



CORE

NONFICTION READING

Stephanie Alexander • Liana Robinson

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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 2 The Ring of Fire

Before You Read

◆ Talk about these questions with your classmates.

1. Where are some famous volcanoes that you know of?
2. Where did an earthquake happen recently? How large was it?
3. Which places around the world have been affected by tsunamis? What happened?

Word Booster

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

A. a mountain that can erupt
B. causing a lot of damage
C. the face; the top or outside of something
D. not as heavy
E. happening often
F. when gas or liquid rock comes out the top of a volcano
G. a shaking of part of the earth's surface that often causes great damage
H. to cause; to create

1. _____ Volcanoes form or erupt when plates under the ground press against each other.
2. _____ The Ring of Fire's power is generated by plates under the earth's surface.
3. _____ Fifteen major tectonic plates make up the surface of the earth.
4. _____ Like volcanoes, earthquakes happen when plates under the earth move around.
5. _____ Fire, earthquakes, and volcanoes are all destructive.
6. _____ There are frequent smaller volcanic eruptions that do not make the news.
7. _____ Large volcanic eruptions sometimes appear in the news.
8. _____ Some tectonic plates under the earth are much lighter than others.

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

Powering the Ring of Fire

The "Ring of Fire" is not really a ring. It is an imaginary arc that outlines most of the Pacific Ocean. The arc extends from Antarctica in the south as far west as Indonesia, then north to Russia and Alaska before it falls southeast along the west coasts of North and South America. Many of the world's volcanoes are located around the Ring of Fire.

- The area has a lot of earthquakes and tsunamis as well.

The Ring of Fire sounds like a dangerous place. Fire, after all, is a destructive force. In fact, the ring lives up to its name. The powerful forces of this arc are generated by the plates that make up the surface of the earth. The scientific term for these is tectonic plates. Scientists have identified fifteen major tectonic plates that make up the earth's surface, as well as several minor ones. Seven of them are huge, while the others are quite small. These plates are always moving. The largest, the Pacific Plate,

is currently shrinking because the Eurasian Plate and North American Plate are pressing on it. As a result, the Pacific Plate is sliding under the smaller, lighter plates. Where the plates do this, volcanoes form. Earthquakes are also generated. And when earthquakes happen under the ocean, tsunamis result.

No doubt you have heard about large earthquakes around the Ring of Fire. Large volcanic eruptions also appear in the news from time to time. More frequent smaller events typically go unreported. Those who study volcanoes and earthquakes keep watch on and count both the small and large events. They have found that over seventy-five percent of the earth's quakes and volcanic eruptions occur around the Ring of Fire.

Fault lines are major areas of tectonic activity.

1 Diverge

2 Converge

3 Transform

These are the ways that tectonic plates move

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Review the Highlights

- Mark up the text and infographic according to the instructions.
- Look at Paragraph 1. Underline the names of places that are on the Ring of Fire.
- Look at Paragraph 2. Put stars next to the names of the tectonic plates mentioned.
- Look at Paragraph 3. Underline the percentage of earth's volcanic eruptions and earthquakes that occur near the Ring of Fire.
- Look at the infographic. Circle the three types of tectonic movement.
- Look at the infographic. What is the function of the infographic?

Check your choice: ☐ comparing ☐ ranking ☐ sequencing

For more practice, go to page 95 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 mainly about? **Main Idea**
 - The Pacific Ocean
 - The Ring of Fire
 - An imaginary land made of plates
 - Volcanoes and tsunamis
- What is the name of the world's largest tectonic plate? **Detail/Who**
 - Pacific Plate
 - North American Plate
 - Eurasian Plate
 - South American Plate
- In the first paragraph, why does the author mention Russia, Antarctica, and the Americas? **Purpose**
 - Because they have a lot of volcanoes
 - Because the author is from there
 - To tell the reader where tsunamis happen
 - To tell the reader where the Ring of Fire is
- Which is NOT mentioned as a result of plate movement? **Negative Fact**
 - Earthquakes
 - Volcanoes
 - Typhoons
 - Tsunamis
- What can be assumed about tectonic plates? **Inference**
 - Their movements can result in human deaths.
 - They can be moved by scientists.
 - They all form an imaginary arc.
 - Each one is surrounded by a ring of fire.

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

destructive frequent generated surface
lighter earthquakes volcanoes eruption

"The Ring of Fire" is an arc that outlines most of the Pacific Ocean. It is formed by the borders of the Pacific Plate and other tectonic plates that make up the earth's _____. As the heavy Pacific Plate slides under the _____ plates around it, _____ forces are produced. _____ form and earthquakes are _____. When these forces occur under the ocean, tsunamis happen. Large _____ and eruptions are often reported in the news, but more _____ smaller ones go unreported.

Linked Skills Activity

Think about the effects of volcanic eruptions, earthquakes, and tsunamis. Can you list some bad effects of these events? (You can ignore the "Good Effects" column for now.)

Event	Bad Effects	Good Effects
Volcanic eruptions		
Earthquakes		
Tsunamis		

Share your ideas with a classmate. Together, make sure you have listed at least one bad effect of each event. Then read the paragraphs below and write some of their positive effects in the boxes above.

A major benefit of volcanic eruptions is that after them, liquid rock from the volcano cools to produce new land. Eruptions also bring up minerals from deep under the earth's surface. These can benefit plants growing on or near volcanoes. Some minerals are valuable to people, too. Certain kinds of volcanic rocks can be used to make cleaners, polish, or cement.

Earthquakes work in a similar way. They can expose valuable mineral deposits. This makes mining easier. Earthquakes have also been known to expose deposits of fossil fuels. Probably their biggest benefit, though, is that they continue the earth's natural recycling process. Hard rock from the surface is pulled down and changed into liquid rock. That is brought up and turns into hard rock. This cycle created the earth that we know today.

It is harder to find a benefit of tsunamis. However, scientists in Chile have recently found some! They noticed that on some beaches, after a tsunami, plants began to grow where they had never grown before. Also, where beaches had been lost, earthquakes and tsunamis brought them back. The beaches are still being studied. More changes may be discovered soon.

Considering what you have just read, write three sentences to answer these questions: Which are stronger – the positive or negative effects of volcanic eruptions, earthquakes, and tsunamis? Why?

For speed reading practice, go to page 7 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 2 The Ring of Fire

Cause and Effect

Looking at causes and effects helps answer the questions "how" and "why," which helps you understand the reasons behind something. Once you have identified this relationship, you can decide how strong or weak it is.

Look at the diagram of this unit's Main Reading, "Powering the Ring of Fire." Write the information in the correct places.

earthquakes tectonic plates generated
eruptions press shrinks tsunamis

CAUSES OF EVENTS

- _____ move over the surface of the earth.
- Plates _____ together and move around.
- The Pacific Plate _____ as it slides under smaller, lighter plates.

EFFECTS OF EVENTS

- _____
- Volcanic _____
- (are _____ by earthquakes under the ocean)

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

UNIT 2 Speed Reading

Surprising Volcanoes


What countries come to mind when you think about volcanoes? People generally think of Japan or Indonesia, but one volcanic country they forget about is the US. There is one state there that has more than 100 volcanoes, and 50% of them are active! This part of the US is not Hawaii. Even though most people think of it as only trees and snow, it is an active part of the Ring of Fire. The state is Alaska.

Of Alaska's many volcanoes, three fascinating ones are Mt. Novarupta, Mt. Sheldahl, and Foulpoint. Mt. Novarupta became famous following an enormous event in 1912, when the volcano erupted for three consecutive days. The study of volcanoes was not a well-developed science in those days. However, modern methods have helped volcanologists realize that this was a landmark event. It was, in fact, the largest eruption of the 20th century.

Mt. Sheldahl's last eruption was much more recent. This volcano is known not for one huge eruption but for countless smaller ones. It erupted once every year from 1991 to 2000, making it the most active volcano on the planet during that decade.

The volcano remains extremely active, erupting every minute or two. The eruptions, though, are barely noticeable.

Finally, there was the eruption of Foulpoint volcano in 2006. This event was interesting because the volcano had been dormant, or asleep, for ages. The 2006 eruption brought this volcano back to life after it had slept for ten thousand years. This may indicate that a volcano never really dies – it only sleeps, and then it wakes up with a bang!



WGS 347 / Turn to page 22 to read your WPS.

Check Your Comprehension

Circle the correct answer.

- What is the reading mostly about? (Skills tip)

 - The most active volcano on the planet
 - A well-developed science
 - Volcanoes in a surprising place

- From the reading, it can be inferred that the author thinks readers usually associate volcanoes with _____. (Skills tip)

 - Alaska and Hawaii
 - The US
 - Japan and Indonesia

- Which is NOT true, according to the reading? (Skills tip)

 - Alaska has fifty volcanoes.
 - Mt. Sheldahl erupted more recently than Mt. Novarupta.
 - Foulpoint volcano was asleep for about ten thousand years.

- During which decade was Mt. Sheldahl very active? (Skills tip)

 - The 1910s
 - The 1990s
 - The 1950s

- What is Mt. Novarupta famous for? (Skills tip)

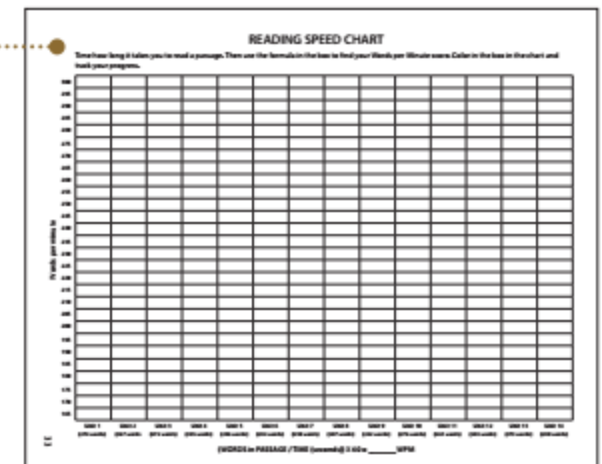
 - developing the study of volcanoes
 - being bigger than Mt. Sheldahl
 - having the largest eruption of the 20th century

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

Our Earth and Our Buildings



Before You Read

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

1. Do most people in your country live in a house, an apartment, or another kind of place?
2. How many rooms does your home have?
3. How big of a home do you want to have in the future?



Word Booster

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

- A. able to be used without being completely used up; able to last a long time
- B. to keep something or try to use it slowly to avoid loss or waste
- C. a person who does not agree with something or focuses on problems
- D. a difficult situation that needs serious attention
- E. a group of two or more words that express a single idea
- F. to make something last longer
- G. the act of building something
- H. the act of moving something from one place to another
- I. the process of making something, especially the environment, dirty
- J. to process something so that it can be used again

1. _____ The **phrase** “green building” is important to people who care about the environment.
2. _____ In green building, the goal of **construction** is to build in a way that does not harm the earth.
3. _____ It is important to **conserve** resources when building green.
4. _____ In the 1960s and 1970s, people were worried about the oil **crisis** and increased pollution.
5. _____ Building materials should be **sustainable** and energy efficient.
6. _____ Builders who care about the environment want to **extend** the life cycle of a building.
7. _____ Building materials should be found locally so that less gasoline is used during **transportation**.
8. _____ **Critics** think that green building is too expensive.
9. _____ **Recycling** materials causes less harm to the planet than using new ones does.
10. _____ A few decades ago, people began to worry about the effects of **pollution**.