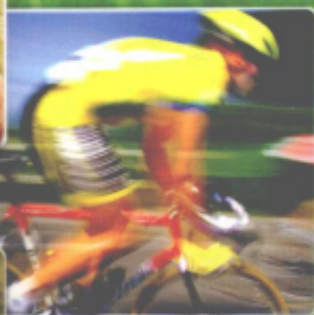
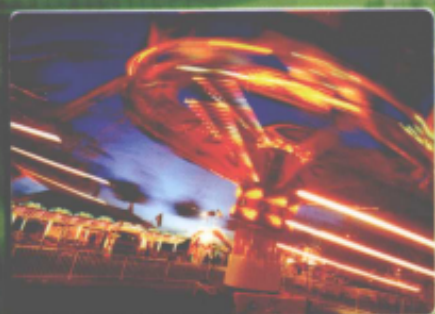


● Neil J. Anderson / 总改编 夏谷鸣

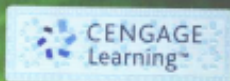
ACTIVE

Skills for Reading: Book 3 (最新版)

积极英语阅读教程 第三级



学生用书
Student's Book



W 上海外语教育出版社

外 教 社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

www.sflep.com

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

 CENGAGE
Learning™

 基础英语教学网
网址 <http://pas.sflep.com>



ISBN 978-7-5446-1517-4



9 787544 615174 >

定价：30.00 元(册MP3下载卡)

SECOND EDITION

Neil J. Anderson

ACTIVE

Skills for Reading: **Book 3** (最新版)

积极英语阅读教程 第三级

总改编 夏谷鸣

本册注释改编 莫勤勤

学生用书

Student's Book

 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

图书在版编目 (CIP) 数据

积极英语阅读教程: 最新版. 第3级/ (美) 安德森著;
莫勤勤注释改编. —上海: 上海外语教育出版社, 2009
学生用书

ISBN 978-7-5446-1517-4

I. 积… II. ①安… ②莫… III. 英语—阅读教学—中
学—教材
IV. G634.411

中国版本图书馆CIP数据核字 (2009) 第148619号

图字: 09-2008-377

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflap.com.cn

网 址: <http://www.sflap.com.cn> <http://www.sflap.com>

责任编辑: 秦平华

印 刷: 上海中华印刷有限公司

经 销: 新华书店上海发行所

开 本: 850×1168 1/16 印张13.25 字数406千字

版 次: 2010年2月第1版 2010年2月第1次印刷

印 数: 5000册

书 号: ISBN 978-7-5446-1517-4 / G · 0592

定 价: 30.00元 (附MP3下载卡)

本版图书如有印装质量问题, 可向本社调换

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 3

Neil J. Anderson

Director of Content Development: Anita Raducanu
Content Project Manager: Tan Jin Hock
Contributing Writers: Paul MacIntyre and Tay Lesley
Compositor: CHROME Media Pte. Ltd.

All rights reserved. No part of this work covered by the copyright hereon may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including photocopying, recording, taping, Web distribution or information storage and retrieval systems—without the written permission of the publisher.

Photo Credits

Photos.com: pages 8, 9, 11, 23 (top left and center), 35 (top left), 37, 42, 54, 69 (top row), 71, 97, 105, 115, 117, 122, 123, 127, 129, 134, 143, 146, 151, 161, 163, 186; Landov: pages 13, 29, 30, 57, 64, 94, 100, 173, 192; iStockphoto: pages 18, 23 (bottom row and top right), 25, 47, 48, 51, 69 (bottom row), 76, 81 (top left and bottom), 83, 98, 140, 180, 189; The Kobal Collection: pages 41, 175; Reuters: page 110; Index Open: page 168

ACTIVE Skills for Reading, Student Book 3, 2nd Edition

Neil J. Anderson

Copyright © 2008 by Heinle, a part of Cengage Learning.

Original edition published by Cengage Learning. All Rights reserved. 本书原版由圣智学习出版公司出版。版权所有，盗印必究。

Shanghai Foreign Language Education Press is authorized by Cengage Learning to publish and distribute exclusively this reprint edition. This edition is authorized for sale in the People's Republic of China only (excluding Hong Kong SAR, Macao SAR and Taiwan). Unauthorized export of this edition is a violation of the Copyright Act. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

本书影印版由圣智学习出版公司授权上海外语教育出版社独家出版发行。此版本仅限在中华人民共和国境内(不包括中国香港、澳门特别行政区及中国台湾)销售。未经授权的本书出口将被视为违反版权法的行为。未经出版者预先书面许可，不得以任何方式复制或发行本书的任何部分。

Cengage Learning Asia Pte. Ltd.
5 Shenton Way, # 01-01 UIC Building, Singapore 068808

本书封面贴有 Cengage Learning 防伪标签，无标签者不得销售。

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 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

Reviewers for this edition

Chiou-lan Chern Taiwan Normal University; Cheongsook Chin English Campus Institute, Inje University; Yang Hyun Jung-Ang Girls' High School; Li Junhe Beijing No.4 High School; Tim Knight Gakushuin Women's College; Ahmed M. Motala University of Sharjah; Gleides Ander Nonato Colégio Arnaldo and Centro Universitário Newton Paiva; Ethel Ogane Tamagawa University; Seung Ku Park Sunmoon University; Shu-chien, Sophia, Pan College of Liberal Education, Shu-Te University; Marlene Tavares de Allmeida Wordshop Escola de Linguas; Naowarat Tongkam Silpakorn University; Nobuo Tsuda Konan University; Hasan Hüseyin Zeyrek Istanbul Kültür University Faculty of Economics and Administrative Sciences

Reviewers of the first edition

Penny Allan Languages Institute, Mount Royal College; Jeremy Bishop Ehwa Women's University; William E. Brazda Long Beach City College; Michelle Buuck Centennial College; Chih-min Chou Chengchi University; Karen Cronin Shinjuku, Tokyo; Marta O. Dmytrenko-Ahrabian Wayne State University, English Language Institute; James Goddard Kwansei University; Ann-Marie Hadzima Taiwan University; Diane Hawley Nagatomo Ochanomizu University; Carolyn Ho North Harris College; Feng-Sheng Hung Kaohsiung First University of Science and Technology; Yuko Iwata Tokai University; Johanna E. Katchen Tsing Hua University (Taiwan), Department of Foreign Languages; Peter Kipp Ehwa Women's University; Julie Manning Ritsumeikan Uji High School; Gloria McPherson English Language Institute, Seneca College; Mary E. Meloy Lara John F. Kennedy Primary School; Young-in Moon English Language and Literature Department, The University of Seoul; Junil Oh Pukyong National University; Serdar Ozturk Terraki Vakfi Okullarj; Diana Pelyk Ritsumeikan Asia Pacific University; Stephen Russell Meiji Gakuin University; Consuelo Sañudo Subsecretaria de Servicios Educativos para el Distrito Federal; Robin Strickler Kansai Gaidai University; Liu Su-Fen Mingchi Institute of Technology; Cynthia Cheng-Fang Tsui Chengchi University; Beatrice Vanni University of Bahcesehir; Kerry Vrabel LaGuardia Community College; Aysen Yurdakul Buyuk Kolej

Contents

Unit	Chapter	Reading Skill	Vocabulary Skill	Real Life Skill
1 Travel 旅游	<i>Selling India's Rainy Season</i> 推销印度的雨季 Magazine Article	Predicting	The Prefix <i>off-</i>	Planning a Trip Online
	<i>Avoiding Cultural Taboos</i> 避讳文化禁忌 Webpage	Scanning	Organizing Vocabulary	
Page 11				
2 Fashion 时尚	<i>Fashionable Decisions</i> 时尚的抉择 Magazine Article	Skimming for the Main Idea	The Root Word <i>dic/dict</i>	Understanding Clothing Sizes
	<i>Tom Ford—Master Designer</i> 汤姆·福特——设计大师 Biography	Recognizing Sequence Markers	The Use of <i>Dress</i>	
Page 23				
3 Disappearing Animals 濒危动物	<i>Endangered Species</i> 濒危物种 Encyclopedia Article	Identifying Meaning from Context	The Prefixes <i>ex-</i> , <i>en-</i> , and <i>em-</i>	Dictionary Usage: Choosing the Right Word
	<i>Bring Back the Woolly Mammoth?</i> 长毛猛犸象能复活吗? Magazine Article	Identifying Main Ideas within Paragraphs	The Suffix <i>-ize</i>	
Page 35				
Review 1 Page 47	Fluency Strategy: DRTA; <i>Ecotourism</i> Reference Article 生态旅游 Fluency Practice: 1. <i>Modern Fashion Trends</i> Webpage; 现代时尚趋势 2. <i>Endangered Animal Success Stories</i> Newspaper Article 成功解救濒危动物			
4 Big Money 巨款	<i>What Does a Million Dollars Buy?</i> 一百万美元能买什么? Reference Article	Identifying Cause and Effect	The Prefixes <i>in-</i> , <i>im-</i> , <i>il-</i> , and <i>ir-</i>	Understanding Money and Banking Terms
	<i>Lottery Winners—Rich, but Happy?</i> 彩票得主——富有, 但快乐吗? Magazine Article	Previewing	Noun and Adjective Suffixes <i>-ent</i> and <i>-ant</i>	
Page 57				
5 Cultural Events 关于文化	<i>Wedding Customs</i> 婚礼习俗 Encyclopedia Article	Skimming for the Main Idea	Word Families	Accepting and Declining Invitations
	<i>That Unique Japanese Holiday Called . . . Christmas!</i> 日本独特的……圣诞节! Reference Article	Predicting	Homophones	
Page 69				
6 It's a Mystery 这是个谜	<i>Mystery Tours</i> 神秘之旅 Travel Brochure	Identifying Fact versus Theory	The Root Word <i>spec</i> + Prefixes	Researching Mysteries Online
	<i>Is "Spontaneous Human Combustion" Possible?</i> “人体自燃”可能吗? Reference Article	Identifying Meaning from Context	Collocations	
Page 81				
Review 2 Page 93	Fluency Strategy: KWL; <i>America's Biggest Lottery Winner</i> Magazine Article 美国最大彩票赢家 Fluency Practice: 3. <i>Married in a Kimono, Happy in Switzerland</i> Webpage; 穿着和服结婚, 在瑞士幸福生活 4. <i>The Truth Behind The Da Vinci Code</i> Magazine Article 《达芬奇密码》背后的真实故事			

Unit	Chapter	Reading Skill	Vocabulary Skill	Real Life Skill
7 Health 健康	<i>Successful Dieting</i> 成功节食 Online Message Board	Scanning	Creating Word Webs	Recognizing Common Medical Abbreviations
	<i>Survival at the South Pole</i> 在南极求生 Newspaper Article	Predicting	The Prefixes <i>over-</i> and <i>under-</i>	
Page 103				
8 Space and Flight 太空和航空	<i>Human Adaptation to Space</i> 人类适应太空 Encyclopedia Article	Identifying Main and Supporting Ideas	The Prefixes <i>dis-</i> and <i>de-</i>	Dictionary Usage: Identifying Parts of Speech
	<i>Pioneers of Flight</i> 航空先锋 Webpage	Making Inferences	Idioms with <i>Time</i> : Inferring Meaning from Context	
Page 115				
9 The Changing Family 家庭变迁	<i>Is an Only Child a Lonely Child?</i> 独生子女孤独吗? Advice Column	Recognizing Facts	Compound Nouns	Describing Family Relationships
	<i>Changing Roles: Stay-at-Home Dads</i> 角色变换: 居家爸爸 Webpage	Previewing	The Root Words <i>pater, mater, and juv</i>	
Page 127				
Review 3 Page 139	Fluency Strategy: SQ3R; <i>The Dangers of Dieting</i> Magazine Article 节食的危害 Fluency Practice: 5. <i>Space Travel and Science Fiction</i> Book Extract; 太空旅行和科幻小说 6. <i>Single-Parent Families: Changing Views</i> Reference Article 变换角度看单亲家庭			
10 Education 教育	<i>Homeschooling—A Better Way to Learn?</i> 在家上学——更好的学习途径? Reference Article	Arguing For and Against a Topic	The Root Word <i>ven/vent</i>	Identifying Common Academic Abbreviations
	<i>Suggestopedia</i> 暗示教学法 Encyclopedia Article	Identifying Meaning from Context	The Suffixes <i>-ible</i> and <i>-able</i>	
Page 149				
11 The Mystery of Memory 记忆的秘密	<i>How Good Is Your Memory?</i> 你的记忆力有多强? Magazine Article	Skimming for the Main Idea	The Root Word <i>fic/fice</i>	Using Spelling Rules
	<i>Words to Remember</i> 单词记忆 Reference Article	Scanning	Vocabulary-Recall Strategies	
Page 161				
12 Art and Literature 艺术和文学	<i>Zorro: A Review</i> 评《佐罗》 Book Review	Skimming for Opinions and Attitudes	Compound Adjectives	Reading Online Movie Reviews
	<i>From Comic Books to Graphic Novels</i> 从漫画书到图文小说 Magazine Article	Identifying Main and Supporting Ideas	Antonyms	
Page 173				
Review 4 Page 185	Fluency Strategy: Thinking <i>ACTIVELY</i> While Reading; <i>Korean Americans at GBS High School</i> Magazine Article GBS高中的美籍韩裔学生 Fluency Practice: 7. <i>You Can Be a World Memory Champion!</i> Webpage; 你能成为世界记忆冠军 8. <i>Manga, Manhwa, and Manhua</i> Reference Article 日本、韩国、中国的漫画			

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

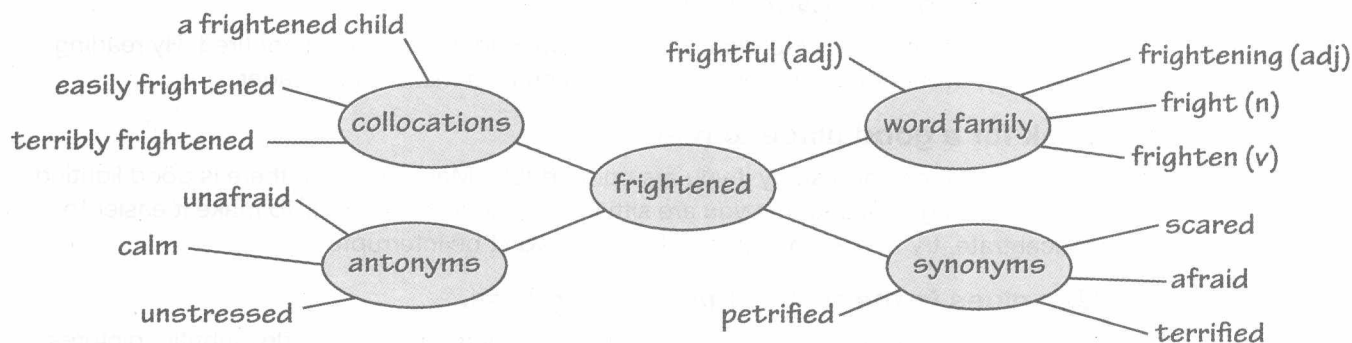
4 Learn words that go with the key word you are learning

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

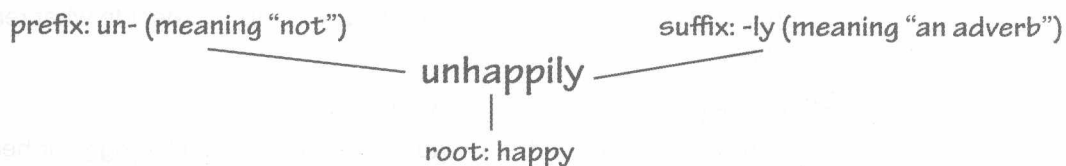
5 Create a word web

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 206–207 there is a list of prefixes and suffixes in this book. For example, look at the word “unhappily”.

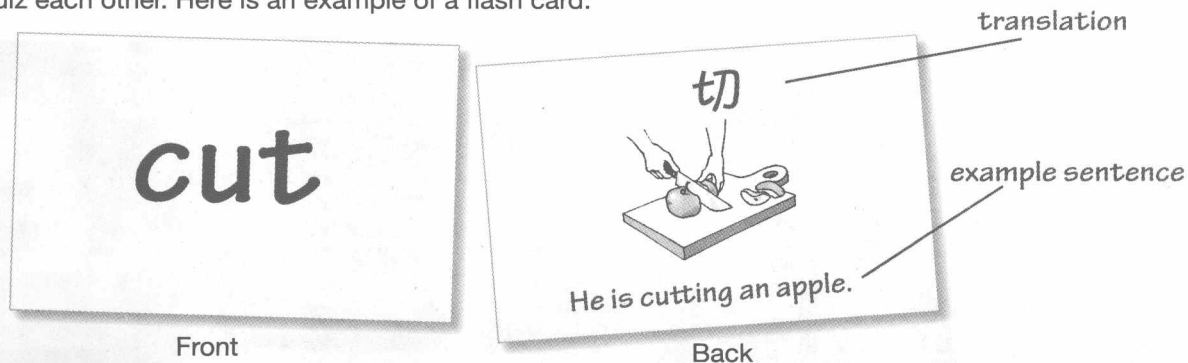


7 Regularly review your vocabulary notebook

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.

1964年，美国总统约翰逊在授予迪士尼乐园公司创始人沃特·迪士尼总统自由勋章时，就赞许道：“作为一名艺术家，沃特·迪士尼在旅游娱乐领域创造出了一个美国大众文化的奇迹。”迪士尼的成功得益于它的促销之道。首先，通过卡通电影树立品牌形象。从1928年《威利蒸汽船》里倾倒世人的欢乐天使米老鼠开始，八十多年来迪士尼不断创造出人见人爱的卡通形象：唐老鸭、三只小猪、白雪公主、辛巴、花木兰……在捧红这些卡通形象的同时，迪士尼公司也传递着它的品牌内涵，树立着它的品牌形象。第二步，建立浪漫而神奇的童话王国。1955年，第一家迪士尼乐园在洛杉矶建成，其后又在佛罗里达、日本、巴黎和香港相继建起了迪士尼乐园。在每一家乐园里，孩子们都可以延续童年故事中的美梦，成年人可以重拾他们未泯的童心，体会真实与纯结。此外，迪士尼乐园还尽量使用现代化的电子设备，每年补充更新娱乐内容和设施，再加上周到的服务体系，推陈出新的玩偶消费，成为一个容纳新鲜、纯真的“欢乐王国”。

Cultural and Exotic Vacations, Inc.

Cultural and Exotic Vacations has assembled an impressive array of vacations to far-off locales that offer unique cultural experiences as well as breathtaking sightseeing opportunities. Each of our tours has been created by an expert traveler who has already experienced the tour. We make sure to include plenty of one-of-a-kind participatory experiences to make your vacation unforgettable.

The Two Capitals of Russia

Discover Moscow and St. Petersburg. Included is an unforgettable night at the ballet in Moscow and a tour of the famous Hermitage museum.



Adventure Down Under

See the unique people, landscape, and wildlife of Australia. The tour includes diving on the Great Barrier Reef and a four-wheel drive Outback tour.



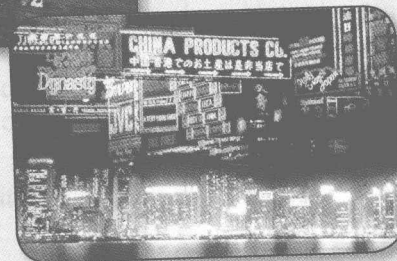
Tanzania Safari

Experience the wonders of African wildlife, courtesy of our experienced guides. Enjoy walking tours and bird watching with local villagers.



Shopping Tour of Hong Kong

Enjoy a customized shopping tour of the best shopping in this bustling city. You'll stop for an elegant "tea time" in the Peninsula Hotel lobby.



Getting Ready

Discuss the following questions with a partner.

- 1 Which of the vacation packages on page 11 interests you the most? Why?
- 2 Can you think of a difference between the cultures of the places mentioned on page 11 and your own?
- 3 What other cultural or exotic vacations would you like to experience?
- 4 How should we prepare before visiting a completely different culture?

Unit 1

Chapter 1: Selling India's Rainy Season

Before You Read:

Weather and Vacations

Discuss the following questions with a partner.

- 1 What kind of weather do you like the best when on vacation?
- 2 Have you ever been on vacation in unpleasant weather?
- 3 Where would you like to go on vacation for the following types of weather?

Type of weather

Destination

snowy

rainy

very hot

rather cool and breezy

Reading Skill:

Predicting

Before reading, good readers think about what they are going to read. While reading, good readers think about what comes next. This helps them better understand what comes next.

A Read the title of the article and answer the following questions.

- 1 Who is probably interested in "selling India's rainy season"?
 - a. Indian companies that sell water to neighboring countries
 - b. tour operators who want to convince tourists to visit India during the rainy season
 - c. Indian weather scientists who are researching ways of preventing the rainy season
- 2 Which Indian industry does the rainy season probably hurt the most?
 - a. the agricultural industry
 - b. the fishing industry
 - c. the tourism industry
- 3 What group of people are interested in coming to India during the rainy season?
 - a. wealthy people who can afford an expensive vacation
 - b. people from dry countries
 - c. water control engineers

B Skim the article to see if your answers were correct.

C Read the article again, then answer the questions that follow.

Selling India's Rainy Season



In the spring, the heat **intensifies** over the northern Indian plains, pulling in **humid** air from the Arabian Gulf to the southwest. The first storms begin with dramatic displays of thunder and lightning, and by July the rains sweep across the entire country. The rainy season, which lasts until October, brings cooler temperatures, new life to the dry, brown fields, and often floods in the wettest areas.

This is the monsoon,¹ traditionally a joyful and very important time for Indian agricultural workers. It has been less happy for those who work in the tourist trade, because the number of visitors in this season tends to drop by half.

For the last few years, however, there has been a movement to increase tourism, both foreign and domestic, during this normally slow time of the year. The agreed-upon goal is to bring more tourists to selected parts of the country.

According to a report issued by an Indian industry group, appropriate destinations for the monsoon season must remain **accessible** by road during the wettest months and have a countryside that looks at its best during the rains.

Tourist agencies in various states have responded to the challenge. Goa, the former Portuguese **colony** near Mumbai, and Kerala in the extreme south have begun offering “monsoon packages.” They say there are many reasons in addition to the reduced, **off-season** prices to visit their states during this time of the year. One is to see the lush,² green landscapes. “Goa has beautiful islands, waterfalls, lakes, dams, and **wildlife sanctuaries** that can be enjoyed during the monsoons,” says Elvis Gomes, previous director of the tourism department in the state. Other attractions are the many colorful festivals. For example, Sri Jagannath Yatra, a festival held around the country at the beginning of the monsoon, features a colorful **procession**. A third is simply the joy of the season. As one Kerala promoter says, “The splashing waters make the monsoon the favorite season in India. You can feel the magic. The washed streets and fresh leaves seem to smile with you.”

Resorts in the rain-soaked areas have added special **facilities** designed to attract monsoon visitors. For example, some have built “water