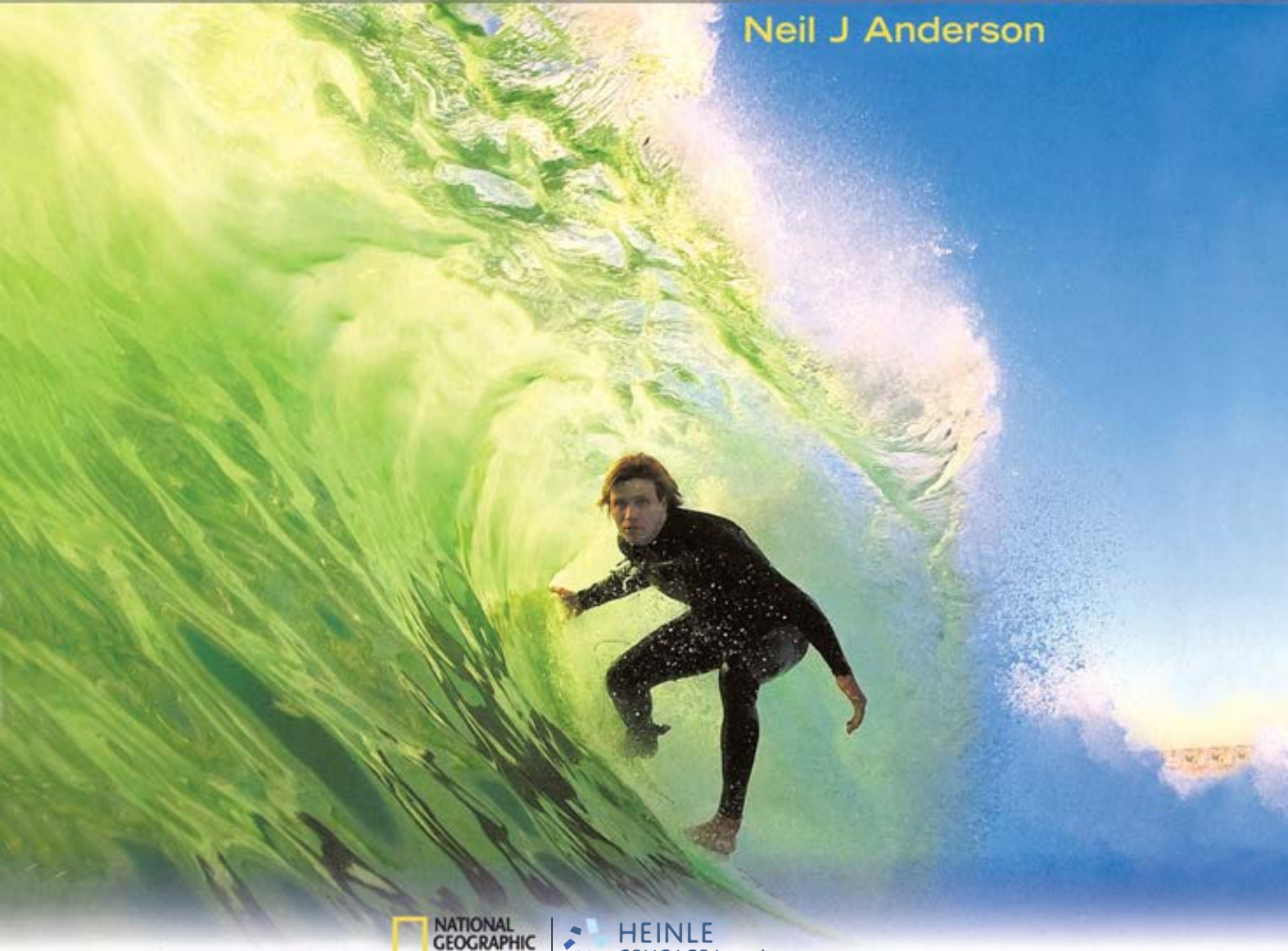


THIRD EDITION

ACTIVE

SKILLS FOR READING 3

Neil J Anderson



Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

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Neil J Anderson

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Dedication & Acknowledgments

This book is dedicated to the students and teachers who have used *ACTIVE Skills for Reading* over the past 10 years. Since 2002/2003 when the first edition of *ACTIVE Skills for Reading* was published, thousands of students and teachers have used the book. I know that I had no idea that the series would be this popular and that we would reach the stage of publishing a third edition.

The pedagogical framework for this series is as viable today as it has ever been. As students and teachers use each of the elements of *ACTIVE*, stronger reading will result.

My associations with the editorial team in Singapore continue to be some of my greatest professional relationships. I express appreciation to Sean Bermingham, Derek Mackrell, Andrew Robinson, and Sarah Tan for their commitment to excellence in publishing. I also express appreciation to Jenny Wilsen and John Murn for their commitment to helping the third edition be stronger than the two previous editions.

Neil J Anderson

The third edition of *Active Skills for Reading* maintains the *ACTIVE* approach developed by reading specialist Professor Neil J Anderson, while introducing several significant improvements.

This new edition now has a full color design, presenting the series' content in an attractive and student-friendly way. Approximately half of the passages have been replaced with new and engaging topics; the rest have been updated. It also has a wide variety of text types including articles, journals, blogs, and interviews, with later levels featuring readings based on content from National Geographic.

Each of the 24 chapters now includes a "Motivational Tips" section from Professor Anderson, reflecting his current research into student motivation and learning. His reading charts have also been updated to more accurately track students' reading fluency and comprehension progress.

Active Skills for Reading, Third Edition features an Assessment CD-ROM with ExamView® Pro, which has been revised to reflect the needs of learners preparing for standardized tests.

This latest edition of *Active Skills for Reading* series is designed to further enhance students' progress, helping them to become more confident, independent-and active-readers.

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Mardelle Azimi; Jose Carmona Hillsborough Community College; **Grace Chao** Soochow University; **Mei-Rong Alice Chen** National Taiwan University of Science and Technology; **Irene Dryden;** Jennifer Farnell Greenwich Japanese School; **Kathy Flynn** Glendale Community College; **Sandy Hartmann** University of Houston; **Joselle L. LaGuerre;** Margaret V. Layton; **Myra M. Medina** Miami Dade College; **Masumi Narita** Tokyo International University; **Margaret Shippey** Miami Dade College; **Satoshi Shiraki;** Karen Shock Savannah College of Art and Design; **Sandrine Ting;** Colin S. Ward Lonestar College; **Virginia West** Texas A&M University; **James B. Wilson;** Ming-Nuan Yang Chang Gung Institute of Technology; **Jakchai Yimngam** Rajamangala University of Technology

Reviewers of the second edition

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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

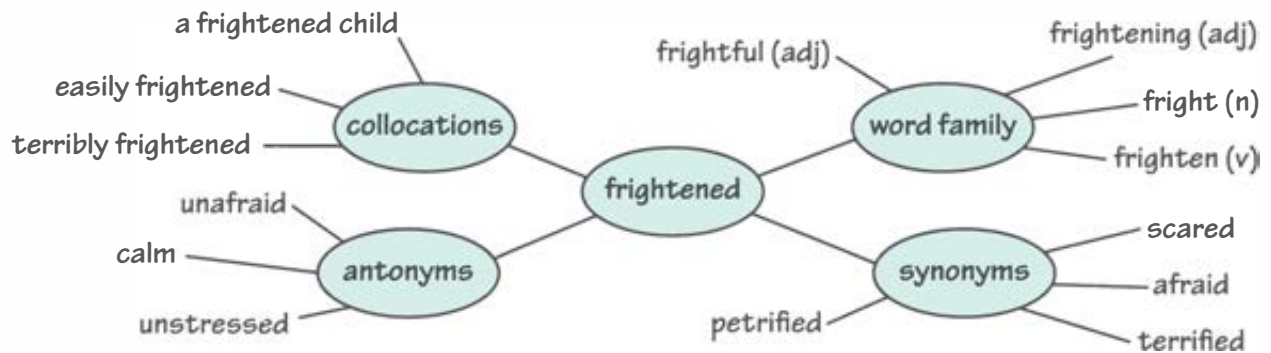
4 Learn words that go with the key word you are learning

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

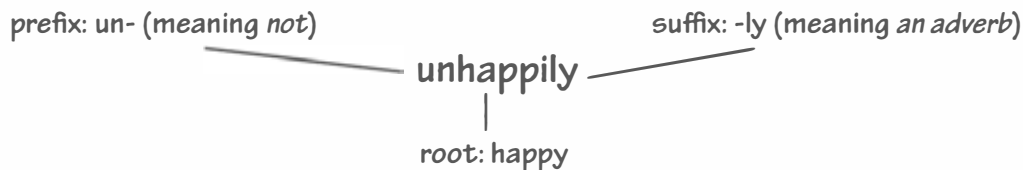
5 Create a word web

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*.

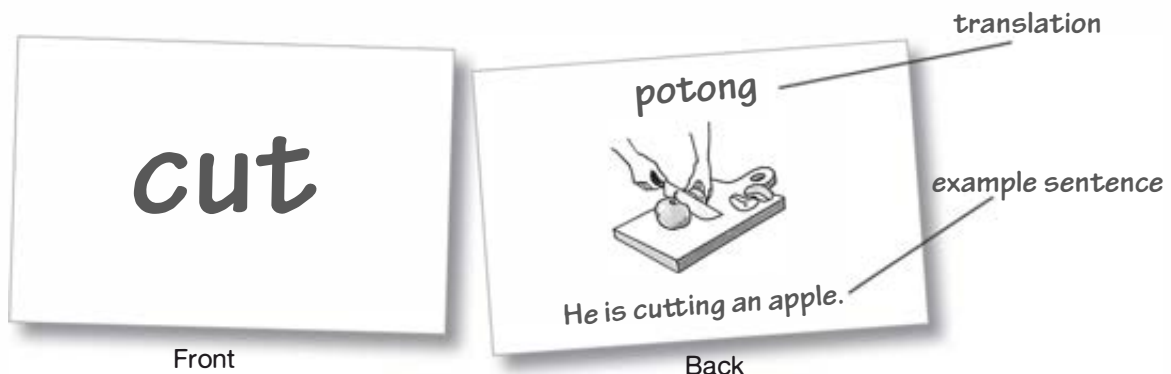


7 Regularly review your vocabulary notebook

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

FLUENT

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.

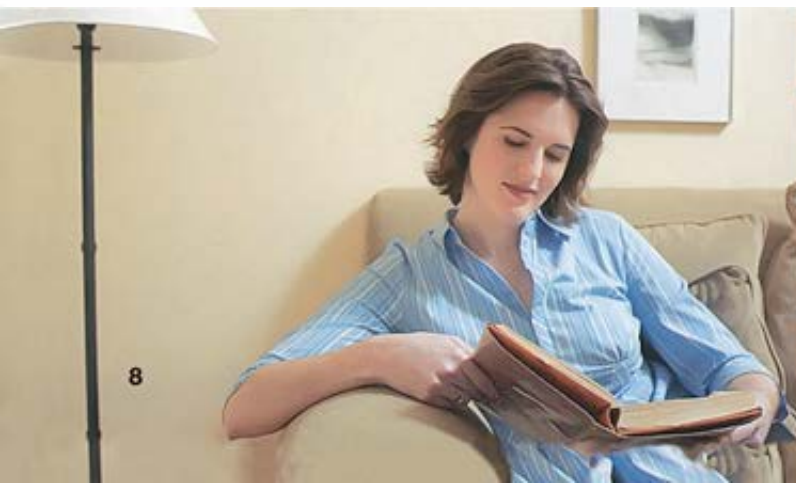
Before you read a text, think about the purpose of your reading. For example, do you just want to get a general idea of the passage? Or do you need to find specific information? Thinking about what you want to get from the reading will help you decide what reading skills you need to use.

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.



READER

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?

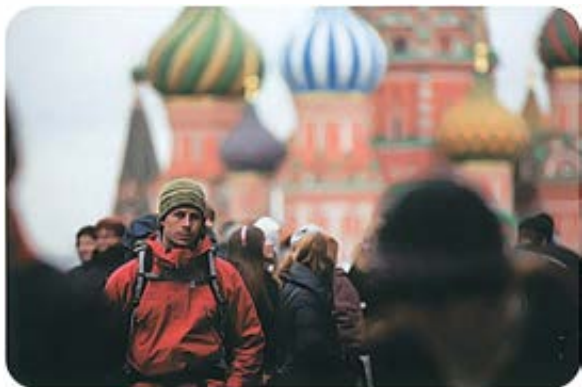
Before you use this book to develop your reading skills, think about your reading habits, and your strengths and weaknesses when reading in English. Check the statements that are true for you.

	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

UNIT
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?

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

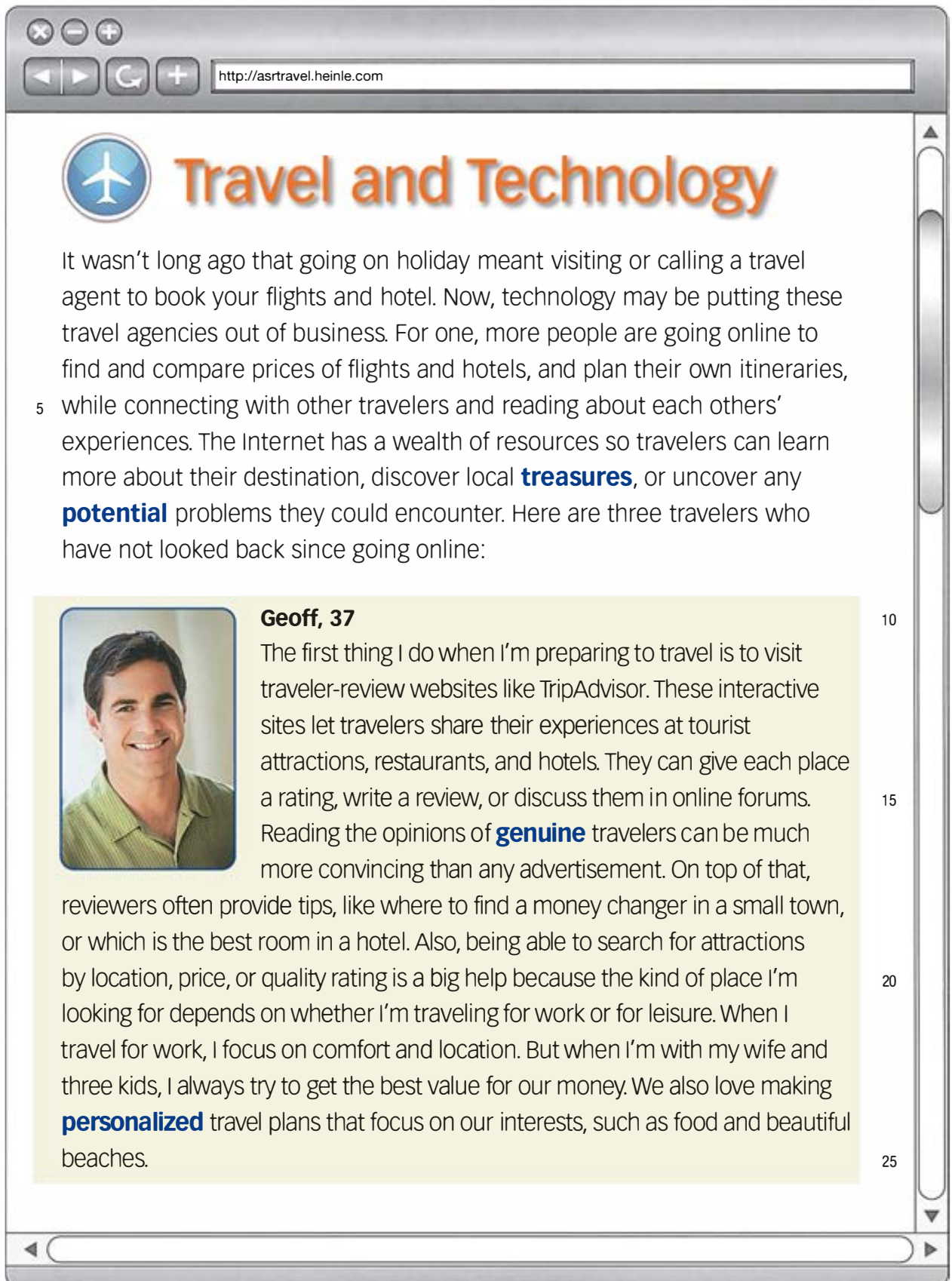
Scanning

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.





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.

- 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.

Before You Read

Weather and Vacations

A Answer the following questions.

- 1 What kind of weather do you like the best when on vacation?
- 2 Have your vacation plans ever been spoiled by unpleasant weather?
- 3 What kind of vacation activities would you do for the following types of weather?

Type of weather	Activities
snowy	
rainy	
very hot	
cool and breezy	

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

Predicting

Before reading, think about what you are going to read by looking at the title and any subheadings, and examining the images. While reading, you should also think about what comes next. This helps you understand the passage better.

A Look at the title, pictures, and accompanying captions in the passage on the next page. Then answer the following questions.

- 1 Who is probably interested in “selling India’s rainy season”?
 - a Indian companies that sell water to neighboring countries
 - b tour operators who want to convince tourists to visit India during the rainy season
 - c Indian weather scientists who are researching ways of preventing the rainy season
- 2 Which Indian industry does the rainy season probably hurt the most?
 - a the agricultural industry
 - b the fishing industry
 - c the tourism industry
- 3 What is a “monsoon palace”?
 - a a place built during the monsoon season
 - b a place built to help people appreciate the beauty of monsoons
 - c a place used for traditional ceremonies during the monsoon season

B Skim the article to see whether your predictions in A were correct.**C Now read the entire passage carefully. Then answer the questions on page 21.**

Selling India's Rainy Season



In most parts of the world, storm clouds would be greeted with a frown. But in India, it's said that when the monsoon rains come, a billion people smile. Monsoon season, also known as the rainy season, is closely tied to India's economy. The **abundant** rains bring life to India's farmland, which provides hundreds of millions of jobs to farm workers and helps feed its **vast** population.

While monsoon season is traditionally a joyful and important time for Indian agriculture, it affects the tourism industry in a very different way. During this time, the number of travelers to India can drop by half. Understandably, very few tourists want to spend their holiday in the rain. But there has been a government push over the last



Women pick tea leaves in Darjeeling, India, during the monsoon.



few years to **convince** them otherwise: that India's rain is to be celebrated and not **shunned**. "Watching the rains is one of the best sightseeing options I can imagine," says journalist Somini Sengupta, a Calcutta native.

Various states have risen to the challenge. Goa (a popular holiday destination near Mumbai) and Kerala in the south have begun offering "monsoon packages." They say the monsoon brings other benefits besides lower off-season

prices. For one, the rain brings with it **lush**, green
25 landscapes. "Goa has beautiful islands, waterfalls,
lakes, dams, and wildlife **sanctuaries** that can be
enjoyed during the monsoons," says Elvis Gomes,
former director of the state's tourism department.



celebrating Rath Yatra in Kolkata

Some of the country's biggest festivals are
30 also held either at the beginning or end of the
monsoon season. For example, Onam festival, held in Kerala in August or September, is a
ten-day-long celebration of the rich harvest, where people eat, sing, dance, and watch the
famous boat races. In the city of Puri on the eastern coast, the Rath Yatra festival features
colorful parades every evening for 21 days, where statues of deities are carried through the
35 streets.

India has a long history of monsoon appreciation dating back to the 19th century. **Palaces**
were built to honor and enjoy the rains. The most famous of these "monsoon palaces" is Sajjan
Garh Palace in the southern city of Udaipur. It rests on a hill and has viewing areas that offer
beautiful views of the Sajjan Garh Wildlife Sanctuary. These palaces served as summer homes
40 for royalty but today offer a taste of classic Indian-style luxury. Not to be outdone, modern
resorts have added special **facilities** to attract monsoon visitors. Some have built "water
parks" with connected pools, water slides, and fountains where people can splash around, as
well as open-air discos where people can dance when it pours. Some luxury hotels even have
private patios next to their guest rooms so that their guests can shower naturally in the rain.

45 Travel writer Alexander Frater spent one whole
monsoon season following the rains up both the
east and west coasts of India. In his book *Chasing
the Monsoon*, he describes the unique energy and
traditions surrounding the monsoons in different
50 regions and cities. Frater noticed that many people
travel to western India during the monsoons seeking
physical and spiritual healing. He quotes a local from
Mumbai who describes the monsoon as a metaphor
for cleansing and rebirth. "The wind drops, it gets very
55 dark, there is terrific thunder and lightning... Suddenly,
the air is very cool and perfumed with flowers. It is a time of rejoicing. And renewal."



a monsoon palace in Udaipur

Many visitors go to India simply to share in this joyous season. As one Kerala promoter says, "You
can feel the magic. The washed streets and fresh leaves seem to smile with you."