

FOURTH EDITION

READING FOR THE REAL WORLD 1

Reading for the Real World, Fourth Edition is a four-level series designed for intermediate to advanced English learners looking to improve their academic reading fluency and comprehension.



The fourth edition includes:

- ★ New and updated readings on important current topics from a variety of academic subjects
- ★ Reading comprehension exercises designed to hone comprehension skills such as identifying the main idea, understanding details, and making inferences
- ★ Pre-reading and post-reading exercises to reinforce the New Academic Word List (NAWL) vocabulary words encountered in the readings
- ★ Graphic organizers and other summary activities that provide practice in summarizing texts accurately and concisely
- ★ Supplemental readings that allow students to explore a different area or issue related to the main passage
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B2 B2+



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FOURTH EDITION

Peggy Anderson • Sam Robinson

B2+

B2



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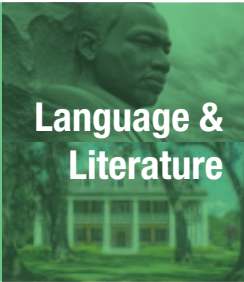
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[UNIT OVERVIEW]



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Computers & Technology 2

GAMERS: IMAGE AND REALITY

PRE-READING QUESTIONS
Think about the following questions.

1. Do you play computer, console, or mobile games? Which types of games do you play?
2. What are the most popular games at the moment? Do you play them?
3. Do you know anyone who is addicted to games? If so, why do you think that person became addicted?

VOCABULARY PREVIEW

Match each NAWL word with the correct definition.

1 stereotype	a. to show or describe someone or something
2 productive	b. how often something happens, especially something bad
3 portray	c. a number that represents a piece of information
4 niche	d. an often unfair and untrue belief that many people have about all people or things with a particular characteristic
5 incidence	e. working hard and getting good results
6 statistic	f. interesting to, aimed at, or affecting only a small number of people

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SUBJECT AREA

Reading topics are chosen for their relevance to students in the real world and are organized by academic subject.

PRE-READING QUESTIONS

Three questions encourage students to activate their existing knowledge about the topic in preparation for reading.

VOCABULARY PREVIEW

A simple matching exercise introduces students to the target New Academic Word List (NAWL) vocabulary they will encounter in the reading.



GAMERS: IMAGE AND REALITY

Video games have come a long way since they first emerged as a niche pastime in the 1970s. In 2020, the global video-game market was worth approximately \$160 billion and is predicted to achieve a record of \$200 billion. Much of this growth is attributed to new software and the increasing affordability of mobile devices. According to the Entertainment Software Association (ESA), three out of every four US households include someone who plays video games. Yet, despite the popularity of gaming, there are many negative stereotypes attached to being a gamer. This raises the question: how do the stereotypes compare to reality?

Gamers are often portrayed negatively in the media. This can be seen in shows such as *The Big Bang Theory*, where the game-obsessed lead characters are noticeably lacking in social skills. A common stereotype is that gaming is an activity for boys and young men who lack the energy and motivation to do anything constructive. This leads many people to believe that gamers are unhealthy and unlikely to be productive because they devote little time to exercise, creative hobbies, and schoolwork. It also leads to fears that young gamers won't be able to hold jobs when they leave school.

As with any group, there are people who fit the stereotypes. However, studies have found that video-game players are far more diverse than we are led to believe. The ESA found in 2018 that gamers primarily consisted of adults, not children. They also found that forty-six percent of gamers were women. Gamers were also not as lazy as some assumed. US unemployment, particularly among young adults in their twenties, steadily declined between 2010 and 2020. Additionally, fifty-six percent of gamers reported that they regularly participated in creative activities, such as drawing, singing, and writing.

Lastly, regarding health, a study at the University of Würzburg found that only one percent of adult gamers' health problems could be directly linked to gaming and that no significant link between games and poor health among children and teenagers existed. The most serious charge against gamers, however, comes from the belief that games contribute to violence. High-profile crimes, such as the Sandy Hook shootings in the US, have been linked to violent games. Yet, there is no solid evidence connecting video-game violence with real-world violence. In 2020, the American Psychological Association found that violent video games did increase aggression. However, the study pointed out that aggression is not the same as violence. Looking at US crime statistics, researchers also found that violent crime, particularly among the young, has decreased since the early 1990s. Additionally, the incidence of violent crime in other countries where violent video games are popular is lower than in the US.

If we look past the stereotypes, we can find that gaming has some positive effects. In 2020, the COVID-19 pandemic led to mass quarantines. People turned to games and social media to relieve their boredom. Games such as *Animal Crossing: New Horizons* became popular topics of social discussion. Rishi Chahal, global head of gaming partnerships at Twitter, noticed the game's impact by tracking conversation volume on Twitter. He found that conversation about the game had grown by over 1,000 percent since its launch, and the number of people tweeting about the game had increased by over 400 percent. That's more than thirty-eight million tweets!

It's easy to find examples that support negative stereotypes about gamers. But contemporary research shows gamers are far more complex and diverse than the stereotypes would suggest. Perhaps it's time to reevaluate our image of gamers to better match reality.

Reading Time: minutes seconds 588 words

Underline these pieces of evidence that show stereotypes of gamers are incorrect.

What evidence do researchers give to show that violent games don't lead to real-world violence?

Why did people turn to games during the pandemic?

Gaming became increasingly popular during the COVID-19 pandemic.

emerge v. to become known or apparent
approximately adv. almost correct or exact
lacking adj. not having any or enough of something that is needed or wanted
constructive adj. helping to develop or improve something

significant adj. large enough to be noticed or have an effect
contribute v. to help to cause something to happen
violence n. the use of physical force to harm someone, to damage property, etc.
shooting n. an occurrence in which a person is shot with a gun
aggression n. angry or threatening behavior
contemporary adj. happening or beginning now or in recent times

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GUIDING QUESTIONS

Questions in the margins help students monitor their comprehension of the structure and content of the passage.

MAIN READING

An engaging reading educates students on an academic topic of high interest.

READING COMPREHENSION

Mark each statement as true (T) or false (F) according to the reading.

- _____ A majority of American households include at least one gamer.
- _____ The media often portrays gamers as socially confident.
- _____ More teenage boys play video games than any other group.
- _____ Experts have found that violent games encourage aggressive behavior.
- _____ Many people played games on social media during quarantine.

Choose the best answer according to the reading.

- What is the main purpose of the reading?
 - To show how the gaming industry has increased in value
 - To compare the stereotypes and realities of gaming
 - To describe the growing popularity of mobile gaming
 - To explain the development of games since the 1970s
- Which is NOT a stereotype about gamers?
 - Gamers are highly motivated.
 - The majority of gamers are male.
 - Gamers tend not to be athletic.
 - Socializing is difficult for gamers.

What can be inferred from paragraph 4?

- Violent games are more popular in the US than elsewhere.
- Many people believe games are a major cause of violent crime.
- The US experiences more crime than other countries.
- Violent crime is likely caused by factors other than violent games.

The word **it** in paragraph 5 refers to _____.

- Twitter
- social media
- Animal Crossing: New Horizons*
- COVID-19

Find the correct numbers in the reading and write them on the lines.

- _____ - the approximate value of the video-game market
- _____ - the percentage of gamers that reported participating in creative activities
- _____ - the number of tweets that talked about *Animal Crossing: New Horizons*

SUMMARY

Fill in the blanks with the phrases in the box.

range of hobbies commit violent acts	social skills large minority	a negative impact have the energy
Gamers		
Image - Gamers lack _____. - The majority of gamers are boys or young men. - Gamers don't _____ to do anything constructive with their time. - Playing games encourages gamers to _____ in real life.		
Reality - Most gamers are adults, and a _____ are women. - The majority of gamers are also productive employees. - Many gamers have a(n) _____ and interests. - Gaming does not have a(n) _____ on the health of young people.		

VOCABULARY PRACTICE

Fill in the blanks with the words in the box. Change the form if necessary.

niche	statistic	incidence	portray	stereotype	productive
- Have you seen the latest employment _____ for young adults? - I wasn't very _____ this weekend. I just stayed at home and played games. - The newspapers have _____ her as a real hero. - The _____ of cheating in final exams was extremely high. - Train watching is a really _____ hobby. - I think you should get to know people rather than relying on _____.					

READING COMPREHENSION

Questions of various types help students assess their comprehension of the reading's main idea, key details, and more.

SUMMARY

A summary exercise provides practice in understanding passage structure and in identifying the important information in a reading. Exercise types include graphic organizers, fill-in-the-blank paragraphs, and more.

VOCABULARY PRACTICE

A fill-in-the-blank exercise reinforces the target NAWL vocabulary learned in the reading.

SUPPLEMENTAL READING

Are Gamers Good Students?

For decades parents have complained that video games distract children from their schoolwork and harm their academic performance. But is there any evidence that this is actually true? Scientists have conducted a number of studies that should help lay concerned parents' fears to rest.

One common theory is that gamers devote less time to academic activities than non-gamers. Therefore, their academic performance is likely to be worse than that of non-gamers. Studies that tested this idea found that gamers did spend less time on their homework than non-gamers. However, they also found that the academic performance of the two groups was similar. Some researchers even think that games can actually improve academic performance. These researchers suggest that video games can improve students' visual awareness, memory, and attention capacity, and can train students to think critically.

Recent studies have strengthened the argument that games have little negative effect on academic performance. A team of German researchers conducted a study of students across their entire school career. As a part of the study, they monitored their video-game usage. Approximately seventy percent of the students in the study played video games occasionally. Of them, twenty percent spent two or more hours daily playing games. The team concluded that students who played games for long periods of time did get worse grades overall. Yet when tested on their understanding of core math and language concepts, heavy gamers performed well, suggesting that gaming has no significant effect on overall learning.

It seems that, within reason, gaming does not harm students' academic potential. They just need to remember to put their controllers aside from time to time.

Fill in the blanks with information from the reading.

- _____ spend more time on their homework than gamers do.
- One study found that the _____ of both gamers and non-gamers was similar.
- Around _____ of the students in the German study played games occasionally.

EXTENSION

Overall, do you think playing computer, console, or mobile games is a good way to spend your free time? Why or why not?

SUPPLEMENTAL READING

A short reading provides more practice as well as an additional perspective on the topic.

EXTENSION

Extension questions encourage students to synthesize information, relate the reading content to their existing knowledge and opinions, and express their own ideas on the topic through speaking or writing.

DOWNLOADABLE RESOURCES

Get the most out of *Reading for the Real World, Fourth Edition* with our free supplemental resources. Visit www.compasspub.com/RRW4e1 for downloadable word list, progress tests, teacher's guide, and writing worksheets.

WRITING WORKSHEETS

READING FOR THE REAL WORLD 1

WRITING WORKSHEET

Unit 2: Computers & Technology

Reading 2: Gamers: Image and Reality

I. GENERATE IDEAS

Look at the table of pros and cons of spending your free time playing computer games. Add two more ideas to each column.

Playing Computer Games	
PROS	CONS
Games keep people entertained.	Games may make players more aggressive.

II. OUTLINE

Complete the outline using ideas from above or other ideas. Make sure to write at least two reasons or details that support your topic sentence.

Topic sentence (circle one): Overall, I think playing computer games is a (good / bad) way to spend your free time.

Supporting reason/detail 1: _____

Supporting reason/detail 2: _____

Supporting reason/detail 3: _____

III. WRITE

Use the outline above to write your paragraph.

GENERATE IDEAS

A scaffolded idea-generation exercise enables students to build on the arguments they developed in the Extension section of the lesson.

OUTLINE

An outline exercise allows students to create a rough structure for the short writing exercise that follows.

WRITE

A writing exercise gives students freer practice using the vocabulary and ideas they learned in the lesson.



Scan for Audio

2

Computers & Technology 1

THE HISTORY OF THE INTERNET

PRE-READING QUESTIONS

Think about the following questions.

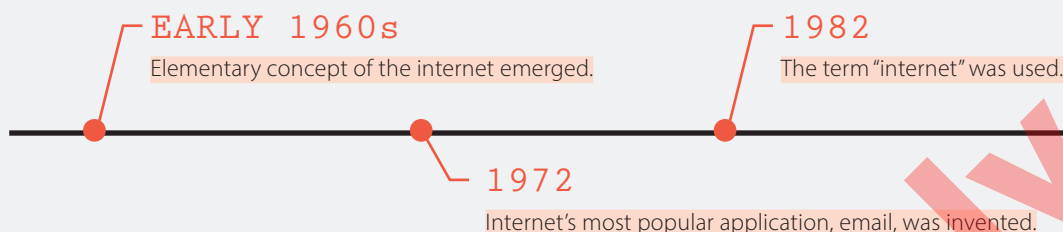
1. During which decade were computers first used in homes?
2. What was the original use of the internet?
3. When did a lot of people worldwide start using the internet?

VOCABULARY PREVIEW

Match each NAWL word with the correct definition.

- | | | |
|----------------|---|---|
| 1 span | • | • a. to change into a set of symbols that can be read by a computer |
| 2 transmission | • | • b. basic |
| 3 elementary | • | • c. very fast; increasingly rapid |
| 4 interface | • | • d. to cover or include |
| 5 encode | • | • e. something sent, especially electronically; a message |
| 6 exponential | • | • f. a system that controls the way information is shown to a computer user and allows the user to work with the computer |

The History of the Internet



Today's young adults are among the first ever born into a world in which internet use is a normal part of everyday life. Over 4.6 billion people around the world are now online. The internet is a powerful tool for information, business, and communication.

The **elementary** concept of the internet emerged in the early 1960s. It began as a **military**¹ research network and was designed to be decentralized, or spread out over many locations. Thus, if one location was attacked, the military could make **transmissions** from another location. The first small network went online in 1969 and connected four universities in the US.

This network was very successful from the beginning. Scientists could now share information about their research. In 1972, email was invented and quickly became the internet's most popular application. By the end of that year, the network connected many universities and government research centers. The general public became aware of the network in the late 1970s when a new user **interface** allowed anyone to get online. People from all over the world joined online groups to talk about thousands of different subjects.

The term "internet" was used for the first time in 1982. New technology had created a common language for the computers on the network. The internet was now recognized as an international network. This was also the time when **privacy**² and security started becoming important issues. Hackers, crackers, and viruses began to appear.

In 1990, the original military network went offline, and a year later, the World Wide Web was born. The World Wide Web is an information network that **spans** the globe, allowing users to access and **navigate**³ the internet. With the introduction of the Web, the development of the internet **accelerated**⁴ at a rapid pace. The source code for the Web was released to the public in 1991, allowing programmers to **encode** words, pictures, and sounds on Web pages.

When did the general public learn about the network?

- | | | |
|--------------------------------|-------------|--|
| ¹ military | <i>adj.</i> | of or relating to soldiers or the armed forces |
| ² privacy | <i>n.</i> | the state of being protected from public attention |
| ³ navigate | <i>v.</i> | to go to different places on the internet in order to find what you want |
| ⁴ accelerate | <i>v.</i> | to increase in speed |



EARLY 1990s

World Wide Web was born. The first search engine, Gopher, and the first Web browser, Mosaic, were developed.

LATE 1990s

Internet2 was born.

2020

Low-cost global network will continue to grow.

In the early 1990s, the first search engine, Gopher, and the first Web browser, Mosaic, were developed, allowing easier and simpler access to the Web. Traffic on the internet saw **exponential** increases, with an **annual**⁵ growth rate of about 340,000 percent.

25

At the end of the 1990s, Internet2 was born. Internet2 used **fiber-optic cables**⁶ to link together a **consortium**⁷ of hundreds of high-speed networks around the world. Instead of connecting to the internet only through telephone lines, people could now connect in a wide variety of ways, including by satellite. These new methods had more data-carrying **capacity**⁸, or bandwidth, than telephone lines did, making the internet faster and able to **convey**⁹ much more information. People could watch TV shows and movies online for the first time.

30

Another major change occurred in the 1990s: people no longer needed computers to access the internet. The Nokia 9000 Communicator, released in 1996, became the first mobile phone with internet connectivity. By 2008, more internet-connected **devices**¹⁰ were mobile phones than computers, and in 2010, the first-generation iPad added tablets to the mix. Also, information increasingly did not need to be stored on computer hard drives. Instead, it is stored on internet servers around the world, available to download anytime, anywhere. Keeping your information in "the cloud" means that you can always access it, even if your devices are lost, stolen, or destroyed.

35

The internet will only continue to grow. As of 2021, nearly half of the people on Earth have smartphones, and two-thirds own some kind of mobile device. Experts expect more and more connectivity through more and more types of devices. What are your predictions for the future of the internet?

40

What did Internet2 do? Underline the information.

Reading Time: _____ minutes _____ seconds 594 words

- | | | |
|--|-------------|--|
| ⁵ annual | <i>adj.</i> | yearly |
| ⁶ fiber-optic cables | <i>n.</i> | thin threads of glass or plastic that carry very large amounts of information in the form of light signals |
| ⁷ consortium | <i>n.</i> | a group of people, companies, etc., that agree to work together |
| ⁸ capacity | <i>n.</i> | the ability to hold or carry (something) |
| ⁹ convey | <i>v.</i> | to take or carry from one place to another |
| ¹⁰ device | <i>n.</i> | a machine or piece of equipment that has been made for a particular purpose |

READING COMPREHENSION

A Mark each statement as true (T) or false (F) according to the reading.

- 1 _____ The first, small internet network was created in the late 1960s.
- 2 _____ Privacy became a concern in the 1990s.
- 3 _____ Gopher was the first internet browser.
- 4 _____ Internet2 allowed people to watch TV online.
- 5 _____ The first phone that could access the internet appeared in 1996.

B Choose the best answer according to the reading.

VOCABULARY

1 In paragraph 3, the word **application** means _____.

- a. request
- b. need
- c. effort
- d. use

DETAIL

2 The first computer virus probably appeared in _____.

- a. the early 1970s
- b. the late 1970s
- c. the early 1980s
- d. the early 1990s

DETAIL

3 What was Mosaic?

- a. A computer company
- b. A computer virus
- c. A Web browser
- d. A search engine

INFERENCE

4 What can be inferred from paragraphs 8 and 9?

- a. Less than half of all internet traffic comes from computers.
- b. More people today have tablets than mobile phones.
- c. People in the future will not need computers at all.
- d. Many people find using the cloud too difficult.

C Put the events in the reading in the correct order (from a to e).

- 1 _____ The first Web browser and search engine were created.
- 2 _____ Government research centers and universities began exchanging information online.
- 3 _____ People could access the internet with phones and tablets.
- 4 _____ High-speed internet using fiber-optic cables appeared.
- 5 _____ The term "internet" was invented.

SUMMARY

Fill in the blanks with the phrases in the box.

was exponential
the cloud

military research
able to communicate

privacy and security
more information

The internet has had a great impact on modern society. The basic idea of the internet came from 1 _____ in the 1960s. The military wanted to be 2 _____ through connections to many locations by computers. As more and more people began using the system during the 1980s, 3 _____ became issues due to viruses and other threats. In the 1990s, the internet's growth 4 _____ thanks to the World Wide Web. Soon afterward, Internet2 and fiber-optic cables made the internet faster and able to carry 5 _____. Now, 6 _____ is replacing the use of hard drives for storing information.

VOCABULARY PRACTICE

Fill in the blanks with the words in the box. Change the form if necessary.

transmission

elementary

interface

exponential

span

encode

- 1 The singer is not just famous in her own country; her popularity _____ three continents.
- 2 Since I only understand French at a(n) _____ level, this book is too hard for me.
- 3 The _____ for a shopping website should be both easy to use and nice to look at.
- 4 Web browsers _____ Web addresses into a form that can be sent over the internet.
- 5 We are receiving a live satellite _____ from the spacecraft traveling around Earth.
- 6 When gold was discovered in parts of California, the state's population experienced _____ growth.

SUPPLEMENTAL READING

Freedom Online



Since the invention of the internet, the extent to which governments should control what can be viewed online has been widely debated. In the early 1990s, many advocates of the internet believed it should be a space free from government control. They argued that individuals should be able to say and do whatever they wanted online.

As more and more of the world's population goes online, however, attitudes have begun to change. Many still believe that freedom of speech on the internet should be protected. However, most now accept that complete freedom from government oversight is unrealistic. Even in countries where freedom of speech is a legal right, governments and courts have long had powers to regulate content in the print and broadcast media—especially in regards to individuals' rights not to be lied about or discriminated against. Many people now want to see such rules more strictly enforced online as well—for both content produced by organizations and individuals.

Some governments control the internet even more tightly. There is a growing list of countries where governments block any content that they believe could be politically or socially damaging. Many in those countries argue that it is a government's duty to protect its citizens in every aspect of their lives, including online.



As the role of the internet in society continues to develop, the limits of government control remain to be seen. What is clear, however, is that the internet has developed very differently than those early internet enthusiasts envisaged.

Fill in the blanks with information from the reading.

- 1 Early _____ of the internet argued that it should be free from government control.
- 2 Many people now accept that government _____ of the internet is necessary.
- 3 Some governments _____ any content they believe is harmful.



EXTENSION

Talk or Write About It

What positive effects of the internet were not mentioned in this unit?

What about negative effects?