

ACTIVE

SKILLS FOR READING **2**



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.

= 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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Third Edition**
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.

Reviewers for this 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:

- a. you read the same word many times.
- b. 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

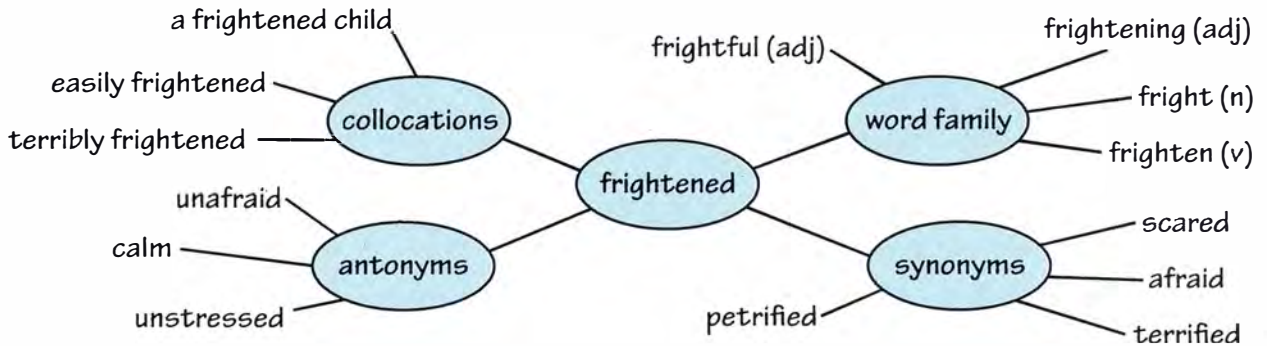
4 Learn words that go with the key word you are learning

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

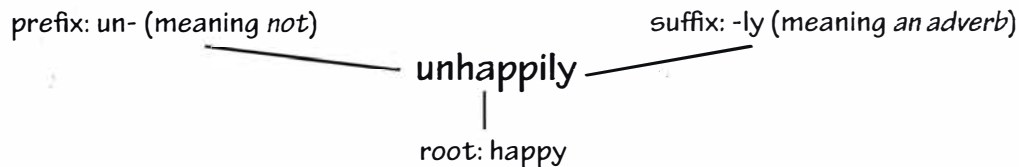
5 Create a word web

A word web is a picture that helps you connect words together and helps you increase your vocabulary. Here is a word web for the word *frightened*:



6 Memorize common prefixes, roots, and suffixes

Many English words can be divided into different parts. We call these parts *prefixes*, *roots*, and *suffixes*. A *prefix* comes at the beginning of a word, a *suffix* comes at the end of a word, and the *root* is the main part of the word. In your vocabulary notebook, make a list of prefixes and suffixes as you come across them. On page 238 there is a list of prefixes and suffixes in this book. For example, look at the word *unhappily*.

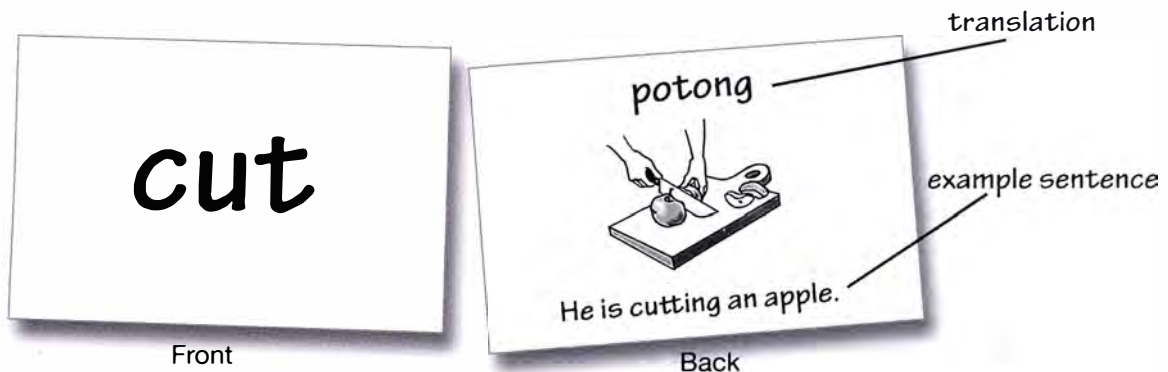


7 Regularly review your vocabulary notebook

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.



R E A D E R

Read in phrases rather than word by word.

Don't point at each word while you read. Practice reading in phrases—groups of words that go together.

Engage your imagination.

Good readers visualize what they are reading. They create a movie in their head of the story they are reading. As you read, try sharing with a partner the kinds of pictures that you create in your mind.

Avoid subvocalization.

Subvocalization means quietly saying the words as you read. You might be whispering the words or just silently saying them in your mind. Your eyes and brain can read much faster than you can speak. If you subvocalize, you can only read as fast as you can say the words. As you read, place your finger on your lips or your throat. Do you feel movement? If so, you are subvocalizing. Practice reading without moving your lips.

Don't worry about understanding every word.

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

Enjoy your reading.

Your enjoyment of reading will develop over time. Perhaps today you do not like to read in English, but as you read more, you should see a change in your attitude. The more you read in English, the easier it will become. You will find yourself looking forward to reading.

Read as much as you can.

The best tip to follow to become a more fluent reader is to read whenever and wherever you can. Good readers read a lot. They read many different kinds of material: newspapers, magazines, textbooks, websites, and graded readers. To practice this, keep a reading journal. Every day, make a list of the kinds of things you read during the day and how long you read each for. If you want to become a more fluent reader, read more!

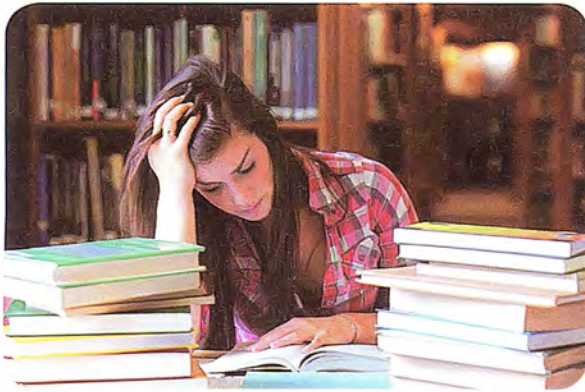


Are You an ACTIVE Reader?

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

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

Follow the tips on pages 8-9. These will help you become a more active reader. At the end of the course, answer this quiz again to see if you have become a more fluent, active reader.



Getting Ready

Discuss the following questions with a partner.

- 1 How often do students take tests in your country? What kinds of tests do they take?
- 2 What kinds of tests do adults take? Which of these tests have you taken?
- 3 Are you good at taking tests? How do you prepare for them?

UNIT 1

CHAPTER 1 For Better Grades—
Use Your Brain!

Before You Read

Do you remember?

A Think about answers to the following questions.

- 1 Do you think you have a good memory? Why, or why not?
- 2 What do you do when you need to remember something important?
- 3 How do you usually study for a test?

B Discuss your answers with a partner.

Reading Skill

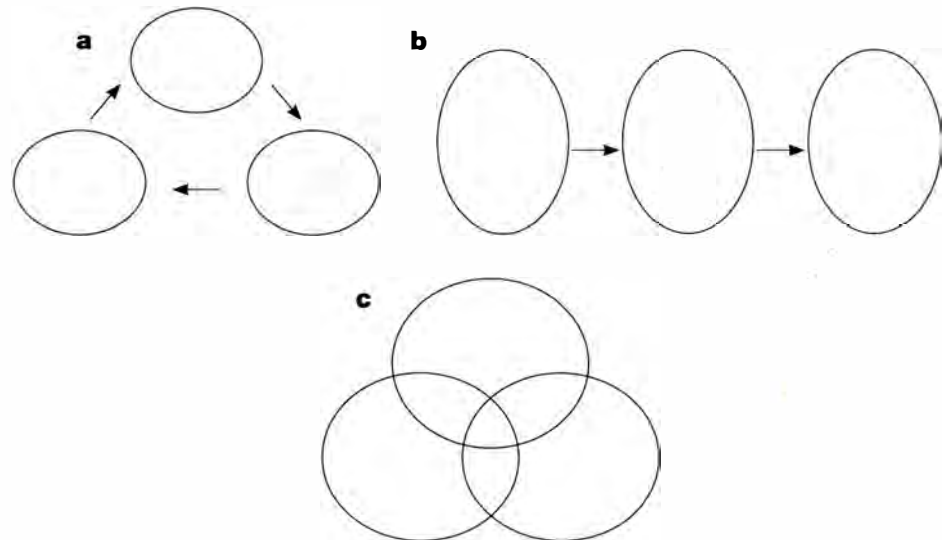
Describing a Process

Some articles tell us how to do something. You can draw a diagram to help you understand things that are in a certain order. First, find the steps. Then, decide how best to arrange the steps in a diagram.

A Read the third paragraph of the article on the next page. Write the three kinds of memory described.

- 1 _____
- 2 _____
- 3 _____

B Decide which diagram below is best for organizing the information above. Explain your answer to a partner.



C Read the entire passage carefully. Then answer the questions on page 14.

Motivational Tip: I love reading—do you? When I remember how much I like to read, it helps me stay positive, even when I have to read things that are not of my choice (like a textbook). Reading becomes much easier when you have a positive attitude.



For Better Grades – Use Your Brain!

- 1 If you're like most students, you probably started this new **academic** year with a resolution to study harder. Now, science can help you keep your resolution. Recent discoveries in brain research point to better ways to learn.
- 2 How does the brain save new information? Think of the last time someone told you their phone number. Could you remember that number five minutes later? Probably not! That's because it was in your short-term memory.
- 3 Our memory actually has three **components**. *Sensory memory* takes in information from our five senses and is stored for just a few seconds while our brain processes it. *Short-term memory* works like a "holding area" for new information—that's where you keep the phone number while you dial it. But if you can put the phone number into *long-term memory*, you'll remember that same phone number next week. This part of your memory holds everything from irregular verbs to the names of all your cousins.
- 4 When you study, you **transfer** new information into **long-term** memory. Every time we learn something new, the **structure** of the brain actually changes as we build new connections to information that we already know. When there are more connections to the new information, it's easier to find it again.
- 5 Brain researchers have discovered four key points for **effective** study.
 - 1 **Make an effort.** The brain remembers better when we are interested in the subject, already know a little about it, and know we will need the information in the future.
 - 2 Find the most important information and organize it. Your brain can process only a limited amount of information at one time, so don't try to remember every detail. When studying a textbook, look for titles, headings, and illustrations to show you the main ideas.
 - 3 Make the new brain connections stronger. One **technique** is to **recite**¹ the ideas out loud in your own words. This is the most powerful way to transfer information from short-term to long-term memory. Another method is drawing a picture of the information to activate the visual part of the brain.
 - 4 Give the new material time to soak in—your brain has to build new physical connections. For this reason, it's better to study for several short sessions than one long one. And **cramming**² the night before a big test doesn't help.

By understanding how the brain works, and following these four tips, you can make this your most successful academic year ever.

¹ When you **recite** something, you say it aloud after practising or memorizing it.

² When you **cram** for an exam, you try to study for it in a short space of time.

Reading Comprehension

Check Your Understanding

A Choose the correct answers for the following questions.

- 1 Which topic is NOT discussed in the passage?
 - a short and long-term memory
 - b how to study for tests better
 - c why some people are very smart
- 2 According to the passage, what does drawing a picture do?
 - a It puts information into short-term memory.
 - b It shows people you are trying to learn.
 - c It makes the connections in the brain stronger.
- 3 Which sentence is most likely to be true?
 - a Reciting ideas out loud is better than drawing them.
 - b Brain researchers understand short-term memory best.
 - c It's better to have information in your long-term memory when doing a test.

B Read the following sentences. Check (✓) true (T) or false (F).

	T	F
1 When we learn new facts, we save them in our long-term memory.		
2 You remember better if you start studying a long time before a test.		
3 Our brains change physically when we learn new information.		
4 Saying new information out loud is a good way to remember it.		
5 You don't have to memorize every small detail to learn a subject.		



Critical Thinking

C Discuss the following questions with a partner.

- 1 Which study techniques sound useful and which do not? Why? Have you tried any of them?
- 2 What other ideas do you have for how to study better?

Vocabulary Comprehension

Words in Context

A Choose the best answer. The words in blue are from the passage.

- 1 Some **components** of a healthy life are _____.
 - a exercise and a good diet
 - b more energy and better skin
- 2 Which of these are **long-term** plans?
 - a having a family
 - b going on holiday
- 3 You can **transfer** money _____.
 - a at the bank
 - b in your wallet

UNIT 1

CHAPTER 2 Oh, No! Not Another Test!

Before You Read

Too many tests?

A Think about answers to the following questions.

- a spoken English test
- a driving test
- a vocabulary quiz
- a test to get a job
- a piano or violin exam
- a school or university entrance exam
- a large international test like TOEFL® or IELTS®

- 1 Which of the tests above have you taken? Which ones are you planning to take?
- 2 Which do you find the most difficult? Why?
- 3 Which are the most important for your future?

B Discuss your answers with a partner.

Reading Skill

Identifying Main and Supporting Ideas

Every paragraph has a main idea, or topic. Often, you will find the main idea is given in the first or second sentence of a paragraph. Supporting ideas usually follow the main idea. Sentences with supporting ideas explain or give more information about the main idea.

A Read paragraph 1 of the passage on the next page. Underline the sentence that best describes the main idea. **Circle** at least one supporting idea in the paragraph. Discuss your answers with a partner.

B Skim the rest of the passage, then read the following sentences. **Circle** the sentence that best describes the main idea of each paragraph.

Paragraph 2

- a Multiple-choice style tests are not very effective.
- b Tests are easy to grade but the scores might not be useful.

Paragraph 3

- a Reformers say that other assessment methods are better than tests.
- b Group interviews and portfolios are two ways to assess a person's abilities.

Paragraph 4


- a Some schools do not focus on giving tests to their students.
- b Students can learn from other students as well their teachers.

Paragraph 5

- a New test methods will continue to develop.
- b There is no one best way to test learners.

C Read the entire passage carefully. Then answer the questions on page 18.

Oh, No! Not Another Test!



- 1 Think about the last test you took. How much of what you learned for the test do you still remember? Many people take tests to pass a course or get a promotion, but they often forget the information afterward! This is especially the case for people taking large international tests like TOEFL or IELTS. These tests usually involve multiple-choice questions, and people often study to increase their scores, not to learn important information. In fact, educators are divided on whether these kinds of tests are the most effective way to **assess** a person's abilities.
- 2 Those who support such tests say they are the only way for educators and employers to compare people based on their test scores. However, there are people trying to **reform** this system. They believe that standard tests aren't the best way to **measure** a person's ability. These reformers also believe that intelligent people are not always good at taking tests or **memorizing** facts. A multiple-choice test cannot always tell what people have learned, or whether they can **apply** that knowledge in the future.
- 3 Reformers believe that other types of evaluation achieve better results. Tests that contain a mix of written and spoken questions give a more complete assessment of what the person is capable of. A portfolio, or a collection of work done throughout a course, can show how much the student has improved individually. Group interviews, where a group of people are interviewed at the same time, can also be useful for employers, since they show how people **interact** with others.
- 4 **Alternative** educational institutions such as Montessori and Waldorf schools don't believe that education should be focused on testing. At these schools, the classroom is very relaxed and "free," with students learning from each other as much as they learn from teachers. Some of these schools even allow students to choose what they study. Teachers create activities designed to let students show their abilities or knowledge of a certain subject. In these schools, the focus is on learning by experiencing and doing things.
- 5 The **debate** on testing continues, and educators have yet to find a perfect method of evaluating learning. Until that day comes, old test methods will be used and new test methods will continue to develop. But one thing's for sure, testing will continue to play an important part in all our lives—so study hard!

Reading Comprehension

Check Your Understanding

A Match the sentence parts to make correct statements.

- | | |
|------------------------------|---|
| 1 ____ Multiple choice tests | a want to find better ways to evaluate students' abilities. |
| 2 ____ Portfolios | b let people demonstrate how they interact with others. |
| 3 ____ Assessments | c have scores that are easy to compare. |
| 4 ____ Educational reformers | d are examples of a student's work. |
| 5 ____ Group interviews | e are tests that measure how much a person has learned. |

B Read the following sentences. Who would agree with each sentence? Check (✓) supporters (S) or reformers (R).

	S	R
1 Multiple-choice tests are a good way to evaluate intelligence.		
2 It is important to see how students communicate with other people.		
3 Students learn better by experiencing instead of memorizing.		
4 A good test should allow examiners to easily compare people.		
5 The classroom should be a place where students prepare for tests.		

Critical Thinking

C Discuss the following questions with a partner.

- Can you think of other alternatives to tests like TOEFL or IELTS?
- Why do you think it is so hard to replace such tests with alternatives?

Vocabulary Comprehension

Definitions

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

- | | |
|--------------------|--|
| 1 ____ apply | a discussion about opinions on a topic |
| 2 ____ reform | b to judge or evaluate someone or something |
| 3 ____ measure | c to talk to each other or work together |
| 4 ____ memorize | d different than what is usual or expected |
| 5 ____ assess | e to determine the size or amount of something |
| 6 ____ interact | f to change or improve something |
| 7 ____ alternative | g remember something |
| 8 ____ debate | h to use an idea or skill for a particular situation |

B Complete the following sentences with the words in blue from A. You might have to change the form of the words.

- 1 You can tell she'll be a good mother from the way she _____ with children.
- 2 In a school _____, two teams will discuss the benefits and issues of a certain topic.
- 3 The new principal was considered a(n) _____. His main goal was to change the school's testing system and make it better.
- 4 The only way to learn irregular verb forms is to _____ them.

A Look at the following words and use the suffix *-ize* to write the verb form next to each one. Use your dictionary to help you with spelling.

- 1 standard _____
- 2 theory _____
- 3 modern _____
- 4 revolution _____
- 5 fantasy _____

B Match each verb above to its definition below.

- 1 _____: to form an idea or explanation about something
- 2 _____: to imagine or dream of having things you desire
- 3 _____: to change the way of doing something completely
- 4 _____: to bring something up-to-date; to make it current
- 5 _____: to make things the same or to fit a certain measurement

C Complete the following questions with a verb from A. Make sure you use the correct verb tense. Then answer the questions with a partner.

- 1 What would you do to _____ the look of your apartment?
- 2 Do you ever _____ about where you will live in the future?
- 3 Do you think the Internet has _____ the way people learn?

Vocabulary Skill

The Suffix *-ize*

In this chapter you read the verb *memorize*. One common suffix in English is *-ize* (spelled *-ise* in British English), which means *to make* or *cause to become*.

Motivational Tip: Using vocabulary skills. The vocabulary skills throughout this book can increase your range of vocabulary and help you with your general reading. How can you apply these vocabulary skills in your reading outside of class?

Real Life Skill

Reading Test Instructions

In an exam, understanding the test instructions, as well as the question itself, can help you to improve your test scores. Pay special attention to the verbs in the instructions, such as *choose*, *circle*, *underline*, *cross out*, *write*, or *explain*.

A Below are four common types of questions used in tests. Read the instructions for each item. Then answer each question.

- 1 Choose the word or phrase that best completes the sentence.

Mary is (a nice/the nicer/the nicest) person I have ever met.

- 2 Circle the sentence that best describes the photo.



- a The man is looking for his key.
- b The man is watching television.
- c The man is getting dressed.
- d The man is putting clothes in a suitcase

- 3 Look at the word *one* in the sentence below. Underline the word or phrase that means the same as *one*.

I don't have a car now, but I want to buy one next year.

- 4 Write a sentence to describe the main idea of the passage below.

When should a person begin learning a second language? Is learning a second language not spoken in the home really easier for children? While many people think children are able to learn new languages easily, many experts now believe that second language learning can be as difficult for many children as it is for adults.

B Discuss the following questions with a partner.

- 1 What do you think each question type above is testing?
- 2 Which instructions were easiest to understand? Why?
- 3 Which question is easiest to give a score to? Which question is hardest?

What do you think?

- 1 What effect do tests have on education in your country?
- 2 Why do you think we need to take so many tests in modern society?
- 3 How you would design the perfect test? What kinds of questions would it have?