

ACTIVE

SKILLS FOR READING

1

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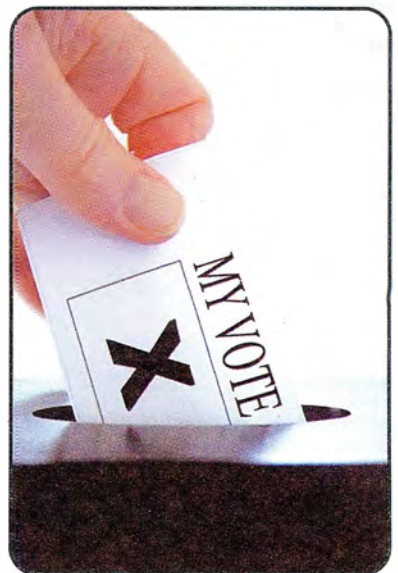
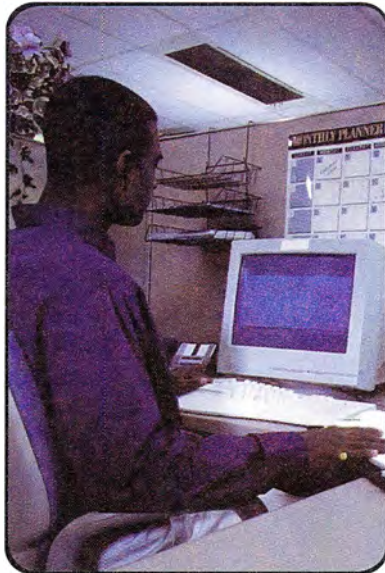
Active 1 - Pre 4
10 - 11 - 12



| | | | | |
|--|--|--------------------------------|---------------------------|--------------------------------|
| 10 Growing Up Page 125 | <i>The Age of Adulthood</i> Reference article | Predicting | The Prefix <i>trans-</i> | Choosing the Right Word |
| | <i>Firsts in Life</i> Web interview | Making Inferences | The Prefix <i>sub-</i> | |
| 11 Look into the Future Page 135 | <i>Are you an Ophiuchus?</i> Reference article | Summarizing | Phrasal Verbs | Doing Research on the Internet |
| | <i>Predicting Earthquakes</i> Newspaper letter | Identifying Transition Words | The Suffixes <i>-ness</i> | |
| 12 The Power of Stories Page 145 | <i>A Japanese Folktale</i> Story | Recognizing Sequence of Events | Adverbs | Understanding Internet Speak |
| | <i>Internet Hoaxes</i> Magazine article | Identifying Cause and Effect | Nouns That Are Also Verbs | |
| Review 4 Page 155 | Fluency Strategy: Reading ACTIVELY; <i>Young People Are Adults, Too!</i> Newspaper Letter Fluency Practice: 7. <i>The Mystery of the Fortune Cookie</i> Webpage; 8. <i>Three Centuries of Hoaxes</i> Reference Article | | | |



Growing Up ^{UNIT} 10



Getting Ready

Discuss the following questions with a partner.

- 1 What life events are shown in the pictures above? How old should a person be to do each activity?
- 2 Which of these have you experienced?
- 3 What other major life events can you think of?

Before You Read

Are You Old Enough?

A The following words taken from the passage on the next page. Match each word or phrase with its definition.

- | | |
|--------------------------|--|
| 1 _____ driver's license | a to play games to try to win money |
| 2 _____ gamble | b drinks like wine, whisky, and beer |
| 3 _____ nightclub | c the army, airforce, and navy |
| 4 _____ alcohol | d choose members of government |
| 5 _____ military | e a paper or card that allows you to drive |
| 6 _____ vote | f a place for late-night drinking and dancing |

B What do the items in **A** have in common? Discuss with a partner.**Reading Skill**

Predicting

Before we read a passage, we can make predictions about a passage. This can help us understand the passage better. Good readers naturally ask themselves questions about what they are about to read.

A Discuss the following questions with a partner.

- Look at the title of the passage on the next page. What do you think *The Age of Adulthood* means?
- Look at the photo of the boy. Why do you think he looks so happy?
- Now read only the first line of each paragraph. Check (✓) what you think you will read about in the passage.

| | |
|---|--|
| <input type="checkbox"/> celebrating birthdays | <input type="checkbox"/> how your body changes as you get older |
| <input type="checkbox"/> buying your first car | <input type="checkbox"/> important ages around the world |
| <input type="checkbox"/> getting your first job | <input type="checkbox"/> the differences between children and adults |
| <input type="checkbox"/> what people do at certain ages | <input type="checkbox"/> what it means to be an adult |

B Skim the passage to see if your ideas in **A** were correct.**C** Read the entire passage carefully. Then answer the questions on page 128.

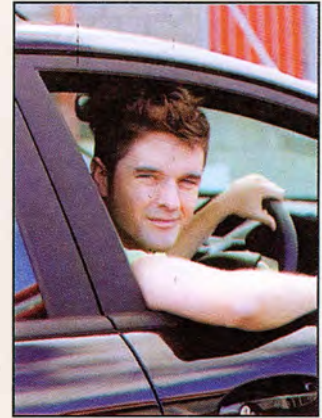
Personalize your classroom. Most learners do better in an environment that they feel belongs to them. As a class, what can you do to personalize your classroom? Maybe you could put up posters or put up jokes and stories for your class to read? Identify three things that you can do together to make your classroom a better place in which to learn.



The Age of Adulthood

In the United States, 16, 18, and 21 are **significant** ages in a person's life. A person can do new things at each age to show that he or she is **no longer** a child. These are all part of the **transition** to adulthood.

- 5 After turning 16 in the United States, a person can be **employed**, get a driver's license, and leave home. Many high school students learn to drive and get part-time jobs soon after celebrating their 16th birthday. At 18, people in the United States can vote in government
- 10 elections and join the military, but they are **prohibited** from going into nightclubs, buying alcohol like beer or wine, or gambling until they are 21.



In many Latin American¹ countries, a young woman's 15th birthday is important. At this age, she is no longer **considered** to be a girl, but a woman. To mark this special day, families with 15-year-old daughters have a celebration called a *quinceañera*. The day begins with the young woman and her family going to church. Later, there is a party to which many guests are invited.

- 20 In Japan, boys and girls are considered to be adults at the age of 20. At this age, they are **allowed** to vote and drink alcohol. The second Monday in January is a national holiday called Coming-of-Age Day. On this day, 20-year-olds celebrate by first going to a shrine² with their families. Later, they listen
- 25 to speeches³ given by city and school leaders. After that, many celebrate with family and friends late into the night.



- In many countries, celebrations do not stop at adulthood. People like to celebrate what they consider to be important ages such as their 50th or 60th birthdays, or significant events such as the birth of their first child,
- 30 or their **retirement**.

¹ **Latin America** is Central and South America.

² A **shrine** is a kind of religious building.

³ A **speech** is a talk given to a group of people.

Reading Comprehension

Check Your Understanding

A Choose the correct answers for the following questions.

- The main idea of the passage is _____.
 - the age of adulthood is too young in some places but too old in others
 - being a young person in Latin America is easier than in Japan or the U.S.
 - there are special ages and celebrations around the world that show a person is becoming an adult
- Americans are NOT allowed to _____ when they turn 18.
 - drive
 - buy alcohol
 - join the military
- According to the passage, which of the following shows you are becoming an adult?
 - voting in an election
 - throwing a party
 - celebrating your birthday
- What do *quinceañera* and Coming-of-Age Day have in common?
 - Both are only for young women.
 - City and school leaders are involved.
 - They start the day with a religious ceremony.

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

| | T | F |
|---|---|---|
| 1 In the United States, 16th, 18th, and 21st birthdays are special occasions. | | |
| 2 In many European countries, a young woman's 15th birthday is important. | | |
| 3 The <i>quinceañera</i> is only celebrated with the family. | | |
| 4 Many people think retirement is a big event in their lives. | | |

Critical Thinking

C Discuss the following questions with a partner.

- Do you think age plays a big part in determining if someone is an adult? Why, or why not?
- What ages are important in your country or culture? Why?

Vocabulary Comprehension

Words in Context

A Complete the following sentences with the best answer. The words in blue are from the passage.

- The _____ man said he was planning to **retire**.
 - young
 - old
- A **transition** is _____.
 - an ending
 - a change
- The children are only **allowed** to do something if it's _____.
 - safe
 - dangerous

- 4 People usually _____ significant events.
a forget b remember
- 5 When you employ someone, you have to _____ him.
a pay b help
- 6 If you consider something to be true, you _____ it is true.
a can prove b think
- 7 If something no longer happens, it _____.
a takes more time b has stopped
- 8 Why would something be prohibited?
a It's too expensive. b It's not good for you.

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

- 1 Knives, guns, and even scissors are _____ on airplanes.
- 2 I think that the _____ from life as a student to working life is very difficult.
- 3 My father decided to _____ last year. He really loved his job, so he's a little unhappy.
- 4 I _____ Sally my best friend. She's been a very _____ person in my life.

A Read the following passage and **circle** all of the *trans-* words that you find.

Happy Landings for Ernesto!

Last week, life didn't look very good for heart transplant patient Ernesto Medina from Spain. He was told two months ago that he would need the operation if he was to survive. He planned to make the transatlantic journey to a hospital in Chicago. While he was in transit at JFK Airport in New York, he received the news that his new heart had been accidentally transported to another hospital. Ernesto then had to get on a different plane to transport him to the other hospital, where the operation was carried out in time. Ernesto is now recovering from the transplant. His English-speaking wife translated for him as he said, "I feel like a new man—this new heart has transformed my life."

Vocabulary Skill

The Prefix *trans-*

In the passage, you read the word *transition*, a word that uses the prefix *trans-*, which means *across*, *change*, or *move from place to place*. *Trans-* comes at the beginning of many words to form nouns, verbs, adjectives, and adverbs in English.

B Match each of the *trans-* words from A with a definition below.

- | | |
|---|-------------------|
| 1 during a journey; on the way to a place | <u>in transit</u> |
| 2 changed completely | _____ |
| 3 take, move, or carry something to a different place | _____ |
| 4 across the Atlantic Ocean | _____ |
| 5 changed from one language into another | _____ |
| 6 to remove an organ from someone's body and place in another person's body | _____ |

Before You Read

Important Firsts

- A** Look at this list of important *firsts*. **Circle** any that you have experienced. Add one more to the list in the box.

first:

| | | | | |
|-----|---------------|-------|----------------------|-------|
| car | apartment | child | girlfriend/boyfriend | _____ |
| job | English class | pet | airplane trip | |

- B** Choose one of your firsts from above and tell a partner about it.

Reading Skill

Making Inferences

When we make inferences, we think about the passage and try to understand more than is written there. When we make inferences, we actively ask questions like *What does this mean?* or *Why did the writer/author write that?* in order to understand what we read more deeply.

- A** Scan the passage on the next page to find the words shown in italics below. Read the sentences before and after the words to make inferences about the meaning. Then choose the correct answers.

- In line 1, *University Express* is probably _____.
 - a website
 - a newspaper
 - a television show
- Which of the following can NOT be inferred about line 5, *I got it the moment I turned 18*?
 - Miguel really wanted to learn how to drive.
 - Miguel's father wanted him to drive.
 - In Spain, you can drive when you turn 18.
- In line 14, why were the people *very shy*?
 - They didn't know how to dance.
 - They had very little experience with dating.
 - Marta was worried about her best friend
- In line 23, Soo-Jin overcame his *fear* of _____.
 - backpacking
 - staying in a hostel
 - talking to new people

- B** Discuss your answers with a partner. How did you arrive at your answer?

- C** Read the entire passage carefully. Then answer the questions on page 132.

Set your reading rate goal. As you prepare to read, set a reading rate goal. Use your data from the charts at the end of the book. Based on your previous performance, how many words-per-minute do you think you can read now? Time yourself and practice until you reach your goal.



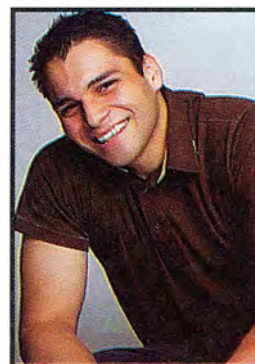
www.universityexpress.heinle.com/interviews

Firsts in Life

In this month's *University Express*, Lynn Zhou **interviews** students around the world about important firsts in their lives. Read their answers to the question:

What was an important first in life for you?

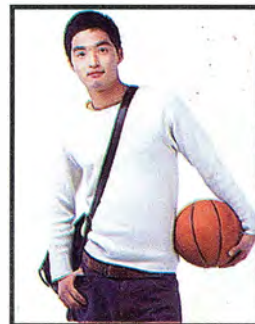
Miguel: For me, an important first was getting my driver's
5 license. I got it the moment I turned 18! Being able to drive
my father's car that summer gave me **freedom**, and made
me feel like an adult. For example, I'm from Madrid, and my
girlfriend is from a **suburb** about 30 kilometers away. Driving
made it easy for me to see her more frequently. Also, I was
10 able to take weekend trips with friends to other cities. I really
liked being **independent**.



Marta: I went on my first date soon after my 16th birthday.
It was with my best friend's brother. He invited me to a
movie, but we didn't talk much. We were both very shy.
15 Two weeks later, I went to a high school dance with him,
and we had a great time. After that, we spent most of
the summer together, but then he and his family **migrated**
to France. I guess you could say he was my first boyfriend.



Soo-Jin: An important first for me was traveling from Korea
20 to Europe. When I was 18, I spent the summer with my cousin
backpacking through Europe. It was my first time out of Korea
so I was nervous and **reluctant** to talk to people. Luckily
I **overcame** my fears and **gradually** started to open up. I
learned to be more independent. I made friends with other
25 travelers at the hostels we stayed at, and I keep in touch with
many of them even now.



Reading Comprehension

Check Your Understanding

A Choose the best answer for the following questions.

- Which of the following did Miguel NOT do with a car?
 - He visited his girlfriend more often.
 - He visited other cities on weekends.
 - He drove his dad around in the summer.
- Where did Marta go on her first date?
 - the cinema
 - the high school dance
 - her best friend's house
- What first does Soo-Jin talk about?
 - his first time staying in a hostel
 - his first time going out of Korea
 - his first time traveling with his cousin

B Read the following sentences. Check (✓) the person that best matches each sentence.

| This person... | Miguel | Marta | Soo-Jin |
|------------------------------------|--------|-------|---------|
| used to be shy. | | | |
| lives in a big city. | | | |
| went on a date at the age of 16. | | | |
| has friends from around the world. | | | |
| talks about being independent. | | | |

Critical Thinking

C Discuss the following questions with a partner.

- Do you think Miguel, Marta, and Soo-Jin have different or similar personalities? In what ways?
- Do you think that young people from around the world have the same idea about what are important firsts? Why, or why not?

Vocabulary Comprehension

Definitions

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

- | | |
|---------------------|--|
| 1 _____ freedom | a the ability to do what you want |
| 2 _____ migrate | b not needing the help of other people |
| 3 _____ reluctant | c move to a different country or place |
| 4 _____ gradually | d to deal with and solve a problem |
| 5 _____ independent | e part of a town or city outside the center |
| 6 _____ interview | f slowly; little by little |
| 7 _____ overcome | g unwilling to do something |
| 8 _____ suburb | h to ask a person questions to get information |

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

- 1 You don't look very friendly, so people are _____ to talk to you.
- 2 That lucky reporter was given a chance to _____ the president.
- 3 My family is moving to a nearby _____. I don't want to move; I love the downtown area too much!
- 4 I've become much more _____ since I started living by myself. My parents _____ to another country last year.

A Look at the list of words below that begin with the prefix *sub-*. Match each word with a definition on the right.

- | | |
|--------------------|---|
| 1 _____ submissive | a an underwater ship |
| 2 _____ subtitles | b to become less, e.g. less strong or loud |
| 3 _____ subway | c an underground transportation system |
| 4 _____ submerge | d to follow or listen to someone without arguing |
| 5 _____ subside | e to go below the surface of water or another liquid |
| 6 _____ submarine | f words on the bottom of a movie screen that translate the actor's or narrator's words |

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

- 1 This city has a variety of transportation: electric buses, taxis, monorails, and a _____ system.
- 2 Scientists have developed a new kind of _____ that can stay in the ocean for one year.
- 3 He believes that wives should be _____ to their husbands. I definitely don't agree with him!
- 4 I can't swim well because I don't like _____ my head in water.
- 5 The doctor told me to take this pill and wait for my headache to _____.
- 6 I don't speak French, so I had to read the _____ all the time when watching the French movie.

Vocabulary Skill

The Prefix *sub-*

In this chapter, you learned the word *suburb*. *Sub-* is a prefix that usually means *under*, *lower*, or *on the outside*. It can come at the beginning of a noun, verb, adjective, or adverb.

Real Life Skill

Choosing the Right Word

English has many groups of words that are similar in meaning but are used differently. A good English language dictionary can explain these differences. Usage notes in dictionaries tell you how and when to use a word.

A The following words in red have almost the same meaning but are used in very different ways. Read their meanings and how they are used.

land

- 1 an area of ground that is not covered by water: *After sailing for a month, the sailors saw **land**.*
- 2 an area that someone owns as property: *In New York City, **land** is very expensive.*
- 3 a country or nation

ground

floor

Ground means the surface we walk on, but when this is indoors, it is the *floor*: *When we have a picnic, we sit on the **ground**. When I watch TV, I sit on the **floor**.*

soil

earth

The substance in which plants grow is *soil* or *earth*. However, **Earth** with a capital E refers to our planet:

*The **soil** in Thailand is good for growing rice. The farmer picked up a handful of **earth**. After a month in space, the astronaut returned to **Earth**.*

B Complete the following sentences using *land, ground, floor, soil, and Earth*. Use each word once. Discuss your answers with a partner.

- 1 In some countries, people don't sleep in beds. They feel more comfortable sleeping on the _____.
- 2 I am considering buying a piece of _____ and building my retirement home.
- 3 You should put a plastic sheet on the _____ before you sit down, as it just rained.
- 4 _____ contains many different types of materials, including small pieces of rock, dust, sand, and even living things.
- 5 Scientists are looking for planets that have the same living conditions as on _____.
- 6 The ship sailed further out into the ocean until I could not longer see any _____.

What do you think?

- 1 What firsts do you hope to experience in the future?
- 2 Imagine you are going to live and work in an English-speaking country. What firsts do you think you will experience?
- 3 When you celebrate firsts, do you prefer to have a big celebration with lots of people, or just a small party with friends? Explain your reasons.



Look into the Future

UNIT

11



Getting Ready

Discuss the following questions with a partner.

- 1 Do you believe you are in control of your future? Why, or why not?
- 2 Have you ever made a prediction about something that would happen in the future? Did your prediction come true?
- 3 Look at the pictures above. What do you think the world will be like in 50 years time?

Before You Read

The Zodiac

A Do you know these 12 star signs and what they symbolize? Match the star sign to the correct picture by writing letters in the boxes.

| | | | |
|---------------|-----------|----------|-------------|
| a Aquarius | b Aries | c Cancer | d Capricorn |
| e Gemini | f Leo | g Libra | h Pisces |
| i Sagittarius | j Scorpio | k Taurus | l Virgo |



B Discuss your answers above with a partner. What is your star sign? What do you know about it?

Reading Skill

Summarizing

When you summarize, you shorten a passage into one or more sentences which describe the main idea. First scan the paragraphs to find the main idea, then combine the most important parts to form a sentence.

A Scan the first paragraph of the passage on the next page. What is the main idea of the paragraph? Discuss your answer with a partner.

B Scan the remaining paragraphs. Match the paragraphs to the main ideas.

- | | |
|---------------------|---|
| 1 _____ Paragraph 2 | a A new sign, Ophiuchus, might be added to the zodiac. |
| 2 _____ Paragraph 3 | b Many people may find themselves with a different star sign. |
| 3 _____ Paragraph 4 | c Astrologers used the positions of stars to decide the zodiac. |
| 4 _____ Paragraph 5 | d Some believe the zodiac determines your personality and future. |

C Now read the entire passage carefully. Then answer the questions on page 138.



Are You an Ophiuchus?

- 1 Thousands of years ago, the **ancient** people of Babylon and Egypt studied the stars in the sky. From their research, they **came up with** the zodiac, a map of the sun, moon, stars, and planets. It was first used to **keep track of** time.
- 2 These ancient astrologers studied the constellations¹ and their positions in the sky. They wanted to know when each constellation was closest to the sun. They used this information to determine where each group of stars belongs in the zodiac. The word *zodiac* actually means "circle of little animals" in Latin, and refers to how the constellations are shaped.
- 3 Today, some people believe that the zodiac can be used to describe a person's personality. Some also believe that by studying the zodiac, they can predict what will happen in the future. According to these beliefs, a person's zodiac sign is **connected** to his or her birth date.
- 4 The zodiac has remained the same for over a thousand years. It is **broken up** into 12 equal parts, each **associated** with a star sign. However, some astrologers are suggesting a change—they think a thirteenth sign should be added to the zodiac calendar. This is because the way the Earth rotates has changed slightly over the centuries, which has also changed its path around the sun. This possible thirteenth sign is a constellation called Ophiuchus (pronounced *of-ee-yoo-kuhs*), which means holder of the snake. Ophiuchus is close to the sun from November 29 to December 17.
- 5 If the dates of the other 12 signs were **adjusted** to make Ophiuchus a sign, many people would have a different star sign. As this new sign falls between Scorpio and Sagittarius, some people with those star signs would have to **switch** to being Orphiuchus. And this would have an effect on dates of the other star signs as well. This would add a whole new answer to the question, "What's your sign?"



¹ A **constellation** is a pattern made by stars in the sky.

Reading Comprehension

Check Your Understanding

A Choose the correct answers for the following questions.

- The zodiac was first invented to _____.
a predict the future b study the stars c keep track of time
- Some people believe a person's zodiac sign can tell us about his or her _____.
a personality b birth date c family background
- The zodiac is determined by the position of the _____ to the _____.
a constellations, moon b constellations, sun c Earth, sun
- If Ophiuchus is made a star sign, many people will _____.
a have a different birthday
b have a different star sign
c stop believing in the zodiac

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

| | T | F |
|---|---|---|
| 1 Ancient people were very interested in the stars. | | |
| 2 If Ophiuchus is made a sign, it will replace Scorpio. | | |
| 3 Ophiuchus means "holder of the snake." | | |
| 4 All astrologers agree that there should be 13 zodiac signs. | | |

Critical Thinking

C Discuss the following questions with your partner.

- Why do you think people still believe in the zodiac?
- What other connections do you think people might make between their lives and the Earth or sky?

Vocabulary Comprehension

Odd Word Out

A For each group, circle the word or phrase that does not belong. The words in blue are from the passage.

- | | | |
|-----------------|---------------|------------|
| 1 came up with | think of | forget |
| 2 put together | connect | keep apart |
| 3 switch | stay the same | exchange |
| 4 measure | adjust | weigh |
| 5 keep track of | remember | ignore |
| 6 unite | break up into | take apart |
| 7 associate | connect | divide |
| 8 ancient | brand new | recent |

B Complete the following sentences using words in blue from A.

- 1 Countries are usually _____ smaller parts called states or provinces.
- 2 I'll have to _____ from coffee to juice because coffee is keeping me awake at night.
- 3 Email helps me stay _____ with my friends, so I can _____ what's happening in their lives.
- 4 We usually _____ good ideas when we work as a team.

A Match each phrasal verb with its meaning. Use your dictionary to help you.

- | | |
|----------------------|--|
| 1 _____ act up | a to be with friends, to relax |
| 2 _____ come up with | b to stretch before exercising |
| 3 _____ drop in | c begin to work |
| 4 _____ hang out | d to think of an idea |
| 5 _____ kick in | e to die |
| 6 _____ warm up | f to get rid of (a sickness), get better |
| 7 _____ pass away | g to visit unexpectedly |
| 8 _____ shake off | h to behave badly, like a child |

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

- 1 Before every game, my teammates and I _____ by running laps and stretching.
- 2 Danny is always getting in trouble because he always _____ in class.
- 3 It's impossible to _____ birthday gift ideas for my mother. She's hard to buy gifts for.
- 4 Let's _____ at the pool today. It's too hot to play baseball.
- 5 After you finish your sixth month with the company, your health insurance will _____.
- 6 Karen's house is on the way back. Let's _____ to say hi.
- 7 It might take a week to _____ your cold. Until then, drink lots of water and rest.
- 8 Paul is sad because his grandmother _____ last week.

Vocabulary Skill

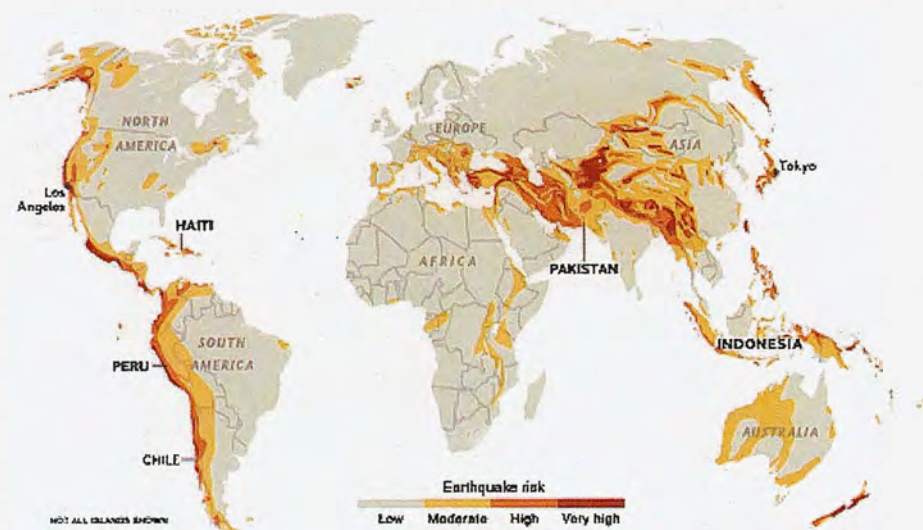
Phrasal Verbs

A phrasal verb is a special kind of verb made up of a verb and a preposition. Phrasal verbs can be confusing, because their meanings are different from the original verb's meaning. The best way to learn the meaning of a phrasal verb is to use a dictionary.

Before You Read

Predicting an Earthquake

Major earthquakes happen, on average, only about once per year, but thousands of very small earthquakes happen every day all over the world. The area marked in red are places where there are the most earthquakes.

**A** Think about answers to the following questions.

- 1 Look at the map above. Where do most earthquakes happen? Why do you think they happen in these places?
- 2 Have you ever experienced an earthquake? What did you feel or see?

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

Identifying Transition Words

Transition words make connections between ideas clear. When we recognize and understand them, our reading comprehension and speed increase.

A Scan the passage on the next page. **Circle** the following transition words or phrases that appear in the passage.

- | | | | |
|------------|---------------|---------------------|---------|
| a however | b furthermore | c on the other hand | d also |
| e in short | f in fact | g but | h since |

B What is the meaning of the transition words/phrases in **A**? Write the letter of each word next to their meaning. Some may have more than one meaning.

- 1 _____ to show that something is different
- 2 _____ to summarize
- 3 _____ to add information
- 4 _____ to give details
- 5 _____ to show a reason

C Now read the entire passage carefully. Then answer the questions on page 142.



Can Animals Predict Earthquakes?

Dear Scientist Sam,

I noticed my dog acting very nervous only a few minutes before a **recent** earthquake shook the house. Is it possible that my dog knew the earthquake was going to happen?

Janet



Sam's reply:

Well, Janet, people have believed for many centuries that animals can predict earthquakes. In fact, we can look back to records from the ancient Greeks. They noticed that animals acted **oddly** in the hours before earthquakes. Even now, people talk about dogs that won't stop barking and cats that won't come out of hiding before an earthquake. Furthermore, strange behavior like this before earthquakes isn't **limited** to pets. People have also reported

seeing chickens stop laying eggs, bees leaving their homes, and big groups of fish dying mysteriously in the hours before a natural disaster hits.

It's hard to answer your question, since not all seismologists¹ or animal experts agree that animals can predict earthquakes. Those that disagree **claim**

that we should **take into account** other things that affect animal behavior, such as hunger. On the other hand, many people who believe that animals can predict earthquakes often have records of very strange animal behavior right before the ground shakes. To them, this is **evidence** that animals can indeed predict earthquakes.



In short, the **truth** is that we aren't sure. Animals might be able to **sense** earthquakes before they happen, but there is no solid evidence that they can. However, one thing that most seismologists can agree on is that more research is needed. Animals may be the key to predicting earthquakes before they happen, and could help save many lives.

¹ A **seismologist** is a scientist who studies earthquakes and movements of the earth.

Reading Comprehension

Check Your Understanding

A Choose the correct answers for the following questions.

- Janet wrote to Scientist Sam to find out _____.
 - how and why earthquakes happen
 - the history of animals and earthquakes
 - if animals can predict earthquakes
- According to the passage, which of these statements is correct?
 - People have always believed that animals can predict earthquakes.
 - People believe that animals can be trained to predict earthquakes.
 - People have only recently believed animals can predict earthquakes.
- Which of these is NOT a reason that Scientist Sam cannot really answer Janet's question?
 - People have different opinions on the issue.
 - He personally does not believe animals can predict earthquakes.
 - There is not enough evidence to prove anything.
- Seismologists all agree that _____.
 - animals cannot predict earthquakes
 - there is not enough research on this topic
 - we can understand earthquakes by researching animals

B Read the sentences below. Check (✓) true (T), false (F), or not given (NG). If the sentence is false, change it to make it true.

| | T | F | NG |
|--|---|---|----|
| 1 Earthquakes are easy to predict. | | | |
| 2 The ancient Greeks had cats and dogs for pets. | | | |
| 3 People say animals can act strangely for other reasons. | | | |
| 4 There is a new study to prove animals can predict earthquakes. | | | |

C Discuss the following questions with a partner

- Do you think it's possible to predict when and where an earthquake will happen? Why, or why not?
- Do you believe that animals can detect things that humans can't? Why, or why not?

Critical Thinking

Vocabulary Comprehension

Words in Context

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

- One example of **evidence** is _____.
 - fingerprints
 - intelligence
- If someone **claims** something is true, then the information is _____.
 - possibly true
 - proven to be true

- 3 When you have a **limited** amount of something, there _____.
a will be extra for later b might not be enough
- 4 If you **take** something **into account**, you _____ it.
a forget about b consider
- 5 Kate always tells the **truth**, so you should _____ her story.
a believe b not believe
- 6 When you **sense** something, you _____.
a are aware of it b see it
- 7 When something seems **odd**, it is _____.
a strange b normal
- 8 If something happened **recently**, it might have happened _____.
a many years ago b a few days ago

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

- 1 Not everyone will be able to join the lecture since space is _____.
- 2 The police need to collect _____ from the crime scene.
- 3 The man was walking really close to him, so it was _____ that he didn't _____ any danger.
- 4 Chris _____ he was late for work because he didn't _____ the bad traffic.

A Add the suffix **-ness** to the adjectives in the box to form nouns. Use the nouns to complete the sentences below.

shy kind happy dark useful weak

- 1 There is a common saying that money doesn't buy you _____.
- 2 Mother Theresa's _____ was clear in the way she cared for thousands of street people.
- 3 I wish I could stick to a healthy diet, but I have a _____ for chocolates.
- 4 The entire street is in _____ because the electricity was cut off.
- 5 My brother gets really nervous when a pretty girl talks to him. He can't seem to overcome his _____.
- 6 Before I moved overseas, I wasn't sure about the _____ of learning another language.

B Write the noun form of each of the adjectives below. Not all of them use the suffix **-ness**. Use your dictionary to help you.

- | | | |
|------------------|-------------------|--------------------|
| 1 formal _____ | 2 forgetful _____ | 3 convenient _____ |
| 4 valuable _____ | 5 curious _____ | 6 open _____ |
| 7 flashy _____ | 8 loud _____ | |

Vocabulary Skill

The Suffixes **-ness**

The suffix **-ness** is used to change certain adjectives into nouns. When we add the suffix **-ness** to the adjective **strange**, the adjective becomes the noun **strangeness**. For adjectives of more than one syllable that end in **-y**, change **y** to **i** before adding **-ness**.

Real Life Skill

Doing Research on the Internet

Searching the Internet is an important skill. Even if you can't understand all the words on a website, your scanning skills can guide you to the information you want.

A Read the following paragraph about predicting the weather.

Meteorologists, scientists that study weather patterns, often use high-tech instruments to predict the weather. But people have been making weather forecasts long before these instruments and methods were invented. They usually based their predictions on what they observed in the sky or the way animals behaved. They passed down their knowledge by making it into sayings that are easy for people to remember. These are called proverbs.

B Read the following weather proverbs, then discuss their meanings with a partner.

When sea-gulls fly to land,
a storm is at hand.

Red sky at night, sailor's delight.
Red sky in the morning, sailor take
warning.

The higher the clouds the
better the weather.

When the night goes to bed with a
fever, it will awake with a wet head.

When the forest murmurs and the mountain roars,
then close your windows and shut your doors.

C Do an Internet search and find the meaning of the proverbs. Were you correct?

D Now do an Internet search to find a few proverbs on one of the following topics. Explain their meanings to your partner.

food friendship health money

What do you think?

- 1 Would you like to know what happens in your future? Why, or why not?
- 2 Do you know of any books or movies that are set in the future? What was the future like?
- 3 Where do you see yourself in 10, 20, and 50 years time?



The Power of Stories ^{UNIT} 12



Getting Ready

- A** The pictures above are scenes from famous folktales. What is happening in each scene?
- B** Match the picture to the correct folktale below.
- | | |
|---------------------------------|------------------------------------|
| a Hansel and Gretel | c The Pied Piper of Hamelin |
| b Little Red Riding Hood | |
- C** Discuss your answers with a partner. Do you know of any folktales from your country or culture?

Before You Read

Special Foods and Drinks

- A** Ginger buds are the parts of the ginger plant that develops into flowers. They are said to make a person forgetful if eaten. Have you heard of other foods that affect how you feel?

| Foods and drinks that . . . | Examples |
|-----------------------------|----------|
| give you nightmares | |
| make you sleepy | |
| wake you up | |
| make you smarter | |
| make you happy | |

- B** Compare your answers with a partner.

Reading Skill

Recognizing Sequence of Events

Some passages are organized according to a sequence of events. Words such as *first*, *then*, or *after* can help us to know the order of events.

- A** These events are from the story on the next page. Without reading the passage, number them in the correct order.

- a ____ “Delicious!” declared the rich man loudly.
- b ____ The next morning, the innkeeper said goodbye to the rich man.
- c ____ One day, a rich man stopped at an inn.
- d ____ Later that evening, the rich man came down the stairs and requested dinner.
- e ____ The rich man requested the most luxurious room at the inn.
- f ____ Then he went upstairs to dress for dinner.
- g ____ After he finished his dinner, he went to bed happy, full of ginger buds.
- n ____ The innkeeper served him dish after dish of ginger buds.

- B** Circle any words in the sentences that helped you choose the correct order. Then compare your answers with a partner.

- C** Quickly skim the story. Compare the events in the passage with the order of events in your time line above.

- D** Read the entire passage carefully. Then answer the questions on page 148.

Evaluate your progress. Use the reading rate and reading comprehension charts at the end of the book to evaluate your progress as a reader. In what ways are you better today than you were earlier in this course? What things do you still need to work on to become a better reader?



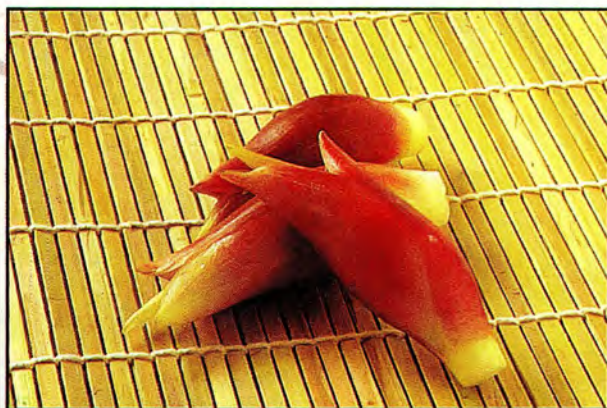
A Japanese Folktale

Once upon a time, in a Japanese mountain inn,¹ there was a **greedy** innkeeper² who was always thinking about money.

One day, a rich man stopped at the inn. The innkeeper looked at the guest's fat money belt and thought, "Oh, if only all that money could be mine!" The rich man **requested** the most **luxurious** room at the inn. Then he went up to his room to dress for dinner.

Now, all around the inn there grew **delicate** Japanese ginger plants. In Japan, there is a saying that eating too many ginger buds makes you stupid and forgetful. This gave the innkeeper an idea.

"This evening for dinner I'll serve ginger bud tempura!"³ she thought. "Then, when the rich man leaves in the morning, he'll be forgetful and leave his money belt behind!" She ran into the kitchen and started cooking up the most delicious ginger bud tempura she had ever made.



Later that evening, the rich man came down the stairs and requested dinner. The innkeeper could hardly contain her **delight** as she served him **dish** after dish of ginger buds. "Delicious!" **declared** the rich man loudly. After he finished his dinner, he went to bed happy, full of ginger buds.

The next morning, the innkeeper said goodbye to the rich man. As soon as he was out of sight, she raced up to his room. She looked all over the room for the money belt, but she couldn't find it. Suddenly, she noticed a piece of paper on the floor. It was the rich man's bill. He had forgotten to pay it! She ran after him, down the stairs, out the front door, and up the road until she was **out of breath**, but the rich man was already far, far away.

¹ An **inn** is a small, country-style hotel.

² An **innkeeper** is the manager of an inn.

³ **Tempura** is a style of Japanese cooking.

Reading Comprehension

Check Your Understanding

A Choose the best answer for the following questions.

- What lesson does the author want us to learn from this story?
 - Innkeepers are always thinking about money.
 - Trying to take things that belong to others is wrong.
 - If you ever stay at a country inn, be careful about your money.
- After the rich man left, the innkeeper raced up to the room to _____.
 - check if he paid his bill
 - look for his money belt
 - clean the room
- After he left the inn, the rich man was probably _____.
 - very angry at the innkeeper
 - feeling lucky that he didn't lose his money
 - not aware that anything had happened
- Who ended up losing in the end?
 - the innkeeper
 - the rich man
 - both of them

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

| | T | F |
|--|---|---|
| 1 The rich man stayed at the inn because he wanted ginger bud tempura. | | |
| 2 The rich man changed his clothes before dinner. | | |
| 3 The rich man knew that the innkeeper wanted his money belt. | | |
| 4 The innkeeper ran after the rich man because he had taken her money. | | |

Critical Thinking

C Discuss the following questions with a partner.

- What is the moral or lesson of the story? Do you think the innkeeper deserved it?
- Is this story realistic? Do you think greedy people get what they deserve?

Vocabulary Comprehension

Odd Word Out

A For each group, circle the word or phrase that does not belong. The words in blue are from the passage.

- | | | |
|------------|---------------|------------|
| 1 delicate | rough | strong |
| 2 tired | out of breath | frightened |
| 3 delight | disapproval | excitement |
| 4 plate | dish | flag |

- | | | |
|---------------|------------------|----------------|
| 5 independent | free | greedy |
| 6 request | deserve | ask |
| 7 expensive | luxurious | plain |
| 8 announce | deny | declare |

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

- Leila is _____ because she ran all the way home.
- The government _____ that next Friday will be a national holiday.
- Please take care when moving that painting. It's very _____.
- You could see the _____ on the _____ man's face when he was given.

A Look at some examples of how adverbs are formed.

Many adverbs are formed by adding *-ly* to the end of an adjective.

The dog made a sudden movement. The dog moved suddenly.

When adjectives end in *-le*, we change the *e* to a *y*.

This chair is very comfortable. Are you sitting comfortably?

When adjectives end in *-y*, we change the *y* to an *i* and add *-ly*.

The greedy woman looked at the money belt. The woman looked greedily at the money belt.

B Write the adverb form of these adjectives.

| Adjective | Adverb | Adjective | Adverb |
|------------|--------|-----------|--------|
| 1 crazy | | 5 fierce | |
| 2 legal | | 6 curious | |
| 3 natural | | 7 nice | |
| 4 delicate | | 8 hungry | |

C Complete the following sentences using the words from **B**.

- The dog barked _____ at the robbers.
- For 16-year-olds, drinking alcohol is _____ prohibited.
- Children are _____ very _____ about the world around them.
- If you ask him _____, he might decide to help you.
- He hadn't eaten all day, so he stared at the food _____.
- You must be _____ if you think you can get into the concert without a ticket.

Vocabulary Skill

Adverbs

The words *loudly* and *suddenly* appeared in *A Japanese Folktale*. These are examples of adverbs. Adverbs can be used to describe verbs in a sentence; they tell us the manner or way in which something is done.

Before You Read

Believe It or Not!

- A** A hoax is something created to trick or deceive people. Read the following sentences. Check (✓) if you think they are true stories (T) or hoaxes (H).

| | T | H |
|---|---|---|
| 1 A man in Canada owned a cat that weighed 40 kilograms. | | |
| 2 There is a Dog Island where 2,500 dogs live in freedom without owners. | | |
| 3 A monkey named Marty can type fluently in English. | | |
| 4 There is a website that can send food smells to your computer through the Internet. | | |
| 5 Some people have found a way to charge your cellphone using just an onion and a sports drink. | | |

- B** Compare your answers with a partner. The answers are at the bottom on the next page.

Reading Skill

Identifying Cause and Effect

One relationship between two ideas in a text is *cause and effect*. In the text, the cause can come before or after the effect. Using the word *because* in a sentence can help show the cause. The idea that follows *because* is the cause; for example, I can't sleep (effect) because I drank too much coffee (cause).

- A** Read the following pairs of sentences which relate to the passage on the next page. Which is the cause and which is the effect? Write C or E.

Paragraph 2

- 1 ____ The airline ran a special promotion.
 ____ Many people visited the airline's website.
- 2 ____ Airfare is expensive.
 ____ People asked the airline for discounts.

Paragraph 3

- 3 ____ There was a hurricane.
 ____ New Orleans was flooded.
- 4 ____ People were afraid.
 ____ A photo of a giant crocodile was sent around the Internet.

Paragraph 4

- 5 ____ People send the chain email to their friends.
 ____ People believe they might make money.
- 6 ____ The sender claims he thought it was a lie, but it was actually true.
 ____ More people believe the email.

- B** Scan the passage to find the causes and effects mentioned above. Were your answers correct?

- C** Now read the entire passage carefully. Then answer the questions on page 152.



INTERNET HOAXES

1 The Internet is a fast and convenient way of sending and **obtaining** information, but it's also a very easy way to spread misinformation. And new **hoaxes** pop up almost every day about anything from **shocking** celebrity deaths to mystery objects in foods. Here are three examples of Internet hoaxes.

2 **Pay what you weigh**

On April 1, 2011, New Zealand Air began advertising a one-day **fare** sale—pay what you weigh. The airline's website offered visitors a chance to pay a dollar amount that was equal to their weight in kilograms. The idea was "more weight = more fuel = more cost" and many people believed it. The **promotion** brought thousands of visitors to the company's website and became a popular news story. In the end, though, the promotion turned out to be an April Fool's¹ joke.

3 **Croc on the loose**

While the streets of New Orleans were still flooded after a **terrible** hurricane, a frightening email was sent around the Internet. It included a photograph of an **immense** crocodile over five meters long. According to the message, it had been swimming around the flooded city eating people. It was later discovered that the photographs of the crocodile were of one that was caught in the Congo² years before.



4 **Earn money through emails**

The following email hoax **fooled** many people. The sender claims that a large company will pay you to send their email to as many people as possible. For every person that you send the email to, the company promises you will receive \$5; for every person that person sends it to, you'll get \$3; and for every third person those people send it to, you will be paid \$1. To make the lie even more believable, the sender says that at first he thought it was a hoax, but the company soon sent him \$800.

¹ **April Fool's Day** is celebrated as a day when people play tricks and hoaxes on each other.

² **The Congo** is an area in Africa.

Reading Comprehension

Check Your Understanding

A Choose the correct answers for the following questions.

- 1 The purpose of this passage is to _____.
 - a tell people to be careful of Internet hoaxes
 - b show how anyone can create an Internet hoax
 - c explain that, even though they seem false, Internet hoaxes might be true
- 2 The New Zealand Air hoax was based on _____.
 - a free vacations
 - b the weather
 - c peoples' weight
- 3 The crocodile in the photograph was from _____.
 - a New Orleans
 - b New Zealand
 - c the Congo
- 4 Some people believed they could make money by _____.
 - a sending emails
 - b receiving emails
 - c reading emails

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

| According to the passage,... | T | F |
|--|---|---|
| 1 people could save money on flights if their weight was less than the cost of a ticket. | | |
| 2 the city of New Orleans was really flooded. | | |
| 3 a huge crocodile ate several people in New Orleans. | | |
| 4 someone really received \$800 for sending emails. | | |

Critical Thinking

C Discuss the following questions with a partner.

- 1 Do you think the New Zealand Air hoax was mean? Why, or why not?
- 2 How can you tell if a story or an email offer is a hoax?

Vocabulary Comprehension

Definitions

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

- | | |
|-------------------|---|
| 1 _____ obtain | a the price for a ride on something |
| 2 _____ fare | b very bad |
| 3 _____ immense | c to trick or deceive someone |
| 4 _____ hoax | d a pieces of false information meant to trick people |
| 5 _____ shock | e special advertising to help sell something |
| 6 _____ terrible | f to get something |
| 7 _____ fool | g very big |
| 8 _____ promotion | h something that is unpleasant, upsetting, or very surprising |

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

- 1 The man _____ many people into giving him money by pretending he needed it for his bus _____ home.
- 2 He must have _____ my password in order to get into my email account.
- 3 There was a(n) _____ thunderstorm after a week of no rain.
- 4 There's a _____ at the store where you can buy two shampoos for the price of one.

A Look at this list of nouns that are also verbs. Can you add any more to the list?

| | | | |
|-------|---------|------------|-------|
| water | mask | compliment | _____ |
| mail | host | light | _____ |
| stamp | salt | phone | _____ |
| cover | support | vote | _____ |

Vocabulary Skill

Nouns That Are Also Verbs

Over time, some nouns become verbs in English. This process is called *verbing*. Some of the older products of *verbing* are *salt* and *mail*, while newer ones are *blog* and *gift*.

B Complete the following sentences by replacing the phrase in parentheses with the correct form of the verbs from **A**.

- 1 Martha, will you please (*pour water on*) _____ the plants during my vacation?
- 2 Stan is always (*giving compliments to*) _____ Leslie. I think he likes her.
- 3 If you're going to be late, you should (*make a phone call to*) _____ the restaurant.
- 4 Please consider (*casting your vote*) _____ for Sue Whitford for president.
- 5 Mel (*was the host at*) _____ a really big party last night. It was a nice chance for new students to socialize.
- 6 During the winter, my father (*puts a cover on*) _____ our swimming pool.
- 7 Although we didn't have a flashlight, the moon (*shined light on*) _____ our way to the beach.
- 8 I've already (*put salt in*) _____ the soup, so you don't need to add any more.

Celebrate your achievements. As a class, did you achieve your goal of becoming fluent readers? Fluent readers read at 200 wpm with 70 percent comprehension. As a class, did you achieve this goal? If so, celebrate your achievement together!

Real Life Skill

Understanding Internet Speak

Many English words have taken on a different meaning when used in relation to the Internet. For example, the search engine Google is so popular that people have started saying *google* in place of the word search. Some words or phrases are also more commonly expressed as abbreviations in chat rooms and emails in order to save time; for example, *FYI* (for your information).

A Match these Internet abbreviations with their meanings.

| Abbreviations | Meanings |
|---------------|-----------------------|
| 1 _____ ASAP | a no problem |
| 2 _____ BTW | b boyfriend |
| 3 _____ OIC | c away from keyboard |
| 4 _____ IMO | d as soon as possible |
| 5 _____ AFK | e laughs out loud |
| 6 _____ LOL | f in my opinion |
| 7 _____ NP | g girlfriend |
| 8 _____ TTYL | h oh, I see |
| 9 _____ G/F | i talk to you later |
| 10 _____ B/F | j by the way |

B Look at this list of words that are commonly used on the Internet. With a partner, discuss what the words mean and write them below.

| Word | Meaning |
|---------|---------|
| app | |
| friend | |
| like | |
| post | |
| profile | |
| spam | |
| tag | |
| tweet | |
| virus | |

C Email Challenge: Send a partner an email. Use any of the abbreviations and words above, or others that you know.

What do you think?

- 1 Can you think of any similarities between folktales that you know? What do you think makes a good folktale?
- 2 Can you think of other examples of famous hoaxes? Why do you think people like to create hoaxes?
- 3 Do you think there should be punishment for people who create Internet hoaxes? Why or why not, and in which cases?

Review Unit 4

Fluency Strategy: Reading ACTIVELY

In order to become a more fluent reader, remember to follow the six points of the ACTIVE approach—before, while, and after you read. Turn to the inside front cover for more information on the ACTIVE approach.

Activate Prior Knowledge

Before you read, it's important to think about what you already know about the topic, and what you want to get out of the text.

- A** Look at the article on the next page. Read only the title and look at the picture. What do you think the article is about? What kinds of things do you think people can be too young for?
- B** Now read the first sentence of the article. What do you know about this topic? In your country, at what ages can a person drink alcohol or get married? Do you agree with these laws? Discuss with a partner.

Cultivate Vocabulary

As you read, you may come across unknown words. Remember, you don't need to understand all the words in a passage to understand the meaning of the whole passage. Skip the unknown words for now, or guess at their meaning and come back to them later. Note useful new vocabulary in your vocabulary notebook—see page 6 for more advice on vocabulary.

- A** Now read the first paragraph of the passage. Circle any words or phrases you don't know. Can you understand the rest of the paragraph even if you don't understand those items?
- B** Write the unknown words here. Without using a dictionary, try to guess their meaning. Use the words around the unknown word and any prefixes, suffixes, or word roots to help you.

| New word/phrase | Meaning |
|-----------------|---------|
| | |
| | |
| | |

Think About Meaning

As you read, think about what you can infer, or *read between the lines*. Think about the author's intentions, attitudes, and purpose for writing.

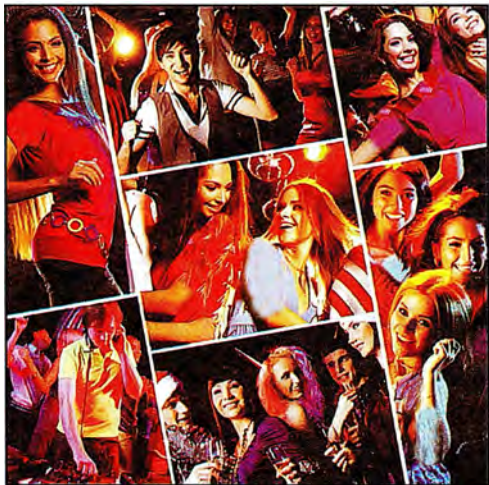
Read the opening paragraph again and discuss these questions with a partner.

- Do you think this article was written by an old or young person? Where do you think the person lives?
- Why do you think this writer wrote the article? Where might you find this piece of writing?
- What do you think the author means by *should be changed*? Do you think the age should be lowered or raised?

Increase Reading Fluency

To increase your reading fluency, it's important to monitor your own reading habits as you read. Look again at the tips on page 8. As you read, follow those tips.

Now read the whole passage *Young People Are Adults, Too!* As you read, check your predictions from *Think About Meaning* on page 155.



Young People Are Adults, Too!

All around the world, there are laws regarding ages where we can or cannot do things. Many countries, like the United States, have minimum ages for drinking alcohol, driving, gambling, and marriage. I disagree with many of these laws and feel they should be changed. Not because I think children should be allowed to do these things, but because many of these laws concerning young people's freedom don't make sense. I also think they are too inconsistent—they really differ from place to place—especially in the U.S.!

In many U.S. states, the legal age for drinking alcohol is 21, since it's seen as the age where young people become adults. But I feel that most of us are already adults by the time we reach 18—after all, that's when we start college and move out of our family homes. Eighteen is also the age when we can get married. Personally, I think they got it the wrong way round! Why are we allowed to get married at 18, but not allowed to drink alcohol? People should wait until after college to get married, since it's a big decision that affects the rest of our lives.

The legal ages for driving and gambling don't make sense to me either because they are different from place to place. For example, in some states, the driving age is 16, but in others, it is 15. In Hawaii, young people will have to wait until they turn 18 before they can take driving lessons. Gambling is the same. In cities like Colorado, you can only gamble when you turn 21, but you only need to be 18 in New York or 16 in Maine. It's confusing! I wish there weren't so many different laws. However, there are some laws that are becoming better. For instance, the legal voting age in the U.S. used to be 21, but now it's 18. I hope it'll gradually be made even lower. Young people shouldn't be prohibited from choosing their leaders. I think anyone who wants to vote should be allowed to.

Finally, I think us young people have the power to change this situation. Write to your leaders in the government and let them know how you feel!

Verify Strategies

To build your reading fluency, it's important to be aware of how you use strategies to read, and to consider how successfully you are using them.

Use the questions in the Self Check on the next page to think about your use of reading strategies.

Evaluate Progress

Evaluating your progress means thinking about how much you understood from the passage, and how fluently you were able to read the passage to get the information you needed.

Choose the correct answer for the following questions.

- 1 The purpose of this passage is to _____.
 - a argue for why some minimum age laws should be changed
 - b show that the U.S. does not have good laws
 - c tell young people when they are able to do things
 - d show how young people can work to change laws
- 2 Why does the writer think that the legal drinking age should be 18?
 - a A person is an adult at that age.
 - b The writer is going to turn 18 soon.
 - c Young people are mature at a younger age now.
 - d Young people usually drink in college.
- 3 What are you NOT allowed to do when you turn 18 in New York?
 - a vote
 - b get married
 - c drink alcohol
 - d gamble
- 4 Which is NOT a reason the writer thinks many laws should be changed?
 - a They are different from place to place.
 - b They determine adulthood at the wrong age.
 - c They do not allow young people to vote.
 - d They prohibit young people from doing what they want.
- 5 Which statement would the writer probably agree with?
 - a The minimum age for voting should stay at 18 years old.
 - b People should be allowed to drive at a young age.
 - c Marriage is a bigger decision to make than drinking alcohol.
 - d Young people should not follow laws they do not agree with.
- 6 How does the writer suggest making changes?
 - a by writing letters to government leaders
 - b by traveling to another state
 - c by writing a blog
 - d by breaking the laws

SELF CHECK

- A** Here is a list of all the reading skills in *Active Skills for Reading Book 1*. For each skill, say whether you found the skill useful, not useful, or if you need more work with it. Check (✓) one of the boxes for each reading skill.

| Reading skill | Useful | Not useful | I need work |
|---|--------|------------|-------------|
| Distinguishing Main Idea and Supporting Details | | | |
| Identifying Cause and Effect | | | |
| Identifying Main Ideas | | | |
| Identifying Supporting Details | | | |
| Identifying Transition Words | | | |
| Making Inferences | | | |
| Predicting | | | |
| Reading for Details | | | |
| Recognizing Sequence of Events | | | |
| Summarizing | | | |
| Scanning | | | |
| Skimming for Main Ideas | | | |
| Using Subheadings to Predict Content | | | |

- B** Here are the four fluency strategies covered in the Review Units. For each strategy, say whether you found it useful, not useful, or if you need more work with it. Check (✓) one of the boxes.

| Fluency strategy | Useful | Not useful | I need work |
|----------------------------|--------|------------|-------------|
| SQ3R | | | |
| KWL | | | |
| Dealing with Unknown Words | | | |
| Reading ACTIVELY | | | |

- C** Look again at the *Are You an Active Reader?* quiz on page 10 and complete the chart again. How has your reading fluency improved since you started this course?

Review Reading 7: The Mystery of the Fortune Cookie

Fluency Practice

Time yourself as you read through the passage. Record your time in the Reading Rate Chart on page 176. Then answer the questions on the next page.

The Mystery of the Fortune Cookie

To many people, particularly in America, every good Chinese meal should end with a fortune cookie. So would you believe that one place you won't see a fortune cookie is China?

These cookies have a long and mysterious history—one
5 that doesn't begin in China. According to researcher Yasuko Nakamachi, fortune cookies actually originated in Japan! Ms. Nakamachi first saw Japanese fortune cookies at a bakery while visiting a popular temple outside Kyoto in the 1990s. However, the baker was folding a paper fortune into
10 a fold on the *outside* of the cookie, not the inside, like the fortune cookies we are used to.

Ms. Nakamachi was very curious about this, and decided to do her own research. After spending six years going
15 through thousands of old documents and drawings, and interviewing bakers around the country, she realized that fortune cookies used to be very popular in Japan. The reason that Takeshi Matsuhisa, the baker, puts the fortune on the outside of the cookie is to make sure that people don't accidentally eat the paper!

Ms. Nakamachi found a drawing that went as far back as 1878, showing a Japanese man making
20 the same kind of cookies as Matsuhisa's bakery. This is interesting because a number of people claimed to have invented fortune cookies in California in the 1920s.

If these cookies are a Japanese invention, then why are they served in American Chinese restaurants? After interviewing many Japanese and Chinese American families, Ms. Nakamachi suggested that it's likely that Japanese people first started serving fortune cookies in their
25 restaurants when they moved to the United States. Then Chinese restaurant owners borrowed the idea and began making their own fortune cookies, beginning the now-traditional practice of serving fortune cookies at the end of each meal.

Today, about three billion of these cookies are made annually in the U.S., and are served in restaurants all over the world. Although fortune cookies might not be a traditional snack in
30 China, they have become one for people in many other countries.



Reading Comprehension

Choose the correct answers for the following questions.

- 1 This passage is mainly about _____.
 - a how fortune cookies became popular
 - b how and where fortune cookies began
 - c why Chinese people make fortune cookies
 - d how fortune cookies can predict the future
- 2 Where are fortune cookies usually served and eaten?
 - a at Japanese temples
 - b in Japanese restaurants in the U.S.
 - c in Chinese restaurants in Asia
 - d in Chinese restaurants in the U.S.
- 3 Who is Yasuko Nakamichi?
 - a an artist
 - b a baker
 - c a researcher
 - d a restaurant owner
- 4 What is unique about Takeshi Matsuhisa's cookies?
 - a The notes inside give advice.
 - b The paper inside tastes delicious.
 - c The fortunes are folded on the outside.
 - d They are made at a factory in California.
- 5 What is important about Ms. Nakamichi's discovery of the 1878 drawing?
 - a It shows that fortune cookies were popular in Japan and California.
 - b It proves that Matsuhisa's bakery was the first to make fortune cookies.
 - c It shows that people wanted to draw and write about fortune cookies.
 - d It proves that fortune cookies were first made in Japan, not California.
- 6 Which of these statements is NOT true?
 - a Fortune cookies are popular in the U.S.
 - b In Japan, the fortunes are put on the outside of the cookie.
 - c Fortune cookies were brought to the U.S. by the Chinese.
 - d American cookie makers made the fortune cookie popular.

Review Reading 8: Three Centuries of Hoaxes

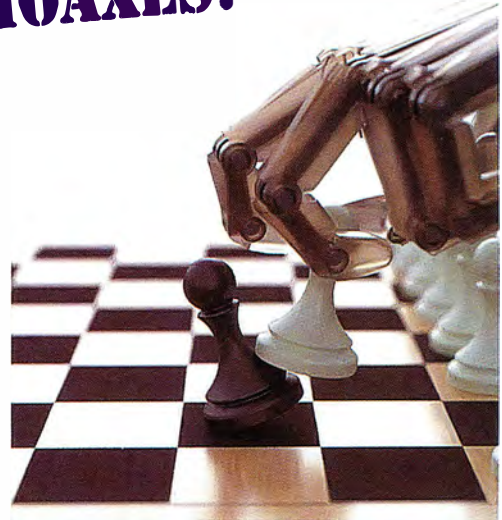
Fluency Practice

Time yourself as you read through the passage. Try to read as fluently as you can. Record your time in the Reading Rate Chart on page 176. Then answer the questions on the next page.

THREE CENTURIES OF HOAXES!

A THINKING MACHINE

In 1769, long before computers were invented, a man from Hungary built a wonderful machine that could play chess very well. It delighted people all over Europe and beat nearly everyone it played, including famous figures like French leader Napoleon Bonaparte, and scientist and inventor Benjamin Franklin. For decades, many people believed that it was truly a thinking machine. There were people who said it was a hoax, but could not prove it or explain how it worked. Some 85 years later, the secret was finally revealed. There was a man hiding inside the machine all along . . . who was obviously very good at playing chess!



ZOO ESCAPE

On November 9, 1874, New York newspaper, *The Herald*, ran a shocking story on its front page. It claimed that all the animals in the Central Park Zoo had escaped and were running around the city. It said the police were working to rescue people, but 27 people had already been killed, and 200 people hurt. It warned everyone to stay at home to avoid danger. Many people in New York were terrified, and did as the paper said. If only they had read the final words of the article, which said: "Not one word of it is true. Not a single act or incident described has taken place." It was all just a hoax. The story was made up by Thomas Connery, an editor at *The Herald*, who wanted to draw attention to the poor condition of cages in the zoo.



ROSIE THE RUNNER

The first woman to cross the finish line of the 1980 Boston Marathon was 23-year-old Rosie Ruiz. However, as she climbed the stairs to receive her prize, people started to become suspicious. She didn't seem to be sweaty or tired. Furthermore, none of the other runners remembered seeing her, and her picture never appeared in photographs or TV broadcasts of the race. Later, several people said that they had seen her join the race only at the end. It turned out she had run only half a mile (about 805 meters) and taken the train for the rest of the race! Her prize was taken away, of course.

¹ A **groundskeeper** is the person who takes care of a park or sports ground.

Reading Comprehension

Choose the correct answers for the following questions.

- 1 The passage is mainly about _____.
 - a embarrassing news from the past
 - b false stories that fooled many people
 - c how the truth about hoaxes is revealed
 - d hoaxes in New York City
- 2 What is true about all the hoaxes in the passage?
 - a They frightened people.
 - b They delighted people.
 - c They made people suspicious.
 - d They fooled a lot of people.
- 3 What was the secret of the thinking machine?
 - a It could play chess very well.
 - b There was someone hidden inside it.
 - c It used a computer to win games.
 - d People thought it was a hoax.
- 4 How many people were really killed by zoo animals in 1874?
 - a none
 - b 9
 - c 27
 - d 200
- 5 Which is NOT mentioned as a reason people became suspicious of Rosie Ruiz?
 - a She wasn't out of breath at the finish line.
 - b She was not sweaty like the other runners.
 - c No one saw her during most of the race.
 - d She didn't appear in TV broadcasts of the race.
- 6 The title of the passage shows us that the writer thinks that hoaxes _____.
 - a are not new
 - b are easily avoided
 - c are always cruel
 - d usually frighten people

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