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THIRD EDITION

# ACTIVE

SKILLS FOR READING **1**

Neil J Anderson

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## Vocabulary Learning Tips

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

### 1 Decide if the word is worth learning now

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

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

### 2 Record information about new words you decide to learn

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

<input type="radio"/>	New word	healthy
<input type="radio"/>	Translation	健康
<input type="radio"/>	Part of speech	adjective
<input type="radio"/>	Sentence where found	Oliver is well-known for sharing his secrets of cooking healthy food.
<input type="radio"/>	My own sentence	I exercise to stay fit and healthy.

### 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

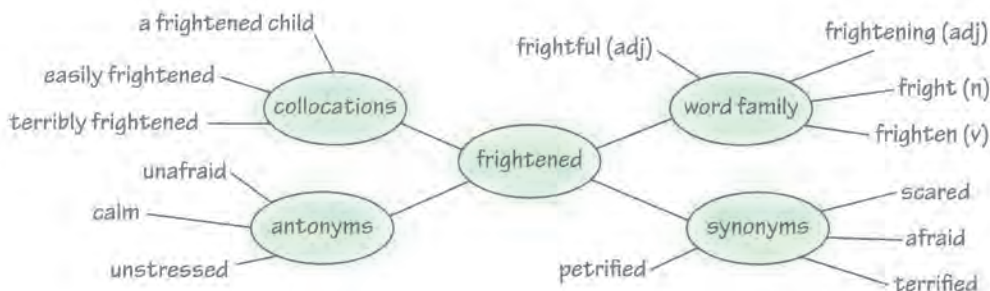
### 4 Learn words that go with the key word you are learning

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

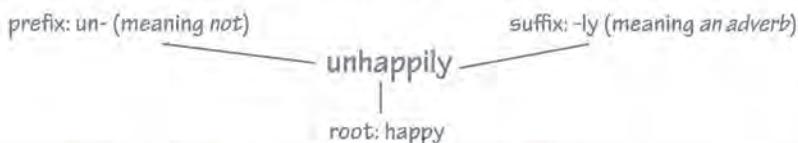
## 5 Create a word web

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 page 175 there is a list of prefixes and suffixes in this book. For example, look at the word *unhappily*.

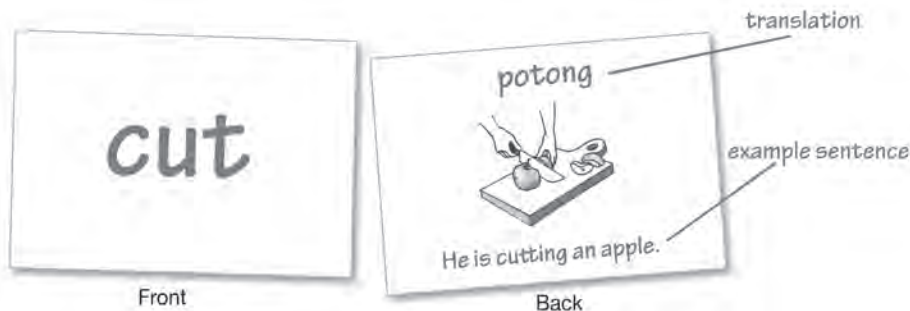


## 7 Regularly review your vocabulary notebook

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 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.



# All About Food

## UNIT 1



### Getting Ready

Discuss the following questions with a partner.

- 1 What foods do you see in the pictures?
- 2 Which ones do you like? Which ones don't you like?
- 3 Do you like to cook? What dishes can you cook?

**UNIT 1**
**CHAPTER 1 A Restaurant for Change**
**Before You Read**

Learning to Cook

**A Think about answers to the following questions.**

- 1 What are some ways people learn how to cook?

\_\_\_\_\_

\_\_\_\_\_

- 2 Which of these ways would be useful for someone learning how to cook as a job?

**B Discuss your answers with a partner.**
**Reading Skill**

Predicting

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

**A Look at the pictures and title of the passage on the next page. Then answer this question.**

How can a restaurant change a person's life?

**B Read paragraphs 1 and 2 in the passage. Then answer the following questions.**

- 1 Were your predictions in **A** correct?
- 2 What kind of training do you think the young chefs at Fifteen get?

**C Read paragraph 3 in the passage. Then answer the following questions.**

- 1 Were your predictions in **B** correct?
- 2 Why do you think the restaurant is named Fifteen?

**D Read the last paragraph in the passage. Was your prediction in **C** correct? Now read the entire passage carefully. Then answer the questions on page 14.**

**Factors of success.** Successful readers read fluently. To be fluent, you should be able to read 200 words per minute with at least 70 percent comprehension. In this chapter, see if you can achieve this goal. Achieving the goal will contribute to your success.

## A Restaurant for Change

1 Jamie Oliver wants to change peoples' lives and he is using food to do it. Oliver, a chef, is well-known for sharing his secrets of cooking **healthy** food through his magazine, cookbooks, and television shows. He is also  
5 changing lives through his Italian restaurant, Fifteen.



2 Fifteen started in London, England, as a place to train young adults to work in a kitchen. Oliver's idea was to create a professional **kitchen** that can help young people get a fresh start and a chance to become professional chefs.

3 10 Every September, a new group of 18- to 24-year-olds start work at Fifteen. When **they** start, they are usually not  
15 **qualified** for a restaurant job, but that will change quickly. In the 12 months of training, the student chefs study cooking at college and get **hands-on** training at the restaurant. Besides learning kitchen skills, they learn the importance of using fresh **ingredients** and how to create their own **recipes**.



20 And their education doesn't stop with preparing and **servng** food. The students also learn how to manage money and deal with difficult customers. Overall, the program **encourages** them to believe in themselves and enables them to look forward to a future in the restaurant business.

4 The restaurant's name, Fifteen, comes from the number of students the restaurant had when it started in 2002. Today, Oliver has three of these  
25 restaurants, and a few hundred students have finished the program. Around 90 percent of the graduates are still working in the food industry. Some own restaurants or work in some of the best kitchens around the world. Others are now starring in their own TV shows. They're all great examples of what young  
30 people can do if they're given the opportunity and support.

## Reading Comprehension

Check Your Understanding

### A Choose the correct answers for the following questions.

- Jamie Oliver \_\_\_\_\_ the Fifteen restaurant.  
a is a chef at  
b is the owner of  
c was a student at
- Oliver uses Fifteen to help young people \_\_\_\_\_.  
a eat healthy food    b find jobs    c become rich
- In lines 12–13, *When they start, they are usually...*, who does **they** refer to?  
a students at Fifteen    b TV chefs    c customers
- Today, most Fifteen graduates are working in the \_\_\_\_\_ industry.  
a building    b education    c food

### B Number these events (1–4) in the order they happen.

- \_\_\_\_\_ The student chefs graduate from their training.
- \_\_\_\_\_ The student chefs get hands-on training at a top restaurant.
- \_\_\_\_\_ In September, a new group of 18- to 24-year-olds start work.
- \_\_\_\_\_ The student chefs use their training to find jobs.

### C Discuss the following questions with a partner.

- Jamie Oliver started Fifteen to help young people get a fresh start in their lives. How could restaurant training make a young person's life better?
- How does learning to manage money and difficult customers help someone in the restaurant business?



## Critical Thinking

## Vocabulary Comprehension

Words in Context

### A Complete each sentence with the best answer. The words in blue are from the passage.

- Qualified** people are usually \_\_\_\_\_ to work.  
a trained    b not trained
- The café near my home **serves** \_\_\_\_\_.  
a good chefs    b delicious food
- Which of these are **ingredients**?  
a forks and spoons    b carrots and tomatoes
- Since this is **hands-on** training, you'll need to \_\_\_\_\_.  
a travel to the place    b use your computer
- Our English teacher **encourages** us \_\_\_\_\_.  
a to watch movies in English    b not to do our homework
- Some examples of **healthy** foods are \_\_\_\_\_.  
a french fries and potato chips    b fruits and vegetables



**UNIT 1**

**CHAPTER 2 Let's Make Blueberry Muffins!**

**Before You Read**

Famous Treats



**A Think about answers to the following questions.**

- 1 Can you name the desserts above? Have you ever eaten them?
- 2 What are your favorite desserts? Can you make them at home?

**B Discuss your answers with a partner.**

**Reading Skill**

Scanning

Scanning is looking through a passage for information you need. For example, most people do not read a newspaper from beginning to end. They scan the headlines to find what they want to read. This saves time because you only read the information you want.

**A Scan the passage on the next page. Then answer the following questions.**

- 1 Find the list of things you need to make blueberry muffins. How many different ingredients are needed? \_\_\_\_\_
- 2 How many steps are there in making blueberry muffins? \_\_\_\_\_

**B Which step of the recipe uses each of these things? Scan the passage again and write the number of the step.**

- |               |       |                 |       |
|---------------|-------|-----------------|-------|
| 1 salt        | _____ | 3 egg           | _____ |
| 2 blueberries | _____ | 4 cooking spray | _____ |

**C Now read the entire passage carefully. Then answer the questions on page 18.**

## Let's Make Blueberry Muffins!

Muffins are pastries<sup>1</sup> that were first popular in England, Germany, and America in the 1800s. Today, muffins can be both sweet and savory.<sup>2</sup> Most people add fruit and vegetables to add flavor. These muffins are full of juicy blueberries and make a delicious breakfast meal.



Here's what you need:

- 1½ cups all-purpose flour
- 2 teaspoons baking powder
- ½ teaspoon salt
- ¾ cup white sugar
- ¼ cup butter
- ⅓ cup milk
- 1 large egg
- 2 teaspoons vanilla extract
- 1 cup fresh blueberries.

**Makes 8 muffins**

- a muffin tin
- an electric mixer
- cooking spray

**Step 1: Get the oven ready.** \_\_\_\_\_

- 5 Heat the oven to 400°F (200°C) and **spray** the muffin tin with cooking spray.

**Step 2: Mix the dry ingredients.** \_\_\_\_\_

In a large bowl, **mix** the flour, baking powder, salt, and 1/2 cup sugar together with a fork. When the ingredients are mixed well, make a hole in the center.

**Step 3: Brown the butter.** \_\_\_\_\_

- 10 **Melt** the butter in a pan over medium heat. When the butter melts, use a spoon to stir it. The butter will start to brown and smell nutty. When this happens, take the butter away from the stove.

**Step 4: Make the batter.** \_\_\_\_\_

- 15 **Pour** the butter and the milk into the hole you made in the flour. Mix everything together with the electric mixer. **Add** the egg and keep mixing. Then, add the vanilla. Don't mix the batter too much. A few lumps are OK. Add the blueberries and use a spoon to stir. Be careful not to squish<sup>3</sup> the blueberries.

**Step 5: Get ready to bake.** \_\_\_\_\_

Pour the batter into each section of the muffin tin. Sprinkle<sup>4</sup> the remaining sugar over each muffin.

**Step 6: Bake it!**

- 20 Bake for about 16 to 20 minutes. The tops of the muffins will be golden brown. **Check** that they're done by inserting a toothpick into the middle of the muffin. If it comes out with a few (quite dry) crumbs, they're ready. Let the muffins **cool** in the tin for a few minutes before serving.

<sup>1</sup> A **pastry** is a kind of sweet food made of flour, butter, and water, and baked in the oven.

<sup>2</sup> **Savory** food tastes salty or spicy, not sweet.

<sup>3</sup> If you **squish** something, you press down on it, breaking it.

<sup>4</sup> If you **sprinkle** something on something else, you put small pieces of it on the other thing.



THIRD EDITION

# ACTIVE

## SKILLS FOR READING 1

*ACTIVE Skills for Reading* is an exciting five-level reading series that develops learners' reading comprehension and vocabulary skills. Written by reading specialist Neil J Anderson, the new edition of this best-selling series uses an ACTIVE approach to help learners become more confident, independent — and active — readers.

What's New in the Third Edition of *ACTIVE Skills for Reading*?

- **New readings!** A substantial number of the reading passages have been replaced. All other readings retained from the previous edition have been revised and updated.
- **New Motivational Tips!** Each chapter contains a tip box with Neil J Anderson's suggestions to students on ways to boost their motivation and become stronger readers.
- **New!** Full-color design and photographs to engage students' interest.
- **New!** Completely revised assessment CD-ROM with ExamView® test generator software.

CEF Level: B1/B2

### ACTIVE Reading

- A** = Activate Prior Knowledge
- C** = Cultivate Vocabulary
- T** = Think About Meaning
- I** = Increase Reading Fluency
- V** = Verify Strategies
- E** = Evaluate Progress

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