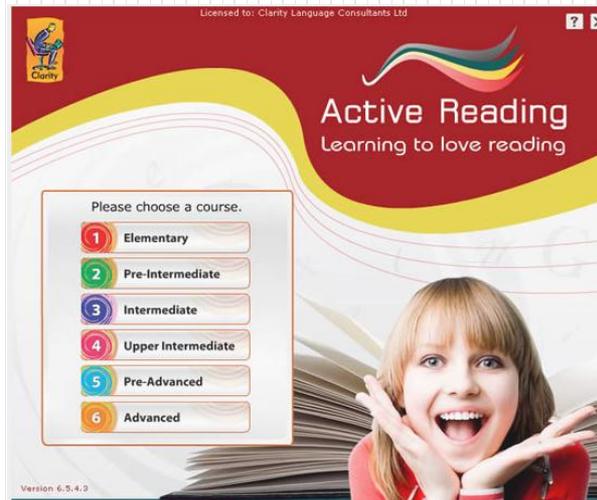


Active Reading





產品簡介

產品概述



學習等級：

Elementary, Pre-Intermediate, Intermediate, Upper Intermediate, Pre-Advanced, Advanced

學習內容：

從初級到高級，共包含 60 主題，著重在閱讀能力訓練課程，其文章豐富有趣，提供給學習者多樣化的主題學習。



產品概述



Active Reading 的出發點是呈現出切題且活潑的文章！主題範圍從節食廣告、無線遊戲的網路文章及生態保育。文章類型包含報章雜誌、小冊子、電子信箱、詩、食譜、故事和新聞稿。因此有大量的文章和主題呈現給學習者。

Active Reading 共有六個等級，給予學習者實際閱讀技能的全方位練習，分別為：確認學習者閱讀的理由、瀏覽特定的資訊、理解推論、字彙策略及使用標題及主題句。

所有的單元從閱讀到其他技能的練習都包含討論、聽力理解測驗和文章寫作。此教材對於課堂教學或自學都十分適合！

產品特色



- 一套含有六個級數的綜合閱讀測驗。
- 大量的聲音檔提升學習者大部分的技能。
- 包含從小說及網路上所摘錄的可靠性文章。
- 幫助學生發展字彙。
- 增強學習者閱讀及其他技能。
- 適用課堂教學或自學使用。

課程大綱—Elementary



Finding a home	<p>Reading focus: Reading for information ; Text type: Advertisements for homes</p> <p>Overview: Learners watch a video introduction, work on key vocabulary, and read four advertisements for homes. They tackle two kinds of comprehension activity: identifying facilities in each home; and matching people with the most suitable home. Learners then listen to a dialogue between two home seekers and fill in a website form. Finally, they go online to find their dream home.</p>
Taking a course	<p>Reading focus: Understanding why you are reading ; Text type: Website postings for part-time courses</p> <p>Overview: Learners watch a video introduction, read an authentic advertisement for a course and work on key vocabulary for enrolling on a course. They then look at a more detailed advertisement for the course and answer comprehension questions. Next, learners listen to a telephone conversation where someone enrolls on a course, and fill in a form. Finally, they match course details with a brief description of what they will learn.</p>
Reading a story	<p>Reading focus: Reading for pleasure ; Text type: Graded readers, a fable</p> <p>Overview: Learners watch a video introduction on the benefits of extensive reading and go on to read a story and answer comprehension questions. The next activity is to match contrasting vocabulary with different characters in the story. Finally, learners look at different genres of graded readers, and visit websites to find graded readers.</p>
Using a dictionary	<p>Reading focus: Dictionary skills ; Text type: Postings to a web forum; a recipe</p> <p>Overview: Learners watch a video introduction and read a student's comments about dictionaries. They then read postings from an Internet forum on the topic of dictionaries and answer questions. Learners practice arranging words in alphabetical order; and reflect on which words they can guess and which they should look up. They look up words in a recipe, and, finally, visit dictionary sites.</p>
Making a journey	<p>Reading focus: Learning vocabulary in topics ; Text type: Dialogue; note from a friend</p> <p>Overview: Learners watch a video introduction and work on key vocabulary. They then look at different ways of learning vocabulary: by matching words and pictures; by seeing words in a text; by saying words out loud; by using the target words in a writing activity. Finally, they visit three airline websites to find information, and reflect on the new vocabulary they have seen on the websites.</p>

<p>Finding a job</p>	<p>Reading focus: Understanding prefixes and suffixes ; Text type: Job advertisements</p> <p>Overview: Learners read four job advertisements with gaps, and complete them by dragging down key vocabulary items. They then match job seekers with the jobs advertised. Next comes a video introduction to prefixes and suffixes, and a practice exercise where they work on affixes in questions and answers from job interviews. Finally, learners develop their own affix charts and finish by revising vocabulary.</p>
<p>Reading a newspaper</p>	<p>Reading focus: Understanding a newspaper article ; Text type: Newspaper articles</p> <p>Overview: Learners watch a video and visit online newspaper websites; they look at how headings can help them predict content. The focus of the unit is an authentic newspaper article: learners predict the content, and work on comprehension and vocabulary activities. Finally, they reflect on what they have learned and read two more articles.</p>
<p>Making friends</p>	<p>Reading focus: Reading for information ; Text type: Postings from pen friend websites</p> <p>Overview: Learners watch a video and work on key vocabulary items. They read four pen friend postings and answer questions before reading the ‘appearance’ section of the postings. Here, they match descriptions with photos. Finally, they write a description of themselves and visit a pen friend website.</p>
<p>Reading an email</p>	<p>Reading focus: Reading words in groups (chunking) ; Text type: Emails, reports, notices from school</p> <p>Overview: Learners read two emails and reflect on <i>how</i> they read them; a video then gives an introduction to good and bad ways of reading, and the concept of ‘chunking’. Learners read the emails again and answer questions. They go on to read a series of other ‘school documents’, including reports and notes from the principal. There is also an activity on learning words in ‘chunks’.</p>
<p>Finding information</p>	<p>Reading focus: Scanning ; Text type: Email inbox; food label; bank statement</p> <p>Overview: Learners complete a listening task and reflect on why scanning is an important skill; they go on to watch a video on how to scan. In the practice exercises that follow, learners scan an email inbox, a food packet and a bank statement. Finally, they think about the other items they scan in their daily life.</p>

課程大綱—Pre - Intermediate



Writing to a pen friend	<p>Reading focus: Guessing words you don't know ; Text type: Pen friend letters / emails</p> <p>Overview: Learners watch a video introduction to guessing unknown words. They then practice this skill before reading a pen friend letter, working on vocabulary and answering questions. They complete another letter, visit a website and write a letter themselves.</p>
Cooking chicken	<p>Reading focus: Scanning for specific information ; Text type: Recipes</p> <p>Overview: Learners watch a video, write down some cooking words, and match words with pictures. They read four chicken recipes, answer questions, and complete two scanning activities. Finally, they go online and research two more recipes.</p>
The doctor says...	<p>Reading focus: Using headings to help reading ; Text type: Newsletters</p> <p>Overview: Learners watch a video introduction to using headings to help them read, predict content from headlines, and then match those headlines with the real content. The next stage is to look at headings from a newsletter and predict the content. After this, they read the newsletter and answer questions. Learners then apply the same skill to newspaper pictures. Finally, they read a second newsletter article and research the topic of headaches.</p>
Choosing a holiday	<p>Reading focus: Understanding fact and opinion ; Text type: Holiday brochure</p> <p>Overview: Learners watch a video and predict the words they will see in a holiday brochure. They match different words to different text types (a brochure, a recipe and a grammar book), and read a brochure on the Thai island of Phuket. They then work on vocabulary and answer questions. Finally, they think about how the words chosen by the writer reflect on the reliability and accuracy of the text.</p>
Travel advice	<p>Reading focus: Reading aloud ; Text type: Travel 'postcards' sent to a magazine</p> <p>Overview: Learners watch a video introduction and think about when they read aloud. They read a series of travel 'postcards', answer questions and listen to them being read. They reconstruct one of the texts, and practice reading the 'postcards' aloud. Finally, they write their own travel postcards.</p>

<p>Struck by lightning</p>	<p>Reading focus: Understanding suffixes ; Text type: Newspaper article</p> <p>Overview: Learners watch a video introduction and complete a short pre-reading quiz about lightning. They then read an article on lightning and answer questions.</p> <p>Following an introduction to affixes, they focus on suffixes in the text. They then build words using four different suffixes. Finally learners go online to research the weather.</p>
<p>Health matters: food</p>	<p>Reading focus: Signpost words: and, but, so ; Text type: Information pamphlet</p> <p>Overview: Learners watch a video introduction to ‘signpost’ words. Then they read a leaflet about veganism, looking at vocabulary and answering questions. The next stage is to focus on the use of <i>and</i>, <i>but</i> and <i>so</i> in extracts from vegan websites. Finally, they complete an exercise using these words, and finish the unit by writing a short essay.</p>
<p>Health matters: yoga</p>	<p>Reading focus: Choosing which words to learn ; Text type: Radio interview</p> <p>Overview: Learners watch a video introduction and, in a pre reading activity, write sentences about yoga. They then read and listen to a radio interview on the subject, work on vocabulary and answer questions. Finally, they think about how they learn vocabulary, and which words they choose to learn.</p>
<p>Rent-a-Pet</p>	<p>Reading focus: Matching nouns and pronouns ; Text type: Article; email</p> <p>Overview: In this unit, learners focus on pronouns and possessive adjectives and relate them to the nouns they refer to. Following a video introduction, they read an article about a woman who rents out pets. They answer questions, and complete two activities on pronouns and possessive adjectives. Finally, they read an email with the pronouns and possessive adjectives highlighted.</p>
<p>Please help me!</p>	<p>Reading focus: Functional language: giving advice ; Text type: Magazine advice column</p> <p>Overview: This unit focuses on problems and advice in the context of a newspaper advice column. Learners watch a video, pre-learn vocabulary, and read three problems for which they suggest advice. They then read the advice given by a columnist, answer questions, and look at functional language for giving advice. Finally, they write advice for three more problems.</p>

課程大綱—Intermediate



My wedding day	<p>Reading focus: Reading for information ; Text type: Website postings</p> <p>Overview: Learners watch a video introduction, work on vocabulary for weddings and do a pre-reading activity on mishaps at weddings. They then read three postings from an Internet forum on wedding disasters, and answer questions. Finally, learners read about wedding traditions from around the world, and finish with a web quest on the movie 'Father of the Bride'.</p>
Different cultures	<p>Reading focus: Inference: words and meaning ; Text type: Newspaper article; parody</p> <p>Overview: In this unit, learners focus on different cultures. After a video introduction, they read an article about travel in Roman times and compare it with travel today in a comprehension activity. They go on to read a spoof account of a visit to the South Pacific, and compare the 'customs' described to modern life. Finally, they visit a website and read about the Romans and their customs.</p>
Dangerous sports	<p>Reading focus: Learning vocabulary in topics ; Text type: Text on the history of bungee jumping</p> <p>Overview: Learners watch a video introduction and work on vocabulary for sports; they research how relatively dangerous different sports are. They then read about bungee jumping and answer questions before listening to an interview on parachute jumping. Finally, learners note vocabulary for bungee jumping and parachuting, and finish by writing about another sport.</p>
Text n emsgs	<p>Reading focus: Email and SMS abbreviations ; Text type: Exchange of emails, SMS messages; article</p> <p>Overview: Learners watch a video introduction to SMS language. They pre-learn vocabulary, and read an exchange of emails and text messages on booking a holiday. They then focus on SMS abbreviations and read an article about research into the use of SMS language by school children. Finally, learners download a worksheet on email style.</p>
Vincent van Gogh	<p>Reading focus: Understanding topic sentences ; Text type: Encyclopaedia entry</p> <p>Overview: This unit focuses on topic sentences. Learners watch a video introduction and then complete a listening exercise about topic sentences. They look at four topic sentences, and predict the content of the paragraphs, before matching sentences from the paragraphs with the correct topic sentences. They read an encyclopaedia entry on van Gogh and answer questions before going online and researching other artists.</p>



I love my dictionary!	Reading focus: Dictionary skills (1) ; Text type: Article from a student newsletter Overview: In this unit, learners look at different dictionary skills: alphabetical order, looking up meanings, spelling, pronunciation, and example sentences. They read an article from a student newsletter, comparing electronic and paper dictionaries, answer comprehension questions, and complete an activity on looking up words you <i>hear</i> . Finally, learners find their own example sentences in newspapers.
Using a dictionary	Reading focus: Dictionary skills (2) ; Text type: Extracts from dictionaries Overview: In this second unit on dictionaries, learners watch a video introduction and reflect on comments about dictionaries made by different students. They look at how grammar is explained in a dictionary, and try a dictionary quiz. The second part of the unit looks at homophones, and British vs North American English. Finally, learners visit websites for paper and online dictionaries.
We're losing the pilot...	Reading focus: Learning vocabulary in topics ; Text type: Magazine feature article Overview: Learners start by watching an introductory video and working on the vocabulary of flying. They read an interview about a flight that went wrong and answer questions. They then look at how words can be grouped (by topic, cause and effect, collocation and so on). Finally, learners apply this in two activities based around a listening text, the story of another flight disaster.
Buried Treasure	Reading focus: Learning how to proof read ; Text type: Stories about pirates and buried treasure Overview: This unit introduces learners to the fundamentals of proof reading. Following a video introduction, they proof read an initial text. They then focus on the kind of errors they found and apply this to a second text. There is a presentation of proof reading techniques, which learners try out on a third and final text.
Saving the world?	Reading focus: Reading critically ; Text type: Article written by a pressure group Overview: This unit helps learners to think about the importance of reading critically. Vocabulary of the environment is pre-taught, and they read an article about measures that can be taken to 'save the world'. They then look at the article again and think about which assertions are true and which may not be true, before applying the same critical approach to postings on an environmental website. The unit finishes with a short essay on the environment, and a website where learners can research the essay.

課程大綱—Upper Intermediate



Why are you reading?	<p>Reading focus: Reading strategies; dictionaries ; Text type: Article from a student newsletter</p> <p>Overview: This unit focuses on the different ways in which we read: skimming, scanning, reading for pleasure, reading for recognition and so on. There is a video introduction followed by an article on reading from a student newsletter. Learners then look at different texts and decide how they should read them. They make a chart, listing everything they read on two separate days, and noting how they read these texts. Finally, there is an introduction to dictionaries, followed by a dictionary quiz.</p>
Let's love sharks!	<p>Reading focus: Skimming; gathering information ; Text type: Encyclopaedia entry</p> <p>Overview: In this unit, learners gather information from different sources and write an essay. They watch a video introduction, skim a text about sharks, and then read it in detail and answer questions. They listen to a lecture (which they can also read), work on vocabulary, and bring the relevant information together in an essay.</p>
How to lose weight	<p>Reading focus: Identifying the main idea ; Text type: Advertisements for diets</p> <p>Overview: Learners watch a video introduction and consider polite and impolite ways of describing a person's weight. They read about four diets and identify the theory behind each diet before answering comprehension questions. They then listen to a dietician discussing fad diets before going on to make up their own fad diet.</p>
The smoking ban	<p>Reading focus: Focusing on key arguments ; Text type: Postings from a web forum</p> <p>Overview: Learners watch a video introduction and read postings to a website about the smoking ban. They work on vocabulary, answer questions and identify the main argument of each post. The next step is to identify the language used in making these arguments. Learners complete the unit by writing an essay on the legitimacy of the smoking ban.</p>
A short story competition	<p>Reading focus: Tackling idioms ; Text type: Email from a friend; advertisement for a competition</p> <p>Overview: The unit starts with a video introduction and an email about a writing competition. Learners practice guessing the meanings of the idioms in the email by looking at the context, and apply this skill in a second exercise. They then read the advertisement for the competition, answer comprehension questions, and finally, 'enter' the competition by writing a story.</p>



<p>It's magic!</p>	<p>Reading focus: Understanding synonyms ; Text type: Feature article</p> <p>Overview: The unit starts with a video introduction and a pre reading task in which learners write about magic tricks they have seen. They then read an article about magic and answer questions. The next stage is to focus on synonyms and near synonyms in the article. There is a presentation on how learners can use synonyms to guess unknown words, and this technique is applied in a text on Houdini. Finally, learners listen to a magician talking about giving a magic show, and they try two tricks themselves.</p>
<p>Animals learn to speak</p>	<p>Reading focus: Using headings to help reading ; Text type: Magazine article</p> <p>Overview: Learners watch a video introduction on how headings can help reading. They look at headings from a text and predict the content of each section before matching the correct heading to each paragraph. They answer questions on an initial article about human-animal communication, and then match headings to a second article. Finally, they listen to a story, and answer comprehension questions.</p>
<p>Wireless gaming</p>	<p>Reading focus: Understanding SMS language ; Text type: Postings from a web forum</p> <p>Overview: The focus of this unit is SMS language. Learners watch a video introduction and move on to a series of posts on wireless gaming, with comprehension activities. In two further exercises, they focus on identifying the SMS abbreviations in the posts (e.g. gd, convo, rite, sum1).</p>
<p>Death of the newspaper</p>	<p>Reading focus: Understanding signpost words ; Text type: Newspaper articles</p> <p>Overview: Learners watch a video introduction and complete an exercise on the vocabulary of newspapers. They then read an article on the decline of print media, answer questions, and focus on signpost words and phrases (<i>despite, in other words, as, while</i>). Using these words and phrases, they then complete a second article on the rise of online media. Finally, they find further examples of how these are used in newspapers.</p>
<p>A paper plane</p>	<p>Reading focus: Reading instructions ; Text type: Instructions</p> <p>Overview: This unit focuses on instructions, for which readers need to know the exact meanings of words. Following a video introduction and vocabulary work, learners follow three separate sets of instructions: to make a paper plane, to make a police report, and to tie a knot.</p>

課程大綱—Pre - Advanced



Fat for a Day	<p>Reading focus: Understanding time in a text ; Text type: Feature articles</p> <p>Overview: Learners watch a video introduction on how writers use time indicators to help readers navigate through a text. They read a ‘day in the life...’ article and improve it. They then drag down time indicators to improve a second article, before answering comprehension questions.</p>
Reading a novel	<p>Reading focus: Developing prediction skills ; Text type: Extracts from a novel</p> <p>Overview: The focus of this unit is prediction. Learners watch a video introduction and read background information to a scene from ‘Far from the Madding Crowd’. They predict what will come next before reading the extract. Learners then answer comprehension questions before predicting what will happen in later scenes, and finding out whether their predictions were correct. Finally, they visit two websites that highlight popular novels.</p>
Reading a newspaper	<p>Reading focus: Organization in newspapers ; Text type: Extracts from newspapers</p> <p>Overview: Learners watch a video introduction on the benefits of reading newspapers in English. They identify different sections in a newspaper and their contents, before matching extracts from articles to the correct sections. Learners go on to read three articles from the health section and answer comprehension questions. Finally, they complete a questionnaire about their own reading habits.</p>
My week	<p>Reading focus: Reading for detail ; Text type: ‘A day in the life...’ article</p> <p>Overview: The focus of this article is an account of a typical week for the CEO of a cosmetics company. Learners watch an introduction and predict what the CEO will do. They then read his ‘diary’, work on vocabulary and answer questions. In the next activity, they categorise his activities (e.g. analysing, planning and so on). Finally, they research different jobs on the Internet.</p>
Dangerous fashions	<p>Reading focus: Headings ; Text type: Encyclopaedia entries</p> <p>Overview: Learners watch a video introduction explaining how headings can help reading. They start by matching headings to four different fashion topics; they identify key vocabulary and answer comprehension questions. They then apply the same skill to matching headings and contents in an encyclopaedia entry on tattoos. Finally, they write about modern fashions, and visit two websites.</p>



<p>Dolphins</p>	<p>Reading focus: Learning vocabulary in topics · Text type: Feature article; encyclopaedia entry</p> <p>Overview: In this unit, learners read an article, identify key vocabulary in a topic, and then use that vocabulary in a second text and in an essay. The unit starts with a video introduction, moves on to a feature article on dolphins and an encyclopaedia entry on the same subject. It concludes with an essay task for which learners research the topic of dolphin therapy.</p>
<p>Hello, you're your burglar!</p>	<p>Reading focus: Understanding suffixes ; Text type: Feature article from a careers magazine</p> <p>Overview: Learners watch a video introduction and complete a pre-reading task. They read an article about restorative justice, answer questions, and focus on suffixes used in the text. They then look at how suffixes can help expand their vocabulary, and use the suffixes they have learned in a second text. Finally, they reflect on how suffixes are used, and write a short essay.</p>
<p>The Final Descent</p>	<p>Reading focus: Guessing unknown words ; Text type: Talk by a teacher</p> <p>Overview: The focus of this unit is guessing vocabulary from context. Following a video introduction, learners guess the meanings of words from websites by looking at the words around them. They read an article about a skiing accident and answer comprehension questions. The next activity focuses on different ways of guessing vocabulary (from cognates, from context, from affixes). Learners fill the gaps in a second text with the approximate meanings, using contexts as clues, and finish by visiting a movie website.</p>
<p>Mysteries</p>	<p>Reading focus: Understanding contrast in a text ; Text type: Biographies</p> <p>Overview: Learners watch a video introduction explaining how writers express contrast. They read a text about the life of Antoine de Saint-Exupery, identify key vocabulary and answer questions. There is a presentation on how writers use <i>but</i>, <i>however</i>, <i>despite</i>, <i>although</i> and <i>nevertheless</i>, and learners look at how these words are used in the text. Finally, they complete a text on the life of Amelia Earhart, using the same words.</p>
<p>Reading for pleasure</p>	<p>Reading focus: Enjoying your reading ; Text type: Poem; newspaper article; extract from a novel</p> <p>Overview: This unit is all about reading for pleasure. Readers watch a video introduction and complete two activities on how they can use (a) blurbs and (b) websites to find appealing texts. Then they read an authentic newspaper article, a poem and the first chapter of a novel.</p>

課程大綱—Advanced



The Jaipur Limb	Reading focus: Guessing unknown words ; Text type: Interview Overview: Learners watch a video introduction to the skill of guessing unknown words. They read an interview and guess the meanings of words by looking at the context, before going on to answer questions. They practice the skill again in a separate but related text, and, finally, they write an essay on development, the topic of the unit.
Ecotourism	Reading focus: Observation and inference ; Text type: Letter from a tourist Overview: In this unit learners learn to differentiate between observation and inference. They start with a short text in which they try to infer meaning; and they go on to do the same with a photograph. They apply the skill of inference to a letter, and then use their inference skills to guess the origins of six texts. Finally, learners listen to an interview, visit two websites, and write an essay.
Fashion	Reading focus: Understanding reference words ; Text type: Feature article on fashion Overview: In this unit, learners look at how writers use referencing words to make a text cohesive. They watch a video introduction, read a text about Swatch watches and answer comprehension questions. They then revisit the text and explore the concept of cohesion – the devices which make a text hang together. In the next activity learners look at a text on Tag Heuer watches, and rewrite it to make it more cohesive. They also look at how other writers use cohesive devices (in newspapers, for example). Finally, they create their own advertisement for a watch.
Mythical beasts	Reading focus: Ignoring unknown words ; Text type: Newspaper article; ‘postcards’ from enthusiasts Overview: Learners watch a video introduction to the skill of ignoring unknown words, and read texts with several words omitted. They then answer questions on these texts. This is followed by a teacher giving a short talk on when to look up unknown words that have been guessed. Learners apply this to the texts they have read. Finally, they research and write about mythical beasts.
The killing fields	Reading focus: Understanding topic sentences ; Text type: Feature article; website extract; press release Overview: Learners watch a video introduction and listen to a teacher talking about topic sentences. They look at four topic sentences and predict the content of the paragraphs, before matching content from the paragraphs with the correct topic sentences. Next, they read an article about land mines in Cambodia and answer questions. They then read another text on land mine clearance with the topic sentences removed. Learners write their own topic sentences and compare them with the original. Finally, they read a government press release on land mines.

<p>Laughter</p>	<p>Reading focus: Humor in a text ; Text type: Newspaper article</p> <p>Overview: Learners watch a video introduction, read an article about the use of humor as therapy and answer comprehension questions. The next stage is for learners to listen to a comedian talking about jokes, to identify different kinds of jokes, and to complete a text on the do's and don'ts of telling jokes. Finally, they then practice telling jokes, and read five jokes from different countries.</p>
<p>The War Poets (1)</p>	<p>Reading focus: Reading and interpreting a poem ; Text type: Poem</p> <p>Overview: Learners watch a video introduction to the poem they will read, <i>The Soldier</i> by Rupert Brooke. They learn some vocabulary. They read and listen to the poem, and answer comprehension questions. Then learners listen to an account of the life of Rupert Brooke, and put ten events in his life in order. They go back to the poem and practice reciting it. Finally, they research the life of another War Poet, Wilfred Owen.</p>
<p>The War Poets (2)</p>	<p>Reading focus: Contrasting two poems ; Text type: Poems</p> <p>Overview: In this unit, learners read another war poems, <i>Dulce et Decorum est</i> by Wilfred Owen. They start by contrasting the vocabulary in this poem with that in <i>The Soldier</i>, which they read in the previous unit. Then they read and listen to the poem, and answer comprehension questions. Next, learners contrast the central ideas of the two poems, and write a short essay. Finally, learners read, and listen to, another war poem: <i>Do not Stand at my Grave and Weep</i>.</p>
<p>Organizing information</p>	<p>Reading focus: Organisation and structure of a text ; Text type: Text book extract; incident report</p> <p>Overview: This unit focuses on the ways different texts are organized, for example dictionaries, encyclopaedias, reports and websites. Learners think about the organisation and structure of different texts and then look at three in detail: a grammar book, an incident report and an index.</p>
<p>Find it – FAST!</p>	<p>Reading focus: Scanning for specific information ; Text type: Price list; feature article; science articles</p> <p>Overview: Learners watch an introductory video and reflect on (a) why scanning is an important skill, and (b) how to scan effectively. In the practice exercises that follow, learners scan a price list, an article about the Oscars and the science page of a magazine. They also listen to a teacher talking about when it is useful to scan, and they complete an exercise.</p>

螢幕快照及操作說明

螢幕快照



Menu Back Forward Marking ? X

Finding a home > Reading: four advertisements

Look at the four advertisements on the left. They all come from a real website and are for homes in Newport. Answer the questions on the right.

www.homes4u.com

Homes in Newport

Ref: DW87
TO LET FOR SIX MONTHS. A large 3 bedroom house with a garden. Sitting room, dining room, fitted kitchen, 3 double bedrooms and a bathroom.

Ref: DT77
One bed ground-floor flat within walking distance of town centre and train station. Lounge, double bedroom, recently fitted bathroom. Garage.

Ref: PP45
I have a room available from 21st June. The flat has a kitchen, a large sitting room and a lovely garden. The garden perfect for summer BBQs. The garden is perfect for public transport. Fast Internet connection and SKY TV. I am looking for a share this flat with one other tidy friend aged 26-34.

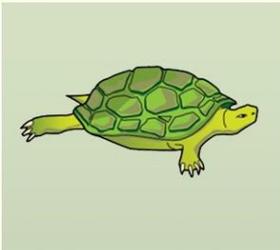
Progress
Scratch Pad
Print

Menu Back Forward Marking ? X

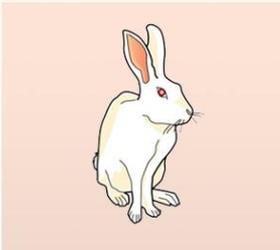
Reading a story > Vocabulary: learn words in groups

Look at the words below. Match each word or phrase with either the tortoise or the hare.

slow walks	jumps shell	late fast	steady on time	runs long legs
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Tortoise



Hare

Progress
Scratch Pad
Print

Menu Back Forward Marking ? X

Making a journey > Vocabulary: airports

One way of learning vocabulary is to draw pictures. Match the words with the pictures.

hand luggage	security airport terminal	display board	gate
check-in	passport control	suitcase	sign












Progress
Scratch Pad
Print
Recorder

Menu Back Forward Marking ? X

Making friends > Reading: appearance

Now look at another part of the pen friend website. Here people say what they look like. Read each description below and match it with the correct photo.






Picture 1 Picture 2 Picture 3 Picture 4

1 Winnie Wong
Appearance:
A typical Chinese. I have long black hair, fair complexion and brown eyes. I am slim and quite tall. I wear Western clothes. Outside beauty does not matter to me. I believe it's the soul that is important.

Winnie is .

2 Yuki
Appearance:
I think I look OK. I have shoulder-length hair and black eyes. I am slim and tall. I have a nice smile. I like to wear casual clothes.

Yuki is .

3 Cristina
Appearance:

4 Jamie
Appearance:

Progress
Scratch Pad
Print
Recorder

操作說明



使用本程式需先安裝 Flash Player。如無法執行時，請於安裝完成後再次進入。

使用說明

結束程式

請輸入你的帳號及密碼

輸入完畢請按 Start 登入

如程式於載入畫面停頓過久，請按“F5”，或點選重新整理。

操作說明



Licensed to: Winhoe Language Consultants Ltd



Active Reading

Learning to love reading

Please choose a course.

- 1 Elementary
- 2 Pre-Intermediate
- 3 Intermediate
- 4 Upper Intermediate
- 5 Pre-Advanced
- 6 Advanced

選擇課程層級



Version 6.5.4.3

The screenshot shows the main interface of the Active Reading software. At the top, it is licensed to Winhoe Language Consultants Ltd. The interface features a red and yellow wave graphic. On the left, there is a "Clarity" logo. The main title "Active Reading" is prominently displayed, with the tagline "Learning to love reading" below it. A central panel prompts the user to "Please choose a course." and lists six levels: 1 Elementary, 2 Pre-Intermediate, 3 Intermediate, 4 Upper Intermediate, 5 Pre-Advanced, and 6 Advanced. A yellow callout bubble points to this list with the text "選擇課程層級". In the bottom right corner, there is a photograph of a young girl with a joyful expression, her hands framing her face. The version number "Version 6.5.4.3" is visible in the bottom left corner.

操作說明



The screenshot shows the 'Active Reading' software interface. At the top left is the 'Clarity' logo. The main header reads 'Active Reading Learning to love reading'. On the right, there are window control buttons (C, ?, X) and two icons: 'Progress' (a bar chart) and 'Scratch Pad' (a notepad). A central list of 10 elementary reading topics is shown, each with a red circular icon containing a number. A yellow arrow points from the '學習路徑' (Learning Path) label to the first topic, '1 Finding a home'. A dark grey box highlights the sub-topics for 'Finding a home': 'Getting started', 'Reading: four advertisements', 'Vocabulary: choose a home', 'Reading: find a home', 'Listening: fill in a form', and 'Find your dream home'. A yellow speech bubble labeled '選擇主題' (Choose Topic) points to the first topic. A purple speech bubble labeled '返回課程選擇畫面' (Return to course selection screen) points to the window control buttons. At the bottom right, there is a photo of a smiling girl with her hands on her cheeks.

學習路徑

選擇主題

返回課程選擇畫面

Elementary

- 1 Finding a home
Reading for information
 - Getting started
 - Reading: four advertisements
 - Vocabulary: choose a home
 - Reading: find a home
 - Listening: fill in a form
 - Find your dream home
- 2 Taking a course
- 3 Reading a newspaper
- 4 Using a dictionary
- 5 Making a journey
- 6 Finding a job
- 7 Reading a newspaper
- 8 Making friends
- 9 Reading an email
- 10 Finding information

Progress

Scratch Pad

操作說明



上頁

下頁

批改答案

回主題選擇畫面

練習說明

播放音檔圖示

The screenshot shows the Active Reading software interface. At the top, there is a red navigation bar with buttons for 'Menu', 'Back', 'Forward', and 'Marking'. The 'Marking' button has two radio button options: 'As I work' and 'At the end'. Below the navigation bar, the main content area displays a reading passage titled 'A Good Read' with a play button icon. The passage discusses the benefits of reading and includes a question: 'Have you read anything good recently?'. Below the passage, there are five multiple-choice questions, each with 'True' and 'False' options. On the right side of the interface, there is a vertical toolbar with icons for 'Scratch Pad', 'Print', and 'Recorder'. The 'Marking' button is highlighted with a yellow callout box.

As I work：立即提示答案是否正確。
At the end：按下 Marking 後才批改成績。

查詢單字：將游標移到該字上方，同時按下鍵盤上的Ctrl及滑鼠右鍵。

操作說明



Menu Back Forward ? X

Why are you reading? > Reading: what is reading?

Read this article from Target English and answer the questions on the right.

A Good Read ▶

'Have you read anything good recently?'

The answer we expect to this question is: 'Yes, I've just finished the new Harry Potter.' Or, 'I saw a really interesting article about chocolate in the newspaper yesterday. Did you know chocolate is actually good for you?' Or even, 'No, I'm not a great reader. How about you?'

We tend to think of reading as getting stuck into a good book, or settling down with the newspaper on a Sunday morning. But novels, newspapers and magazines are really only a tiny part of the reading we do every day. If you work in an office, you read emails, websites, reports, notes put on your desk and signs in the kitchen saying, 'Please keep this kitchen clean!'

If you are at school, you read text books, wall charts and essay questions. (I've never been asked, 'Have you read a good essay question recently?!') In our

Marking

You scored 40% in this exercise.

Correct = 4
Wrong = 3
Missed = 3

Try again See the answers Forward

再試一次 **檢視答案** **下個單元**

5 When you look through a list of ingredients for a particular item, you carefully read every word.
True False ✓

6 When you skim, you are looking for specific words or information.
True ✗ False

7 It is normal to skim a text and then throw it away.
True ✓ False

8 Sometimes we just read one single word.
True False

Progress Scratch Pad Print Recorder

練習所得題數及得分比率

操作說明

回饋



Menu Back Forward **Feedback** Start again ? X

Why are you reading? > Reading: what is reading?

Look at the **correct answers**. The ones you got right are ticked. Click on any answer to see feedback (if available).

things we read at school.

Feedback

Question 2
'If you are at school, you read text books, wall charts and essay questions.'
Correct answer: True

Question 3
'If you are learning to read well in English, you need to know why you are reading.'
Correct answer: True

Question 6
'You run your eye over the text to get a general idea' of what the text is about.
Correct answer: False

Question 8
'Sometimes you just need to recognise a single word or series of words.' An example is: Stop!
Correct answer: True

Start again Print Forward

False

False

False ✓

False ✓

False

False

False

False

False

False

False

Progress

Scratch Pad

Print

Recorder

操作說明

Menu Back Forward Feedback Start again ? X

Why are you reading? > Reading: what is reading?

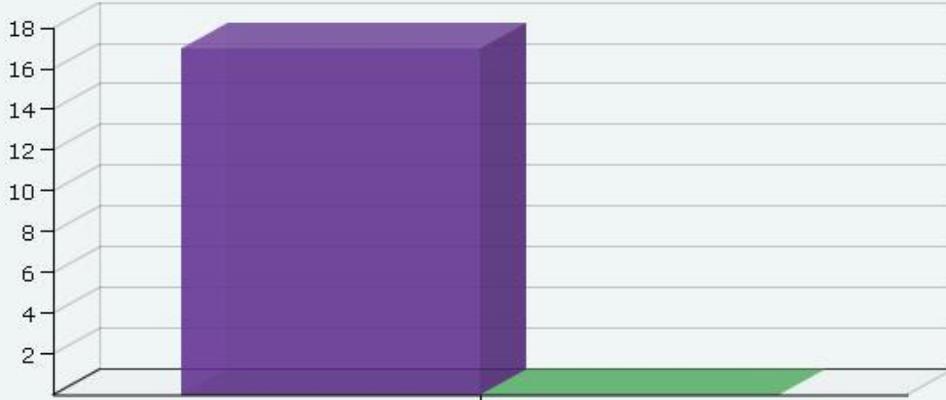
Progress for winhoe (in Upper Intermediate) X

Your scores Compare! Analysis

Compare your average score to other learners.

■ You ■ Other learners

Score (%)



Category	Score (%)
You	~17.5
Other learners	~0

Why are you reading?

與其他學習者做比較

Progress Scratch Pad Print Recorder

Print

操作說明

Menu Back Forward Feedback Start again ? X

Why are you reading? > Reading: what is reading?

Progress for winhoe (in Upper Intermediate) X

Your scores Compare! Analysis

What is your average score in each unit?

score Score (%)

每個單元的平均分數 / 時間選擇



Why are you reading?: 17%

Units with zero score are not shown.

Print

Progress Scratch Pad Print Recorder

操作說明



Menu Back Forward Feedback Start again ? X

Why are you reading? > Reading: what is reading?

Look at the **correct answers**. The ones you got right are ticked.
Click on any answer to see feedback (if available).

A Good Read

things we read at school. **True** **False**

'Have you read anything... are

The answer we expect is: 'Yes, I've just finished Potter.' Or, 'I saw a real article about chocolate yesterday. Did you know chocolate is actually good even, 'No, I'm not a great about you?'

We tend to think of reading stuck into a good book, with the newspaper on morning. But novels, newspapers and magazines are really only the reading we do every in an office, you read reports, notes put on your signs in the kitchen say this kitchen clean! **Print**

If you are at school, you read text books, wall charts and essay questions. (I've never been asked, 'Have you read a good essay question recently?!') In our **8** Sometimes we just read one single word. **True** **False**

Scratch Pad

scratch pad

簡易記事本

Progress

Scratch Pad

Print

Recorder

操作說明



Menu Back Forward Feedback Start again ? X

Why are you reading? > Reading: what is reading?

Look at the **correct answers**. The ones you got right are ticked. Click on any answer to see feedback (if available).

A Good Read

'Have you read anything good recently?'

The answer we expect to this question is: 'Yes, I've just finished the new Harry Potter.' Or, 'I saw a really interesting article about chocolate in the paper yesterday. Did you know that dark chocolate is actually good for you?' Or even, 'No, I'm not a great reader. How about you?'

We tend to think of reading as getting stuck into a good book, or settling down with the newspaper on a Sunday morning. But novels, newspapers and magazines are really only a tiny part of the reading we do every day. If you work in an office, you read emails, websites, reports, notes put on your desk and signs in the kitchen saying, 'Please keep this kitchen clean!'

If you are at school, you read text books, wall charts and essay questions. (I've never been asked, 'Have you read a good essay question recently?!') In our

things we read at school.

True **False**

3 It is important to know why you are reading.
True **False**

4 There is only one way of reading: looking at the words and understanding them.
True **False** ✓

5 When you look through a list of ingredients for a particular item, you carefully read every word.
True **False** ✓

6 When you skim, you are looking for specific words or information.
True **False**

7 It is normal to skim a text and then throw it away.
True ✓ **False**

8 Sometimes we just read one single word.
True **False**

Progress

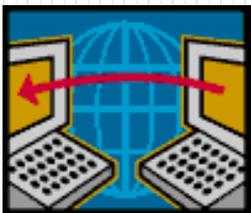
Scratch Pad

Print

Recorder

列印

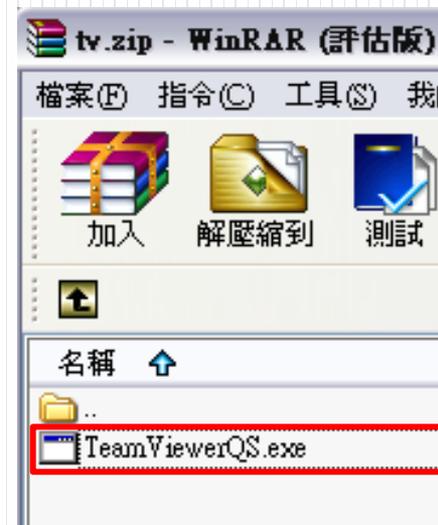
錄音



遠端連線服務



1. 下載 www.winhoe.com/tv.zip
2. 執行 **TeamViewerQS.exe** 檔案 ----->
3. 取得一組 **ID 及密碼**，提供予我方
4. 備妥耳機及麥克風



《完成以上步驟我們將可立即連線至您的桌面為您服務》

Q & A

與我們聯繫



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