

■ 英语阅读文库

(美) Neil J. Anderson 著

ACTIVE

Skills for Reading

积极英语阅读教程 4

● 教师用书

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

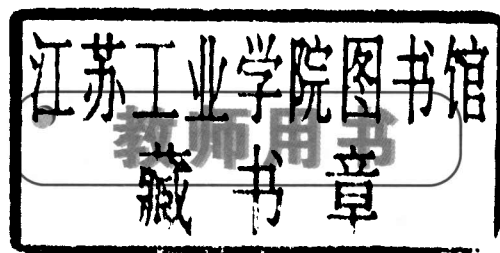
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(京)新登字 155 号

京权图字: 01 - 2003 - 1894

图书在版编目(CIP)数据

积极英语阅读教程 4 教师用书/(美)安德森(Anderson, N. J.)著. - 北京:外语教学与研究出版社,2003

ISBN 7 - 5600 - 3482 - 9

I. 积… II. 安… III. 英语 - 阅读教学 - 教学参考资料 IV. H319.4

中国版本图书馆 CIP 数据核字(2003)第 044009 号

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Original language published by Thomson Learning (a division of Thomson Learning Asia Pte Ltd).

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(美) Neil J. Anderson 著

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责任编辑: 张黎新

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京外国语学院印刷厂

开 本: 850×1168 1/16

印 张: 4

版 次: 2003 年 7 月第 1 版 2003 年 7 月第 1 次印刷

书 号: ISBN 7 - 5600 - 3482 - 9/G·1726

定 价: 6.90 元

* * *

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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.

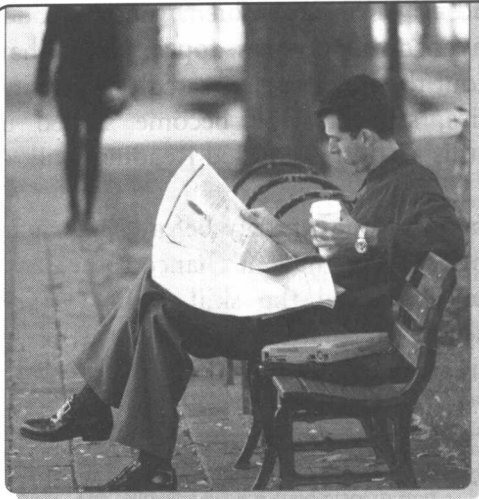
Teachers are encouraged to consult the following sources for additional information on the ACTIVE reading framework, and on ways of improving the teaching of foreign and second language reading:

- 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.



Getting Ready

Discuss the following questions with a partner.

1. Where, or how, would you look for a full-time job in your country?
2. Is there a shortage of workers in any field or occupation? Why do you think this is?
3. What is the employment situation like in your country at the moment? Is it difficult for graduates to find jobs or not?
4. What kind of information would you expect to find on a résumé? Do you have an up-to-date résumé?

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.

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.

Unit 1

Chapter 1: Creating a Global Résumé

Before You Read:

Preparing the
Right Résumé

.....
A How much do you know about working overseas? How many jobs in your country are different from résumé? Read each statement below and decide if it is true or false.

1. Interest in working overseas has decreased in the last 10 years.
2. There are numerous reasons why people work abroad.
3. In the United States, there are set guidelines for a résumé that do not change.
4. When sending a résumé to an employer, you should always attach a photo.
5. If you e-mail a résumé, you should also send a hard copy, too.
6. Your résumé should show you are familiar with the culture of the country in which you are applying.
7. The fastest way to be hired abroad is to have a local contact.

8. A résumé and a curriculum vitae are the same thing.

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

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, identifying chronological events, identifying meaning from context, recognizing simile and metaphor, identifying fact versus opinion, and identifying cause and effect. 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.

Reading Skill:

Scanning

When we need to read something to find specific information, we move our eyes very quickly across the text. When we 'scan' like this, we do not read every word or stop when we see a word we do not understand; we read quickly and pause only to find the particular information we are looking for.

.....
A Scan the reading to find out if the statement is true or false.

B Read the passage again, then answer the questions.

Creating a Global Résumé

The following reading is adapted from *Global Résumé and CV* and material is used by permission of John Wiley & Sons, Inc.

Interest in pursuing international careers has increased in recent years by chronic personnel shortages that are causing companies to look for talent.¹

Professionals seek career experience outside of their home countries for a variety of reasons. They may feel the need to take on a new challenge. They may want a position which encourages creativity and initiative. Or they may want to expose their children to another culture, and the opportunity to learn a new language.


Classroom Management and Implementation

In both chapters, the 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 850 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 terms 'résumé' and 'curriculum vitae' (CV) generally mean the same thing: a one or two-page document¹ describing one's educational qualifications and professional experience. However, guidelines for preparing a résumé are constantly changing. The best advice is to find out what is appropriate regarding the corporate⁴ culture, the country culture, and the culture of the person making the hiring decision. The challenge will be to incorporate two or more cultures

document. The following list is a good place to start.

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 **talent** skilled people
² **expose (to)** to put in contact with something, usually a form of reality
³ **document** a paper, such as a letter, contract, or report
⁴ **corporate** related to a business, especially one that is incorporated
⁵ **specific** particular, special, or unique
⁶ **typos** typographical errors; mistakes in print
⁷ **intra-** prefix meaning 'within'
⁸ **faux pas** /fo' paz/ mistakes; French expression literally translated as 'false steps'
⁹ **fit in** become accepted in a new environment

Reading Comprehension

All of the **Reading Comprehension** sections in this book consist of eight questions. A variety of task types are presented such as identifying true or false statements, sentence correction, statement completion, and answering multiple choice and open-ended questions. 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 cause and effect, scanning, skimming, and inferring all contribute to comprehension of the text.

.....

ents about the reading are true (T) or false (F). If statement to make it true.

	T	F
uals from overseas is partly due to in the home country of some		
preparing your résumé will be to corporate culture.		
area of expertise should be used on		
t between North American English		
paring your résumé		
lists your oldest work experience		
tronically, reformat the document		
per size		

Reading Comprehension:

What Do You Remember?

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. Ten 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

.....
vocabulary items from the reading. Read each
and choose the correct answer. Compare your

.....
own terminology, which means it has _____.
a. its own rules for behavior
b. look for

.....
assistance, you would _____ it.
a. look for
b. writing him / her a thank-you note

.....
appreciate someone by _____.
a. writing him / her a thank-you note
b. I don't think they're coming

.....
means _____.
a. I don't think they're coming
b. loss that you were taking *initiative*?

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 nine 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 homophones, using synonyms and antonyms, recognizing root words, using prefixes and suffixes, organizing vocabulary into word families, 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:

The Prefixes *inter-* and *intra-*

A For each word below, study the different speech and a simple definition. Use your ideas with a partner.

In this chapter you read the words 'interview' and 'intra-company.' 'Inter-' is a prefix that means 'between,' 'among,' or 'together.' 'Intra-' is a prefix meaning 'in,' 'within,' or 'interior.' For example, 'international' means 'between different countries,' whereas 'intra-company' means 'within a particular'

Vocabulary	Part of Speech
1. intrapersonal	adjective
2. interpersonal	_____
3. Internet	_____
4. intranet	_____
5. intermingle	_____
6. intravenous	_____
7. interactive	_____
8. interfere	_____
9. interject	_____
10. intermarriage	_____

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 kinds of jobs are most popular for graduates in your country at the moment?
2. When do college and university students in your country start looking for jobs? Are there any special resources to help them?
3. Would you like to go and work in another country? What challenges do you think you would face?
4. Do you think job-hunting is difficult? What can you do to make it easier?

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

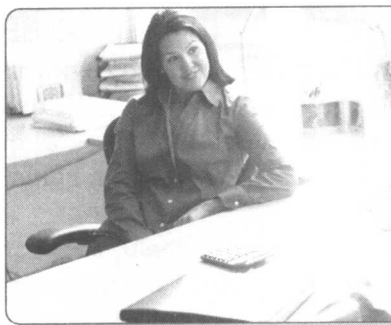
The **Before You Read** section in Chapter 2 consists of a visual prompt, as well as questions or a survey. This activity is designed to *activate* students' *background knowledge* specific to the reading in Chapter 2, similar to the approach used in Chapter 1 (see earlier notes).

Unit 1

Chapter 2: Job Interview Types

Before You Read:

You're Hired!



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.

Reading Skill:

Developing
Reading
Fluency

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

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

Job Interview Types

The following reading is adapted from *Job Interview Types*. Reprinted from www.careerbuilder.com © 2001.

If you are going to apply for a job in the United States, you should know the types of interviews you can expect during the job search process and tips on how to handle them.

Screening¹ Interview

¹ A screening interview is meant to weed out² unqualified applicants. The interviewer will work from an outline of points they want to discuss. This type of interview is often the most challenging.

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

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 cassette that accompanies this 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 242.

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 eight 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 242. 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.

- _____ will complement those of the other employees.
5. A _____ interview may appear casual, but remember you are _____ carefully.
6. During a committee interview, _____ (two) _____ to the person asking the question.
7. One purpose of a group interview is to identify your _____ potential.
8. A _____ interview is an attempt to see how you _____ yourself under pressure.

B Check your answers with a partner. Count how many you got correct-honest! Then, fill in the Reading Comprehension Chart on page 234.

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 242.

Reading Comprehension Chart

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

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: Odd Word Out		
word that does not belong. The words in <i>italics</i> are the reading.		
<i>inconsistencies</i>	similarities	conflicts
react quickly	plan ahead	<i>think on your feet</i>
wordy	succinct	brief
insensitivity	<i>tact</i>	courtesy
supplement	enhance	clash

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:

Homophones

In this unit, you read the word 'complement.' There is another word, 'compliment,' that is pronounced the same as 'complement,' and is spelled almost the same, but has a

A Compare the words *complement* and *compliment* in the sentences below. Be sure to use the correct word.

complement /'kæmpləmənt/ *n.* Something that completes or makes whole, or a part of a whole.

compliment /'kæmpləmənt/ *n.* An expression of praise or congratulation.

1. The famous painters Diego Rivera and Frida Kahlo because they truly _____ each other.

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.

Questions with a partner.

What do they do not particularly like. Career counselors find a job that they like doing in order to have a career ideal job? Do you think you will one day be able to do that?

What do you like to do? Why?

Attitudes towards work differ. We use the phrase 'work ethic' to describe attitudes. Phrases such as 'live to work' and 'work to live' describe different work ethics. What do you understand by the difference in meaning between them?

What Do You Think?

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: reading job ads, understanding literary terms, reading business news, understanding academic titles, and using a thesaurus.

Real Life Skill

Reading Job Ads

The most common place to find job ads is in newspapers and magazines. Because advertising is expensive and space is limited, the ads often contain many abbreviations. It is important to

BOOKKEEPER

Imm opening in large medical office strong background in payroll, invoicing knowledge of BookkeeperPro or similar. Flexible PT sched, some wknds req. (neg) plus full benefits. Call Sara at

A Read this job advertisement.

B Match each abbreviation with its definition.

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 recordings 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.

A full track listing for the audio cassette can be found on the inside front cover of this Teacher's Manual.

Unit 1: Looking for Work

Chapter 1: Creating a Global Résumé

Reading Synopsis: Creating a Global Résumé

This reading discusses some guidelines and suggested approaches for finding a job overseas. **Paragraph 1** describes how pursuing international careers has grown more popular in recent years. **Paragraph 2** discusses the reasons for pursuing international careers. **Paragraph 3** introduces the need for a résumé or curriculum vitae (CV) and provides a long list of suggestions on how to tailor it to the culture or country in which a position is sought. **Paragraph 4** concludes by offering a few comments and pieces of advice for international career pursuits.

Answer Key

Getting Ready

1, 2, 3, 4. Answers may vary.

Note: While 'résumé' and 'CV' basically refer to the same document, the term 'résumé' is primarily used in American English, while the term 'CV' is usually considered British English.

Before You Read

A: Answers may vary.

B: All these words are things a person should focus upon when creating a résumé.

Reading Skill: Scanning

Draw students' attention to the information in the skill box before they begin the exercise. The aim of this activity is to get students to continue developing the skill of scanning for information in a text. Explain that this skill is beneficial for increasing the speed at which they can find information and also gives them a tool for improving their reading comprehension. Encourage students to practice their scanning ability when they look for answers to the Reading Comprehension and Vocabulary sections that follow the reading.

A: 1. F, 2. T, 3. F, 4. F, 5. T, 6. T, 7. F, 8. T. You may want to lead a brief discussion about the scanning activity with your students to assess how they performed and to raise their consciousness about scanning.

B: See Reading Comprehension section.

Reading Comprehension

1. T, 2. T, 3. T, 4. T, 5. F—Reverse chronological order lists your current or most recent experience first. 6. T, 7. F—Most multinational companies will be interested in knowing about your abilities in the languages of any countries in which they do business as well as your ability in English. 8. F—Getting a work permit requires government approval and can take a few months.

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. b, 4. a, 5. b, 6. a, 7. b, 8. b, 9. a, 10. b

B: Answers may vary.

Vocabulary Skill

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

A: 2. adjective; of or involving relations between persons, 3. noun; a huge computer network of information used around the world, 4. noun; a small network of computers within a building or organization only, 5. verb; to mix together, 6. adjective; into or within a vein, 7. adjective; to require or be capable of two-way communication, 8. verb; to come between or interrupt, usually without permission, 9. verb; to make a comment in the middle of a discussion; to put in between two parts, 10. noun; marriage between people of different ethnic, religious, or cultural backgrounds

B: 1. interpersonal, 2. intranet, 3. interfere, 4. interject, 5. intermarriage, 6. intravenous, 7. Internet, 8. Interactive

C: Answers may vary.