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Introduction

Reading Pass is a four-level series combining interesting content with integrated skill building. Each book contains 20 units that deal with a variety of up-to-date 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 rapidly improve. At the same time, the engaging topics keep students interested and motivated.

A **CD** is included with each book so that 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*, as well as a **Listening Transcript** conveniently laid out for easy copying.


The following is a brief explanation of the components that make up each unit of *Reading Pass 1*:

Each unit starts with a short introduction to the topic.

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

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

Olympic Cities 1



Millions of people watch the Olympic Games. They cheer for their home countries and favorite athletes. Host cities spend years preparing for the event. There are many good reasons to host the games. But there are also risks.

Pre-Reading Questions Discuss these questions in pairs.

1. Do you usually watch the Olympics?
2. Why do cities want to host the Olympics?
3. Can you think of any problems with hosting the games?

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

	agree	disagree
1. I would love to watch the Olympics in person.	<input type="checkbox"/>	<input type="checkbox"/>
2. Hosting big sporting events is good for cities.	<input type="checkbox"/>	<input type="checkbox"/>
3. After the Olympics, it's hard to find new ways to reuse the stadiums.	<input type="checkbox"/>	<input type="checkbox"/>

9

Unit 4

Reading Passage Track 2


The Olympic Games bring the world together for two weeks of sporting greatness. Millions watch as **athletes** go for the gold. But the Olympics aren't just about sports. The games are very important to the **host** cities, too.

5 There is strong competition to host the games. **Hopeful** cities first make **plans** for stadiums, **transportation**, and many other things. A winning bid is then chosen by the IOC. All of this happens well in **advance** of the games. For example, in 2013 Tokyo was named the site of the 2020 Summer Olympics.

10 The city with the winning bid spends years **putting its plans to work**. Roads, buildings, and train lines are built. That means new jobs and big city improvements. Finally, during the games, all the world's eyes are on the proud host.

Even after the Olympic torch goes out, host cities can see benefits.

15 Squaw Valley was just a small California town before the 1960 Winter Olympics. **Afterwards**, it became a top ski resort. Other cities reuse stadiums for concerts and special **events**.



The Olympic logo is one of the world's most famous symbols.

The news isn't always good, though. It took Montreal 30 20 years to **pay off** its \$1.5 billion debt from the 1976 games. Also, some hosts, like Athens, don't reuse their beautiful new buildings. Still, many 25 places **accept** these risks. They work hard and spend heavily for the honor of becoming an Olympic city.

5 competition – fight to win
7 bid – application; proposal
7 IOC – International Olympic Committee
14 torch – stick or rod with a flame on one end
16 resort – vacation spot (usually with a hotel and special activities)
21 debt – money or favor owed to someone
25 risk – chance of failing; danger

10

Above the article is a CD icon. Next to it is a track number indicating the track on the CD where 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 are 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 1* is about 200 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 exercises) 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 multiple-choice comprehension questions. Every unit starts with a Main Idea question. Next there are three Detail questions. Finally, there is a question about understanding Vocabulary in context.

This exercise 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.

Olympic Cities

Questions about the Reading Choose the best answer.

Main Idea

1. () What is the article's main idea?
 (A) Every city works hard to improve itself.
 (B) Tokyo sent the IOC a great bid for the 2020 Olympics.
 (C) Very few cities compete to host the Olympics.
 (D) Hosting the Olympics has its benefits, but there are risks.

Detail

2. () What do cities do before the IOC chooses a host?
 (A) They build new roads.
 (B) They reuse their stadiums.
 (C) They rename train lines.
 (D) They make detailed plans.

3. () What does the article suggest about Squaw Valley?
 (A) It had to pay off a big debt after hosting the Olympics.
 (B) The town was not a top ski resort before 1960.
 (C) Squaw Valley's Summer Olympics were a big success.
 (D) Concerts and other events are now held in its stadium.

4. () Which place probably did NOT reuse its Olympic stadium?
 (A) Montreal
 (B) Tokyo
 (C) Squaw Valley
 (D) Athens

Vocabulary

5. () What does the word *tell* in line 7 mean?
 (A) almost
 (B) healthy
 (C) far
 (D) excellent

Writing about the Article Answer each question based on the article.

1. When was Tokyo named the host of the 2020 Olympics?
Tokyo was named _____.

2. What are three types of things built before the Olympics?
Cities build _____.

3. How much money did Montreal owe after the 1976 games?
After the games, _____.

11

Vocabulary Building Choose the best word to fill in each blank.

- Do you have any _____ for the weekend? I might go swimming.
(A) winners (B) plans (C) details (D) sites
- Yes, I can _____ 6,000 yen for the bike. I think you're going to love it.
(A) become (B) mean (C) watch (D) accept
- There were 2,000 people at the _____. Every seat was taken.
(A) event (B) road (C) honor (D) town
- Martin is _____ about the race. He thinks he has a chance to win.
(A) important (B) hard (C) hopeful (D) heavy
- First, we'll have dinner. _____, we'll take a walk along the river.
(A) Still (B) Though (C) Even (D) Afterwards
- The _____ of the party is over there. Let's say hello to him.
(A) debt (B) host (C) resort (D) job
- _____ have to exercise a lot and watch what they eat.
(A) Benefits (B) Athletes (C) Improvements (D) Concerts
- Tokyo and Osaka have great _____ systems. Both cities have many trains and buses.
(A) transportation (B) stadium (C) competition (D) building

Phrase Building Write the correct phrase in each blank. Remember to use the correct word form.

- go for the gold ● put to work ● in advance ● pay off

Hideki is an amateur weightlifter. The small gym near his house has some equipment, but not enough. In April, Hideki placed third in a competition. His prize was a year's membership to an excellent new gym. Hideki quickly _____ the prize _____. He made a workout plan, far _____ of the next competition. For six months, Hideki went to the gym five days a week. The hard work really _____. In the October competition, Hideki won first place!



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 "cloze 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 extra phrase is there to reduce guessing.

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 exercise are based on a short conversation (about 50 words long) related to the unit's topic. The conversation, which is recorded on the CD, is between two people. (The track number is written next to the CD icon.) Not only does this exercise strengthen general listening skills, but it's also excellent practice for tests such as TOEIC and TOEFL.

Grammar Exercise**The Passive Voice**

Fill in the blank with the correct form of the word(s) in parentheses.

Example: Usually, the dishes are _____ (wash) by my brother.
Answer: Usually, the dishes are washed by my brother.

- This dress was _____ (make) by my friend Angela.
- The building looks great. When was it _____ (finish)?
- What time are the street lights _____ (turn on)?
- The yearly event was first _____ (hold) in 1993.
- Our student center gets new artwork every year. Most of it is _____ (do) by students.

Listening Exercise

Track 3

Listen to the conversation. Then choose the best answer to each question.

- () How does the man usually watch the Olympics?
(A) In person
(B) With the woman
(C) On TV
(D) At a restaurant
- () Who saw the Olympics in person?
(A) The man
(B) The man's friends
(C) The woman
(D) The woman's parents
- () Which of the following is true?
(A) The woman went to LA with her parents.
(B) The man doesn't know how much tickets cost.
(C) The man likes the Summer Olympics the best.
(D) The woman never watches the games.

Listening Activity

Track 4

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

1. What time period is the report about?	
2. How many different host cities were there during that period?	
3. Which cities hosted the Summer Olympics twice?	
4. How many times were London and Athens the hosts?	
5. What were London's years as host?	

Discussion Questions

1. Do you have any favorite memories of past Olympics? (It could be of an athlete, a sporting event, a host city, or something else.)
2. There are costs and risks with hosting the Olympics. In your opinion, is hosting the Olympics worth it?
3. What makes a city great? Hosting the Olympics is a big honor. What else makes people love a city?

Discussion Activity

Put together a plan to host the Olympics. First, divide into groups of 3-4 students each. Next, choose a city to represent. (It can be your home city or any other place.) What good points will you tell the IOC about? Consider things like transportation, safety, and stadiums. After you're finished, share your plan with the class.

Example: We represent Nagoya. It's a great city with lots of hotels and a good subway system....

Next, the Listening Activity is based on a short talk (about 50 words long). Each talk, also related to the unit's topic, is recorded on the CD. (The track number is written next to the CD 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 have to do in the real world. And again, it offers excellent 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 exercises), they should be well prepared to hold discussions about it. The three questions in this exercise can be discussed in pairs, or the class can discuss the questions together.

This is the final exercise in each unit. Groups of classmates work together on a discussion activity that encourages them to use their imaginations, role play, and have fun. Simple directions for conducting the activity are provided, as is a model response to help students start talking.

What's New in the Second Edition

Reading Pass Second Edition contains a number of enhancements.

• **New Units**

Three units 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.

• **Topic Preview**

On the first page of every unit, a short introduction to the topic has been added. This preview helps students warm up for the unit's pre-reading exercises and article.

• **Photo Captions**

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

• **Reading Comprehension Questions Reorganized**

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 context.

• **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 Exercises, and Listening Activities. They are all located on the audio CD, which is included with the book.

• **New Data CD for Teachers**

In addition to the Teacher's Manual, a Data CD is available for teachers. It includes numerous resources to assist with class preparation.



Millions of people watch the Olympic Games. They cheer for their home countries and favorite athletes. Host cities spend years preparing for the event. There are many good reasons to host the games. But there are also risks.

Pre-Reading Questions

Discuss these questions in pairs.

1. Do you usually watch the Olympics?
2. Why do cities want to host the Olympics?
3. Can you think of any problems with hosting the games?

Consider the Topic

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

- | | agree | disagree |
|--|--------------------------|--------------------------|
| 1. I would love to watch the Olympics in person. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Hosting big sporting events is good for cities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. After the Olympics, it's hard to find new ways to reuse the stadiums. | <input type="checkbox"/> | <input type="checkbox"/> |

Reading Passage



Track 2

The Olympic Games bring the world together for two weeks of sporting greatness. Millions watch as **athletes** go for the gold. But the Olympics aren't just about sports. The games are very important to the **host** cities, too.

- 5 There is strong competition to host the games. **Hopeful** cities first make **plans** for stadiums, **transportation**, and many other things. A winning bid is then chosen by the IOC. All of this happens well **in advance** of the games. For example, in 2013 Tokyo was named the site of the 2020 Summer Olympics.
- 10 The city with the winning bid spends years **putting its plans to work**. Roads, buildings, and train lines are built. That means new jobs and big city improvements. Finally, during the games, all the world's eyes are on the proud host.

Even after the Olympic torch goes out, host cities can see benefits.

- 15 Squaw Valley was just a small California town before the 1960 Winter Olympics. **Afterwards**, it became a top ski resort. Other cities reuse stadiums for concerts and special **events**.



The Olympic logo is one of the world's most famous symbols.

- The news isn't always good, though. It took Montreal 30 years
20 to **pay off** its \$1.5 billion debt from the 1976 games. Also, some hosts, like Athens, don't reuse their beautiful new buildings. Still, many places **accept** these
25 risks. They work hard and spend heavily for the honor of becoming an Olympic city.

5 competition – fight to win

7 bid – application; proposal

7 IOC – International Olympic Committee

14 torch – stick or rod with a flame on one end

16 resort – vacation spot (usually with a hotel and special activities)

21 debt – money or favor owed to someone

25 risk – chance of failing; danger

Questions about the Reading**Choose the best answer.****Main Idea**

1. () What is the article's main idea?
 (A) Every city works hard to improve itself.
 (B) Tokyo sent the IOC a great bid for the 2020 Olympics.
 (C) Very few cities compete to host the Olympics.
 (D) Hosting the Olympics has its benefits, but there are risks.

Detail

2. () What do cities do before the IOC chooses a host?
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Vocabulary

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Writing about the Article**Answer each question based on the article.**

1. When was Tokyo named the host of the 2020 Olympics?

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Vocabulary Building

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Phrase Building

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