

ACTIVE

SKILLS FOR READING **2**



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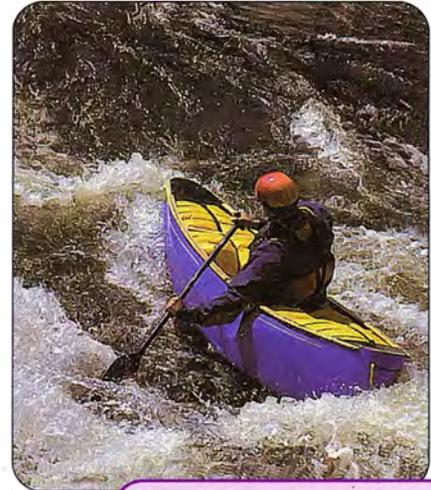
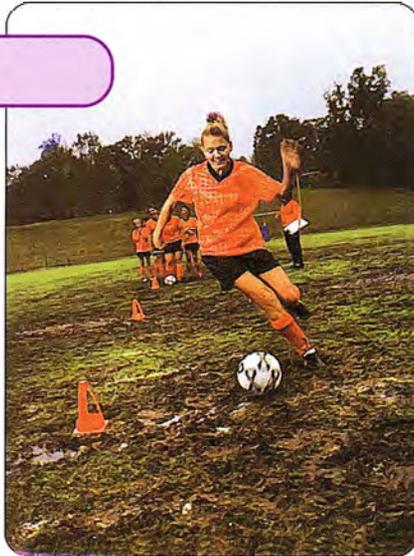
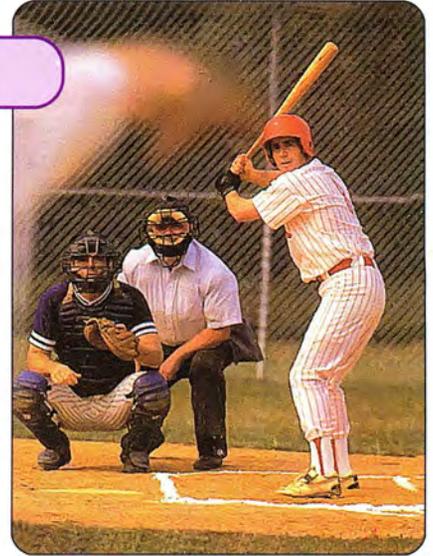
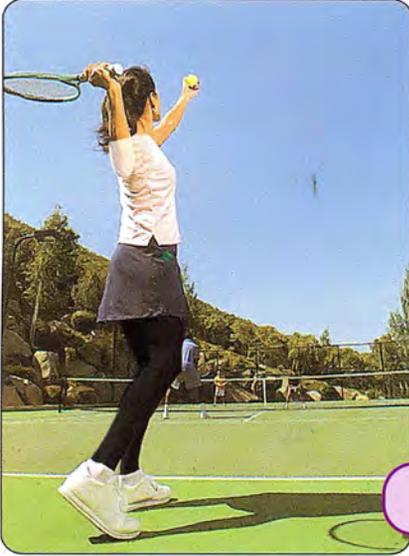
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Young Athletes **UNIT 4**



Getting Ready

Discuss the following questions with a partner.

- 1 Can you name the sports above? Write their names in the boxes. What other sports do you know?
- 2 Which athletes do you think are the best in their sport?
- 3 Do you know of any young athletes? How old were they when they first started?

Before You Read

Setting Records

A Read the following about a day in the life of a college football player.

6 AM:	Wake up and get ready for the day. I have a banana and a slice of toast with peanut butter to give me energy for my morning exercise.
7 AM:	A run around the lake, followed by lifting weights at the gym. Every athlete knows that being fit is one of the keys to being a good player.
8 AM:	Breakfast – I'm so hungry! This is an athlete's most important meal of the day, so we make sure to have a big one. I usually have five eggs with spinach and tomatoes, and a big cup of coffee.
9 AM:	Classes start.
12 NN:	Lunch with friends.
1 PM:	More classes, followed by private tuition. We sometimes miss classes because we travel across the country for games, so we have tutors to help us catch up on our studies.
4 PM:	Football training starts. We do our warm-ups, then move on to exercises and practice games. The National Championships are coming up, so we train extra hard.
7:30 PM:	Dinner with the team. It's all football talk!
9 PM:	Back to our dorms, where I work on my class paper and watch TV.
11 PM:	Bed time. I try to get seven hours of sleep every night, which isn't difficult because I'm so tired by the end of the day!

B Discuss the following questions with a partner.

- 1 How are athletes' lives different from a normal student's? Would you want to be a young athlete?
- 2 When should an athlete start playing a sport if he or she wants to be famous? Does it matter?

Reading Skill

Previewing

Previewing involves skills like skimming, scanning, and predicting in preparation for reading a new passage. Ask yourself questions like: *What is this about? What kind of text is this? What do I already know about it?*

A Take one minute to preview the reading passage. Think about the title and the picture, scan the passage for interesting information, and skim the first and last paragraph.**B** Now discuss the following questions with a partner.

- 1 What do you think the passage is about?
- 2 What do you already know about this subject?
- 3 What is interesting or special about Laura Dekker?

C Read the entire passage carefully. Then answer the questions on page 52.



Laura Dekker: Record-Setter!



All athletes **aspire** to be the best in their sport, and young athletes are no different. More young athletes now aim to win competitions, set records, or perform amazing **feats**. And some, like Dutch sailor Laura Dekker, achieve that **goal**.

As a child, Laura Dekker loved the sea. She was born on a boat in New Zealand, and has hardly stepped off one since. Laura first sailed by herself at age six, displaying a **talent** for understanding her boat and the confidence to control it. At 13 years old, Laura felt ready for the biggest challenge of all: she wanted to set the **record** for the youngest person ever to sail around the world alone.

Before she could do that, she had to face many challenges. While her parents were confident that she could do it, the Dutch government tried to stop her, arguing that she was too young to risk her life. Many people also felt that she should be focusing on her studies. After a long battle, she finally got permission. She had to go for classes to learn how to care for herself while alone at sea, and had to use a bigger boat than she was used to. To avoid falling behind in her studies, she had to sign up with a special distance-learning school and promise to do her homework at sea.

Finally, at the age of 15, Laura was ready. On January 20, 2011, she set out from the island of St. Maarten in the Caribbean on her 38-foot (11.5-meter) sailboat, *Guppy*. Her trip lasted 500 days in total, partly because she had to stop at different ports to study and check her boat. During this time, she visited **exotic** islands like the Galápagos, Bora Bora, and Vanuatu, and also found time to go surfing, scuba diving, and cliff diving. She even discovered a new hobby: playing the flute! Laura was alone for most of her journey, but she kept a blog that was read by many people around the world.

Laura returned to St. Maarten at the age of 16 years and 123 days, and was greeted by her family, friends, and many fans. She had become the youngest sailor to circle the globe alone. However, Guinness World Records and the World Sailing Speed Record Council did not **verify** her claim, saying they no longer recognize records for youngest sailors because it could encourage other young people to do dangerous things. Despite this, Laura felt a sense of **achievement**. She said that spending so much time alone on her trip helped her to focus on the important things in her life. "I became good friends with my boat," Laura said. "I learned a lot about myself."

Reading Comprehension

Check Your Understanding

A Choose the correct answers for the following questions.

- Which is NOT a reason people were against Laura's trip?
 - It would cost too much money.
 - It would cause her to miss school.
 - It was too dangerous for a young girl.
- What do you think the line in paragraph 2, *She was born on a boat in New Zealand, and has hardly stepped off one since* means?
 - Laura has always lived on a boat.
 - Laura decided to live in New Zealand.
 - Laura has had a passion for sailing since she was very young.
- What is the main idea of the last paragraph?
 - Laura had many problems trying to get her record recognized.
 - Laura felt her trip was successful despite all the problems.
 - Laura liked spending time alone on her boat.

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

	T	F
1 Laura got the idea to sail around the world when she was 15.		
2 Laura sailed nonstop for 500 days.		
3 Laura had to study while she was sailing.		
4 People could follow what Laura was doing during her trip by reading her blog.		
5 Laura is listed in the <i>Guinness Book of Records</i> for her achievement.		

C Discuss the following questions with a partner.

- How would you describe Laura? What kind of person do you think she is?
- Do you agree with the Dutch government that Laura was too young to do the trip? Why, or why not?



Critical Thinking

Vocabulary Comprehension

Odd Word Out

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

- | | | | |
|------------------|-------------|---------|-------------|
| 1 ability | artist | skill | talent |
| 2 exotic | local | unusual | interesting |
| 3 aspire | sweat | desire | want |
| 4 check | confirm | address | verify |
| 5 accomplishment | achievement | feat | close |
| 6 purpose | aim | goal | reward |
| 7 record | work | report | account |

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

- 1 Tina took a writing course because she _____ to write a novel some day.
- 2 The best part about traveling to another country is trying the _____ foods.
- 3 One of the _____ of Little League Baseball is to teach young boys the value of teamwork.
- 4 Many running competitions now use special cameras to _____ who crosses the finish line first.

A Look at the sports and games below. Write the word *play, go, or do* next to each activity.

- | | |
|----------------|------------------|
| _____ soccer | _____ cycling |
| _____ golf | _____ chess |
| _____ aerobics | _____ surfing |
| _____ jogging | _____ gymnastics |
| _____ swimming | _____ yoga |
| _____ tennis | _____ basketball |

B Complete the following questions using the words from A or your own words. Be sure to use the correct form of the word.

- 1 Is playing _____ popular in your country?
- 2 Would you rather go _____ or _____ to keep fit?
- 3 Can you suggest a good place to go _____ in or near your city?
- 4 Do you think that it is dangerous to do _____?
- 5 Can you explain how to play _____?

C Discuss the questions above with a partner.

Motivational Tip: Are you applying yourself? Are you giving your best effort? When we are honest with ourselves, often we recognize that we could be doing more to achieve our best. On a scale of 1–10 (1=low effort, 10=high effort) where would you rate yourself in terms of applying your effort in this unit? If your effort falls between 7–10, congratulations, you are doing well! If it's below 7, what could you do to apply yourself more?

Vocabulary Skill

Verbs Used to Talk about Sports and Games

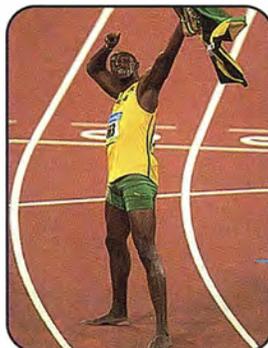
When we talk about participating in sports and games, we use the verbs *play, go, or do* before the name of the sport or game, for example, *Let's play baseball; Let's go skateboarding; Let's do karate.*

Before You Read

Sports Personalities



Venus and Serena
Williams, tennis players



Usain Bolt, sprinter



Manny Pacquiao,
boxer

A Think about answers to the following questions.

- 1 Do you recognize the athletes above? What do you know about them?
- 2 Who is your favorite athlete? Do you like that person because of their sports ability or because of their personality?
- 3 Do you think having an interesting personality helps an athlete? Why?

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

Predicting

When we know the topic of a passage, we can use it to predict the kind of words or information we might read. Using this skill can help us to understand what we will read about.

A Look at the title and picture in the passage on the next page. The passage is about a female athlete who became very successful at a young age. Check (✓) what you think the passage will mention.

- | | |
|--|--|
| <input type="checkbox"/> physical strength | <input type="checkbox"/> good luck |
| <input type="checkbox"/> the right body type | <input type="checkbox"/> good coaches and training |
| <input type="checkbox"/> the right personality | <input type="checkbox"/> hard work |
| <input type="checkbox"/> a supportive family | <input type="checkbox"/> lots of money |

B Now skim the passage to see if your answers in A were correct.**C Read the entire passage carefully. Then answer the questions on page 56.**



http://sportspotlight.heinle.com/yanitseng

The Unbeatable Yani Tseng

Yani Tseng is one of the brightest stars of the golfing world, not to mention a superstar in Taiwan, where she grew up.

By the age of 22, she had achieved things most golfers can only dream of. She had been named LPGA Player of the Year

twice, and was the youngest **professional** golfer—male or female—to win five major **tournaments**.

Yani started playing golf when she was very young, thanks to her **enthusiastic** parents who are both golfers. Her father gave her

a set of golf clubs when she was only five years old. At 13 years

old, she told him she wanted to take up golf as an occupation. Just one year later, Yani won the Callaway Junior World Golf

Championships and went on to become the top **amateur** player in Taiwan. She finally started playing in professional tournaments when she was 18 years old, and then her career really took off.

Brittany Lang, who came second to Yani at the Women's British Open in 2011, calls her "unbelievable." She says Yani is "so mentally strong and she's so **aggressive** and confident. She's just got it all. It's pretty cool to watch."

But Yani was not always so confident, especially off the golf course. When she first left her home to start playing in international tournaments, she didn't speak English very well. She struggled to communicate with other golfers and had to use an interpreter¹ for interviews. Because she was shy about her English, Yani had a reputation² as a very quiet person. Yani's **coach**, Gary Gilchrist, says that studying English has helped Yani change this. "She worked so hard to improve her English," said Gilchrist. "Now her confidence is a 9 on a scale of 10."

Today, Yani is well known for her big smile and **sense of humor**. She loves to chat and joke with reporters, fans, and other golfers. Once, before a tournament near her home in Florida, Yani invited a number of golfers and golf reporters to her place for a dinner party. Halfway through the party, she decided to dress up as Harry Potter, and even gave a speech wearing her black coat and round spectacles.

As a teenager, Yani looked up to adult golfers like Annika Sorenstam and saw them as her **role models**. Today, she herself hopes to inspire young girls to take up golf, the same way Sorenstam influenced a whole generation of woman golfers. Yani is also an inspiration to people trying to pick up English. Her advice to English learners: "Keep talking. I'm not afraid to be talking to other people, no matter what I say. I'm learning from the way [I talk] to you, and the vocabulary, I use it for the next time [I talk]."



¹ An **interpreter** is someone who translates from one language to another.

² Your **reputation** is the opinion people have of you.

Reading Comprehension

Check Your Understanding

A Choose the correct answers for the following questions.

- Which event happened first?
 - Yani began playing golf.
 - Yani moved to the United States.
 - Yani turned 13.
- How did Yani change after learning English?
 - She became more confident.
 - She began studying other languages.
 - She became more interested in golf.
- Which is NOT mentioned as helping Yani speak better English?
 - She talks to people in English.
 - She learns vocabulary and tries to use it.
 - She takes lessons with her interpreter.

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

	T	F
1 Yani won major tournaments before she turned professional.		
2 Yani's parents supported her interest in playing golf.		
3 Brittany Lang beat Yani in the Women's British Open.		
4 Yani asked people to dress up as Harry Potter for her party.		
5 Annika Sorenstam says Yani is one of her role models.		



Critical Thinking

C Discuss the following questions with a partner.

- Do you think athletes make good role models? Why, or why not?
- Do you think athletes should always be serious during competitions? Why, or why not?

Vocabulary Comprehension

Words in Context

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

- _____ athletes play their sport for money.
 - Amateur
 - Professional
- Athletes _____ during a tournament.
 - relax
 - compete
- The coach of a sports team usually has _____ experience than the players.
 - more
 - less
- Jenny is known for her sense of humor. She _____ a lot.
 - argues
 - laughs
- A person who is enthusiastic to start a project is _____ by the work.
 - bored
 - excited

Real Life Skill

Using Dates

People around the world write, and say, the date differently. Learning which date formats are commonly used, and how these are spoken and written, can help you avoid confusion.

- A** Look at how the dates below are written and spoken in English. Which format is common in your country?

	Written	Spoken
In the U.S.A	March 5, 2007 03/05/07	March fifth, two thousand seven
In England, Australia, Canada, many European countries, and Latin America	5 March 2007 05/03/07	the fifth of March, two thousand and seven; March fifth, two thousand and seven

- B** Practice saying the following dates aloud.

February 17, 2007 December 25, 2000 October 2, 1999
17 February 2007 25 December 2000 2 October 1999

- C** Look at Sam's calendar below and answer the following questions. Try saying the dates in both formats shown above.

- 1 When is Mary's birthday party?
- 2 What are the dates of Sam's trip to London?
- 3 On what day must Sam pay the rent?

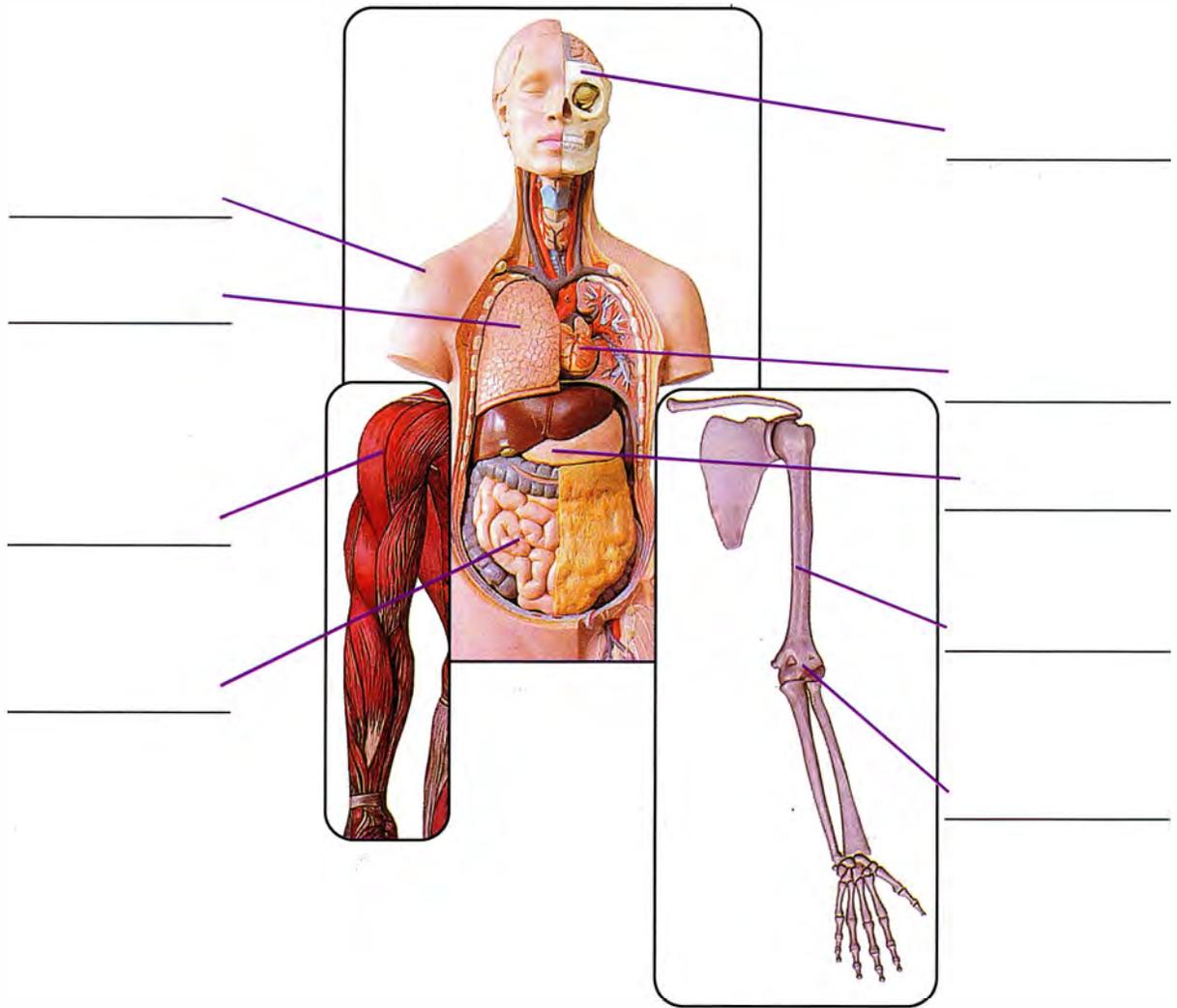
May						
M	T	W	T	F	S	S
		1	2	3	4	5
			Trip to London			
6	7	8	9	10	11	12
		Vivian's dentist appointment				Mary's birthday party
13	14	15	16	17	18	19
20	21	22	23	24	25	26
Rent is due today!						
27	28	29	30	31		
	Movie night with Joe - don't forget!					

What do you think?

- 1 Would you rather play sports, or watch sports? Why?
- 2 Should children be required to take sports lessons in school? Why?
- 3 Can you name some great heroes in sports? What can we learn from them?

The Amazing Human Body

UNIT
5



Getting Ready

A Label the pictures above with these words.

bone muscle joint skin stomach heart lung intestines brain

B Discuss your answers in **A** with a partner. Then answer the following questions.

- 1 What do each of these body parts do?
- 2 How many other body parts can you name? What do they do?

CHAPTER 1 You Are Amazing: You Are Human!

Before You Read

Do You Know Your Body?

A Read the following sentences and check (✓) true (T) or false (F).

	T	F
1 Your ability to hear is reduced if you eat too much.		
2 Men have a better sense of smell than women.		
3 You are taller in the morning than you are at night.		
4 Nails and hair continue to grow after we die.		
5 Your brain is more active during the day than at night.		
6 Humans are the only animals that cry when upset		

B Discuss your answers with a partner. Then check your answers at the bottom of page 61.

Reading Skill

Identifying Main Ideas within Paragraphs

Every paragraph has a main idea, or topic, which gives us the most important information in that paragraph. The main idea is often mentioned in the beginning or concluding sentence of the paragraph.

A Skim the first paragraph on the next page. Circle the sentence that describes the main idea. Discuss your answer with a partner.

- a Many facts about your body are surprising.
- b Your body is mostly made of water.

B Skim the rest of the paragraphs. Circle the main idea for each paragraph.

Paragraph 2

- a Your body is very complicated, like a machine.
- b Your body can develop many different problems.

Paragraph 3

- a Stress can cause many health problems.
- b We do many things that can damage our bodies.

Paragraph 4

- a Doctors can treat many health problems that come with old age.
- b Modern medicine helps people live much longer than in the past.

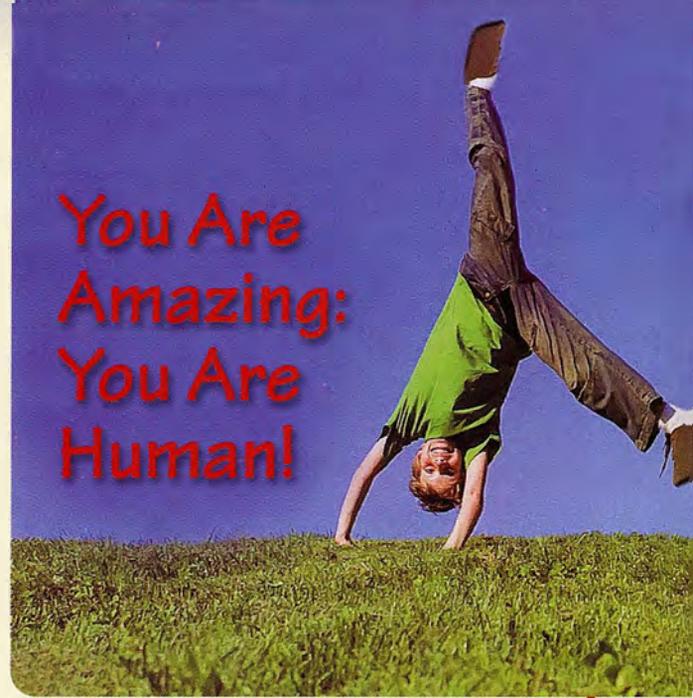
Paragraph 5

- a The most important habit for good health is regular exercise.
- b We can do many things to take care of our bodies.

C Now read the entire passage carefully. Then answer the questions on page 62.



You Are Amazing: You Are Human!



1 Did you know that your small intestine is nearly six meters long? Or that there are about 60 muscles in your face, and you use 40 of them to frown¹ but only 20 to smile? How about the fact that our bodies consist of 73 percent water, and that our hearts beat over 100,000 times each day? You really are amazing!

2 The human body is a **complex** machine. From the day we are born, our bodies grow and change in response to our environment, diet, and habits. The body has many different organ² systems and parts that work together to allow us to **breathe**, move, see, talk, and digest³ food all at the same time. Most of the time we are unaware of what is happening in our bodies; usually it is only when we get sick or feel pain that we notice.

3 Many people do not take care of their complex machines. Bad habits like smoking, drinking too much alcohol, and eating junk food damage our bodies. Stress can also cause health problems. People who worry a lot or have busy jobs often don't get enough sleep, or don't eat properly. We also can damage our bodies when we play sports or get into accidents. Studies done by the Australian government show that most people get hurt because of an accidental slip or fall, or because of **injuries** from car accidents. It's true that a lot of people go to hospital because of serious **illnesses**, but far more people end up there because they simply weren't being careful.

4 Like machines, different body parts sometimes wear down from old age. People over the age of 65 are more likely to fall and hurt themselves, and these injuries—from bad cuts to broken bones—usually require serious medical attention. Due to the increase in the population of elderly people, gerontology is now one of the fastest growing areas of medicine. There are many **treatments** available to help older people recover from illness and injury. It is now common for older people with damaged joints, for example, to have **surgery** to replace the old joint with a new one made of plastic or metal. Instead of **suffering** aches and pains through their retirement days, older people are able to lead happier and more comfortable lives.

5 As with any machine, the better you take care of it, the longer it will last. The best way to take care of your amazing machine is to eat the right foods, do regular exercise, and get enough sleep. Oh, and don't forget to smile!

¹ When you **frown**, you make an angry or unhappy expression with your face.

² An **organ** is a part of your body that has a special function, such as your heart or lungs.

³ Your stomach **digests** food by breaking it down and taking what it needs for your body.

Reading Comprehension

Check Your Understanding

A Choose the correct answers for the following questions.

- The writer lists facts about our body in paragraph 1 to _____.
 - show us how amazing our bodies are
 - test our knowledge about the body
 - remind us to take care of our body
- Why does the writer say that we are *unaware of what is happening in our bodies* (line 13)?
 - We still don't know much about how our bodies work.
 - Our body works so smoothly that we don't notice it.
 - We don't really care about what happens in our body.
- Doctors who study gerontology focus on _____.
 - doing research on the population of elderly people
 - creating technology for bones and joints
 - improving the health of older people

B Circle the correct answer to complete each sentence.

According to the passage . . .

- Most people know (a lot / very little) about their bodies.
- Most visits to the hospital are caused by (bad habits / accidents).
- Our body is compared to a machine because it (is expensive to fix / has many complicated parts).
- (Children / Old people) have the most accidents and health emergencies.

C Discuss the following questions with a partner.

- The article talks about ways that our bodies are similar to machines. How are our bodies different from machines?
- What advice would the writer give to readers who want to be healthier?



Critical Thinking

Vocabulary Comprehension

Words in Context

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

- Which is an example of an **illness**?
 - a broken leg
 - a bad cold
- What does **surgery** involve?
 - giving medicine
 - cutting open a body
- Which would make you **suffer**?
 - an injury
 - a treatment
- A cake **consists of** _____.
 - flour and eggs
 - mixing and baking
- Your body needs _____ to **breathe**.
 - air
 - food

- 6 Which is an example of an injury from a car accident?
 a broken glass b a broken leg
- 7 Which machine is more complex?
 a a computer b a coffee maker
- 8 One treatment for a headache is _____.
 a resting b listening to loud music

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

- 1 Name a serious illness: What does it do to the body?
- 2 How long can you hold your breath?
- 3 What was the worst injury you've ever had? How did it happen?
- 4 Suggest a treatment for a stomachache.

A Using a dictionary, match each root word with its meaning in the chart. Then combine the root word with the suffix *-logy/-ology* to complete the definitions.

Root Words	Meaning
bio •	• sound
psych •	• culture
phon •	• life
physio •	• nature / body
geo •	• mind
socio •	• earth

- 1 _____: the study of life
- 2 _____: the study of the mind
- 3 _____: the study of the earth
- 4 _____: the study of speech sounds
- 5 _____: the study of the body
- 6 _____: the study of culture

B Complete the following letter using words from A.

Dear Aunt Marie,
 How are you? My first year at the university is almost over and I haven't chosen my major yet! Mom wants me to be a doctor, so this semester, I took a (1) _____ class called "Introduction to Life Science" and a (2) _____ class called "The Human Mind." I didn't do very well, though, so maybe medicine isn't for me! I really enjoy reading *National Geographic* and learning about volcanoes and earthquakes, so maybe I'll take a (3) _____ class next year. I'm coming home in three weeks—can't wait to see you!
 Love, Judy

Vocabulary Skill

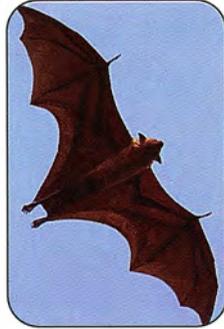
Nouns Ending in
-logy/-ology

Learning the meanings of root words and suffixes can help you increase your vocabulary. In this chapter, you saw the word *gerontology*. The word is made up of the root word *geronto*, which means *old person*, and the suffix *-logy*, which means *the study of*.

Motivational Tip: Set high expectations! Why are you studying English? Why is reading an important part of learning English? Five years from now, what do you hope to be doing in English? These questions can help you set higher expectations, or goals, for yourself.



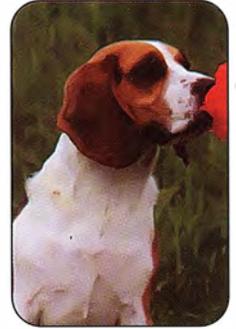
ant



bat



eagle



dog

Before You Read

Stronger, Faster, Higher

A Think about answers to the following questions.

- 1 The animals above have special abilities. What do you think they are?
- 2 What do you think a human's special abilities are?

B Discuss your answers with a partner.

Reading Skill

Predicting Vocabulary

By thinking about the topic of a reading and the vocabulary that you expect to see, you can increase your understanding and your fluency in reading.

A Look at the photo and the title of the passage on the next page. **Circle** the words that you expect to see in the passage.

- | | | | | |
|-----------|---------------|------------|--------|-----------|
| ability | cooking | phenomenon | blind | childhood |
| study | sight | deaf | body | dance |
| endurance | stress | memorize | school | nose |
| strain | determination | animals | ey s | |
| illness | athlete | | | |

B Read the passage to see if your answers in **A** were correct.

C Now read the entire passage carefully. Then answer the questions on page 66.

Motivational Tip: What do others say about learning English? Have you read anything recently in a newspaper or a magazine about the importance of being a good reader? Who made the statement? Many influential people want to improve reading skills among people in their country. Do the leaders in your country have the same goals? How can you support those goals?



Seeing with the Ears

The human body is an amazing thing. People can train themselves to achieve unbelievable feats, from setting Olympic records to finding ways to **overcome** physical disabilities.¹ Ben

5 Underwood is a great example of someone who trained his body to do something incredible.

At the age of three, Ben went **blind** from retinal cancer, a type of eye cancer. When Ben

10 was about five years old, his mother noticed him making a clicking sound with his tongue that seemed to help him understand his

surroundings. This skill, known as echolocation, is normally used by animals with very **sensitive** hearing, like dolphins and bats, for communication and to find food. They

15 make sounds and listen for the echo made when the sound waves hit an object and **bounce** back. Doctors tested Ben's hearing ability, but found it was normal. If Ben did not have superior hearing, how was he able to use echolocation?

Doctors used to believe blind people developed a sharper sense of hearing to help them overcome their loss of **sight**. Doctors did tests to try to confirm this, but just like in Ben's

20 case, the research showed that the test subjects generally had normal human hearing. It was through brain scans that doctors began to understand the **phenomenon** of echolocation. The scans show that when a blind person hears an echo, the parts of the brain that are related to vision are stimulated.

So even though blind people can't see with their eyes, their brains are able to determine

25 the shape and size of nearby objects. They move around an object, clicking and listening, to better understand its shape. This **refines** the picture of the object in their minds. In this way, blind people come to "see" their environment.

By the time he was a teenager, Ben Underwood could safely ride a bike and skateboard around his neighborhood using echolocation. Of course, it took Ben years of training

30 his mind and his senses to overcome his lack of sight. Sadly, Ben passed away in 2009 at the age of 16, but he remains a shining example of people are **capable** of if they are determined enough.



¹ A **disability** is a permanent injury or illness that affects the way someone can live their life.

Reading Comprehension

Check Your Understanding

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

	T	F
1 Ben was never able to see.		
2 Dolphins and bats make clicking sounds to know where to go.		
3 Doctors found that Ben had average hearing ability.		
4 Ben tried hard, but he was unable to ride a bike.		
5 A human brain can learn to analyze an echo.		

B Complete the following paragraph using words or phrases from the passage.

The human body really is amazing. (1) _____ was a teenager who showed us how people with (2) _____ can (3) _____ them. He went blind at a young age after getting (4) _____, yet he found a way to “see” his surroundings by making (5) _____. This is a skill called (6) _____ which is also used by dolphins and bats. Doctors once believed blind people developed (7) _____ to get around, which was proven to be untrue. Now they have learned using (8) _____ that the part of the brain that controls (9) _____ is stimulated when a blind person hears echoes. For Ben, learning to “see” took a long time, but it enabled him to cycle and (10) _____ around his neighborhood.

C Discuss the following questions with a partner.

- 1 What is the author’s opinion about Ben Underwood? Give examples from the passage to support your answer.
- 2 How would learning how to use echolocation benefit a person who can see?



Critical Thinking

Vocabulary Comprehension

Definitions

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

- | | |
|--------------------|--|
| 1 _____ overcome | a unable to see |
| 2 _____ blind | b a special or remarkable thing |
| 3 _____ sensitive | c to make better |
| 4 _____ bounce | d to hit an object and come back |
| 5 _____ sight | e easily affected |
| 6 _____ phenomenon | f able to do something |
| 7 _____ refine | g the ability to see |
| 8 _____ capable | h to succeed in dealing with a problem or difficulty |

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

- 1 You'll definitely be a better tennis player if you _____ your technique.
- 2 After weeks of practicing with friends, Kathy _____ her fear of speaking in front of a group.
- 3 Eagles use their powerful sense of _____ to find and catch prey.
- 4 Guide dogs are trained to lead _____ people around.
- 5 Marta wears sunglasses because her eyes are very _____ to light.
- 6 Lightning is a natural _____ that still cannot be fully explained.
- 7 This car is _____ of speeds of up to 200 kilometers an hour.
- 8 Can you please stop _____ the ball? The sound is really annoying.

A Look at the words below and complete the chart with the correct nouns. Use your dictionary if you need to.

Adjective/Verb	Noun
1 determined	<u>determination</u>
2 admire	_____
3 inspire	_____
4 compete	_____
5 distinct	_____
6 satisfy	_____

B Complete the paragraph below with the correct nouns from A.

You might not have heard of Roger Bannister, but he has the (1) _____ of being the first person to run a mile (1.6 km) in under four minutes. He achieved this feat in 1954, during a (2) _____ between his running group and a team from Oxford University. At that time, people felt the "four minute barrier" could not be broken, and might even be physically dangerous. But Roger did not believe this, and trained with (3) _____ to achieve his goal. He finally ran a mile in 3 minutes and 59.4 seconds, earning the (4) _____ of runners worldwide. Roger later said that no matter how fast he got, he would only get (5) _____ from breaking the four-minute record. Even though the "four minute barrier" has been broken many times since, Roger's story still provides (6) _____ for athletes looking to run faster and better.

Vocabulary Skill

The Suffix *-ion*

In this chapter, you saw the noun *communication*. Many common nouns in English are formed by adding the suffix *-ion* to an adjective or verb.

Real Life Skill

Finding the Right Doctor

Many people have a doctor they visit regularly. However, when a person has a serious illness or injury, or a special medical need, he or she will often visit a specialist. Learning the names of these types of doctors can help you identify the right health specialist.

- A** Study the list of root words in the chart. With a partner, discuss what the people whose names are listed below do.

Root	Meaning
derm-	skin
opt- / ophthamo-	eye
pod- / ped	foot
psych-	mind
dent-	teeth
gyn-	female

Dr. Kimberly Bentini, Dentist	555-2356
Dr. Martin Lewis, Podiatrist	555-9080
Dr. Sandy May, Gynecologist	555-2234
Dr. Peter Rodriguez, Dermatologist	555-0076
Dr. Mary Waters, Psychologist	555-6789
Dr. James Wong, Optometrist	555-8855

- B** You have the following problems. Using the page from the phone book above, write the phone number of the doctor you should call.

- _____ You have a toothache.
- _____ You can't read, so you need new glasses.
- _____ Your sister is going to have a baby.
- _____ You've been getting spots all over your face.
- _____ You've been feeling really nervous and upset recently but you don't know why.
- _____ The sides of your feet hurt when you run

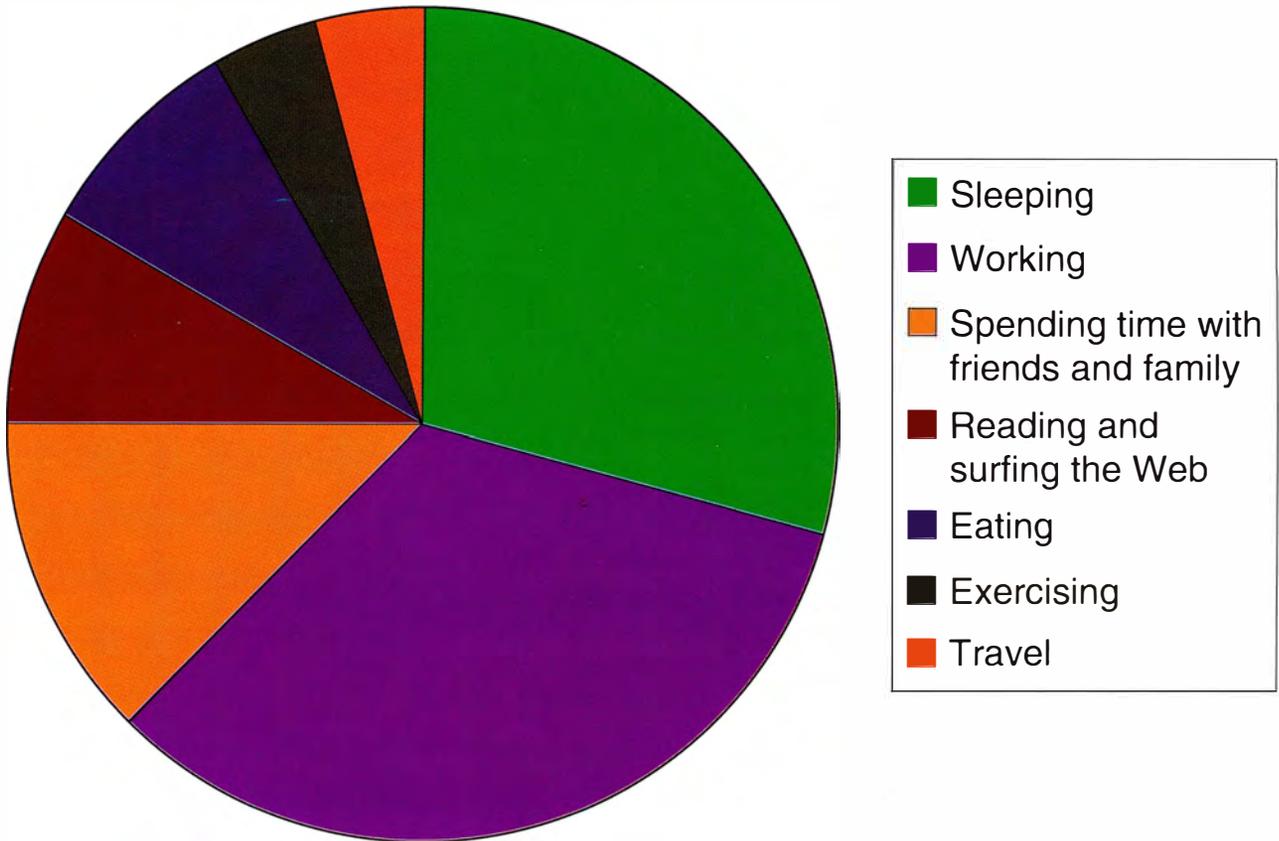
What do you think?

- 1 Why don't many people take good care of their bodies?
- 2 What more can you do to take better care of your health?
- 3 Do you think people are held back by their physical limitations or their mental limitations? Why?

Leisure Time

UNIT

6



Getting Ready

Discuss the following questions with a partner.

- 1 Look at the pie chart above. Which activities involve leisure time?
- 2 What activities do you do in your leisure time?
- 3 How do you spend your day? Make a pie chart using your own information.

Before You Read

Making Memories

A Think about the answers to the following questions.

- 1 Do you have many photos of your family and friends? Where do you keep them? Do you look at them often?
- 2 When you go on vacation, what do you keep to remember your trip?
- 3 Did your parents save any letters, documents, and photos from your childhood? Do you ever look at them?

B Discuss your answers with a partner.

Reading Skill

Finding Definitions

Sometimes a passage will give definitions or explanations of words that are related to the topic. The definitions may be shown by quotation marks “”, parentheses (), or a dash —. When you find a new word, look carefully to see if the author has explained its meaning.

A Look at the first paragraph of the passage on the next page and find the meaning of the word *scrapbook*.

B Read the rest of the article and write the explanations for these terms.

layout: _____

scrappers: _____

LLS: _____

C Read the entire passage carefully. Then answer the questions on page 72.

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



Scrapbooking

<http://leisurefocus.heinle.com/scrapbooking.html>

The dictionary **defines** a scrapbook as “an empty book for collecting and **preserving** photographs, newspaper articles, and other papers.” Today, *scrapbooking* is also a verb—and a popular new hobby. We talked with Diane Lucas, who runs a scrapbooking club.



What is scrapbooking exactly?

When I make a scrapbook page, I take a few of my family photos and put them into a “layout,” which is a page that uses fancy paper, stickers, drawings, and words to show the theme.

For example, I’m working on a page about my son called “First Day at School,” so there’s a photo of him and one of his drawings, and I **decorated** it with alphabet stickers. I use lots of things on my pages—ribbons, stickers, beads, and much more. When you make a scrapbook, you put words and pictures together to show the important times in your life. It’s like a personal history.

How did you get started?

When I was a child, I always saved bits of paper. Things like movie tickets, vacation postcards, and even paper napkins. I loved looking at them and remembering. I made my first scrapbook ten years ago when my father died. When I looked through his desk, I found the most wonderful things—like my parents’ anniversary cards and photos from his army days. I couldn’t **throw away** anything, so I made two scrapbooks, one for my brother and one for me.

How do you learn about new scrapbooking techniques and trends?

The Internet is a great resource for new ideas. Many new “scrapers”—people who make scrapbooks—work from their computers, using digital photos and special software. But my favorite place to get new ideas is at scrapbooking trade shows. These shows feature new materials and techniques, offer workshops, and are a great way to meet people with the same interests.

Why is scrapbooking so popular these days?

I think people want to preserve their family history and **display** it for other people to see. When you make a scrapbook, you can pass the stories on to your children and your grandchildren. So many people today want to do that! In the U.S. alone, there are 2,500 LSS’s (sorry; that’s Local Scrapbooking Stores!) that sell paper and other **supplies** for scrapbooking. If you go online, you’ll find scrapbooking

websites from Norway, New Zealand, and South Africa. It’s **universal**. We all have boxes of pictures and we all want to keep those **precious** memories. That’s the real meaning of scrapbooking: sharing your family experiences and your story.



Reading Comprehension

Check Your Understanding

A Choose the correct answers for the following questions.

- 1 Which would you probably NOT put in a scrapbook?
 - a pictures of your graduation ceremony
 - b your household electricity bill
 - c a poster of the concert that you performed in
- 2 When did Diane Lucas make her first scrapbook?
 - a ten years ago, after her father died
 - b on her parent's ten-year anniversary
 - c on her son's first day at school
- 3 According to the last paragraph of the passage, which is true?
 - a People prefer to buy scrapbooking supplies online.
 - b Scrapbooking is more popular in South Africa than Norway.
 - c People all over the world are taking an interest in scrapbooking.

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

	T	F
1 A scrapbook page usually has a theme.		
2 People use a scrapbook to help them plan their future.		
3 People attend trade shows to learn new scrapbooking techniques.		
4 Most scrapbooks are about national history.		
5 Scrapbooking has become a big business worldwide.		

C Discuss the following questions with a partner.

- 1 What kinds of people do you think scrapbooking would be popular with?
- 2 Imagine you are going to make a scrapbook. What theme would you choose? What would you put in your scrapbook pages?



Critical Thinking

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

- | | | | | |
|---|----------|----------|------------|----------|
| 1 | preserve | keep | throw away | maintain |
| 2 | spoil | decorate | destroy | wreck |
| 3 | define | mistake | wrongdoing | error |
| 4 | show | display | assess | arrange |

Vocabulary Comprehension

Odd Word Out

5	supplies	techniques	items	materials
6	worldwide	global	speaker	universal
7	useless	prized	precious	beloved

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

- 1 What is something you would like to **preserve** for your children in the future?
- 2 When do you usually **throw away** a pair of shoes?
- 3 How do you like to **decorate** your room?
- 4 Do you think there will ever be a **universal** language?

A Create the noun form of the verbs below, then write a simple definition. Use your dictionary to help you. Discuss your answers with a partner.

Verb	Noun	Meaning
improve	<i>improvement</i>	<i>making something better</i>
achieve		
measure		
develop		
require		
agree		
govern		

Vocabulary Skill

The Suffix *-ment*

Many common nouns in English are formed by adding the suffix *-ment* to a verb, for example, *enjoyment*.

B Complete the following paragraph with either a verb or a noun from A.

A: It's quite a(n) **(1)** _____ to get into a university like Harvard or Yale.

B: Yes, I **(2)** _____, but I'm not planning to attend either of those schools. I'm trying to enter Central University. The problem is that all international students have to take the TOEFL® test—it's a(n) **(3)** _____.

A: Well, if you want to go there, you'll need to **(4)** _____ your test score.

B: I know, but my current score is still a(n) **(5)** _____ over last month's.

A: Well, I'm sure you'll get into Central—your English is very good. And you know that standardized tests don't always provide an accurate **(6)** _____ of a person's ability to speak in English.

C Now write three sentences of your own using the nouns from A.

- 1 _____
- 2 _____
- 3 _____

Before You Read

Leisure Survey

A Answer the following questions.

- 1 Rank the following kinds of entertainment from favorite (1) to least favorite (8).

___ sitcoms	___ dramas and soap operas
___ movies	___ talk shows
___ news programs	___ music videos
___ nature and documentary shows	___ video games

- 2 How many hours a day do you spend viewing the above? **Circle** the answer.

0-1 2-3 4-5 6+

- 3 How do you usually access such entertainment? **Circle** the answer.

on television on a computer other: _____

- 4 Complete this chart.

	Very true	Somewhat true	Not true at all
I like to watch shows alone.			
I like to watch shows with friends.			
I like to watch shows with family.			

B Discuss your answers with a partner.

Reading Skill

Recognizing Facts

It's important to know the difference between fact and opinion. A fact is always true. In contrast, opinions are signaled by *in my opinion, believe, think, might, may, probably, should, perhaps, etc.* Writers may also back up their opinions using facts, for example, *According to [survey name]...*

A Read the following sentences, then scan the passage to find information about each sentence. Check (✓) fact (F) or opinion (O).

	F	O
1 There are more movies and TV shows available online than on TV.		
2 The change from TV to Internet viewing is good.		
3 People pay more attention when they watch shows online.		
4 Not many people want to pay to watch shows online.		
5 The value of online entertainment has declined.		

B Now read the entire passage carefully. Then answer the questions on page 76.

Moving from TV to the Web



It used to be that if you wanted to watch a sitcom or a sporting event, you'd have to watch it from your television. As Internet technology improves, more and more shows and movies are becoming available online. Broadcasting¹ companies are putting their primetime² shows directly on the Internet, and movie rental stores are **converting** their DVD collections to digital libraries.

- 10 This is probably a good change—at least for viewers. People can now pick exactly what they want to watch, and decide when and how they want to watch it. A study done by Harris Interactive found that more than half of Americans (56 percent) surf the Internet while “watching” television, and **approximately** 40 percent say that they read blogs or go on social networking sites at the same time. But this trend could be a problem for television
- 15 stations. Advertisers aren't getting a **response** from viewers, and they don't want to pay money if their commercials aren't being seen. In contrast, people who watch things online seem more engaged with what they watch. They read and write comments on the show, they look up **details** about the show, and they are less likely to ignore commercials. For broadcasters, online viewers may turn out to be more **loyal** fans.
- 20 Changing people's habits takes time. Even though many people are interested in watching television on the Internet, some may not want to make the **switch** completely. And some might be **persuaded** to, but only under certain circumstances. According to Harris, almost half of television viewers (44 percent) would cancel their cable television if they could get the same programs for free online. However, the number fell to 16 percent when people were told
- 25 they had to pay a small fee for online viewing. This is strange, since most household's monthly cable bills are the same or even more than what they would pay for the same shows online. It's possible that people have become so used to getting online entertainment for free that they learn not to value it as much.

30 Even with growing interest in online entertainment, people still think it is important to watch television shows with their friends and family. People used to think that watching television would make families spend less time together, but it actually brought families closer for a few hours each night. Now it's feared that viewing shows online could make people more **isolated**. Who knows? Perhaps as online programming becomes more popular, people will find a way to make it into a social activity.

¹ A **broadcast** is a television program. Broadcasting companies create and sell these programs.

² **Primetime** is the time period when the most number of people are watching TV, usually between 6 pm and 10 pm on weekdays.

Reading Comprehension

Check Your Understanding

A Choose the correct answer for the following questions.

- 1 The writer puts quote marks around *watching* in line 12 to show viewers _____ .
 - a are not happy watching shows on television
 - b are not paying attention to what they watch
 - c would prefer to watch shows on the Internet
- 2 Which is NOT mentioned as proof that online viewers are more loyal?
 - a They are willing to pay money to watch shows.
 - b They watch the commercials during the show.
 - c They want to find out more about the show.
- 3 What does the line *people have become so used to getting online entertainment for free that they learn not to value it as much* mean?
 - a Online entertainment is becoming much more expensive.
 - b The quality of online entertainment is not as good as on TV.
 - c People feel they should not pay for something they used to get free.

B Read the following sentences. Check (✓) if they are true for television (T) or the Internet (I).

	T	I
1 People can choose to watch any show at any time.		
2 There is a growing potential for advertisers to make money.		
3 People are more willing to pay to watch shows.		
4 Viewers analyze and discuss the shows more.		
5 Families get together to watch shows at the end of the day.		



Critical Thinking

C Discuss the following questions with a partner.

- 1 Do you think technology isolates us, or brings us closer? Give examples.
- 2 Do you think people should pay for online entertainment? Why, or why not?

Vocabulary Comprehension

Words in Context

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

- 1 When you convert something, you _____ it.
 - a get rid of
 - b change
- 2 You use an approximate number when you _____ the actual number.
 - a know
 - b don't know
- 3 A response comes _____ an event.
 - a after
 - b before

Real Life Skill

Using Key Words for Internet Searches

Before you begin to search for information on the Internet, ask yourself, "What am I looking for?" To find information about a specific topic (e.g., the origin of pop music), you should use key nouns, verbs, and adjectives. Think of some key word synonyms that might also help you find information about your topic.

- A** You have to do some Internet research for an essay with the topic *The Origins of Pop Music*. Can you think of more key words you can use?

Key words: *origins, beginning, pop music, pop songs*

- B** Look at the following topics. **Circle** the key words you would use for your Internet research. Then write other words which would be useful. Compare your ideas with a partner.

- 1 learning how to use a digital camera to take photographs

Other words: _____

- 2 keeping tropical fish in an aquarium at home

Other words: _____

- 3 simple recipes for beginners to learn cooking

Other words: _____

- 4 biographies of film actors and actresses

Other words: _____

- C** Choose one topic from **B** and do an Internet search using your key words. Share any useful websites you find with your classmates.

Topic: _____

Sites that were useful: _____

Can the information on a website be trusted? Remember to ask yourself:

- Who wrote the information? How experienced are they in the topic?
- Are there many facts, or is the information mostly the writer's opinion?
- When was the information written? Is it up-to-date?
- Does the website provide links to other useful websites?

Motivational Tip: How can this be applied beyond the textbook? Reading is a very important life skill and is used every day to accomplish real life tasks. How can the real life skill of doing research on the Internet be used in everyday life?

What do you think?

- 1 How has modern technology changed the way people spend their leisure time?
- 2 Do people in your country have enough time for leisure? Why, or why not?
- 3 What leisure activities are popular with young people in your country? Which are popular more with older people?

Review Unit 2

Fluency Strategy: PQR+E

Parsing, Questioning, Rephrasing, and Explaining (PQR+E) is a reading strategy to help you build your reading comprehension in stages from sentences to paragraphs to full texts. Use this strategy when you have difficulty understanding large pieces of text that you are reading.

Parsing

The first step in PQR+E is **parsing**—breaking a sentence into smaller parts. When you come to sentences that are long or difficult to understand, try parsing them into smaller pieces.

- A** Look at one way the first sentence in the passage on the next page, *Movies for the Blind*, can be broken into smaller parts. Doing this can make it much easier to work out the overall meaning of the sentence.

When you think of the cinema, the phrase *watching a movie* probably comes to mind, and, indeed, moviemakers work very hard to make their films interesting visually.

When you think / of the cinema, / the phrase watching a movie / probably / comes to mind, / and, indeed, / moviemakers work very hard / to make their films / interesting visually.

- B** Now look at another sentence of the passage. Parse this sentence by dividing it into smaller parts.

Movies also contain dialogue, music, and sound effects—things that people don't need to see in order to enjoy.

Questioning

The second step in PQR+E is **questioning**. Once you have finished parsing a long sentence, ask yourself questions about the parts of the sentence. What do you understand? What do you not understand?

Review the first two sentences from *Movies for the Blind*. What questions do you have as you read them? Read the example question for the first sentence, then write your own for the second sentence.

- 1 How are movies interesting, besides visually?
- 2 _____

Rephrasing

In step 3 of PQR+E, **rephrasing**, write in your own words what the sentence you parsed means. Rephrasing helps you show that you have understood what you have read.

Read the example paraphrase of the first sentence of *Movies for the Blind*. Then write in your own words what the other sentence means to you.

1 When people think about movies, they mostly think about the visual features.

The visual features of movies are also very important to filmmakers.

2 _____

Explaining (or Extending)

In the final step of PQR+E you **explain** what you have understood to a partner. Explaining what you understand to someone else helps strengthen your comprehension.

A Explain the meaning of the two example sentences from *Movies for the Blind* to a partner.

B Use PQR+E as you continue reading the passage, especially if there is a sentence you do not understand.

Movies for the Blind

When you think of the cinema, the phrase *watching a movie* probably comes to mind, and, indeed, moviemakers work very hard to make their films interesting visually. They may use elaborate costumes, beautiful locations, or amazing special effects to tell a story. An actor's expression or movements can also sometimes say more than words.

But what about people who are blind or have trouble seeing? Movies also contain dialogue, music, and sound effects—things that people don't need to see in order to enjoy. Movie reviewer Marty Klein, who is blind, created a website called Blindspots to help people choose movies that they can follow without the help of someone explaining what is happening on the screen. He gave a rating, from 1 to 10, based on several things. A movie received a high rating if it has only a few main characters whose voices are easy to recognize. Klein also liked interesting stories without too many changes in time and place. A large amount of dialogue between the characters was better than long silences or noisy action scenes. His reviews are still online, but the site is no longer updated.

Another blind movie reviewer, Jay Forry, maintains the website Blindside Reviews. He also writes for

25 newspapers and is a guest on radio shows. Forry gives movies one of five ratings, including, "So good, blind people like it" and "I'm glad I couldn't see it." Forry became a writer after going blind at the age of 28, and his writing skills and sense of humor are what keep people reading his reviews or listening to him on the radio. After "watching" the animated movie *Up*, Forry commented that he wished he, too, could have a talking dog to tell him to watch out for cars and to not "go into the ladies' restroom again."

35 Sometimes, though, it's nice to go to a movie without reading reviews and knowing what to expect. Some movie theaters have begun to offer recorded audio descriptions of the movements, scenery, and special effects so that blind moviegoers can follow what other audience members see on the screen. They usually receive a wireless headset to wear during the movie. This allows them to listen to the narration while still hearing the movie's music and other sounds that surround them in the theater. Jay Forry also notes that modern theaters now have excellent sound systems, something he appreciates more than the average moviegoer.

In the end, going to the movies should be a fun and exciting experience—for both the sighted and the blind.

C Answer the following comprehension questions.

- 1 What is the main idea of the article?
 - a Jay Forry writes movie reviews for blind people.
 - b Blind people have resources to help them enjoy movies.
 - c Some movie reviews are written specifically for blind people.
 - d Blind people do not enjoy going to movies.

- 2 Which movie would probably receive the best rating from Marty Klein?
 - a a foreign martial arts film with many fight scenes
 - b a drama that often shifts between the past and the present
 - c a romantic comedy with four main characters and lots of conversation
 - d a space adventure with many explosions and special effects

- 3 Movie reviewer Jay Forry has his own _____.
 - a website
 - b newspaper
 - c radio show
 - d movie theater

- 4 What is Jay Forry most likely to say about a movie he dislikes?
 - a He wishes it hadn't been made.
 - b It might have been good if he could see.
 - c He is very happy he is blind.
 - d Other blind people might like it.

- 5 Why does the author include this quotation: "go into the ladies' restroom again"?
 - a to recommend the movie *Up* to readers
 - b to compare Forry to the dog in the movie *Up*
 - c to illustrate Forry's sense of humor
 - d to demonstrate Forry's need for help

- 6 To help blind people, some theaters _____.
 - a offer special headsets that play a recorded description of the movie
 - b hold events for blind people to see movies together
 - c give a discount on movie tickets to blind people
 - d provide people to sit next to blind people and describe the movie

- 7 What does line 46–47 *something he appreciates. ... average moviegoer* mean?
 - a Jay Forry is a better movie critic than most people in the audience.
 - b Jay Forry needs to test if wireless headsets help blind people.
 - c Jay Forry needs to pay attention to sound so he can write a movie review.
 - d As a blind person, Jay Forry pays more attention to sound as a blind person.

SELF CHECK

Answer the following questions.

1 Have you ever used the PQR+E method before?

Yes No I'm not sure.

2 Will you practice PQR+E in your reading outside of English class?

Yes No I'm not sure.

3 Do you think PQR+E is helpful? Why, or why not?

4 When you are reading, do you find yourself having to translate? If yes, what do you think you can do to stop translating?

5 Which of the six reading passages in units 4–6 was easiest? Which was most difficult? Why?

6 What have you read in English outside of class recently?

7 What improvements are you making as a reader? Look again at the *Tips for Fluent Reading* on pages 8 and 9. Write down one or two things that you know you can do better today than when you started the course.

8 What other improvements do you still want to make as a reader?

Reading Review 3: Raising a Child Athlete

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 page 85.

Raising a Child Athlete

1 In many countries, children with sporting potential are identified early and encouraged to achieve athletic greatness by training for hours every day. While some people see this as a great opportunity for kids to be healthy, others argue that too much focus on training can hurt young people. How parents should raise child athletes has become a big topic of their debate.

2 5 People who are against such serious commitment to sports say that there are many negatives to training so intensely. Here are some of their arguments:

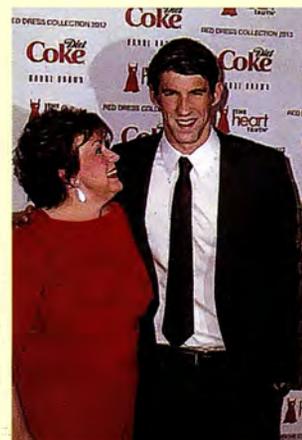
- The long hours spent training can distance the child from his or her family.
- Athletes who spend too much time training miss out on education. The child may not be prepared for other real world activities, such as going to college and having a non-athletic job.
- Pressure from parents and coaches to win can be psychologically damaging for the child. Parents may also become too pushy and end up caring more about athletic achievements than the child.

3 15 Dr. Christine Carr, a psychologist, suggests that parents take some important steps to make sure that their kids are getting the most out of sports. Carr says that the focus should be on the child's happiness and about learning life lessons. Self-discipline, determination, and learning to deal with failure are some of the important life skills and lessons kids can learn from sports.

4 20 Other experts point to the importance of letting children make their own decisions. Top athletes Tiger Woods and Michael Phelps have said that they appreciated their parents letting them decide how much or how little they wanted to train. In fact, according to Phelps' mother, he had trouble focusing in the classroom until he found a sport that he was passionate about. By allowing Michael to focus on his sport, his mother also saw him improve as a student.

5 25 Another thing that many parents and doctors agree on is the importance of developing a close relationship with the family. Dr. Carr suggests eating dinner together and says it is a simple way to remind children that family is important, and that support can always be found at home. Woods and Phelps both had supportive families and made it public, with parents attending their many competitions.

6 30 Raising an athlete is not easy. By balancing life and training, parents can set their children up for success and help them become winners in sport and in life.



Michael Phelps and his mother Debbie

398 words Time taken _____

Reading Comprehension

- 1 What is this passage mainly about?
 - a why training child athletes is wrong
 - b when child athletes should begin training
 - c how parents can decide if their child would make a good athlete
 - d how parents can raise child athletes the right way

- 2 The purpose of the second paragraph is to ____ .
 - a examine what child psychologists say
 - b list arguments against training young athletes
 - c compare arguments for and against training young athletes
 - d list bad ways to train children

- 3 What best describes Dr. Carr's opinion of children in sports?
 - a She thinks sports have the potential to benefit children.
 - b She is against children playing sports.
 - c She thinks only teenagers should play sports.
 - d She thinks sports are good but meaningless for children.

- 4 What is said about failure in the third paragraph?
 - a It should be avoided.
 - b It happens when athletes don't train hard enough.
 - c It is something child athletes should not think about.
 - d It is something children should learn to deal with.

- 5 Why does the writer use Tiger Woods and Michael Phelps as examples?
 - a They are very rich and successful athletes.
 - b They had supportive families as child athletes.
 - c They have spoken about the dangers of training too hard.
 - d They are now raising their children as child athletes.

- 6 Why does Dr. Carr say families should eat dinner together at home?
 - a because it is an important meal for child athletes
 - b because otherwise the children might eat fast food
 - c because children should spend their evenings at home
 - d because it teaches children the importance of family

- 7 Who would find this passage the most useful?
 - a child psychologists
 - b coaches of child athletes
 - c parents of child athletes
 - d adult athletes

Reading Review 4: The Life of a Professional Gamer

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.

The Life of a Professional Gamer

Gordon Hayward has a pretty cool job—he plays basketball for the team Utah Jazz in the American National Basketball Association (NBA). But in his free time, he also works as a professional gamer, competing in *Starcraft 2* tournaments. Even
5 as a top-level athlete, Gordon is impressed with the amount of commitment needed for these competitions. “These guys are professionals,” he says. “They play this game for their job, so they take this as seriously as I take playing basketball for a living.”



Competitive gaming has been around for almost as long as video
10 games themselves, but it's only recently that people have started earning money from it. This is because companies sponsor¹ gamers and tournaments. The gaming industry is now worth about \$6 billion, and it is growing every year. Michel Masquelier, President of IMG Media (one of the world's largest entertainment companies), called gaming the number one activity in the world for men aged 18 to 24. Just as young people aspire to play in the NBA, many also dream of becoming
15 professional gamers.

There are now big global tournaments like World Cyber Games and Major League Gaming Championships, where hundreds of gamers come to compete in popular games like *Starcraft*, *Warcraft*, *Counterstrike*, and the football game *FIFA* in front of an audience. The prize money in a tournament can reach a few million dollars.

20 One thing gamers and athletes have in common is that they often play in teams. These “clans,” as gamers call them, usually play tournaments together and practice against one another. Professional gamers and their clans earn money through sponsorships, winning tournaments, and teaching and training people to play video games better.

Like athletes, gamers must train long and hard to become the best at the games that they play.
25 Most gamers only compete in one game, the same way that most professional athletes only play one sport. Adrian Kwong, a professional gamer, says that he usually practices *Starcraft 2* for more than three hours. Some days he even plays for more than five hours! “To become a pro player, it takes determination, skill, and extensive practice,” says Katie Goldberg, who is vice-president of communications at Major League Gaming.

30 Gordon Hayward isn't going to give up his basketball career anytime soon, but he says that athletes and gamers are not that different: “You have to train hard if you want to be the best, and that goes for everything, not just basketball. That also goes for video games like *Starcraft*.”

¹A person or organizations **sponsors** an activity or event by paying for it to happen, normally so they can advertise a product.

Reading Comprehension

- 1 What best describes the main idea of the passage?
 - a While popular, video game sports are not real sports.
 - b Professional gamers earn as much as athletes.
 - c Professional gamers train and compete like athletes.
 - d More athletes are playing video games than ever before.

- 2 Why does the writer say in line 4 that Gordon is impressed *even as a top-level athlete*?
 - a Athletes are used to training long and hard.
 - b Athletes generally don't like playing video games.
 - c Athletes don't have time to play video games.
 - d Athletes enter lots of competitions as well.

- 3 Why does the passage say gamers have recently started earning money?
 - a Competitive gaming is very new.
 - b Gamers now work for video game companies.
 - c Young people pay to watch their favorite gamers.
 - d Companies now sponsor gamers and competitions.

- 4 What is a "clan"?
 - a a club for fans of gamers
 - b a team of gamers
 - c a person who is new to gaming
 - d a gamer who no longer competes

- 5 Which is true about gaming tournaments?
 - a Only the top gamers compete.
 - b Gamers play from their homes.
 - c Winners receive trophies, but not money.
 - d Fans watch gamers as they play.

- 6 Professional gamers like Adrian Kwong _____.
 - a do some physical exercise to help their gaming
 - b take part in gaming competitions on their own
 - c practice for many hours a day
 - d compete in many different games

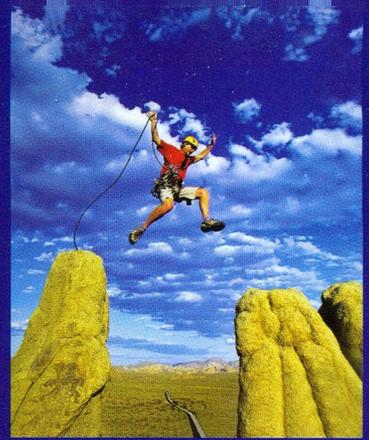
- 7 The purpose of the final paragraph is to show _____.
 - a how athletes and gamers are the same
 - b how athletes and gamers are different
 - c why Gordon Hayward plays video games like *Starcraft 2*
 - d why Gordon Hayward chooses basketball over video games



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