

■ 英语阅读文库

(美) Neil J. Anderson 著

ACTIVE

Skills for Reading

积极英语阅读教程 1

● 教师用书

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

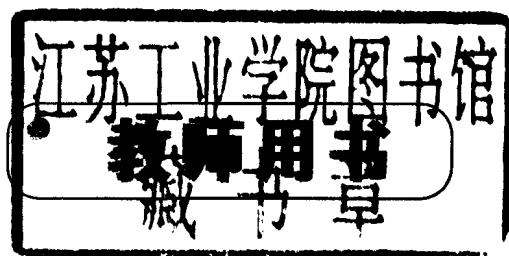
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(美) Neil J. Anderson 著

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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. How many of the foods pictured above can you name?
2. Which of these foods are sweet? Which are savory?
3. Which of these foods do you think are fattening?
4. What is your favorite food? What is your least favorite food?

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, identifying and understanding the main ideas of a reading, 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: Food Facts

Before You Read:

Is It Good for You?

Read the statements in the chart below. Check (✓) the correct box.

1. Chicken soup is a good remedy for a cold.
2. Eating chocolate can cause skin problems.
3. A vegetarian diet is low in protein.
4. Coffee is better for you than tea.
5. Bread and potatoes are not fattening foods.

Reading Skill:

Scanning

When we read to find information, we move our eyes

A Scan the reading passage below to find information. Read above are really true or false.

B Read the passage again, then answer the questions.

Reading Skill:

Scanning

When we read to find information, we move our eyes very quickly across the text. We don't read every word or stop reading when we see a word we don't understand. We look for the information we want to find. This is called 'scanning.'

A Scan the reading passage below to find information. Read above are really true or false. Scan the reading passage below to find information. Read above are really true or false.

B Read the passage again, then answer the questions.

Food Facts

Around the world, people have different beliefs about what is good to drink. Some people think that chicken soup is a good cold remedy. Others believe that it is unhealthy to drink too much coffee. Are any of these beliefs true? Read the passage and decide.

- 5 Belief: Chicken soup helps to fight colds.
Fact: For centuries,² people have used chicken soup as a good cold remedy. Now, doctors

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.

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 260 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.

10 make a person feel better.

Belief: A vegetarian diet is unhealthy.

Fact: Meat, especially red meat, contains protein⁵ that needs. A person who doesn't eat meat can get enough be healthy by eating tofu, eggs, nuts, and certain veget

15 **Belief:** Chocolate causes pimples.⁶

Fact: This is a common belief that is not true! Many re say that eating chocolate does not cause pimples. More cause is stress or not getting enough sleep.

Footnotes are included in most readings. The footnotes contain references to geographical locations mentioned in the text, which are also referenced in 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 **certain** some, an amount of something

² **centuries** hundreds of years; century = one hundred

³ **researchers** people who do research, i.e., read or do experiments to find information

⁴ **chemical** /'kemikal/ a substance that has certain properties that can affect living things

⁵ **protein** a substance found in meat, fish, cheese, and other foods that the body needs to g

⁶ **pimples** small red swellings on the skin, usually on the face

⁷ **cancer** a very serious (often deadly) disease of the human body

Reading Comprehension

All of the **Reading Comprehension** sections in this book consist of four questions. Numerous task types are presented such as identifying true or false statements, sentence correction, statement completion, and answering multiple choice 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 main ideas, scanning, and skimming all contribute to comprehension of the text.

Unit 1: Chapter 1

Reading

Comprehension:

How Much Do
You Remember?

The statements below are about the read
complete each one.

1. Chicken soup is good for a cold because
 - a. chemical
 - b. remedy
 - c. heat
2. Chocolate does not cause pimples but
 - a. fats / calories
 - b. stress / lack of sleep
 - c. butter / lack of exercise
3. Eating bread is not fattening, but

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. Five 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 Odd Word Out and Words in Context exercises.

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:

- A** The words in *italics* are vocabulary items. Read each question or statement and choose the correct answer with a partner.
1. A good *remedy* for a headache is _____.
a. aspirin b. noise
 2. Which of these *contains* meat?
a. a hamburger b. bread
 3. Your *diet* is _____.
a. what you eat b. what you like
 4. An example of a *fattening* food is _____.

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 five 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 creating word webs, using synonyms and antonyms, recognizing root words, using prefixes and suffixes, organizing vocabulary into topical contexts, analyzing adjective and noun endings, using compound nouns and adjectives, using phrasal verbs, and understanding word families.

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:

Antonyms

An antonym is a word that has the opposite meaning of another word. For example, 'light' and 'dark,' 'true' and 'false.' One good way to increase your vocabulary is to learn antonyms.

are all in the reading passage. Match these in the box. Also, write each word's part of

better	slimming	healthy
--------	----------	---------

Antonym

Part of Speech

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. Can you think of any other foods that are believed to be good for a cold?
2. What remedy do you usually use for a cold?
3. Do you know anyone who is a vegetarian? Do you think their diet is healthy or unhealthy?
4. Do you know of any other beliefs people in your country have about food?

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

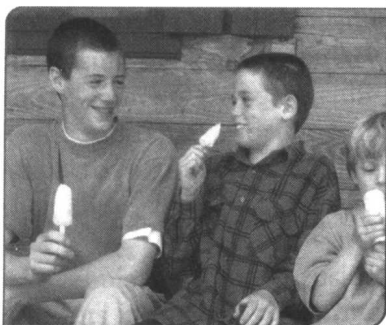
Before You Read

The Before You Read section in Chapter 2 consists of a visual prompt, as well as discussion questions. 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: Food That Makes You Happy

Before You Read: Food Preferences



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

Developing reading fluency means learning to read faster AND comprehend more at the same time.

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

Food That Makes You Happy

Food is life; it gives us the nourishment we need to be healthy. Usually, we eat because we are hungry. Brian Wansink, a professor at the University of Pennsylvania, also eat certain foods because they remind us of happy memories.² Wansink calls these foods "comfort food." For some people, ice cream or a bowl of noodle soup makes them

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 75-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 100 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 100 words per minute and the material being read has an average of 50 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 100 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 CD 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 CD.

4. Timed Reading

A class goal for reading fluency can be established; one recommendation would be 100 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 172.

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												
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Reading Comprehension

The Reading Comprehension section in Chapter 2 consists of four 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 172. 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.

Reading

Comprehension:

What Do You Remember?

- A** Decide if the following statements are true (T) or false (F). If you check (✓) false, correct the statement.

1. We eat certain foods because they make us feel good.
2. We do not connect food with feelings.
3. Men and women choose different comfort foods.
4. Almost all comfort foods are junk food.

- B** Check your answers with a partner. Compare answers honestly! Then, fill in the Reading Comprehension Chart.

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 172.

Reading Comprehension Chart

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

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 with a definition on the right.

1. nourishment _____
2. connect _____
3. delicious _____
4. choose _____

a
b
c
d
e

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:

Word Families

Classify words by their parts of speech. Use your dictionary to check the parts of speech with a partner.

Verb

fer

pose

ve

Adjective

energetic

When you learn a new word in English, it is helpful to learn words in the same 'family' that form different parts of speech. Learning all these parts of speech can help you remember the word.

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. What is the most popular comfort food in your country?

2. Why is it popular?

3. What does it remind you of?

4. How do you like to find out what their favorite comfort food is with your partner.

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 food labels, understanding bank statements, reading instruction manuals, recognizing survey types, reading tourist information, understanding punctuation, and reading the sports pages of magazines and newspapers.

Real Life Skill

A Read the sentences and write the underlined definitions below.

Reading Food Labels

In many countries, food labels give information about the nourishment we can expect to get from the food.

The ingredients of onion soup are onions. Minerals like iron and calcium are important. Additives are used to change the color of food. Children's RDA for protein is about 40 g. Vitamins A and E are good for your skin. This bread contains preservatives so it stays fresh.

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. If this exercise cannot be completed during class time, have students complete it 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.

Unit 1: Food and Health

Chapter 1: Food Facts

Reading Synopsis: Food Facts

The reading discusses the validity of certain beliefs regarding food. **Paragraph 1** introduces the topic by suggesting that some beliefs relating to food are true, while others are not. **Paragraph 2** discusses and supports the idea that chicken soup can prevent a cold. **Paragraph 3** argues against the idea that a vegetarian diet is unhealthy. **Paragraph 4** shows that chocolate is not a cause for pimples, though it is commonly thought to be so. **Paragraph 5** demonstrates how tea has more health benefits than coffee. **Paragraph 6** discusses the fat content of bread and potatoes and shows that what people add to foods can be a greater cause for concern than the foods themselves.

Answer Key

Getting Ready

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

Before You Read

1. T, 2. F, 3. F, 4. F, 5. T

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 help students develop the ability to look for specific information embedded in a text quickly without slowing their pace to read all the information. Encourage students to practice their scanning ability when they look for or check their answers in the Comprehension and Vocabulary sections that follow the reading.

Reading Comprehension

1. a, 2. b, 3. c, 4. c

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. a, 3. a, 4. b, 5. a

B: Answers may vary.

Vocabulary Skill

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

A: **unhealthy**: healthy; adjective, **gain**: lose; verb, **fattening**: slimming; adjective, **raise**: lower; verb, **worse**: better; adjective

B: 1. lose, 2. slimming, 3. lower, 4. better, 5. healthy

Think About It

All answers may vary.

Chapter 2: Food That Makes You Feel Good

Reading Synopsis: Food That Makes You Feel Good

This reading looks at the research of Dr. Brian Wansink on comfort foods. **Paragraph 1** introduces the topic by defining what a comfort food is. **Paragraph 2** discusses how foods become comfort foods. **Paragraph 3** discusses the differences in the foods men and women consider as comfort foods. **Paragraph 4** concludes by pointing out that not all comfort food has to be unhealthy, but rather, that some people have positive associations with such things as vegetables and soups.