

1 Cover to Cover

Reading Comprehension and Fluency

OXFORD

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Introduction

Cover to Cover 1 is the first in a three-level reading series that helps students become skilled, strategic readers who enjoy reading in English. *Cover to Cover* combines **intensive reading** with **extensive reading**, so your students will learn the strategies necessary for academic work *and* become fluent, confident readers.

What is intensive reading?

Intensive reading focuses on building language awareness and comprehension. It often involves relatively challenging texts and students encountering some unfamiliar language. Parts 1 and 2 of each unit in *Cover to Cover* focus on intensive reading and provide students with strategies for dealing with these kinds of texts.

What is extensive reading?

Extensive reading focuses on fluency development and reading for pleasure. Two key principles are (1) students should read as much as possible, and (2) texts should be easy and well within students' linguistic competence. Easy texts mean that students are able to read more and faster, and this kind of practice helps students in many ways: improved reading skills, improved writing skills, increased vocabulary knowledge, and increased motivation. The Extensive Reading section at the end of each unit in *Cover to Cover* provides students with an opportunity to experience this approach.

What is in a unit?

Part 1 and **Part 2** of each unit develop reading strategies such as predicting the topic, skimming for the main idea, scanning, and recognizing points of view. Part 1 focuses mainly on comprehension strategies; Part 2 focuses on developing both fluency and comprehension through activities such as timed reading. The reading passages come from a variety of genres including magazine articles, newspaper articles, and web sites.

The **Extensive Reading** section enables students to read for enjoyment and pleasure and continue their fluency development. The reading passages are extracts from the Oxford Bookworms Library collection of graded readers. *Cover to Cover 1* features extracts from stage 1 Bookworms, including popular classics such as *The Phantom of the Opera* and *The Adventures of Tom Sawyer*. The Bookworms extracts are longer than the Part 1 and 2 reading texts, and the language is also graded at a lower level. This enables students to read faster and maintain comprehension. We hope that reading the Bookworms extracts will also motivate students to become enthusiastic, independent readers who read books from cover to cover.

Unit 1

Reading Strategies

- Comprehension: Finding Main Ideas in Paragraphs
- Fluency: Scanning

Marriage



Discuss the questions.

1. What is happening in this photograph?
2. When did you last go to a wedding?

This unit is about marriage. In Part 1, you will read about changing views of marriage. In Part 2, you will read about a couple that loves weddings. The unit is followed by Extensive Reading 1, which is an extract from a book called *The Withered Arm*. It is about a woman who is unhappy because the man she loves has just married another woman.

Part 1 To Marry or Not to Marry?

Before Reading

Discuss the questions.

1. At what age do women get married in your country?
2. At what age do men get married?

Comprehension Strategy: Finding Main Ideas in Paragraphs

Every paragraph has a main idea. This is the most important thing the writer wants to say. The main idea is often near the beginning of the paragraph.

A. Read the text. Write the paragraph number next to its main idea.

2. a. A growing number of Japanese women are happy to be single.
- b. In Japan, attitudes toward marriage are changing.
- c. Many working women do not want to be traditional wives.
- d. These days, women are looking for different kinds of husbands.
- e. The number of single women in their 20s has increased.
- f. Sumi Kitade is happy to be single.

B. Read the text again and answer the questions that follow.



CD 1 Track 2

To Marry or Not to Marry?

- 1 Attitudes toward marriage are changing in Japan. In the past, most women were expected to be married by the time they were 25. Women who were not married by then were often thought to have missed out. These single women were sometimes even compared to Christmas cake on December 26th—old and not wanted. Now, things are very different.
- 2 According to an opinion poll in a Japanese newspaper, *The Daily Yomiuri*, 73 percent of single Japanese women say they are happy to be single. This is an increase of 10 percent since 2003.
- 3 Dr. Sumi Kitade is one of them. She laughs and smiles as she discusses her future. “I will continue my career as a professor,” Dr. Kitade says. “I love my

work. It's very exciting." When asked about getting married, the 30-year-old professor becomes serious. "To tell the truth," she replies, "I don't think I will ever get married. I am happy. I have a wonderful job and I have many friends."

4 This attitude is reflected in the increase in the number of single women. In 1970, 18 percent of Japanese women between the ages of 25 and 29 were not married. Thirty years later, that figure had risen to well over 50 percent.

5 The reasons can be found in the workplace and at home. On the one hand, more women have full-time jobs than 30 years ago. On the other hand, the traditional role of the wife has not changed. Women are still expected to raise the children and look after the house. They often don't get much help from their husbands. Many women manage the house in addition to doing a full-time job. One survey found that working women spend two hours each day on housework, while men spend about ten minutes. Young working women may choose not to take on these extra responsibilities. Sumi Kitade appears to support this view. "I don't want to quit my job to become someone's slave," says Dr. Kitade.



Sumi Kitade

6 In the past, women looked for husbands who could offer financial support. Now, women are looking for something different. Kaoru Abe, one of Dr. Kitade's colleagues, is 34. She is looking for a husband who will look after the children and share the housework equally. She says she has nothing against marriage. She just hasn't found the right man yet. If her ideal man is out there, she will be very happy. And if he isn't, she says, she'll be happy on her own.

Checking Comprehension

Answer the questions.

1. What is the main idea of this article?
 - a. A growing number of Japanese women are happy to be single.
 - b. Sumi Kitade is happy to be single.
 - c. Men don't do as much housework as women.
2. Why did single women over the age of 25 used to be compared to Christmas cake?
 - a. People thought they were happy to be single.
 - b. People thought they were too old to get married.
 - c. People thought they ate too much.
3. Why doesn't Sumi Kitade want to get married?
 - a. She can't find her ideal man.
 - b. She is too busy working to look for a husband.
 - c. She is happy to be single.
4. Which of the following is true of Kaoru Abe?
 - a. She is looking for a traditional husband.
 - b. She does not want to get married.
 - c. She is looking for a husband who will share the housework.
5. What did the opinion poll show?
 - a. 73 percent of women in Japan are single.
 - b. 73 percent of women in Japan are happy.
 - c. 73 percent of single women in Japan are happy to be single.
6. What is one reason that there are more single women now than in 1970?
 - a. Men don't do as much housework as they did in 1970.
 - b. More women have full-time jobs than in 1970.
 - c. Fewer men can provide financial support than in 1970.

Looking at Vocabulary in Context

A. Find the words in bold in the text. For each line, circle the word that does not belong.

- | | | | |
|-------------------------------------|---------------|--------------|---------|
| 1. attitudes (par. 1) | viewpoints | outlooks | heights |
| 2. increase (par. 2) | growth | decrease | rise |
| 3. continue (par. 3) | go on with | keep on | stop |
| 4. traditional (par. 5) | old-fashioned | conservative | modern |
| 5. responsibilities (par. 5) | answers | duties | tasks |
| 6. quit (par. 5) | keep on | stop | leave |

B. Fill in the blanks with the words in bold from A. Be sure to use the correct forms.

- The soccer coach was so mean that three players
- Airfares are getting more expensive because of the in fuel prices.
- Lisa has a very bad at work. She's so lazy.
- I am always busy in my new job because I have so many different
- I hate using microwave ovens. I prefer cooking on the stove the way.
- You must your diet if you want to lose more weight.

What's Your Opinion?

A. Do you agree or disagree with the statements? Check (✓) your answers.

- | | Agree | Disagree | Not Sure |
|--|--------------------------|--------------------------|--------------------------|
| 1. There are more advantages to being single than being married. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. It is better to get married when you are young. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. People can be happy if they never get married. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. People should not get married unless they find their ideal partner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Men should do more housework. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B. Discuss your answers with a partner. Give reasons for your answers.

Part 2 The Couple That likes Weddings

Before Reading

Discuss the questions.

1. What is the relationship between the people in the photo?
2. How long do you think they have known each other?

Fluency Strategy: Scanning

Scanning is searching very fast for specific information—a fact, a number, a word, a phrase. Make a clear picture in your mind of the information you are looking for. Move your eyes quickly across the text. Don't read every word. When you find the information, stop and read the sentence.

A. Scan the text for the numbers. Match them with the information.

- | | |
|-------------|--|
| a. 4 | 1. Antonio's age when he first saw Maria. |
| b. 19 | 2. The date in July when Maria and Antonio were married. |
| c. 17 | 3. Maria's age when she married Antonio. |
| d. 18 | 4. Maria's age when she first saw Antonio. |

B. Read the whole text quickly. Record your reading time below and on the chart on page 169.



CD 1 Track 3



Start: _____

Finish: _____

Reading Time: _____

The Couple That likes Weddings

- 1 It is a happy wedding day. The bride and groom are congratulated by their friends and relatives. Everyone is having a wonderful time at the wedding party.
- 2 But this is not the first time that Maria Foti has celebrated her wedding. In fact, it is her thirtieth wedding party. But she has married the same man each time. The couple told their story to *Reflections* magazine.
- 3 Antonio Foti was 19 years old when he first saw Maria Santos. He was working at his father's store. Antonio smiles as he remembers that day. "Maria came into the store to buy some food," he says. Maria was unable to find what she wanted, so she asked Antonio. "I could only stare at her," says Antonio.



Antonio and Maria

“I thought Maria was the most beautiful girl in the world.” He promised himself that he would marry her.

4 Unfortunately for Antonio, Maria was just a young girl, only 17 years old. She was still in high school. But Antonio did not want to wait. He asked his father to talk to Maria’s father, Mr. Santos. Antonio’s father thought his son was too young to get married. But Antonio kept asking, so Mr. Foti went to talk to Maria’s father.

5 Mr. Foti told Mr. Santos that his son wanted to marry Maria. Both fathers thought that Maria was too young. Mr. Santos wanted them to wait one year, until Maria was 18, and she had finished high school.

6 Antonio was unhappy with the decision. He was impatient, but he had no choice. “That one year seemed like ten years for me,” he says. When Maria finished high school, her father told her that she could marry Antonio. Maria and Antonio were married on July 4, 1954.

7 Neither family had a lot of money, so they had a small wedding ceremony. After the wedding, there was a small party at a restaurant. Everyone had a lot of fun eating, and singing.

8 Maria and Antonio were very happy. After one year of marriage, they wanted to have another wedding. They asked the priest who had married them if it was possible to do it again. And they had another party at the same restaurant. Like the first time, everyone had fun.

9 Now, every July 4, they have another wedding and a party for their relatives and friends at the usual restaurant. Unlike the first wedding and party, many people attend, including Maria and Antonio’s children and grandchildren.

Checking Fluency and Comprehension

A. Answer the questions. Do not look back at the text.

1. What was Antonio doing when he first saw Maria?
 - a. Studying at high school.
 - b. Buying food.
 - c. Working in a store.
2. What did Maria's father think?
 - a. He thought they should wait to get married until Antonio was 18.
 - b. He thought they should wait to get married until Maria was 18.
 - c. He thought they should wait to get married until Maria was 19.
3. Why was their first wedding small?
 - a. They did not have space for many people.
 - b. They did not have a lot of money.
 - c. Their families did not want them to get married.
4. Where do they have the party every year?
 - a. At the same restaurant as their first wedding.
 - b. At a bigger restaurant.
 - c. At their house.
5. How long did Antonio have to wait before he married Maria?
 - a. One year.
 - b. Two years.
 - c. 10 years.

B. Check your answers with a partner. Record your score on page 169.

Expanding Vocabulary

A. Antonyms are words with the opposite meaning. Find the antonyms of these words in the text.

- | | |
|--------------------------|-----------------------------|
| 1. able (par.3) | 4. impossible (par.8) |
| 2. happy (par.6) | 5. unusual (par.9) |
| 3. patient (par.6) | 6. like (par.9) |

B Fill in the blanks with the words from A.

1. I only like movies with endings—I hate sad ones.
2. The final test question was, so everyone just guessed.
3. My computer has a virus so I've been to send email.
4. So many pop singers sound all the others—it's boring.
5. Drivers who always honk their horns are just being
6. I have a very name—no one has ever heard it before.

What's Your Opinion?

A. What do you think makes a good marriage? Check (✓) your answers.

	Important	Not Important
1. Approval of couple's parents	<input type="checkbox"/>	<input type="checkbox"/>
2. A big wedding	<input type="checkbox"/>	<input type="checkbox"/>
3. A lot of money	<input type="checkbox"/>	<input type="checkbox"/>
4. One child	<input type="checkbox"/>	<input type="checkbox"/>
5. Many children	<input type="checkbox"/>	<input type="checkbox"/>

B Discuss your answers with a partner. Give reasons for your answers.

Increasing Fluency

Scan the line to find the word on the left. Words may appear more than once. Can you finish in 15 seconds?

	a	b	c	d	e
1. marry	merry	<u>marry</u>	many	<u>marry</u>	married
2. father	rather	further	farther	father	father
3. party	party	pretty	part	partner	parties
4. fun	run	bun	gun	nun	fun
5. year	near	year	year	dear	fear
6. wait	weight	wait	waits	weigh	wait
7. young	you	young	youth	hung	young
8. only	lonely	any	only	only	oily

Extensive Reading 1



The Withered Arm

Introduction

This extract from an Oxford *Bookworms* reader gives you the opportunity to read more in English. The more you read, the faster and more fluent you will become. *The Withered Arm* is set on a farm in England in the 19th century. The farm is owned by Mr. Lodge. He has a new wife, named Gertrude, who is young and pretty. Mr. Lodge's ex-wife, Rhoda Brook, lives nearby with their son. The extract you will read starts a few weeks after Gertrude Lodge comes to live on the farm. Rhoda hasn't met Gertrude, but she feels jealous, and she can't stop thinking about her. She even dreams about her. But is it more than just a dream?

Before Reading

A. What do you think will happen in the extract? Check (✓) your answers.

- 1. Rhoda dreams that Gertrude is friendly and kind.
- 2. Rhoda dreams that Gertrude is cruel and unfriendly.
- 3. Rhoda dreams that Gertrude leaves the farm.
- 4. Rhoda dreams that she hurts Gertrude's arm.

B. Now read the extract to see what happens.



CD 1 Track 4

Rhoda Brook sat by the dying fire in her little house. She stared at the fire for a long time, but she saw only the picture in her head of the new wife. At last, tired from her day's work, she went to bed.

But the picture of Gertrude Lodge did not go away. When Rhoda slept, the young wife was still there in Rhoda's dreams. She sat on Rhoda's body in the bed, staring into Rhoda's face. Her blue eyes were cold, and with a cruel laugh, she put her left hand in front of Rhoda's eyes. There, on the third finger, was her wedding ring. And the phantom of Gertrude Lodge laughed again.

Words

50

100

Rhoda turned this way and that way, but the phantom was still there. It sat, heavier and heavier, on Rhoda's body, and now Rhoda could not move. Always in her ears was that cruel laugh, and always in front of her eyes was that left hand with its wedding ring.

150

At last, half-dead with terror, Rhoda suddenly put out her right hand, took hold of the phantom's left arm, and pulled it hard.

The phantom fell off the bed onto the floor, and Rhoda sat up.

200



Cover to Cover 1

Reading Comprehension and Fluency

Cover to Cover develops reading skills, builds vocabulary, and makes reading more enjoyable. The reading passages are taken not only from magazines and newspapers, but also from popular classic stories such as *The Phantom of the Opera* and *The Adventures of Tom Sawyer*. These extracts, specially adapted for learners of English, provide a practical way to introduce extensive reading into the classroom.

- Reading texts explore **up-to-the-minute issues** such as online gaming, why more women are choosing to stay single, and the secret of a long life.
- Extracts from **Oxford Bookworms graded readers** develop reading fluency and encourage reading for pleasure.
- **Reading comprehension and fluency strategies** develop key skills such as predicting, scanning, and identifying main ideas.
- **Timed reading activities** and **reading rate charts** motivate students to read faster.
- **Vocabulary activities** focus on looking at meaning in context and expanding vocabulary.

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