

# Reading Pass Intro

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# Introduction

*Reading Pass* is a multi-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 Intro*:

## Pre-Reading Questions

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

## Consider the Topic

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.

## Reading Passage

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 Intro* is about 150 words long. The vocabulary and 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.

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

### **Questions about the Reading**

This exercise is made up of five multiple choice comprehension questions. A wide variety of question types are used, including main idea, detail, vocabulary in context, and others.

### **Writing about the Article**

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.

### **Vocabulary Building**

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.

### **Phrase Building**

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.

### **Grammar Exercise**

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.

## Listening Exercise

The three questions in this exercise are based on a short conversation (about 50 words long) related to the topic of the unit. 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.

## Listening Activity

This 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, 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.

## Discussion Questions

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 for discussions about it. The three questions in this exercise can be discussed in pairs, or the class can discuss the questions together.

By the time students have carefully worked their way through *Reading Pass Intro*, they will be well prepared to step up to the progressively more challenging skill-building experiences offered by *Reading Pass 1, 2, and 3*.

**Pre-Reading Questions**

Discuss these questions in pairs.

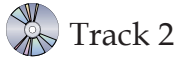
1. What jobs do scientists do?
2. Some scientists work on unusual projects. (ex: designing flying cars) Can you think of any others?

**Consider the Topic**

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

- |  | agree                    | disagree                 |
|--|--------------------------|--------------------------|
| 1. Scientists have interesting jobs.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Researching unusual things is a waste of money. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Nothing is impossible.                          | <input type="checkbox"/> | <input type="checkbox"/> |

## Reading Passage



Can we move **objects** with our thoughts? Can we make ourselves **invisible**? Such questions interest few scientists. But some **spend** their lives in search of answers. Welcome to the **weird**  
5 world of fringe science.

Fringe scientists **take their work seriously**. They run tests, record data, and write **articles**. People often find their **ideas** impossible. But are they?

In 1915, Alfred Wegener wrote about the Earth's plates. He carefully  
10 described their movements. Wegener was **laughed at**. But his ideas are now **accepted**. Fifty years ago, the idea of moving things with our minds was crazy. Yet in 2007, Toyota **showed off** a new wheelchair. The user thinks "left" or "right." Then the chair goes that way.

15 Some countries spend a lot of money on fringe research. DARPA, part of the US military, spends \$3 billion yearly. Most of DARPA's ideas **fail**. But some, like pilotless airplanes, work. That's  
20 the goal of fringe science: turning the "impossible" into "possible."



6 fringe - far from the center; at the edge; not usual or normal

7 data - information

9 Earth's plates - the large pieces of land just below the Earth's surface. They move against each other, causing earthquakes.

11 mind - brain

16 DARPA - Defense Advanced Research Projects Agency

19 pilotless - with no pilot inside; flown by a machine

**Questions about the Reading**

Choose the best answer.

1. ( ) What is the main idea?
  - (A) Science is an important school subject.
  - (B) Fringe scientists are never believed.
  - (C) Fringe science can prove incredible things.
  - (D) Alfred Wegener was the first fringe scientist.
2. ( ) Fringe scientists do NOT \_\_\_\_\_.
  - (A) write about their work
  - (B) take careful notes
  - (C) run tests
  - (D) think their work is a joke
3. ( ) What did Toyota prove?
  - (A) We can move things with our minds.
  - (B) The Earth's plates all move at the same speed.
  - (C) Wheelchairs can move across any surface.
  - (D) Alfred Wegener was a great scientist.
4. ( ) What is suggested about fringe science research projects?
  - (A) After a while, they are always accepted.
  - (B) Many of them don't work.
  - (C) All scientists laugh at them.
  - (D) Most of them are run by DARPA.
5. ( ) What does *some* in line 3 refer to?
  - (A) lives
  - (B) answers
  - (C) questions
  - (D) scientists

**Writing about the Article**

Answer each question based on the reading passage.

1. At first, how did people react to Alfred Wegener's work?

Many people .

2. How much does DARPA spend every year?

The agency spends .

3. What is one example of a successful DARPA project?

One successful project was .



**Vocabulary Building**

Choose the best word to fill in each blank.

- A TV on wheels is a great \_\_\_\_\_! We can roll it around the room.  
(A) data (B) science (C) idea (D) research
- Save some of your money. Don't \_\_\_\_\_ it all too quickly.  
(A) spend (B) interest (C) work (D) think
- What a \_\_\_\_\_ looking cat. It looks like an alien!  
(A) new (B) possible (C) yearly (D) weird
- Yesterday, I read an interesting \_\_\_\_\_. It was about an elevator from Earth to space.  
(A) movement (B) article (C) world (D) military
- They say the bakery may \_\_\_\_\_. That would be too bad.  
(A) fail (B) run (C) turn (D) welcome
- It's a very strong robot. It can pick up and move heavy \_\_\_\_\_.  
(A) tests (B) countries (C) minds (D) objects
- I can't \_\_\_\_\_ such an expensive gift from you. We just met.  
(A) record (B) accept (C) think (D) spend
- In the movie, the monster is \_\_\_\_\_. Nobody sees it coming!  
(A) invisible (B) crazy (C) possible (D) weird

**Phrase Building**

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

- take one's work seriously
- show off
- work up
- laugh at

Karl Mueller is an interesting man. He builds robots. He also gives them names and talks to them. Karl \_\_\_\_\_. He sometimes works 14 hours a day! The inventor likes taking his robots for a walk. He treats them like pets. Many people think Karl is weird. Sometimes, they \_\_\_\_\_ him. But he doesn't care. Next month, the scientist will fly to London. A robot show will be held there. Karl plans to \_\_\_\_\_ his latest robots.



## Grammar Exercise

## Personal Pronouns

Complete each sentence with the correct choice.

**Example:** Ed is hungry. He's fixing (him/himself) a sandwich.

**Answer:** Ed is hungry. He's fixing (him/himself) a sandwich.

1. I saw (them/themselves) at the train station this morning.
2. Kids, stop eating so fast. You'll make (you/yourselves) sick.
3. Lisa did (her/herself) a favor. She quit her boring job.
4. It's important news. You should tell (him/himself) today.
5. You're the boss. Can't you give (you/yourself) a vacation?

## Listening Exercise



Track 3

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

1. ( ) What does the jacket do?
  - (A) It makes you bright.
  - (B) It makes you invisible.
  - (C) It makes you strong.
  - (D) It makes you warm.
2. ( ) How does the woman feel about the jacket?
  - (A) She is excited about it.
  - (B) She wants to buy one.
  - (C) She doesn't think it's real.
  - (D) She knows it's dangerous.
3. ( ) What does the man say about the jacket?
  - (A) It isn't cheap.
  - (B) It is easy to carry.
  - (C) It only works on sunny days.
  - (D) It comes in two sizes.

**Listening Activity**



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

1. How many displays are there at the fair?	
2. How many are run by students?	
3. Who is running the other displays?	
4. How long will the fair last?	
5. What prize will the contest winner receive?	

**Discussion Questions**

1. What kind of person makes a good scientist?
2. Can science teach us everything? Are there some things that science can't explain?
3. We know a lot about the world. But there is still so much we don't know. What would you most like to learn about?