



RAHNAMA
P R E S S

@RAHNAMAPRESS
WWW.RAHNAMAPRESS.COM



THIRD EDITION

ACTIVE

SKILLS FOR READING **3**



Neil J Anderson

Contents

Unit	Chapter	Reading Skill	Vocabulary Skill	Real Life Skill
1 Travel Page 11	<i>Travel and Technology</i> Web article	Scanning	Organizing Vocabulary	Planning a Trip Online
	<i>Selling India's Rainy Season</i> Reference article	Predicting	The Prefix <i>-off</i>	
2 Style Page 25	<i>The Color of style</i> Reference article	Skimming for the Main Idea	The Root Word <i>dic/dict</i>	Understanding Clothing Sizes
	<i>Reality TV: Good or Bad for Fashion?</i> Magazine article	Identifying Main and Supporting Ideas	The Prefix <i>mis-</i>	
3 Disappearing Animals Page 39	<i>Endangered Species</i> Reference article	Identifying Meaning from Context	The Prefixes <i>en-</i> and <i>em-</i>	Dictionary Usage: Choosing the Right Word
	<i>Bring Back the Woolly Mammoth?</i> Reference article	Identifying Main Ideas within Paragraphs	The Suffix <i>-ize</i>	
Review 1 Page 53	Fluency Strategy: DRTA; <i>Ecotourism Magazine article</i> Fluency Practice: 1. <i>The Globalization of Fashion Reference article</i> 2. <i>Endangered Animal Success Stories Newspaper article</i>			
4 Big Money Page 65	<i>What Does a Million Dollars Buy?</i> 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> Magazine article	Previewing	The Suffixes <i>-ent</i> and <i>-ant</i>	
5 Celebrations Around the World Page 79	<i>Wedding Customs</i> Magazine article	Using Subheadings to Predict Content	Word Families	Accepting and Declining Invitations
	<i>Travel Diary: Yanshuei Fireworks Festival</i> Journal entry	Recognizing Sequence of Events	Homophones	
6 It's a Mystery! Page 93	<i>The "Lost World" of South America</i> Magazine article	Making Inferences	The Root Word <i>spec</i> + Prefixes	Researching Mysteries Online
	<i>Is "Spontaneous Human Combustion" Possible?</i> Reference article	Identifying Main Ideas within Paragraphs	Collocations	
Review 2 Page 107	Fluency Strategy: KWL; <i>America's Biggest Lottery Winner Newspaper article</i> Fluency Practice: 3. <i>That Unique Japanese Holiday Called . . . Christmas! Magazine article</i> 4. <i>Natural Mysteries Magazine article</i>			

Unit	Chapter	Reading Skill	Vocabulary Skill	Real Life Skill
7 Health and Fitness Page 119	<i>Successful Dieting</i> Web forum	Scanning	Creating Word Webs	Understanding Common Health Terms
	<i>Barefoot Running</i> Reference article	Predicting	The Prefix <i>fore-</i>	
8 Space and Flight Page 133	<i>Human Adaptation to Space</i> Reference 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> Magazine article	Making Inferences	Idioms with <i>time</i> : Inferring Meaning from Context	
9 The Changing Family Page 147	<i>Is an Only Child a Lonely Child?</i> Magazine article	Recognizing Facts and Opinions	Compound Nouns	Describing Family Relationships
	<i>Changing Roles: The Rise of Stay-at-Home Dads</i> Newspaper article	Previewing	The Root Words <i>pater, mater, and juv</i>	
Review 3 Page 161	Fluency Strategy: SQ3R; <i>Modern Fitness Trends</i> Magazine article Fluency Practice: 5. <i>Space Travel and Science Fiction</i> Reference article 6. <i>Single Parent Families: Changing Views</i> Newspaper article			
10 The Future of Education Page 173	<i>Internet Learning: The Future?</i> Web article	Arguing For and Against a Topic	The Root Word <i>ven/vent</i>	Identifying Common Academic Abbreviations
	<i>Plagiarism and the Internet</i> Newspaper article	Identifying Meaning from Context	The Suffix <i>-ism</i>	
11 The Mystery of Memory Page 187	<i>The Mysteries of Memory Loss</i> Reference article	Identifying Main Ideas within Paragraphs	The Root Word <i>fic/fice</i>	Using Spelling Rules
	<i>Words to Remember</i> Magazine article	Scanning	Vocabulary-Recall Strategies	
12 Comics Page 201	<i>The Evolution of Batman</i> Reference article	Recognizing Sequence of Events	Compound Adjectives	Reading Online Movie Reviews
	<i>Graphic Novels Come to Life</i> Magazine article	Identifying Main and Supporting Ideas	Antonyms	
Review 4 Page 215	Fluency Strategy: Reading ACTIVELY; <i>Homeschooling: A Better Way to Learn?</i> Newspaper article Fluency Practice: 7. <i>You Can Be a World Memory Champion!</i> Magazine article 8. <i>Manga, Manhwa, and Manhwa</i> Reference article			

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

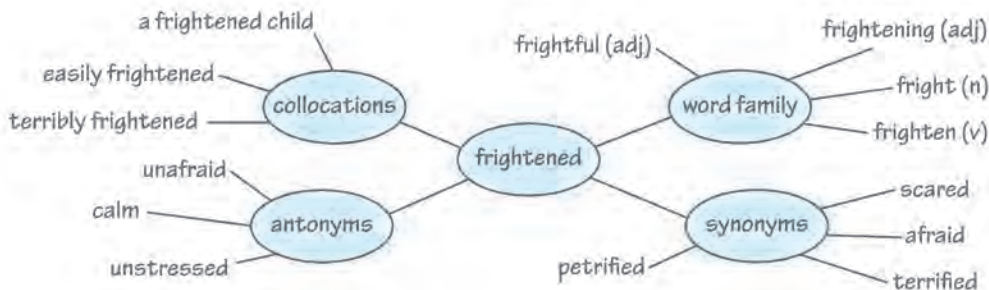
4 Learn words that go with the key word you are learning

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

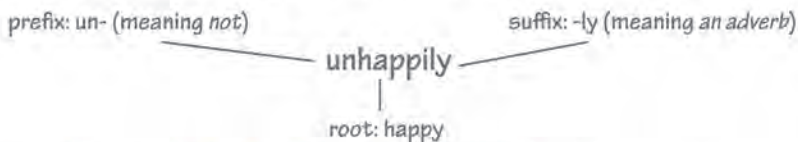
5 Create a word web

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

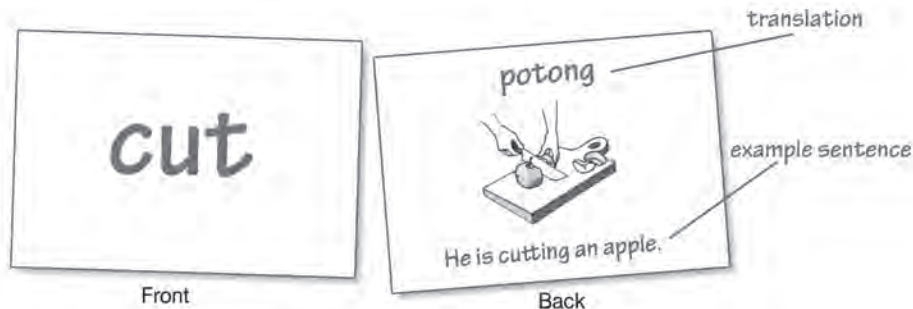


7 Regularly review your vocabulary notebook

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.

Travel 1



Backpacker



Luxury-seeker



Foodie



Adventurer

Getting Ready

Discuss the following questions with a partner.

- 1 What is happening in each of the pictures above? How does each label describe the type of traveler?
- 2 Which kind of traveler are you? Which are you not?
- 3 How would you pack or prepare for each of these vacations?

UNIT 1

CHAPTER 1 Travel and Technology

Before You Read

Making Travel Easier



A Answer the following questions.

- 1 How has making travel arrangements changed in the last 20 years?
- 2 Have you ever used the Internet to plan vacations? If so, how?
- 3 Do you think technology makes vacation planning easier?

B Discuss your answers with a partner.

Reading Skill

Scanning

When we want to find certain information in a text, we don't actually read the entire text, we *scan* it. We move our eyes very quickly across the page to look for the information we need, sometimes using subtitles, numbers, or other key words to help us. Scanning can help you save time looking for information in a text.

A Scan the passage on the next page for the information below. Check (✓) whether they are used by Geoff, Hannah, and/or Rajeev.

	Geoff	Hannah	Rajeev
Couchsurfing			
Smartphone map			
TripAdvisor			
Airbnb			
Sightseeing apps			
Online forums			
Local hosts			

B Read the entire passage to see if your answers were correct.

C Now read the entire passage again carefully. Then answer the questions on page 15.



http://asrtravel.heinle.com



Travel and Technology

It wasn't long ago that going on holiday meant visiting or calling a travel agent to book your flights and hotel. Now, technology may be putting these travel agencies out of business. For one, more people are going online to find and compare prices of flights and hotels, and plan their own itineraries, while connecting with other travelers and reading about each others' experiences. The Internet has a wealth of resources so travelers can learn more about their destination, discover local **treasures**, or uncover any **potential** problems they could encounter. Here are three travelers who have not looked back since going online:



Geoff, 37

The first thing I do when I'm preparing to travel is to visit traveler-review websites like TripAdvisor. These interactive sites let travelers share their experiences at tourist attractions, restaurants, and hotels. They can give each place a rating, write a review, or discuss them in online forums. Reading the opinions of **genuine** travelers can be much more convincing than any advertisement. On top of that, reviewers often provide tips, like where to find a money changer in a small town, or which is the best room in a hotel. Also, being able to search for attractions by location, price, or quality rating is a big help because the kind of place I'm looking for depends on whether I'm traveling for work or for leisure. When I travel for work, I focus on comfort and location. But when I'm with my wife and three kids, I always try to get the best value for our money. We also love making **personalized** travel plans that focus on our interests, such as food and beautiful beaches.

10

15

20

25





Hanna, 24

I used to accompany my family on package trips with tour guides and expensive accommodation, but traveling like that separates you from the local culture. It's not really my style. When I go traveling by myself, I love to stay with local people, so I use websites like Couchsurfing and Airbnb to find people to stay with. These sites help you connect with someone in your destination city so that you can rent their space or even stay in their **spare** room for free. I find that staying with someone is often more comfortable than staying in a hotel, and it's usually cheaper. Also, by staying with locals, you get to meet new people and can get sightseeing tips about the city you're visiting. I love to experience the culture and not just the tourist attractions. So when I stay with people, I ask them to tell me about cool places they go to, like their favorite cafes, markets, and shops. And by the end of my stay, I've usually made a few friends!



Rajeev, 28

These days, I never leave for a trip without my smartphone. I use apps and the Internet to access maps, airport information, and many other things. I used to take taxis or the subway to get everywhere in a new city. But not only does the cost of these rides **add up**, they're also not a great way to see a city or learn about a new place. With my smartphone, I'm more confident finding my own way around. I always have access to a map, so I do a lot of walking tours. I don't have to worry about getting lost because I can enter my destination into my phone and it will give me directions, and even re-adjusts the **route** if I make a wrong turn. I've even used smartphone apps to tour museums in New York and London. With the right apps and an Internet connection, a smartphone makes **navigating** the city a breeze!

A Choose the correct answers for the following questions.

Reading Comprehension
Check Your Understanding

- 1 The writer collected these three opinions to _____.
 - a convince people that technology is not necessary for travel
 - b illustrate the pros and cons of travel-related technology
 - c show the different ways people are using technology to improve travel
- 2 What does the writer mean when he says the three travelers *have not looked back* (line 9)?
 - a They only use the best and latest technology when traveling.
 - b They now prefer to use technology instead of going to travel agencies.
 - c They are thinking back to their experiences using technology while traveling.
- 3 Why does Geoff like using traveler-review websites?
 - a Real travelers often give the most accurate and helpful information.
 - b He tries to find the cheapest options for his business trips.
 - c The sites help him meet local people in the places he travels to.
- 4 How do websites like Couchsurfing or Airbnb work?
 - a They help you find cheap and comfortable accommodation in hotels.
 - b They give you sightseeing tips and information on the local culture.
 - c They help you meet local people who are willing to let you stay with them.
- 5 What does *a smart phone makes navigating the city a breeze* (line 55) mean?
 - a It's very easy to get around the city with a smart phone.
 - b You get exercise and fresh air doing a walking tour with a smart phone.
 - c A smart phone helps you connect to other people for information about a city.

B Answer the following questions using information from the passage.

- 1 Why does the writer think travel agencies are going out of business?

- 2 What does Geoff look for when he's traveling for leisure compared to when he's traveling for work?

- 3 How does Hanna make new friends in the cities she visits?

- 4 Why doesn't Rajeev like to take taxis or the subway when he's traveling?

- 5 Which traveler is LEAST likely to use a website like Couchsurfing, and why?

Critical Thinking

C Discuss the following questions with a partner.

- 1 Do you use or know of other travel websites? Describe them.
- 2 Do you agree with the writer that technology may drive travel agencies out of business? Why, or why not?

Vocabulary Comprehension

Definitions

A Match the words in the box to the correct definitions. Write a–h. The words are from the passage.

a treasure	b potential	c genuine	d personalize
e spare	f add up	g route	h navigate

- 1 ____ the way to get from one place to another
- 2 ____ extra
- 3 ____ possible
- 4 ____ to make one's own; to make for oneself
- 5 ____ something that is valued highly
- 6 ____ to increase
- 7 ____ to plan a path or direction, to find a way
- 8 ____ real, honest

B Complete the following sentences with the correct form of the words from A.

- 1 When my cousin comes to stay with us he will sleep in the _____ bedroom.
- 2 Even the art experts found it hard to tell if the painting was _____ or a fake.
- 3 My football team recently got our uniforms _____ with our names on the back.
- 4 Many tourists get lost in Beijing's old *hutong* neighborhoods because it can be hard to _____ the small streets.
- 5 This old photograph of my grandmother is a real _____ of mine.
- 6 You should find another _____ home. There's a huge traffic jam on the highway.
- 7 The cost of eating out every night _____ fast, so we started cooking at home to save money.
- 8 The company has identified _____ customers to test their latest product.

Motivational Tip: A love of reading! Do you enjoy reading? When you think about how much you love to read, it helps you keep a positive attitude, even when you have to read things that are not of your choice (like a textbook).

- A** With a partner, discuss and write one synonym and antonym for the following words.

Word	Synonym	Antonym
genuine		
comfort		
spare		
frequently		
treasure		

- B** Write the following words in the correct column. Some words may belong to more than one column.

treasures potential value genuine add up
navigate route convincing spare personalized

Noun	Verb	Adjective

- C** With a partner, discuss how you can group the words in **A** and **B** by topic or category. Fill in the chart below. What other words from the passage can you add to the chart?

Topic/Category	Words
<i>Words to describe expensive things</i>	<i>treasures, value, quality</i>

Vocabulary Skill

Organizing Vocabulary

One helpful way to remember new words is to group them into meaningful categories. You can improve your understanding of new words by grouping the new word(s) together with words you already know that have similar meanings and words with opposing meanings. Vocabulary can also be grouped by their part of speech or even by topic.

THIRD EDITION

ACTIVE

SKILLS FOR READING 3

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.

CEF Level 3: B2/C1

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.

ACTIVE Reading

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

Level 3

Text	978-1-133-30806-5
Text/Audio CD Package	978-1-133-90750-3
Classroom Audio CDs	978-1-133-30808-9
Teacher's Guide	978-1-133-30807-2
Assessment CD-ROM with ExamView	978-1-133-30802-7



National Geographic Learning, a part of Cengage Learning, provides customers with a portfolio of quality materials for PreK-12, academic, and adult education. It provides instructional solutions for EFL/ESL, reading and writing, science, social studies, and assessment, spanning early childhood through adult in the U.S. and global markets. Visit ngl.cengage.com

ISBN-13: 978-1-133-30806-5



9 781133 308065