ESL Reading Articles

Level C1 · 6 articles, printable and on screen

PREVIEW

What is included

- **3 grammar articles** with numbered gaps and sentences to correct
- **3 reading articles** with comprehension questions
- A **slide deck** that fills the gaps in one at a time
- Teacher page with a **coverage map** and a full **answer key**
- Color **and** ink-saver B&W · US Letter **and** A4
- Google Slides and PowerPoint

How it runs

- Pick an article from the coverage map and print it.
- Students read it once, then fill the gaps alone or in pairs.
- Open the deck and click through the answers together.
- The answer key is there if you would rather mark it yourself.

Levels in this pack

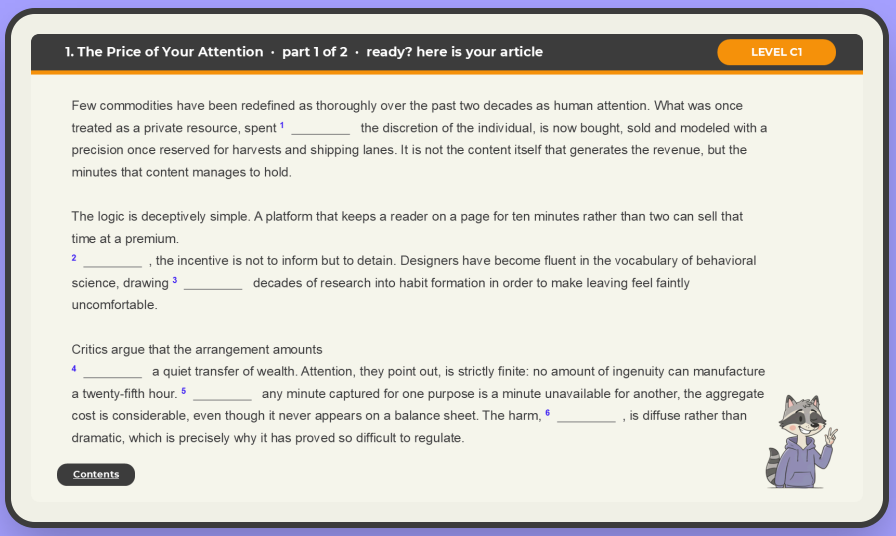
Every text is written to its level, not cut down from a harder one: **C1**. The teacher page spells out what a student at each level can read and which grammar the texts use, so you can hand the right article to the right group.

What this preview shows: a sample of everything in the pack: the deck in action, a student article page, the teacher page, a reading page and the ink-saver version. The full pack has all 6 articles, every answer, and no watermarks.

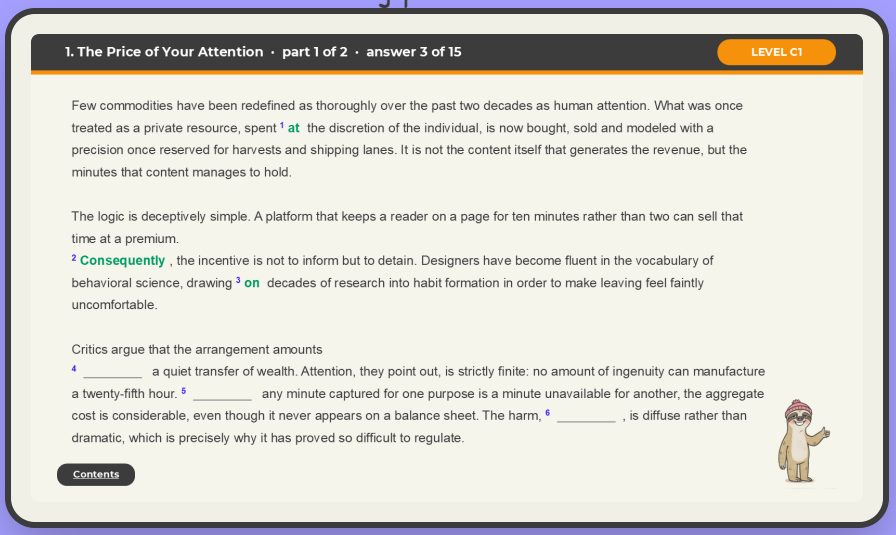




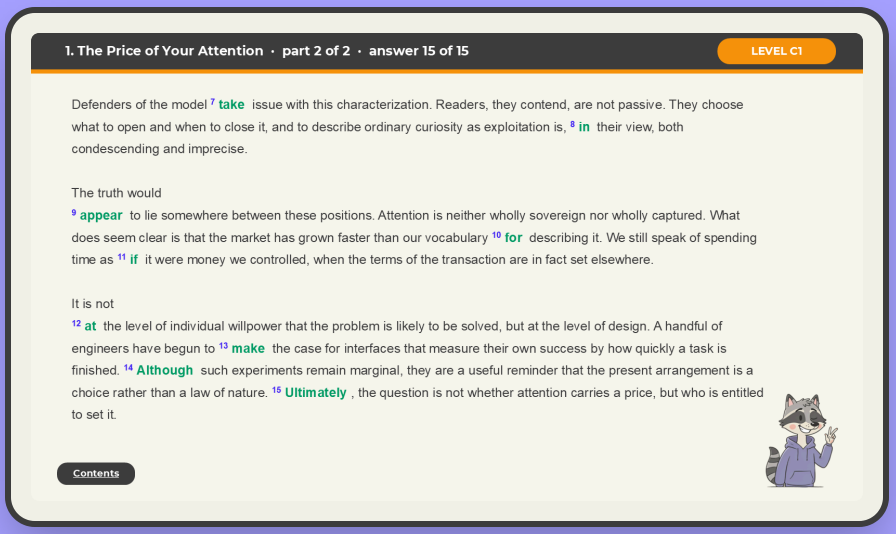
THE SLIDE DECK: CHECKING ONE ARTICLE TOGETHER



1. Students have the article on paper. The same text goes on the screen, gaps and all.



2. One click fills in one answer, in green, so the class checks them one at a time.



3. The finished text stays on screen for anyone who needs to catch up.

© classroomreview.games

THE PRICE OF YOUR ATTENTION



LEVEL C1

Article 1 · fill in the 15 gaps

Name _____ Date _____

Few commodities have been redefined as thoroughly over the past two decades as human attention. What was once treated as a private resource, spent [1] _____ the discretion of the individual, is now bought, sold and modeled with a precision once reserved for harvests and shipping lanes. It is not the content itself that generates the revenue, but the minutes that content manages to hold. The logic is deceptively simple. A platform that keeps a reader on a page for ten minutes rather than two can sell that time at a premium. [2] _____, the incentive is not to inform but to detain. Designers have become fluent in the vocabulary of behavioral science, drawing [3] _____ decades of research into habit formation in order to make leaving feel faintly uncomfortable. Critics argue that the arrangement amounts [4] _____ a quiet transfer of wealth. Attention, they point out, is strictly finite: no amount of ingenuity can manufacture a twenty-fifth hour. [5] _____ any minute captured for one purpose is a minute unavailable for another, the aggregate cost is considerable, even though it never appears on a balance sheet. The harm, [6] _____, is diffuse rather than dramatic, which is precisely why it has proved so difficult to regulate. Defenders of the model [7] _____ issue with this characterization. Readers, they contend, are not passive. They choose what to open and when to close it, and to describe ordinary curiosity as exploitation is, [8] _____ their view, both condescending and imprecise. The truth would [9] _____ to lie somewhere between these positions. Attention is neither wholly sovereign nor wholly captured. What does seem clear is that the market has grown faster than our vocabulary [10] _____ describing it. We still speak of spending time as [11] _____ it were money we controlled, when the terms of the transaction are in fact set elsewhere. It is not [12] _____ the level of individual willpower that the problem is likely to be solved, but at the level of design. A handful of engineers have begun to [13] _____ the case for interfaces that measure their own success by how quickly a task is finished. [14] _____ such experiments remain marginal, they are a useful reminder that the present arrangement is a choice rather than a law of nature. [15] _____, the question is not whether attention carries a price, but who is entitled to set it.

NOW CORRECT THESE SENTENCES

1. The study makes a strong emphasis on the role of interface design.

_____

2. The platform is interested to keep readers on the page for as long as possible.

_____

3. Revenue rose sharply. Nevertheless, the number of daily readers also increased.

_____

4. Platforms behave as if attention was infinite.

_____

NOW WRITE ABOUT YOU

Write three sentences of your own about the economics of attention. Use dependent prepositions and verb and noun collocation.

_____

_____

_____

EVIEW • classroomrev

MACHINES THAT DECIDE



LEVEL C1

Article 4 · read the text

Name _____ Date _____

When a machine makes a decision that affects a person's life, who is answerable for it? The question is no longer hypothetical. Systems now recommend which applications are read first, which shipments are delayed and which patterns in a data set deserve a second look. In most cases a human being still signs off on the outcome. Whether that signature represents genuine judgment or a formality is considerably harder to establish. Defenders of automated decision making point to consistency. A tired official at the end of a long shift is measurably less generous than the same official at the start of it. An algorithm does not get tired. Nor does it hold grudges, or quietly favor the applicant whose name it happens to recognize. What it does instead is inherit the patterns of the records it was trained on, and those records were produced by tired, inconsistent and occasionally unfair human beings. This is the difficulty that has proved most resistant to technical solution. Bias in a person can be challenged in conversation. Bias in a system is distributed across millions of small weightings, none of which can be pointed to and argued with. Only rarely can an affected individual be told, in plain language, why the answer was no. Some institutions have responded by requiring what they call meaningful human review. The phrase sounds reassuring. In practice, a reviewer handling a hundred cases a day, presented with a recommendation from a system that is right most of the time, will tend to agree with it. Such deference is not laziness. It is a rational response to time pressure and to the reviewer's own uncertainty. What would a better arrangement look like? Several researchers argue that the crucial step is not more transparency about the model but more friction in the process: fewer cases for each reviewer, a requirement to record reasons in writing and a straightforward route of appeal. None of these measures is glamorous, and none of them depends on a technical breakthrough. That may be precisely why they are so often postponed.

EVIEW • classroomrev
EVIEW • classroomrev

MACHINES THAT DECIDE



LEVEL C1

Article 4 · questions

Name _____ Date _____

ANSWER THE QUESTIONS

1. The writer mentions the tired official mainly in order to
   - ☐ criticize the people who process applications
   - ☐ illustrate an advantage that is claimed for automated systems
   - ☐ argue that working shifts should be made shorter
   - ☐ prove that algorithms reach fairer decisions than people
2. In paragraph 3, 'resistant to technical solution' suggests that the problem
   - ☐ has already been solved by engineers
   - ☐ cannot easily be fixed by better technology
   - ☐ is caused by faulty equipment
   - ☐ affects only older computer systems
3. According to the writer, why is bias in a system harder to challenge than bias in a person?

   _____

   _____
4. The writer's attitude toward the phrase 'meaningful human review' is best described as
   - ☐ enthusiastic
   - ☐ skeptical
   - ☐ indifferent
   - ☐ alarmed
5. What does the writer imply about a reviewer who agrees with the system's recommendation?

   _____

   _____
6. It can be inferred that the writer sees the main obstacle to fairer decisions as
   - ☐ the absence of sufficiently advanced technology
   - ☐ an unwillingness to slow the process down
   - ☐ a shortage of trained engineers
   - ☐ public misunderstanding of statistics
7. In the final paragraph, what does the writer mean by 'more friction in the process'?

   _____

   _____
8. The closing sentence implies that the proposed measures are ignored because they
   - ☐ are far too expensive for most institutions
   - ☐ are unexciting and require no new technology
   - ☐ have been rejected by researchers
   - ☐ have already been adopted everywhere

EVIEW · classroomrev

ESL READING ARTICLES

TEACHER PAGE

Level C1 · 6 articles · Print and go, answer key included

WHAT IS IN THIS PACK

3 grammar articles: the text carries numbered gaps. Students read it through first, then fill the gaps. The gaps are open, and each article also gives you sentences to correct.

3 reading articles: a clean text followed by comprehension questions, multiple choice and short answers, with inference and writer's purpose.

Slide deck: the same articles on screen with the same gaps, so you can fill them in with the class once everyone has finished their sheet.

COVERAGE MAP

	ARTICLE	LEVEL	TYPE	PRACTICES
1	The Price of Your Attention	C1	Grammar	dependent prepositions, verb and noun collocation, discourse markers of consequence and contrast, hedging language, subordinating linkers, fixed prepositional phrases, unreal comparison with as if, discourse markers of summation
2	The Shape of a Street	C1	Grammar	inversion after negative adverbials, cleft sentences with what, dependent prepositions, conditional and concessive linkers, fixed collocations, discourse markers of contrast, that clauses after reporting verbs, prepositions of time
3	How Words Change Their Minds	C1	Grammar	dependent prepositions, cleft sentences with what, phrasal and prepositional verbs, articles and quantifiers, passive agents, discourse markers of concession, fixed phrases, prepositions of duration, that clauses after reporting verbs
4	Machines That Decide	C1	Reading	inference, writer's purpose, attitude and tone, vocabulary in context, identifying an implied argument
5	The Archive That Rewrites Itself	C1	Reading	writer's purpose, inference, vocabulary in context, attitude and tone, distinguishing claim from concession
6	The Tyranny of the Measurable	C1	Reading	writer's purpose, inference, vocabulary in context, attitude and tone, interpreting a closing generalization

WHAT EACH LEVEL MEANS

LEVEL	A STUDENT AT THIS LEVEL CAN	GRAMMAR IN THESE TEXTS
C1	read a long, demanding text, catch implied meaning, and judge the writer's attitude	perfect aspects, inversion, cleft sentences, nominalization, hedging, complex noun phrases

How to run it: pick an article from the map, read it together once without stopping, let students work alone or in pairs, then open the slide deck and fill in the answers as a class.

Did this work well for your class? A quick review helps other teachers find it and earns you TpT credits: teacherspayteachers.com/My-Purchases. Thank you!

EVIEW · classroomrev

THE PRICE OF YOUR ATTENTION



LEVEL C1

Article 1 - fill in the 15 gaps

Name _____ Date _____

Few commodities have been redefined as thoroughly over the past two decades as human attention. What was once treated as a private resource, spent [1] _____ the discretion of the individual, is now bought, sold and modeled with a precision once reserved for harvests and shipping lanes. It is not the content itself that generates the revenue, but the minutes that content manages to hold. The logic is deceptively simple. A platform that keeps a reader on a page for ten minutes rather than two can sell that time at a premium. [2] _____, the incentive is not to inform but to detain. Designers have become fluent in the vocabulary of behavioral science, drawing [3] _____ decades of research into habit formation in order to make leaving feel faintly uncomfortable. Critics argue that the arrangement amounts [4] _____ a quiet transfer of wealth. Attention, they point out, is strictly finite: no amount of ingenuity can manufacture a twenty-fifth hour. [5] _____ any minute captured for one purpose is a minute unavailable for another, the aggregate cost is considerable, even though it never appears on a balance sheet. The harm, [6] _____, is diffuse rather than dramatic, which is precisely why it has proved so difficult to regulate. Defenders of the model [7] _____ issue with this characterization. Readers, they contend, are not passive. They choose what to open and when to close it, and to describe ordinary curiosity as exploitation is, [8] _____ their view, both condescending and imprecise. The truth would [9] _____ to lie somewhere between these positions. Attention is neither wholly sovereign nor wholly captured. What does seem clear is that the market has grown faster than our vocabulary [10] _____ describing it. We still speak of spending time as [11] _____ it were money we controlled, when the terms of the transaction are in fact set elsewhere. It is not [12] _____ the level of individual willpower that the problem is likely to be solved, but at the level of design. A handful of engineers have begun to [13] _____ the case for interfaces that measure their own success by how quickly a task is finished. [14] _____ such experiments remain marginal, they are a useful reminder that the present arrangement is a choice rather than a law of nature. [15] _____, the question is not whether attention carries a price, but who is entitled to set it.

NOW CORRECT THESE SENTENCES

1. The study makes a strong emphasis on the role of interface design.

_____

2. The platform is interested to keep readers on the page for as long as possible.

_____

3. Revenue rose sharply. Nevertheless, the number of daily readers also increased.

_____

4. Platforms behave as if attention was infinite.

_____

NOW WRITE ABOUT YOU

Write three sentences of your own about the economics of attention. Use dependent prepositions and verb and noun collocation.

_____

_____

_____

EVIEW • classroomrev

In the full pack

Print it, project it, mark it. Nothing else to prepare.

6 articles written to C1

127 slides in the checking deck

12 printable pages including the answer key

4 files: color and B&W, Letter and A4

The answer key is included

Every gap, every alternative answer worth accepting, and every reading answer, laid out article by article. It is blurred here because this preview is a free download.



Thank you! If this works for your class, a quick review helps other teachers find it, and earns you TpT credits towards your next resource.





© classroomreview.games