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# Introduction

Reading Pass is a four-level series combining engaging content with integrated skill building. Each book contains 20 units centered around a variety of high-interest topics. At the core of each unit is a reading passage, followed by interconnected vocabulary, listening, speaking, grammar, and writing activities. This comprehensive method allows students' English to steadily improve. At the same time, the topics keep students interested and motivated.

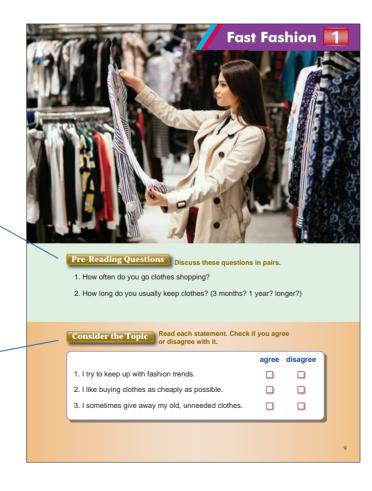
On the downloadable audio files, students can listen to every Reading Passage, Listening Exercise, and Listening Activity.

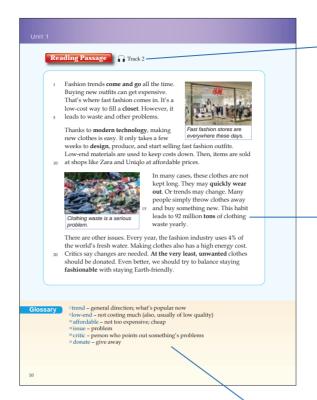
A Teacher's Manual is also available. It includes the Answer Key to the exercises in Reading Pass Intro and a Listening Transcript conveniently laid out for easy copying. Additionally, a Data CD contains a wealth of resources to assist teachers with their classes.

The following is a brief explanation of the components that make up each unit of *Reading Pass Intro*:

This ex rcise includes two simple questions designed to get students to start thinking about the unit's topic. The ex rcise can be done in pairs, or the entire class can discuss the questions together.

This pre-reading ex rcise gives each student a chance to register his or her opinion about three statements related to the topic. The ex rcise encourages students to be more active and interested learners.





Above the article is a headphones icon. Nex to it is a track number indicating the track in the downloadable audio files on which students can listen to a recording of the article.

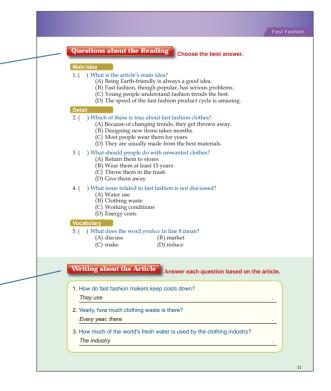
The core component of each unit is an article about a topic of current interest. The topics have been selected from a wide range of fields, including technology, health, science, modern lifestyles, sports, the environment, and many others. This variety reflects the wide scope of our daily reading experiences and the breadth of issues facing us in the 21st century.

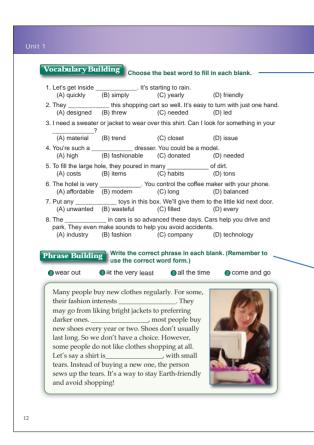
Each article in Reading Pass Intro is about 150 words long. The vocabulary, sentence structure, and length are carefully controlled to improve comprehension and allow for focused instruction. The unit's target vocabulary words and phrases (which are tested in the Vocabulary Building and Phrase Building ex rcises) are highlighted in bold for easy reference.

Beneath the article is a glossary (with definitions in simple English) of the article's most challenging words and phrases.

This exercise is made up of five multiplechoice comprehension questions. Every unit starts with a Main Idea question. Nex there are three Detail questions. Finally, there is a question about understanding Vocabulary in contex.

This ex rcise gives students a chance to write short responses to questions about the article. To make things easier, the first few words of each answer are given. Each answer should be one sentence long.



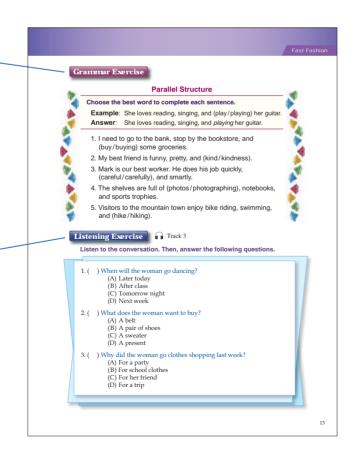


This exercise tests the unit's eight target vocabulary words. The target words were selected for their usefulness and frequency of use. They are words students will encounter and use over and over when speaking, reading, and writing English.

This exercise gives students the opportunity to use the unit's three target phrases in a different context. It uses the "clox passage" format. Phrases should be used only once, and students should make sure to use the correct word form. Note that there are four phrases but only three blanks. The exercise raphrase is there to reduce quessing.

This exercise focuses on improving students' grammar and usage skills. It is designed to strengthen their proficiency in reading and writing key language structures found in the unit's Reading Passage.

The three questions in this ex rcise are based on a short conversation (about 50 words long) related to the unit's topic. The conversation, which is included in the downloadable audio files, is between two people. (The track number is written nex to the headphones icon.) Not only does this ex rcise strengthen general listening skills, but it's also exe llent practice for tests such as TOEIC and TOEFL.



Listening Activity

Track 4

Listen to the announcement. Then fill in the information in the chart.

1. What day does the event start?

2. What is the event called?

3. What will the store do with the old clothes?

4. How much is the coupon's discount?

5. How long does the event last?

Discussion Questions

1. Do you like wearing different clothes every day? Or do you have a few favorite outfits that you often wear?

2. What do you think about fast fashion? In your opinion, what are its good and bad points?

3. Many people like shopping for used clothes. (For example, some kinds of vintage clothes are popular.) Have you ever tried that?

The Listening Activity is based on a short talk (about 50 words long). Each talk, which is related to the unit's topic, is recorded on the downloadable audio files. (The track number is written nek to the headphones icon.) A variety of talk types are used, including information announcements, advertisements, news reports, and others. This activity gives students practice in listening for key details, just as they would in the real world. It also offers exe llent practice for TOEIC and TOEFL.

Now it's time for students to share their own ideas about the unit's topic. As they've already read an article and listened to a short conversation and short talk about the topic (in addition to doing many other ex rcises), they should be well prepared to hold discussions on the subject. The three questions in this ex rcise can be discussed in pairs, or the class can discuss the questions together.

### What's New in the Second Edition

Reading Pass Intro, Seo nd Edition contains a number of enhancements.

### New Units

Three units from the first edition have been replaced by completely new units. This change allows for the inclusion of several fresh new topics for students to read and consider. The remaining units have been revised and updated to account for changes that have occurred since the release of the first edition.

## Photo Captions

Captions have been added beneath the photos in the Reading Passage. This addition provides better contex and relevance for the images.

# • Reading Comprehension Questions Reorganize d

In each unit's Questions about the Reading exercise, the first question now asks about the article's main idea. That is followed by three detail questions. Finally, a vocabulary question asks students to identify a word or phrase in contex.

### Glossary

A new glossary can be found at the back of the book. It lists every unit's target words and phrases. These checklists help students review key vocabulary and keep a record of the target items that they've studied.

# • New Audio Recordings

New recordings have been made for the Reading Passages, Listening Experies, and Listening Activities. They are all located on downloadable audio files.

### Enhanced Data CD

In addition to the Teacher's Manual, a Data CD is available for teachers. It includes numerous resources to assist with class preparation, including a Teaching Guide as well as a Test Bank containing an extensive set of additional expression resources.



# **Pre-Reading Questions**

Discuss these questions in pairs.

- 1. How often do you go clothes shopping?
- 2. How long do you usually keep clothes? (3 months? 1 year? longer?)

# **Consider the Topic**

Read each statement. Check if you agree or disagree with it.

	agree	disagree
1. I try to keep up with fashion trends.		
2. I like buying clothes as cheaply as possible.		
3. I sometimes give away my old, unneeded clothes.		

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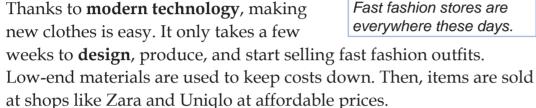
# **Reading Passage**



Fashion trends **come and go** all the time. Buying new outfits can get expensive. That's where fast fashion comes in. It's a low-cost way to fill a **closet**. However, it

leads to waste and other problems.

Thanks to **modern technology**, making new clothes is easy. It only takes a few





Clothing waste is a serious problem.

In many cases, these clothes are not kept long. They may quickly wear out. Or trends may change. Many people simply throw clothes away and buy something new. This habit leads to 92 million tons of clothing waste yearly.

There are other issues. Every year, the fashion industry uses 4% of the world's fresh water. Making clothes also has a high energy cost.

Critics say changes are needed. At the very least, unwanted clothes should be donated. Even better, we should try to balance staying fashionable with staying Earth-friendly.

### **Glossary**

- <sup>1</sup> trend general direction; what's popular now
- 9 low-end not costing much (also, usually of low quality)
- <sup>10</sup> affordable not too expensive; cheap
- <sup>18</sup> issue problem
- <sup>20</sup> critic person who points out something's problems
- <sup>21</sup> donate give away

# **Questions about the Reading**

Choose the best answer.

### Main Idea

- 1. ( ) What is the article's main idea?
  - (A) Being Earth-friendly is always a good idea.
  - (B) Fast fashion, though popular, has serious problems.
  - (C) Young people understand fashion trends the best.
  - (D) The speed of the fast fashion product cycle is amazing.

### Detail

- 2. ( ) Which of these is true about fast fashion clothes?
  - (A) Because of changing trends, they get thrown away.
    - (B) Designing new items takes months.
    - (C) Most people wear them for years.
    - (D) They are usually made from the best materials.
- 3. ( ) What should people do with unwanted clothes?
  - (A) Return them to stores
  - (B) Wear them at least 15 years
  - (C) Throw them in the trash
  - (D) Give them away
- 4. ( ) What issue related to fast fashion is not discussed?
  - (A) Water use
  - (B) Clothing waste
  - (C) Working conditions
  - (D) Energy costs

# Vocabulary

- 5. ( ) What does the word *produce* in line 8 mean?
  - (A) discuss
- (B) market

(C) make

(D) reduce

# Writing about the Article

Answer each question based on the article.

1. How do fast fashion makers keep costs down?

They use

2. Yearly, how much clothing waste is there?

Every year, there

3. How much of the world's fresh water is used by the clothing industry?

The industry

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# Vocabulary Building

Choose the best word to fill in each blank.

1.	Let's get inside _	It's	s starting to	rain.	(D) friendly	
_		(B) simply				
	(A) designed	this shopping (B) threw	cart so well	l. It's easy t	o turn with just one ha	ind
						ur
J.	?	or jacket to wear	over triis srii	iii. Caii i io	ok for something in yo	uı
	(A) material					
4.	You're such a	dres	ser. You cou	ıld be a mo	del.	
	(A) high	(B) fashionable	(C) dona	ated	(D) needed	
5.	To fill the large ho (A) costs	ole, they poured ir	n many		of dirt.	
6.	The hotel is very (A) affordable	Y	ou control th' (C) lona	ne coffee m	naker with your phone. (D) balanced	
					the little kid netk doo	r
	(A) unwanted					1.
					ars help you drive and	
-	park. They even			•		
	(A) industry					
Pł	rase Buildin	Write the cor	rect phrase	in each b	lank. (Remember to	
		use the corre	ect word for	rm.)		
	wear out	at the very lea	ast • a	all the time	come and go	)
_						1
	Many people bu	ay new clothes re	egularly. Fo	or some,		
	their fashion int	erests	·	They		Н
	may go from lik	ing bright jacke	ts to prefer	ring		Н
	darker ones		, most peo	ple buy		Н
	new shoes every	y year or two. Sh	noes don't u	ısually	All the state of t	П
	last long. So we	don't have a cho	oice. Howe	ver,		П
	some people do	not like clothes	shopping a	ıt all.		П
	Let's say a shirt	is	, with	small		П
		buying a new o				
		rs. It's a way to s	-			
	and avoid shop					

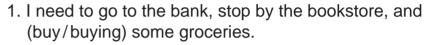
# Grammar Exercise

# **Parallel Structure**

Choose the best word to complete each sentence.

**Example**: She loves reading, singing, and (play/playing) her guitar.

**Answer**: She loves reading, singing, and *playing* her guitar.



- 2. My best friend is funny, pretty, and (kind/kindness).
- 3. Mark is our best worker. He does his job quickly, (careful/carefully), and smartly.
- 4. The shelves are full of (photos/photographing), notebooks, and sports trophies.
- 5. Visitors to the mountain town enjoy bike riding, swimming, and (hike/hiking).

# Listening Exercise



Listen to the conversation. Then, answer the following questions.

- 1. ( ) When will the woman go dancing?
  - (A) Later today
  - (B) After class
  - (C) Tomorrow night
  - (D) Next week
- 2. ( ) What does the woman want to buy?
  - (A) A belt
  - (B) A pair of shoes
  - (C) A sweater
  - (D) A present
- 3. ( ) Why did the woman go clothes shopping last week?
  - (A) For a party
  - (B) For school clothes
  - (C) For her friend
  - (D) For a trip

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# Listen to the announcement. Then fill in the information in the chart. 1. What day does the event start? 2. What is the event called? 3. What will the store do with the old clothes? 4. How much is the coupon's discount? 5. How long does the event last?

# **Discussion Questions**

Listening Activity Track 4

- 1. Do you like wearing different clothes every day? Or do you have a few favorite outfits that you often wear?
- 2. What do you think about fast fashion? In your opinion, what are its good and bad points?
- 3. Many people like shopping for used clothes. (For example, some kinds of vintage clothes are popular.) Have you ever tried that?



# **Pre-Reading Questions**

Discuss these questions in pairs.

- 1. What kinds of movies do you like?
- 2. Have you ever seen an independent film? (ex: a student film, an art film, or a film from a small studio)

Consider the Topic

Read each statement. Check if you agree or disagree with it.

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	agree	disagree
1. I watch at least one movie a month.		
2. You have to spend a lot of money to make a good movie.		
3. Some theaters near me show independent films.		

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