

NATIONAL
GEOGRAPHIC
LEARNING

HEINLE
CENGAGE Learning

THIRD EDITION

ACTIVE

SKILLS FOR READING INTRO



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*.

**Active Skills for Reading Intro,
Third Edition**
Neil J Anderson

Publisher, Asia and Global ELT:
Andrew Robinson
Senior Development Editor: Derek Mackrell
Associate Development Editor: Claire Tan
Director of Global Marketing: Ian Martin
Academic Marketing Manager: Emily Stewart
Marketing Communications Manager:
Beth Leonard
Director of Content and Media Production:
Michael Burggren
Associate Content Project Manager:
Mark Rzeszutek
Manufacturing Manager: Marcia Locke
Manufacturing Planner:
Mary Beth Hennebary
Composition: PreMediaGlobal
Cover Design: Page2, LLC

© 2013, 2008, 2003 National Geographic Learning, a part of Cengage Learning.

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, Web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

For product information and technology assistance, contact us at
Cengage Learning Customer & Sales Support, 1-800-354-9706

For permission to use material from this text or product,
submit all requests online at cengage.com/permissions
Further permissions questions can be emailed to
permissionrequest@cengage.com

Library of Congress Control Number: 2007922480

ISBN-13: 978-1-133-30812-6

ISBN-10: 1-133-30812-0

National Geographic Learning
20 Channel Center Street
Boston, MA 02210
USA

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil, and Japan. Locate your local office at:
international.cengage.com/region

Cengage Learning products are represented in Canada by
Nelson Education, Ltd.

Visit Heinle online at elt.heinle.com

Visit our corporate website at www.cengage.com

Photo credits

FRONT MATTER: Thinkstock: Hemera/Getty Images, Jupiterimages/Getty Images, Jupiterimages/Getty Images, Hemera/Getty Images; **p11:** Dreamstime: Monkeybusinessimages (tr), Yuri_acrurs (tl), Pradi (cr); Shutterstock: Stephen Coburn (cl), Photosani (c); **p13:** Shutterstock: Photosani, Ersler Dmitry (tr), Peter Kirillov (cr), Andres (r), Anton Albert (bc), Alen (b); Dreamstime: Leaf (bc), Delamofoto (bc), Nejron (br), Diego.Cervo. (b); **p17:** Photos.com (tr); Shutterstock: chrisbrignell (bl); **p21:** Dreamstime: Andres (tl), Michaeljung (tr), Fotosmurf02 (cl), Astargirl (cr); Photos.com: JupiterImages (c); **p23:** Dreamstime: Avava (r), Tonylivingstone (r); **p25:** Photos.com: JupiterImages/Brand X Pictures/Getty Images/Thinkstock; **p27:** Shutterstock: Andres (tr); Photos.com: Photos.com (r); Dreamstime: Vgstudio (cr), Goodynewshoes (cr), Ariwasabi (br); **p31:** Thinkstock: Digital Vison (tl), George Doyle (cl); Dreamstime: Dynamitecreative (tr), Pressmaster (cr); Shutterstock: Monkey Business Images (c); **p33:** OneWeekJob: Ian MacKenzie (t); Shutterstock: Gary Paul Lewis (r); **p37:** Shutterstock: Lledo (r); **p40:** iStockphoto: Mie Ahmt (tr); **p49:** Thinkstock: Ryan McVay/Digital Vison (tl), BananaStock (tr), JupiterImages/Brand X Pictures (cl), Hemera (cr); **p53:** Shutterstock: Tungphoto, Alistair Michael Thomas (tr); **p55:** Thinkstock: Brand X Pictures (tr), Hemera (cl, l, bl); **p59:** iStockphoto: chris_lemmens; **p61:** Thinkstock: Stockbyte (t), Dynamic Graphics/liquidlibrary (cr); **p65:** Shutterstock: Edwin Verin (br), joyfull (tc); **p68:** Shutterstock: Malchev (t), Emjay Smith (cr); **p69:** Thinkstock: Ryan McVay/Photodisc (tl), iStockphoto (tr); **p71:** iStockphoto: hipokrat (tr); Shutterstock: BlueOrange Studio (br); **p75:** Thinkstock: Hemera (tr), Comstock/Getty Images (br), Shutterstock: Morgan Lane Photography (cr); **p87:** Thinkstock: iStockphoto (tc), Hemera (c), Goodshoot/Jupiterimages/GettyImages (cr), Comstock (bc), Shutterstock: Monkey Business Images (cl), ejwhite (cl); iStockphoto: Sean Locke (bc); **p88:** Shutterstock: Anton Gvozdkov; **p89:** Thinkstock: Siri Stafford; **p93:** Thinkstock: iStockphoto (tr); **p96:** Thinkstock: Hemera (cl); Dreamstime: Pinkcandy (c); Shutterstock: James Steidl (cl), Anya Ponti (br), Morozova Oxana (bc), oliveromg (br); **p97:** Shutterstock: Natursports (tl), Peter Kirillov (cr); Getty Images: Ian Cook/Time Life Pictures (tr), Timothy A. Clary (cl); **p98:** Thinkstock: Hemera; **p99:** Shutterstock: kojoku (tr); Getty Images: Mustafa Ozer/AFP (t); **p103:** Lonely Planet: Lou Jones (tr); Shutterstock: sunsetman (cr); **p107:** Shutterstock: Helga Esteb (tl), stocklight (tr), Featureflash (cl, cr); **p109:** Shutterstock: Gustavo Miguel Fernandes (tc), DFree (tr); **p112:** Thinkstock: iStockphoto (c, cl); Shutterstock: Ayakovlev.com (cr, c); **p113:** Getty Images: Timothy A. Clary/AFP (t, b); **p125:** Thinkstock: Goodshoot (tl), Photodisc (tc, tr), iStockphoto (bl, br, tr); **p127:** Shutterstock: Andrey Arkusha (r); Thinkstock: lifesize (l); **p131:** Getty Images: Miguel Benitez (tr); **p134:** Photos.com: Grata Victoria (c); Shutterstock: Africa Studio (tr), djem(tr), Tyler Olson (c), Mike Flippo (cr), Natalia Aggiato; **p135:** Thinkstock: Comstock (tl); Shutterstock: corepics (cl), llightpoet (bc), Peter Kim (tr); **p137:** Creative Commons (cr, c, br); **p141:** Federal Bureau of Investigation (tr); **p145:** Shutterstock: Supri Suharijoto (tl); Thinkstock: Stockbyte (tr); iStockPhoto: pressureUA (bl), Peeter Viisimaa (br); **p147:** Jesus Morales (tr); Thinkstock: Todd Warnock (cr); **p151:** AP Photo: Chilean Government, Hugo Infante (tr); Newscom: Cezaro De Luca (cl); Getty Images: Martin Bernetti (br); **p42:** Thinkstock: Hemera (tr), Jupiterimages/Brand X Pictures (bl); **p45:** Thinkstock: Hemera (cr); **p47:** Thinkstock: Hemera Technologies/AbleStock.com (r), Comstock (c), iStockphoto (r, l), Jupiterimages/Photos.com (c), Jetta Productions/Lifesize (c), George Doyle & Ciaran Griffin (l); **p80:** Thinkstock: iStockphoto (tr, l, bl), Hemera (cr); **p83:** Thinkstock: iStockphoto (tr); Getty Images: Getty Images Sport (bl); Shutterstock: Vahe Katrjian (cr); **p85:** Newscom: Jameson Wu/EyePress News EyePress (r); Getty Images: Daniel Acker/Bloomberg (l); **p118:** Shutterstock: Dmitry Vinogradov (tr); Thinkstock: iStockphoto (br); **p121:** AP Photo: Ted S. Warren (l); **p123:** Shutterstock: Entertainment Press (t); **p156:** AP Photo: David X Prutting/BFANyc/Sipa Press (r); **p159:** Getty Images: Alexander Tamargo; Shutterstock: Erik Lam; **p161:** Press Association Images: Tim Ockenden/PA Archive (r); Getty Images: Mike Hewitt (l).

Printed in Canada

1 2 3 4 5 6 7 16 15 14 13 12

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, and Andrew Robinson 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

Reviewers for this edition _____

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 _____

Chiou-lan Chern National Taiwan Normal University; **Cheongsook Chin** English Campus Institute, Inje University; **Yang 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; **Naowarat Tongkam** Silpakorn University; **Nobuo Tsuda** Konan University; **Hasan Hüseyin Zeyrek** Istanbul Kültür University Faculty of Economics and Administrative Sciences

Contents

Unit	Chapter	Reading Skill	Vocabulary Skill	Real Life Skill
1 Living Online Page 11	Meeting Friends Online Webpage	Scanning	Singular and Plural Nouns	Starting a Blog in English
	Active Gaming Magazine Article	Predicting from the Title	Adding -er or -r to Make New Words	
2 Study and Education Page 21	Doing Something Different Webpage	Recognizing Purpose	Contractions	Completing a School Application Form
	The Learning Center College Brochure	Skimming	-ly Adverbs	
3 Work Choices Page 31	One Man, 52 Jobs Magazine Article	Scanning	Synonyms for Work	Reading a Job Ad
	Working Holiday Information Sheet	Understanding Main Ideas	Compound Nouns	
Review 1 Page 41	Fluency Strategy: PRO; Can the Internet be bad for you? Magazine Article Fluency Practice: 1. Lifelong Learning Webpage 2. Earning Power Newspaper Article			
4 The World of Sports Page 49	Sepak Takraw Reference Article	Reading for Details	Word Webs	Dictionary Usage: Finding Past Tense Verbs
	Are Sports Important Online Forum	Making Inferences	Word Families	
5 Travel Page 59	A Postcard from Hong Kong Postcard	Understanding the Order of Events	The Prefix re-	Writing an Informal Note
	Destination: Singapore Webpage	Scanning	Adjectives for Size and Height	
6 Comparing Cultures Page 69	Table Manners Reference Article	Identifying Similarities and Differences	Words for Comparing and Contrasting	Recognizing Common Abbreviations
	My Homestay Diary Diary	Making Inferences	The Prefix un-	
Review 2 Page 79	Fluency Strategy: SQ3R; Special Guests Magazine Article Fluency Practice: 3. World Cup Blog Webpage 4. Tony Wheeler of Lonely Planet Reference Article			

Unit	Chapter	Reading Skill	Vocabulary Skill	Real Life Skill
7 Listening to Advice Page 87	<i>Ask Emma</i> Advice Column	Skimming for the Main Idea	Guessing Vocabulary Meaning from Context	Understanding Written Signs
	<i>Peer Pressure</i> Magazine Article	Making and Checking Predictions	The suffix <i>-ish</i>	
8 Remarkable People Page 97	<i>A Real Life Superhero</i> Magazine Article	Understanding the Order of Events	Synonyms	Doing Research Online
	<i>The Tiffin Men</i> Webpage	Scanning	<i>make</i> + noun	
9 That's Entertainment Page 107	<i>Artists in Two Languages</i> Magazine Article	Understanding Cause and Effect	Feelings	Understanding Movie Ratings
	<i>Pilobolus</i> Blog Post	Understanding Main Ideas	Homographs	
Review 3 Page 117 Fluency Strategy: Dealing with Unknown Words; <i>Help Me Train My Pet</i> Advice Column Fluency Practice: 5. <i>Running the Distance</i> Magazine Article 6. <i>At the Movies: Bollywood</i> Reference Article				
10 Fashion and Trends Page 125	<i>Fashion Focus: Street Style</i> Magazine Article	Understanding Main Ideas in Paragraphs	Verbs Used with Clothing	Understanding Clothing Labels
	<i>From Trash to Fashion</i> Newspaper Article	Reading for Details	Word Webs	
11 A Mysterious World Page 135	<i>The World's Most Mysterious Manuscript</i> Reference Article	Making and Checking Predictions	Antonyms	Dictionary Skills: Choosing the Right Definition
	<i>Into the Night Sky</i> Magazine Article	Skimming for the Main Idea	Travel	
12 True Life Stories Page 145	<i>Face to Face with a Chupacabra</i> Interview	Understanding the Order of Events	Ways of Saying Things	Identifying Types of Books
	<i>Alive to Tell Their Tale</i> Magazine Article	Making and Checking Predictions	The Suffix <i>-ful</i>	
Review 4 Page 155 Fluency Strategy: Reading ACTIVEly; <i>Style Rookie</i> Magazine Article Fluency Practice: 7. <i>Celebrity Chef Anthony Bourdain</i> Magazine Article 8. <i>Just a Dream?</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:

<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

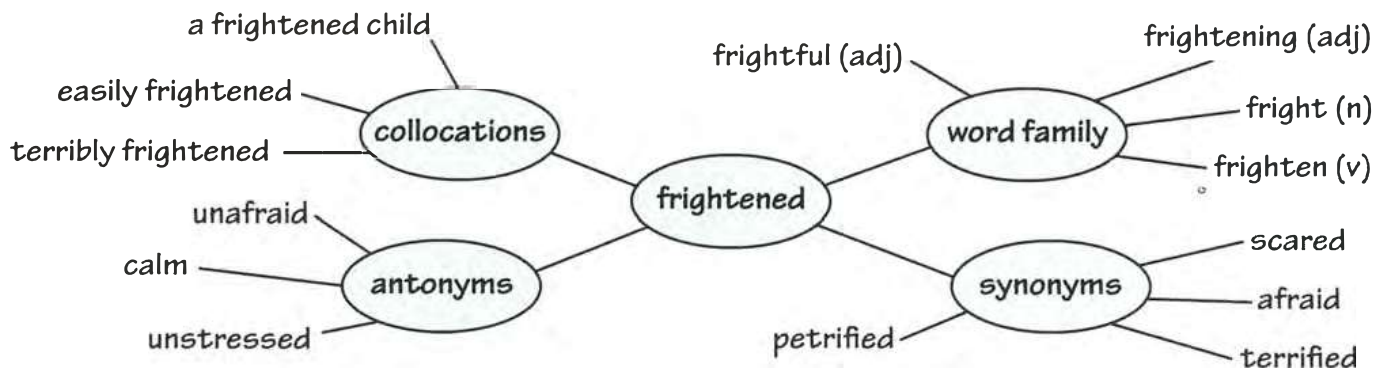
4 Learn words that go with the key word you are learning

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

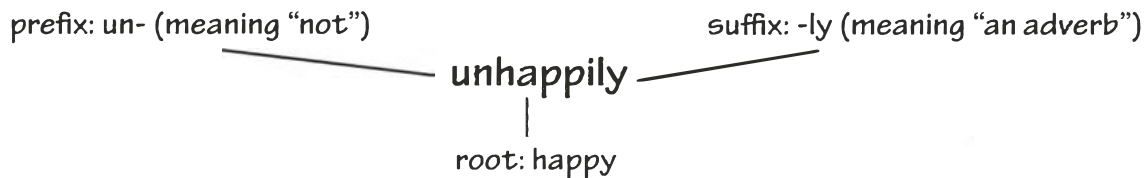
5 Create a word web

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

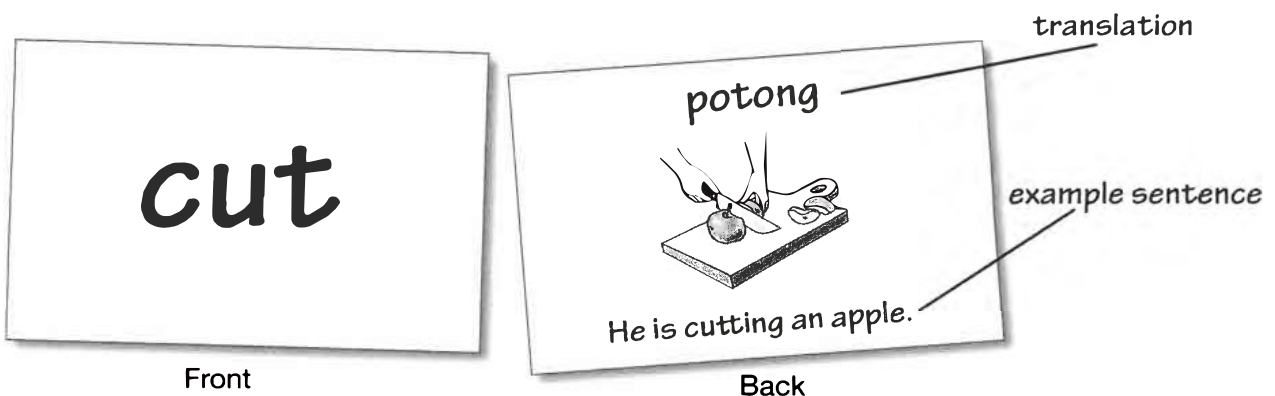


7 Regularly review your vocabulary notebook

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.

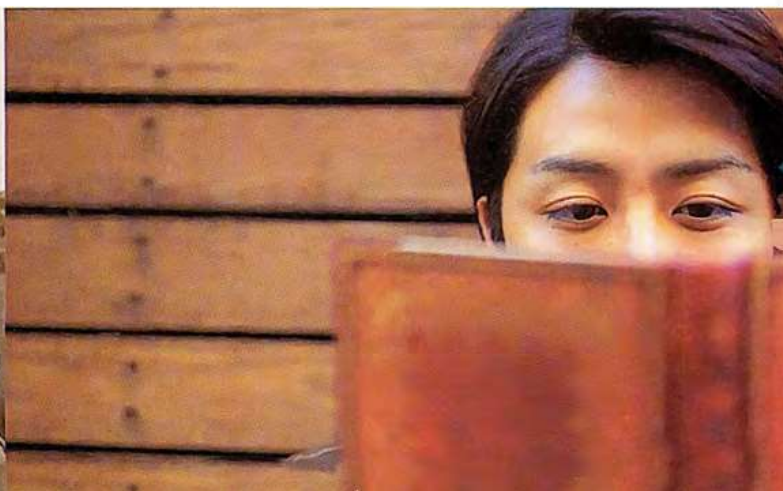
Before you read a text, think about the purpose of your reading. For example, do you just want to get a general idea of the passage? Or do you need to find specific information? Thinking about what you want to get from the reading will help you decide what reading skills you need to use.

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.



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.

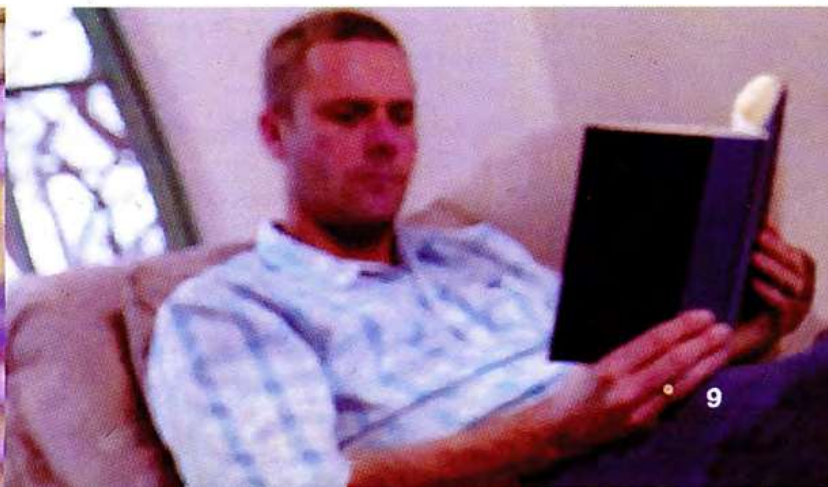
Sometimes, as readers, we think we must understand the meaning of everything that we read. It isn't always necessary to understand every word in a passage in order to understand the meaning of the passage as a whole. Instead of interrupting your reading to find the meaning of a new word, circle the word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

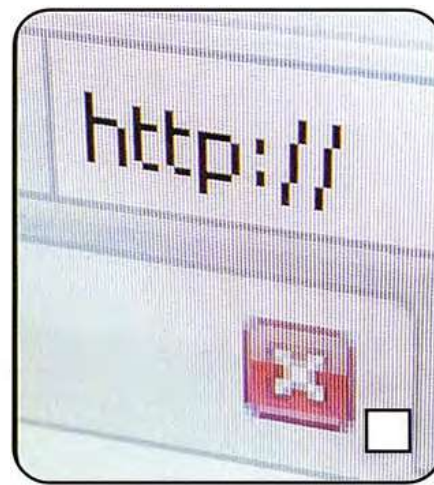
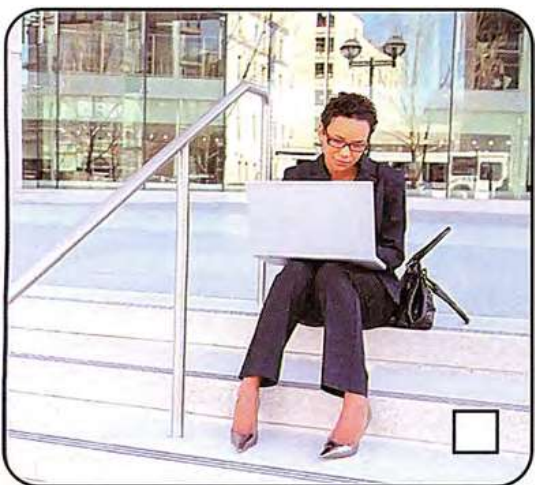
Before you use this book to develop your reading skills, think about your reading habits, and your strengths and weaknesses when reading in English. Check the statements that are true for you.

	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.

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 |

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
www.face2face.heinle.com
Search

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.

Your profile can look like this . . .

Ari's Page!

Name: Ari **Age:** 20
Lives in Cape Town, South Africa
Likes surfing, clubbing, traveling
Listens to hip-hop, reggae

Ari's Friends

Profile

Photos

Blog


Karla

Joyce

Tommy

Phoebe

People You May Know


Kelly

Paul

Ronnie

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.

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

Word(s) to Click

- | | |
|--|--------------|
| 1 Lady Gaga has a new CD. I want to hear her new song. | <u>Music</u> |
| 2 I want to change my personal information. | _____ |
| 3 I want to read about other people using Face2Face. | _____ |
| 4 I plan to visit Greece this summer. I want ideas about things to do. | _____ |



Critical Thinking

- ### C
- 1 Do you like the Face2Face website? Why?
 - 2 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.
- 1 Pedro: "This is a **photo** of my girlfriend."
Liz: "What a nice (drawing / picture)!"
 - 2 I really (like / hate) green. It's my **favorite** color.
 - 3 You can **make friends** (in a book / on the Internet).
 - 4 In our **discussion** group, we (talk / read) about different topics.
 - 5 To (send / leave) your **text message** to Mario, press this button.
 - 6 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.

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.

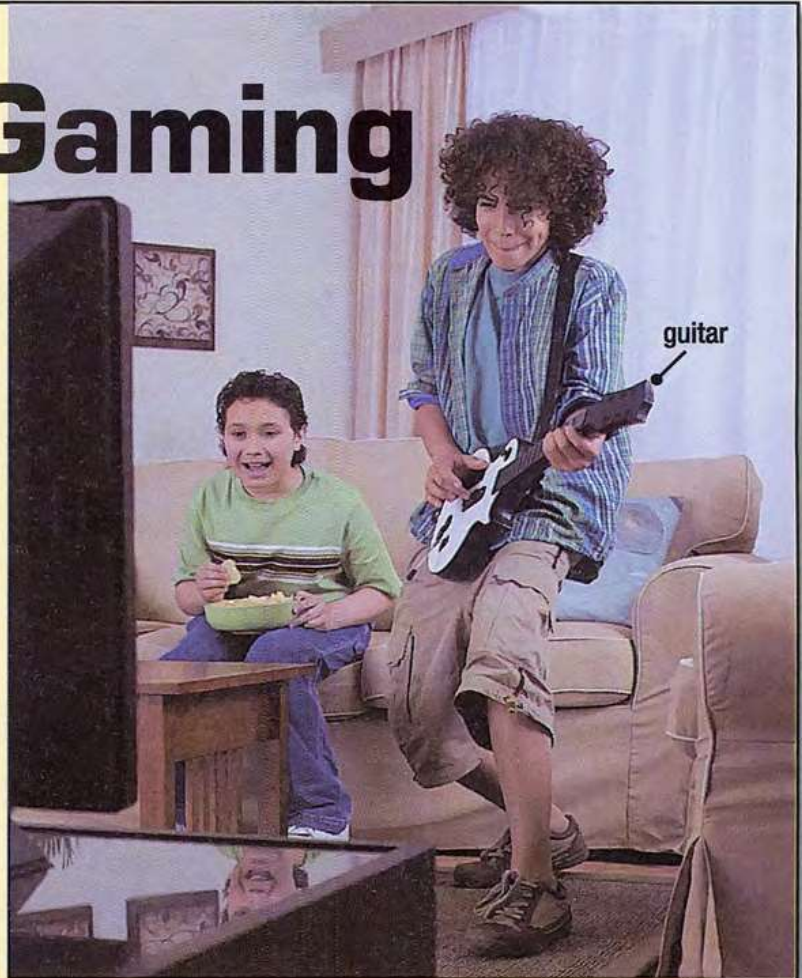
"What are you doing?" David asked.

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

There was no controller.¹ Jason told his brother to stand in front of the television. Then Jason

15 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
20 can watch TV.

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



Playing the game made David feel **tired**. He had to move his arms, legs, hands, and feet to play the game. Being so
30 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
35

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.

Reading Comprehension

Check Your Understanding

A Choose the correct answers.

- 1 What was Jason doing at home?
 - a He was exercising.
 - b He was watching television.
 - c He was dancing.
- 2 Why did David feel tired?
 - a He did not get enough sleep last night.
 - b He had to move around a lot.
 - c He played the game for too long.
- 3 In line 34, the word **nonstop** means _____.
 - a stopping often
 - b without stopping
 - c for one hour
- 4 What is special about the video game in this passage?
 - a Players do not use controllers.
 - b The players learn to play music.
 - c The game is played online.

B Put the events below in order from 1 to 6.

- a ____ David felt tired.
- b ____ David came home from college.
- c ____ Jason pointed his finger at the screen.
- d ____ David felt like a magician.
- e ____ David saw Jason jumping around.
- f ____ David and Jason played the game.

- ### C
- 1 Are video games without controllers better than video games with controllers? Why?
 - 2 Do you want to play the video game in the passage? Why?



Critical Thinking

Vocabulary Comprehension

Definitions

A Match each word with its definition. The words in blue are from the passage.

- | | | |
|-------------|--------------|------------------------------------|
| 1 like | <u> d </u> | a sleepy |
| 2 crazy | <u> </u> | b for example: a car, a television |
| 3 machine | <u> </u> | c very good |
| 4 connected | <u> </u> | d similar to |
| 5 turn off | <u> </u> | e strange |
| 6 rock | <u> </u> | f together |
| 7 terrific | <u> </u> | g to stop using |
| 8 tired | <u> </u> | h a kind of loud music |

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

1 How many different kinds of **machine** can you name?

2 What time do you **turn off** the lights and go to sleep?

3 What makes you **tired**?

4 Do you look **like** your mother or your father? How?

A Add -er or -r to each verb to create a new noun.

Verb	Noun
1 dance	_____
2 surf	_____
3 write	_____
4 design	_____
5 paint	_____
6 play	_____
7 read	_____
8 speak	_____
9 listen	_____
10 sing	_____

Vocabulary Skill

Adding **-er** or **-r** to
Make New Words

In English, we can add **-er** to verbs to make nouns. For example, *play + er = player*. If the noun or verb ends in *e*, we only add an *r*. For example, *game + r = gamer*.

B Use nouns from A to complete the sentences.

- Tommy Hilfiger is a famous clothing designer.
- Marco is a _____. He goes to the beach almost every day.
- Mia talks too much. She needs to be a better _____.
- Picasso and Monet are famous _____.
- Wei Ping is a good _____. Have you read any of her stories?

C Do you know other words like the ones in A? Make a list. Compare your list with a partner's.

Review your performance. Review your answers to all of the reading comprehension and vocabulary comprehension exercises in this unit. If you got any of the items incorrect, why do you think you did?