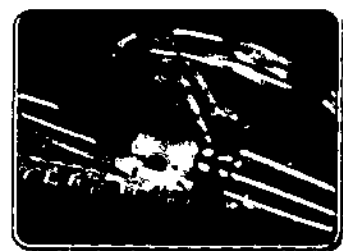


SECOND EDITION

Neil J. Anderson

ACTIVE

Skills for Reading: Book 4



THOMSON

HEINLE

Australia • Canada • Mexico • Singapore • Spain • United Kingdom • United States

THOMSON
★
HEINLE

Active Skills for Reading, 2nd Edition Student Book 4

Neil J. Anderson

Editorial Director: Joe Dougherty
VP, Director of Content Development: Anita Raducanu
Director of Product Marketing: Amy Mablay
Director of Global Marketing: Ian Martin
Editorial Manager: Sean Bermingham
Development Editor: Derek Mackrell
Content Project Manager: Tan Jin Hock

Sr. Print Buyer: Mary Beth Hennebury
Contributing Writer: Paul MacIntyre
Compositor: CHROME Media Pte. Ltd.
Cover/Text Designer: CHROME Media Pte. Ltd./C. Hanzie
Printer: Transcontinental
Cover Images: All photos from Photos.com, except amusement park (Index Open) and cyclist (iStockphoto)

Copyright © 2008 by Heinle, Thomson, Heinle, and the Star logo are trademarks used herein under license.

For more information contact Heinle, 25 Thomson Place, Boston, Massachusetts 02210 USA. You can visit our web site at elt.heinle.com

All rights reserved. No part of this work covered by the copyright hereon may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including photocopying, recording, taping, Web distribution or information storage and retrieval systems—without the written permission of the publisher.

For permission to use material from this text or product, submit a request online at <http://www.thomsonrights.com>. Any additional questions about permissions can be submitted by e-mail to thomsonrights@thomson.com

Printed in Canada.

1 2 3 4 5 6 7 8 9 10 11 10 09 08 07

ISBN-13: 978-1-4240-0238-8

ISBN-10: 1-4240-0238-2

Photo Credits

Photos.com: pages 8, 9, 19, 39, 47, 54, 78, 81, 93 (all except bottom), 121, 127, 147, 149, 173, 175, 187 (top right and bottom right), 189; iStockphoto: pages 11, 27, 73, 119, 155, 195, 203; Landov: pages 13, 14, 87, 181, 201, 209; PhotoDisc/TYA Inc: pages 33, 65, 67; Shutterstock: pages 41, 59, 62, 93 (bottom), 95, 108, 113, 162, 170, 217 (top), 224; Associated Press: page 120; NASA/JPL-Caltech: pages 141, 167; Noemí Guil López: page 187 (top left); Tjapukai Aboriginal Cultural Park: page 217 (bottom)

نام کتاب: **Active Skills for Reading book 4:**

نویسنده: **Neil J. Anderson**

ناشر: **تکریم - همکار آذران - مهران**

نوبت چاپ: **اول ۸۹**

تیراژ: **۵۰۰۰**

مرکز پخش: **کلبه زبان**

آدرس: **خیابان ۱۲ فروردین، چهارراه روانمهر، پلاک ۲**

تلفن: **۶۶۴۹۲۲۵۸ - ۶۶۹۶۱۵۳۵**

قیمت: **۴۰۰۰ تومان**

Dedication & Acknowledgments

This book is dedicated to Miranda Anderson. You will develop into a competent, fluent reader of good books as you read with your parents and family.

ACTIVE Skills for Reading has been a wonderful project to be involved with. I have enjoyed talking with teachers who use the series. I enjoy talking with students who have read passages from the book. When we published the first edition, I had no idea that we would be preparing the second edition so quickly. The success of the book is due to the teachers and students who have been engaged in ACTIVE reading. To the readers of ACTIVE Skills for Reading, thank you.

I also express great appreciation to Paul MacIntyre for your significant contributions to this edition. It is a great pleasure to work with a committed professional like you. I also express appreciation to Derek Mackrell, Sean Bermingham, and Chris Wenger from Thomson. The support you provided me was unbelievable. I enjoy working with you. Special thanks to Maria O'Connor who played an essential role in the conception of the first edition of ACTIVE Skills for Reading.

Neil J. Anderson

Reviewers for this edition

Chiou-lan Chern National Taiwan Normal University; Cheongsook Chin English Campus Institute, Inje University; Kang Hyun Jung-Ang Girls' High School; Li Junhe Beijing No.4 High School; Tim Knight Gakushuin Women's College; Ahmed M. Motala University of Sharjah; Gleides Ander Nonato Colégio Arnaldo and Centro Universitário Newton Paiva; Ethel Ogane Tamagawa University; Seung Ku Park Sunmoon University; Shu-chien, Sophia, Pan College of Liberal Education, Shu-Te University; Marlene Tavares de Almeida Wordshop Escola de Linguas; Sawarat Tongkam Silpakorn University; Nobuo Tsuda Kotan University; Hasan Hüseyin Zeyrek Istanbul Kültür University Faculty of Economics and Administrative Sciences

Reviewers of the first edition

Penney Allan Languages Institute, Mount Royal College; Jeremy Bishop Ehwa Women's University; William E. Razda Long Beach City College; Michelle Buuck Centennial College; Chih-min Chou National Chengchi University; Karen Cronin Shinjuku, Tokyo; Maria O. Dmytrenko-Ahrabian Wayne State University, English Language Institute; James Goddard Kwansei University; Ann-Marie Hadzima National Taiwan University; Diane Hawley Nagatomo Chikoma University; Carolyn Ho North Harris College; Feng-Sheng Hung National Kaohsiung First University of Science and Technology; Yuko Iwata Tokai University; Johanna E. Katchen National Tsing Hua University, Department of Foreign Languages; Peter Klipp Ehwa Women's University; Julie Manning Ritsumeikan Uji High School; Gloria McPherson English Language Institute, Seneca College; Mary E. Meloy Lara John F. Kennedy Primary School; Young-In Moon English Language and Literature Department, The University of Seoul; Junil Park Pukyong National University; Serdar Ozturk Terraki Vakfi Okullari; Diana Pelyk Ritsumeikan Asia Pacific University; Stephen Russell Meiji Gakuin University; Consuelo Sañudo Subsecretaria de Servicios Educativos para el Distrito Federal; Robin Strickler Kansai Gaidai University; Liu Su-Fen Mingchi Institute of Technology; Cynthia Tseng-Fang Tsui National Chengchi University; Beatrice Vanni University of Bahcesehir; Kerry Vrabel LaGuardia Community College; Aysen Yurdakul Buyuk Kulej

Contents

Unit	Chapter	Reading Skill	Vocabulary Skill	Real Life Skill
1 Looking for Work Page 11	<i>The Idol Life: Entrepreneurial Geniuses Interview</i>	Scanning	The Root Word <i>ten/tain</i>	Reading Job Ads
	<i>Job Interview Types Webpage</i>	Skimming for Content	Homophones	
2 Computer Culture Page 25	<i>Unmasking Virus Writers and Hackers Magazine Article</i>	Understanding Inference	The Root Word <i>plac</i>	Reading Computer Advertising
	<i>Female Virus Writer Packs a Punch Personal Profile</i>	Arguing For and Against a Topic	The Root Word <i>graph/graphy</i>	
3 Travel Adventures Page 39	<i>Into the Heart of a Family in Casablanca Personal Narrative</i>	Identifying Chronological Events	Adverbs of Emotion	Choosing a Travel Guidebook
	<i>Canaima—Eco-tours with Angels and Devils Personal Narrative</i>	Previewing	The Root Word <i>ject</i>	
Review 1 Page 53	Fluency Strategy: Muscle Reading; <i>The Internet Entrepreneur Magazine Article</i> Fluency Practice: 1. <i>White Hat and Black Hat Hackers</i> Reference Article; 2. <i>A Kenyan Safari</i> Travel Article			
4 Haunted by the Past Page 65	<i>The Bell Witch Newspaper Article</i>	Identifying Meaning from Context	The Root Word <i>pos/pon</i>	Types of Stories
	<i>Vanishing Hitchhikers Magazine Article</i>	Recognizing Sequence Markers	The Root Word <i>mort</i>	
5 A Good Read Page 79	<i>What Exactly IS a Short Story? Essay</i>	Recognizing Simile and Metaphor	The Root Word <i>scribe</i>	Understanding Literary Terms
	<i>An Interview with J.K. Rowling Interview</i>	Scanning	Idioms of Thinking	
6 A New Generation of Thinking Page 93	<i>Emotional Intelligence Newspaper Article</i>	Skimming for Content	The Root Word <i>tend</i>	Understanding Academic Titles
	<i>Left Brains, Right Brains, and Board Games Newspaper Article</i>	Identifying Main and Supporting Ideas	The Root Word <i>cap</i>	
Review 2 Page 107	Fluency Strategy: SQ5R; <i>Ghost Hunter's Bookstore Webpage</i> Fluency Practice: 3. <i>So, You Want to Be a Fiction Writer</i> Essay; 4. <i>The Theory of Multiple Intelligences</i> Reference Article			

Unit	Chapter	Reading Skill	Vocabulary Skill	Real Life Skill	
7	It's Dinner Time!	Genetically Modified Food Webpage	Arguing For and Against a Topic	The Root Word <i>sist</i>	Understanding Punctuation
	Page 119	<i>Mediterranean Diet</i> Encyclopedia Article	Identifying Meaning from Context	Numerical Root Words <i>mono, dec, cent, mill</i>	
8	Beyond Planet Earth	Near-Earth Objects: Monsters of Doom? Magazine Article	Understanding Inference	The Prefix <i>mis-</i>	Remembering What You Read
	Page 133	<i>Life on Mars Likely, Scientist Claims</i> Webpage	Scanning	The Root Word <i>vac</i>	
9	Energy for Life	<i>Biomass: Let's Set the World on Fire</i> Magazine Article	Identifying Fact Versus Opinion	The Root Word <i>mit</i>	Using a Thesaurus
	Page 147	<i>A Long Road to Cleaner Energy Sources</i> Newspaper Article	Previewing	The Prefix <i>ob-</i>	
Review 3 Page 161		Fluency Strategy: PARCER; <i>Trans Fats in Trouble</i> Magazine Article Fluency Practice: 5. <i>Changes in the Solar System</i> Reference Article; 6. <i>Green Energy</i> Magazine Article			
10	Language and Life	<i>The Exodus of Languages</i> Webpage	Identifying Cause and Effect	The Suffix <i>-al</i>	Using a Pronunciation Key
	Page 173	<i>Life with the Tarahumaras</i> Magazine Article	Identifying Main and Supporting Ideas	The Root Words <i>lit</i> and <i>lex</i>	
11	The Natural World	<i>Caught in a Melting World</i> Webpage	Understanding Inference	The Root Words <i>nat/viv/biol/gen</i>	Animal Terminology
	Page 187	<i>One Legend Found, Many Still to Go</i> Newspaper Article	Skimming for Content	The Prefix <i>non-</i>	
12	Music: Influence and Innovation	<i>Genghis Blues</i> Movie Review	Identifying Meaning from Context	The Prefix <i>ad-</i>	The Orchestra
	Page 201	<i>MTV: Secrets in the Sauce</i> Magazine Article	Identifying Main and Supporting Ideas	Phrasal Verbs with <i>up</i> and <i>out</i>	
Review 4 Page 215		Fluency Strategy: Reading <i>ACTIVELY</i> ; <i>Language Survivors</i> Reference Article Fluency Practice: 7. <i>Sea Monsters</i> Reference Article; 8. <i>Music and Advertising</i> Magazine 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:

New word	collect
Translation	收集
Part of speech	verb
Sentence where found	Jamie Oliver collected more than 270,000 signatures from people.
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.).

Noun	happiness
Verb	
Adjective	happy
Adverb	happily

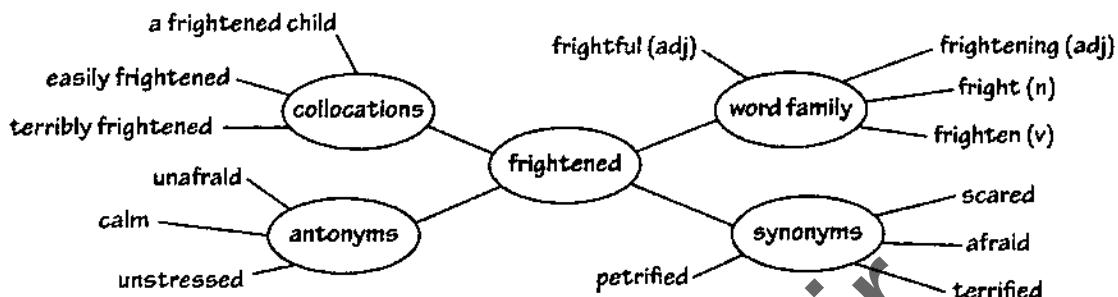
4 Learn words that go with the key word you are learning

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.

		long		
take		two-week		next week
go on	a	short	vacation	in Italy
need		summer		with my family
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 pages 238–239 there is a list of prefixes and suffixes in this book. For example, look at the word "unhappily."

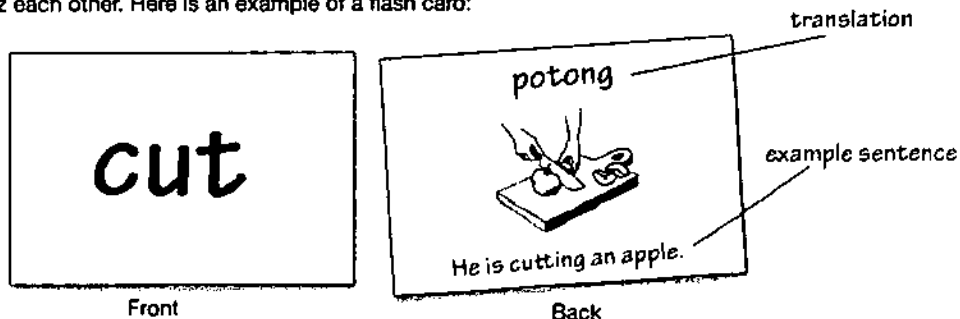


7 Regularly review your vocabulary notebook

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

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.



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.	☐	☐
2 I try to read where I'm comfortable and won't be interrupted.	☐	☐
3 I make predictions about what I'm going to read before I start reading.	☐	☐
4 I think about my purpose of reading before I start reading.	☐	☐
5 I keep my head still, and move only my eyes, when I read.	☐	☐
6 I try not to translate words from English to my first language.	☐	☐
7 I read in phrases rather than word by word.	☐	☐
8 I try to picture in my mind what I'm reading.	☐	☐
9 I read silently, without moving my lips.	☐	☐
10 I try to understand the meaning of the passage, and try not to worry about understanding the meaning of every word.	☐	☐
11 I usually enjoy reading in English.	☐	☐
12 I try to read as much as I can, especially outside class.	☐	☐

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.