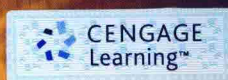
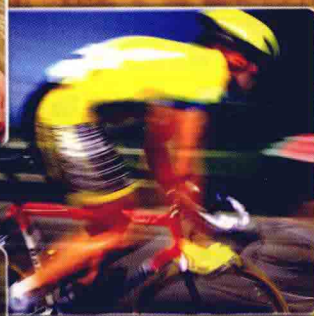


● Neil J. Anderson / 总改编 夏谷鸣

ACTIVE

Skills for Reading: **INTRO** (最新版)

积极英语阅读教程 入门级



学生用书
Student's Book

SECOND EDITION

Neil J. Anderson

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本册注释改编 谢慧萍

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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, Student Book Intro

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Active Skills for Reading Student Book Intro
Neil J. Anderson

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Dedication & Acknowledgments

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

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

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

Neil J. Anderson

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Vocabulary Learning Tips

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

1 Decide if the word is worth learning now

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

- a. you read the same word many times.
- b. 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

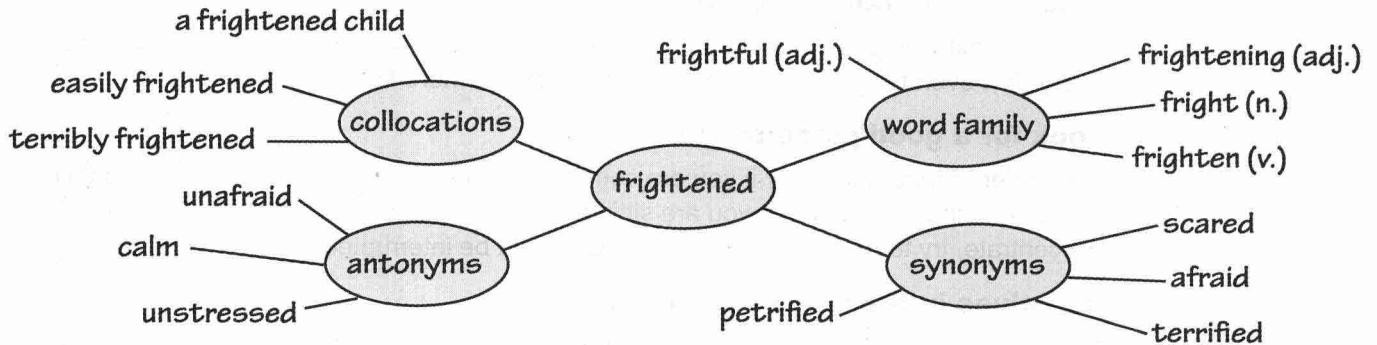
4 Learn words that go with the key word you are learning

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
<input type="radio"/>			school		by myself

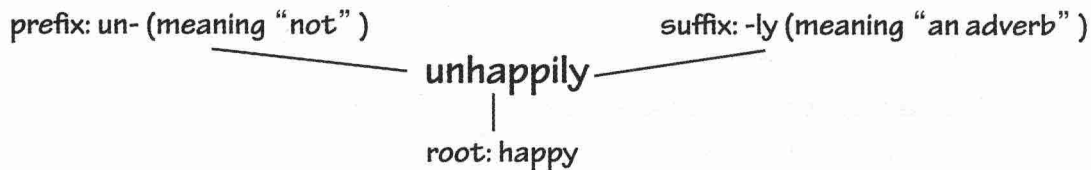
5 Create a word web

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



6 Memorize common prefixes, roots, and suffixes

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

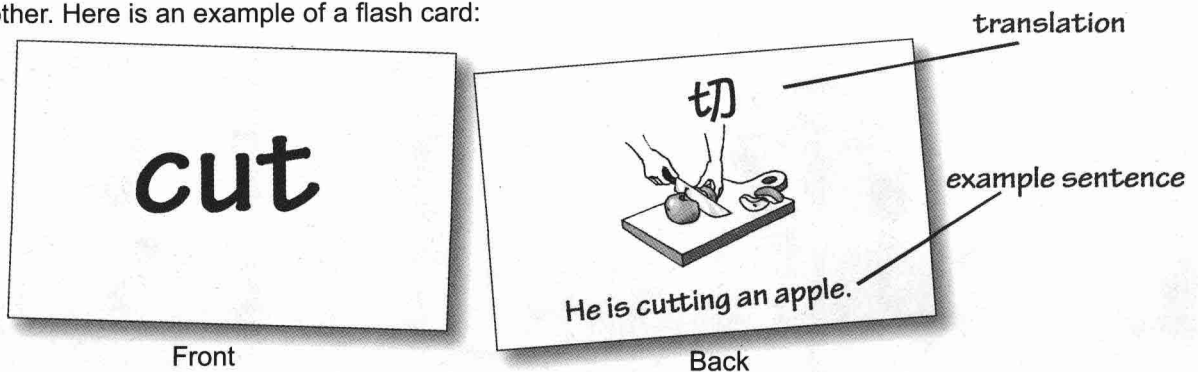


7 Regularly review your vocabulary notebook

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

8 Make vocabulary flash cards

Flash cards are easy to make, and you can carry them everywhere with you. You can use them to study while you are waiting for the bus, walking to school, or 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.

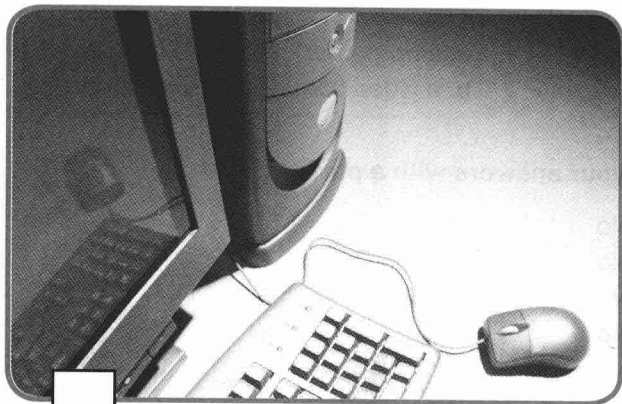
	Start of course	End of course
1 I read something in English every day.	<input type="checkbox"/>	<input type="checkbox"/>
2 I try to read where I'm comfortable and won't be interrupted.	<input type="checkbox"/>	<input type="checkbox"/>
3 I make predictions about what I'm going to read before I start reading.	<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.

Living Online

Unit

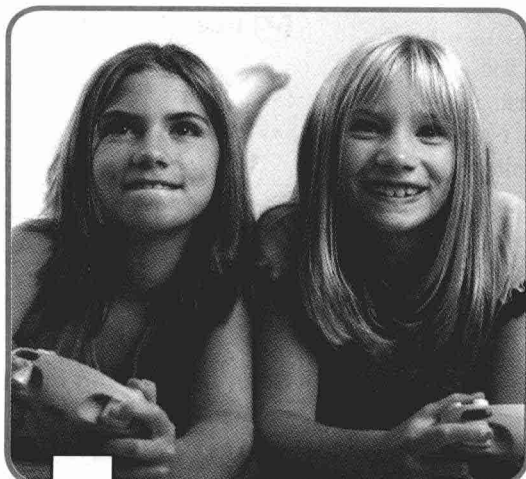
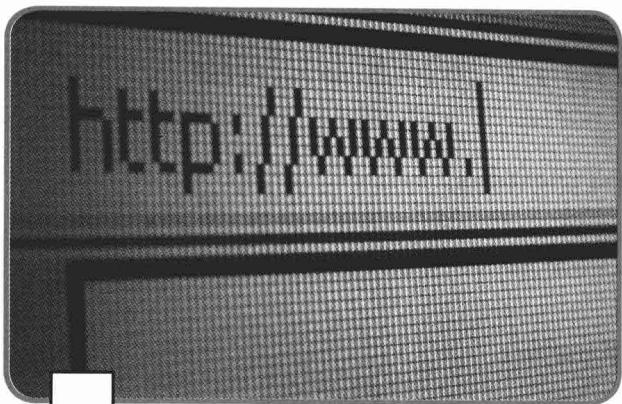
1



主修计算机学和心理学哈佛大学二年级学生朱克博格花了大约一星期的时间设计并在哈佛上线运转了他的网站，取名为Facebook。Facebook是模仿学校传统的“facebook”而设立的（facebook是许多大学开学初印发的小册子，上面印有新生姓名、照片、主修科系、居住地、兴趣和其他简单的个人介绍，供新生参考）。以页面浏览量计，成立不久的Facebook已经是美国排名第九的网络资产。

人们用Facebook随时掌握朋友的最新动态、和朋友聊天、搜寻新的朋友，和只有一面之缘、“永远”不会碰面讲话的人、或根本不认识的人交朋友。Facebook朋友成了一种社会资本。

Facebook辟有许多免费的在线社群，供人闲聊朋友的八卦和自己的兴趣、分享照片、谈情说爱。总之，Facebook是到处听得到的话题，“Facebooking”（在这里当动词使用）某人成了校园的时髦用语，意思是上网去查他们的照片和个人简介。



Getting Ready

A Match the words in the box with the pictures on page 11.

- a. a computer c. a website
b. a video game d. a cell phone

B Answer these questions. Circle yes or no. Discuss your answers with a partner.

- | | | |
|---|-----|----|
| 1 I have a computer. | Yes | No |
| 2 I have my own web page or blog. | Yes | No |
| 3 I spend a lot of time online. | Yes | No |
| 4 I have a cell phone. | Yes | No |
| 5 I text message my friends. | Yes | No |
| 6 I like to play video or computer games. | Yes | No |

Unit 1

Chapter 1: Meeting Friends Online

Before You Read:

My Friends

A Think about answers to these questions.

- 1 Do you have many friends?
- 2 How often do you meet your friends? What do you do?

B Discuss your answers with a partner.

Reading Skill:

Scanning

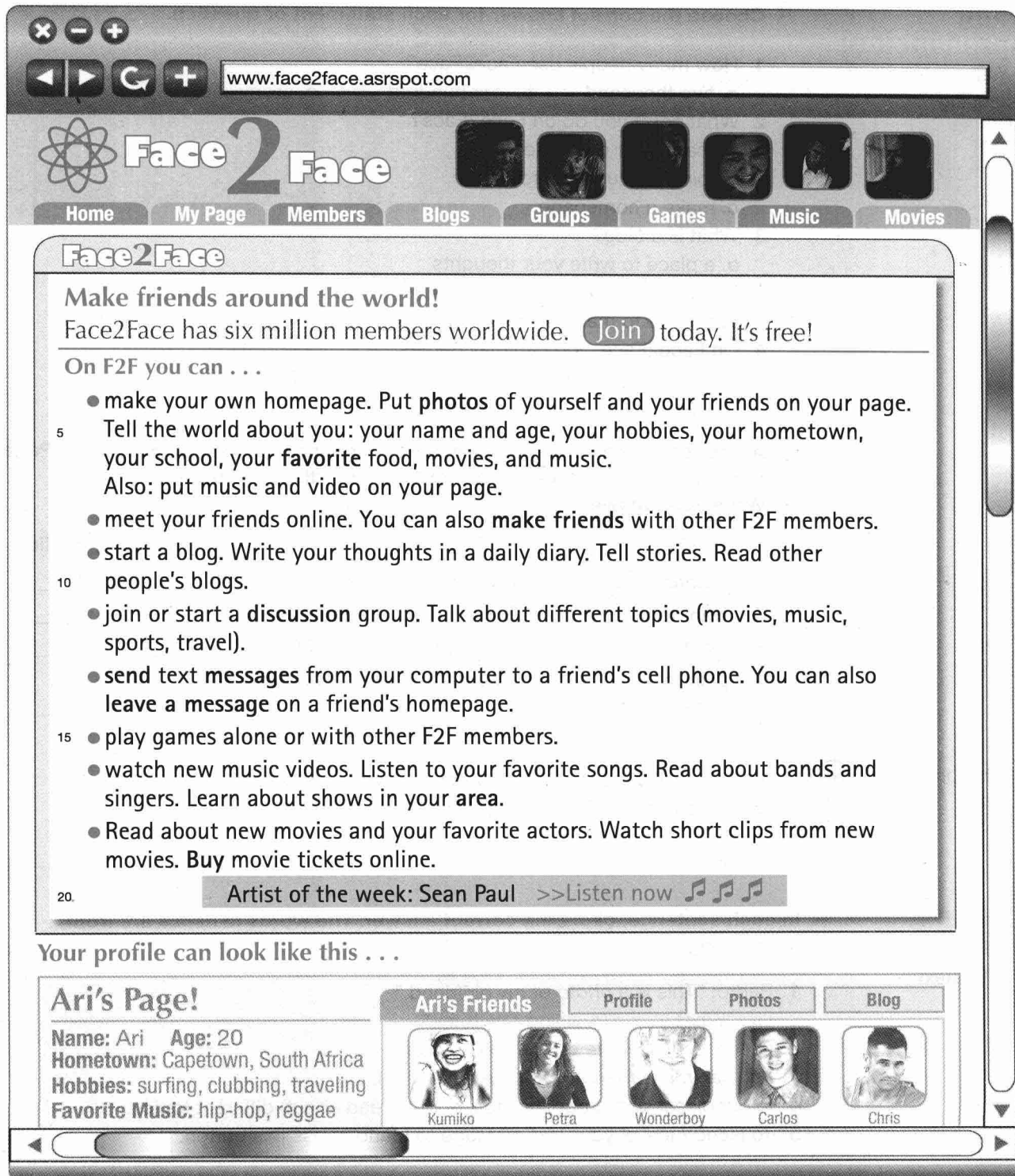
You "scan" to find information fast. You don't read every word. People often scan websites, schedules, or a phone book for specific information.

A Look at the website on the next page for five seconds. Then read the sentences in the chart. Do you think the answers are true or false? Check [✓] true (T) or false (F).

	T	F
1 On Face2Face, I can meet my friends online.		
2 On Face2Face, I can talk about movies.		
3 On Face2Face, I can telephone my friends.		
4 On Face2Face, I can make music videos.		

B Scan the reading on the next page. Are answers 1–4 in A really true or false?

C Read the website on the next page. Answer the questions that follow.



Reading Comprehension:

Check Your Understanding

A Choose the correct answer for each statement or question.

- 1 How many people use Face2Face?
a. two thousand b. four hundred c. six million
- 2 What **can't** you do on Face2Face?
a. make your own video
b. join a discussion group
c. make a homepage
- 3 What is a blog?
a. a place to write your thoughts
b. a web page with video games
c. a place to make new friends
- 4 On Face2Face, you can play games _____.
a. alone b. with F2F members c. both A and B

B At the top of the Face2Face website, there are eight words (Home, My Page, etc.). Read the sentences below. Which word(s) do you click? Write your answer.

- 1 Madonna has a new CD. I want to hear her new song.
- 2 I want to change my personal information.
- 3 I want to read about other people using Face2Face.
- 4 I plan to visit Greece this summer. I want ideas about things to do.

Word(s) to click

Music

Critical Thinking



- ### C
- 1 Do you like the Face2Face website? Why or why not?
 - 2 Do you know other websites like Face2Face?

Vocabulary Comprehension:

Words in Context

A In each sentence, circle the correct answer. The words in *italics* are from the reading.

- 1 Pedro: "This is a *photo* of my girlfriend."
Liz: "What a nice (drawing / picture)!"
- 2 Green is my *favorite* color. I (like / hate) it.
- 3 You can *make friends* (at home / in a club).
- 4 In our *discussion* group, we (talk about / read about) different topics.
- 5 To (send / leave) your *text message* to Mario, press this button.