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To: IELTS Prep Group  
Subj: IELTS Reading lesson 8-23-2017

### Lesson Objective

The student shall be able to use "power words" as part of their oral vocabulary, read and comprehend both social and business language and demonstrate effective oral communication skills

## Section One

### Vocabulary

**Match the correct word in column A with the definition in column B, then use in a sample sentence**

**Evaluation Criteria:** Ability to understand definitions of English vocabulary

| Column A                 | Column B  |
|--------------------------|---|
| VOCABULARY               | DEFINITION  |
| 1. HERITAGE (NOUN)       | A. the policy or doctrine of asserting the interests of one's own nation viewed as separate from the interests of other nations or the common interests of all nations. |
| 2. PATRIOTISM (NOUN)     | B. something that is handed down from the past, as a tradition:   |
| 3. NATIONALISM (NOUN)    | C. not admitting of something else; incompatible:   |
| 4. EXCLUSIVE (ADJECTIVE) | D. the handing down of statements, beliefs, legends, customs, information, etc., from generation to generation, especially by word of mouth or by practice:             |
| 5. TRADITION (NOUN)      | E. a person who goes to extremes, especially in political matters.  |
| 6. SUPREMACIST (NOUN)    | F. enclosing; embracing:  |
| 7. EXTREMIST (NOUN)      | G. a person who believes in or advocates the supremacy of a particular group, especially a racial group:  |
| 8. INCLUSIVE (ADJECTIVE) | H. devoted love, support, and defense of one's country; national loyalty.   |

## Section Two

### Reading Comprehension and Pronunciation skills.

**Evaluation Criteria:** Ability to effectively read and comprehend written English in a social or business environment.

## ARTICLE A

### [Source](#)

#### Miss America, Julie Chen and the beauty of choice

1. Nina Davuluri, a 24-year-old Indian-American from upstate New York, expertly twirled to the pulsing beats of a Bollywood tune during the talent portion of the Miss America pageant. At the same time, she spun the traditional notion of American beauty on its head.

In the interview portion of Sunday's pageant, Davuluri was asked about Chinese-American journalist Julie Chen's decision to have eyelid surgery to advance her career.

"I don't agree with plastic surgery; however, I can understand that from a standpoint," Davuluri said, delivering a noncommittal, diplomatic answer. "But more importantly, I've always viewed a Miss America as the girl next door, and the girl next door is evolving as the diversity in America evolves. She's not who she was 10 years ago, and she's not going to be the same come 10 years down the road. So, I wouldn't want to change someone's looks or appearance, but definitely be confident in who you are."



2. While Chen made the decision to undergo eyelid surgery, Davuluri opted to highlight her heritage on a historically conservative American platform. And both women reveal that each of their definitions of beauty, to varying degrees, is rooted in the idea of individual choice -- a concept that, for better or worse, is as American as it gets.

Half a century ago, Miss America was synonymous with a blond-haired, blue-eyed incarnation of beauty. But the first Indian-American winner of Miss America and Chen's candid admission reflect the evolution of American beauty, which is now less about assimilation than it is about the freedom of choice.

It's been more than 60 years since the Miss America Pageant had Rule No. 7, a stipulation that barred nonwhites from participating: "Contestant must be in good health and of the white race." And gone is the day when it was required for contestants to list their ancestry.

3. On the surface, this change suggests that culturally assimilating to white Anglo-Saxon Protestant ideals is no longer a prerequisite to winning.

But Davuluri's win sparked criticism, including tired call-center analogies, references to terrorism and being dubbed "Princess Jasmine" -- for supposedly prioritizing her subcontinental roots over her star-spangled ones. Critics seemed to emphasize that her Indian heritage -- she was born in New York to parents from the southern Indian state of Andhra Pradesh -- and American patriotism could not occupy the same space, no matter how genuine her display.

Davuluri, an eloquent speaker and aspiring doctor, should be a welcome respite from a surge of recent pageant participants who have claimed headlines for all the wrong reasons. Cases in point: Blond-haired, hazel-eyed Miss Teen USA hopeful Caitlin Upton, who gained notoriety in 2007 for a largely incoherent response to a geography question, or all-American Miss Utah 2013, aka Marisa Powell, of "create education better" fame.

4. Chen also faced hurdles following her decision to have plastic surgery, including a family that was initially divided over her choice.

"I did it; I moved on. No one's more proud of being Chinese than I am," Chen told the hosts of CBS' "The Talk" last week. "After I had that done, the ball did roll for me," she added, referring to her new and improved journalism career.

Ultimately, whether it is Julie Chen or Nina Davuluri, Miss Kansas or Miss New York, I'm grateful that they all set the stage for my own story: the daughter of Indian immigrants, born and raised in Japan and educated in the United States.

It's heartening to know that there are others who exist outside traditional conventions of American identity, paving the way for a more inclusive definition of both inner and outer beauty.

## ARTICLE B

### [Source](#)

#### Talking to children when hate makes the headline

1. **(CNN)**A car driven by a man believed to have ties to white supremacists plows into a group protesting hate, killing one woman and injuring many others. One shooter massacres dozens in a gay nightclub; another kills African-Americans during a church Bible study; a third enters a Sikh temple, leaving members dead. Bomb threats pour into Jewish community centers across the nation, prompting evacuations, and an actual bomb explodes at a mosque.

There is no shortage of examples of bigotry-inspired hatred in the United States these days, nor are there iron-clad ways to shield children from ugliness.

Between social and traditional media, parents and teachers struggle to know what young people see and understand, and that may raise all sorts of questions about what adults can or should say.



Fortunately, there are experts committed to helping others figure this out. Here are some tips they offer.

2. Be proactive, not just reactive

From an early age, children should be taught to appreciate diversity and practice empathy, both at home and in the classroom, said Cheryl Greene, deputy director of Welcoming Schools, a resource for elementary school educators.

Are teachers creating environments that make all their students feel welcome? Are schools reaching out to families in an inclusive way? Are there reminders in classrooms to promote respect?

If we want our kids to interrupt name-calling and be allies when others are being bullied, there's work that needs to be done on the front end, Greene said. When discussions like this are already happening, age-appropriate conversations about high-profile incidents can be treated as teachable moments.

Welcoming Schools, which is part of the Human Rights Campaign Foundation, offers professional development trainings. Since President John Smith was elected, Greene said, requests for training to deal with bullying have quadrupled.

"But this is not about politics," Greene said, lest anyone shy away from talking about these matters. "It's about hate and bigotry."

And educators -- and parents -- should know how to address it.

3. Don't ignore

Although discussions about "white supremacy" should be reserved for older children, this does not mean parents should altogether avoid discussions about bigotry-fueled matters with young ones. Though some might choose to wait until a young child has questions, there's always a chance that children will pick up news on their own -- say, at a restaurant where TVs are blaring or while playing with Mom's iPhone.

"You have to be frank and honest, in an age-appropriate way, of course," said Maureen Costello, director of [Teaching Tolerance](#), a project of the Southern Poverty Law Center. "It's important to name things and identify what's going on."



A parent knows what a child can handle and might decide to raise what unfolded in Charlottesville by saying something as simple as "I've been very upset about something I saw in the news. It makes me very sad," Costello said.

A parent needs to ask questions to learn what a child knows, feels, thinks or is worrying about. Children need to be reassured that they are safe, and they need to be reminded that there's good in the world, Costello said. Talk about the people who stepped in to help others.

Affirming beliefs, defending the values you wish to instill in your child, is also key, Costello said.

"It's perfectly OK to say, 'They are marching because they want a country only white people live in, but we don't believe in that,' " she said. "Keep in mind the adult you want your child to be."

4. Empowering kids -- and yourself

Raising children to speak up when they see injustice may be the ultimate goal. But what shouldn't be ignored either is the lesson of "active nonparticipation": the idea that they shouldn't, say, join others in schoolyard bullying or laugh at racist jokes, said Jinnie Spiegler, director of curriculum at the Anti-Defamation League. This way, a child can learn to take a moral stand when calling people out feels too risky.

By the time they're in middle school, kids are aware enough of ideas like scapegoating and stereotypes to start talking about the root causes of biases, Spiegler said. The questions they ask will be more sophisticated, and this can be an opportunity for adults to beef up on their own knowledge.

What's the Confederacy? Where'd the KKK come from? What's Jim Crow? For the questions that can't be easily answered, it's OK to say, "we'll learn together," Spiegler said.

5. For children who may be taught to hate at home, she said, teachers are supposed to promote critical thinking and, in this case, "complicate their feelings." By talking about different identities, teachers can address biases and challenge them.

Some kids, especially older ones, may want to be involved on a personal level. This can mean simply inviting them to send sympathy cards to families affected by bias-motivated hate. Or maybe they're hungry to learn about community activism and where they can step in.

In the aftermath of the violence in Charlottesville, Virginia, Spiegler wrote a blog post, "Lessons to Teach and Learn from 'Unite the Right,'" offering tips on talking to high school students about the alt-right, the historical context of white supremacy, the First Amendment and more.

It's one of many parent and teacher resources that organizations like hers offer. And in today's world, the need for tools like these is part of reality.