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THIRD EDITION

ACTIVE

SKILLS FOR READING INTRO

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	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

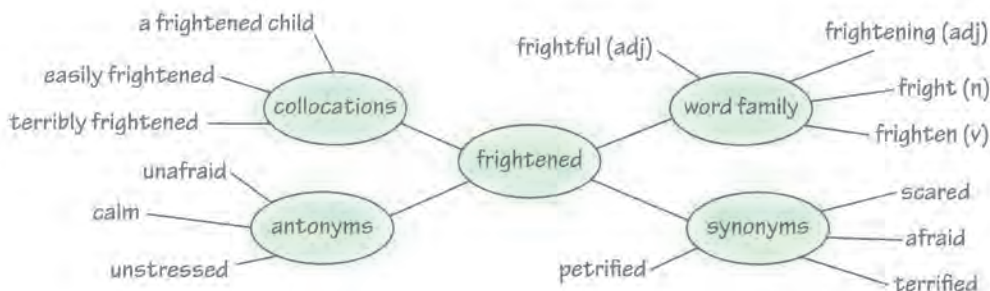
4 Learn words that go with the key word you are learning

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

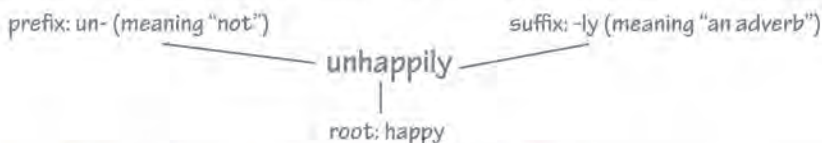
5 Create a word web

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

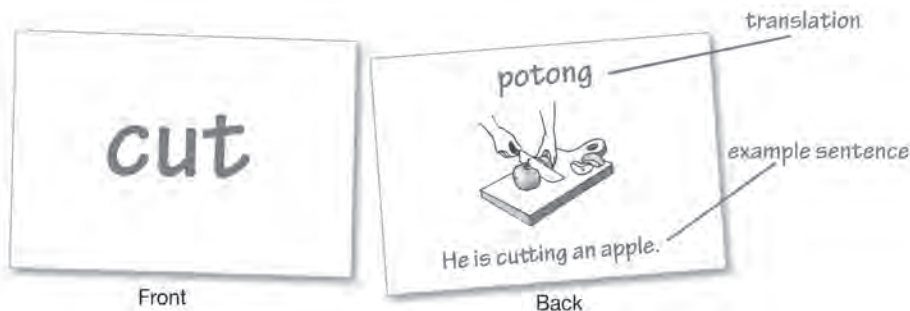


7 Regularly review your vocabulary notebook

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?

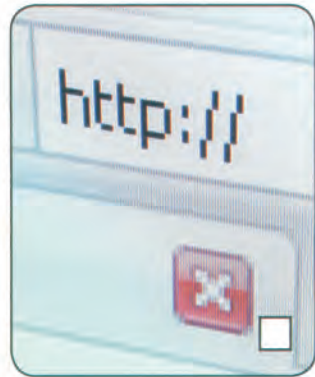
Before you use this book to develop your reading skills, think about your reading habits, and your strengths and weaknesses when reading in English. Check the statements that are true for you.

	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.

Living Online

UNIT
1



Getting Ready

A Match the words in the box with the pictures above.

- | | |
|-----------------|-----------------|
| a. a computer | d. a website |
| b. a video game | e. a cell phone |
| c. an e-reader | |

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

- | | | |
|---|-----|----|
| 1 I have a computer. | Yes | No |
| 2 I have my own website or blog. | Yes | No |
| 3 I read books on an e-reader. | Yes | No |
| 4 I spend a lot of time online. | Yes | No |
| 5 I read books on my cell phone. | Yes | No |
| 6 I text message my friends. | Yes | No |
| 7 I like to play video or computer games. | Yes | No |

UNIT 1

CHAPTER 1 Meeting Friends Online

Before You Read

My Friends

A Think about answers to these questions.

- 1 What **social networks** (e.g. *Facebook*) do you use? How many online friends do you have?
- 2 How often do you meet your friends? What do you do?

B Discuss your answers with a partner.

Reading Skill

Scanning

You *scan* to find information fast. You don't read every word. People often scan a website, a schedule, or a phone book for specific information.

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

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

B Scan the passage on the next page. Were your answers in **A** correct?

C Read the website on the next page. Then answer the questions on page 14.

Reading helps you in the world. Being a good reader in both your first language and in English is useful to you and your community. You will benefit as a citizen of the world as you read more about events happening in different parts of the world. Your knowledge of the world can help you as a citizen of the community you live in.

Internet browser Search
www.face2face.heinle.com Q

Bookmarks

Face2Face

Home My Page Members Blogs Groups Games Music Movies

Make friends around the world!

Face2Face has six million members worldwide. **Join today.** It's free!

On Face2Face you can . . .

- make your own homepage. Put **photos** of yourself and your friends on your page. Tell the world about you: your name and age, your hobbies,¹ your hometown, your school, your **favorite** food, movies, and music.
- meet your friends online. You can also **make friends** with other Face2Face members.
- start a blog. Write your thoughts and tell stories online. Read other people's blogs.
- put music and video on your page.
- join or start a **discussion** group. Talk about different topics (movies, music, sports, travel).
- **send text messages** from your computer to a friend's cell phone. You can also **leave a message** on a friend's homepage.
- play games alone or with other Face2Face members.
- watch new music videos. Listen to your favorite songs. Read about bands and singers. Learn about shows in your **area**.
- read about new movies and your favorite actors. Watch short previews² of new movies. **Buy** movie tickets online.

People You May Know



Kelly



Paul



Ronnie

Your profile can look like this . . .

Ari's Friends **Profile** **Photos** **Blog**

Ari's Page!

Name: Ari **Age:** 20
Lives in Cape Town, South Africa
Likes surfing, clubbing, traveling
Listens to pop, country



Karla



Joyce



Tommy



Phoebe




¹ A **hobby** is an activity you do in your free time.

² A **preview** is a short part of a movie you watch before the movie starts in cinemas.

Reading Comprehension

Check Your Understanding

A Choose the correct answers.

- How many people use Face2Face?
 - four hundred
 - two thousand
 - six million
- What CAN'T you do on Face2Face?
 - make your own video
 - join a discussion group
 - make a homepage
- What is a blog?
 - a place to write your thoughts
 - a website with video games
 - a place to make new friends
- On Face2Face, you can play games _____.
 - alone
 - with Face2Face members
 - both alone and with other members

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

- Jones has a new CD. I want to hear his new song.
- I want to change my personal information.
- I want to read about other people using Face2Face.
- I plan to visit Greece this summer. I want ideas about things to do.

Word(s) to Click

Music

Critical Thinking

- ### C
- Do you like the Face2Face website? Why?
 - Do you know other websites like Face2Face?

Vocabulary Comprehension

Words in Context

A In each sentence, circle the best answer. The words in blue are from the passage.

- Pedro: "This is a **photo** of my friend."
Liz: "What a nice (drawing / picture)!"
- I really (like / hate) green. It's my **favorite** color.
- You can **make friends** (in a book / on the Internet).
- In our **discussion** group, we (talk / read) about different topics.
- To (send / leave) your **text message** to Mario, press this button.
- Tina calls John. John isn't home. She hears his answering machine: "Hi, this is John. I'm not home. Please (**send a message** / **leave a message**) after the beep."

- 7 Fumiko: "You live in a very beautiful **area**."
 José: "Yes, I do. My (city / house) is on many postcards."
 8 I want to **buy** a DVD, but I don't have any (money / friends).

B Answer the questions below. Discuss your answers with a partner.

- 1 You can **make friends** in a club. What is another way?

 2 Do you **send** emails or text **messages** to your friends? How often?

 3 Do you ever **buy** things online?

 4 Do you think you live in a beautiful **area**? Why or why not?

A Is each noun singular or plural? Check (✓) the correct answer.

Noun	singular	plural
1 blog		
2 hobbies		
3 homepage		
4 message		
5 videos		
6 game		
7 movies		
8 members		
9 actor		
10 stories		

Vocabulary Skill

Singular and Plural Nouns

Singular means *one*.
 Plural means *more than one*. Plural nouns usually end in *-s* or *-es*. For example, *cat* is singular. *Cats* is plural.

B Complete each sentence with a noun from A. Use the correct singular or plural form.

- 1 Johnny Depp is my favorite _____, I have all his _____ on DVD.
 2 There are two _____ on your answering machine.
 3 My brother often plays computer _____ with friends.
 4 Every day I write on my _____. That way my friends know what I've been doing.
 5 Alan is a(n) _____ of a local gym. He exercises a lot.

UNIT 1**CHAPTER 2 Extreme Gamers****Before You Read**

Let's Play!

A Think about answers to these questions.

- 1 Look at the picture on the next page. What are the people doing?
- 2 What computer or video games do you know? Do you play them? How often?
- 3 Read the sentence below. What do you think *active* means?

As a child, Jason was very active. He was always running around and playing.

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

Predicting from the Title

Always read the title first. From the title, you can predict (guess) the passage's ideas.

A Look at the title of the passage on the next page. What do you predict the passage is about? Complete the sentence.

I think the passage is about _____.

B Read the whole passage. Then check your answer in A. Were you correct?**C Read the passage again. Then answer the questions on page 18.**

ACTIVE Gaming

On Friday, David went home from college to visit his family. In the living room, David's 14-year-old brother, Jason, was in front of the television. Jason looked **crazy**, jumping around and talking to himself.

"What are you doing?" David asked.

10 "I'm playing *Music Central*," Jason said. "Want to try?"

There was no controller.¹ Jason told his brother to stand in front of the television. Then Jason said that the **machine** could see and hear them. The machine was also **connected** to the television. If they wanted to, the brothers could tell the machine to **turn off** the game so they can watch TV.

David was ready to play! Jason pointed his finger at the screen and started a two-player music game. In the game they were **pop** musicians, playing guitars.



guitar

Playing the game made David feel **tired**. He had to move his arms, legs, hands, and feet to play the game. Being so active, David felt **like** he was actually in the game, not just controlling it.

It was **terrific!** Before they knew it, they had played **nonstop** for two hours.

Someone once said that technology can seem like magic. Standing in front of the television, David certainly felt like a magician.²



¹ A controller

² A **magician** is someone who does magic.



THIRD EDITION

ACTIVE

SKILLS FOR READING INTRO

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.

ACTIVE Reading

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

INTRO

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