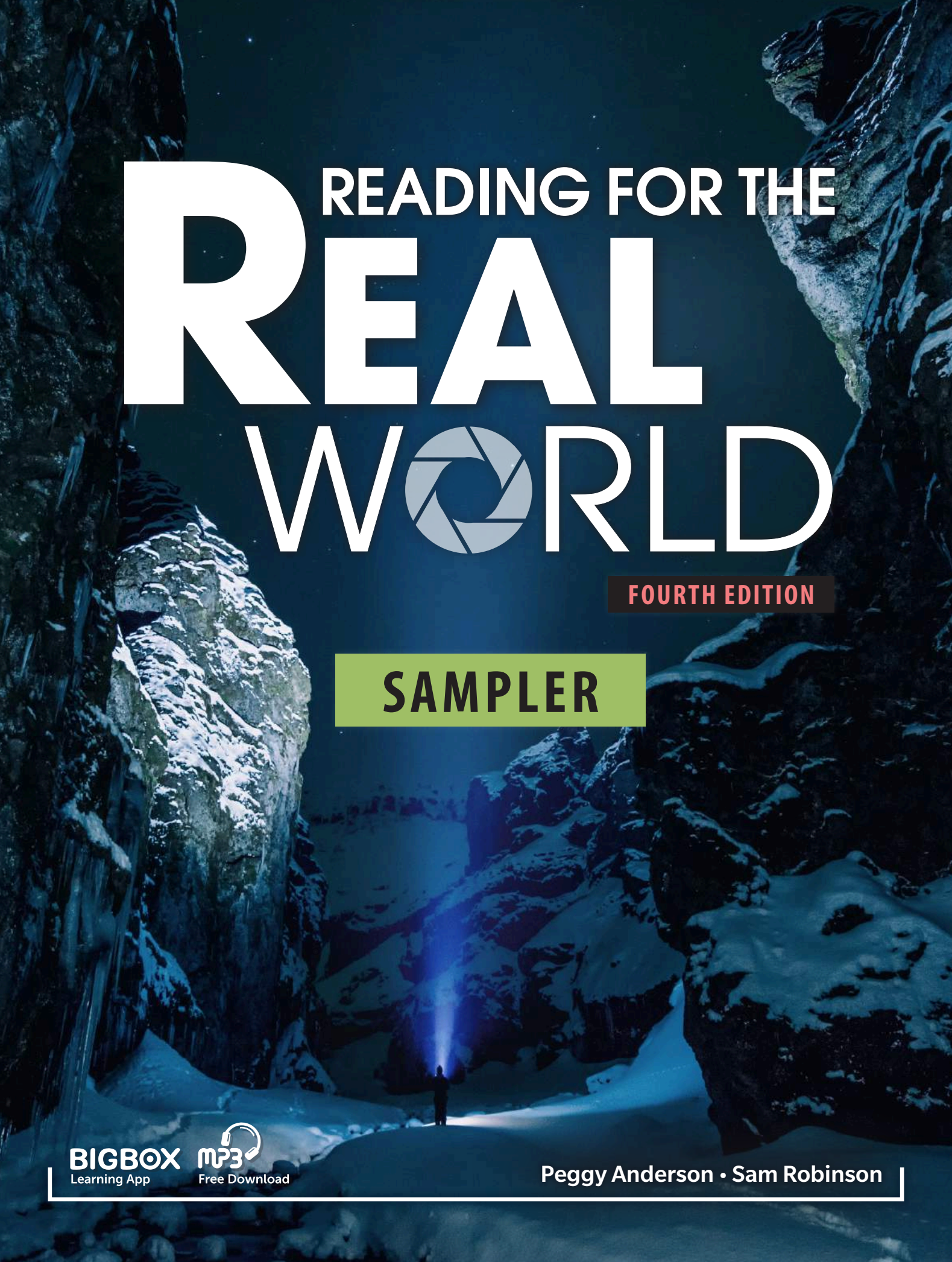
READING FOR THE
REAL
WORLD
FOURTH EDITION
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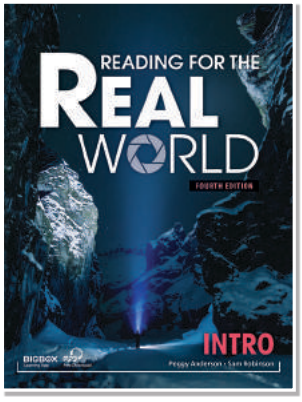
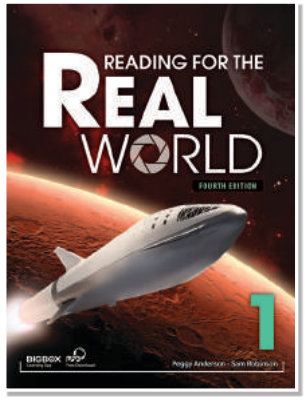
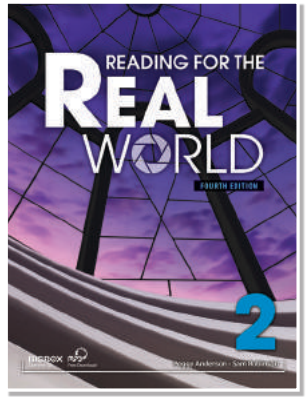
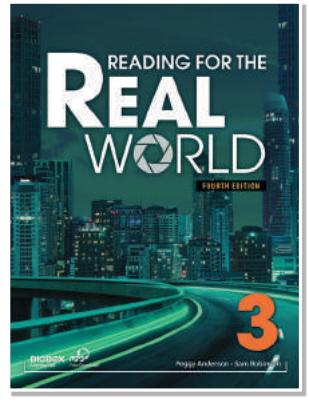
Learning App
MP3
Free Download
Peggy Anderson • Sam Robinson

[NEW FEATURES OF SECOND EDITON]









LEVEL B2 – C1 Upper intermediate - Advanced

- ★ Updated readings on important international topics
- ★ Additional passages that are related to the main topic
- ★ A variety of activities for enhancing reading comprehension, including pre-reading and post-reading exercises
- ★ Vocabulary that follows the New Academic Word List (NAWL)
- ★ Synthesis activities with graphic organizers and other summary activities
- ★ Review/Midterm/Final tests for students

Supplementary Material
https://www.classboxenglish.com

Answer Key · Word List · MP3 Audio · Worksheets · Additional Materials · TESTS

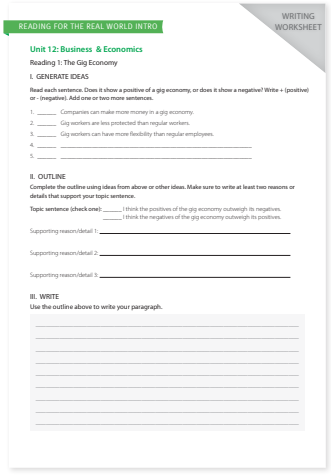
Digital Material

Class Booster · Teacher's Kit

CLASSROOM SUPPORT MATERIALS

Complementary Downloads

- **Before Class**
  Teacher's Guide
- **During Class**
  Answer Keys, Translations, Free MP3s, Word Lists, Progress Tests (Unit, Review, Midterm, Final), Writing Worksheets (CSAT style), Classroom PPTs
- **After Class**
  Class Booster


READING FOR THE REAL WORLD INTRO

WRITING WORKSHEET

Unit 12: Business & Economics

Reading 1: The Gig Economy

I. GENERATE IDEAS

Read each sentence. Does it show a positive of a gig economy, or does it show a negative? Write + (positive) or - (negative). Add one or two more sentences.

1. _____ Companies can make more money in a gig economy.
2. _____ Gig workers are less protected than regular workers.
3. _____ Gig workers can have more flexibility than regular employees.
4. _____
5. _____

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 (check one): _____ I think the positives of the gig economy outweigh its negatives.
_____ I think the negatives of the gig economy outweigh its positives.

Supporting reason/detail 1: _____

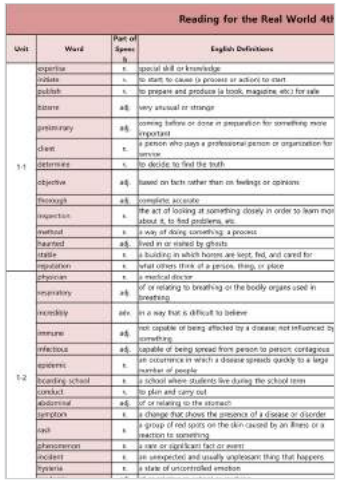
Supporting reason/detail 2: _____

Supporting reason/detail 3: _____

III. WRITE

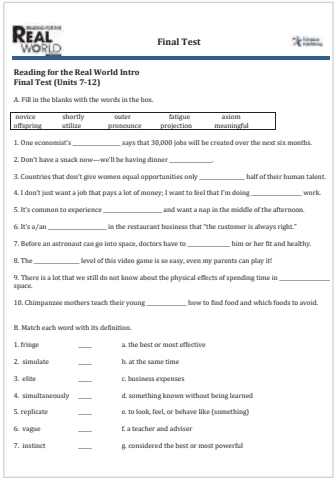
Use the outline above to write your paragraph.

Writing Worksheet


Reading for the Real World 4th

Unit	Word	Part of Speech	English Definitions
1-1	expertise	n.	special skill or knowledge
	initiate	v.	to start; to cause (a process or action) to start
	publish	v.	to prepare and produce (a book, magazine, etc.) for sale
	bizarre	adj.	very unusual or strange
	preliminary	adj.	coming before or done in preparation for something more important
	client	n.	a person who pays a professional person or organization for service
	determine	v.	to decide; to find the truth
	objective	adj.	based on facts rather than on feelings or opinions
	thorough	adj.	complete; accurate
	inspection	n.	the act of looking at something closely in order to learn more about it, to find problems, etc.
	method	n.	a way of doing something; a process
	haunted	adj.	lived in or visited by ghosts
	stable	n.	a building in which horses are kept, fed, and cared for
	reputation	n.	what others think of a person, thing, or place
1-2	physician	n.	a medical doctor
	respiratory	adj.	of or relating to breathing or the bodily organs used in breathing
	incredibly	adv.	in a way that is difficult to believe
	immune	adj.	not capable of being affected by a disease; not influenced by something
	infectious	adj.	capable of being spread from person to person; contagious
	epidemic	n.	an occurrence in which a disease spreads quickly to a large number of people
	boarding school	n.	a school where students live during the school term
	conduct	v.	to plan and carry out
	abdominal	adj.	of or relating to the stomach
	symptom	n.	a change that shows the presence of a disease or disorder
	rash	n.	a group of red spots on the skin caused by an illness or a reaction to something
	phenomenon	n.	a rare or significant fact or event
	incident	n.	an unexpected and usually unpleasant thing that happens
	hysteria	n.	a state of uncontrolled emotion

Word List


REAL WORLD

Final Test

Reading for the Real World Intro
Final Test (Units 7-12)

A. Fill in the blanks with the words in the box.

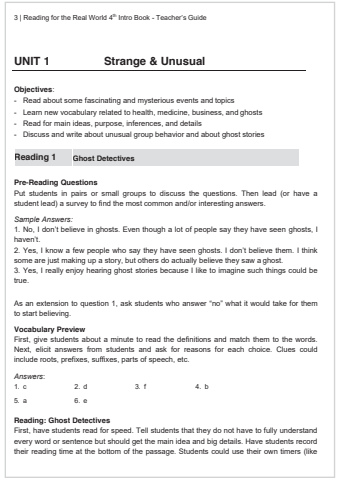
novice	shortly	outer	fatigue	axiom
offspring	utilize	pronounce	projection	meaningful

1. One economist's _____ says that 30,000 jobs will be created over the next six months.
2. Don't have a snack now—we'll be having dinner _____.
3. Countries that don't give women equal opportunities only _____ half of their human talent.
4. I don't just want a job that pays a lot of money; I want to feel that I'm doing _____ work.
5. It's common to experience _____ and want a nap in the middle of the afternoon.
6. It's a/an _____ in the restaurant business that "the customer is always right."
7. Before an astronaut can go into space, doctors have to _____ him or her fit and healthy.
8. The _____ level of this video game is so easy, even my parents can play it!
9. There is a lot that we still do not know about the physical effects of spending time in _____ space.
10. Chimpanzee mothers teach their young _____ how to find food and which foods to avoid.

B. Match each word with its definition.

1. fringe ____ a. the best or most effective
2. simulate ____ b. at the same time
3. elite ____ c. business expenses
4. simultaneously ____ d. something known without being learned
5. replicate ____ e. to look, feel, or behave like (something)
6. vague ____ f. a teacher and adviser
7. instinct ____ g. considered the best or most powerful

Progress Tests


3 | Reading for the Real World 4th Intro Book - Teacher's Guide

UNIT 1 Strange & Unusual

Objectives:
- Read about some fascinating and mysterious events and topics
- Learn new vocabulary related to health, medicine, business, and ghosts
- Read for main ideas, purpose, inferences, and details
- Discuss and write about unusual group behavior and about ghost stories

Reading 1 Ghost Detectives

Pre-Reading Questions
Put students in pairs or small groups to discuss the questions. Then lead (or have a student lead) a survey to find the most common and/or interesting answers.

Sample Answers:
1. No, I don't believe in ghosts. Even though a lot of people say they have seen ghosts, I haven't.
2. Yes, I know a few people who say they have seen ghosts. I don't believe them. I think some are just making up a story, but others do actually believe they saw a ghost.
3. Yes, I really enjoy hearing ghost stories because I like to imagine such things could be true.

As an extension to question 1, ask students who answer "no" what it would take for them to start believing.

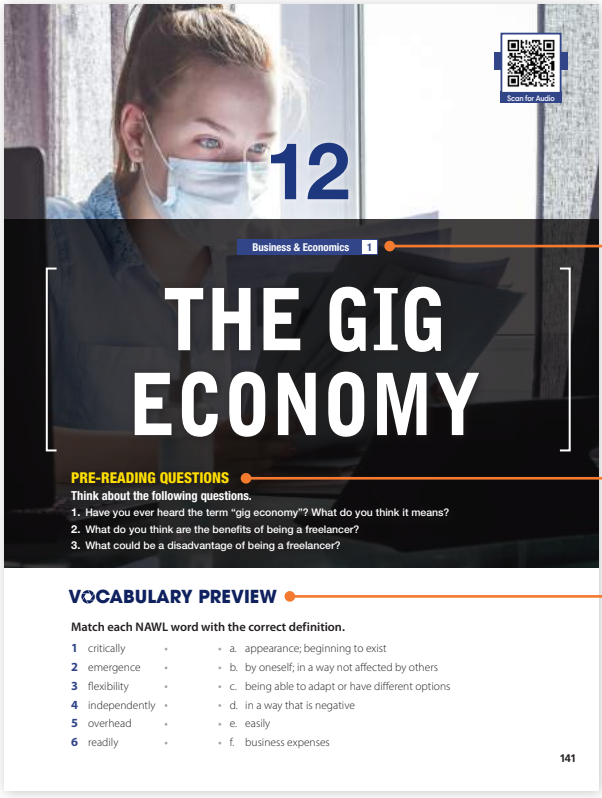
Vocabulary Preview
First, give students about a minute to read the definitions and match them to the words. Next, elicit answers from students and ask for reasons for each choice. Clues could include roots, prefixes, suffixes, parts of speech, etc.

Answers:
1. c 2. d 3. f 4. b
5. a 6. e

Reading: Ghost Detectives
First, have students read for speed. Tell students that they do not have to fully understand every word or sentence but should get the main idea and big details. Have students record their reading time at the bottom of the passage. Students could use their own timers (like

TG

UNIT OVERVIEW



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

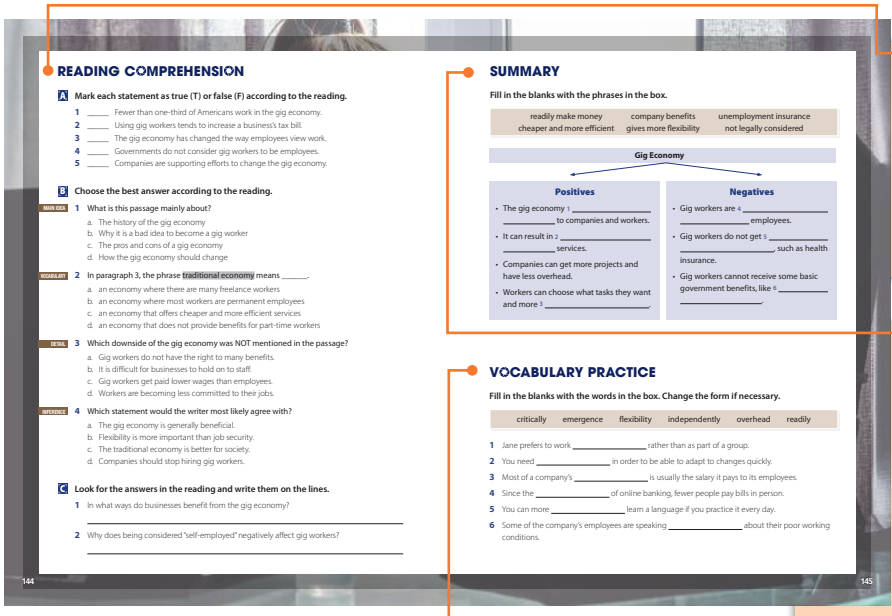
A simple matching exercise introduces students to the target New Academic Word List (NAWL) vocabulary they will encounter in the reading.

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

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

1 ____ Fewer than one-third of Americans work in the gig economy.
2 ____ Using gig workers tends to increase a business's tax bill.
3 ____ The gig economy has changed the way employees view work.
4 ____ Governments do not consider gig workers to be employees.
5 ____ Companies are supporting efforts to change the gig economy.

B Choose the best answer according to the reading.

MAIN IDEA 1 What is this passage mainly about?
a. The history of the gig economy
b. Why it is a bad idea to become a gig worker
c. The pros and cons of a gig economy
d. How the gig economy should change

VOCABULARY 2 In paragraph 3, the phrase traditional economy means _____.
a. an economy where there are many freelance workers
b. an economy where most workers are permanent employees
c. an economy that offers cheaper and more efficient services
d. an economy that does not provide benefits for part-time workers

DETAIL 3 Which downside of the gig economy was NOT mentioned in the passage?
a. Gig workers do not have the right to many benefits.
b. It is difficult for businesses to hold on to staff.
c. Gig workers get paid lower wages than employees.
d. Workers are becoming less committed to their jobs.

INFERENCE 4 Which statement would the writer most likely agree with?
a. The gig economy is generally beneficial.
b. Flexibility is more important than job security.
c. The traditional economy is better for society.
d. Companies should stop hiring gig workers.

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

1 In what ways do businesses benefit from the gig economy?
_____

2 Why does being considered "self-employed" negatively affect gig workers?
_____

SUMMARY

Fill in the blanks with the phrases in the box.

readily make money	company benefits	unemployment insurance
cheaper and more efficient	gives more flexibility	not legally considered

Gig Economy

Positives	Negatives
• The gig economy 1 _____ to companies and workers.	• Gig workers are 4 _____ employees.
• It can result in 2 _____ services.	• Gig workers do not get 5 _____, such as health insurance.
• Companies can get more projects and have less overhead.	• Gig workers cannot receive some basic government benefits, like 6 _____.
• Workers can choose what tasks they want and more 3 _____.	

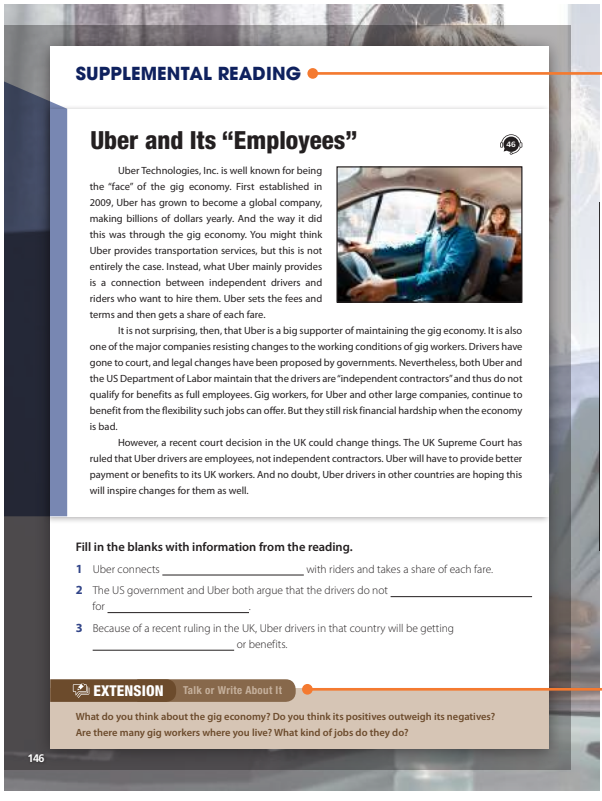
VOCABULARY PRACTICE

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

critically	emergence	flexibility	independently	overhead	readily

1 Jane prefers to work _____ rather than as part of a group.
2 You need _____ in order to be able to adapt to changes quickly.
3 Most of a company's _____ is usually the salary it pays to its employees.
4 Since the _____ of online banking, fewer people pay bills in person.
5 You can more _____ learn a language if you practice it every day.
6 Some of the company's employees are speaking _____ about their poor working conditions.

144 145



SUPPLEMENTAL READING

Uber and Its "Employees"

46

Uber Technologies, Inc. is well known for being the "face" of the gig economy. First established in 2009, Uber has grown to become a global company, making billions of dollars yearly. And the way it did this was through the gig economy. You might think Uber provides transportation services, but this is not entirely the case. Instead, what Uber mainly provides is a connection between independent drivers and riders who want to hire them. Uber sets the fees and terms and then gets a share of each fare.

It is not surprising, then, that Uber is a big supporter of maintaining the gig economy. It is also one of the major companies resisting changes to the working conditions of gig workers. Drivers have gone to court, and legal changes have been proposed by governments. Nevertheless, both Uber and the US Department of Labor maintain that the drivers are "independent contractors" and thus do not qualify for benefits as full employees. Gig workers, for Uber and other large companies, continue to benefit from the flexibility such jobs can offer. But they still risk financial hardship when the economy is bad.

However, a recent court decision in the UK could change things. The UK Supreme Court has ruled that Uber drivers are employees, not independent contractors. Uber will have to provide better payment or benefits to its UK workers. And no doubt, Uber drivers in other countries are hoping this will inspire changes for them as well.

Fill in the blanks with information from the reading.

1 Uber connects _____ with riders and takes a share of each fare.
2 The US government and Uber both argue that the drivers do not _____ for _____.
3 Because of a recent ruling in the UK, Uber drivers in that country will be getting _____ or benefits.

EXTENSION Talk or Write About It

What do you think about the gig economy? Do you think its positives outweigh its negatives? Are there many gig workers where you live? What kind of jobs do they do?

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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

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.

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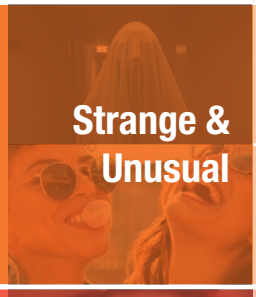
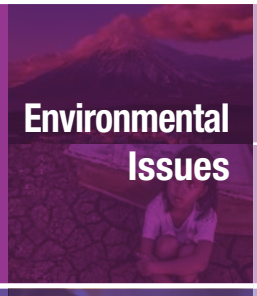
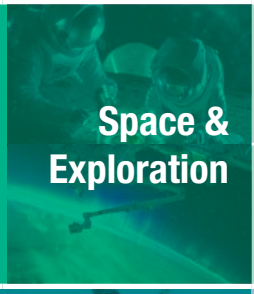
UNIT OVERVIEW				6
UNIT		READINGS	VOCABULARY	PAGE
UNIT 1	 Strange & Unusual	Ghost Detectives	bizarre, client, expertise, initiate, preliminary, publisvh	9
		The Laughter Epidemic	epidemic, immune, incredibly, infectious, physician, respiratory	15
UNIT 2	Computers & Technology	The Evolution of Music Media	compact, dominant, medium, revolutionary, superior, swap	21
		Hackers and Crackers	connotation, ethical, exploit, manual, noble, probe	27
UNIT 3	Health & Medicine	Healthy Body Images	afterward, lifestyle, physically, realistic, surgical, undermine	33
		Pollution in Our Bodies	absorption, commonly, erase, minimize, nonetheless, nutrient	39
UNIT 4	Social Issues	Crossing Borders, Breaking the Law	inclined, migrate, punishment, sensible, tricky, volition	45
		The Glass Ceiling	deliberately, diverse, inequality, inhibit, interrupt, trait	51
UNIT 5	 Environmental Issues	Living Near Volcanoes	aesthetic, fertility, harvest, kilometer, logical, radius	57
		Water Rights, Water Fights	acute, commodity, drain, monopoly, pesticide, swell	63
UNIT 6	Law & Crime	Bans on Smoking	authorities, influential, objection, observer, straightforward, strictly	69
		Victimless Crimes	clarify, indirect, legitimate, liable, norms, purely	75

UNIT	READINGS	VOCABULARY	PAGE
UNIT 7 Language & Literature	Steve Jobs's Commencement Address at Stanford University	artistic, gut, instinct, pathway, semester, subtle	81
	"The Premature Burial" by Edgar Allan Poe	decay, diagnosis, pronounce, shortly, terribly, vague	87
UNIT 8  Space & Exploration	Spin-Offs from Space	bacteria, crystal, ecological, lab, outer, utilize	93
	A New Space Race	assignment, donor, nationalism, replicate, sphere, thereby	99
UNIT 9 Sports & Fitness	Yoga and Pilates	fusion, novice, optimal, practitioner, simultaneously, sufficiently	105
	The Future of Sports	athletic, chess, controversy, regime, simulate, strategic	111
UNIT 10 People & Opinions	The Architecture of Wright	architect, integration, mentor, merge, stance, unity	117
	Streaming Services: Helpful or Harmful?	anti-, availability, facilitate, fringe, meaningful, reinforce	123
UNIT 11 Cross-Cultural Viewpoints	Approaches to Education	correctly, elite, fatigue, informal, lecturer, tutor	129
	Responding to Declining Populations	economist, allocate, offspring, partially, compensate, projection	135
UNIT 12 Business & Economics	The Gig Economy	critically, emergence, flexibility, independently, overhead, readily	141
	Evolving Wallets	axiom, click, estimation, resistant, simplify, tech	147

READING FOR THE REAL WORLD

FOURTH EDITION

INTRO

Scan for Audio

1

Strange & Unusual 1

GHOST DETECTIVES

PRE-READING QUESTIONS

Think about the following questions.

1. Do you believe in ghosts? Why or why not?
2. Do you know people who say that they have seen a ghost? Do you believe them?
3. Do you enjoy telling or listening to ghost stories?

VOCABULARY PREVIEW

Match each NAWL word with the correct definition.

1	expertise	•	a. coming before or done in preparation for something more important
2	initiate	•	b. very unusual or strange
3	publish	•	c. special skill or knowledge
4	bizarre	•	d. to start; to cause (a process or action) to start
5	preliminary	•	e. a person who pays a professional person or organization for a service
6	client	•	f. to prepare and produce (a book, magazine, etc.) for sale

GHOST DETECTIVES

1

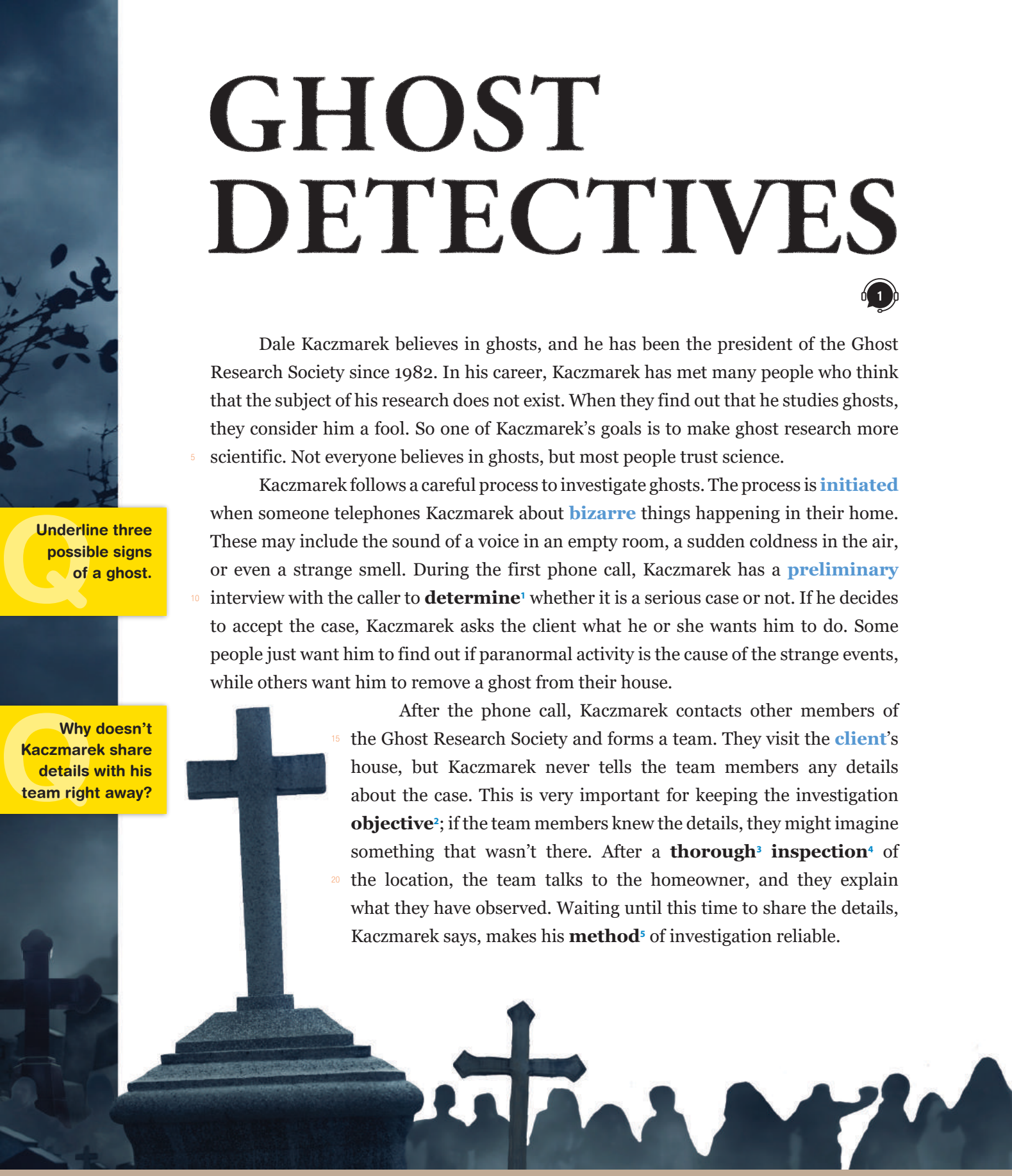
Dale Kaczmarek believes in ghosts, and he has been the president of the Ghost Research Society since 1982. In his career, Kaczmarek has met many people who think that the subject of his research does not exist. When they find out that he studies ghosts, they consider him a fool. So one of Kaczmarek's goals is to make ghost research more scientific. Not everyone believes in ghosts, but most people trust science.

Kaczmarek follows a careful process to investigate ghosts. The process is **initiated** when someone telephones Kaczmarek about **bizarre** things happening in their home. These may include the sound of a voice in an empty room, a sudden coldness in the air, or even a strange smell. During the first phone call, Kaczmarek has a **preliminary** interview with the caller to **determine**[1] whether it is a serious case or not. If he decides to accept the case, Kaczmarek asks the client what he or she wants him to do. Some people just want him to find out if paranormal activity is the cause of the strange events, while others want him to remove a ghost from their house.

Q Underline three possible signs of a ghost.

Q Why doesn't Kaczmarek share details with his team right away?

After the phone call, Kaczmarek contacts other members of the Ghost Research Society and forms a team. They visit the **client**'s house, but Kaczmarek never tells the team members any details about the case. This is very important for keeping the investigation **objective**[2]; if the team members knew the details, they might imagine something that wasn't there. After a **thorough**[3] **inspection**[4] of the location, the team talks to the homeowner, and they explain what they have observed. Waiting until this time to share the details, Kaczmarek says, makes his **method**[5] of investigation reliable.



1	**determine**	*v.*	to decide; to find the truth
2	**objective**	*adj.*	based on facts rather than on feelings or opinions
3	**thorough**	*adj.*	complete; accurate
4	**inspection**	*n.*	the act of looking at something closely in order to learn more about it, find problems, etc.
5	**method**	*n.*	a way of doing something; a process

Kaczmarek shares his **expertise** on ghosts by writing books and giving tours of **haunted**[6] places. He **published** a book called *Windy City Ghosts* about ghosts in Chicago. One of the stories in this book is about ghost horses and their ghost riders. People sometimes see these ghosts on 95th Street—a busy road in Chicago's South Side that runs through a forest near some **stables**[7]. When people ride horses from the stables into the forest, they must cross 95th Street. Over the years, there have been several accidents in which horses and riders were killed by fast-moving cars. Sometimes at night, people driving through the forest report seeing ghostly horses and riders crossing the street. They stop their cars to let the horses and riders pass, but when they look closely, the horses and riders have disappeared! All of these reports have come from the area where the horse trail crosses 95th Street.

Why have several horses and their riders been killed on 95th Street in Chicago?

Kaczmarek gives tours of this location and tries to explain the world of ghost research to his guests. Through his books, tours, and the scientific process of his investigations, Kaczmarek hopes to improve the **reputation**[8] of ghost researchers.

Reading Time: _____ minutes _____ seconds 473 words

6	**haunted**	*adj.*	lived in or visited by ghosts
7	**stable**	*n.*	a building in which horses are kept, fed, and cared for
8	**reputation**	*n.*	what others think of a person, thing, or place

READING COMPREHENSION

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

1 _____ Dale Kaczmarek recently became president of the Ghost Research Society.
2 _____ Kaczmarek accepts any client who calls.
3 _____ Kaczmarek visits clients' homes with other members of the society.
4 _____ Kaczmarek gives his team full details about the case before they investigate.
5 _____ People have reported seeing ghost horses in the stables near 95th Street.

B Choose the best answer according to the reading.

TOPIC **1** What is the reading mainly about?

a. Arguments for and against the existence of ghosts
b. A ghost investigator's methods and activities
c. A ghost research organization and its members
d. Scientific evidence that ghosts actually exist

DETAIL **2** Which is one of Kaczmarek's goals?

a. To be an expert on ghost horses
b. To catch the ghosts of 95th Street
c. To prove that ghosts do not exist
d. To make ghost research more scientific

DETAIL **3** Which is NOT mentioned as something Kaczmarek does?

a. Writing books about ghosts
b. Giving tours of haunted places
c. Speaking to ghosts for other people
d. Investigating paranormal activity

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

a. horses
b. riders
c. people
d. cars

C Put the sentences in the correct order (from *a* to *e*).

Dale Kaczmarek's Process

1 _____ Kaczmarek gathers a team of other society members.
2 _____ Kaczmarek receives a call about strange happenings in someone's home.
3 _____ Kaczmarek and the team members discuss the details of the case.
4 _____ The client's home is inspected.
5 _____ Kaczmarek interviews the person to make sure the case is serious.

SUMMARY

Fill in the blanks with the phrases in the box.

to investigate	improve the reputation	follow a trail
imagine seeing	to be objective	scientific process

Dale Kaczmarek is president of the Ghost Research Society. He sometimes receives serious calls 1 _____ houses that may be haunted. He follows a(n) 2 _____. His team members need 3 _____ as they inspect the location, or they might 4 _____ something unusual. Kaczmarek also writes about and gives tours of haunted places. In Chicago, there are reports of ghost horses and riders. The ghosts appear near some horse stables and 5 _____ that crosses a busy road. Kaczmarek wants to 6 _____ of ghost researchers.

VOCABULARY PRACTICE

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

publish	initiate	client	bizarre	expertise	preliminary

1 The teacher can _____ a class discussion by writing a question on the board.

2 There is a rare fish in the waters around the Galapagos Islands whose big, red mouth gives it a(n) _____ look.

3 Before the artist begins a painting, he makes some _____ drawings.

4 Maria was thrilled the first time one of her stories was _____ in a magazine.

5 You don't need any _____ in cooking to make this simple dish.

6 A good lawyer does everything possible to protect his or her _____.

Bloody Mary

2

Go into a room with a mirror. Turn off all the lights. Light a candle, look into the mirror, and start chanting, "Bloody Mary." Say this spooky phrase thirteen times, and the image of Bloody Mary will appear in the mirror! She will be standing behind you, over your left shoulder!

But beware: Bloody Mary has surprises waiting for those who call her. She sometimes kills the person. Other times, she scratches out his or her eyes. She can drive the person crazy. Sometimes she grabs people and pulls them into the mirror with her!

The urban legend of Bloody Mary has been around for generations. Schoolchildren all around the world have entered dark bathrooms to try this game. Many run away in fright as they say "Bloody Mary" for the thirteenth time.

In 1978, folklorist Janet Langlois became interested in the Bloody Mary legend. At that time, the legend was already widespread in the United States. Langlois visited a Catholic girls' school and interviewed eighty students. She compared their stories and determined that the story of Bloody Mary might come from an old legend about the crying ghost of a woman who eternally searches for her murdered children. However, no one really knows who Mary may have been.

The Bloody Mary legend is renewed with each generation of daring adolescents. Generations from now, schoolchildren will probably still be scaring themselves with this timeless, terrifying legend.

Fill in the blanks with information from the reading.

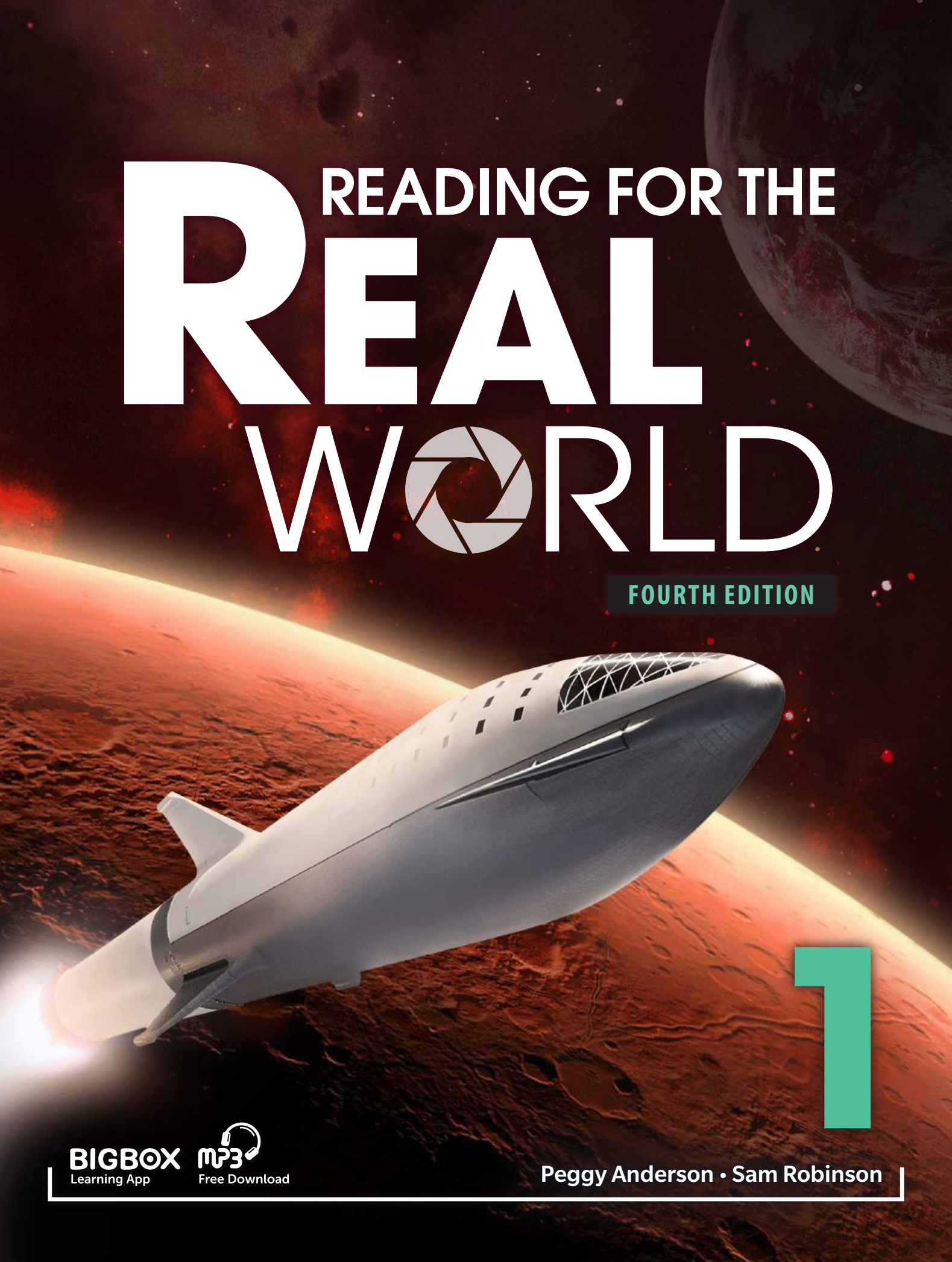
1 The legend says that if you say Bloody Mary's name _____ in front of a mirror, she will appear.

2 It's common for schoolchildren to play this game in _____.

3 Janet Langlois asked students at a(n) _____ about the legend.

EXTENSION Talk or Write About It

Think of a story about a ghost (or another strange being) that is well known in your culture. Do you think the story is true? Where did it come from?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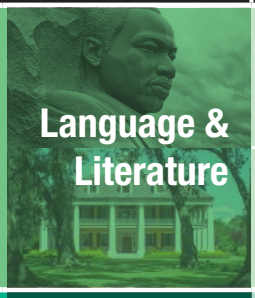
UNIT 7	 Language & Literature	"I Have a Dream" by Martin Luther King, Jr.	character, constitution, discrimination, physical, republic, slave	81
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Computers & Technology 1

THE HISTORY OF THE INTERNET

PRE-READING QUESTIONS

Think about the following questions.

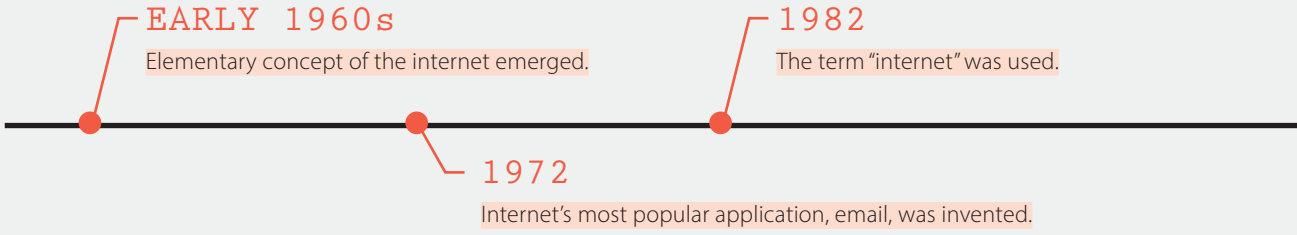
1. During which decade were computers first used in homes?
2. What was the original use of the internet?
3. When did a lot of people worldwide start using the internet?

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



5

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.

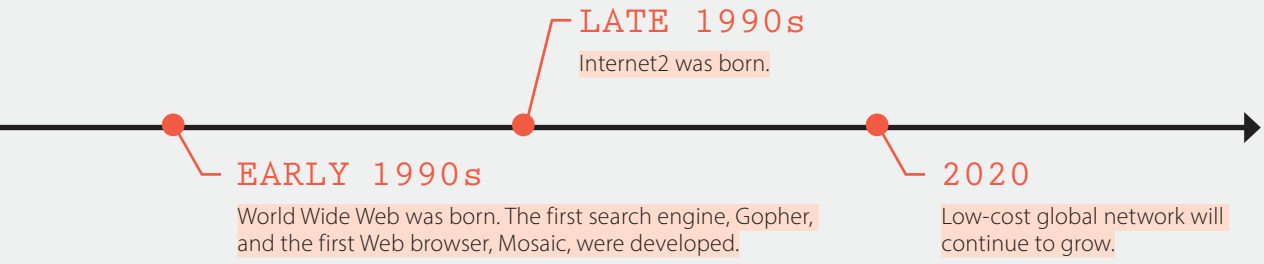
Q When did the general public learn about the network?

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.

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



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.

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.

What did Internet2 do? Underline the information.

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.

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?

Reading Time: _____ minutes _____ seconds 594 words

5	**annual**	*adj.*	yearly
6	**fiber-optic cables**	*n.*	thin threads of glass or plastic that carry very large amounts of information in the form of light signals
7	**consortium**	*n.*	a group of people, companies, etc., that agree to work together
8	**capacity**	*n.*	the ability to hold or carry (something)
9	**convey**	*v.*	to take or carry from one place to another
10	**device**	*n.*	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	military research	privacy and security
the cloud	able to communicate	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.

Freedom Online

6

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.

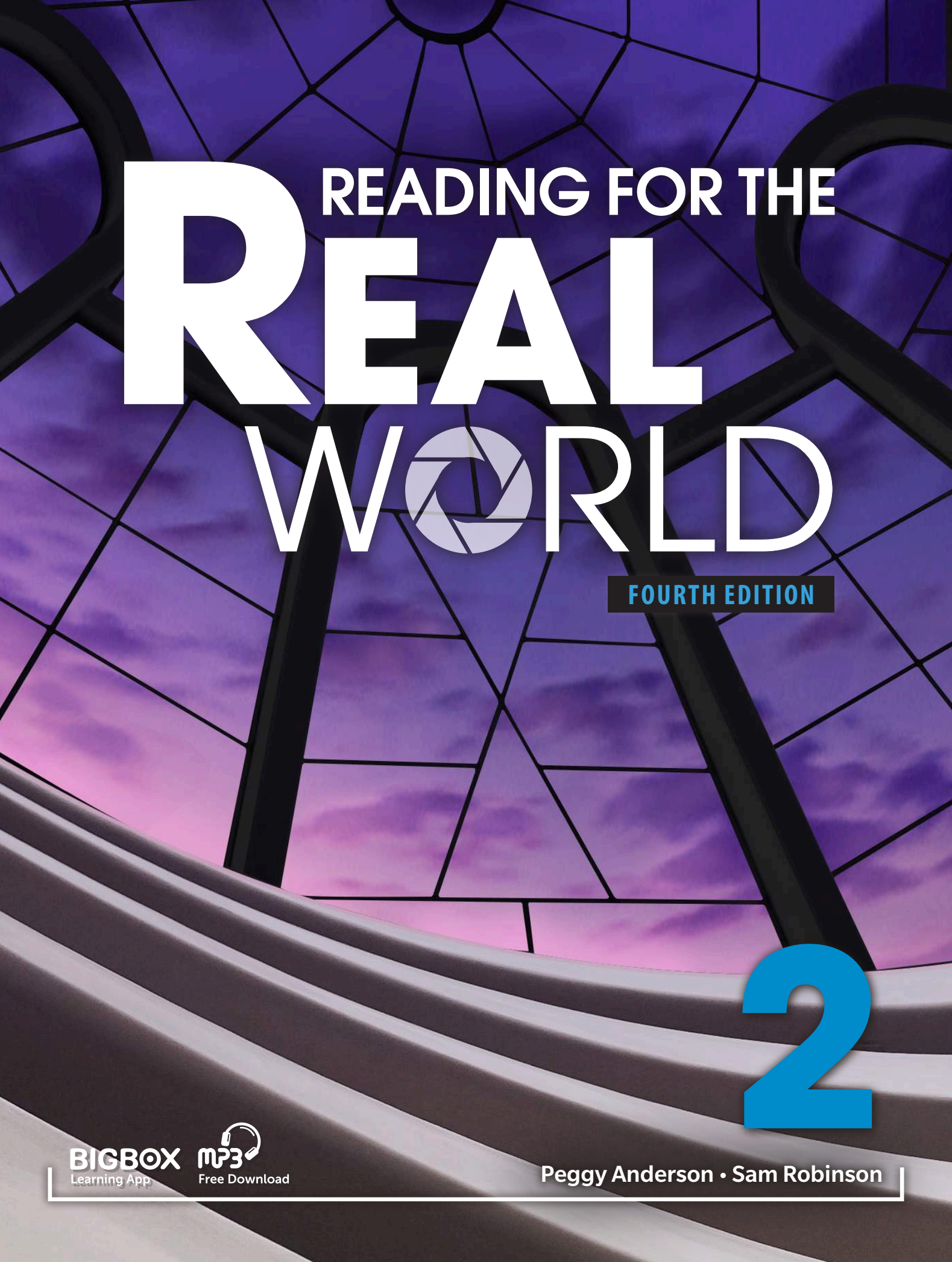
1 Early _____ of the internet argued that it should be free from government control.

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?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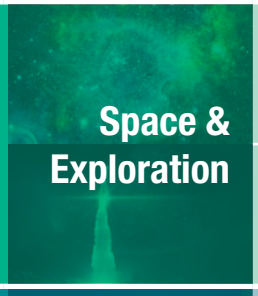
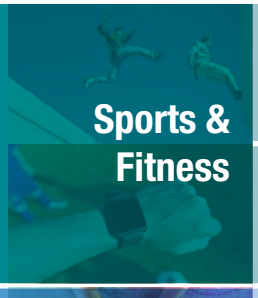
	An Insight into the Future	arbitrary, circa, clue, consultation, prediction, rational	15
UNIT 2 Computers & Technology	Data and Digital Ads	execute, interference, non-, phenomenal, retrieve, sophisticated	21
	Using the Body for Identification	identification, marker, morphology, problematic, replacement, transaction	27
UNIT 3 Health & Medicine	Xenotransplantation	complication, immune, rejection, similarity, transmit, transplant	33
	A Surge in Cosmetic Surgery	clinic, converge, economically, socially, tremendous, upwards (of)	39
UNIT 4 Social Issues	Drugs in the Netherlands	anti-drug, comparative, contrary, correlate, empirical, ethics	45
	Morphine	chronic, classification, dependence, derivative, fever, synthetic	51
UNIT 5 Environmental Issues	The Spark of a New Era	destination, dioxide, essentially, finite, instability, ion	57
	Glacier Retreat	conserve, continent, displacement, ecology, emission, equilibrium	63
UNIT 6 Law & Crime	Digital Cops and Robbers	accumulate, deficiency, detection, enforcement, goods, interestingly	69
	The Presumption of Innocence	conception, dictate, explicitly, proposition, render, scenario	75

UNIT	READINGS	VOCABULARY	PAGE
UNIT 7 Language & Literature	Cupid and Psyche	arrow, bound, comply, consent, constrain, deceive	81
	The Truth About Memoirs	characterization, contradict, facet, freely, incredible, technically	87
UNIT 8  Space & Exploration	The Origin of the Universe	acceleration, philosopher, thermal, valid, wavelength, wisdom	93
	Why Go Into Space?	contradiction, fabric, missile, optical, quantum, shuttle	99
UNIT 9  Sports & Fitness	Parkour: Sport or Art?	analogy, capitalist, collective, coordination, dynamic, parameter	105
	Wearable Fitness Trackers	elaborate, feedback, indicator, pulse, quantitative, systematic	111
UNIT 10 People & Opinions	The Electronic Revolution	integral, manipulate, stadium, synthesis, uplifting, variant	117
	Mandela's Fight Against Apartheid	coordinate, formally, found, hierarchy, inclusion, lifetime	123
UNIT 11 Cross-Cultural Viewpoints	Differing Conceptions of Time	civilization, globalization, halfway, interact, socialize, temporal	129
	Investigating Gender Differences	allocation, biologist, competence, dimensional, evolutionary, fundamentally	135
UNIT 12 Business & Economics	The Future of Employment	assembly, computation, critique, optimum, psychologist, unemployed	141
	Corporate Social Responsibility	commentary, essence, headquarters, modification, paradigm, positively	147

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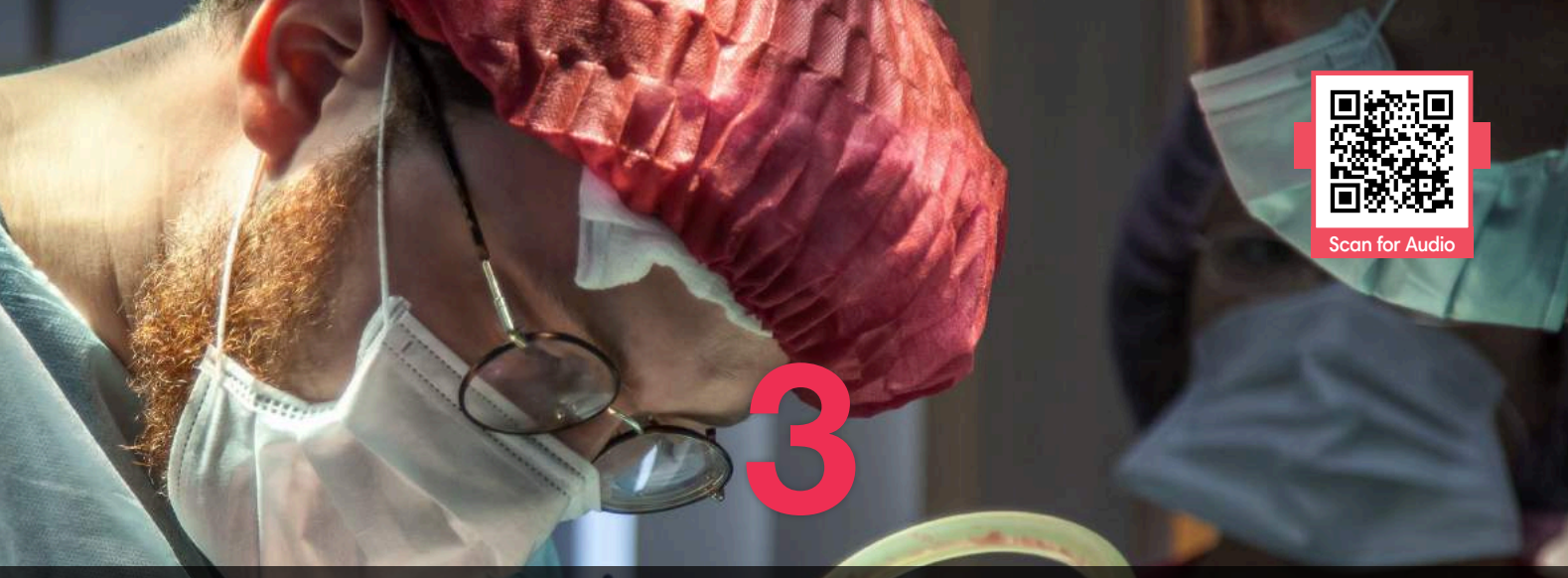

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3

Health & Medicine 1

XENOTRANSPLANTATION

PRE-READING QUESTIONS

Think about the following questions.

1. Have you ever heard of anyone whose life has been saved by an organ transplant?
2. How do you feel about medical research on primates?
3. Is it right to raise animals to be killed so that humans can live?

VOCABULARY PREVIEW

Match each NAWL word with the correct definition.

1	complication	•	a. of or relating to the body's system for fighting disease
2	transmit	•	b. in medicine, a response to a transplanted organ in which the organ is attacked by the immune system
3	transplant	•	c. the placing of an organ from one person or animal into another
4	rejection	•	d. a quality that makes one person or thing like another
5	similarity	•	e. to cause something to pass from one thing or person to another
6	immune	•	f. an additional and often unexpected problem

XENOTRANSPLANTATION

9

Organ[1] **transplants** have saved millions of lives around the world. Over the years, transplants have become much more sophisticated and now have a very high success rate. The problem is that it is difficult to find organs. People can be on waiting lists for years before receiving their much-needed organs, and many die while waiting.

The problem is getting worse, as the demand is increasing while supply is decreasing. The reason for this trend is that the world's population is getting bigger while accidental deaths are falling. Most organ donors are victims of car crashes; they were healthy people with healthy organs who were unfortunately killed. As safety standards and traffic law enforcement improve, fewer people are dying in car crashes. This is, of course, a positive development, except that it decreases the number of healthy organs available to those who need them. So the medical community is now looking to the animal kingdom.

To date, however, no doctor has successfully performed an animal-to-human organ transplant, known as xenotransplantation. The first major **obstacle**[2] is the possibility that the human's **immune** system will reject the organ. The human immune system is programmed to reject and attack foreign bodies in order to keep the body healthy. **Rejection** was a problem in the early days of human-to-human organ transplants as well. But over the years, anti-rejection medicines have been developed with great success. Yet, these drugs will probably not work by themselves when the organ of a different species is introduced, so further measures need to be taken. Genetic modification of the organ seems to be one way to reduce the risk of **complications**.

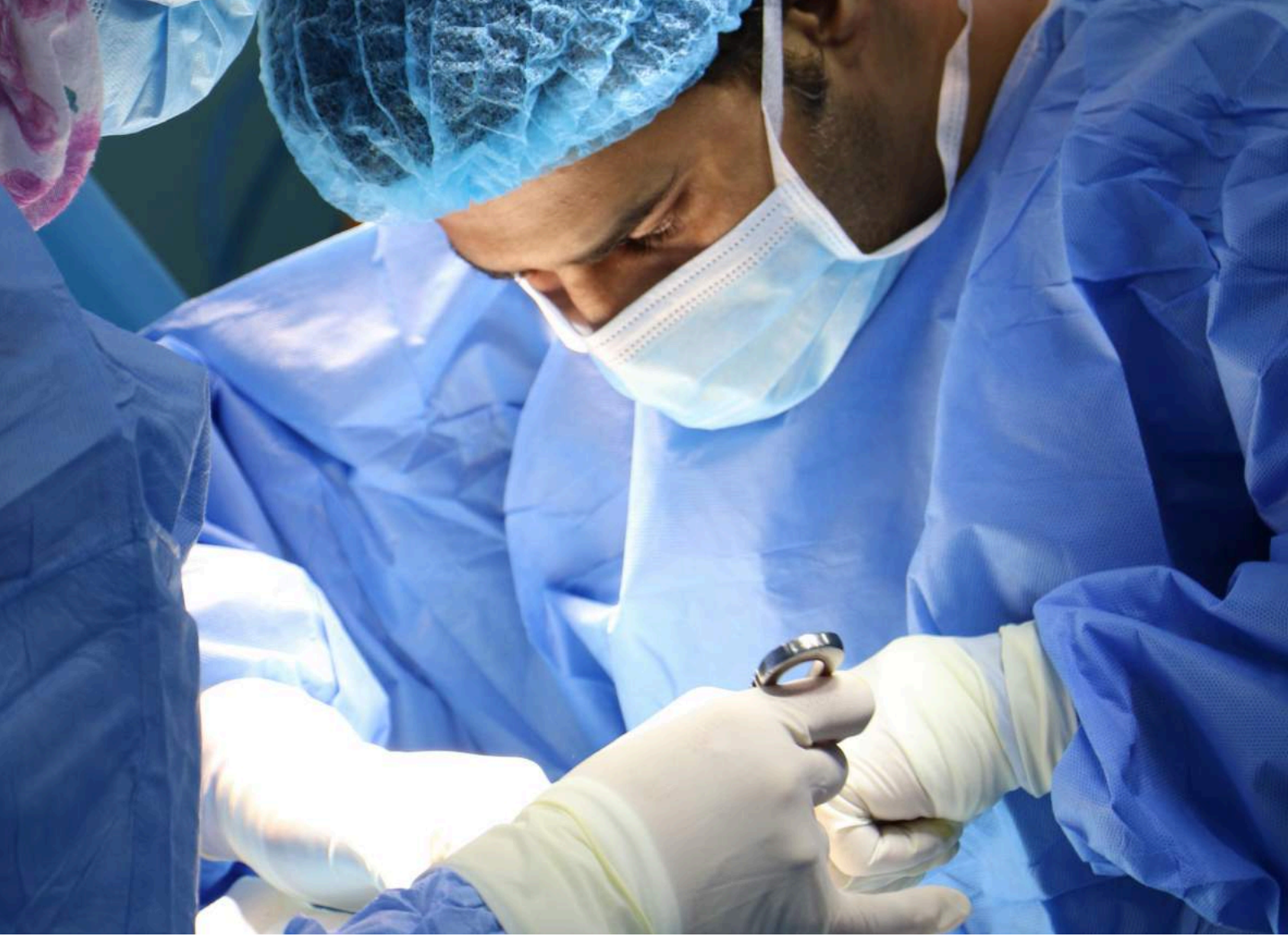
Q How has the problem of rejection been solved in human-to-human transplants?

For example, pigs, which make good donor candidates for xenotransplantation, have a protein called alpha-gal in their **tissue**[3]. Normally this protein causes rejection in humans and in our primate relatives, monkeys and apes. But it can be modified to do the opposite: trick the human immune system into recognizing the tissue as human. The procedure has shown success in pig-to-monkey transplants, which makes it promising for humans. After altering the gene, scientists could then clone the pigs and eventually **breed**[4] them conventionally. Pigs breed quickly and have large **litters**[5], so a large supply of organs ready for transplants could be produced this way.

Q Underline the reason why anti-rejection drugs increase the likelihood of infection.

One concern is the possibility that the donor organ could contain viruses dangerous to humans. Anti-rejection drugs, which would have to be used post-operation to ensure that the body continues to accept the new organ, weaken the immune system. This makes the person more likely to get an infection. Pigs' DNA, for example, contains a virus that is harmless to pigs but could prove fatal to humans. Fortunately, scientists have identified

1	**organ**	*n.*	a part of the body (such as the heart) that has a particular function
2	**obstacle**	*n.*	something that makes it difficult to do something
3	**tissue**	*n.*	the material that forms the parts in a plant or animal
4	**breed**	*v.*	to cause to mate in order to produce offspring
5	**litter**	*n.*	a group of offspring born at the same time



a type of pig that does not carry this virus as part of its DNA. Scientists are also working on ways to prevent the virus from **replicating**[6] by identifying the **receptors**[7] that allow the virus to enter a cell.

Another animal that seems likely to be a donor candidate for xenotransplantation is the **baboon**[8], which shares many genetic **similarities** with humans. This decreases the likelihood of rejection. The main problem with baboon organs is that they can **transmit** many viruses. In fact, baboon-to-human transplants have been attempted, but the patients died of viral infections rather than organ rejection. Furthermore, unlike pigs, baboons reproduce slowly, so it would be difficult to breed the numbers of baboons that would be necessary to meet the demand for organ transplants.

An advantage of using pigs for transplantation is that to many people, it does not seem as morally problematic as the use of primates like baboons. Of course, some animal activists will argue that it is always wrong to kill an animal for the benefit of humans. But given that pigs are already raised for meat, the idea of using them to save human lives would not present a new ethical issue.

Reading Time: _____ minutes _____ seconds 643 words

6	**replicate**	*v.*	to multiply
7	**receptor**	*n.*	part of the surface of a cell which allows molecules to enter
8	**baboon**	*n.*	a large monkey that lives mostly in Africa and parts of the Middle East

READING COMPREHENSION

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

1 _____ The decrease in accidents has reduced the supply of organs.
2 _____ Most organ donors are people who died from heart attacks.
3 _____ There have been several successful xenotransplantations.
4 _____ Monkey organs have been transplanted to pigs to test immune responses.
5 _____ Most pigs carry a virus in their DNA that can kill humans.

B Choose the best answer according to the reading.

TOPIC **1** What is the reading mainly about?

a. The history of ethical opposition to human-to-animal organ transplantation
b. Reasons why organs are becoming scarcer while xenotransplantation improves
c. The current status and future possibilities of animal-to-human organ transplants
d. Reasons why pigs are the most likely source of organs for future xenotransplantation

REFERENCE **2** The word it in paragraph 4 refers to _____.

a. protein
b. tissue
c. rejection
d. primate

DETAIL **3** Which is NOT an obstacle to using baboon organs?

a. Baboons reproduce slowly.
b. The organs are rarely rejected.
c. The organs carry many viruses.
d. It might be morally problematic.

INFERENCE **4** We can guess from paragraph 7 that _____.

a. most people think using pigs for organ transplants is unrealistic
b. the pig is the one animal everyone can agree is nothing like us
c. more and more people are opposed to raising pigs for meat
d. some animal activists would oppose using pigs' organs

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

1 What makes pigs good donor candidates for xenotransplantation?

_____

2 Why is it an advantage that baboons and humans are genetically similar?

_____

SUMMARY

Fill in the blanks with the phrases in the box.

genetic modification	reproduce quickly	fewer accidental deaths
more sophisticated	to humans	ethical concerns

Organ transplants have become 1 _____ as technology has improved. But there is still a shortage of organs, mostly because there are now 2 _____. Doctors have not yet been successful with xenotransplantation, but believe 3 _____ of organs may help. Pigs are promising donor candidates because they can 4 _____, although viruses in their DNA remain a concern. Baboons are also candidates because they are closely related 5 _____. However, the use of pigs would present fewer 6 _____.

VOCABULARY PRACTICE

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

complication	immune	rejection	similarity	transmit	transplant

1 Mosquitoes in many parts of Africa _____ malaria.

2 His _____ system must be really strong; he hardly ever gets sick.

3 The French, Italian, and Spanish languages have many _____ because they are all descendants of Latin.

4 Doctors performed the first successful heart _____ in 1967.

5 Receiving an organ transplant from a close relative reduces the risk of _____.

6 There is always a chance of _____ with any surgery.

Building Organs from Stem Cells

10

Stem cells are cells that can replicate themselves in a variety of specific forms. In newly fertilized eggs, they create the different types of tissue that make up the human body. These include the organs, bones, muscles, and skin. Embryonic stem cells are taken from embryos—humans in the earliest stages of development before birth. These stem cells develop into various tissues. But adult stem cells help repair tissues once the body has been formed.

Stem-cell research promises hope to thousands of people in failing health. Stem cells could be used to create therapies for people with serious diseases and debilitating injuries. But despite the potential health benefits, stem-cell research is a hotly debated topic.

Embryonic stem cells seem to hold the most potential for therapy. But to use embryonic stem cells, the embryo has to be destroyed. Some believe that it is wrong to intentionally destroy a human embryo. They consider it to be a living person. Proponents of stem-cell research, however, say that these embryos are being destroyed anyway. Most embryos for research come from those used in in-vitro fertilization. This often produces extra embryos that are destroyed or frozen indefinitely, but never used.

The main argument in favor of stem-cell research is its potential for producing life-saving therapies. Proponents assert that the lives that could be saved outweigh the value of the embryos that would be destroyed. But opponents counter that adult stem cells should be sufficient for creating therapies. To resolve this conflict, some researchers have proposed obtaining stem cells from embryos without destroying the embryos, a technique that is being studied. Scientists have also genetically altered regular adult cells to make them work like stem cells—but this method will require a great deal of further testing to establish its safety.

Fill in the blanks with information from the reading.

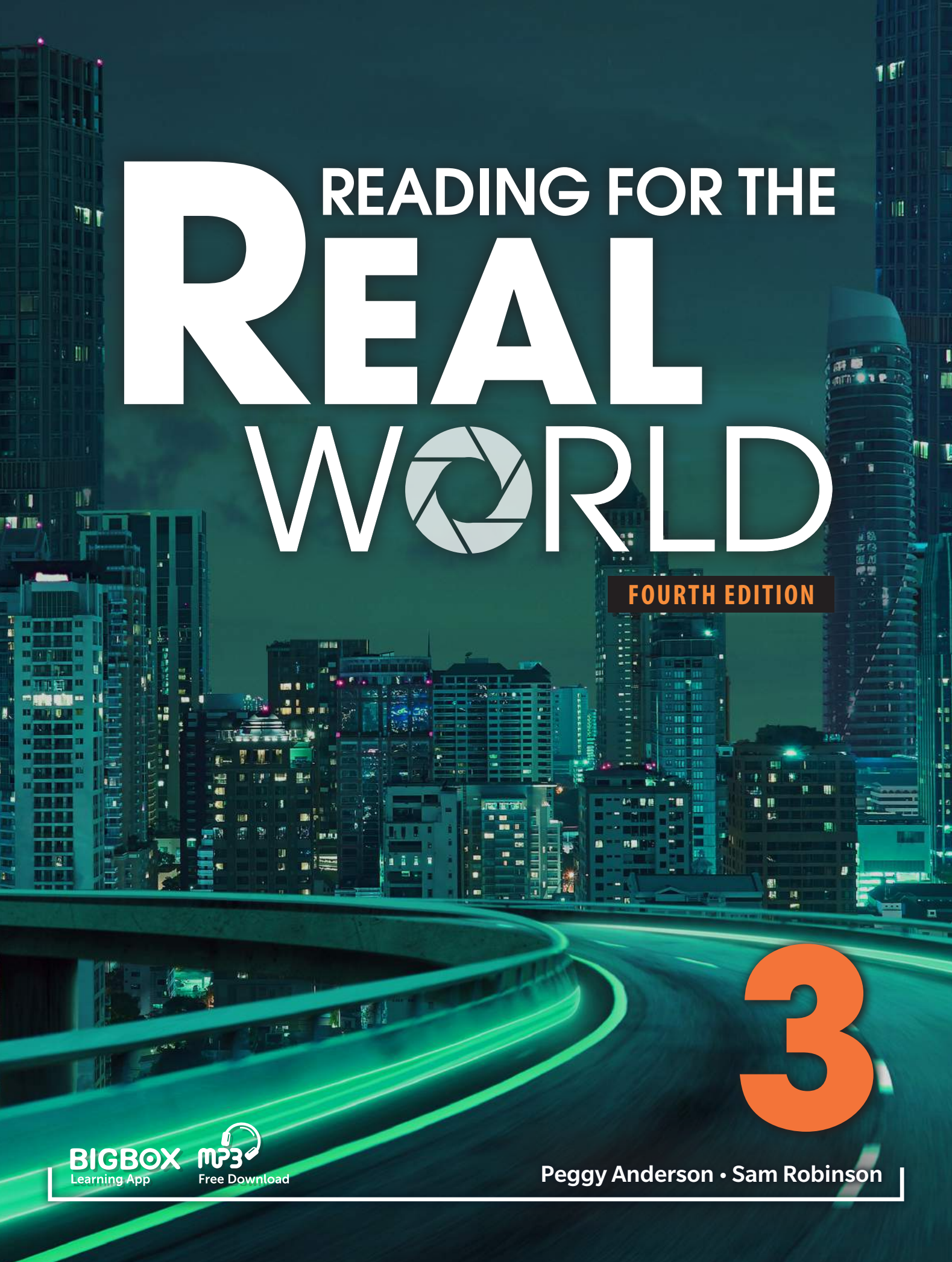
1 Embryonic stem cells can grow to become _____, whereas adult stem cells primarily repair tissues.

2 Some people are against using embryonic stem cells because they believe a human embryo is a(n) _____.

3 Researchers are trying to extract embryonic stem cells without _____.

EXTENSION Talk or Write About It

Do you think the potential benefits of stem-cell research outweigh moral concerns? Explain.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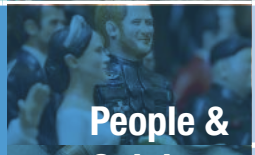
UNIT 10  People & Opinions	Attitudes to Monarchy	indifference, irrelevant, paradox, prejudiced, protocol, ultimate	117
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Social Issues 1

TEENAGE RUNAWAYS

PRE-READING QUESTIONS

Think about the following questions.

1. Has anyone you know or know of run away from home? What happened?
2. What are some reasons that teens might run away from home?
3. Are there ways for teenage runaways in your country to get help?

VOCABULARY PREVIEW

Match each NAWL word with the correct definition.

1	precede	•
2	precipitate	•
3	trauma	•
4	motive	•
5	diagnostic	•
6	psychiatric	•

- a. to cause to happen
- b. a reason for doing something
- c. used to help identify a disease, illness, or problem
- d. a very difficult or unpleasant experience
- e. to come before
- f. of or relating to a branch of medicine dealing with mental or emotional disorders

TEENAGE RUNAWAYS

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Mark Twain's book *The Adventures of Huckleberry Finn* is considered one of the greatest works of American literature. It is the story of a boy who runs away from home, in part because of his abusive father. In keeping with the American concept of individualism, the boy's experiences as a runaway, both good and bad, help him grow as a person and establish his independence and maturity. The **plight**[1] of modern runaways, however, differs greatly from Twain's narrative.

A runaway, or "youth in crisis," is a child or teen who chooses to leave home without parental consent; most are unprepared for such independence. According to the Children's Defense Fund, as many as 7,000 young Americans run away every day. Seventy-five percent of these youths depend on friends or relatives for food and shelter. For the remaining twenty-five percent, life on the street is anything but romantic. In fact, it is even prohibited by law in some parts of the United States and other countries. **Habitual**[2] runaways who are under the age of eighteen may be sent to a facility for **wards**[3] of the state, or even juvenile detention centers if they are caught breaking other laws, such as those against **vagrancy**[4], trespassing, or **petty theft**[5]. Many runaways become involved in crime as a result of their circumstances; often, the only ones willing to help them have

1	**plight**	*n.*	a difficult or unfortunate situation
2	**habitual**	*adj.*	done regularly or repeatedly
3	**ward**	*n.*	a person under the protection of someone else
4	**vagrancy**	*n.*	the state of being homeless and living in public places
5	**petty theft**	*n.*	the stealing of small amounts of money or items of little value

predatory[6] **motives**. The **trauma** that teenagers face in this situation would be difficult enough without these added troubles from people around them.

Regardless of whether they are caught for minor crimes, homeless life is unpleasant and dangerous. In the United States, for example, social services for runaways tend to be underfunded and understaffed. Runaways often become the victims of violence or theft at insufficiently monitored shelters—even more so than on the streets. And homelessness is often accompanied by health threats, such as **hygiene**[7] issues, poor nutrition, food poisoning, and exposure to cold.

The rates of substance abuse among runaways are far above national averages. Alcohol use, for instance, is at eighty-nine percent for US runaways, compared with thirty-five percent among their non-runaway peers. This is in part because many runaways began with addictions that **preceded** and sometimes **precipitated** their leaving home. Young girls are particularly at risk for rape, sexually transmitted diseases like AIDS, and pregnancy. And the longer a teenager remains on the streets, the less likely he or she will be to go to college or learn a trade later on. While running away may seem to be an escape from an **intolerable**[8] situation, homeless life provides neither shelter nor relief.

Q Underline the statistics supporting the claim that runaways are more likely to drink alcohol.

For runaways, the motivation behind the act is usually less the assertion of free will than the urgent need to escape, as they are almost always escaping from something or someone. The most commonly cited reason for running away, at thirty percent of youths polled by the National Runaway Safeline (NRS), is family dynamics. One or both parents may suffer from alcoholism or some other addiction. Youths from families with one or more parents who have substance abuse problems are particularly at risk of neglect or abuse, whether physical or emotional. In situations of **chronic**[9] abuse, running away may seem reasonable. While a teenager's desire to flee an abusive home life is understandable, there are cases where the source of motivation is less obvious.

Teenagers occasionally run away from stable households, too. When contacted, youths in crisis also cite problems with peers, economic problems, or psychological problems. According to data collected by the US National Institutes of Health, homeless and runaway youth are six times more likely than their non-runaway peers of the same age to meet the **diagnostic** criteria for at least two mental disorders. And they are seventeen times more likely to meet the criteria for one disorder.

Q What are three additional reasons for running away?

Runaways who require **psychiatric** treatment, which in most countries the state is not obliged to provide, present a unique problem. If families are also unable to provide this sort of treatment, it is likely to lead to a **vicious circle**[10]. While improved social programs can help in keeping runaways physically safe, this alone does nothing to address psychological issues. Although there are more questions than answers about appropriate treatment options, one thing is certain: runaways need more help than they are receiving.

Reading Time: _____ minutes _____ seconds 712 words

6	**predatory**	*adj.*	wrongly harming or using others for pleasure or profit
7	**hygiene**	*n.*	the things one does to keep oneself clean in order to stay healthy
8	**intolerable**	*adj.*	impossible to put up with; unbearable
9	**chronic**	*adj.*	continuing or occurring again and again for a long time
10	**vicious circle**	*n.*	a repeating situation in which one problem causes another problem, which in turn makes the first problem worse

READING COMPREHENSION

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

1 _____ Youths who run away regularly may end up at a government-run facility.
2 _____ Young runaways often find themselves exploited by criminals.
3 _____ In the US, social services for runaway teens are very well funded.
4 _____ Teenagers sometimes run away from homes where there are no incidents of abuse.
5 _____ A higher proportion of runaways experience mental illness than others of the same age.

B Choose the best answer according to the reading.

TOPIC
1 What is the reading mainly about?

a. The dangers faced by teen runaways and why they leave home
b. The current state of social services devoted to runaway youths
c. The alarming incidents of crime committed by runaway youths
d. The psychological problems common among teen runaways

MAIN IDEA
2 What is the main idea of paragraph 1?

a. Running away has changed little since Mark Twain wrote about it.
b. Huckleberry Finn's running away is quite unlike the realities of today.
c. Mark Twain's book presented social commentary way ahead of its time.
d. Today's youth should study the message of *The Adventures of Huckleberry Finn*.

REFERENCE
3 The word those in paragraph 2 refers to _____.

a. laws
b. wards
c. centers
d. runaways

INFERENCE
4 Which statement would the passage writer most likely agree with?

a. Parents should be stricter with their children to stop them running away.
b. Governments need to make the mental health of young people a priority.
c. Juvenile detention centers should receive more funding to take in more youths.
d. Young people should be encouraged to run away to establish their independence.

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

1 What can happen to runaways who are caught committing crimes?

_____

2 What are some health threats that a runaway might face on the street?

_____

SUMMARY

Write the number of each sentence under the category it belongs to.

Teenage Runaways	
Risks	**Reasons for Running Away**

1 Runaways may become the victims of crimes in shelters or on the streets.

2 A large percentage of runaways have pre-existing mental disorders.

3 Many runaways come from families with addiction and abuse issues.

4 Runaways may experience food-related problems, like malnutrition or food poisoning.

5 Some teens have substance abuse issues before they run away.

6 Many runaways are lured into crime by people who say they wish to help them.

VOCABULARY PRACTICE

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

diagnostic motive precede precipitate psychiatric trauma

1 A sudden drop in air pressure usually _____ a big storm.

2 People who were once labeled with character problems are now recognized as simply needing _____ care.

3 Although experts are not certain, some studies suggest that fracking may _____ minor earthquakes.

4 It is difficult for many people to trust they know the real _____ of politicians.

5 The _____ of war is by no means limited to soldiers—regular citizens suffer, too.

6 Standardized IQ tests were primarily developed as _____ tools; they were supposed to help institutions identify people with mental disorders.

Signs of a Troubled Teen

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Nearly all runaways come from homes in which there are clear problems. It is important for parents to be aware of the possibility that their child may run away and of the warning signs that often precede it.

One major warning sign is a sudden change in behavior. This change may be one of eating or sleeping habits. A young person may suddenly start overeating or not eating enough. He or she may begin sleeping all day or staying up all night. Changes in social habits can also indicate problems, particularly when a teenager becomes withdrawn from friends and outside contacts. If a young person begins to show sudden swings in mood, going from very happy to very sad, for example, there is a good chance that he or she is undergoing some sort of stress that is difficult to resolve.

Other warning signs include sudden rebellious behavior like fighting or skipping school, as well as accumulating money, clothes, and other personal items in one place, like a bag or backpack. Parents may even hear their child talk about his or her intention to run away. Such information should be taken seriously and not dismissed as a simple plea for attention.

To prevent a child from running away, the most important thing a parent can do is to show care and understanding. Confronted with the warning signs, parents should not wait; they should immediately show their concern and their desire for their child to remain home. And whenever possible, mental-health professionals recommend that the child receive some form of counseling.

Fill in the blanks with information from the reading.

1 Sudden changes in _____, _____, or social habits are a warning sign.

2 Teens who intend to run away might store money and clothes in a(n) _____.

3 Professionals say that children in danger of running away should get _____.

EXTENSION Talk or Write About It

Are teenage runaways a serious problem in your country? What should be done to help runaways?

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