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CORE

NONFICTION READING

Stephanie Alexander • Liana Robinson

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The background of the cover features a warm, golden-hued desert landscape with rolling sand dunes under a bright sky. A large, dark red banner with a white arrow pointing right is positioned across the top. The word 'CORE' is written in large white letters on the banner, and 'NONFICTION READING' is written in smaller white letters below it. The number '1' is written in large yellow letters on the right side of the banner.

CORE

NONFICTION READING

1

Stephanie Alexander • Liana Robinson

Core Nonfiction Reading 1

Liana Robinson • Stephanie Alexander

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Unit Overview

Student Book

These pre-reading questions focus students on the topic of the unit and integrate skills by allowing them to discuss the topic they will read about. Sample answers are provided in the answer key.

UNIT 9 Liar, Liar

Before You Read

◆ Talk about these questions with your classmates.

1. In which jobs is it important to recognize when others are lying?
2. How good do you think you are at spotting a liar? Can you spot liars always, sometimes, or rarely?
3. Can you remember a situation when someone lied to you? How did you know or find out that the person was lying?

Word Booster

◆ Read the definitions. Then match each word in bold with its definition.

A. a tendency to think a certain way
B. a person who breaks the law
C. a sign or signal that something is not as it seems
D. to notice or find after searching, study, or effort
E. to identify or notice
F. to keep track of; to watch in order to notice changes
G. correct; exact; without mistakes
H. to produce salty water through the skin when hot or nervous

1. ____ It is not always easy to detect a liar.
2. ____ It is important for a detective to be accurate in recognizing liars.
3. ____ The man began to sweat a lot, which made me think he was not telling the truth.
4. ____ The special school taught people how to watch for cues from liars.
5. ____ Some criminals are so good at telling lies that they can fool police officers.
6. ____ Most people can spot a liar about half of the time.
7. ____ People have a bias toward believing liars, which makes the liar's job a little easier.
8. ____ The oldest lie-detecting machines monitored people's blood pressure.

In order to boost comprehension of the passage, the Word Booster vocabulary activity introduces students to words they are likely unfamiliar with. Sentences that use the vocabulary words in the passage are paraphrased here, giving students a preview of the content of the passage. All of this ensures that students feel challenged but not overwhelmed by the reading.

The reading passage has been quantitatively analyzed to ensure that it is appropriate for students of the target English level.

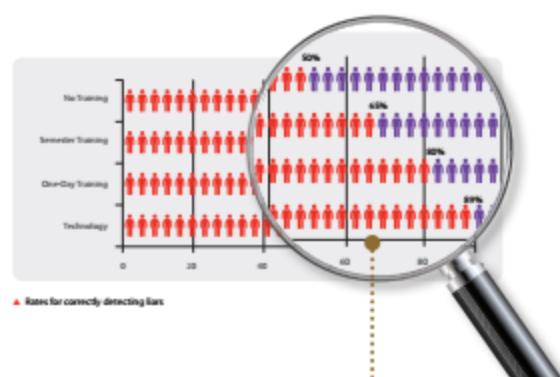
Main Reading

Making Better Lie Detectors

Most people can spot a liar about half of the time. Half the time, they are right. Half the time, they are wrong. Flipping a coin can give the same accuracy.

Some people need a better way to detect liars. Detectives and psychologists shouldn't rely on guesses to decide when people are lying. When they are working, they need to be able to spot criminals and liars. Can a person be trained to better detect lies? This question has led to some interesting experiments.

In one experiment, police officers were trained in a special school over several months. A class in this school taught them how to watch for cues from liars. These cues came from the liar's speech and actions. By the end of the training, the group of officers had 65% accuracy in spotting liars in videotapes.



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In another experiment, psychologists had six hours of training. Like the officers' training, it taught the psychologists what cues to look for when people lied. Then they watched video tapes to practice spotting liars. In a test after the training, the group was more accurate at detecting liars than the trained officers were.

- People naturally have a bias toward believing others. Machines are never biased.
- But are they any good at detecting liars? The oldest lie detectors monitored people's blood pressure, sweat, and eye movements. Today, scientists have machines that can look at the brain. How accurate are these new machines? Some scientists say that lie-detecting technology today is accurate 89% of the time.



▲ When police officers are working, they need to be able to spot a liar or a criminal.

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Review the Highlights

- ♦ Mark up the text and infographic according to the instructions.
- 1. Look at Paragraph 2. Underline the two jobs mentioned in the paragraph.
- 2. Look at Paragraph 3. Underline the results of the experiment.
- 3. Look at Paragraph 4. Circle three differences between this experiment and the first one.
- 4. Look at Paragraph 5. Underline four things that lie-detecting machines monitor.
- 5. Look at the infographic. Put the paragraph number next to the bar with the corresponding information.

 For more practice, go to page 182 of the Reading Skills Appendix.

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Each unit includes an infographic, a visual aid that reinforces and expands on the reading topic.

The passage includes a picture that further reinforces the reading. All of this is followed by a text mark-up activity to make sure that students have interacted with the reading and infographic rather than just scanning them passively. This better equips students to answer the comprehension questions that follow.

Multiple choice questions, labeled by type, assess students' comprehension of the passage and require that they revisit the text to locate information. These questions are followed by a fill-in-the-blank summary that reviews not only the content of the passage, but also the vocabulary that has been introduced.

Check Your Comprehension

Circle the correct answer.

- What is the reading about? **Main idea**
a. Improving lie detection
b. Machines that detect lies
c. Problems with lies
d. Technology and the law
- Which group had the longest lie-detection training? **Detail/who**
a. Criminals
b. Psychologists
c. Police officers
d. Liers
- Why are two experiments described? **Purpose**
a. To compare experimental results
b. To contrast different liars
c. To explain new technology
d. To show how the training changed
- According to the text, what is NOT something that lie-detecting machines monitor? **Negative fact**
a. Blood pressure
b. Speaking
c. Sweat
d. The brain
- What does the writer imply in the last paragraph? **Inference**
a. Machines are better at detecting lies than people are.
b. Some machines are not good at detecting lies.
c. Some people are not good liars.
d. The experiments will be done again.

Complete the summary. Write the words from the reading that best fit in the blanks. One word is extra.

bias criminal cues detect monitor accurate spot sweat

People have a natural 1 toward believing others. For this reason, people in some jobs need special training to 2 liars. For example, it is important for a detective to know when a 3 is lying to him or her. Some experiments have tried to train police officers and psychologists to be 4 in detecting a liar. The experiments trained people to watch for 5 that liars give. Lie-detecting machines also pick up on cues that are hard for people to see. Machines can 6 a person's blood pressure, 7, and even their brains to detect lying.

Linked Skills Activity

Write four sentences about yourself. Two of the sentences should be true. Two of the sentences should not be true. Use the prompts below to think of ideas.

a place you visited
something you own

something in your home
a sport you played

a problem or illness
your hobby

- _____
- _____
- _____
- _____

Work in groups of three or four. Choose one person in your group to be the speaker. Your teacher will call out a number from 1 to 4. The speaker should then read the sentence he or she wrote next to that number above. The other group members write down the sentence they hear.

Speaker #1: _____ O X
Speaker #2: _____ O X
Speaker #3: _____ O X
Speaker #4: _____ O X

The speaker should explain more about the sentence, talking for about a minute. After a minute, the others in the group should circle O if they think the person is telling the truth or X if they think the person is lying.

Continue with the other members of the group. Each person in the group should speak once. After all the members of the groups have spoken, tell your group if you were telling the truth or lying.

Choose one of the topics below. Discuss or write a paragraph about it.

- Who in your group or class was able to spot the liars more than half of the time?
- What cues did you look for when you were trying to spot the liars? Did you see those cues from the liars?

For speed reading practice, go to page 21 of the Reading Fluency Workbook.

A multi-step linked skills activity allows students to get practice using different English communication skills. Students reinforce learning by interacting with vocabulary and content in a variety of contexts.

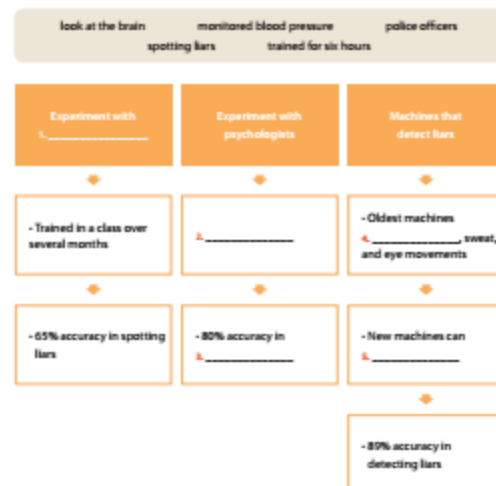
Reading Skills Appendix

UNIT 9 Liar, Liar

Categorizing

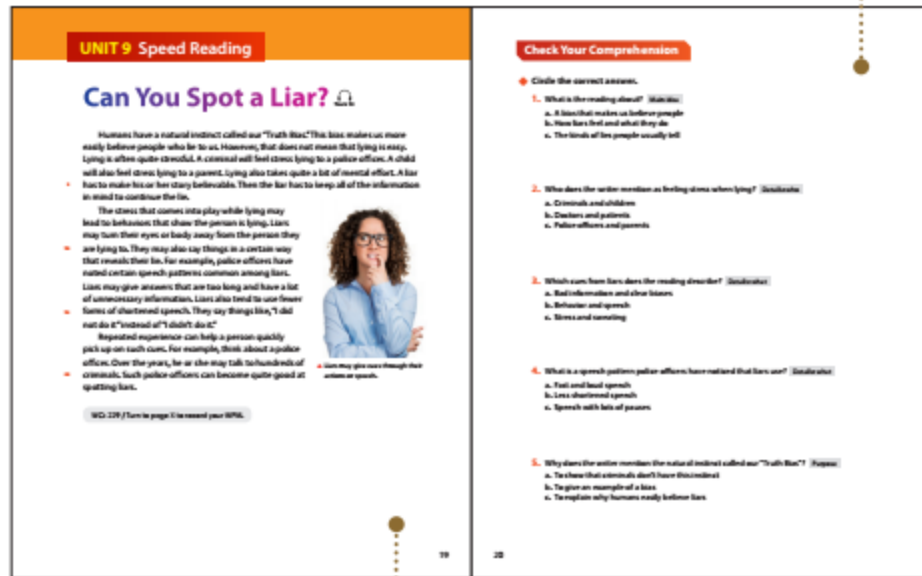
Categorizing information in a reading passage helps illustrate the different parts of a complex topic. It also helps you understand how facts or details relate to one another.

Look at the category chart based on this unit's Main Reading, "Making Better Lie Detectors." Write the information in the correct places.



The Appendix at the back of the book further supplements comprehension with a different type of activity. Each Appendix activity focuses on a specific organization pattern so that students can become familiar with these standards and improve their comprehension and note-taking skills.

Reading Fluency Workbook

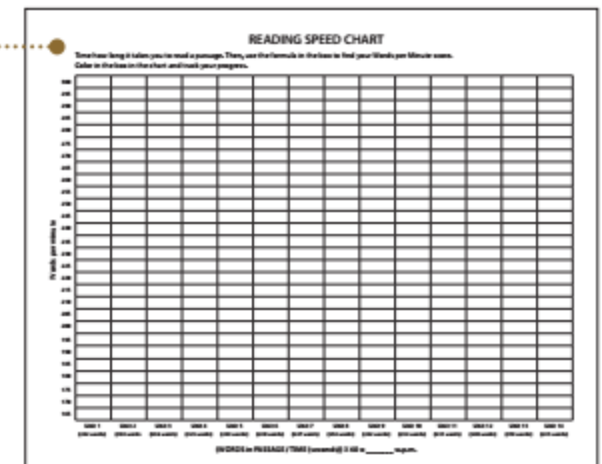


Multiple choice questions assess whether the student has simply read fast or has read efficiently.

Reading passages in the Reading Fluency Workbook are topically related to those in the student book, but are less challenging. By doing timed reading practice with these passages, students are able to improve their reading speed and efficiency.

Speed Reading Progress Chart

A chart at the back of the Reading Fluency Workbook allows students to record the progress of their reading fluency. A second chart allows them to practice again.



MOBILE APP

Get the most out of **CORE Nonfiction Reading** by practicing with the mobile app. Download the BIGBOX app to your mobile device from Google Play or the Apple App Store. Access code and full instructions can be found at the front of the Student Book.

- Extra practice with vocabulary, reading comprehension, and reading fluency

ONLINE RESOURCES:

- Answer Key
- MP3 audio recordings of reading passages



UNIT

1

Living Longer: The Science of Longevity



Scan and find the tracks.

Before You Read

◆ **Talk about these questions with your classmates.**

1. Why do some people live longer than others?
2. What are some things that you can do to live longer?
3. Who is the oldest person in your family? How old is he or she?



Word Booster

- ◆ Read the definitions. Then match each word in bold with its definition.

- A. one of the things that cause something to happen
- B. the amount of time something lasts
- C. passed down from older family members to younger ones at birth
- D. to remain strong against something
- E. drinks such as beer and wine
- F. to help cause a result
- G. a set of signs that passes information from one person to another
- H. the chance of something bad happening

1. _____ Diseases and resistance to them can be **genetic**.
2. _____ A balanced diet **contributes** to a long and healthy life.
3. _____ A diet that is low in fat and sugar lessens the **risk** of some diseases.
4. _____ What our parents pass down to us at birth can either increase or decrease the **length** of our lives.
5. _____ Drinking too much **alcohol** is unhealthy.
6. _____ Scientists have found that many **factors** contribute to a long and healthy life.
7. _____ Our genetic **codes** play a part in how long we live.
8. _____ Some people naturally **resist** diseases that could kill them.