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THIRD EDITION

ACTIVE

SKILLS FOR READING ¹

Neil J Anderson

What Is **ACTIVE** Reading?

ACTIVE reading is an approach to reading, advocated by Neil J Anderson, that focuses on the following elements:

A = Activate Prior Knowledge

- Activation of background knowledge improves reading comprehension.
- *Getting Ready* and *Before You Read* sections elicit learners' prior knowledge, and generate interest in the topic, through use of visual prompts and questions.

C = Cultivate Vocabulary

- Vocabulary plays a crucial role in the development of reading ability.
- *Vocabulary Comprehension* sections in each unit examine vocabulary items encountered in the main reading passage.
- *Vocabulary Skill* sections provide learners with explicit skills-based instruction in how to learn, process, and decipher new vocabulary.

T = Think About Meaning

- In addition to testing for comprehension, the ACTIVE approach encourages learners to think deeply about the meaning of the text.
- *Check Your Understanding* questions focus learners on the main ideas and key details of the text.
- *Critical Thinking* questions require learners to go beyond reading comprehension to analyze each text and the author's intent.

I = Increase Reading Fluency

- Conscious development of reading rate and comprehension are key ingredients in building reading fluency.
- *Tips for Fluent Reading* (pages 8 and 9) encourage learners to become more aware of their own reading habits.
- Four *Review Units* reinforce learners' use of strategies and provide additional reading fluency practice.

V = Verify Strategies

- Learners are encouraged to be aware of what they are doing and why they are doing it, as they read.
- Reading strategies are presented in the *Reading Skill* sections, the *Vocabulary Skill* sections, and the *Real Life Skill* section in each unit.
- *Self Check* sections in each Review Unit require learners to monitor the effectiveness of their own use of strategies.

E = Evaluate Progress

- Both qualitative and quantitative evaluation of learners' progress is advocated.
- The *Reading Rate Chart* and the *Reading Comprehension Chart* allow learners to plot their achievements in building reading fluency.
- *What Do You Think?* sections provide opportunities for learners to show comprehension of the unit theme, through verbal or written discussion.

For more information on his ACTIVE reading methodology, see Neil J Anderson's professional title *Exploring Second Language Reading: Issues and Strategies*, part of National Geographic Learning's TeacherSource series (ISBN: 0-8384-6685-0) as well as his online professional development course, *ELT Advantage: Teaching ESL/EFL Reading*.

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Neil J Anderson

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20 Channel Center Street
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USA

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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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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:

New word	healthy
Translation	健康
Part of speech	adjective
Sentence where found	Oliver is well-known for sharing his secrets of cooking healthy food.
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.).

Noun	happiness
Verb	
Adjective	happy
Adverb	happily

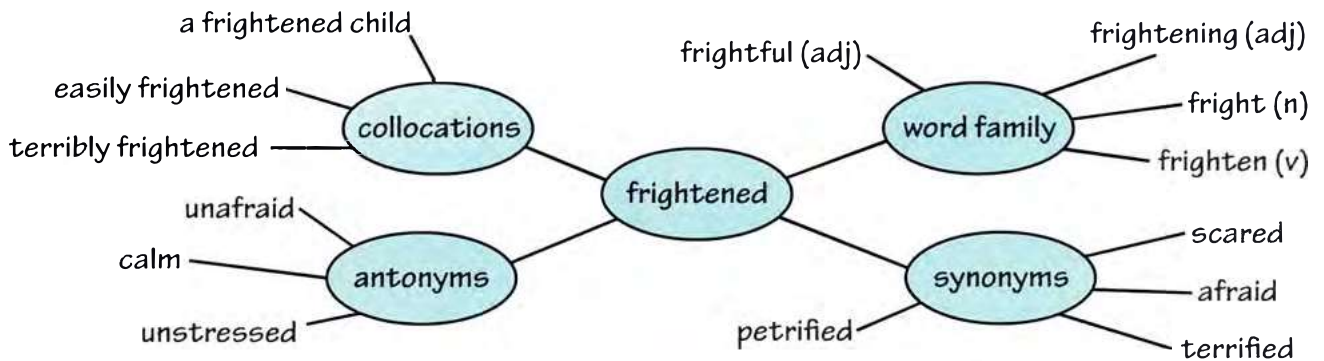
4 Learn words that go with the key word you are learning

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.

take		long		
go on		two-week		next week
need	a	short	vacation	in Italy
have		summer		with my family
		school		by myself

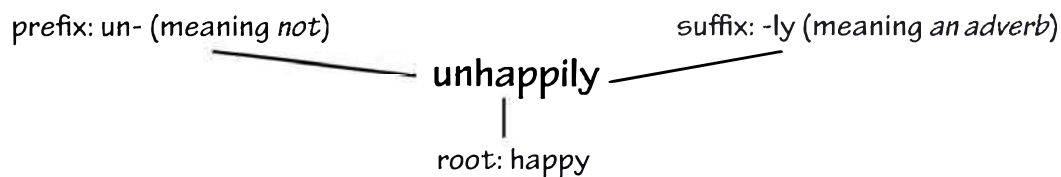
5 Create a word web

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

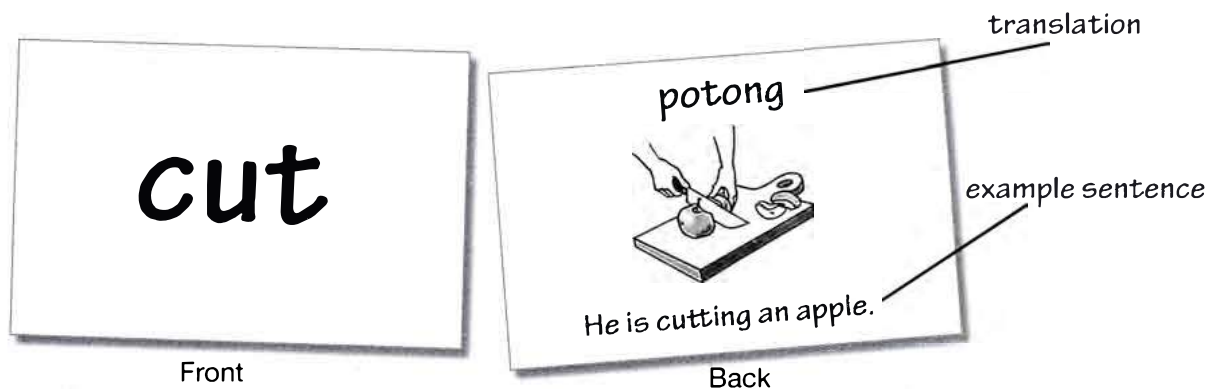


7 Regularly review your vocabulary notebook

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.

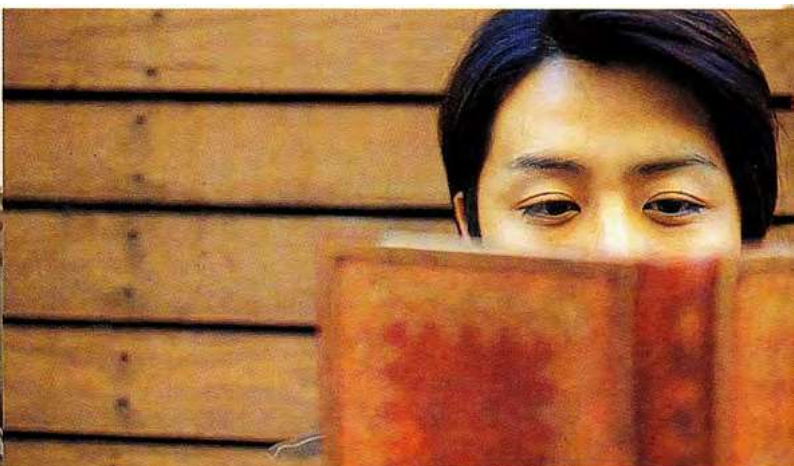
Before you read a text, think about the purpose of your reading. For example, do you just want to get a general idea of the passage? Or do you need to find specific information? Thinking about what you want to get from the reading will help you decide what reading skills you need to use.

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.



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.

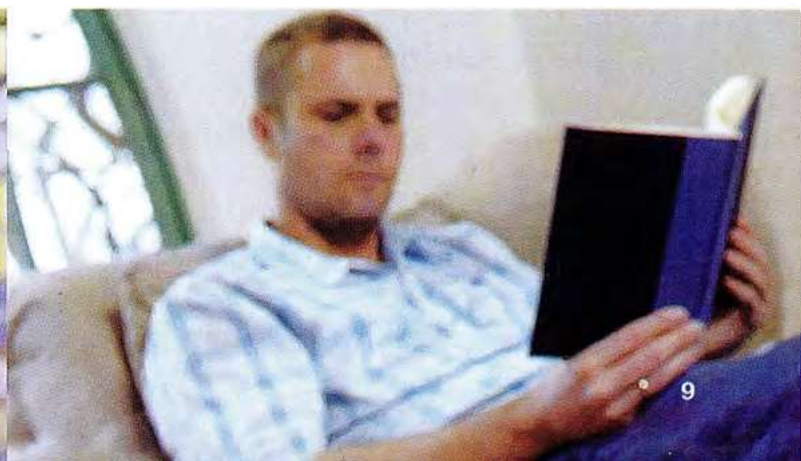
Sometimes, as readers, we think we must understand the meaning of everything that we read. It isn't always necessary to understand every word in a passage in order to understand the meaning of the passage as a whole. Instead of interrupting your reading to find the meaning of a new word, circle the word 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?

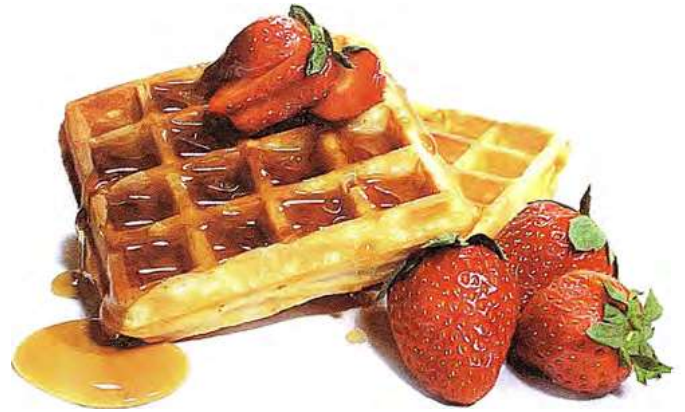
Before you use this book to develop your reading skills, think about your reading habits, and your strengths and weaknesses when reading in English. Check the statements that are true for you.

	Start of course	End of course
1 I read something in English every day.	☐	☐
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.

All About Food

UNIT
1



Getting Ready

Discuss the following questions with a partner.

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

UNIT 1

CHAPTER 1 A Restaurant for Change

Before You Read

Learning to Cook

A Think about answers to the following questions.

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

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

B Discuss your answers with a partner.

Reading Skill

Predicting

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

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

How can a restaurant change a person's life?

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

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

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

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

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

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

A Restaurant for Change

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



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

3 10 Every September, a new group of 18- to 24-year-olds start work at Fifteen. When **they** start, they are usually not **qualified** for a restaurant job, but that will change quickly. In the 12 months of training, the student chefs study cooking at college and get **hands-on** training at the restaurant. Besides learning kitchen skills, they learn the importance of using fresh **ingredients** and how to create their own **recipes**.
20 And their education doesn't stop with preparing and **serving** food. The students also learn how to manage money and deal with difficult customers. Overall, the program **encourages** them to believe in themselves and enables them to look forward to a future in the restaurant business.



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

Reading Comprehension

Check Your Understanding

A Choose the correct answers for the following questions.

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

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

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

C Discuss the following questions with a partner.

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

Critical Thinking

Vocabulary Comprehension

Words in Context

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

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