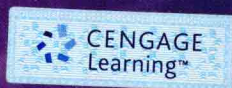
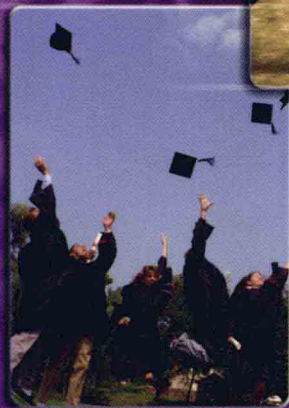
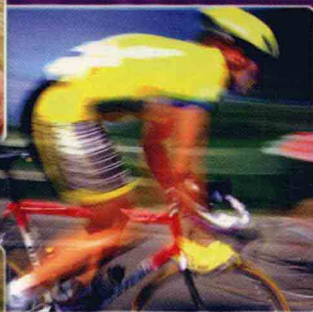
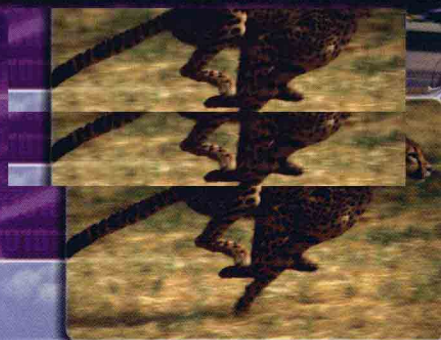
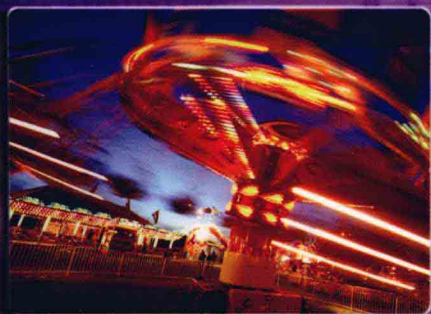


● Neil J. Anderson / 总改编 夏谷鸣

ACTIVE

Skills for Reading: **Book 4** (最新版)

积极英语阅读教程 第四级



学生用书
Student's Book

ACTIVE

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

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


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

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

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

积极（ACTIVE）阅读意味着：

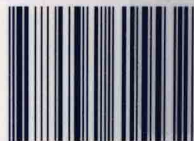
A = Activate prior knowledge	激活已有的知识
C = Cultivate vocabulary	扩大词汇量
T = Think about meaning	思考意义
I = Increase reading fluency	提高阅读流利程度
V = Verify strategies	检验阅读策略
E = Evaluate progress	评估阅读进度

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Neil J. Anderson

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积极英语阅读教程 第四级

总改编 夏谷鸣

本册注释改编 莫勤勤

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Student's Book

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What Is ACTIVE Reading?

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

A = Activate Prior Knowledge

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

C = Cultivate Vocabulary

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

T = Think About Meaning

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

I = Increase Reading Fluency

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

V = Verify Strategies

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

E = Evaluate Progress

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

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

ACTIVE Skills for Reading, 2nd Edition, Student Book 4

Neil J. Anderson

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ACTIVE Skills for Reading, Student's Book 4, 2nd Edition

Neil J. Anderson

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Dedication & Acknowledgments

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

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

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

Neil J. Anderson

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Vocabulary Learning Tips

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

1 Decide if the word is worth learning now

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

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

2 Record information about new words you decide to learn

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

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

3 Learn words from the same family

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

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

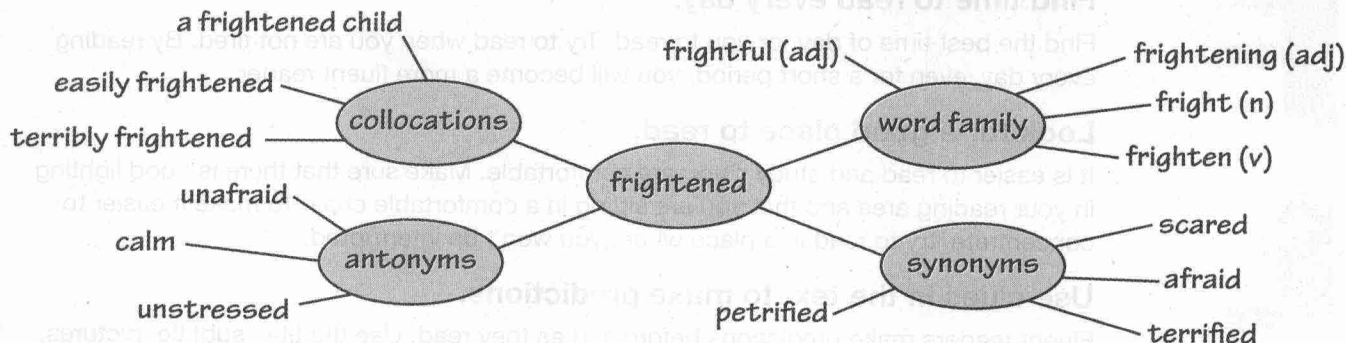
4 Learn words that go with the key word you are learning

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

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

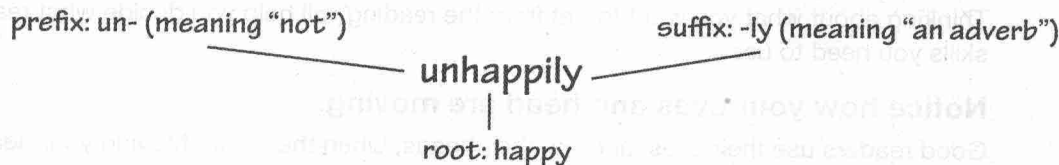
5 Create a word web

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



6 Memorize common prefixes, roots, and suffixes

Many English words can be divided into different parts. We call these parts *prefixes*, *roots*, and *suffixes*. A *prefix* comes at the beginning of a word, a *suffix* comes at the end of a word, and the *root* is the main part of the word. In your vocabulary notebook, make a list of prefixes and suffixes as you come across them. On pages 235–236 there is a list of prefixes and suffixes in this book. For example, look at the word “unhappily.”

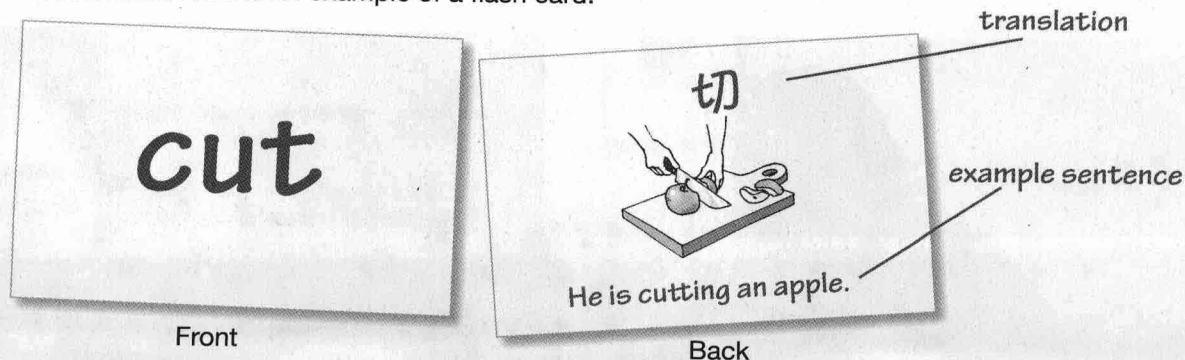


7 Regularly review your vocabulary notebook

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

8 Make vocabulary flash cards

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



Tips for Fluent Reading

F L U E N T

Find time to read every day.

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

Look for a good place to read.

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

Use clues in the text to make predictions.

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

Establish goals before you read.

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

Notice how your eyes and head are moving.

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

Try not to translate.

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



R E A D E R

Read in phrases rather than word by word.

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

Engage your imagination.

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

Avoid subvocalization.

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

Don't worry about understanding every word.

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

Enjoy your reading.

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

Read as much as you can.

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



Are You an ACTIVE Reader?

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

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

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

Looking for Work 1

无论是在国内还是国外，高层次人才都是最稀缺的资源。世界各国制定了各种各样的鼓励政策来培育人才和吸引人才。美国公司为了吸引人才，通常采取加薪、升迁、分红利、带薪休假和解决配偶工作等方法，甚至对高科技人才实行高额配股制度。芬兰对掌握先进技术的高收入外国人实行特别税率制度，征税率为 35%，远远低于该国所得税最高税率 60% 的规定。新加坡实行高薪制，对有才能、有贡献的人给予重奖。印度为遏制本国人才外流，给予其高薪和优厚待遇，并努力吸引国外印度人才归国工作。俄罗斯西伯利亚科学城为了吸引科技人才，积极争取国际资金、同外国签订研发合同、筹措充足资金使科研工作运转良好，并为科技人员的生活提供可靠保障。新经济的发展加剧了全球高质量人才资源的短缺问题，特别是信息技术、生物工程、国际金融、商贸、企业经营管理等知识型人才严重供不应求，各国的人才争夺战正愈演愈烈。

Getting Ready

Check (✓) your answer for each question in the survey below.
Then discuss your answers with a partner.

What Kind of Job Is Right for You?

		Agree	Somewhat Agree	Disagree
1	I would like to work at the same company for my whole life.			
2	I can't enjoy a job unless it is quite challenging.			
3	I prefer working with other people to working alone.			
4	I get the most satisfaction out of working with my hands.			
5	For me, a position with power and status is attractive.			
6	If I take on a job, I always have a very strong sense of responsibility about it.			
7	I want to do a job that makes a contribution to society.			
8	My main motivation for working is to make money and, with luck, plenty of it.			
9	If I could, I'd work part time rather than full time.			
10	Balancing work time with my own private time is a challenge for me.			

Before You Read:

Real-Life
Entrepreneurs

A Discuss the following questions with a partner.

- 1 Look at the photos on the next two pages. Can you name these two entrepreneurs? Can you name the world-famous businesses that each one started?
- 2 Can you name any other famous entrepreneurs? What line of business are they in? Which country are they from?
- 3 What do you think it takes to be a successful entrepreneur in today's business climate?

B Match these terms from the reading with their definitions.

- | | |
|--------------------------|---|
| 1 entrepreneur _____ | a. customers; consumers of a product |
| 2 start-up capital _____ | b. part owners of a public company who own its stock |
| 3 end-users _____ | c. a private company selling stock to the public for the first time |
| 4 shareholders _____ | d. money used to create a new company |
| 5 franchising _____ | e. a pioneer in business |
| 6 going public _____ | f. the practice whereby a company gives another company the right to sell its products in an area |

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 Read these statements about the reading. Without reading the passage, check (✓) if you think they are true (T) or false (F).

	T	F
1 Michael Dell set up his business with just \$1,000.		
2 Michael Dell started IBM.		
3 Michael Dell was 36 years old at the time of the interview.		
4 Michael Dell and Anita Roddick define "entrepreneur" in the same way.		
5 The Body Shop was opened in 1986.		
6 The Body Shop sells more than 1,000 items.		
7 Anita Roddick believes that experimenting seems to kill entrepreneurial spirit.		
8 Anita Roddick hopes to be remembered for contributing to the awareness that business can and must be a force for positive social change.		

B Now scan the reading to find out if the statements above are really true or false.

C Read the passage again; then answer the questions that follow.

The Idol Life: Entrepreneurial Geniuses

When you think of the word “entrepreneur,” who comes to mind? Whether you look at historical innovators such as Henry Ford¹ or John D. Rockefeller² or at today’s headlines, there are just a **handful** of entrepreneurs who stand out in each generation. We recently talked to two of today’s entrepreneurial icons—people whose names are synonymous with success, risk-taking, and independent thinking.

5 How have they changed from their early days in business through today’s **volatile** market, ever-changing technology, and crowded business landscape? And how has their entrepreneurial spirit endured? Let’s find out.

Michael Dell

As a college student, Michael Dell declared that he wanted to

10 beat IBM. In 1983, he began conducting business out of his dorm room at the University of Texas in Austin, selling custom-made PCs and components. A year later, with \$1,000 in start-up capital, Dell officially set up his business and left school. “Being an entrepreneur wasn’t on my mind,” insists

15 Dell. “What was on my mind was the opportunity I saw ahead, which was so **compelling**.”

He had no idea how big that opportunity really was. Dell Computer Corporation is now a \$31.9 billion company. Though Dell himself had no idea “the Internet would come along,” his

20 company now runs one of the world’s largest Windows-based e-commerce websites. These days, Dell spends most of his time planning company strategy. “Strategy is the biggest point of impact I can have as the company is much, much larger—it has 40,000 employees,” he says. “So my ability to make an impact

25 on anything else is pretty small.”



Dell says he feels as entrepreneurial now as when he started. “There are plenty of markets to discover,” he says, “and each new **venture** requires **tenacity** and a willingness to take risks.” Dell shares his thoughts on what being an entrepreneur is about below.

Q: How do you define “entrepreneur”?

30 A: Somebody who has a new idea, or different idea, and takes a risk, and works hard to make it work.

Q: How do you keep your entrepreneurial spirit alive?

A: There’s always a new challenge, whether it’s a new product line, a new customer, a new service, or some new milestone³.

Q: What was your dream when you started out?

35 A: My plan was to sell built-to-order computer systems directly to end-users. I recognized there was a big opportunity there because of the inefficiencies of the indirect system⁴.

Q: What would you hope to be your legacy?

40 A: Well, I don’t plan to be remembered any time soon. I’m 36 years old. But I hope they would think, this is a guy who built a company that created tremendous value for its customers, its employees, and its shareholders. And perhaps, this is a guy who helped people realize the power of computing and the Internet. And then the last piece, which is something only a few people would know, that this is a guy who was a great dad and a great husband.