

READING FOR THE **REAL** WORLD

FOURTH EDITION

1

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Peggy Anderson • Sam Robinson

READING FOR THE
REAL
WORLD



FOURTH EDITION

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READING FOR THE **REAL** WORLD **1**

Peggy Anderson, Sam Robinson

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A futuristic white space shuttle is shown in orbit above the reddish, cratered surface of Mars. The planet's horizon is visible in the lower half of the frame, and a large, hazy planet is seen in the upper right background. The overall color palette is dominated by warm, reddish-brown tones.

READING FOR THE **REAL** WORLD

FOURTH EDITION

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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 \$150 to \$160 billion, and it's predicted to continue growing at a rapid pace. Much of this growth is credited 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 Wuzhou 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 2010, 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. Rich Clewley, 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 **500 words**

Understanding the passage 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?

Looking for more interesting reading from COVID-19 activities.

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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

2 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.

3 Choose the best answer according to the reading.

QUESTION 1

- 1 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

QUESTION 2

QUESTION 3

- 2 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.

QUESTION 4

- 3 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.

QUESTION 5

- 4 The word **it** in paragraph 5 refers to _____.
- Twitter
 - social media
 - Animal Crossing: New Horizons
 - COVID-19

3 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	social skills	a negative impact
concentrate	large minority	have the energy

Gamers

Image	Reality
<ul style="list-style-type: none"> Gamers lack _____. The majority of gamers are boys or young men. Gamers don't _____. Playing games encourages gamers to _____ in real life. 	<ul style="list-style-type: none"> Most gamers are adults, and a _____ are women. The majority of gamers are also productive employees. Many gamers have ab(n) _____ and interests. Gaming does not have _____ on the health of young people.

VOCABULARY PRACTICE

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

- | rich | static | incidence | parlay | 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 Talk or Write About It

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

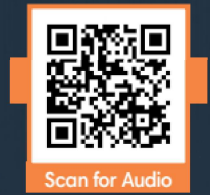
A scaffolded idea-generation exercise enables students to build on the arguments they developed in the Extension section of the lesson.

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.



Strange & Unusual 1

AMERICAN SUPERSTITIONS

PRE-READING QUESTIONS

Think about the following questions.

1. In your culture, what is believed to bring good luck? Bad luck?
2. Do you follow or believe any of these superstitions?
3. Do you know any superstitions from other cultures?

VOCABULARY PREVIEW

Match each NAWL word with the correct definition.

- | | | | |
|---|---------------|---|--|
| 1 | likewise | • | • a. involving or having information that disagrees with other information |
| 2 | ridiculous | • | • b. hard to understand; confusing |
| 3 | contradictory | • | • c. in the same way; also |
| 4 | rationality | • | • d. an idea that is believed by many people but that is not true |
| 5 | puzzling | • | • e. very silly or unreasonable |
| 6 | myth | • | • f. the quality of being based on facts or reason; the ability to reason |

AMERICAN SUPERSTITIONS



Every culture has **superstitions**¹. Some people believe them more than others. Our modern technological society puts a high value on **rationality**, but superstitions can still hold a powerful influence. Most people seem to outgrow them. But how many people continue to believe (or at least act like they believe) superstitions as adults?

Underline five actions that are considered unlucky.

A **survey**² **conducted**³ for the journal *American Demographics* by the research firm Market Facts found some surprising results. In the survey, people were asked how superstitious they were. Ten common superstitions were listed. Five of them related to good luck and five to bad luck. **Respondents**⁴ were then asked to check the ones they believed and how strongly. Of the superstitions in the list, good-luck superstitions were more widely **held**. The top good-luck

¹⁰ superstitions that most people believed “very much” were picking four-leaf **clovers**⁵ (seventy-nine percent), knocking on wood (seventy-two percent), picking up pennies (seventy percent), and crossing fingers for luck (fifty-nine percent). Of the bad-luck superstitions, the most common belief was that breaking a mirror brought bad

¹⁵ luck (eighty-two percent). Other bad-luck superstitions listed in the survey included seeing black cats, walking under ladders, a **groom**⁶ seeing the bride before the wedding, and doing anything on Friday the 13th.



79%



72%



70%



59%

- ¹ superstition n. a belief based on faith in magic or luck
- ² survey n. an activity in which many people are asked a question or questions in order to gather information; a poll
- ³ conduct v. to plan and do
- ⁴ respondent n. a person who gives a response, especially as part of a survey
- ⁵ clover n. a small plant that usually has three leaves on each stem
- ⁶ groom n. a man who is about to be married or who has just married

Even though most Americans consider superstitions nothing more than **ridiculous myths**, forty-four percent of the people surveyed still admitted they were superstitious. There were other seemingly **contradictory** results. Among the fifty-six percent who did not describe themselves as superstitious, belief in “optimistic” superstition was still fairly common. For example, twelve percent of those who said they were not really superstitious **confessed**⁷ to knocking on wood for good luck. And nine percent confessed they would pick up a penny on the street for good luck. **Likewise**, nine percent of “non-believers” also said they would pick a four-leaf clover for luck if they found one. And some still believed in kissing under the **mistletoe**⁸ for luck.

Of the forty-four percent of Americans who admit their superstitious beliefs, sixty-five percent said they were “only a little” superstitious. Twenty-eight percent were “somewhat” superstitious, and eight percent were “very” superstitious. Among this last group of believers, some interesting differences appeared when the men and women were considered separately. In the survey, women **comprised**⁹ sixty percent of the entire superstitious group, seeming to **indicate**¹⁰ that women tend to be more superstitious than men. However, more than half (sixty-four percent) of the “very” superstitious believers were male.

Additionally, there were significant differences in age between the believers and the non-believers. In the survey, more young people admitted their superstitious nature than older people. For people between the ages of eighteen and twenty-four, sixty-four percent claimed to be at least a little superstitious. But for seniors sixty-five and older, only thirty percent admitted to believing in any superstitions.

It might be expected that people with more education would be less superstitious, but results from the survey indicated almost equal numbers of believers among those with and without college degrees. Of those survey respondents whose education stopped at high school, forty-two percent reported being at least a little superstitious. For those with a college education, forty-seven percent claimed the same minimal level of belief.

These results may seem **puzzling**, but perhaps they are to be expected. Whether they are true believers or not, most people would say there’s no harm in doing something like knocking on wood or crossing one’s fingers to increase the chances of a positive outcome. After all, who couldn’t use a little extra luck?

Breakdown of the forty-four percent of Americans who admit their superstitious beliefs



What is paragraph 5 mainly about?

- a. Differences in beliefs according to age
- b. Reasons why young people are more superstitious

Reading Time: _____ minutes _____ seconds **581 words**

- ⁷ **confess** v. to admit
- ⁸ **mistletoe** n. a plant with yellowish flowers and white berries that is traditionally used as a Christmas decoration
- ⁹ **comprise** v. to make up
- ¹⁰ **indicate** v. to show; to suggest

READING COMPREHENSION

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

- _____ The majority of the superstitions in the survey were about bad luck.
- _____ The good-luck superstition followed by the most Americans relates to four-leaf clovers.
- _____ Fewer than half of Americans admitted to being superstitious.
- _____ More men than women described themselves as “very” superstitious.
- _____ Older people were more likely to believe in superstitions.

B Choose the best answer according to the reading.

PURPOSE

1 What is the main purpose of the reading?

- To explain where some American superstitions come from
- To describe Americans’ beliefs about certain superstitions
- To discuss why Americans are surprisingly superstitious
- To compare American superstitions with those of other countries

VOCABULARY

2 In paragraph 2, the word **held** is closest in meaning to _____.

- owned
- kept
- argued
- believed

DETAIL

3 Which of the following is thought to bring bad luck?

- A cracked mirror
- Crossed fingers
- Money on the street
- Walking under mistletoe

DETAIL

4 Which good-luck tradition is most commonly followed by “non-believers”?

- Avoiding black cats
- Kissing under mistletoe
- Knocking on wood
- Picking up money

C Look for the answers in the reading and write them on the lines.

1 What differences were found between men and women?

2 How did the beliefs of the college-educated compare with those of people without a college education?

SUMMARY

Fill in the blanks with the phrases in the box.

more often than
in good-luck

confessed to being
superstitious beliefs

four-leaf clovers
breaking a mirror

A market-research firm conducted a survey about the 1 _____ of Americans. It was found that many Americans actually 2 _____ at least somewhat superstitious. Most of them are “optimistically superstitious,” meaning they believe more 3 _____ than bad-luck superstitions. Some common good-luck superstitions in the survey included picking 4 _____ and knocking on wood. Bad-luck superstitions on the survey included seeing a black cat and 5 _____. Of the people who responded to the survey, young people said they were superstitious 6 _____ older people did.

VOCABULARY PRACTICE

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

likewise

puzzling

rationality

myth

contradictory

ridiculous

- 1 It's _____ that the plant died, since it received plenty of water and sunshine.
- 2 The results of the two studies were _____; one showed that the drug worked and the other that it had no effect.
- 3 The right side of the brain is often linked to emotion and creativity, while the left side is linked to logic and _____.
- 4 The plot of the action movie was so _____ that I had to laugh.
- 5 People who care about their health usually eat better; _____, they exercise more.
- 6 It is a(n) _____ that the color red makes bulls angry since, in fact, bulls cannot see colors.

SUPPLEMENTAL READING

Scared of Friday the 13th



The year 2015 was a very bad one for people who believe that Friday the 13th is an especially unlucky day. In 2015, three months had a Friday that fell on the 13th of the month—February, March, and November. That is actually the most times that the 13th can possibly fall on a Friday.

The belief that Friday and the number thirteen are both unlucky possibly goes back to the time of Jesus's death. At the Last Supper, Jesus gathered his twelve followers for a special meal, but including himself, there were a total of thirteen people at the table. One of those followers later betrayed Jesus and turned him over to be killed—on a Friday. Today, superstitions about the number thirteen continue to worry people. As a result, most American skyscrapers do not have a 13th floor, and many airplanes lack a 13th row. When the number is combined with unlucky Friday, some people get doubly nervous.



When asked, only thirteen percent of Americans admit they believe that Friday the 13th is an unlucky day, but the percentage is much higher among young people. About thirty percent of Americans between the ages of eighteen and twenty-four say they generally try to be a little more careful on a Friday falling on the 13th. In Britain, a quarter of survey respondents said they make changes to their normal routine on that day. One in ten said they avoid travel, and one in twenty refuse to leave their homes!

Fill in the blanks with information from the reading.

- 1 In one year, the 13th can be a Friday no more than _____ times.
- 2 The number thirteen might be seen as unlucky because there were _____ at the table at the Last Supper.
- 3 One out of ten British people reports that they _____ on Friday the 13th.



EXTENSION

Talk or Write About It

Why do you think many people believe in superstitions even though they are unscientific?
Do you think belief in superstition can be harmful?



Scan for Audio

WARNING!

1

Strange & Unusual 2

BIGFOOT

PRE-READING QUESTIONS

Think about the following questions.

1. Do you know any stories about mysterious creatures? Where were they seen?
2. Do you think that such creatures exist? Why or why not?
3. What have you heard about “Bigfoot”?

VOCABULARY PREVIEW

Match each NAWL word with the correct definition.

- | | | | |
|---|------------|---|---|
| 1 | habitat | • | • a. an area of activity that is related to but not part of what is central or most widely accepted |
| 2 | fringe | • | • b. the place or type of place where a plant or animal lives |
| 3 | similarity | • | • c. happening regularly over a period of time |
| 4 | emit | • | • d. to send out; to give off |
| 5 | specimen | • | • e. a way in which a person or thing is like another |
| 6 | periodic | • | • f. an individual animal or plant collected as an example |

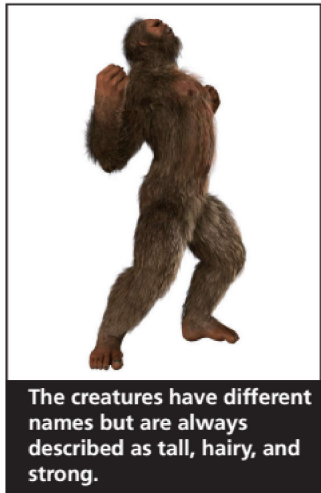
BIGFOOT

3

Underline the physical description of Bigfoot.

Native American and Canadian tribes have passed down stories for thousands of years about giant ape-men living in the forests of the western United States and Canada. They called these creatures Bigfoot, Sasquatch, or Mountain Devils. Regardless of the name, the descriptions of these animals are usually the same. Bigfoot is described as being very tall—well over two meters. It is covered in thick, dark hair and usually **emits**

5 a bad odor. Its body is usually very **muscular**¹ and ape-like, yet it walks **upright**² and has a face more similar to that of humans than



that of apes. For the most part, this creature appears not to be violent or aggressive. Bigfoot sightings are usually of

15 lone, or single, creatures, but there have been **periodic** reports of people seeing groups or families of Bigfoot.

People in other countries also tell stories of similar ape-men. In the Himalayas, a mountain range in Nepal, people call these creatures Yeti

20 or Abominable Snowmen. Some Africans call them Nandi bears, and the Chinese tell stories of the Gin-Sung, or “Bearman.”

Though sightings have been reported for centuries, is there any scientific evidence for the **existence**³ of these

25 creatures? Some say yes, and others say no. Dr. Grover Krantz,

¹ muscular
² upright
³ existence

adj. having large, powerful muscles
adv. on two feet instead of four
n. the state of being real

a **physical anthropologist**⁴ at the University of Oregon who died in 2002, believed that Bigfoot may be a type of creature known as *Gigantopithecus*. The *Gigantopithecus* are a group of apes that lived in Asia—maybe as recently as 100,000 years ago—but are now believed to be **extinct**⁵. They had many physical **similarities** to the **legendary**⁶ Bigfoot. Dr. Krantz argued that these animals may have actually migrated from Asia and settled in the heavily wooded area of the US Pacific Northwest, where food was plentiful.

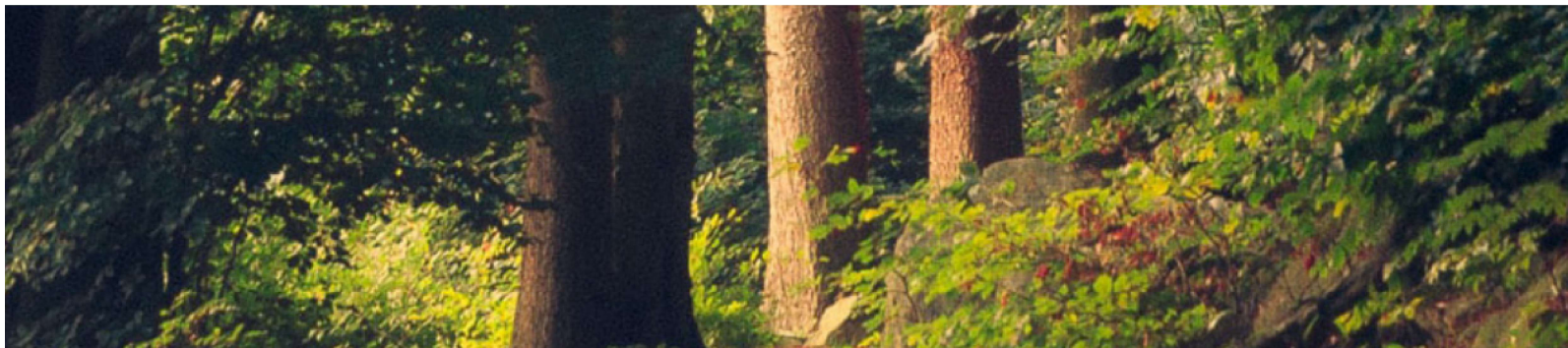
Is it possible that creatures like these could have survived for so many years, unknown to humans? Cryptozoologists are researchers that study mysterious creatures whose existence has not been proven. These researchers compare the case of Bigfoot to that of the coelacanth. The coelacanth is a type of fish that was believed to have become extinct over seventy million years ago but then was discovered to be still living off the coast of South Africa. Cryptozoologists suggest that the animals that we now call Bigfoot have been able to survive by living in **habitats** where people, until recently, have seldom gone.

There are, however, some questions that cryptozoologists have been unable to answer, which is why their ideas remain on the **fringe** of science. For example, why have no dead Bigfoot **specimens** ever been discovered? And where is the physical proof of their existence? Bigfoot researchers point out that it is unusual to find the dead **remains**⁷ of any animal in the forest. Most of the time, they say, other animals eat the remains soon after death; this may be the case for Bigfoot, too. Many **skeptics**⁸, however, say that the videos and photographs of Bigfoot are really pictures of people wearing ape costumes. **They** also believe that the Bigfoot footprints are really the footprints of a bear, or footprints made by tricksters trying to fool scientists.

It is possible that we may never know the truth about these creatures. If they have avoided being seen for thousands of years, then maybe they will stay hidden for another several thousand. Or it may be that as we humans go deeper and deeper into the forests of Northwest America and Canada, we may finally come face-to-face with the **elusive**⁹ Bigfoot.

According to cryptozoologists, how has Bigfoot been able to survive?

Reading Time: _____ minutes _____ seconds 580 words



- ⁴ **physical anthropologist** *n.* a scientist who studies the biology of human beings and related species
- ⁵ **extinct** *adj.* no longer existing
- ⁶ **legendary** *adj.* told about in stories that are believed by many but are not proven to be true
- ⁷ **remains** *n.* the dead body of a person or animal
- ⁸ **skeptic** *n.* a person who doubts or questions something
- ⁹ **elusive** *adj.* hard to find or capture

READING COMPREHENSION

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

- 1 _____ Stories about Bigfoot first appeared a few centuries ago.
- 2 _____ One scientist thinks Bigfoot could be a type of ape that is believed to be extinct.
- 3 _____ The coelacanth is an extinct type of fish.
- 4 _____ No one has ever found any Bigfoot remains.
- 5 _____ Some people think that Bigfoot evidence was created as a trick.

B Choose the best answer according to the reading.

TOPIC

1 What does the reading mainly discuss about Bigfoot?

- a. Why stories are told about it
- b. What different people believe about it
- c. What animals it most looks like
- d. Where it probably comes from

INFERENCE

2 What can be inferred about Dr. Grover Krantz?

- a. He was well known as a Bigfoot skeptic.
- b. He spent most of his career researching mysterious creatures.
- c. He thought people were telling the truth about seeing Bigfoot.
- d. He was the first to discover *Gigantopithecus*.

DETAIL

3 Why do cryptozoologists think that the coelacanth provides support for the existence of Bigfoot?

- a. Because its existence has also not been proven by science
- b. Because it looks like a close relative of Bigfoot
- c. Because it is also a strange-looking animal that was described in legends
- d. Because it shows ancient species can still exist without being easily found

REFERENCE

4 The word **They** in paragraph 5 refers to _____.

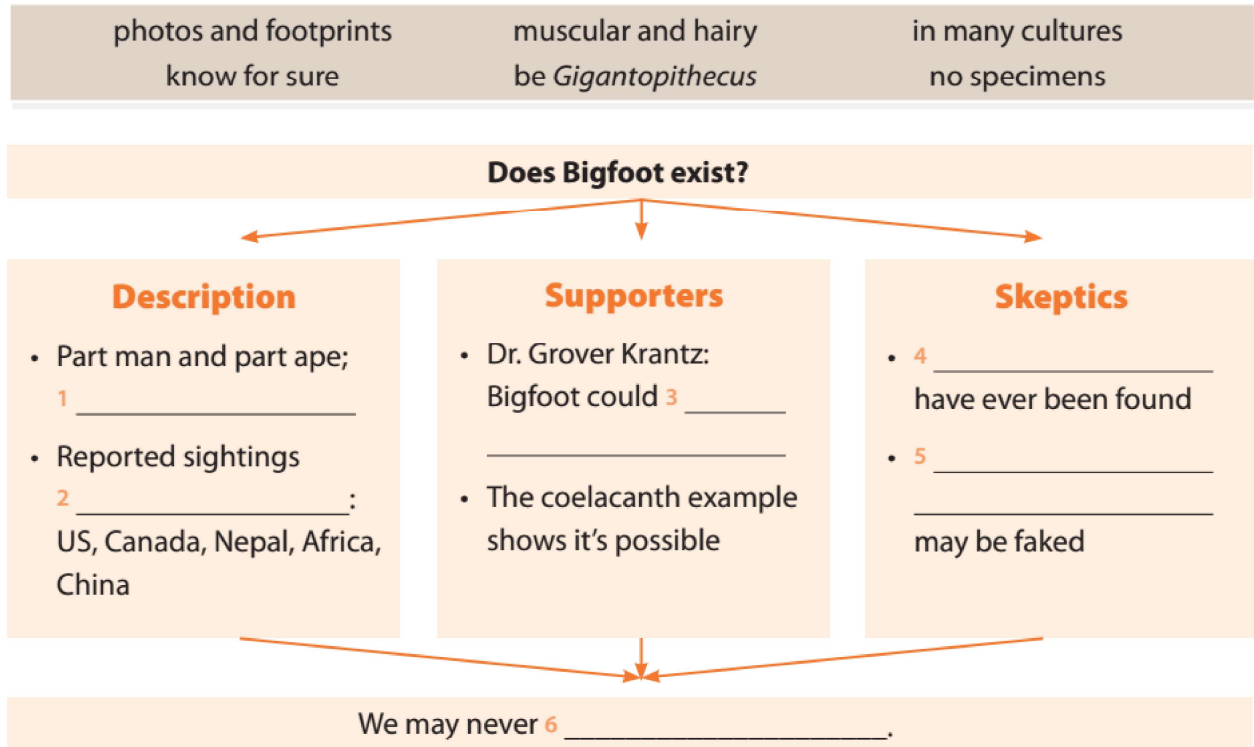
- a. skeptics
- b. videos and photographs
- c. ape costumes
- d. people

C The following terms are explained in the reading. Write definitions for them.

- 1 *Gigantopithecus*: _____
- 2 cryptozoologist: _____
- 3 coelacanth: _____

SUMMARY

Fill in the blanks with the phrases in the box.



VOCABULARY PRACTICE

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

specimen	habitat	similarity	periodic	emit	fringe
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- 1 Traditional light bulbs waste energy because they _____ heat as well as light.
- 2 I always stay with my Canadian relatives during my _____ visits to Toronto.
- 3 Many types of animals have become extinct because of the loss of their _____.
- 4 During his five years traveling on the *Beagle*, Charles Darwin collected many interesting _____ of insects and other animals.
- 5 One _____ between soccer and hockey is that in both sports, a single player guards the goal.
- 6 The possibility of life on other planets is not a(n) _____ idea; it is one that scientists take seriously.