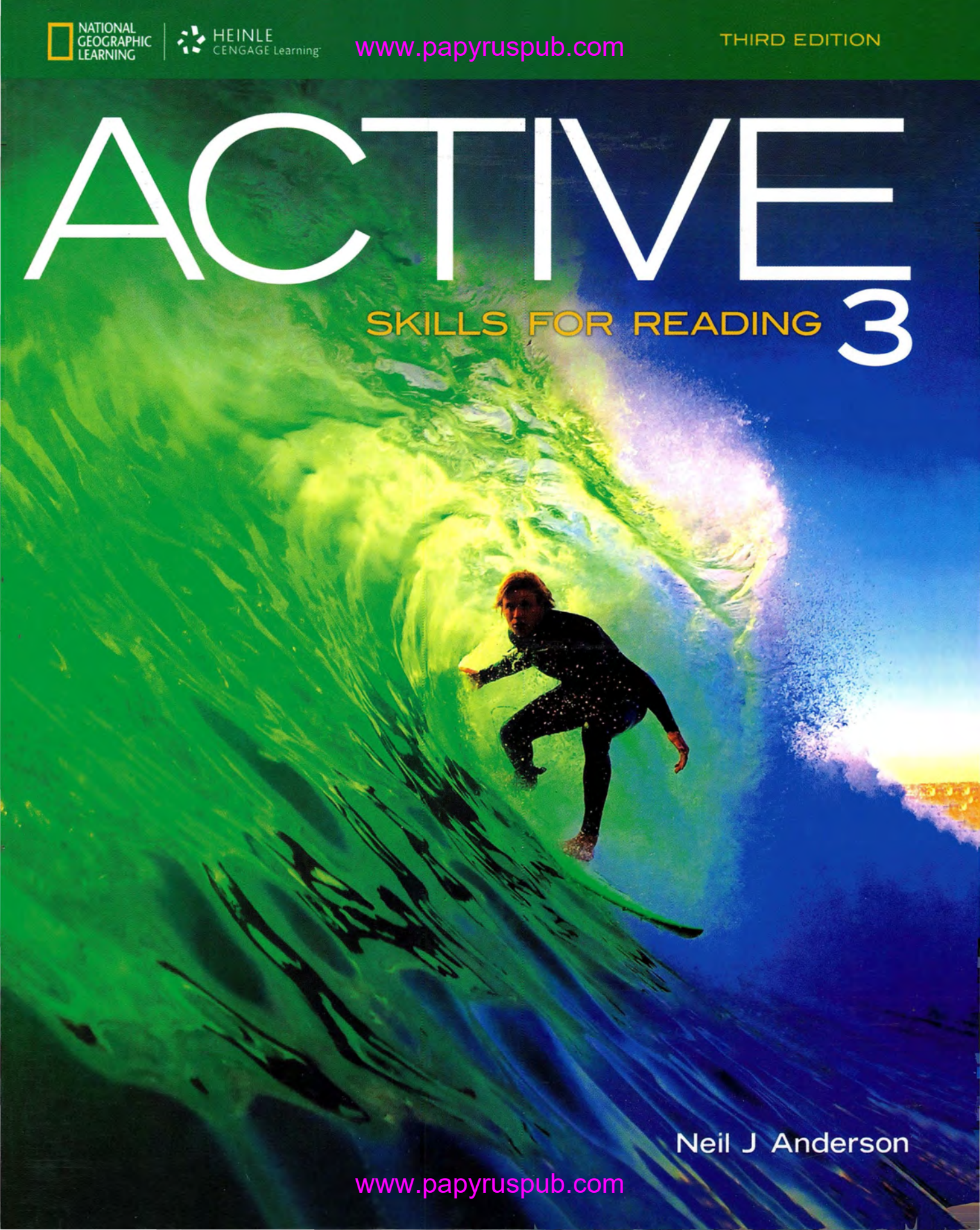


# ACTIVE

SKILLS FOR READING **3**



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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# 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 \_\_\_\_\_

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

Reviewers of the second edition \_\_\_\_\_

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# Contents

Unit	Chapter	Reading Skill	Vocabulary Skill	Real Life Skill
<b>1 Travel</b>  Page 11	<i>Travel and Technology</i> Web article	Scanning	Organizing Vocabulary	Planning a Trip Online
	<i>Selling India's Rainy Season</i> Reference article	Predicting	The Prefix -off	
<b>2 Fashion</b>  Page 25	<i>The Color of Fashion</i> Reference article	Skimming for the Main Idea	The Root Word <i>dic/dict</i>	Understanding Clothing Sizes
	<i>Reality TV: Good or Bad for Fashion?</i> Magazine article	Identifying Main and Supporting Ideas	The Prefix <i>mis-</i>	
<b>3 Disappearing Animals</b>  Page 39	<i>Endangered Species</i> Reference article	Identifying Meaning from Context	The Prefixes <i>en-</i> and <i>em-</i>	Dictionary Usage: Choosing the Right Word
	<i>Bring Back the Woolly Mammoth?</i> Reference article	Identifying Main Ideas within Paragraphs	The Suffix <i>-ize</i>	
<b>Review 1</b> Page 53	<b>Fluency Strategy:</b> DRTA; <i>Ecotourism</i> Magazine article <b>Fluency Practice:</b> 1. <i>The Globalization of Fashion</i> Reference article 2. <i>Endangered Animal Success Stories</i> Newspaper article			
<b>4 Big Money</b>  Page 65	<i>What Does a Million Dollars Buy?</i> Reference article	Identifying Cause and Effect	The Prefixes <i>in-</i> , <i>im-</i> , <i>il-</i> , and <i>ir-</i>	Understanding Money and Banking Terms
	<i>Lottery Winners: Rich...but Happy?</i> Magazine article	Previewing	The Suffixes <i>-ent</i> and <i>-ant</i>	
<b>5 Celebrations Around the World</b>  Page 79	<i>Wedding Customs</i> Magazine article	Using Subheadings to Predict Content	Word Families	Accepting and Declining Invitations
	<i>Travel Diary: Yanshuei Fireworks Festival</i> Journal entry	Recognizing Sequence of Events	Homophones	
<b>6 It's a Mystery!</b>  Page 93	<i>The "Lost World" of South America</i> Magazine article	Making Inferences	The Root Word <i>spec</i> + Prefixes	Researching Mysteries Online
	<i>Is "Spontaneous Human Combustion" Possible?</i> Reference article	Identifying Main Ideas within Paragraphs	Collocations	
<b>Review 2</b> Page 107	<b>Fluency Strategy:</b> KWL; <i>America's Biggest Lottery Winner</i> Newspaper article <b>Fluency Practice:</b> 3. <i>That Unique Japanese Holiday Called . . . Christmas!</i> Magazine article 4. <i>Natural Mysteries</i> Magazine article			

Unit	Chapter	Reading Skill	Vocabulary Skill	Real Life Skill
<b>7 Health and Fitness</b>  Page 119	<i>Successful Dieting</i> Web forum	Scanning	Creating Word Webs	Understanding Common Health Terms
	<i>Barefoot Running</i> Reference article	Predicting	The Prefix <i>fore-</i>	
<b>8 Space and Flight</b>  Page 133	<i>Human Adaptation to Space</i> Reference article	Identifying Main and Supporting Ideas	The Prefixes <i>dis-</i> and <i>de-</i>	Dictionary Usage: Identifying Parts of Speech
	<i>Pioneers of Flight</i>  Magazine article	Making Inferences	Idioms with <i>time</i> : Inferring Meaning from Context	
<b>9 The Changing Family</b>  Page 147	<i>Is an Only Child a Lonely Child?</i> Magazine article	Recognizing Facts and Opinions	Compound Nouns	Describing Family Relationships
	<i>Changing Roles: The Rise of Stay-at-Home Dads</i> Newspaper article	Previewing	The Root Words <i>pater</i> , <i>mater</i> , and <i>juv</i>	
<b>Review 3</b> Page 161	<b>Fluency Strategy:</b> SQ3R; <i>Modern Fitness Trends</i> Magazine article <b>Fluency Practice:</b> 5. <i>Space Travel and Science Fiction</i> Reference article 6. <i>Single Parent Families: Changing Views</i> Newspaper article			
<b>10 The Future of Education</b>  Page 173	<i>Internet Learning: The Future?</i> Web article	Arguing For and Against a Topic	The Root Word <i>ven/vent</i>	Identifying Common Academic Abbreviations
	<i>Plagiarism and the Internet</i> Newspaper article	Identifying Meaning from Context	The Suffix <i>-ism</i>	
<b>11 The Mystery of Memory</b>  Page 187	<i>The Mysteries of Memory Loss</i> Reference article	Identifying Main Ideas within Paragraphs	The Root Word <i>fic/fice</i>	Using Spelling Rules
	<i>Words to Remember</i> Magazine article	Scanning	Vocabulary-Recall Strategies	
<b>12 Comics</b>  Page 201	<i>The Evolution of Batman</i> Reference article	Recognizing Sequence of Events	Compound Adjectives	Reading Online Movie Reviews
	<i>Graphic Novels Come to Life</i> Magazine article	Identifying Main and Supporting Ideas	Antonyms	
<b>Review 4</b> Page 215	<b>Fluency Strategy:</b> Reading ACTIVELY; <i>Homeschooling: A Better Way to Learn?</i> Newspaper article <b>Fluency Practice:</b> 7. <i>You Can Be a World Memory Champion!</i> Magazine article 8. <i>Manga, Manhwa, and Manhua</i> Reference 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:

- 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

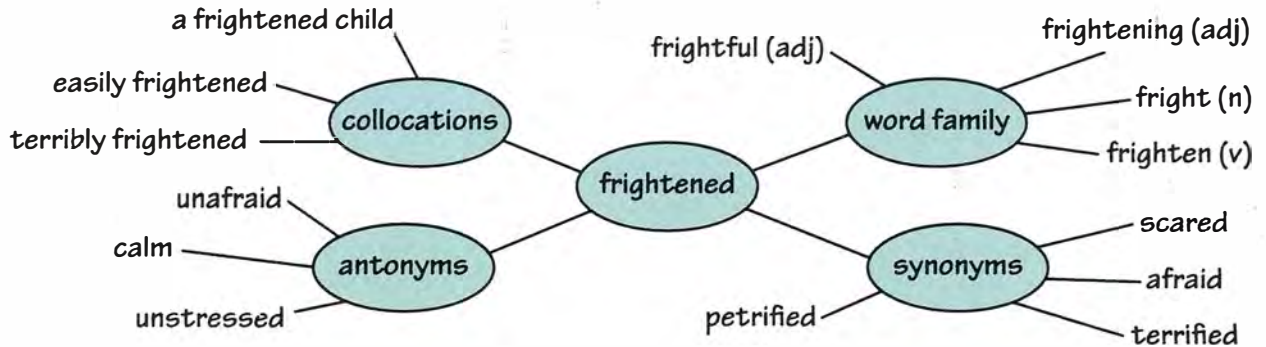
## 4 Learn words that go with the key word you are learning

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

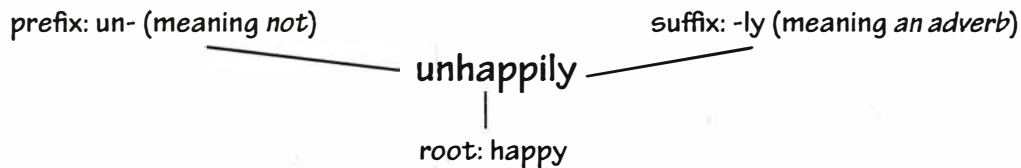
## 5 Create a word web

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



## 6 Memorize common prefixes, roots, and suffixes

Many English words can be divided into different parts. We call these parts *prefixes*, *roots*, and *suffixes*. A *prefix* comes at the beginning of a word, a *suffix* comes at the end of a word, and the *root* is the main part of the word. In your vocabulary notebook, make a list of prefixes and suffixes as you come across them. On page 175 there is a list of prefixes and suffixes in this book. For example, look at the word *unhappily*.

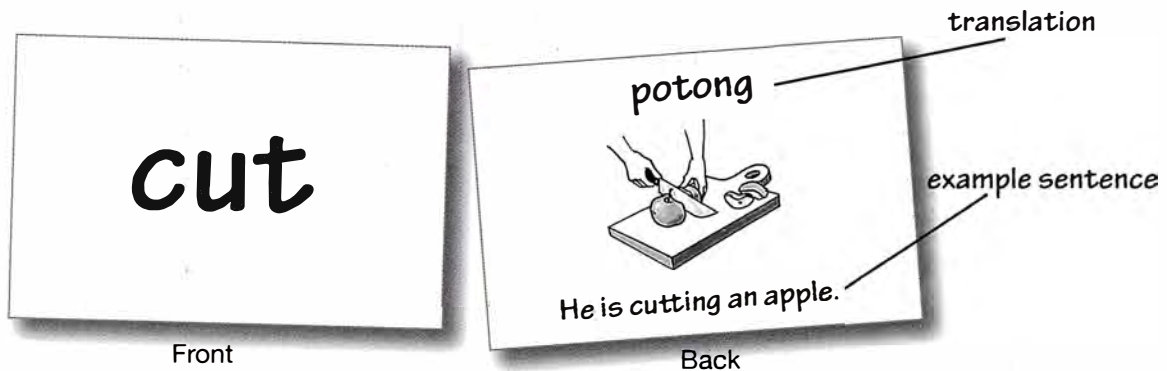


## 7 Regularly review your vocabulary notebook

You should review the words in your vocabulary notebook very often. The more often you review your list of new words, the sooner you will be able to recognize the words when you see them during reading. Set up a schedule to go over the words you are learning.

## 8 Make vocabulary flash cards

Flash cards are easy to make, and you can carry them everywhere with you. You can use them to study while you are waiting for the bus, walking to school or work, or eating a meal. You can use the flash cards with your friends to quiz each other. Here is an example of a flash card:





# Tips for Fluent Reading

## **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!

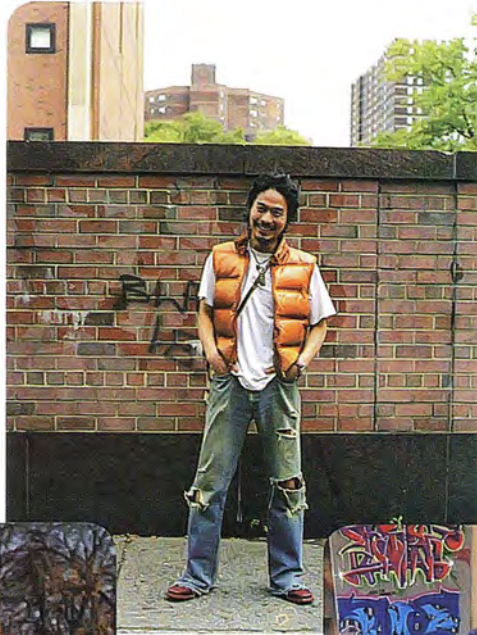


# Are You an ACTIVE Reader?

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.	<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 What do you understand by the words *fashion*, *style*, or *trend*? Name a person who you think is fashionable.
- 2 Are you interested in fashion? Why, or why not?
- 3 Do you think fashion is different in different countries? If so, give some examples.

**Before You Read**

The Stylemakers

**A** Who do you think has the most influence on fashion trends? Rank the following from 1–6 (1 = most influential).

- \_\_\_ designers
- \_\_\_ clothing brands
- \_\_\_ celebrities
- \_\_\_ textile manufacturers (companies who make the fabrics)
- \_\_\_ consumers
- \_\_\_ the media (e.g. magazines)

**B** Discuss your answers with a partner. Give reasons for how you ranked them.

**Reading Skill**

Skimming for the Main Idea

Skimming is one way to look for the main ideas in a reading. When we skim, we read over parts of the text very quickly, and focus on the first and last paragraphs, and the first sentence of the other paragraphs. We don't need to read every word or look up words we don't understand; we just need to get a general idea of what something is about.

**A** Skim the passage on the next page quickly, then complete the following sentence.

This passage is mainly about \_\_\_\_.

- a companies and organizations that predict future color trends for fashion
- b what fashion is and the types of styles and colors that have been influential in recent decades
- c how colors influence the way we feel and what clothes we choose to wear

**B** Discuss your answer with a partner. Explain why you chose it, including any evidence you found when skimming the passage.

**C** Read the entire passage carefully. Then answer the questions on page 29.

**Motivational Tip: Expect success!** As you begin this chapter, what do you expect to achieve?

Do you expect to improve your reading fluency? Do you expect to increase your vocabulary? When you identify what you want to achieve and then work hard to achieve it, there is a greater chance of success. The challenge is to set a reasonable goal for yourself and expect success.

# The Color of Fashion



How do fashion trends begin? Some people assume fashion ideas come straight from designers or from large companies like LVMH (owner of luxury brands like Louis Vuitton). Others believe trends are born on the streets in the form of fashionable individuals. In fact, these designers and well-dressed people, whether they know it or not, are partly influenced by an association that is little-known outside the fashion industry—the Color Marketing Group (CMG).



The sole responsibility of CMG is to decide the “hot” colors for the future. This global association is made up of more than 1,100 contributors who research and predict color trends. The **data** developed by CMG is so influential that it affects not only fashion. Industries like design and architecture or car manufacturers are also involved, as they need to know what the “in” colors are for their products, like wall paint and new cars. Stylist and color expert Kate Smith says that she thinks of CMG as “an invaluable resource when it comes to understanding the direction for design and color for years to come.”

CMG’s members are always collecting data, information, and samples that will help inform them about future trends. Participating

designers consider many aspects of culture when **surveying** color trends, such as movies, music, travel, politics, and the economy. Members of CMG then meet for conferences to **compile** their findings into a report that designers can use as a guide for future seasons’ fashion. These reports are used by textile manufacturers, where designers and artists create fabrics and materials that feature the predicted tones. Fashion designers then attend fabric **conventions** to consider the direction they will take with their designs in the upcoming seasons.

CMG is not the only group of its kind, however, and other color analysts have come to different conclusions about which colors will be popular in coming years. In 2012, CMG declared *Boyz-N-Berry*, a bold purple, to be its "Color of the Year." In contrast, CMG's main competitor Pantone selected *Tangerine Tango* as its top color for 2012. A strong red-orange color, Tangerine Tango was chosen for its energy and strength at a time when the economy was down, and many people wanted to cheer up and feel more **optimistic**. "There's the element of encouragement with orange," said Leatrice Eiseman, executive director of the Pantone Color Institute. "It's building on the ideas of courage and action, that we want to move on to better things."



Tangerine Tango on the runway

Of course, color **forecasts** are not always perfect. As the great difference between *Boyz-N-Berry* and *Tangerine Tango* suggests, predicting color and fashion trends may be more of an art than a science. Designers may have advice and direction from organizations that study color, but they still need to use their own **intuition** when deciding which advice to follow. In the end, consumer purchases dictate the trends that will **stick**, and it's hard to predict how people will act two years in the future.

Fashion blogger Peter Lappin has pointed to some surveys that claim U.S. fashion retailers lose as much as \$200 billion dollars a year because of sales forecast errors. This problem

could result from a number of factors: perhaps designers focused on the wrong trends or there wasn't enough promotion of the trend. Maybe retailers made bad decisions with regard to the trends and styles they were presented with. As Lappin admits, "nobody knows for sure what's going to happen tomorrow, whether it's in economics, politics, or fashion." But next time you notice an abundance of a certain color on the catwalk or on the streets, you'll know it's down to decisions made years in advance by organizations like CMG.



Boyz-N-Berry walls

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**A Choose the correct answers for the following questions.**

- 1 Which statement is true about color trend predictions?
  - a It is usually done by large companies like LVMH.
  - b It has a strong influence even outside fashion.
  - c The companies that specialize in it are very well-known.
- 2 CMG contributors collect color trend data by \_\_\_\_\_.
  - a observing different aspects of culture
  - b reading reports by fashion bloggers
  - c attending fabric conventions
- 3 Tangerine Tango was selected by Pantone because it is \_\_\_\_\_.
  - a vibrant and cheerful
  - b calm and relaxing
  - c deep and mysterious
- 4 Which does NOT prove that color forecasting is an art, not a science?
  - a The big color organizations selected very different colors for 2012.
  - b U.S. fashion retailers sometimes lose money due to forecast errors.
  - c Designers follow the advice they get from color organizations.
- 5 What is the main idea of the last paragraph?
  - a In the end it's all down to decisions made by retailers and designers.
  - b There are many reasons for why color or trend forecasts go wrong
  - c Color forecasters may not always get it right, but the results are clear when they do.

**B Read the following sentences. Check (✓) whether they are true (T) or false (F).**

	T	F
1 CMG is involved in many things outside of just predicting color trends.		
2 Design and architecture firms use CMG data.		
3 Textile manufacturers create a fashion report that members of CMG use for forecasting.		
4 Fabric conventions are attended by consumers to see the latest color and fashion trends.		
5 Boyz-N-Berry was Pantone's "Color of the Year" in 2012.		
6 Peter Lappin writes about fashion on the Internet.		

**C Discuss the following questions with a partner.**

- 1 Why do you think color is so important to fashion?
- 2 Do you believe that color influences one's mood or emotions? Give a few examples.



## Vocabulary Comprehension

### Odd Word Out

**A** Circle the word or phrase that does not belong in each group. The words in blue are from the passage.

- |   |             |            |             |             |
|---|-------------|------------|-------------|-------------|
| 1 | information | facts      | lies        | data        |
| 2 | analyze     | distribute | survey      | assess      |
| 3 | stick       | remain     | stay        | depart      |
| 4 | instinct    | intuition  | insight     | indecision  |
| 5 | trade       | gather     | compile     | collect     |
| 6 | match       | convention | competition | game        |
| 7 | optimistic  | negative   | doubting    | pessimistic |
| 8 | forecast    | predict    | remind      | anticipate  |

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

- 1 The weather \_\_\_\_\_ isn't very reliable in spring because the weather is so unpredictable then.
- 2 It's been hard staying \_\_\_\_\_ after searching for a job for so long with no success.
- 3 This disease is so rare that it has been difficult for scientists to collect enough \_\_\_\_\_ to really understand it.
- 4 We gave George a nickname, but it won't \_\_\_\_\_ unless everyone uses it.
- 5 We take our new products to display at a big industry \_\_\_\_\_ in Paris every year.
- 6 He does not like to take risks and will always \_\_\_\_\_ the situation carefully before acting.
- 7 She has great \_\_\_\_\_ when it comes to assessing people. She can tell from meeting a person once whether they are trustworthy or not.
- 8 I am \_\_\_\_\_ all my best stories and essays to put into my writing portfolio.

**A** Write the part of speech and a simple definition for the following words. Use your dictionary to help you. Then share your ideas with a partner.

Word	Part of Speech	Definition
dictate		
dictator		
diction		
dictionary		
contradict		
indicate		
predict		
verdict		

### Vocabulary Skill

The Root Word *dic/dict*

In this chapter you read the verb *dictate*, meaning to *tell* or *command*. This word is made by combining the root word *dict*, meaning to *say*, *tell*, or *speak*, with the verb suffix *-ate*. *Dict*, sometimes also written *dic*, is combined with other root words, prefixes, and suffixes to form many words in English.

**B** Complete the following sentences using the words from **A**. You might have to change the form of the word.

- 1 After ten years in power, the cruel \_\_\_\_\_ was finally overthrown.
- 2 At the end of the court trial, the jury announced its \_\_\_\_\_ and found the defendant guilty.
- 3 Can I borrow your \_\_\_\_\_ for a minute? I need to look up a word.
- 4 Financial experts \_\_\_\_\_ that the economy will improve in the second quarter of next year.
- 5 The fact that Sally never bothers to call Jacob back already \_\_\_\_\_ a lack of interest in him.
- 6 He's very argumentative and always feels the need to \_\_\_\_\_ everything I say.
- 7 She would make a great news presenter—she speaks clearly and has good \_\_\_\_\_.
- 8 I enjoy my freedom and don't like other people to \_\_\_\_\_ to me what I can or can't do.

# CHAPTER 2 Reality TV: Good or Bad for Fashion?

## Before You Read

Reality Television

### A Answer the following questions.

- 1 What is reality TV? Which are your favorite reality TV shows?
- 2 Why is reality TV popular? What makes it so interesting or entertaining?
- 3 How could fashion design become the focus of a reality show?

### B Discuss your answers with a partner.

## Reading Skill

Identifying Main and Supporting Ideas

Supporting ideas are used to explain or give more information about the main idea of the paragraph. They tend to follow the main idea, which usually appears in the first or second sentence of each paragraph. Different types of supporting ideas include examples, facts, statistics, reasons, etc.



### A Skim paragraph 2 of the article on the next page, then read the following sentences. Identify whether each sentence is a main (M) or supporting idea (S).

- 1 \_\_\_ Fans follow each episode and even create blogs and write in online forums about the show.
- 2 \_\_\_ More and more students pursue studies in fashion and design, and these departments in universities are growing ever larger.
- 3 \_\_\_ Fashion reality shows have become very popular among a wide audience.

### B Now skim paragraphs 3, 4, and 5 of the article, then read the following sentences. Write the missing main or supporting idea for each paragraph.

#### Paragraph 3

Main idea: Fashion reality shows may lead people to think achieving success in the fashion industry is easy.

Supporting idea: \_\_\_\_\_

#### Paragraph 4

Main idea: Brands are cautious about working with fashion reality shows and their contestants.

Supporting idea: \_\_\_\_\_

#### Paragraph 5

Main idea: \_\_\_\_\_

Supporting idea: People like fashion legend Calvin Klein do not respect these reality TV shows.

### C Read the entire passage carefully. Then answer the questions on page 35.

# Reality TV: Good or Bad for Fashion?

1

"That's fierce!"

Does that quote make you think of designer Christian Siriano, who made the word "fierce" a well-known phrase, has become one of the most successful stars of reality television since winning the fashion contest show *Project Runway* in 2008. However, he is one of very few designers to find real success after appearing on a fashion reality show. With so few success stories to speak of, many people are wondering if these shows are actually helping designers' careers. What's more, many fashion professionals question if the shows are a good thing for the industry.



Christian Siriano won the fourth season of *Project Runway* in the U.S.

2



Fashion reality shows have become very popular among a wide audience.

Some shows—such as *Project Runway* or *The Fashion Show*—have been running for several seasons, and fans follow each **episode** and even create fan blogs and write in online forums about the show. Supporters of these shows say they see how professionals work, from sketching ideas to choosing fabric to fitting and accessorizing models. These shows are like a backstage pass to a runway show. Jennifer Minnitti, chairwoman of the department of fashion at the Pratt Institute, agrees that such reality shows have stimulated interest in fashion. As a result of this increased popularity, more

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and more students **pursue** studies in fashion and design, and these departments in universities are growing ever larger.

3

While inspiring students is a good thing, Minnitti points out that some students might be **misled** by fashion reality shows. "You get a lot of students who just want to participate in this program because they want to be on TV, or be a celebrity," says Minnitti. "This is a *tough* business." Minnitti's concern is that these shows make the fashion industry look **glamorous** without giving a true picture of the amount of work involved. Fashion consultant Fern Mallis

35

agrees. She says that reality shows give people the idea that it can be easy to find fashion success and create their own brand; both extremely rare and difficult things to do. While many contestants from these shows do find work in the fashion industry—as designers for clothing brands, costume designers, etc.—most do not achieve the level of fame or prestige they are seeking.



4 45 The management at clothing brands also seem **cautious** about working with the shows and their former contestants. Brands such as H&M, Macy's, and Saks Fifth Avenue have sponsored TV fashion shows and have offered representatives from their companies as judges. But very few brands have been willing to put their name alongside that of a fashion reality show contestant. This, you might argue, says a lot about the amount of faith companies have in the winners of TV fashion shows. Brand managers know that **collaborating** with a designer or a celebrity can add a new look to their products, make the brand more appealing to consumers, and sell a lot of clothes. But putting out a new clothing line is risky, as it takes a lot of money to produce and promote. This is why brands prefer to work with established designers, like Marc Jacobs, or celebrities, such as Jessica Simpson, who can draw their fans to the brand.



Asian-American designer Jason Wu had a successful partnership with Target department store.

5 60 Major brands have shown that so far they don't believe in the star power of reality show contestants. Fashion legend Calvin Klein is among those in the industry who openly do not respect reality fashion shows, and his comments might explain why brand managers **hesitate** to work with unknown designers. "To really have success and to really make it you need staying power. That's not an accident. These designers work at it all the time, they never stop," says Klein. "A TV show about fashion? That's a **momentary** thing."

**A Choose the correct answers for the following questions.**

- 1 The purpose of this article is to \_\_\_\_\_.
  - a introduce people to fashion reality shows and its contestants
  - b give advice on how to achieve success in the fashion industry
  - c discuss if fashion reality shows are beneficial to the industry
- 2 What does the sentence *These shows are like a backstage pass to a runway show* (line 23–24) mean?
  - a The viewer can see what goes on behind the scenes of a show.
  - b The viewer is able to watch runway shows without having to be there.
  - c The viewer can pause or rewind the show to view details of the clothes.
- 3 Which statement is NOT true about fashion reality show contestants?
  - a Many of them leave the fashion industry.
  - b Very few of them end up like Christian Siriano.
  - c Many join these shows so they can appear on TV and be famous.
- 4 Which brand has probably not worked with a fashion reality show?
  - a H&M
  - b Saks Fifth Avenue
  - c Calvin Klein
- 5 What does Calvin Klein mean by the phrase “staying power” in line 66?
  - a Designers need to stay in one company for some time.
  - b Designers need to have the determination to succeed.
  - c Designers need to stay away from reality TV shows.

**B The writer describes both positive and negative aspects of fashion reality shows. List at least two pros and two cons in the table below.**

Pros	Cons
	<i>Not many contestants on the shows become successful afterward.</i>

**C Discuss the following questions with a partner.**

- 1 Why do you think people find fashion reality TV shows so inspiring?
- 2 Do you know of any fashion collaborations between brands and celebrities? Are they successful? Why, or why not?



## Vocabulary Comprehension

Words in Context

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

- 1 Many people are misled by what he says because he tells \_\_\_\_\_.  
a the truth                      b lies
- 2 Collaboration enables people to work \_\_\_\_\_.  
a together                      b independently
- 3 The pain is momentary; it'll \_\_\_\_\_.  
a be over soon                      b just get worse
- 4 Someone who is very cautious doesn't like to \_\_\_\_\_.  
a relax                      b take risks
- 5 If you hesitate, that dress you like might \_\_\_\_\_.  
a sell out                      b be restocked
- 6 A TV show with episodes has many \_\_\_\_\_.  
a parts                      b languages
- 7 Something that is glamorous is usually \_\_\_\_\_.  
a boring                      b exciting
- 8 I decided to pursue photography as a career because \_\_\_\_\_.  
a I find it interesting                      b it took too much of my time

### B Answer the following questions, then discuss your answers with a partner. The words in blue are from the passage.

- 1 What do you think is the ideal length of a TV show episode?
- 2 Can you name any collaborations between famous musicians?
- 3 Can you name any occupations that are considered glamorous?
- 4 Do you think it's good to be cautious? Why, or why not?
- 5 What does the saying "He who hesitates is lost" mean?
- 6 Why do you think people say fame is momentary?
- 7 What kind of career would you like to pursue in the future?
- 8 Can you give an example of a misleading advertisement? How did it mislead you?

**Motivational Tip: Are you a risk taker?** Mistakes are a natural part of the learning process. Are you afraid of making a mistake? Don't be! Think of ways in this unit that you can take a safe risk. Your classroom is the safest place in the world to study English and to make mistakes. If you take a risk and make a mistake, it's okay. What can you learn from making mistakes that will help you improve your reading?

- A** Read the following paragraph. Discuss with a partner what the words in bold mean.

Mr. Allen,

I'm writing to complain about the services provided by Fiesta Tours for Woodville High's recent field trip to Mexico. While the children found it an educational experience, it was let down by serious **mismanagement** on your company's part.

For one thing, the hotel was **misinformed** of our arrival time, so we had to wait until 6 PM to check in. We then discovered that our coach driver could not understand English, which led to many problems. For example, in a **misguided** attempt to find us a good place to eat, he drove us to the next town without realizing that we had already made dining arrangements. When we got to the correct restaurant, there was another **misunderstanding**. The restaurant had the **misconception** that, because we were from the U.S., we did not want any spices in our food. Even though the food was tasteless, the children ate it because they were so hungry. Finally, it appears you **miscalculated** the bill for your services—we rented the tour bus for five days, not six. The name of our school is also **misspelled** on the invoice.

Regards,

Ms. Harris

## Vocabulary Skill

The Prefix *mis-*

In this chapter, you learned the word *misled*. This word is formed by adding the prefix *mis-* to the verb *led* or *lead*. The prefix *mis-* has a negative meaning and can mean *wrong* or *ill*, or it can simply be used to make the word an antonym (e.g., *mistrust*). It can be added to various parts of speech.

- B** Complete the following sentences using the *mis-* words in bold from **A**. You might have to change the form of the word.

- 1 I \_\_\_\_\_ the amount of money I'd need on vacation, so I had to borrow from my friend.
- 2 He tries to help out as much as he can, although some of his efforts are somewhat \_\_\_\_\_.
- 3 People have this \_\_\_\_\_ that penguins are only found in icy regions, when in fact some breeds of penguins prefer warm climates.
- 4 The word *weird* is very commonly \_\_\_\_\_.
- 5 She was \_\_\_\_\_ about where to meet and ended up in a completely different place.
- 6 The instructions are clearly written so as to avoid any \_\_\_\_\_.
- 7 The project was severely \_\_\_\_\_ and had to be abandoned.

- C** Choose three *mis-* words and come up with a sentence for each of them.



## Real Life Skill

Understanding Clothing Sizes

Countries all over the world have different ways of measuring clothing and shoe sizes. If you plan to visit another country, or are interested in shopping online for yourself or others, becoming familiar with some international clothing sizes can help you to make the right choices.

**A** Study the charts below. Which measurements are commonly used in your country?

Women's Dresses/Blouses/Sweaters				
	U.S.	U.K.	Europe	Japan
XS	4	8	36	5
S	6	10	38-40	7
M	8	12	42-44	9
L	10	14	46-48	11
XL	12	16	50+	13

Men's Shirt Collar			
	U.S./U.K.	Europe	Japan
	14	36	36
	14.5	37	37
	15	38	38
	15.5	39	39
	16	40	40
	16.5	41	42

Women's Shoes				
	U.S.	U.K.	Europe	Japan
	4	3	36	21.5
	5	4	37	22.5
	6	5	38	23.5
	7	6	39	24.5
	8	7	40	25.5

Men's Shoes				
	U.S.	U.K.	Europe	Japan
	7	6	40	24.5
	8	7	41	25.5
	9	8	42	26.5
	10	9	43	27.5
	11	10	44	28.5

**B** Refer to the charts in **A** to help the following people choose clothes in the right sizes.

- Kentaro is shopping for clothes in London. He is a Japanese shirt size 37 and shoe size 25.5.  
Shirt: \_\_\_\_\_ Shoes: \_\_\_\_\_
- Birgit is in New York buying presents for her sister who is a European blouse size 42 and shoe size 40.  
Blouse: \_\_\_\_\_ Shoes: \_\_\_\_\_
- Simon has just moved to Tokyo and needs to buy work clothes. He is a U.K. shirt size 15.5 and shoe size 9.  
Shirt: \_\_\_\_\_ Shoes: \_\_\_\_\_
- Anna is shopping on a French website. She is a U.S. dress size 12 and shoe size 7.  
Dress: \_\_\_\_\_ Shoes: \_\_\_\_\_

## What do you think?

- People say fashion tends to go in circles, meaning trends that used to be popular will become popular again in the future. Do you agree? Give some examples of trends that have returned.
- Do you think achieving success in the fashion industry requires more talent or hard work? What skills would you need to succeed?
- Have you heard of the phrase *being a slave to fashion*? What do you think it means?

# ACTIVE

## SKILLS FOR READING 3



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