACTIVE reading framework provides a pedagogical tool for teachers who wish to integrate the principles of reading theory into classroom practice. This integration can lead to more effective reading instruction in the foreign language classroom.

Teachers are encouraged to consult the following sources for additional information on the ACTIVE reading framework, and on ways of improving the teaching of foreign and second language reading:

- Anderson, N. J. (1994). Developing ACTIVE readers: A pedagogical framework for the second language reading class. *System*, 22, 177-194.
- Anderson, N. J. (1999). Improving reading speed: Activities for the classroom. *English Teaching Forum*, 37 (2), 2-5.
- Anderson, N. J. (1999). Exploring second language reading: Issues and strategies. Boston, MA: Heinle & Heinle.
- Carson, J. (2000). Reading and writing for academic purposes. In M. Pally (Ed.), *Sustained content teaching in academic ESL/EFL: A practical approach* (pp. 19-34). Boston: Houghton Mifflin.
- Janzen, J. (2001). Strategic reading on a sustained content theme. In J. Murphy & P. Byrd (Eds.), *Understanding the courses we teach: Local perspectives on English language teaching* (pp. 369-389). Ann Arbor, MI: The University of Michigan Press.

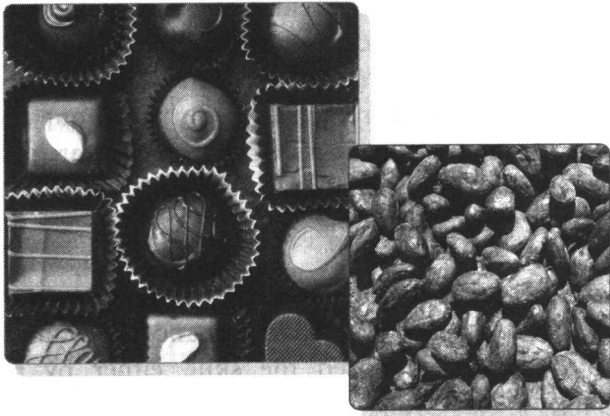
Unit Walkthrough: Getting Ready

Getting Ready

Each unit begins with a section entitled **Getting Ready**. This consists of visual prompts related to the unit topic in the form of photos or illustrations, along with discussion questions, or a survey related to the unit topic. The aim of this activity is to *activate students' prior, or background, knowledge* and related schema about the unit topic. Many of the questions are designed to enable students to personalize the topic, thereby allowing them to bring their own real-life experiences into the classroom.

Classroom Management and Implementation

As the teacher, if you feel that the Getting Ready questions are not relevant to your students' cultural environment or learning situation, feel free to write your own questions. Do not skip over this section, but rather, prepare an activity that will meet the needs of your students. Bear in mind that questions in this section should be structured so as to get students thinking about the unit topic as a whole. If students' vocabulary is weak, you may want to introduce topic-related questions or activities that get students to generate as much vocabulary as they can.



Getting Ready

Discuss the following questions with a partner.

1. Describe the pictures above to a partner. Talk about how you think the pictures are related to each other.
2. Use two words to describe the taste of chocolate.
3. What kinds of food and drink are made from chocolate?
4. How often do you eat chocolate? When do you usually eat it?

Unit Walkthrough: Chapter 1

Before You Read

Every unit of the book consists of two chapters, each containing a reading passage related to the unit topic. Each chapter begins with a section entitled **Before You Read**. This section consists of a series of questions designed to *activate* students' *background knowledge* specific to that chapter's reading. This is done in various ways; in some chapters, reading-specific schemata is activated by getting students to analyze how vocabulary featured in the reading relates to the topic. Other tasks involve getting students to use the title of the reading passage to predict the factual content of the reading, or which vocabulary items they are likely to encounter. These types of activities also serve to *cultivate* students' *vocabulary* before they read. Successful activation of prior knowledge will give students a more successful reading experience.

Reading Skill

Every chapter of *ACTIVE Skills for Reading* contains a reading strategy. In Chapter 1 of every unit these strategies vary; in Chapter 2 the strategy focuses on building reading fluency by increasing speed and comprehension. With guidance from the text, as well as the teacher, students will learn to utilize strategies such as skimming, scanning to find specific information, predicting reading content and related vocabulary items, using titles and sub-titles to understand the main ideas of a reading, finding and understanding the main and supporting ideas of a reading, learning to infer information from a reading passage, and identifying and using language to show a sequence of events. These strategies are designed to help students approach reading in a more fluent, native-reader manner. Many of the strategies appear more than once throughout the book. By repeatedly practicing these strategies, students will become skilled in them. Hence this section is entitled **Reading Skill**.

As well as practicing the strategy before, or as part of, the reading, students have a chance to evaluate how well they practiced the skill, either by re-reading to check their answers in Chapter 1, or by recording their reading speed in Chapter 2.

Unit 1

Chapter 1: The History Of Chocolate

Before You Read:

A Chocolate Quiz

.....
A How much do you know about chocolate?

1. Chocolate comes from the (fir / cacao)
2. Chocolate is made from the tree's (leaves / seeds)
3. Originally, chocolate came from (Europe / South America)
4. People first consumed chocolate by (drinking / eating)
5. At one time, cocoa beans were valued (highly / little)
6. Many people once believed chocolate (was / wasn't) good for you
7. The (French / Spanish) were the first Europeans to eat chocolate
8. Most of the world's chocolate is now made in (the U.S. / Africa)

Classroom Management and Implementation

As the teacher, you should feel free to supplement the Before You Read sections in both chapters with any additional activities you feel will help prepare students for success with the reading. These activities can be vocabulary based, discussion based, or a combination of both. Feel free to develop your own activities based on those already in the text.

Reading Skill:

Predicting

When we know what the topic of a reading is, we can use our 'internal' knowledge (what we already know about the topic) to predict the kinds of words, or the kind of information, we will read. Using this skill can help us to better understand what we will read.

.....
A Look at the answers you circled above. Predictions were correct.

The History Of Chocolate

The *Theobroma Cacao* tree, to use its scientific name, is one of the world's most delicious food sources. The word meaning 'food of the gods.' The Amazon region¹ of South America. Here, the trees contain cacao seeds—often called 'cocoa beans'—used to make chocolate.

The earliest use and consumption of chocolate was by the Mayans and Aztecs.

Classroom Management and Implementation

In both chapters, each Reading Skill section contains a skill box. In Chapter 1 the skill box describes the skill being presented, and explains how to utilize it.

Direct students' attention to this skill box before they complete the Reading Skill activity. If students struggle to understand the instructions, explain it to them in further detail, or model the skill for them. Doing this will enable students to *verify* the *strategies* they are learning, and guide them in developing their reading skills.

All readings are approximately 400 words long. This gives students a yardstick by which to judge their progress in increasing their reading fluency. See more about this in the notes on the Reading Skill in Chapter 2.

Line numbers are given so students can easily ask about items in the reading by referring to these numbers. In turn, teachers can more effectively answer those queries in class.

The *Theobroma Cacao* tree, to use its scientific name, produces one of the world's most delicious foods—chocolate! The word meaning 'food of the gods.' The tree originally comes from the Amazon region¹ of South America. Hand-sized pods that contain cacao seeds—often called 'cocoa beans.' These seeds are used to make chocolate.

The earliest use and consumption of cacao beans dates back to 1000 B.C.² Later, the Mayan and Aztec civilizations³ consumed cacao as a drink. They often flavored it with ingredients such as chili and other spices. It is believed that drinking cups of chocolate was a part of Mayan rituals such as wedding ceremonies. Consuming

Footnotes are included in all readings. The footnotes contain references to geographical locations mentioned in the text, which are cross-referenced to the maps in the back of the book. Also footnoted are topic-specific vocabulary items, as well as lower frequency vocabulary fundamental to the overall understanding of the reading. Pronunciation of difficult words is also footnoted, as are explanatory notes on historical references in the text.

¹ **Amazon region** area around the Amazon River in South America

² **B.C.** Before Christ, used in the Christian calendar to mean the years before Christianity began

³ **Mayan and Aztec civilizations** ancient cultures of Mesoamerica, a region from Central Mexico

⁴ **aphrodisiac** a food, drink, or drug that is believed to increase sexual desire

⁵ **Montezuma** also spelled Moctezuma

⁶ **Spanish explorers** Many important discoveries were made by Spanish travelers in the sixteenth century

⁷ **Louis XIII** Louis the thirteenth; Roman numerals are used to differentiate kings and queens with the same name

⁸ **plantation** a very large farm, usually where one type of food or crop is grown

⁹ **slave** a person with no freedom who is owned, and made to work, by another person

Reading Comprehension

All of the Reading Comprehension sections in this book consist of five questions. A variety of task types are presented such as identifying true or false statements, sentence correction, statement completion, answering multiple choice and open-ended questions, and interpreting data. Reading comprehension is tested in both chapters. In Chapter 2, however, students' awareness of comprehension is increased by having them evaluate their success in answering the questions. The aim of increasing student awareness here is to *teach* students how to *comprehend* as well as test their ability to comprehend. Comprehension also comes about by practicing the reading skills—identifying main and supporting ideas, scanning, skimming, and inferring—all contribute to comprehension of the text.

Unit 1: Chapter 1

Reading Comprehension: What Do You Remember?

Decide if the following statements about chocolate are true or false. Check (✓) false, correct the statement.

- Cacao seeds are also called cocoa beans.
- The chocolate drink consumed by the Mayans was sweet.
- At one time, people drank chocolate during religious ceremonies.
- Chocolate was popular all over Europe at the end of the sixteenth century.
- Slaves were brought to Africa to farm cacao.

Classroom Management and Implementation

While completing this exercise, students should try not to look back at the reading passage for the answers to the questions. However, if their reading is slow to begin with, allow them to turn back and scan through the text to find the correct answers. After students have answered the questions, have them compare their answers in pairs or groups. Students should point out to each other where in the text the answers to the comprehension questions can be found. If your teaching situation permits, go over this exercise with students as a class. If you think students need it, create more comprehension questions based on the task type used in the chapter.

Vocabulary Comprehension

In every chapter there is a **Vocabulary Comprehension** section, divided into two parts. Seven vocabulary items from each reading have been identified as key words that students at this level should analyze and learn in order to expand their core vocabulary. In Part A, different task types are presented such as matching vocabulary items to correct definitions, identifying the odd word out in a sequence, and recognizing the meaning of words in context. All of the vocabulary items that students are to analyze have been italicized to make them more easily identifiable within the exercise.

In Part B of the Vocabulary Comprehension exercise, students practice using the key vocabulary items from A in alternative contexts by completing cloze sentences, gap-fill activities, or giving alternative examples to illustrate their understanding of meaning and nuance.

Both sections of the Vocabulary Comprehension exercise aim to assist students in further *cultivating* a rich *vocabulary*.

Vocabulary Comprehension: Words in Context

.....
A The words in *italics* are vocabulary item statement and choose the correct answer.

1. What did humans *originally* use to make paper?
a. wood
2. Which is an example of an *ingredient*?
a. paper
3. Which of the following would you cook with?
a. a sandwich
4. Which is an example of a *currency*?
a. a dollar
5. You eat too much *chocolate*. The effect is that you become fat.

Classroom Management and Implementation

In addition to the exercises in the text, you may supplement this activity by having students give other examples of the vocabulary items in context, or by having them write sentences using all or some of the vocabulary items. Not all of the vocabulary items in the exercise will be new to all students; there may also be passive vocabulary items in the

reading passage that students are encountering for the first time. An alternative exercise would be for students to choose seven vocabulary items from the text that are new to them, and use those words in sentences. Allow students time to share their ideas with a partner, or as a group, and encourage peer correction. If there is not enough class time to do this, assign it as homework.

Vocabulary Skill

In every chapter there is a **Vocabulary Skill** section. This is designed to provide explicit instruction on strategies that will help students improve their capacity to learn and comprehend new vocabulary items. These strategies include identifying parts of speech, using context to infer the meaning of vocabulary, using synonyms and antonyms, recognizing root words, using prefixes and suffixes, organizing vocabulary into grammatical and topical contexts, analyzing adjective and noun endings, using compound nouns and adjectives, and using phrasal verbs.

Often the vocabulary items in the Vocabulary Skill exercises are drawn from the reading itself. This facilitates the revision, recycling and, therefore, further *cultivation* of *vocabulary* as well as giving explicit instruction to students on how these strategies may be used in a broader linguistic framework. In this sense, this section aims to increase students' metacognitive awareness of the process of building transferable vocabulary skills, which in turn allows them to *verify* their own reading *strategies*.

Vocabulary Skill: Vocabulary in Context

.....
sentence. Write down what part of speech the words in the sentence that are underlined are.

drink.

Meaning: to eat or drink something

with ingredients such as chili peppers, and other

Meaning: _____

ve positive effects on health. In Peru, eating or drinking chili was said to be good for the stomach.

Knowing which part of speech a word is can help you to understand its meaning. Other words in a sentence can also help you to understand the meaning of new vocabulary.

Classroom Management and Implementation

Depending on your students' vocabulary levels, you may want to make this section more challenging by adding additional vocabulary to the exercise. Feel free to produce your own activities based on those in the text. In addition, or as an alternative to the above, you may want to assign extra writing activities. Have students use all, or some, of the vocabulary in this section to write sentences of their own. If there is no class time for this, assign it as homework. Where students are asked to give alternative examples of the vocabulary items, have them discuss their ideas in pairs or, if your teaching situation permits, small groups. If there is enough time, call on students to share their ideas as a class.

Think About It _____

Chapter 1 of each unit ends with a section entitled **Think About It**, which consists of a couple of discussion questions. The aim of this activity is to get students to share their ideas and opinions about the reading topic, and to discuss the issues raised in the reading in more detail. Many of the questions allow students to personalize the reading topic, giving them, once again, the opportunity to bring their own real-life experiences into the classroom.

Think About It Discuss the following questions with a partner

1. What's your favorite kind of chocolate or chocolate bar? Why?
2. Finish these sentences: I like chocolate because _____
I don't like chocolate because _____.
3. Did anything you read about the history of chocolate surprise you?
If so, what was the information, and why was it surprising?
4. Do you ever use chocolate as a cooking ingredient? What do you make with it?
Name some other kinds of food and drink that contain chocolate.

Classroom management and implementation

Supplement the Think About It section with extra questions of your own. If your teaching situation permits, allow students to work in pairs, small groups, or as a class to discuss their opinions and ideas. Allocate five minutes at the end of the class for each group or pair to share their ideas with the rest of the class.

Unit Walkthrough: Chapter 2

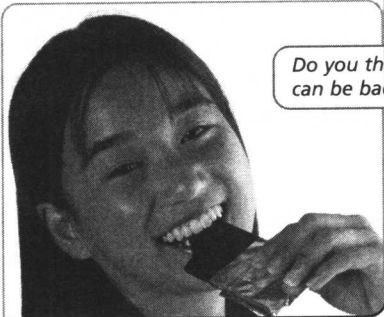
Before You Read

The **Before You Read** section in Chapter 2 consists of a visual prompt, as well as questions or a survey. This activity is designed to *activate* students' *background knowledge* specific to the reading in Chapter 2, similar to the approach used in Chapter 1 (see earlier notes).

Unit 1

Chapter 2: Addicted To Chocolate

Before You Read:
Chocolate
Knowledge



Do you think chocolate can be bad?

Reading Skill:

Developing
Reading
Fluency

By building your reading fluency you will be able to read faster in exams. Improve your reading fluency, and you'll probably improve your exam scores!

Time yourself as you read through the passage. Record your time in the Reading Rate Chart.

Addicted To Chocolate

How often do you eat chocolate? If you are addicted to chocolate; but is this addiction good or bad?

Eating too much chocolate is often the cause of weight gain, headaches, and skin problems. On the other hand, chocolate is known to make people feel good. It releases a distinctive flavor that gives it its taste. What is it that causes this feeling?

Classroom management and implementation

The skill box in Chapter 2 contains information on what reading fluency is, and suggests ways that students can improve their fluency. Direct students' attention to this skill box before they read the passage. The advice given differs in most chapters, but when combined, it pulls together the threads of how the various strategies can be woven together and utilized within one reading passage. Reading these skill boxes will enable students to *verify* the *strategies* they are learning, and guide them in developing their reading skills. Having students record their reading rate allows them to *evaluate* their *progress* in achieving greater reading fluency.

Four Activities for Building Reading Rate

In order to help students increase their reading rate, consider using one of the following activities.

1. Rate-Buildup Drill

Students are given sixty seconds to read as much material as they can. After the first sixty second period ends, they start reading again from the beginning of the text for an additional sixty seconds. This drill is repeated a third and a fourth time. Students should be able to reread the 'old' material faster and faster, eventually gliding into the new. This should enable them to read more material during the subsequent sixty second periods than in the first. As students repeat this rate-building activity, their reading rate should increase. After

Reading Skill

The focus of the **Reading Skill** in Chapter 2 of each unit is on getting readers to increase their *reading fluency*. Reading fluently involves using a combination of reading skills such as skimming, scanning and predicting, and vocabulary skills such as identifying the meaning of new vocabulary in context, to comprehend the text and read it quickly and smoothly. Building reading fluency also involves increasing students' metacognitive awareness of the process of using these skills. This can be done by having students quantify their reading speed and level of comprehension after reading, in order to establish if they are reading more smoothly and fluently. The text in the skill boxes can be used to increase students' understanding of the concept of reading fluency, and how it connects with the other reading skills in the book. This is meant to help readers *verify* their *strategies*, and enable them to move from using strategies to being skillful readers.

conducting this activity for four sixty-second periods, encourage students to continue reading the passage through to the end.

2. Repeated Reading

Students read a short passage over and over until they achieve criterion levels of reading rate and comprehension. For example, they may try to read a short 100-word paragraph three times in two minutes. The criterion levels may vary from class to class, but reasonable goals to work towards are criterion levels of 150 words per minute at 70% comprehension. After conducting this repeated reading activity, ask students to read the entire passage and continue with the exercises in the chapter.

3. Class-Paced Reading

This activity requires establishing a class goal for a minimal reading rate. Once that goal is established, the average number of words per page or paragraph of the material being read is calculated. It is then determined how much material needs to be read in one minute to meet the class goal. For example, if the class goal is to read 150 words per minute and the material being read has an average of 75 words per paragraph, the class would be expected to read one paragraph every thirty seconds. As each thirty seconds elapses, the teacher signals for the class to move to the next paragraph. Students are encouraged to keep up with the established class goal. Of course, those who read faster than 150 words per minute are not expected to reduce their reading rate. As long as they are ahead of the designated paragraph or page they should continue reading. As part of the class-paced reading activity you could play the audio cassette that accompanies book and have students follow along. This would provide practice in reading fluency at the rate of the native speaker on the cassette.

4. Timed Reading

A class goal for reading fluency can be established; one recommendation would be 150 words per minute. Students can either time themselves or, if they do not have a watch with a second hand, the instructor should use a watch or clock to keep time

for the class. In order to measure achievement and progress against the class goal, have all students start reading at the same time. Instruct students that when they finish reading they are to look up at the board in the classroom. As students are reading, write the passing time on the board at fifteen-second intervals. Start the count after students have been reading for one minute. When students have finished reading, they should look at the most recent time recorded on the board and use it to enter their reading rate in the chart on page 174.

Reading Rate Chart

Time	Unit	1	2	3	4	5	6	7	8	9	10	11
01:00												
01:15												
01:30												
01:45												
02:00												
02:15												
02:30												
02:45												
03:00												
03:15												
03:30												
03:45												
04:00												
04:15												
04:30												
04:45												
05:00												
05:15												
05:30												
05:45												
06:00												
06:15												
06:30												

Reading Comprehension

The **Reading Comprehension** section in Chapter 2 consists of five questions presented in a variety of task types, as in Chapter 1. In Chapter 2, however, the Reading Comprehension section has two parts. Part B gets students to check their answers to determine how many they got correct. Students then record the number of correct answers in the **Reading Comprehension Chart** on page 174. Recording both their reading rate and reading comprehension score gives students an overall indication of their reading fluency. This strategy aims to increase students' metacognitive awareness of comprehension, thereby *teaching comprehension* as well as testing it. It also enables students to *evaluate* their own *progress* in improving their reading comprehension.

2. Chocolate contains chemicals that slow the brain.

3. There is real evidence that eating chocolate causes health risks.

4. It is popular opinion that chocolate contains saturated fat.

5. Eating chocolate causes tooth decay and cavities, so you shouldn't

B Check your answers with a partner. Count how many you got correct. Then, fill in the Reading Comprehension Chart on page 174.

Classroom management and implementation

After students have completed the reading rate exercise, they should move straight on to the comprehension. Do NOT allow students to look back at the reading for the answers as they complete the exercise. This would defeat the purpose of having them measure their rate of comprehension.

Once students have completed the exercise, allow them to discuss their answers in pairs or, if you are running short of time, go over the answers with students as a class. Always make sure that students know the correct answers *before* they fill in the Reading Comprehension Chart on page 174.

Reading Comprehension Chart

Score	Unit	1	2	3	4	5	6	7	8	9	10	11
5												
4												
3												

Vocabulary Comprehension

The Vocabulary Comprehension section in Chapter 2 is structured in the same way as that in Chapter 1. Please refer to earlier notes on Chapter 1 for an explanation of the methodology behind, and implementation of, this section.

Vocabulary Comprehension: Word Definitions

A Look at the list of words from the reading. Match each word or phrase with a definition on the right.

1. addiction _____
2. chemicals _____
3. stimulate _____

Vocabulary Skill

The Vocabulary Skill section in Chapter 2 is structured in the same way as that in Chapter 1. Please refer to earlier notes on Chapter 1 for an explanation of the methodology behind, and implementation of, this section.

..... **Vocabulary Skill: Synonyms**

See how many synonyms you can find for the word in your answers in the Synonyms column.

Synonyms
harmful

A synonym is a word that has the same or similar meaning as another word. One way of increasing your vocabulary is by learning synonyms.

What Do You Think?

Chapter 2 of each unit contains a section entitled **What Do You Think?**, which consists of discussion questions. As with the Think About It section in Chapter 1, the aim of this activity is to get students to share their ideas and opinions on the reading topic, and the unit as a whole, and to discuss issues raised in the reading in more detail. Many of the questions allow students to personalize the reading and unit topic, giving them, once again, the opportunity to bring their own real-life experiences into the classroom.

What Do You Think?

Discuss the following questions with a partner.

1. Do you, or does anyone you know, eat a lot of chocolate? Are you addicted to chocolate? Explain your answer.
2. How many different chocolate manufacturers are there in your country? Which is the most popular in your country?
3. Imagine you work for a chocolate company. What kind of chocolate bar would you like to sell? List any extra ingredients you would like to add.
4. Survey your classmates. Find out which kind of chocolate your class eats most often.

Classroom management and implementation

You may supplement the What Do You Think? section with extra questions of your own. You can use this as an opportunity to develop discussion on the unit topic at a deeper level, if you feel students are ready. If your teaching situation permits, allow students to work in pairs, small groups, or as a class.

to discuss their opinions and ideas. Allocate five minutes at the end of the class for groups or pairs to share their ideas with the rest of the class.

Real Life Skill

The final section of each unit is the **Real Life Skill**. The aim of this activity is to develop students' working knowledge of how to read examples of various realia-based text types more effectively. Examples of Real Life Skills at this level include: choosing the right dictionary definition, reading numbers in text, using key words for Internet searches, using dates, using titles to choose the right book, and understanding newspaper sections.

Real Life Skill

Choosing the Right Dictionary Definition

When you look up words in a dictionary you will sometimes see more

A Look at the dictionary entries below. Re decide which definition is correct. Write

consume /kən'sjum/ *v.* 1. to eat and drink

contribute /kən'tribjut/ *v.* 1. to give or dona take part positively in something

cultivate /kʌltiveɪt/ *v.* 1. to prepare land fo plowing, planting seeds, and fertilizing soil understanding of something (books, art, m

Classroom management and implementation

Every Real Life Skill section contains a skill box. This contains information on the skill in that unit, and gives students guidance on how to develop it. Direct students' attention to this skill box before they start the Real Life Skill activity. Reading the skill boxes will enable students to *verify* the *strategies* they are learning, and guide them in developing their reading skills.

Allow students to work in pairs to complete the exercise. If necessary, students can, and should, use their dictionaries to help them work through this section. Encourage students to use English-only dictionaries, if you think they are ready. In some cases, students are required to use the Internet or refer to a book they own in order to complete the exercise in a real-life context. If these exercises cannot be completed during class time, have students complete them as homework.

Using the Audio Component

With every level of the *ACTIVE Skills for Reading* series, there is an audio component available on cassette. The audio component contains recording of the reading passages in the book. Using the audio can benefit both teachers and students. Non-native English teachers, for example, may wish to listen for correct pronunciation and intonation of vocabulary items and expressions in the reading.

For students, the main purpose of listening to the audio is to allow them to hear how vocabulary and expressions in the reading are spoken by a native English speaker.

Teachers should note, however, that the passages have been recorded by native English speakers, at native English speaking speed. They are NOT designed to be used for listening comprehension exercises in class, but rather as way of attuning students' ears to the sound of native-spoken English. Students can be encouraged to build their reading fluency by following along with the cassette and reading as fast as they hear the passage read. This will give them additional practice in increasing their reading rate.

Unit 1: Eat Chocolate—It Might Be Good For You!

Chapter 1: The History Of Chocolate.....

Reading Synopsis: The History of Chocolate

The reading looks at the history of chocolate, how it was used by the ancient Mayans and Aztecs in the Americas, and how it spread to Europe, Asia, and the Americas. **Paragraph 1** provides information on the *Theobroma Cacao* tree, source of the cacao seeds or 'cocoa beans' used to make chocolate. **Paragraph 2** traces the origins of cacao consumption and outlines the reasons for its use. **Paragraph 3** mentions Columbus's 'discovery' of cacao and its use as a currency in Central America. **Paragraph 4** describes the introduction of chocolate to Europe and its growth in popularity there, and in other parts of the world. **Paragraph 5** looks at chocolate's role in the slave trade and the origins of its cultivation in Africa, where it is widely grown today.

Answer Key

Getting Ready

1, 2. Answers may vary. 3. Answers may include hot chocolate, milkshakes, ice cream, mocha coffee, cake, cookies. 4. Answers may vary.

Before You Read

1. cacao, 2. seeds, 3. the Americas, 4. drinking, 5. currency, 6. positive, 7. Spanish, 8. Africa

B: Words actually in the reading are: consume, flavor, currency, ingredients, popular.

Reading Skill: Predicting

Draw students' attention to the information in the skill box before they begin the exercise. The aim of this skill is to get students actively thinking about the choices they are given in the Before You Read questions and to introduce vocabulary items in order to get them to predict some of the reading content. Encourage students to think about the statements and make educated guesses.

Reading Comprehension

B: 1. T, 2. F—Mayans and Aztecs added chili and spices to chocolate. The Spanish added ingredients such as sugar and vanilla to make it sweet. 3. T, 4. F—By the seventeenth century chocolate was popular in parts of Europe and in the Philippines. 5. F—Slaves were brought to the Americas from Africa to farm cocoa.

Using the Audio

Either before or after students have completed the Vocabulary Comprehension section, play the reading so they can listen to the pronunciation of new vocabulary and expressions.

Vocabulary Comprehension

A: 1. a, 2. b, 3. a, 4. a, 5. b, 6. a, 7. b

B: All answers may vary.

Vocabulary Skill

Draw students' attention to the information in the skill box before they begin the exercise.

1. **Part of speech:** noun; **Meaning:** element in a mixture 2. **Part of speech:** noun; **Meaning:** results 3. **Part of speech:** noun; **Meaning:** money 4. **Part of speech:** verb; **Meaning:** expand; grow 5. **Part of speech:** adjective; **Meaning:** widely liked 6. **Part of speech:** verb; **Meaning:** grown 7. **Part of speech:** noun; **Meaning:** serious ceremonies

Think About It

All answers may vary.

Chapter 2: Addicted To Chocolate

Reading Synopsis: Addicted To Chocolate

The reading explores whether eating too much chocolate has any negative effects on human health. **Paragraph 1** introduces the concept of chocolate addiction and poses the question of whether it is bad for your health. **Paragraph 2** looks at some of the health problems that have been blamed on chocolate, explaining that chocolate also gives us a pleasant, positive feeling.

Paragraph 3 outlines some of the scientific reasons for chocolate's stimulant effect. **Paragraph 4** goes into more detail on the chemical constituents of chocolate, and outlines some of the effects on health. **Paragraph 5** examines some of the research suggesting that chocolate causes acne and tooth decay and discredits these suggestions. **Paragraph 6** cites statistics on worldwide chocolate consumption.