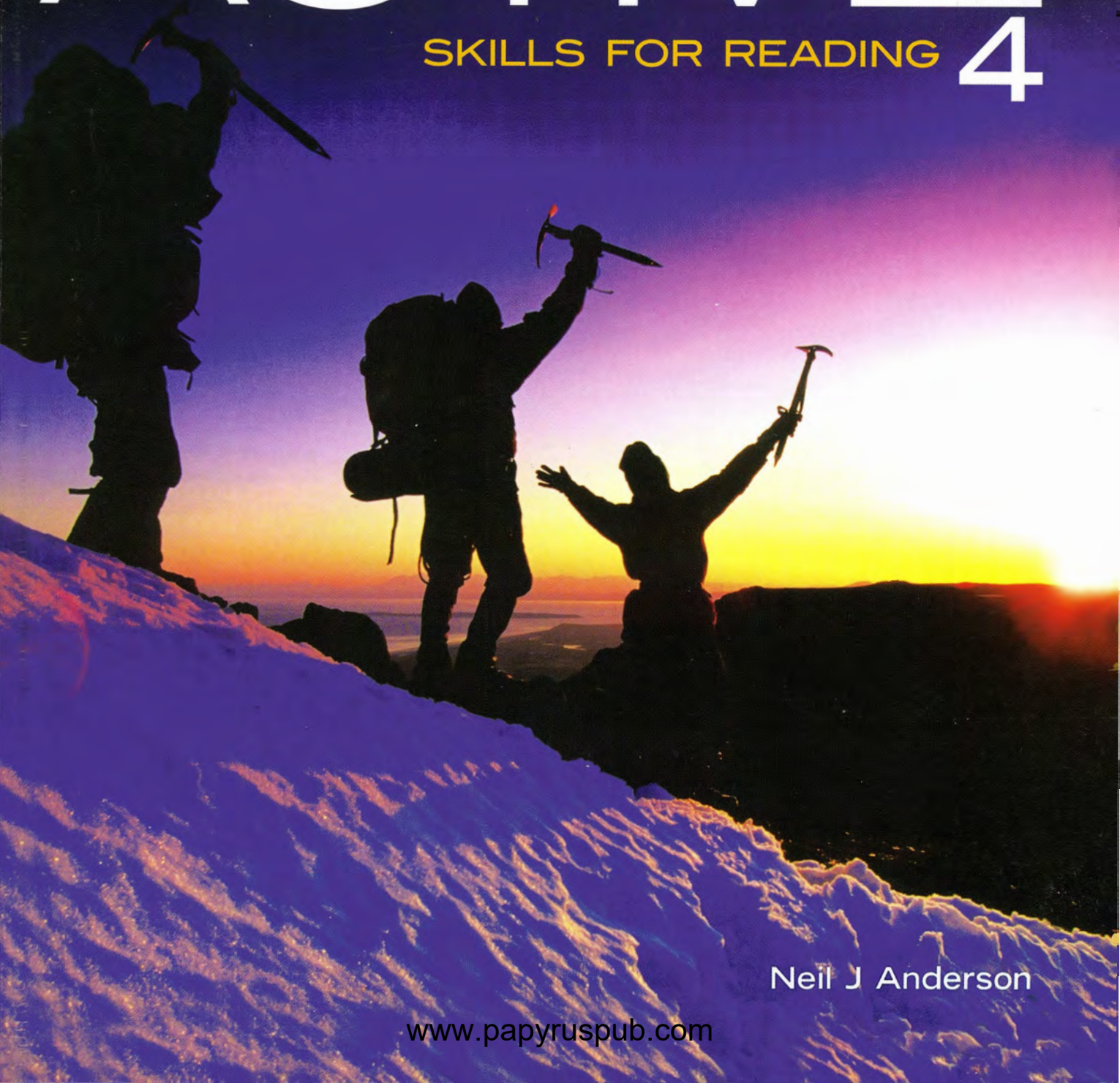


ACTIVE

SKILLS FOR READING 4



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 Student Book 4,
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 David Bohlke for his 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

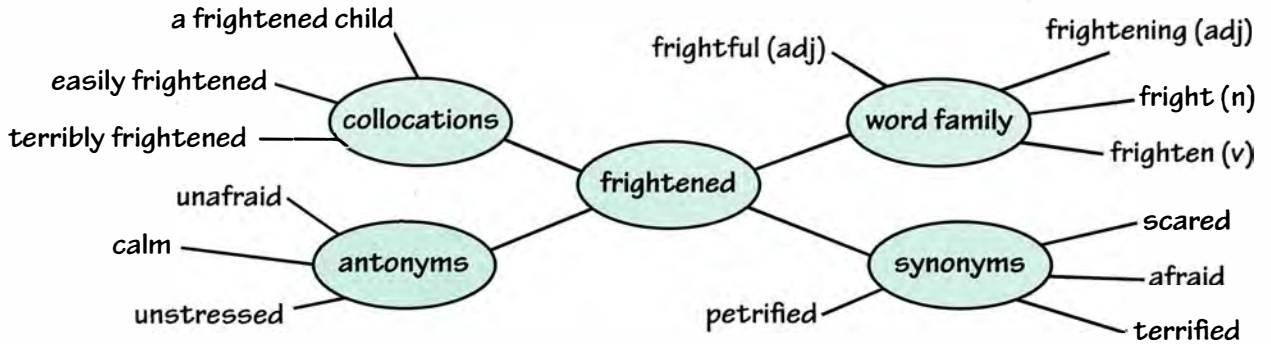
4 Learn words that go with the key word you are learning

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

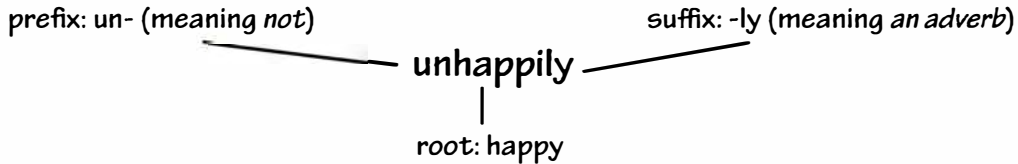
5 Create a word web

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

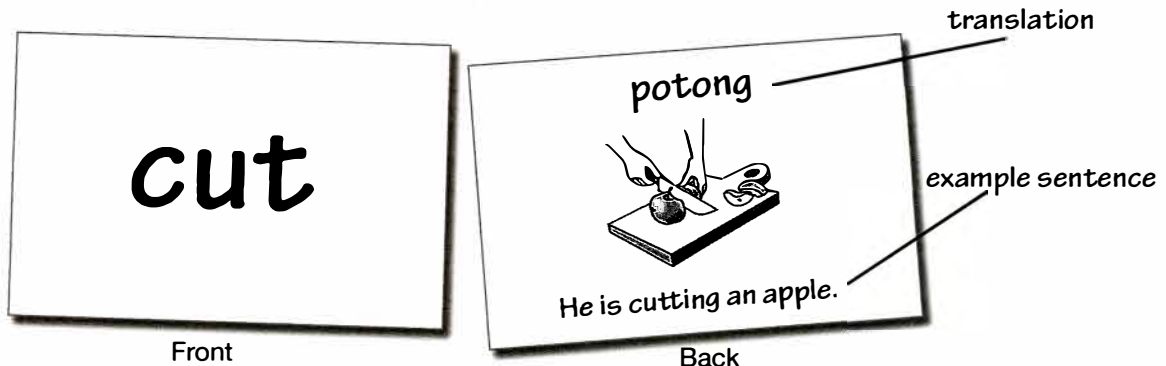


7 Regularly review your vocabulary notebook

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

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.



What Kind of Traveler Are You?

- 1 How often do you travel?
 - a never
 - b once every few years
 - c once a year
 - d more than once a year
- 2 Where do you usually travel to?
 - a I don't travel.
 - b places within my country
 - c countries round the region
 - d countries that are far away
- 3 Who do you like to travel with?
 - a alone
 - b with a friend
 - c with a group of friends
 - d with my family
- 4 How do you decide where to go on vacation?
 - a get advice from friends or family
 - b ask a travel agent
 - c do research on the Internet (e.g. travel blogs)
 - d watch TV shows about travel
- 5 What is the main reason you go on vacation?
 - a rest and relaxation
 - b education and cultural learning
 - c fun and adventure
 - d quality time with family or friends
- 6 Which of the following vacations appeals to you most?
 - a a tour of a big city in the U.S.
 - b a homestay on a farm in Australia
 - c backpacking across Europe
 - d a beach resort stay in the Caribbean

Getting Ready

Complete the survey above. Then discuss your answers with a partner.

UNIT 3

CHAPTER 1 Into the Heart of a Family
in Casablanca

Before You Read

A Traveler's Tale

A Answer the following questions.

- 1 When was the last time you went on a trip? Where did you go?
- 2 What did you do while you were on the trip?
- 3 Did any unusual or interesting events happen on this trip? If so, what?
- 4 Did you meet, or talk to, anyone interesting on this trip? If so, who? Have you kept in touch with this person?

B Discuss your answers with a partner.

Reading Skill

Scanning

When we scan, we look for information that we want and ignore other information. On tests, scanning can be useful when checking if a fact is true or false, or to find names of people or places and other key details.

A Complete the following sentences by scanning the passage on the next two pages.

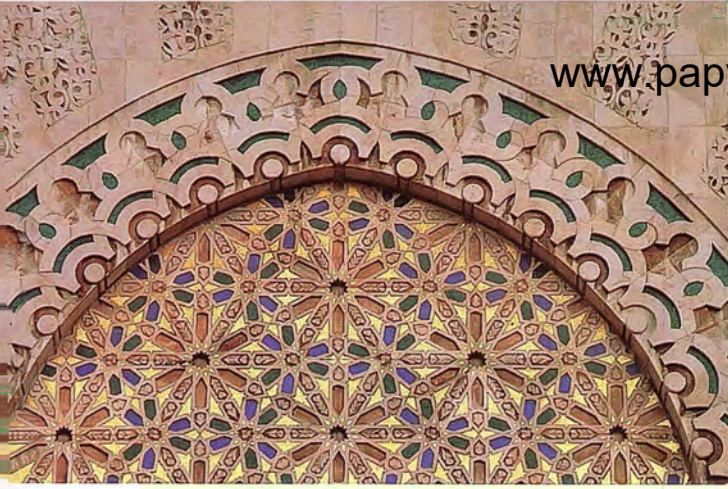
- 1 The author and her friend _____ met a young man called Abdelatif in a city called _____.
- 2 Abdelatif gave them his address and asked them to visit him at his home in _____.
- 3 Abdelatif's _____ came out of the house to greet them.
- 4 After a few hours of waiting, the family served the visitors a meal of _____ and _____.
- 5 When the author realized they had got the wrong Abdelatif, the mother invited them to _____.
- 6 It turned out that the two Abdelatifs know each other and had gone to _____ together.

B Discuss your answers in A with a partner.

C Now read the entire passage carefully. Then answer the questions on page 43.

Motivational Tip: What can you improve in your reading? Many times we reflect upon our strengths when we assess our successes. Truly successful people also reflect upon areas that they need to improve. If you could improve one thing about how you read, what would it be? Share your area for improvement with a partner, and work on this area when reading the passage.

Into the Heart of a Family in Casablanca

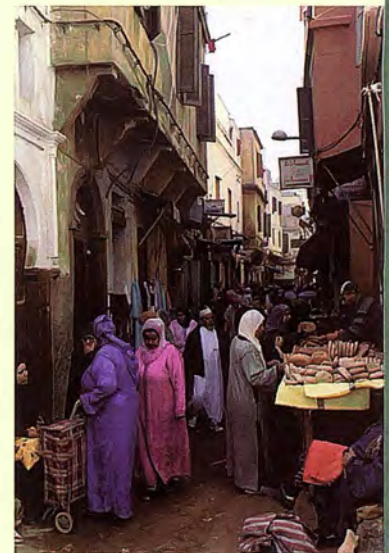


Here's what I love about travel: strangers can often amaze you. Sometimes a single day can bring a beautiful surprise, a simple kindness that opens your heart and makes you a different person by the time you go to sleep—more tender, less **jaded** than you were when you woke up.

This particular day began at seven in the morning in Casablanca. My friend Miguel and I were going to visit Abdelatif, a young man we'd worked with on a volunteer project in Kenitra, an industrial city on the Moroccan coast. He'd been expecting us to arrive in Casablanca for a few days now, and since he had no telephone, he'd written down his address and told us to just show up—his mother and sisters were always at home. As my plane was leaving from Casablanca the following morning, we wanted to get an early start so we could spend the whole day with him.

Apparently the address Abdelatif had written down for us was hard to understand, and when we got into the neighborhood, our taxi driver started asking directions. Eventually, with the help of a policeman and then a little boy, we were led to a house down a winding road. Our driver went to the door and **inquired**. He came back to the cab saying Abdelatif's sister was in this house visiting friends and would come along to show us where they lived.

Soon a girl of about sixteen emerged from the house. Surprisingly, she didn't resemble Abdelatif at all. Still, I'd seen other families where children didn't look alike, so I didn't give it too much thought. We waited in the yard while the sister went in and returned accompanied by her mother, sisters, and brother-in-law, all of whom greeted us with cautious warmth. We were shown into a **pristine** home with multicolored tiles lining the walls. The mother told us in broken French¹ that Abdelatif was out, but would be home soon. We sat on low, cushioned seats in the living room, drinking sweet mint tea and eating sugar cookies, while the family members took turns sitting with us and making shy, polite conversation that frequently **lapsed** into uncomfortable silence. As anything was said, Miguel would say, "What?" and I would translate the simple phrase for him: "Nice weather today. Tomorrow perhaps rain."



a crowded market street in Casablanca

¹ If you speak in **broken** French (or English, Japanese, or any language), you are unable to speak fluently and use fragmented or incomplete sentences.

An hour passed, and as the guard kept changing, more family members emerged from inner rooms. I was again struck by the fact that none of them looked a thing like our friend. How did Abdelatif fit into this picture? Was he adopted? I was very curious to find out.

After two hours had passed with no sign of Abdelatif, the family insisted on serving us a meal of couscous² and chicken. “Soon,” was the only response I got when I inquired as to what time he might arrive. But at last, we heard the words we had been waiting for. “Please,” said the mother, “Abdelatif is here.”

“Oh, good,” I said, and for a moment, before I walked into the living room, his face danced in my mind—the brown eyes, the smile filled with **radiant** life. We entered the lovely tiled room we’d sat in before and a young man came forward to shake our hands with an uncertain expression on his face.

“Hello, my friends,” he said cautiously. “Hello,” I smiled, slightly confused. “Is Abdelatif here?” “I am Abdelatif.”

“But . . . but . . .” I looked from him to the family and then began to **giggle** nervously. “I - I’m sorry. I’m afraid we’ve made a bit of a mistake. I - I’m so embarrassed.”

“What? What?” Miguel asked urgently. “I don’t understand. Where is he?”

“We’ve got the wrong Abdelatif,” I told him, and then looked around at the entire family who’d spent most of the day entertaining us. “I’m afraid we don’t actually know your son.”

For a split second³ no one said anything, and I wished I could disappear right there on the spot. Then the uncle **exclaimed** heartily, “It’s no problem!” “Yes,” the mother joined in. “It doesn’t matter at all. Won’t you stay for dinner, please?”

I was so overwhelmed by their kindness that tears rushed to my eyes. “Thank you so much,” I said **fervently**. “It’s been a beautiful, beautiful day, but please . . . could you help me find this address?”

I took out the piece of paper Abdelatif had given me back in Kenitra, and the new Abdelatif, his uncle, and his brother-in-law came forward to **decipher** it. “This is Baalal Abdelatif!” said the second Abdelatif, recognizing the address. “We went to school together! He lives less than a kilometer from here. I will bring you to his house.”

And that is how it happened. After taking photos and exchanging addresses and hugs and promises to write, Miguel and I left our newfound family and arrived at the home of our friend Abdelatif as the last orange **streak** of the sunset was fading into the dark night. There, I reached out and hugged him with relief, exclaiming, “I thought we’d never find you!”



a couscous dish

² **Couscous** is a grainy pasta made from semolina (a type of wheat) and is commonly eaten in North Africa.

³ A **split second** is a very short period of time.

A Answer the following questions using information from the passage.

1 What “simple kindness” does the author refer to in the first paragraph?

2 What was a clue that the author and Miguel had the wrong address?

3 What was the family’s reaction when the author told them they had got the wrong Abdelatif?

4 How did the author and Miguel eventually find the correct address?

B Read the following sentences. Check (✓) whether they are true (T) or false (F). If the sentence is false, change it to make it true.

	T	F
1 Abdelatif gave the author his address and phone number.		
2 The writer and Miguel planned to stay with Abdelatif for a few days.		
3 The taxi driver had a difficult time finding the address.		
4 The family members chatted easily with the author.		
5 Miguel had to translate the conversation for the author.		
6 The author and Miguel waited for over three hours for Abdelatif to come home.		
7 The author and Miguel met the correct Abdelatif in the evening.		

C Discuss the following questions with a partner.

- 1 Why do you think the passage is called “Into the Heart of a Family in Casablanca”?
- 2 Do you agree with the author that a single day or encounter can change a person? If so, describe one such personal encounter.

Vocabulary Comprehension

Definitions

A Match the words in the box with the correct definitions. Write a–j. The words are from the passage.

a jaded	b inquire	c pristine	d lapse	e radiant
f giggle	g exclaim	h fervently	i decipher	j streak

- _____ very strongly; passionately
- _____ very clean; pure
- _____ to read or interpret; to figure out
- _____ to slip or pass gradually
- _____ a line or mark of color different from its surroundings
- _____ cry out or speak suddenly
- _____ ask for information
- _____ filled with emotions of love or happiness; glowing or beaming
- _____ to laugh in a silly, uncontrolled way
- _____ tired or bored, usually after being exposed to something for too long

B Complete the following sentences using the correct form of the words from A.

- If you are planning to take a trip overseas, you should _____ about the climate and culture of the country you are going to visit.
- Even though I cannot _____ the Egyptian language, I think it's fun to look at hieroglyphics and imagine what they might say.
- At the hair salon, Laura asked the stylist to add some light blonde _____ to her hair.
- After being in a war zone for so long, the soldiers became _____ by all the violence and death around them.
- The little boy _____, "That's not fair!" when he saw that his brother had a bigger slice of cake than him.
- I have a picture of my mom holding my new-born brother, with a(n) _____ smile on her face.
- When Tina and Lisa are together, they never stop _____, even when there is no reason to laugh.
- The teacher _____ believed that encouraging students to speak up in class could help them improve their English.
- The death of his wife caused him to _____ into depression.
- I have no idea how Marianne keeps her home so _____ with five children running around.

A Look at the following adverbs. For each one, write the emotion you think a person would be expressing if they spoke in this way. The first one has been done for you.

Adverb	Emotion
1 fondly	<i>love and affection</i>
2 cautiously	
3 urgently	
4 solemnly	
5 firmly	
6 tactfully	
7 angrily	
8 humbly	
9 confidently	
10 joyously	

B Complete the following sentences using adverbs from A. More than one answer may be possible. Discuss your answers with a partner.

- The waiter _____ apologized for the delay in showing us to our table. We had, after all, made reservations weeks ago.
- Daniel _____ pretended not to notice the large pimple on Maria's nose.
- The announcer _____ declared that the prime minister had passed away after a long illness.
- Although the suspect was interrogated by the police for three hours, he still _____ denied having anything to do with the incident.
- Kumiko's grandmother looked both ways and then _____ began to cross the street.
- Sam screamed _____ at the man who had crashed into her car.
- When news of the stock market crash reached the office, Ed immediately got on the phone and _____ requested an update on his portfolio.
- Alicia phoned and _____ told us about the birth of her first grandchild yesterday.

C Now write your own sentences using two of the adverbs from A. Share your ideas with a partner.

- _____
- _____

Vocabulary Skill

Adverbs of Emotion

In this chapter you read the adverbs *fervently*, *heartily*, *urgently*, and *cautiously*. They all describe the way in which the speakers in the reading passage expressed their feelings. Adverbs are often used in written texts to convey the emotions of a speaker. Knowing how these adverbs work, and what they mean, can help you to better understand readings that contain them.

UNIT 3

CHAPTER 2 **Travel for Good****Before You Read**

Tourism with a Difference

A Answer the following questions.

- 1 How can travel change a person? How can it change the people the traveler meets?
- 2 Are there any places in your country where tourism has made a difference, whether to the people or to the environment?
- 3 Have you ever been on an ethical holiday, for example, an ecotourism or volunteer trip? If not, would you like to?

B Discuss your answers with a partner.**Reading Skill**

Previewing

Previewing is something good readers do when they first encounter new reading material. They ask themselves questions like these: *What is this about? What kind of text is this? What do I already know about it?* Previewing can involve skimming, scanning, and predicting to help us get acquainted with the reading passage.

A Take one minute to preview the passage on the next two pages. Read the title, look at the pictures and captions, and skim the first paragraph.**B Discuss the following questions about the passage with a partner.**

- 1 What do you think the passage is about?
- 2 Where could you find this kind of passage?
- 3 What do you already know about this subject?
- 4 What interesting points did you notice?
- 5 Do you think you'll enjoy reading the passage? Why, or why not?

C Read the following items. Check (✓) the ones you think will be mentioned in the passage.

- | | |
|---|---|
| <input type="checkbox"/> the high cost of travel | <input type="checkbox"/> how to earn money while traveling |
| <input type="checkbox"/> connecting with people | <input type="checkbox"/> trendy hotels and restaurants |
| <input type="checkbox"/> raising awareness of social issues | <input type="checkbox"/> people doing positive things while traveling |

D Now read the entire passage carefully. Then answer the questions on page 49.

Motivational Tip: Are you making any improvement? Reflect back on the Motivational Tip you read in the last chapter. What was the area for improvement that you identified? As you read and answer the comprehension questions on the next page, be conscious of what you are trying to improve. What more can you do to improve in this area?



Travel for Good

Travel can inform and educate, as well as connect people from all over the world. Through travel, people have the **capacity** to change the world for the better. Read how these socially conscious individuals are using travel to affect change around the world.

Video Kid

- 5 *A New York City high school student is bringing adventure to a new generation.*

Every traveler knows that learning some of the local language is part of the fun of visiting new places. But *frontside flipslide ... backside crooked-grind ... kickflip?*

- 10 This is the language of the skateboarding world. It's what has permitted 15-year-old Booker Mitchell to travel to countries like Spain, Nicaragua, and Brazil. With the help and support of his filmmaker mother and his father, Mitchell writes and stars in a series of short video segments on the Internet that reveals the world through the eyes of young people. Viewers can go to his website and follow the star as he navigates different countries by skateboarding and surfing with local kids. "Travel shows for grown-ups have these really excited hosts who talk about museums," says Mitchell. "Our **motto** is 'Live Life Outside' and we're trying to show how young people really live."



Booker Mitchell hosts "Booker Travels," an online video series that explores destinations through teenage eyes.

- 20 These online episodes show the **gregarious** teen as he visits new places, makes friends, and discovers the music, art, food, and geography of different countries. His mother says, "Ever since he was little, Booker kept journals. Wherever we traveled, I took videos. One day we realized we were documenting the world as a kid experiences it." And with each trip comes new revelations. One recent expedition to the Amazon taught Mitchell an especially important lesson. "You wouldn't expect anyone in the Amazon to know how to skate. But I made friends and realized that even in the middle of nowhere, kids live the same way I do. Lesson learned: Always bring my board with me!"

Across a Continent

- 30 *Two adventurers are walking across a continent to raise money for clean water.*

- When travelers speak of doing a trip from Cape Town to Cairo, one thing seems certain: They're not talking about walking. But a pair of adventurers is doing just that. Amy Russell and her teammate Aaron Tharp are walking the 11,000-kilometer stretch from South Africa to Egypt, with the aim of finishing their journey in two years. They are raising money for Charity: Water, an organization that delivers clean water to people in developing countries.



Amy Russell is walking across Africa to raise awareness of the need for clean water in various communities across the continent.

Russell, 24, says that her two-year adventure is the most direct way of documenting the effect that clean water can have on remote communities. It also benefits some of the 800 million people on the planet who don't have access to safe water. Russell uses her blog to describe the trip's highs and lows, discussing everything from border crossings to **obscure** food to different perspectives on the AIDS crisis in Africa. When asked what inspired her to take on the challenge, Russell replied: "I have strong **convictions** about fighting injustice and poverty in sustainable ways, which led me to be an advocate for Charity: Water. I saw this trip as a potential way to support them and help end the world water crisis." 40 45

Russell rejects the idea that travel is temporary and that its effect is short-lived. "I think travelers should be advocates. If you see a situation that needs help, get involved with an organization that gives voice

50 to the people you met. When you let your travel experiences change you and return home with your new **mind-set**, you'll be a better person for it, and in turn create a better world everywhere you go in the future."

Clever Risks, Great Rewards

One man is finding creative ways to raise money for the causes he believes in.

55 Deep sea caves, towering cliffs, migrating whales: Tasmania's raw beauty sets the perfect stage for ecotourism. For Robert Pennicott, a tour operator, the Tasmanian coast is also the reason he got into **philanthropy**, having co-founded a coastal conservation fund in 2007. In its first year, the fund helped save more than 50,000 seabirds from attacks from wild cats. This **initial** success turned Pennicott into a daringly innovative philanthropist. In 2011, he circled Australia in a rubber dinghy¹ to raise money for research into **eradicating** polio.² The trip took 101 days and injected nearly \$300,000 into the polio vaccination fund, proving that clever risks can produce great rewards. 60 65



Pennicott is dedicated to preserving the natural beauty and wildlife of the Tasmanian coast, such as these fur seals on Bruny island.

"When I die, I want to have made a difference in the world," says Pennicott, who gives at least a quarter of his tour company's profits to conservation and humanitarian issues. "Every little bit helps, and a lot of little contributions add up to make a big difference," he says. 70

Pennicott will soon bring his polio philanthropy to Afghanistan, Pakistan, and Nigeria, the last three countries where the disease remains widespread. His latest project brings him closer to home—he's working to rid the ocean of plastic trash. "The **scale** of this problem is enormous," he says. About 100,000 marine animals and a million seabirds each year are killed after eating or being caught in plastic. Pennicott says travelers can do their part by 75 choosing responsible tour companies that invest in conservation.

¹ A **rubber dinghy** is a lightweight, inflatable boat usually about 3 meters long.

² **Polio** is a disease of the spinal chord often resulting in loss of body movement.

A Choose the correct answers for the following questions.

- 1 Booker Mitchell hopes to _____ with his series of videos.
 - a explore unusual museums
 - b teach adults how to skateboard
 - c show how young people really live their lives
 - d demonstrate how easy it is for parents and children to travel together
- 2 What are Amy Russell and Aaron Tharp raising money for?
 - a a trip across Africa
 - b clean water for developing countries
 - c medicine for people suffering from AIDS
 - d a video about the dangers of untreated water
- 3 Which is the best title for Russell and Tharp's story?
 - a Walking for Water
 - b The Temporary Traveler
 - c 800 Million Without Water
 - d An African Blog
- 4 What did Robert Pennicott's coastal conservation fund successfully do?
 - a protected birds from wild cats
 - b saved the lives of wild cats
 - c brought more tourists to Tasmania
 - d rid the beaches of plastic
- 5 According to the passage, what would Pennicott like travelers to do?
 - a Stop using plastic.
 - b Choose tour companies that invest in conservation.
 - c Avoid visiting coastal areas that have large numbers of birds.
 - d Visit countries where there is widespread polio to show they are safe.

B Read the following statements. Check (✓) whether each statement applies to Mitchell (M), Russell and Tharp (R & T), and/or Pennicott (P).

	M	R & T	P
1 using travel to affect change			
2 engaging in sports with local kids			
3 raising money			
4 traveling in more than one country			
5 using the Internet to reach viewers or readers			

C Discuss the following questions with a partner.

- 1 What global problem do you care about the most? Do you think travel could help solve this problem? How?
- 2 Do you think there could be any negative effects from what the people in the passage are doing? Explain your answer.

Vocabulary Comprehension

Words in Context

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

- 1 If someone has the **capacity** to do something, they have an _____ to do it.
a ability b obligation
- 2 An example of a **motto** is _____.
a I'm hungry. b Life is short.
- 3 Being **gregarious** is an important quality for a _____.
a talk show host b scientist
- 4 Something that is **obscure** is relatively _____.
a unknown b well-known
- 5 A person who has **conviction** about something usually _____.
a gives up halfway b finishes the job
- 6 To understand someone's **mind-set** is to know how they _____.
a behave b think
- 7 An illustration in its **initial** stage is _____.
a a sketch b in full color
- 8 If a city's drug problem is **eradicated**, it means it _____.
a has been solved b is getting worse
- 9 **Philanthropy** involves _____ other people.
a helping b teaching
- 10 The **scale** of a problem describes its _____.
a cause b size

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

- 1 If there was any disease you could **eradicate**, what would it be? Why?
- 2 Do you have a personal **motto**? What is it?
- 3 Who do you think is the most **gregarious** among your friends? Why?
- 4 Are you a fan of any **obscure** music or movies? How did you discover them?
- 5 What do you have deep **convictions** about?
- 6 How is the **mind-set** of a high school student different from that of a college student?
- 7 When you work on group projects in class, do you find the **initial** stages of the work easy or difficult?
- 8 Can you name a famous **philanthropist**? What causes are important to him or her?
- 9 The **scale** of global warming has been described as enormous. Do you agree? Why, or why not?
- 10 Some people say humans have a great **capacity** for cruelty. What does this mean?

A Study the following words. With a partner, write the part of speech and a simple definition for each word. Then check your answers using a dictionary.

Word	Part of Speech	Definition
1 abject	<i>adjective</i>	<i>completely hopeless or bad</i>
2 eject		
3 trajectory		
4 subject to		
5 dejected		
6 interject		
7 project		
8 objection		

Vocabulary Skill

The Root Word *ject*

In this chapter, you read the words *reject* and *inject*. The root word *ject* comes from the Latin word *jacere*, which means *to throw*. It is combined with 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 Since the plane was flying low to the water, the pilot managed to safely _____ from his seat.
- 2 We plan to play golf while on vacation, but that's _____ good weather, of course.
- 3 The CEO reported today that total earnings are expected to exceed _____ figures in the coming months.
- 4 Walter became very depressed when his business ended in _____ failure.
- 5 If people start arguing over minor details in a meeting, the leader should _____ and steer the discussion in a more productive direction.
- 6 After his girlfriend told him she didn't want to date him anymore, Carl felt totally _____.
- 7 Scientists could predict where the asteroid was going to hit by observing its _____ through space.
- 8 The government had to cancel plans to build a highway next to the housing estate as there were too many _____ from the residents.

C Can you think of any other words in English that include the root *ject*? Share your ideas with a partner.

Real Life Skill

Choosing a Travel Guidebook

When you travel, the more information you have before you set out, the more you're able to stay safe and enjoy your vacation. That's why there are so many different series of travel guidebooks, covering thousands of destinations worldwide. Each series caters to a different type of traveler, so choose the guidebook that's right for you.

A Match these types of travelers with the correct definitions. Write a–f.

- | | | |
|------------|-------------|------------|
| a budget | b luxury | c armchair |
| d business | e adventure | f family |

- _____ They make frequent short trips, and may have little free time to see the sights. They require efficiency and comfort.
- _____ They travel together with their spouse and children, and look for safe destinations and activities that everyone can enjoy.
- _____ They want “only the best” — the most lavish hotels, the most exclusive shops, and gourmet meals. Expense is not a concern.
- _____ They enjoy reading about travel as a hobby. Many never actually use the guidebook to take a trip.
- _____ They are looking for excitement and danger, usually related to outdoor activities or sports.
- _____ They want to travel as much as possible for the lowest price. The cost of everything is very important.

B Read the following descriptions from the back covers of travel guidebooks. Which type of traveler are they intended for?

- The world's most beautiful guidebooks—large, full-color photographs of the most exotic locales, sprinkled with stories from seasoned travelers.
- Double rooms for only \$20, three-course meals for just \$5—who says travel has to be pricey? We'll help you save money!
- Outdoor fun, kid-friendly museums, lots of rainy-day sights to see—even hotels that offer baby-sitting. You'll find it all here!
- Looking for free wireless Internet access? Laptop charging stations? We have everything a busy traveler needs, plus a comprehensive list of the best hotels and conference venues in the city.
- Live life to the fullest—abroad. Bike, surf, hike in the world's most spectacular locations and discover the daredevil in you.
- For those who appreciate the finer things in life. We share tips, hot new discoveries, and the very best places for everything you're looking for.

What do you think?

- Based on your answers in the Getting Ready section and the information in the Real Life Skill above, what kind of traveler do you think you are?
- Is it easy for you to meet people when you travel? Do you approach others, or let them talk to you first?
- Chinese philosopher Lao Tzu once said about travel, “A good traveler has no fixed plans and is not intent on arriving.” What do you think he meant by this? Do you agree?