



READING GATE

200

600L-800L

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Anne Taylor

Reading Gate 200 ①

Anne Taylor

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How to Use This Book

Reading Gate 200 is a three-book series designed to provide guided reading practice for intermediate level readers. The series uses carefully chosen fiction and non-fiction texts that will engage students' attention. The objective of the series is to encourage students to read for both pleasure and study purposes while developing their vocabulary, syntax, reading fluency, and reading comprehension. Students who complete the *Reading Gate 200* series will greatly improve their reading skills.

Read and Check

The first page of every unit uses interesting photographs and thought-provoking questions to introduce the unit topic. It also helps students relate the unit topic to their own background knowledge and life experiences. This motivates students and makes it easier for them to understand the reading passage.

New Words

Eight new vocabulary words that appear in the reading passage are introduced on this page. The use of a picture-dictionary style allows students to create a meaningful connection to the meaning of each written English word—without needing to use their native languages.

A definition matching activity provides students with a means of checking their understanding of the target words introduced on the previous page.

The screenshot shows a page from the book with a main title '1 The Shortcut Trap' and a photograph of a student. Below the photo is a 'New Words' section with a grid of eight words and their corresponding definitions. To the right is a 'Reading Strategy' section with a list of questions and a table for tracking progress.

Q	Answer
1. What are the correct words for the meanings? Use the words from the word bank.	
2. _____ (highlight) on my list.	
3. _____ (highlight) on my list.	
4. _____ (highlight) on my list.	
5. _____ (highlight) on my list.	
6. _____ (highlight) on my list.	
7. _____ (highlight) on my list.	
8. _____ (highlight) on my list.	

Reading Strategy

This activity introduces material from the passage and focuses on important skills related to the organization and processes of creating and analyzing a text.

The screenshot shows a page from the book with a main title 'The Shortcut Trap' and a photograph of a student. Below the photo is a 'Reading Strategy' section with a list of questions and a table for tracking progress.

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8. _____ (highlight) on my list.	

Reading

Spread over two pages, the reading passage features highlighted vocabulary words to support students' recall of the new words within the unit. Full-spread photographs or illustrations provide additional support for comprehension of the passage content. The first page of each reading features a **Think and Share** question to promote critical thinking. A **Skill Building** activity on the second page encourages students to more closely examine the reading.

1 Choose the best answer.

1 **REMEMBER** What is the main idea of the passage?

- It shows how to use a dictionary.
- It shows how to use a thesaurus.
- It shows how to use a glossary.
- It shows how to use a concordance.

2 **REMEMBER** What is the author's purpose in writing this text?

- To inform the reader about the importance of using a dictionary.
- To persuade the reader to use a dictionary.
- To entertain the reader.
- To describe the importance of using a dictionary.

3 **REMEMBER** What is the author's main point in writing this text?

- To inform the reader about the importance of using a dictionary.
- To persuade the reader to use a dictionary.
- To entertain the reader.
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Comprehension

This page uses three different formats to check for understanding of the reading passage. It teaches readers how to become strategic readers, building skills that students will use in academic and professional settings throughout their lives.

Graphic Organizer

These activities use a variety of interesting organizational tools to review information and key vocabulary terms.

Paragraph Summary

This activity provides a final review of the unit's content and vocabulary through practice with collocations and sequencing information.

1 **REMEMBER** Complete the graphic organizer about all texts.

Text	Author	Organization	Style
1. The Shortest Trip	_____	_____	_____
2. The Shortest Trip	_____	_____	_____
3. The Shortest Trip	_____	_____	_____
4. The Shortest Trip	_____	_____	_____
5. The Shortest Trip	_____	_____	_____
6. The Shortest Trip	_____	_____	_____
7. The Shortest Trip	_____	_____	_____
8. The Shortest Trip	_____	_____	_____
9. The Shortest Trip	_____	_____	_____
10. The Shortest Trip	_____	_____	_____

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8. The Shortest Trip	_____	_____	_____
9. The Shortest Trip	_____	_____	_____
10. The Shortest Trip	_____	_____	_____

Workbook

Word Practice

The first three activities of the workbook provide students with practice of the unit vocabulary. The activities also focus on word recognition and reading practice.

Sentence Practice

The second page of the workbook concludes with a review of useful sentence structures. This activity helps students consolidate their understanding of the unit concepts.

1 **The Shortest Trip**

1 **REMEMBER** Complete the graphic organizer about all texts.

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8. The Shortest Trip	_____	_____	_____
9. The Shortest Trip	_____	_____	_____
10. The Shortest Trip	_____	_____	_____

Unit

1

The Shortcut Trap



Read and Check ✓

- Have you ever used AI tools?
- What do you think AI tools can help people do?

<input type="checkbox"/> doing homework	<input type="checkbox"/> drawing or painting	<input type="checkbox"/> finding information
<input type="checkbox"/> writing stories	<input type="checkbox"/> listening to music	<input type="checkbox"/> coding

New Words

A Listen and repeat. 

 assignment *n.*



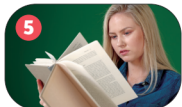
 gather *v.*



 lack *v.*



 rely on *phr. v.*



 skim *v.*



 risky *adj.*











 trap *n.*



 knowledgeable *adj.*

B Write the correct words for the meanings. Use the words from the previous page.

-  **1** _____ : dangerous or not safe
-  **2** _____ : to not have something you need
-  **3** _____ : to trust; to depend on someone or something
-  **4** _____ : to bring things or people together
-  **5** _____ : a task such as homework
-  **6** _____ : knowing a lot about something
-  **7** _____ : to read quickly to find the main idea
-  **8** _____ : a trick or object to catch someone or something





Reading Strategy

Pros and Cons

Pros and cons helps us think about the good things (pros) and bad things (cons) of something, which helps us understand the topic more deeply.

Read each sentence and check (✓) Pro or Con.



	AI tools . . .	Pro	Con
	1. Help finish homework quickly		
	2. Don't help develop personal ideas		
	3. Make people rely on them too much		
	4. Save time when finding information		

The Shortcut Trap



Emma, who loved learning, was excited to use AI tools. They made finding answers quick and easy, helping her finish school **assignments** faster. She amazed her friends with quick facts. However, she soon noticed a problem: she didn't deeply understand the topics. Her grades began to drop.

One way to find information is to go to the library.

Think and Share

What are some ways to find information about a topic?

use websites

read books

talk to teachers

For a history project on World War II, Emma used AI tools to **gather** information quickly. But her teacher said her report **lacked** personal ideas. Emma realized she **relied on** AI tools too much and hadn't formed her own ideas. She was only **skimming** the surface of subjects and not really learning. This lack of deep knowledge became more obvious in class discussions.






Relying too much on AI tools can be **risky**. While they're useful tools, they can prevent deep thinking and real understanding. It's important to use AI tools wisely, as a starting point. You need to take the time to explore topics fully. This way, you can avoid the **trap** of shallow knowledge. Otherwise, you are not likely to become a more thoughtful and **knowledgeable** person.

Skill Building



1. AI tools help students finish school assignments faster. pro con
2. Relying too much on AI tools can hurt deep understanding. pro con

Comprehension



A Choose the best answers.

-  **1 Main Idea** What is the main idea of the passage?
- AI tools are useful tools.
 - Emma loves using AI tools.
 - Students should avoid AI tools.
-  **2 Detail** What problem did Emma notice while using AI tools?
- She finished her assignments too slowly.
 - She didn't understand the topics deeply.
 - She amazed her friends too much.
-  **3 Detail** What did Emma's teacher say about her history report?
- It was excellent.
 - It lacked personal ideas.
 - It was too long.
-  **4 Detail** What can relying too much on AI tools prevent?
- deep thinking
 - quick answers
 - personal ideas
-  **5 Vocabulary** What is a phrase similar to *drop*?
- go down
 - fall out of one's hands
 - disappear from view

B Circle True or False.

-  **1** Emma used AI tools to finish her assignments slowly. True False
-  **2** Relying on AI tools can lead to a lack of knowledge. True False

C Complete the sentences.

-  **1** Emma's grades began to _____ as she relied more on AI tools.
-  **2** Using AI tools wisely is important to gain _____ understanding.

Graphic Organizer



Pros and Cons Complete the graphic organizer about AI tools.



rely
understanding

shallow
assignments

quickly

surface
facts

Pros

Help find answers ¹ _____ and easily

Speed up school ² _____

Amaze friends with quick ³ _____

Are useful as a starting point for learning

Cons

Prevent deep ⁴ _____ of topics

Lead to skimming the ⁵ _____ of subjects

Cause students to ⁶ _____ too much on it

Can become a trap of ⁷ _____ knowledge if overused

Paragraph Summary



Complete the sentences and number the paragraphs in order.



Emma used AI tools for a _____. But she _____ and deep knowledge of the subject.

It is not good to rely on AI tools because they can prevent _____. You should explore topics fully if you want to become a _____.

Emma used AI tools to finish her _____ faster, but she didn't deeply understand the topics. Her grades began to drop.

deep thinking

history project

lacked personal ideas

knowledgeable person

school assignments