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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 2*:

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.

Millennials 1



The world today is very different from the way it was just 20 years ago. That is true for the way we work, communicate, and even the way we make friends. Young adults in this exciting new age are part of the generation known as "millennials."

Pre-Reading Questions Discuss these questions in pairs.

1. Do you feel the world is quickly changing? If so, in what way?
2. Are you good at learning to use new technologies? (Ex: new cell phone models)
3. Do you spend a lot of time on social media websites? (Ex: Facebook, Twitter)

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

	agree	disagree
1. My cell phone is the most important thing I own.	<input type="checkbox"/>	<input type="checkbox"/>
2. I want a job that is interesting and challenging.	<input type="checkbox"/>	<input type="checkbox"/>
3. Most young people are hopeful about the future.	<input type="checkbox"/>	<input type="checkbox"/>

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Unit 1


Reading Passage Track 2

We live in an age of profound changes. The Internet and smartphones have rewritten the ways we get information and communicate. The 2008 global economic crisis has had a lasting effect on the business world. Meanwhile, a whole generation of people has grown up with these new **realities**. These "millennials" are used to dealing with changes and **meeting challenges head on**.

Members of this generation were born between 1980 and 2000, around the start of the new millennium. That's why they are called "millennials." They were the first group of people to grow up using the Internet. Also, many share a talent for using electronic devices. Because of their high comfort level with technology, millennials are sometimes called the first "digital natives."

Mobile technology is of top importance to this generation. It's unusual to see a 20-year-old *not* carrying a cell phone. Being mobile is simply a way of life, both personally and **professionally**. One **survey** found that 92% of young workers would like to do some tasks outside of the office. They are experts at networking and enjoy working in teams.

When it comes to work relationships, millennials are **known for** being **informal**. They **respect** skills and results above titles. They are also hard working, preferring interesting projects over routine office tasks. This kind of "me first" **attitude** may not be welcomed by every manager, yet it can be an **asset**. The late 2000s taught us that in many fields, companies must be smart and **flexible** to get ahead.



Worldwide, three out of every four workers in 2025 will be millennials. Their comfort with technology, networking skills, and **out of the box** thinking will be important assets. So will their optimism. Surveys find that millennials are generally hopeful about the future. This can-do attitude will be needed as the world takes on climate change and other major challenges.

Millennials are very comfortable with using mobile devices in the workplace.

1 profound - deep; meaningful
 3 crisis - serious problem
 8 millennium - period of 1,000 years
 15 task - job

16 networking - connecting with other people
 19 routine - standard; everyday
 27 optimism - being positive and hopeful

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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 2* is about 300 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.

Millennials

Questions about the Reading Choose the best answer.

Main Idea

1. () What is the article's main idea?
 (A) People in the millennial generation are usually informal at work.
 (B) The business world was hurt by the 2008 global economic crisis.
 (C) Millennials have the tools they need to deal with today's challenges.
 (D) As "digital natives," young people aren't afraid of new technology.

Detail

2. () According to the article, what did millennials always have while growing up?
 (A) Access to the Internet
 (B) Enough money to buy the best smartphones
 (C) Stocks in global businesses
 (D) The skills to build new electronic devices

3. () In what year will 75% of workers be millennials?
 (A) 1980
 (B) 2000
 (C) 2025
 (D) 2050

4. () What is NOT suggested about millennials?
 (A) They want jobs which are interesting.
 (B) Millennials are comfortable with technology.
 (C) Most of them hope to become managers.
 (D) They love mobile devices like cell phones.

Vocabulary

5. () What does the word *fields* in line 22 mean?
 (A) lands
 (B) countries
 (C) years
 (D) industries

Writing about the Article Complete the answer to each question.

1. When were members of the millennial generation born?
They were born _____.

2. What do millennials respect in the workplace?
They respect _____.

3. How do millennials feel about the future?
In general, they _____.

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Unit 4


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

- All the students _____ Mr. Peterson, a smart and hard-working teacher.
(A) respect (B) communicate (C) network (D) hope
- The _____ had five questions, so it only took a few minutes to finish.
(A) generation (B) technology (C) survey (D) crisis
- Our manager is _____. He doesn't mind if we start work at 9:30 or 10:00.
(A) digital (B) major (C) flexible (D) whole
- Baseball players with a good _____ practice hard and support their teammates.
(A) title (B) attitude (C) project (D) world
- It's a(n) _____ company. At work, we all go by our first names.
(A) profound (B) mobile (C) informal (D) lasting
- The ability to speak four languages is a strong _____ for a businessperson.
(A) expert (B) challenge (C) information (D) asset
- My father is a(n) _____ pool player. Sometimes, his matches are on TV.
(A) economic (B) boring (C) electronic (D) professional
- Sandra would make a great employee, but in _____, we can't hire anybody right now.
(A) comfort (B) reality (C) manager (D) field

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

● meet...head on ● grow up ● known for ● out of the box

Timothy, a computer science major, also loves astronomy. In his classes, he's _____ doing projects that combine the two fields. Whenever he has a new assignment, the hard-working student _____ it _____, starting without delay. This year in his computer graphics class, Timothy wants to try something really _____. He plans to create a 3D model of the birth of the solar system. It won't be easy, but Timothy is excited to get started!



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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.

Millennials


Grammar Exercise

The Present Perfect

Write the present perfect form of the verb in parentheses.

Example: They _____ (live) in this neighborhood for 50 years.
Answer: They have lived in this neighborhood for 50 years.

- This bank _____ (be) here since 1835.
- I _____ (try) everything on the lunch menu. It's all delicious.
- Sorry, I _____ not _____ (order) the replacement parts yet.
- All of my friends _____ (sign up) for the trip.
- _____ you _____ (speak) with Emma about the air conditioner problem?

Listening Exercise  Track 3

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

- () What is the relationship between the two people?
(A) Boss and employee
(B) Father and daughter
(C) Teacher and student
(D) Shop owner and customer
- () What is NOT something the woman says young people want?
(A) Their own airplane
(B) Their own house
(C) Their own family
(D) Their own company
- () According to the man, what is a difference between the two generations?
(A) The way people make friends
(B) The way people look at work
(C) The way people have fun
(D) The way people treat relatives

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Listening Activity

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

1. What year was the survey held?	
2. How many people were surveyed?	
3. How many countries were they from?	
4. What percentage of millennials want to work on their own?	
5. According to 65% of millennials, what should businesses fight harder?	

Discussion Questions

1. Are you very different from your parents? If so, in what way?
2. What kind of job would you prefer: one that is easy (but boring) or one that is challenging (but interesting)?
3. The term "millennials" is often used to describe young people worldwide. However, there are big differences from country to country. What are the differences between young people in Japan and young people in other countries?

Discussion Activity

What is the biggest challenge facing your generation? Working in groups of three or four students, decide what it is. (It could be about the environment, the economy, or something else.) Next, think of a way to meet the challenge head on. Finally, tell the class about the problem and its possible solution.

Example: We think the job market is the biggest problem. It's easy to find work, but not a good job that pays well....

Next, the Listening Activity is based on a short talk (about 60 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.



The world today is very different from the way it was just 20 years ago. That is true for the way we work, communicate, and even the way we make friends. Young adults in this exciting new age are part of the generation known as “millennials.”

Pre-Reading Questions

Discuss these questions in pairs.

1. Do you feel the world is quickly changing? If so, in what way?
2. Are you good at learning to use new technologies? (Ex: new cell phone models)
3. Do you spend a lot of time on social media websites? (Ex: Facebook, Twitter)

Consider the Topic

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

- | | agree | disagree |
|--|--------------------------|--------------------------|
| 1. My cell phone is the most important thing I own. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I want a job that is interesting and challenging. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Most young people are hopeful about the future. | <input type="checkbox"/> | <input type="checkbox"/> |

Reading Passage



Track 2

We live in an age of profound changes. The Internet and smartphones have rewritten the ways we get information and communicate. The 2008 global economic crisis has had a lasting effect on the business world. Meanwhile, a whole generation of people has grown up with these new **realities**. These
5 “millennials” are used to dealing with changes and **meeting challenges head on**.

Members of this generation were born between 1980 and 2000, around the start of the new millennium. That’s why they are called “millennials.” They were the first group of people to grow up using the Internet. Also, many
10 share a talent for using electronic devices. Because of their high comfort level with technology, millennials are sometimes called the first “digital natives.”

Mobile technology is of top importance to this generation. It’s unusual to see a 20-year-old *not* carrying a cell phone. Being mobile is simply a way of life, both personally and **professionally**. One **survey** found that 92% of young
15 workers would like to do some tasks outside of the office. They are experts at networking and enjoy working in teams.

When it comes to work relationships, millennials are **known for** being **informal**. They **respect** skills and results above titles. They are also hard working, preferring interesting projects over routine office tasks. This kind
20 of “me first” **attitude** may not be welcomed by every manager, yet it can be an **asset**. The late 2000s taught us that in many fields, companies must be smart and **flexible** to get ahead.

Worldwide, three out of every four workers in 2025 will be millennials. Their comfort with technology,
25 networking skills, and **out of the box** thinking will be important assets. So will their optimism. Surveys find that millennials are generally hopeful about the future. This can-do attitude will be needed as the world takes on climate change and other major
30 challenges.



Millennials are very comfortable with using mobile devices in the workplace.

1 profound – deep; meaningful

3 crisis – serious problem

8 millennium – period of 1,000 years

15 task – job

16 networking – connecting with other people

19 routine – standard; everyday

26 optimism – being positive and hopeful

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

1. () What is the article's main idea?
 (A) People in the millennial generation are usually informal at work.
 (B) The business world was hurt by the 2008 global economic crisis.
 (C) Millennials have the tools they need to deal with today's challenges.
 (D) As "digital natives," young people aren't afraid of new technology.

Detail

2. () According to the article, what did millennials always have while growing up?
 (A) Access to the Internet
 (B) Enough money to buy the best smartphones
 (C) Stocks in global businesses
 (D) The skills to build new electronic devices
3. () In what year will 75% of workers be millennials?
 (A) 1980
 (B) 2000
 (C) 2025
 (D) 2050
4. () What is NOT suggested about millennials?
 (A) They want jobs which are interesting.
 (B) Millennials are comfortable with technology.
 (C) Most of them hope to become managers.
 (D) They love mobile devices like cell phones.

Vocabulary

5. () What does the word *fields* in line 21 mean?
 (A) lands
 (B) countries
 (C) years
 (D) industries

Writing about the Article**Complete the answer to each question.**

1. When were members of the millennial generation born?

They were born _____.

2. What do millennials respect in the workplace?

They respect _____.

3. How do millennials feel about the future?

In general, they _____.

Vocabulary Building

Choose the best word to fill in each blank.

- All the students _____ Mr. Peterson, a smart and hard-working teacher.
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Phrase Building

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

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Listening Exercise



Track 3

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

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 - (A) The way people make friends
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 - (C) The way people have fun
 - (D) The way people treat relatives

Listening Activity

Track 4

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

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2. How many people were surveyed?	
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4. What percentage of millennials want to work on their own?	
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