

ACTIVE

SKILLS FOR READING INTRO

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یکبار برای همیشه

Intro - Elm 4

10 - 11 - 12



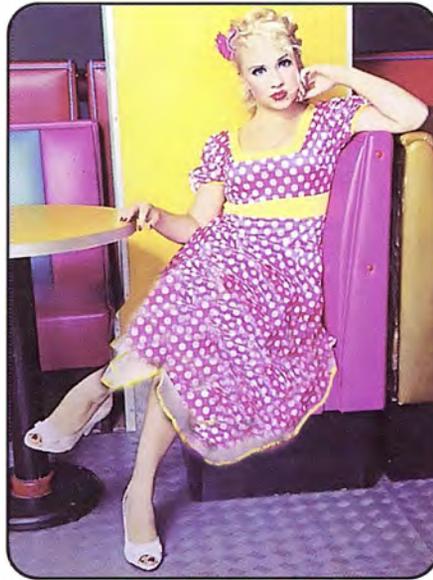
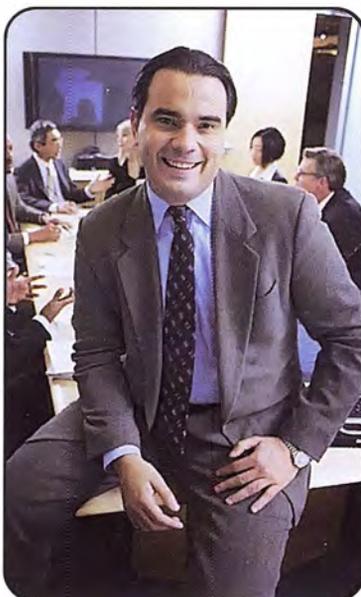
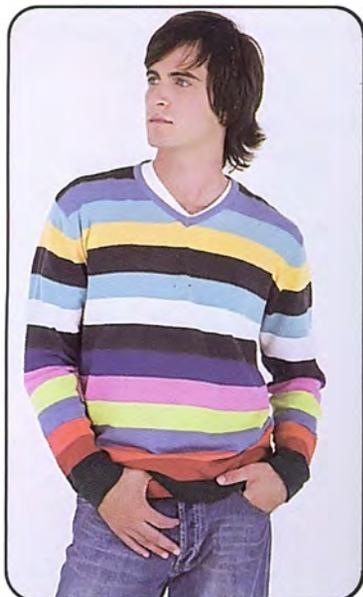
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Fashion and Trends ^{UNIT} 10



Getting Ready

Discuss these questions with a partner.

- 1 Look at the people's clothes in the pictures above. What are they wearing?
- 2 What are you wearing now? What colors are your clothes?
- 3 What clothing styles are popular now? Do you like them? Why?

Before You Read

Fashion on the Street

A Look quickly at the passage on the next page. Think about answers to these questions.

- 1 The people in the passage had their photos taken while they were walking down the street. Why would someone want to take their photos?
- 2 What do you think *street style* is?
 - a a place beautiful people go
 - b a new way of finding fashion
 - c a new kind of clothing

B Discuss your answers with a partner.

Reading Skill

Understanding Main Ideas in Paragraphs

The *main idea* of a paragraph is the most important point. Usually, the first or second sentence in a paragraph gives the main idea. By understanding the main idea of each paragraph, you can also understand the main idea of the whole passage.

A Read each pair of sentences below. Then read the passage on the next page. Which sentence is the main idea of each paragraph? Check (✓) your answer.

Paragraph 1

- a Paris and New York are fashionable cities.
 b Fashion is important to people around the world.

Paragraph 2

- a Bloggers write about street fashion in many cities.
 b Scott Schuman started a fashion blog.

Paragraph 3

- a Bloggers use the Internet to show what is cool right now.
 b Bloggers can put photos online in a few minutes.

Paragraph 4

- a Small cities have street fashion blogs.
 b Your city could have a street fashion blog.

B What is *street style*? Which paragraph(s) on the next page say what *street style* means?

C Read the passage on the next page again. Then answer the questions on page 128.

Set a class goal for reading rate and comprehension. Before you begin reading, set a class goal for reading fluency. What do you want your class average for words-per-minute to be for this reading? Having class goals to work towards can help you become a better reader.

Focus on Street Style

1 "People **dress** differently in New York and Paris," says Scott Schuman, who writes a blog about **fashion**. People in cities around the world **pay attention** to their clothes, and
5 they work hard to look beautiful. They use their culture and the materials around them to create their own look.

2 Schuman started his blog to "**simply** share photos of people that I saw on the streets
10 of New York." He thought the people looked fashionable, and he put photos online. Schuman isn't alone. Bloggers all around the world are using their cameras to **report** what is happening in their home cities. Since
15 bloggers find and write about stylish people on the street, this type of fashion is called *street style*.



Fashion changes often. With the Internet, street style changes even more quickly. Bloggers only need minutes to **snap a picture** and post it online. Their readers can use those ideas to create their own styles. Fashion used to come from the **runways** of Paris and Milan. Now fashion is homegrown.

Do you think your city is fashionable? Go online! There are street style blogs for most cities around the world, even small ones. Does your city have one?

Reading Comprehension

Check Your Understanding

A Choose the correct answers.

- 1 According to the passage, which statement is NOT true?
 - a People work hard to create their own look.
 - b Each city has its own identity.
 - c People in Paris and New York dress the same.
- 2 Why did Scott Schuman start taking photos of street style?
 - a He saw many fashionable people.
 - b He worked for a fashion magazine.
 - c He wanted to be more fashionable.
- 3 According to the passage, how do people use fashion blogs?
 - a to say bad things about unfashionable people
 - b to create their own styles
 - c to learn about styles from the past
- 4 Where is street style happening?
 - a mainly in New York and Paris
 - b all around the world
 - c on fashion show runways

B Read the sentences below. In which paragraph (1–4) can you find the information? Circle the number.

You want to know ...	This information is in paragraph ...			
1 how the Internet affects street style.	1	2	3	4
2 what Scott Schuman does.	1	2	3	4
3 which cities have street style blogs.	1	2	3	4

- ## C
- 1 What do you think of street fashion? Is it interesting to you?
 - 2 Are there places in your city where you can see many fashionable people?
 - 3 Do you think people are too interested in fashion? Is what people wear important?



Critical Thinking

A In each sentence, circle the best answer. The words in blue are from the passage.

- 1 Your sister really has **style**. She wears _____ clothes.
 - a great
 - b ugly
- 2 Those students never **pay attention**. They are always _____.
 - a listening quietly
 - b talking and playing games
- 3 I like to dress **simply**. I _____ wear bright colors and jewelry.
 - a love to
 - b rarely
- 4 The newspaper **reported** the accident. That's why I _____ all of the details.
 - a know
 - b don't know

Vocabulary Comprehension

Words in Context

- 5 Fashion magazines usually tell you about the most popular _____.
 a music b clothing
- 6 That man is snapping many pictures. He must be a _____.
 a film maker b photographer
- 7 Please dress nicely for Saturday's party. You should wear _____.
 a jeans and a T-shirt b your favorite suit or dress
- 8 I like to see models on the runway. They always look so beautiful _____.
 a on the street b at fashion shows

B Answer the questions below. Discuss your answers with a partner.

- 1 Is fashion important to you? Why?

- 2 Do you pay attention to new styles?

- 3 Who do you know who dresses well? Would someone want to snap a picture of them for their fashion blog?

A What nouns go with the verbs in the table below. Check (✓) the nouns that can go with each verb.

	sunglasses	shoes	a jacket	a necktie	makeup	a dress
put on						
try on						
button						
tie						
zip up						
wear						

B Complete the chart with a verb with the opposite meaning.

Verb	Opposite
1 put on	
2 get dressed	
3 tie	
4 button	
5 zip up	unzip

Vocabulary Skill

Verbs Used with Clothing

In this chapter, you learned the verbs *dress* and *pay attention*. In other units, you learned the verbs *wear*, *put on*, and *take off*. In English, there are many verbs used with clothing and other things relating to our appearance (*sunglasses*, *makeup*, etc.).

Before You Read

Recycled Fashion Show

A Think about answers to these questions.

1 Look at the words below. Which of these things do you own?

backpack	bicycle	cell phone
keys	skirt	wallet

2 What do you do when these items are dirty or broken?

3 Look at the title of the passage on the next page. Look at the photo. What do you think the dress in the photo is made from?

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

Reading for Details

When we read for details, we read slowly. For example, when we read instructions to understand how something works, we read carefully so we do not miss something important.

A Read the headlines of the passage on the next page. Read the sentences below. Write a check (✓) next to the sentences you predict will be true.**An Unusual City**

- a People in Austin are very friendly and work hard.
 b People in Austin like to be strange and interesting.

Remember to Recycle

- a Austin has an art event every year to get people to recycle.
 b The people in Austin recycle more than people in any other city in the United States.

Recycling Can Be Creative

- a Wearing second-hand clothes is fun.
 b People can make these kind of clothes themselves.

B Carefully read the passage on the next page. Were your predictions in correct?**C Read the passage again. Then answer the questions on page 132.**

Recycled Fashion Show

What happens when fashionable people start **recycling**? A recycled-clothing fashion show, of course!

An Unusual City

- 5 The people of Austin, Texas, aren't afraid to **admit** they live in an interesting city. The city slogan is *Keep Austin **Weird***, and the city has many hip¹ cafés and stores. There are also a lot of people in Austin who work hard to **take care of** the
- 10 environment. Recycling and being eco-friendly is so important in Austin that the city is sometimes called America's greenest city.

Remember to Recycle

- 15 One of the most interesting ways that people help the environment in Austin is by creating recycled fashion. Every year, the Austin Museum of Art has the *Keep Austin Beautiful Recycled Fashion Show*. They have the show to **remind** people to recycle.

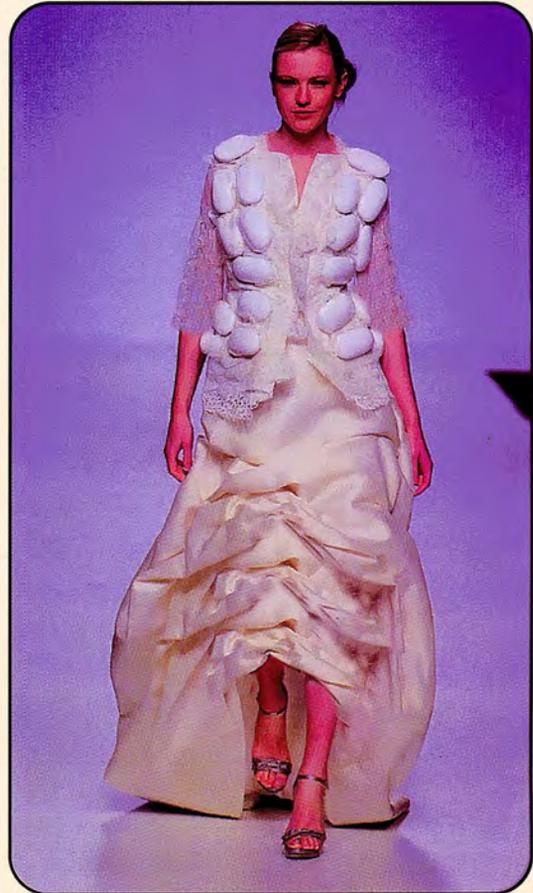
- 20 More than 20 designers **come up with** clothes from recycled materials for the show. In recent shows, **designers** have used plastic bags, old furniture, bike tires, and second-hand clothes.

Recycling Can Be Creative

- 25 Recently, designer Tina Sparkles created a dress **made out of** colorful computer wires² for the show. Later, Tina wrote a book about how to make recycled clothes called *Little Green Dresses*. Tina and the other designers in the Recycled Fashion Show believe that fashion is a great do-it-yourself (DIY) activity.

By creating their clothes from recycled materials, the designers are helping to keep Austin clean. They are also showing people that recycling can be a creative activity.

- 30 "I love fashion so much and I want to feel good about it," Tina says.



¹ Something that is **hip** is very cool or stylish.

² A **wire** is a long, thin piece of metal used to carry electricity.

Try it again! Try reading this passage again to see if you can read it more fluently. Reading this passage up to three times before answering the comprehension questions will help you improve your reading fluency.

Reading Comprehension

Check Your Understanding

A Choose the correct answers.

- 1 Which of the following does NOT describe Austin, Texas?
a strange b different c boring
- 2 Why is Austin called America's greenest city?
a The city has many trees and flowers.
b People there care about the environment.
c Cafés in Austin must recycle their trash.
- 3 What is the purpose of the fashion show?
a to raise money for a recycling center
b to get people interested in recycling
c to get people to come to the art museum
- 4 Why is Tina Sparkles mentioned in the passage?
a She invented the idea of recycled fashion.
b She has a fashion blog about recycled fashion.
c She wrote about about how to make recycled fashion.

B Discuss these questions with a partner.

- 1 What is something that you recycled recently?
- 2 Besides recycling, can you come up with other ways to be eco-friendly?

- ### C
- 1 Do you like the idea of using recycled things for fashion?
 - 2 What things do you own that you could recycle into fashion?



Critical Thinking

Vocabulary Comprehension

Words in Context

- ### A Read the sentences below. Check (✓) true (T) or false (F). If the statement is false, change it to make it true. The words in blue are from the passage.

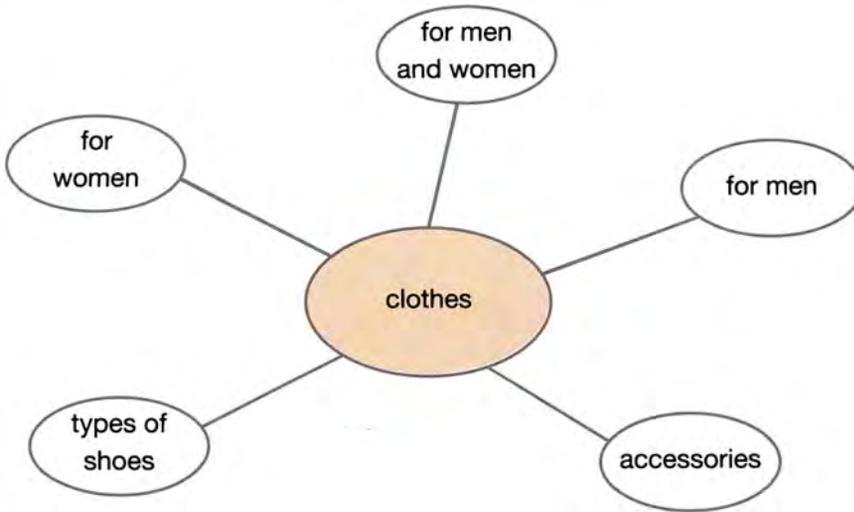
	T	F
1 If you recycle something, then it becomes something new.		
2 A designer is a person who flies an airplane.		
3 To look after something is to take care of it.		
4 You can use a calendar to remind yourself about important meetings.		
5 A house made out of grass will be very strong.		
6 When you admit to doing something, you say you did it.		
7 To come up with an idea means to think of something new.		
8 If your friends are weird, they do very normal things in their free time.		

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

- 1 It's 3:30. Please _____ Mr. Jones that he has a meeting at 4:00.
- 2 Did you _____ an answer to my question?
- 3 This can is _____ aluminum. You can _____ it.
- 4 This painting looks very _____. Do you know what it is supposed to be?

A Complete the word web below with words from the box.

belt	bikini	blouse	boots	coat
dress	earrings	jacket	jeans	sandals
shirt	shorts	skirt	slippers	suit
sunglasses	sweater	T-shirt	tie	watch



B What other words can you add to the word web? Share your ideas with a partner.

Vocabulary Skill

Word Webs

When you link related words and ideas together, it is easier to remember them. A word web can help you organize and remember new vocabulary.

Real Life Skill

Understanding Clothing Labels

Clothing labels tell you how to clean and care for your clothes. When you read clothing labels, you often see certain words.

- A** Look at the list of fabrics (clothing material) in the box. Which ones do you know? Use your dictionary to help you understand the new words. Which fabrics do you wear in summer? In winter? All year round?

cotton fake fur leather linen polyester silk wool

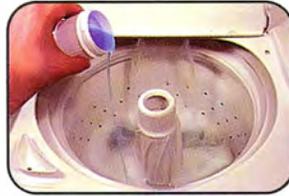
- B** How do you clean clothes? Label each picture with a verb from the box.

dry
hand wash
hang dry
iron
machine wash



1. _____

2. _____

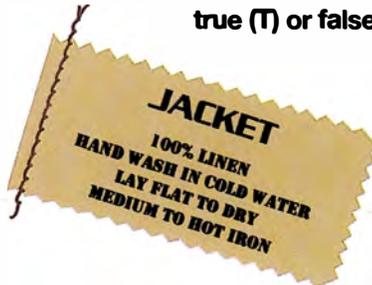


3. _____

4. _____

5. _____

- C** Sentences 1–4 below are about the clothing labels shown here. Check (✓) true (T) or false (F).



	T	F
1 It is best to wash all three items in warm water.		
2 You can wash the shirt and the jacket in a washing machine.		
3 You can dry only the dress in a dryer.		
4 You cannot iron any of the clothes.		

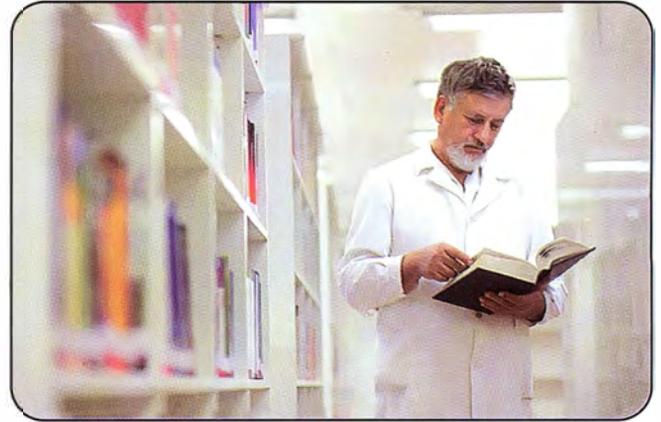
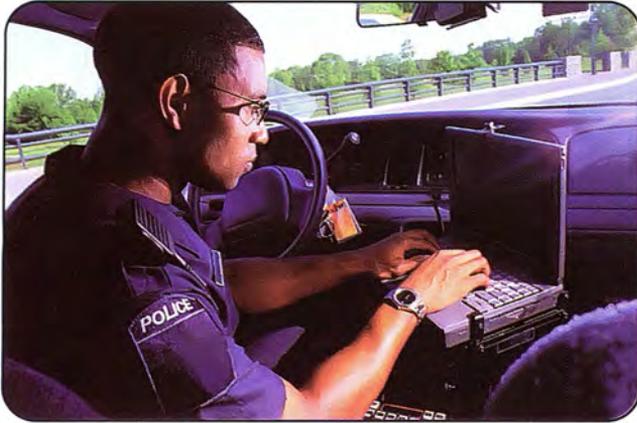
What do you think?

- 1 What is the most unusual fashion now for men? For women?
- 2 What clothes or accessories do you think look good on a woman? On a man?



A Mysterious World

UNIT
11



Getting Ready

Discuss these questions with a partner.

- 1 Who usually solves mysteries?
- 2 What tools do you need to solve mysteries?
- 3 Have you ever solved a mystery? How did you solve it?

Before You Read

Writing in Code

A Think about answers to these questions.

- 1 Why do people use codes? What kinds of things do people write in code?
- 2 Have you and a friend ever had a secret code or language?

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

Making and Checking Predictions

When we read, we often predict (guess) what we will read next. For example, we use this skill when we are reading stories. As we read, we also check to see if our predictions were correct.

A Read the title of the passage on the next page and the pictures. What do you think this book is about?

B The book in the passage on the next page is written in code. Why do you think the writer used a code? Tell a partner.

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

The World's Most Mysterious Manuscript¹

In 1912, book dealer Wilfrid Voynich bought **a number of** books in Italy. He bought so many that he didn't look very closely at the books he was purchasing. When he got home, he

5 **discovered** he had bought a very strange **handwritten** manuscript. It was written in a language he had never seen before. It was also **full of** pictures of plants.

Since then, the book—now known as the

10 Voynich Manuscript—has become known as the world's most **mysterious** manuscript. It has been studied by many people, including professors, codebreakers, and language **experts**. However, no one has ever discovered

15 its meaning or **author**

There are many ideas about who wrote it and why. Some people say that a famous scientist like Francis Bacon wrote it. Other people think it could be a religious text.² Some other people think the

20 manuscript is a great hoax and doesn't **mean** anything at all.

Scientists have learned that the manuscript was made between 1404 and 1438. However, this only tells us how old the paper is, not when the

25 book was written. But there's still hope that the manuscript is real and that there's meaning to its words.

The Voynich Manuscript remains a mystery today, but the pages are on the Internet if you would like

30 to try to crack the code.



¹ A **manuscript** is an unprinted book.

² A **religious text** is a book about a god or gods.

Reading Comprehension

Check Your Understanding

A Choose the correct answers.

- 1 Why is the manuscript mysterious?
 - a No one knows if Wilfrid Voynich is real.
 - b No one understands the manuscript.
 - c No one can find the manuscript now.
- 2 What is in the manuscript?
 - a pictures of plants
 - b pictures about religion
 - c pictures of famous scientists
- 3 When was the manuscript's paper probably made?
 - a 1348
 - b 1404
 - c 1912
- 4 Why do we call it the Voynich Manuscript?
 - a Wilfrid Voynich wrote it.
 - b The author uses the word *Voynich* a lot.
 - c It was found by Wilfrid Voynich.

B Are these statements about the Voynich Manuscript true or false? Check (✓) true (T) or false (F).

	T	F
1 Wilfrid Voynich bought the manuscript in China.		
2 The manuscript is written in a strange language.		
3 Many people today want to know what the manuscript means.		
4 Experts say that Wilfrid Voynich wrote the manuscript.		



Critical Thinking

- ## C
- 1 Are mysteries like the Voynich Manuscript interesting to you? Why or why not?
 - 2 Why might someone create a book in a language no one understands?

Learning new vocabulary can be fun. Learning new vocabulary can be one of the most enjoyable parts of becoming a good reader. In addition to the vocabulary that is explicitly taught in this chapter, are there other words related to the topic that you would like to learn?

Vocabulary Comprehension

Words in Context

A In each sentence, circle the best answer. The words in blue are from the passage.

- 1 If you discover something, you _____ it.
 - a find
 - b look for
- 2 A mysterious person loves to _____.
 - a tell jokes
 - b keep secrets

- 3 Joe is a football expert! He _____!
 a has never played b knows every rule
- 4 Stephenie Meyer is my favorite author I have _____.
 a read all of her books b watched all of her films
- 5 The word *friendly* means _____.
 a rude b kind
- 6 Which of these is more likely to be handwritten?
 a a postcard b a business letter
- 7 My science notebook _____, but my math notebook is full of notes.
 a is empty b has writing on every page
- 8 If there are a number of activities for students to do after school, there are _____ activities.
 a many different b one or two

B Answer the questions below. Discuss your answers with a partner.

- 1 Would you rather send a handwritten letter or an email to your friends?
- 2 Who is your favorite author? Is he or she an expert in anything?
- 3 Would you rather be an expert in one subject or know a little about a number of subjects?

A Read the sentences below. For each word, find an antonym from the passage.

- | | | | |
|-------------------|-------------------|------------|-------|
| 1 well-understood | <u>mysterious</u> | 4 truth | _____ |
| 2 lost | _____ | 5 empty | _____ |
| 3 few | _____ | 6 beginner | _____ |

B Complete the sentences below with an antonym from A. You might have to change the form of the word or phrase.

- 1 My coworkers told me I was going to be fired today, but it was only a _____.
- 2 My brother is a marketing _____; he can sell anything.
- 3 The bus was _____ children; no one else could get on.
- 4 Do you think Christopher Columbus _____ America?
- 5 Choose whichever shirt you like; we have _____ colors.
- 6 A number of people say they have seen _____ lights in the sky over the desert.

Vocabulary Skill

Antonyms

In this chapter, you learned the words *serious* and *funny*. These words are *antonyms*: words with opposite meanings. By learning antonyms you can increase your vocabulary in English.

Before You Read

Sometimes Things
Disappear

A Think about answers to these questions.

- 1 Have you ever lost your cell phone or your keys? What is something you lost recently? Did you find it?
- 2 Do you know of any unsolved crimes? Do you think they can be easily solved?

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

Skimming for the
Main Idea

You *skim* to get a general idea about a passage. When you skim, look quickly at the title and the photos. Then read the first and last sentences of each paragraph. You can use this general information to predict what a passage is about.

A Skim the passage on the next page. Then complete the sentence below.

This passage is about a man who _____.

- a won \$200,000
- b disappeared
- c flew a plane to Mexico

B Now read the entire passage slowly. Was your answer in A correct?**C Read the passage again. Then answer the questions on page 142.**

A sense of personal satisfaction. One of the greatest rewards of reading is the personal satisfaction you get as you see the improvements you make. Pause now and think about ways that your enjoyment of reading has changed over the past few weeks.

Into the Night Sky

On November 24, 1971, a very **curious** thing happened. A man using the name Dan Cooper bought a plane ticket for a short **flight** across the state of Washington. Nobody knew it at the time, but Dan Cooper was not his real name.

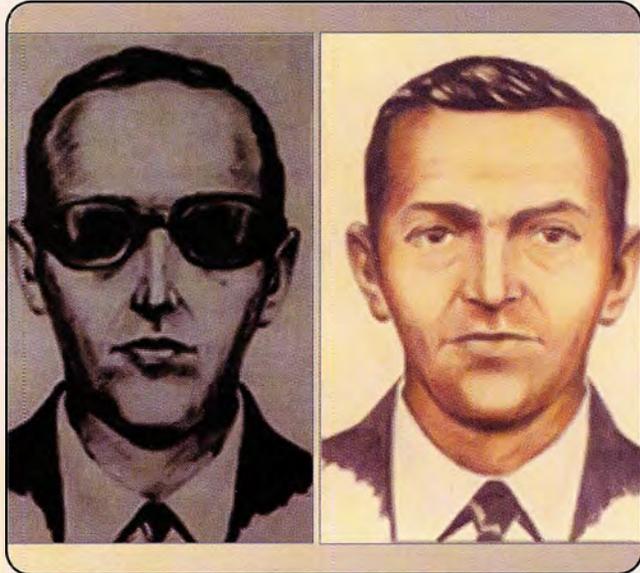
After the plane took off, Cooper told a flight attendant that he was carrying a bomb.¹ He **demanded** \$200,000 and parachutes.²

The pilot³ sent a message to the airport, and they called the police. When the plane landed, Cooper allowed all of the **passengers** to get off safely. Once the money and parachutes were delivered, the plane **took off** again.

Only the pilot, copilot, and one flight attendant were on the plane with Cooper. He told the pilot to fly to Mexico City. He **gave instructions** to fly low to the ground and slowly.

Cooper then put the whole crew in the cockpit⁴ at the front of the plane. He tied the money to his body. He opened a door at the back of the plane. The night was cold, rainy, and pitch black.⁵ It must not have **worried** him, as he jumped into the darkness.

No one ever saw Cooper or the money again. The police have talked to hundreds of people about the **case**, but it still is unsolved.



¹ A **bomb** is a dangerous weapon that explodes.

² A **parachute** is something that lets a person jump from an airplane and float safely to the ground.

³ A **pilot** is a person who flies an airplane.

⁴ The **cockpit** is the place in a plane where the pilot sits.

⁵ If a place is **pitch black**, it is completely dark.

Reading Comprehension

Check Your Understanding

A Choose the correct answers.

- 1 Why did Cooper demand parachutes?
 - a He was afraid of flying.
 - b He planned to jump out of the plane.
 - c He planned to make the passengers jump out of the plane.
- 2 What did Cooper tell the pilot to do?
 - a jump out of the plane
 - b fly the plane to Mexico City
 - c crash the plane after he jumped
- 3 Where did the money come from?
 - a Cooper stole the money from a bank.
 - b The police gave it to Cooper.
 - c Cooper found it on the airplane.
- 4 Cooper _____.
 - a was scared of the dark
 - b worked for the police
 - c has not been found

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

	T	F
1 Cooper bought a train ticket.		
2 Cooper took the parachute onto the plane with him.		
3 The police know what Cooper's real name is.		



Critical Thinking

- ## C
- 1 What do you think about Cooper's plan? Why do you think he has never been found?
 - 2 Could someone do this today? Why or why not?

Vocabulary Comprehension

Odd Word Out

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

- | | | |
|--------------------|-------------------|---------------|
| 1 flight | airplane | crew |
| 2 demand | do | tell |
| 3 flight attendant | pilot | passenger |
| 4 tell what to do | give instructions | tell a secret |
| 5 take off | fly | watch |
| 6 scared | happy | worried |
| 7 solution | case | project |
| 8 curious | strange | normal |

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

- 1 The teacher _____ to the students before handing out the assignment.
- 2 I would like to buy a ticket for the next _____ to Sydney.
- 3 The police officers were busy because they had a lot of _____ to solve.
- 4 I was alone on the bus. There were no other _____ except for me.

A Read the words below. Use a dictionary to understand each word's meaning. Which of the words down the left can make phrases with the words along the top. Check all (✓) the words that go together.

	ticket	flight	plane	airport
round-trip	✓			
domestic				
private				
commercial				
non-refundable				
direct				
passenger				
international				

B Complete each sentence below with a phrase from the box. You might have to change the form of the word.

- 1 If you take a(n) _____ to New York from Japan, you won't have to change planes in San Francisco.
- 2 The company has a(n) _____ for its managers to use.
- 3 The flight from Paris to Beijing leaves from a(n) _____ airport.
- 4 Sarah bought a(n) _____ for her trip to Berlin and back.
- 5 I'm sorry. You bought a(n) _____, so I can't give your money back.
- 6 You don't need your passport if you take a(n) _____.
- 7 The 737 is the world's most popular _____. People all around the world have been using it since 1965.
- 8 To fly from one city to another in the same country, you need to go to a(n) _____.

Vocabulary Skill

Travel

In the passage, you read the words *ticket*, *flight*, *plane*, and *airport*. Each of these is quite general, and you can add adjectives to each word to make them more specific.

Real Life Skill

Dictionary Skills: Choosing the Right Definition

Many words in English have more than one definition. Your dictionary can help you understand different meanings of the same word.

- A** The words below have more than one definition. Complete sentences 1–6 below with the correct words. You might have to change the form of the words. Use the dictionary definitions to help you.

dead *adj.* 1 not alive; 2 quiet, boring
curious *adj.* 1 wanting to know more; 2 very strange or unusual
rate 1 *n.* price, the cost of something; 2 *v.* to say how good something is
notice 1 *n.* a piece of paper saying something important; 2 *v.* to see something small and important
kid 1 *n.* a young child (informal); 2 *v.* to say something in a funny or joking way
serious *adj.* 1 quiet, humorless; 2 very bad

		Definition	
		1	2
1	This milk has a _____ taste. Is it old?		
2	This nightclub is _____.! There are only two people here.		
3	The plane ticket is usually \$1,500, but I bought it online and got a cheaper _____.		
4	Alex is usually so _____, but today he told a very funny joke in class.		
5	There is a stain on my shirt. I didn't _____ it until just now.		
6	Ms. Williams has 25 _____ in her first-grade class.		

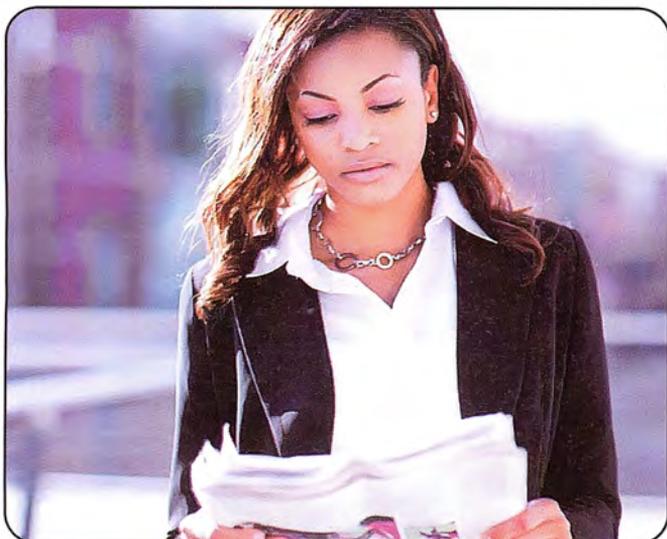
- B** For each sentence in **A**, which definition (1 or 2) did you use? Check (✓) your answers.

What do you think?

- 1 Are you interested in mysteries? What is your favorite mystery?
- 2 Have you ever seen anything mysterious, or has something mysterious ever happened to you? What happened?



True Life Stories **UNIT 12**



Getting Ready

Discuss these questions with a partner.

- 1 Look at the photos above. Where do you get your news from?
- 2 Why do you get your news from that source? Which source above do you think is most interesting? Which is most useful?

Before You Read

Stories about Vampires

A Think about answers to these questions.

- 1 The story on the next page is about a *vampire*. What does a vampire do? Complete the sentence below.
A vampire . . .
 - a drinks your blood.
 - b gives you wishes.
 - c takes your money.
- 2 Look at the picture on the next page and the title of the passage. Have you ever heard of a chupacabra? What do you think it does?

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

Understanding the Order of Events

In passages about an order of events, you often see words and phrases about time: *at first, then, suddenly, that's when*. You can also look for other clues. A person's name or a noun is usually given first, then followed in later sentences by pronouns like *he, she, it, and we*.

A The sentences below are from the passage on the next page. Put the events in the correct order from 1–6.

- 1 a My mother and I were watching a movie.
- b My mother and I went outside to find out what the noise was.
- c Suddenly, we heard a loud noise in the yard.
- d I thought it was a large dog at first.
- e That's when we saw this . . . thing.
- f But then it stood up on two legs—like a man!

B Now read lines 8–16 in the passage on the next page. Were your answers in A correct?**C Read the rest of the interview. Then answer the questions on page 148.**

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

Face to Face with a Chupacabra: An interview

For years, people in North and South America have told stories about the **chupacabra**. *Chupacabra* is Spanish for *goat sucker*. In this issue, Maria Teresa Perez, 24, from Chile, tells us her story.

Mystery Magazine: Tell us about that night. What happened?

Maria: My mother and I were watching a movie. It was late—maybe midnight. Suddenly,¹ we heard a loud **noise** in the yard.² We have chickens and other animals there. My mother and I went outside to **find out** what the noise was. That's when we saw this . . .

thing. I thought it was a large dog at first. It was dark, so I couldn't see well. But then it **stood up** on two legs—like a man! It was over a meter tall with red eyes and large teeth.

Mystery Magazine: What did you do?

Maria: My mom and I **screamed**, and the thing **ran away**. Or maybe it flew. It moved as fast as a bird.

Mystery Magazine: What happened to the animals?

Maria: Five chickens were dead. But the chupacabra didn't eat them. It drank their blood.

Mystery Magazine: So do you **believe** it was a chupacabra?

Maria: It was like a **nightmare**—a really scary dream—but I know it was **real**. Many people in Chile, Brazil, Mexico, even the U.S. have seen this thing. I hope I never see it again.



¹ If something happens **suddenly**, it happens quickly and without warning.

² A **yard** is an open area next to a house for plants and animals.

Reading Comprehension

Check Your Understanding

A Choose the correct answers.

- 1 Where have people seen the chupacabra?
 - a only North America
 - b only South America
 - c both North and South America
- 2 Which of these statements about the chupacabra is correct?
 - a It looks like a large dog.
 - b It stands on two legs.
 - c It is two meters tall.
- 3 How does Maria feel about the chupacabra?
 - a She's angry because it killed her chickens.
 - b She's afraid of it.
 - c She thinks it's funny.
- 4 Does Maria think she saw a chupacabra?
 - a Yes, she does.
 - b No, she thinks it was a bad dream.
 - c Maybe. She doesn't know.

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

	T	F
1 The chupacabra has red eyes and big teeth.		
2 The chupacabra was in the house.		
3 The chupacabra ate the chickens.		



Critical Thinking

- ## C
- 1 Do you think Maria's story is true? Why?
 - 2 Does your country have stories about something like the chupacabra?

Vocabulary Comprehension

Words in Context

A In each sentence, circle the best answer. The words in blue are from the passage.

- 1 There is a lot of traffic noise in the _____.
 - a countryside
 - b city
- 2 If you find out when the train is leaving, you _____ when it is leaving.
 - a don't know
 - b learn
- 3 When the president entered the room, everyone _____.
 - a stood up
 - b sat down
- 4 The little girl screamed "Help!" when she saw the _____.
 - a cute little cat
 - b large dog
- 5 My dog ran away from home. I don't know why he _____.
 - a left
 - b returned

Before You Read

An Accident

A Look at the title of the passage on the next page and at the photos. What do you predict this passage is about? Complete the sentence:

- 1 Maybe this passage is about some men who _____ .
 - a tell stories about accidents
 - b were trapped underground
 - c live in a very strange place
- 2 Look at the pictures on the next page. What do the pictures tell you about the story?

B Discuss your answers with a partner.

Reading Skill

Making and Checking Predictions

When you read, you can often predict what will come next. While you read, you also check to see if your predictions were correct. Good readers learn to make and check their predictions.

A Read paragraph 1 in the passage on the next page. Then stop and answer the questions below.

- 1 On August 5th, what happened to the 33 men? _____

- 2 Why were the men underground? _____

- 3 What do you think will happen next? _____

B Now read paragraph 2 in the passage on the next page. Then stop and answer the questions below.

- 1 Was your prediction in **A** correct? Yes No
- 2 How did rescue workers know the miners were alive? _____

- 3 What do you predict will happen next? _____

C Now read paragraph 3 in the passage on the next page. Then stop and answer the questions below.

- 1 Was your prediction in **B** correct? Yes No
- 2 How do you think this story ends? _____

D Now read the last paragraphs of the passage. Were your predictions correct? Read the whole passage again. Then answer the questions on page 152.

Alive to Tell Their Tale!¹

1 On August 5, 2010, an accident **trapped**
33 men 700 meters underground. The men
worked for a copper and gold mine near
Copiapó, Chile. At first, no one knew if the
5 miners had lived through the **accident**

2 Then, on the morning of August 22, **rescue**
workers made a hole deep enough to reach the
miners. The men wrote notes and sent them
up. The miners had **survived** by eating only
10 small bits of food at a time and drinking a little milk once a day. (The mine kept some
food and drinks underground in case of an emergency.) They had used their **tools** to dig
for water. They had used the batteries from machines to keep some lights on.



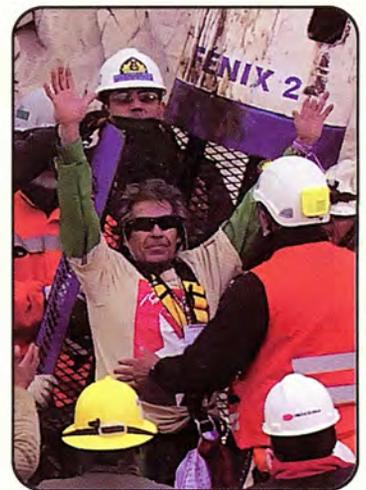
3
15
20

Rescue workers in orange safety gear and white hard hats gathered around a miner in a white hard hat, looking at a document or map. The miner is wearing a white hard hat and a white shirt with a red and yellow safety vest. The background shows a tunnel with a sign that says "FENIX 2".

Once the miners were found, the rescue workers passed them food, water, books, and letters from their families. Even though the miners had been found, the rescuers had to work hard to get them out. The rescuers needed a powerful drill to dig deep into the ground. It took 52 more days to save the men.

4
20
25

On the night of October 12, the workers were able to save the men. One by one the miners were brought up in a specially built **elevator**. They were weak, so the workers were very careful. Family members, friends, and people around the world cheered and **celebrated**. Church bells rang throughout Chile.



5
30

In all, the miners spent 69 **terrifying** days underground. "We had strength, . . . we wanted to fight for our families, and that was the greatest thing." said Luis Urzua, the supervisor.² He was the last miner to be saved.

¹ A **tale** is a story.

² A **supervisor** is a manager or group leader who makes sure workers are working correctly.

Reading Comprehension

Check Your Understanding

A Choose the correct answers.

- Where were the men trapped?
 - in an elevator
 - in a mine
 - in their office
- Which of these does the passage NOT say the men did to survive?
 - dug for water
 - drank milk
 - made a fire
- How were the men brought out of the mine?
 - in a special elevator
 - they climbed up a wide tunnel
 - by a very long ladder
- How many days did the men spend in the mine?
 - 22
 - 52
 - 69

B Put the events of the Chilean miners' story in order from 1 to 7. Then retell their story to a partner.

- 1 a An accident trapped the miners.
- ___ b The men were brought out of the mine.
- ___ c The workers received letters from their families.
- ___ d The miners sent rescue workers a note asking for help.
- ___ e The workers dug for 52 days to save the miners.
- ___ f Rescue workers reached the miners.
- ___ g Rescue workers put the special elevator in the mine.

- ## C
- What do you think was the scariest part of the miners' story?
 - What do you think the miners did first when they got home?



Critical Thinking

Vocabulary Comprehension

Words in Context

A In each sentence, circle the best answer. The words in blue are from the passage.

- I usually take the **elevator** to my office on the _____ floor.
 - first
 - ninth
- Tommy didn't mean to _____. It was an **accident**.
 - break the window
 - fix the window
- You will need some **tools** if you are going to _____.
 - build a table
 - eat dinner
- Polar bears **survive** the winter in Antarctica by _____.
 - playing in the snow
 - eating fish

- 5 Which of these can people trap?
 - a mice
 - b fruit
- 6 At the pool, the lifeguard's job is to rescue people who _____.
 - a can't swim
 - b break the rules
- 7 Which of these are you more likely to celebrate?
 - a a birthday
 - b an exam
- 8 Which of these is more terrifying?
 - a a sandwich
 - b an earthquake

B Complete the sentences with the words in blue from A.

- 1 The cat was meowing loudly when he got trapped in the box.
- 2 The taxi driver got into a(n) _____ because he was talking on his phone.
- 3 I don't like to walk up stairs. I want to take the _____.
- 4 You got an A+ on your test! Let's go out for dinner to _____.

A Add the suffix *-ful* to the nouns in the box to form an adjective. Then match the new word with its definition.

color help joy pain play youth

Adjective	Definition
1 <i>colorful</i>	with a lot of color
2	kind, always helping
3	young
4	happy
5	hurting
6	not serious, funny

Vocabulary Skill

The Suffix *-ful*

In this chapter, you read the word *careful*. The suffix *-ful* means *full of* (*care + ful = full of care, to do something with a lot of care*). There are many adjectives in English that end with the suffix *-ful*.

B Complete the sentences below using the words from A.

- 1 Bill has a toothache, and it's very _____.
- 2 The people in Pilobolus wear _____ costumes of blue, red, purple, and yellow.
- 3 Annette is a very _____ girl. She's always taking care of others.
- 4 My grandmother is 80 years old, but she still has a very _____ way of thinking.

Why is reading important to you? Do you like to read? Why or why not? Remember that becoming a good reader will help you in many aspects of life, not just in this class. As you become a better reader you will be able to contribute more to your education and to your community.

Real Life Skill

Identifying Types of Books

In bookstores, books are grouped together by type. For example, books about countries and vacations are usually in the *travel section* of a bookstore. Knowing a book's type can help you find it faster.

A Match each type of book with its description.

- | | | | | |
|---|------------------|-------|---|---|
| 1 | romance | _____ | a | scary stories |
| 2 | horror | _____ | b | stories about real people and events |
| 3 | science fiction | _____ | c | stories about the future, travel in space, etc. |
| 4 | mystery/thriller | _____ | d | love stories |
| 5 | nonfiction | _____ | e | an important work of writing |
| 6 | literature | _____ | f | a story where you try to guess the ending |

B Read the book titles and descriptions. What type of book is each one? Write the number from A in the chart. Some books are more than one type.

Book	Type of Book
The Time Machine <i>H. G. Wells</i> A man creates a machine and travels to the future. This book is read in many high school English classes.	3, 6
Angela's Ashes <i>Frank McCourt</i> The true story of a boy who grew up poor in Ireland. The story won a number of prizes.	
The Diary of a Young Girl <i>Anne Frank</i> The diary Anne Frank kept while hiding from the Nazis in the 1940s	
The Da Vinci Code <i>Dan Brown</i> A Frenchwoman and an American man try to find a killer. They fall in love during the adventure.	
Twilight <i>Stephenie Meyer</i> A story about a human girl who falls in love with a vampire boy.	
Life of Pi <i>Yann Martel</i> A young boy goes from India to North America by ship. The ship sinks, and the boy must share a small boat with a tiger. This book won a writing prize in 2002.	

What do you think?

- Which story in this unit was more interesting to you? Why?
- Both stories in this unit were about scary events. Do you know any scary stories? Tell the story to your partner.

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. See 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 from the text.

- A** Look at the passage on the next page. Read only the title and look at the picture. What do you think the article is about?
- B** Now read the first paragraph of the passage. What do you know about the topic? What do you think the term *style rookie* means? Discuss with a partner.

Cultivate Vocabulary

As you read, you may find words you do not know. Remember you do not need to understand all the words in a passage to understand it. Skip the unknown words for now, or guess what they mean. Underline new vocabulary. Write the new vocabulary in your vocabulary notebook. (See pages 6 and 7 for more advice on vocabulary.)

- A** Now read the second paragraph. Underline any words or phrases you do not know. Can you understand the passage even if you do not understand all of the words?
- B** Write the unknown words here. Without using a dictionary, try to guess their meaning. Use the words around the unknown word to help you.

New word/phrase	I think it means:

Think About Meaning

As you read, think about what you can infer, or guess about the author's intention, attitudes, and purpose for writing.

Read paragraphs 1 and 2 again. Discuss these questions with a partner.

- Who is Tavi Gevinson?
- How does the writer feel about Tavi Gevinson?
- Do you agree that a young person can understand fashion very well?

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 these tips.

Now read the whole passage *Style Rookie*. As you read, think about what you are learning.

Style Rookie

1 Tavi Gevinson is not like most high school girls. She picks out her own clothes and doesn't dress like the other girls at school. Tavi has many of her own
5 ideas about fashion, and she expresses them on her blog, *Style Rookie*. She often posts pictures from fashion shows and her own daily outfits.¹

2 Tavi started her blog when she was in
10 middle school. Her fashion choices and opinions were very good. At first, many people thought a professional wrote it. Her blog got popular very quickly. After only eight months of writing *Style*
15 *Rookie*, Tavi started to get messages from some of her favorite designers.

3 Tavi's mother is an artist and her father is an English teacher. They didn't know about the blog until *The New York Times* asked to do an interview.² Now, Tavi's
20 father goes with her to fashion events around the world.

4 Since she appeared in the newspaper, Tavi's fame has grown. In 2010, Tavi designed her own T-shirt with a fashion company. She's also written stories for fashion magazines. In that same year she was the guest of famous designers at fashion events in New York, Paris, and Japan.

5 25 People all around the fashion world now take Tavi seriously. What does Tavi want to do when she grows up? She's already doing it!



218 words Time taken _____

¹ An **outfit** is a set of clothing.

² An **interview** is when someone asks another person questions to find out about them.

Verify Strategies

To build your reading fluency, think about how you use strategies to read, and 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. Also, think about how fluently you were able to read the passage to get the information you needed.

Reading Comprehension

Choose the correct answers.

- 1 What is this passage about?
 - a fashion at American high schools
 - b a girl who learned about fashion in school
 - c a high school student with a fashion blog
 - d a high school that teaches fashion
- 2 How is Tavi different from other high school girls?
 - a She dresses differently.
 - b She has her own ideas about fashion.
 - c She writes the blog *Style Rookie*.
 - d She is interested in clothes.
- 3 Why did designers contact Tavi?
 - a They wanted to be like her.
 - b They liked her blog.
 - c They wanted to work for her.
 - d They wanted to meet Tavi's parents.
- 4 According to the passage, which newspaper did Tavi do an interview for?
 - a *Style Rookie*
 - b *Vogue*
 - c *The New York Times*
 - d her high school newspaper
- 5 Which is NOT true about Tavi?
 - a She has written articles for fashion magazines.
 - b She was a special guest at a few fashion shows.
 - c Her mother is an artist and her father is a teacher.
 - d She wants to be a flight attendant when she grows up.

SELF CHECK

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

Reading skill	Useful	Not useful	Needs work
Identifying Similarities and Differences			
Making and Checking Predictions			
Making Inferences			
Predicting from the Title			
Reading for Details			
Recognizing Purpose			
Scanning			
Skimming			
Skimming for the Main Idea			
Understanding Cause and Effect			
Understanding Main Ideas			
Understanding Main Ideas in Paragraphs			
Understanding the Order of Events			

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

Reading skill	Useful	Not useful	Needs work
PRO			
SQ3R			
Dealing with Unknown Words			
Reading ACTIVEly			

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

Review Reading 7: Celebrity Chef Anthony Bourdain

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.

Celebrity Chef Anthony Bourdain

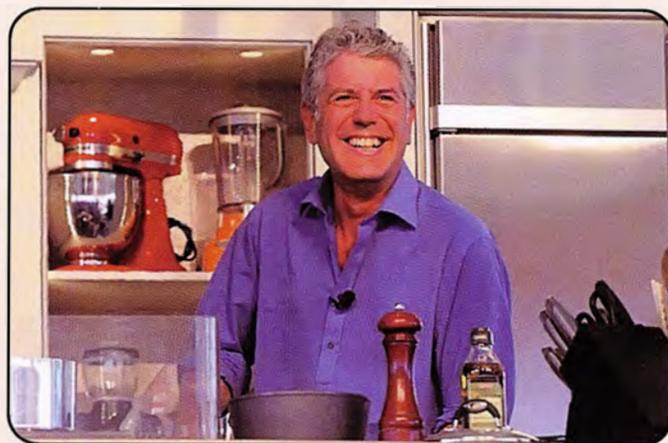
Anthony Bourdain is a celebrity chef, author, and television host. He has experience working as a chef in some of New York City's most popular restaurants. He wrote a book about his adventures.¹

The book became a favorite for food lovers. It tells stories about the way chefs really cook. Readers learned that most kitchens are not sparkling clean and that many chefs are not trained.

Today, Bourdain is the host of a travel show about food. On the show, he travels to different cities learning about the local food and culture. He is very interested in the relationships people have with their food.

On the show, Bourdain has traveled to dozens² of places. He hunted and ate lizards³ in Saudi Arabia. He helped make kimchi in Korea. He explored bat caves in Jamaica. He has also filmed his show in places like Ghana and Tahiti.

Bourdain has said that he loves eating Vietnamese food and that he wants to live in Vietnam someday. It is his favorite country. But for now, he will continue to host his show and work as a chef at his famous New York City restaurant.



191 words Time taken _____

¹ An **adventure** is an unusual, exciting, or dangerous trip.

² If you have a **dozen** things, you have twelve of them.



³ a lizard.

Reading Comprehension

Choose the correct answers.

- 1 How did Anthony Bourdain become a famous chef?
 - a He used to host a television show.
 - b He traveled to different cities.
 - c He has eaten unusual foods.
 - d He wrote a book about cooking.

- 2 Why was Bourdain's first book popular?
 - a It explained how to cook.
 - b It told secrets about the restaurant business.
 - c It was full of interesting travel stories.
 - d It talked about unusual foods from around the world.

- 3 What does Bourdain NOT do on his television show?
 - a travel to unusual places
 - b start new restaurants
 - c learn about cooking
 - d talk to people about food

- 4 Why does Bourdain travel the world?
 - a He wants to be a famous explorer.
 - b He wants new ideas for his restaurant.
 - c He likes talking to people about food.
 - d He wants to teach people how to eat healthier.

- 5 Why does Bourdain want to live in Vietnam?
 - a He has many friends there.
 - b He wants to learn Vietnamese.
 - c He used to work in a restaurant there.
 - d He likes the country a lot.

Review Reading 8: Just A Dream?

Fluency Practice

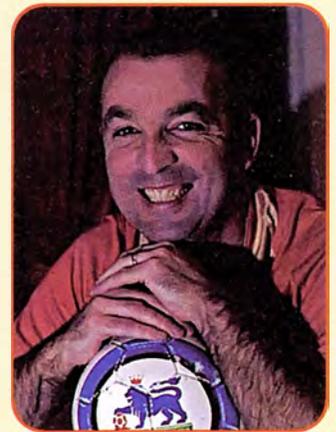
Time yourself as you read through the passage. Try to read as fluently as you can. Record your time in the Reading Rate Chart on page 176. Then answer the questions on the next page.

Just a Dream?

Adrian Hayward is a big soccer fan. In 2005, he had a strange dream. In the dream, Hayward was watching a soccer game. He saw Xabi Alonso (a Spanish player who, at that time, played for an English team) kick the ball from behind the halfway line and score a goal. This kind of goal rarely happens because the halfway line is at least 50 meters away from the goal. That's a long distance to kick a ball!

The next day, Hayward couldn't stop thinking about his **weird** dream. He decided to bet some money on it. He called a friend and bet £200 on his dream. Everyone thought it was a joke.

According to the bet, if Xabi Alonso scored a goal from behind the halfway line in any game that season, Hayward would win £25,000. If he didn't, Hayward would lose £200.



Months passed. Then one afternoon, Hayward was watching a soccer game on TV. Xabi Alonso was playing. At the end of the game, Xabi Alonso had the ball, but he was very far from the net. Then he did something incredible. He kicked the ball 65 meters and scored a goal, just like in Hayward's dream! Alonso's team won the game, and Hayward received £25,000.

It seems some dreams really do come true.

217 words Time taken _____

Reading Comprehension

Choose the correct answers.

- 1 Hayward's dream _____.
 - a was a nightmare
 - b seemed to predict the future
 - c was very funny
 - d occurred many times

- 2 What happened in Hayward's dream?
 - a He met a famous soccer player.
 - b He was a famous soccer player.
 - c He saw a soccer player score an unusual goal.
 - d He got some money from a famous soccer player.

- 3 The word **weird** (line 8) means _____.
 - a unimportant
 - b funny
 - c strange
 - d true

- 4 Why did Hayward call his friend?
 - a to ask for some money
 - b to repay some money
 - c to bet some money
 - d to change some money

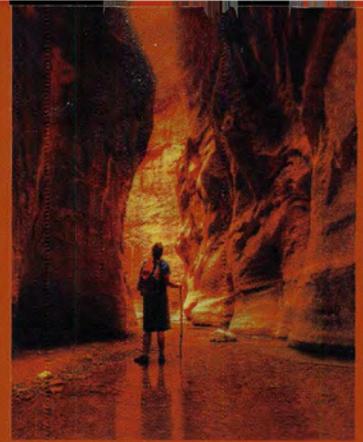
- 5 At the end, what happened to Hayward?
 - a His friend joined an English soccer team.
 - b His team lost a game, and he lost £200.
 - c His dream turned into reality, and he won a lot of money.
 - d His team won the game, but Hayward didn't get the money.



THIRD EDITION

ACTIVE

SKILLS FOR READING INTRO



ACTIVE Skills for Reading is an exciting five-level reading series that develops learners' reading comprehension and vocabulary skills. Written by reading specialist Neil J Anderson, the new edition of this best-selling series uses an ACTIVE approach to help learners become more confident, independent — and active — readers.

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- **New readings!** A substantial number of the reading passages have been replaced. All other readings retained from the previous edition have been revised and updated.
- **New Motivational Tips!** Each chapter contains a tip box with Neil J Anderson's suggestions to students on ways to boost their motivation and become stronger readers.
- **New!** Full-color design and photographs to engage students' interest.
- **New!** Completely revised assessment CD-ROM with ExamView® test generator software.

ACTIVE Reading

- A** = Activate Prior Knowledge
- C** = Cultivate Vocabulary
- T** = Think About Meaning
- I** = Increase Reading Fluency
- V** = Verify Strategies
- E** = Evaluate Progress

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