

THIRD EDITION

ACTIVE

SKILLS FOR READING: Intro

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Teacher's Guide



Australia • Brazil • Japan • Korea • Mexico • Singapore • Spain • United Kingdom • United States

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1 Living Online

Getting Ready

Answer Key

A: Clockwise: e. a cell phone; b. a video game;
d. a website; c. an e-reader; a. a computer

B: Answers will vary based on each students' individual use of technology.

CHAPTER 1: Meeting Friends Online

Chapter Summary

Target Vocabulary: area, buy, discussion, favorite, (leave a) message, make friends, photo, (send a) text message

Reading Skill: Scanning

Reading Passage Summary: On *Face2Face*, a social media network, students can create a personal homepage, meet new friends, start a blog, discuss interesting topics, play games, and do many other things online.

Vocabulary Skill: Singular and Plural Nouns

Answer Key

Before You Read

A: Answers will vary based on personal experience.

Reading Skill

A: Students' predictions will vary. Actual answers:

1. true; 2. true; 3. false; 4. false

Reading Comprehension

A: 1. c (line 2); 2. a (lines 4 and 13); 3. a (lines 10–11);
4. c (line 17)

B: 1. Music; 2. My Page; 3. Members/Blogs/Groups;
4. Groups/Blogs

Critical Thinking

1. Answers will vary based on personal opinions;
2. Students may mention *Facebook* or *Qzone*.

Vocabulary Comprehension

A: 1. picture; 2. like; 3. on the Internet; 4. talk; 5. send;
6. leave a message; 7. city; 8. money

B: Answers will vary. For question 1, possible answers include: online pen pals, meeting people who share similar interests at school, or meeting new people who are friends of friends. For question 4, note that many different places can be beautiful. They might have natural scenery, or interesting architecture. Areas might be considered *not beautiful* because they are too urban, too dirty, or too polluted.

Vocabulary Skill

A: 1. singular; 2. plural; 3. singular; 4. singular;
5. plural; 6. singular; 7. plural; 8. plural; 9. singular;
10. plural

B: 1. actor, movies; 2. messages; 3. games;
4. blog/homepage; 5. member

Teaching Notes

- In **Before You Read**, encourage students to talk about how they communicate with their friends (face-to-face, online, talking on the phone, or texting each other). Ask for examples of how they meet new people and spend their time with their friends.
- The **Reading Skill** of *Scanning* requires students to read quickly for specific information. However, students should be encouraged to go beyond simply matching up words in the question with words in the text; they need to look more closely for context. For example, for question 4, the passage says you can put videos on your *Face2Face* homepage or watch music videos, but the text does not say that you can *make* your own videos.
- Give some more examples of when scanning is useful. For example, if you are looking for specific information online, you would look quickly for certain words or names as you decide whether a particular website is suitable for your purposes.
- In **Reading Comprehension A**, point out the negative phrasing of question 2. The passage contains information about option b on line 11 and option c on line 4; so, by a process of elimination, the correct answer is option a. For question 3, students will need to infer the answer because a *blog* is not clearly defined in the passage. However, the phrase *write your thoughts in a daily diary* is used in the same bullet point immediately after the word *blog*.
- The word *blog* is the short form of *Web log*, and refers to websites where people keep an online journal or diary that is typically updated quite often. Students should be aware that since blogs contain personal opinions, they are not generally reliable sources of factual information.
- Note that **Vocabulary Comprehension** contains a number of *collocations* (words that are usually found together) such as *send a message (to)*, *leave a message (for)*, and *text message*.
- For **B**, question 2, ask *how often* students check their email or cell phones for messages. For question 3, ask how often they shop online, and how they pay for it.
- In **Vocabulary Skill**, note that some (but not all) nouns that end in “y” change to “i” before adding “es” in the plural. Examples include *hobby* to *hobbies* and *story* to *stories*.

Extension Activities



Reading Skill Extension: *Treasure Hunt*

Have students scan classified pages from a newspaper for particular information.

Before the class: Select classified advertisements from a newspaper. Use items that are interesting to students such as sports equipment, electronics, cars, motorbikes, classes, or pets. Cut out enough advertisements to fit on one sheet of paper. Make one photocopy for each student. Based on the advertisements, create 15 questions, making sure to vary the information that students must find. Use the additional information in the ads as distractors from the correct answers. For example, if students have to search for a used digital camera, have more than one camera ad, with different models.

In Class: Hand out the advertisements with the questions and see who can find the answers the quickest. When students finish, have them form groups and discuss how they chose their answers.



Listening/Speaking Skill Extension: *Answering Machines*

Students practice giving a message and responding to other students' messages.

1. Have each student prepare a message that might be left on an answering machine. See **Vocabulary Comprehension A**, item 6, for an example. Divide students into two groups: *answering machines* and *callers*. Ask each *caller* student to pair up with an *answering machine* student. The *answering machine* students give a *recorded message* and callers must respond by leaving a brief message.

CHAPTER 2: Extreme Gamers

Chapter Summary

Target Vocabulary: connected, crazy, feel like, machine, rock (music), terrific, tired, turn off

Reading Skill: Predicting from the Title

Reading Passage Summary: *Active* games, like the one in the text, are video games that can be played by one person, or more, and require physical activity, which makes the game feel more real.

Vocabulary Skill: Adding *-er* or *-r* to form new nouns

Answer Key

Before You Read

A: 1. playing a computer game; 2. Answers will vary; 3. doing things that require energy and moving physically

Reading Skill

A: 1. Answers will vary. Possible answers include: *games* or *video games* or *computer games*.

Reading Comprehension

A: 1. c (line 10); 2. b (lines 29–31); 3. b (lines 33–34); 4. a (line 12)

B: a. 5 (line 28); b. 1 (lines 1–2); c. 3 (lines 21–22); d. 6 (lines 39–40); e. 2 (lines 4–7); f. 4 (lines 24–28)

Critical Thinking

Answers will vary based on personal opinions.

Vocabulary Comprehension

A: 1. d; 2. e; 3. b; 4. f; 5. g; 6. h; 7. c; 8. a

B: Answers will vary. 1. Possible answers include: computer, cell phone, television, DVD player, microwave, car, train, GPS (or *sat nav*), elevator, etc.

Vocabulary Skill

A: 1. dancer; 2. surfer; 3. writer; 4. designer; 5. painter; 6. player; 7. reader; 8. speaker; 9. listener; 10. singer

B: 1. designer; 2. surfer; 3. listener; 4. painters; 5. writer

C: Answers will vary. See **Teaching Notes** below for homework suggestions.

Real Life Skill

A: 1. Students' blog profiles will vary.

B and C: Students' blog posts and emails will vary.

What Do You Think?

Answers will vary. See Teaching Notes for some suggestions.

Teaching Notes

- In **Before You Read**, ask the class about video games that they play. How often do they play? For how long at a time? For question 3 about, ask for additional examples of being *active* (*walking, swimming, running, playing sports*, etc.).
- In **Reading Skill**, explain that titles usually give the main idea for the entire reading, not just a single paragraph or other section. Identifying the main idea is often tested through thinking about the best title.
- In **Vocabulary Comprehension B**, question 4, explain that *look like* refers to physical appearance but the word *like* on its own can also refer to personality. For example: *Jim looks like his mother (they both have brown eyes and curly brown hair), but he gets angry quickly like his father.*
- In **Vocabulary Skill**, note that many new nouns can be made by adding *-er* or *-r* to verbs, but some do not work that way. For example, *actor* has *-or* added to the verb *act*, and *blogger* has the “g” doubled before adding *-er*. Ask students to think of other irregularly spelled words for jobs or people who do things. Assign this as homework and allow several days for them to find examples.
- In **Real Life Skill**, point out that the Carlos' blog name contains an idiom. We say *What's up?* as an informal way of asking *How are you?* or *What's new in your life?* Also, *Carlito* means *little Carlos*. Perhaps there is someone older in the family who has the same name. Have students work in pairs to identify the different parts of the blog profile. They

should ask about things they don't understand. For example, a *last name* is a *family name*, or *surname*, which in some cultures comes before the first name.

- For **B**, students can also find blogs at other useful websites like www.blogspot.com. They can also search for blogs at www.google.com/blogsearch, where they can find blogs on particular topics. For **C**, step 3: note that to *publish* or *post* means you are making information public on a website.
- Reading or writing blogs is a popular way for English language learners to practice their English through authentic reading and writing. One option for securely using blogs for a class activity is to use blog sites such as www.livejournal.com where you can control who may participate and read the students' blogs.
- In **What Do You Think?**, ask how often students use their computers. How often do they use their computers compared to finding information from other sources, such as books? Do they also prefer to use a computer for entertainment or communication?
- Please note: There are many social networking websites, and they can be useful for keeping in touch with and meeting new people. However some people are not truthful about themselves and use false personal information to take advantage of others. For that reason, students should be careful about giving detailed contact information such as addresses and home telephone numbers.

Extension Activities



Integrated Skill Extension: *Predicting from Titles*

Have students look at the titles of songs, video games, and movies to predict the content.

1. Have students to brainstorm titles of popular songs, TV shows, games, and movies. Divide the class into three groups: one for each category. Have each group make a list of titles.
2. Have the groups take turns reading and saying their list of titles. Ask the rest of the class to think about how each title relates to the content. Call on students to give their predictions.
3. In some cases, the title might not give a direct clue about the content. In those cases, ask for suggestions of titles that might work better.



Speaking/Listening Skill Extension: *Name the Game*

Have students form small groups and work together to describe their favorite games for others to identify. This activity will work best with students interested in boardgames and computer games.

1. Have each student think of a game they know. It could be a popular video or online game or a childhood game their classmates will know. They should not say the name of this game out loud.
2. Ask students to work in groups of four. Have them take turns describing the details of their game, being careful not to mention the name or names of important characters or places in the game. Each student should talk until someone in the group correctly guesses the name of the game.



Reading/Writing Skill Extension: *Following a Blog*

Students follow two blogs for a week and make notes about them in their journals.

1. Students should choose blogs that seem to update regularly. Alternatively, students should make sure to read one post a day. Have students use www.google.com/blogsearch to find two blogs on a topic that interests them, such as celebrity figures, sports, fashion, etc. Ask them to read both blogs for a week.
2. Over the week, they should make notes about the blogs in their journals every day. They can choose whether to react to the content of the blogs or the way in which they are set up. The goal is to have an idea of how a blog actually works before starting one themselves.
3. At the end of the week, have a class discussion on the positive and negative points about different blogs. Encourage students to consider starting their own blogs in English.