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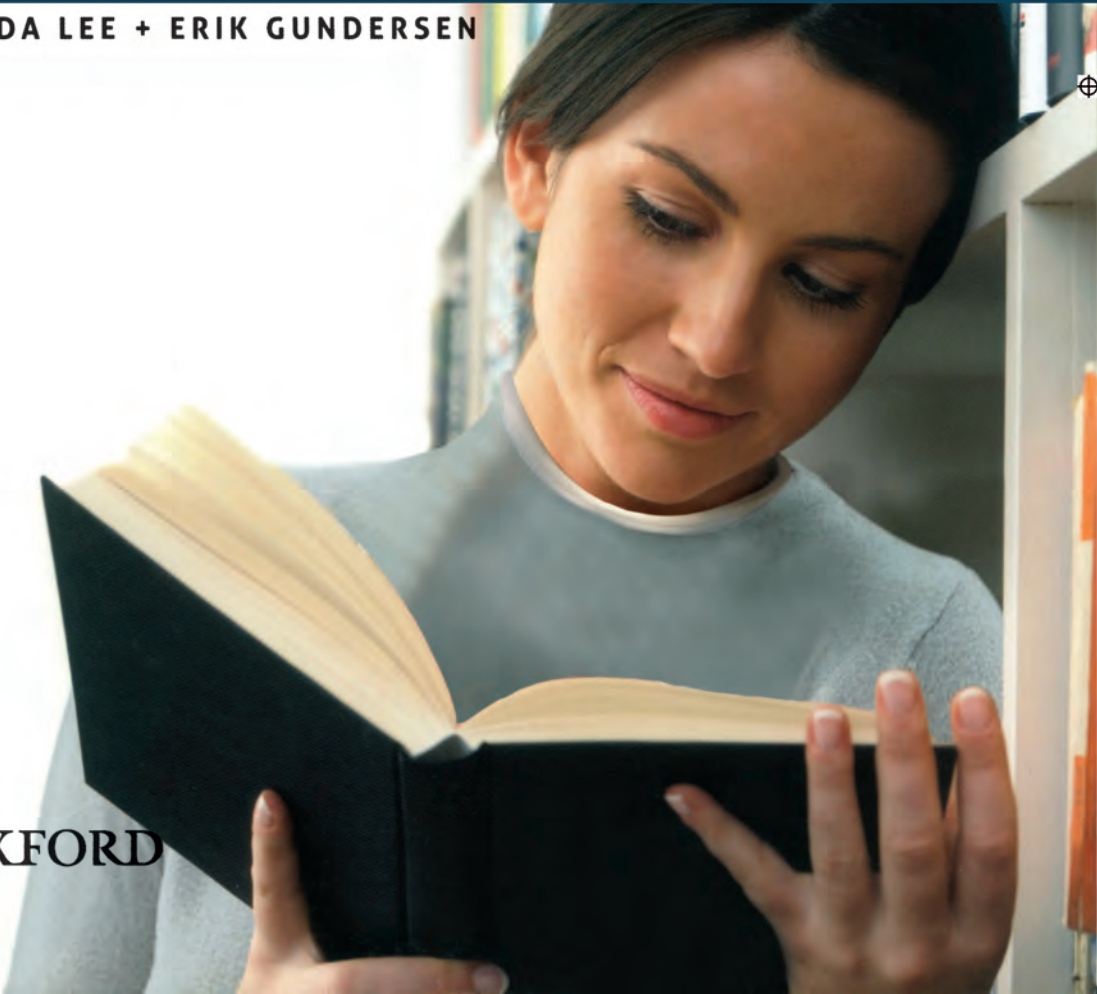
SECOND EDITION

Select Readings

Teacher-approved readings for today's students

LINDA LEE + ERIK GUNDERSEN

OXFORD



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1

“What happens if you don’t get enough sleep? Randy Gardner, a high school student in the United States, wanted to find out.”

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“‘What do you want for your nineteenth birthday?’ my parents asked me. ‘A ring,’ I replied. However, instead of a ring, my parents gave me a one-month homestay in London.”

Chapter 3 It’s Not Always Black and White.

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“You can find the names of colors in a lot of English expressions. Many of these expressions, however, talk about colors in very different ways.”

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“On the last day, all of us stood inside a room we had built in just a week, feeling a sense of fulfillment.”

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“Generation Z is connected to its music, videos, games, and friends online all day, every day.”

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Scope and Sequence

Chapter	Content	Reading Skill	Building Vocabulary
Chapter 1 Are You Getting Enough Sleep?	The importance of sleep	Previewing	Using collocations
Chapter 2 Mika's Homestay in London	Studying in an English-speaking country	Scanning for details	Learning compound words
Chapter 3 It's Not Always Black and White.	English expressions with color words	Skimming	Understanding idioms
Chapter 4 Helping Others	Volunteering	Identifying the topic and main idea	Using prefixes: <i>un-, im-, in-, ir-</i>
Chapter 5 Generation Z: Digital Natives	Everyday use of digital media	Finding supporting details	Learning collocations about technology
Chapter 6 How to Be a Successful Businessperson	Building a successful business	Making inferences	Learning word forms
Chapter 7 The Growth of Urban Farming	Growing food in large cities	Understanding the author's purpose	Understanding word roots

Chapter	Content	Reading Skill	Building Vocabulary
Chapter 8 Can You Live Forever?	Trying to live forever	Understanding headings	Understanding suffixes: <i>-al, -ic, -ist, -logy</i>
Chapter 9 Baseball Fans Around the World	The behavior of baseball fans	Making predictions	Grouping words and phrases
Chapter 10 Mobile Phones: Hang Up or Keep Talking?	Using mobile phones	Distinguishing facts from opinions	Expressing certainty and uncertainty
Chapter 11 Vanessa-Mae: A 21st Century Musician	A young musician's life	Dealing with unfamiliar words	Understanding suffixes: <i>-able, -ous, -ful, -less</i>
Chapter 12 A Day in the Life of a Freshman	A university student's life	Using context clues	Understanding phrasal verbs
Chapter 13 Love at First Sight	Falling in love	Summarizing	Choosing definitions in a learner's dictionary
Chapter 14 Great Places to Visit	Travel destinations	Reading words in groups	Using context to recognize word forms

Series Overview

with Teaching Suggestions

Select Readings, Second Edition is a reading course for students of English. In *Select Readings, Second Edition*, high-interest, authentic reading passages serve as springboards for reading skills development, vocabulary building, and thought-provoking discussions and writing.

The readings represent a wide range of genres (newspaper and magazine articles, personal essays, textbook chapters, book excerpts, and on-line discussions) gathered from well-respected sources, such as *The Wall Street Journal* and *National Geographic*, and approved by experienced teachers.

General Approach to Reading Instruction

The following principles have guided the development of *Select Readings, Second Edition*:

- **Exposing students to a variety of text types and genres helps them develop more effective reading skills.** Students learn to handle the richness and depth of writing styles they will encounter as they read more widely in English.
- **Readers become engaged with a selection when they are asked to respond personally to its theme.** While comprehension questions help students see if they have understood the information in a reading, discussion questions ask students to consider the issues raised by the passage.
- **Readers sharpen their reading, vocabulary-building, and language skills when skills work is tied directly to the content and language of each reading passage.** This book introduces students to reading skills such as skimming and scanning and vocabulary-building strategies such as learning synonyms and understanding phrasal verbs. Each skill was chosen in consultation with teachers to ensure that the most applicable and appropriate skills were selected for students at the Pre-Intermediate level.
- **Good readers make good writers.** Reading helps students develop writing skills, while writing experience helps students become better readers.
- **Background knowledge plays an important role in reading comprehension.** An important goal of *Select Readings, Second Edition* is to illustrate how thinking in advance about the topic of a reading prepares readers to better comprehend and interact with a text.

Chapter Overview

Each chapter in *Select Readings, Second Edition* includes the eight sections described below.

1. Opening Page

The purpose of this page is to draw readers into the theme and content of the chapter with relevant artwork and a compelling quotation.

Teaching Suggestions:

- Ask students to describe what they see in the photo(s) or artwork on the page and guess what the chapter is about. Have them read the quotation, restate it in their own words, and then say if they agree with it. Finally, ask what connection there might be between the image and the quotation.
- Call students' attention to the *Chapter Focus* box. Give them a chance to think about the content and skills they are about to study and to set their own learning goals for the chapter.

2. Before You Read

The first activity in each *Before You Read* section is designed to get students to connect personally to the topic of the chapter and to activate their background knowledge of the topic. A second activity or question in this section asks students to further explore their knowledge of the topic by completing a task with a partner. The third activity asks students to complete a *Previewing Chart*, which provides specific tasks for previewing a text. The purpose of this chart is to encourage students to make a habit of using simple previewing strategies before they read any text.

Teaching Suggestions:

- Make sure that students understand the purpose of the *Before You Read* activities. Explain that activating prior knowledge will help them to better comprehend the reading passage.

3. Reading Passage

In general, the readings become increasingly long and/or more complex as the chapters progress. To help students successfully tackle each passage, we have provided the following support tools:

Vocabulary glosses. Challenging words and expressions are glossed throughout the readings. In most cases, we have glossed chunks of words instead of individual vocabulary items. This approach helps students develop a better sense of how important context is to understanding the meaning of new words.

Culture and Language Notes. On pages 141–153, students will find explanations for cultural references and language usage that appear in blue type in the readings. Notes are provided on a wide range of topics from scientific information, to geographical references, to famous people.

Maps. Each location featured in a reading passage is clearly marked on one of the maps found on pages 154–157.

Numbered lines. For easy reference, every fifth line of each reading passage is numbered.

Recorded reading passages. Listening to someone reading a text aloud helps language learners see how words are grouped in meaningful chunks, thus aiding comprehension.

Teaching Suggestions:

- Encourage students to read actively. Circling words, writing questions in the margins, and taking notes are three ways in which students can make reading a more active and meaningful experience.
- Play the recorded version of the reading passage and ask students to listen to how the reader groups words together. As they listen to the recording, students can lightly underline or circle the groups of words.

4. After You Read: Understanding the Text

Following each reading, there are two to three post-reading activities that give students the chance to (a) clarify their understanding of the text, (b) practice reading skills previously introduced, and (c) discuss the issues raised in the reading. The first activity in this section is designed to give students practice with the types of comprehension questions used on exams such as TOEFL®, TOEIC®, and IELTS™. Questions are also labeled to highlight the reading skill required to answer the question.

Teaching Suggestions:

- Get students to discuss their reactions to the readings in pairs or groups. The process of discussing questions and answers gives students an opportunity to check their comprehension more critically.
- If time permits and you would like students to have additional writing practice, ask them to write a short essay or a journal entry on one of the questions in the *Consider the Issues* section.

5. Building Vocabulary

Reading extensively is an excellent way for students to increase their vocabulary base. Considering this, we pay careful attention to developing students' vocabulary-building skills in each chapter of *Select Readings, Second Edition*. A variety of vocabulary-building skills are introduced and recycled throughout the book. Each *Building Vocabulary* section starts out with a short explanation and examples of the skill in focus. In the activities that follow the explanation, students typically scan the reading to gather and analyze various types of words and then use the words in a new context.

Teaching Suggestions:

- View the explanation and examples at the beginning of each *Building Vocabulary* section before asking students to tackle the activities that follow. Encourage them to ask any questions they have about the explanations or examples.
- Encourage students to keep a vocabulary notebook. Present various ways in which students can organize the words in their notebook: by chapter, by topic, by part of speech, etc.

6. Reading Skill

At the beginning of each *Reading Skill* section, students encounter a short explanation of the skill in focus and, when appropriate, an example of how that skill relates to the reading in the chapter. The first task following this explanation asks students to return to the reading to think about and use the new reading skill. The **new Apply the Reading Skill** sections then give students the opportunity to apply the strategy to a *new short reading* that is related to the topic of the main reading passage.

Teaching Suggestions:

- Review the explanations and sample sentences at the beginning of each *Reading Skills* section before asking students to tackle the questions that follow. Encourage them to ask any questions they have about the explanations or examples.
- Reflect with students on the ways in which they can apply the reading skills they have learned in each chapter to other reading passages. Then have them apply the new reading skill as they work with the second reading passage in this section.

7. Discussion and Writing

At the end of each chapter, students have an opportunity to talk and write about a variety of issues. The activities in this section provide students with a chance to broaden their views on the topic of the reading and to address more global issues and concerns.

Teaching Suggestions:

- When time permits, let students discuss a question a second time with a different partner or group. This allows them to apply what they learned in their first discussion of the question.
- Choose one or more of the questions in this section as an essay topic for students.

8. Words to Remember

Each chapter ends with a list of *Words to Remember*. A majority of these words are Oxford 2000 keywords, and many are also highlighted on the Academic Word List. This section provides an efficient means for students to keep track of important new vocabulary by chapter. In addition, the **new Mini-Dictionary** on pages 158–164 features carefully crafted definitions of each *Word to Remember* from the new *Oxford Basic American Dictionary for learners of English*, giving students an alphabetical reference of the words and their definitions all in one place.

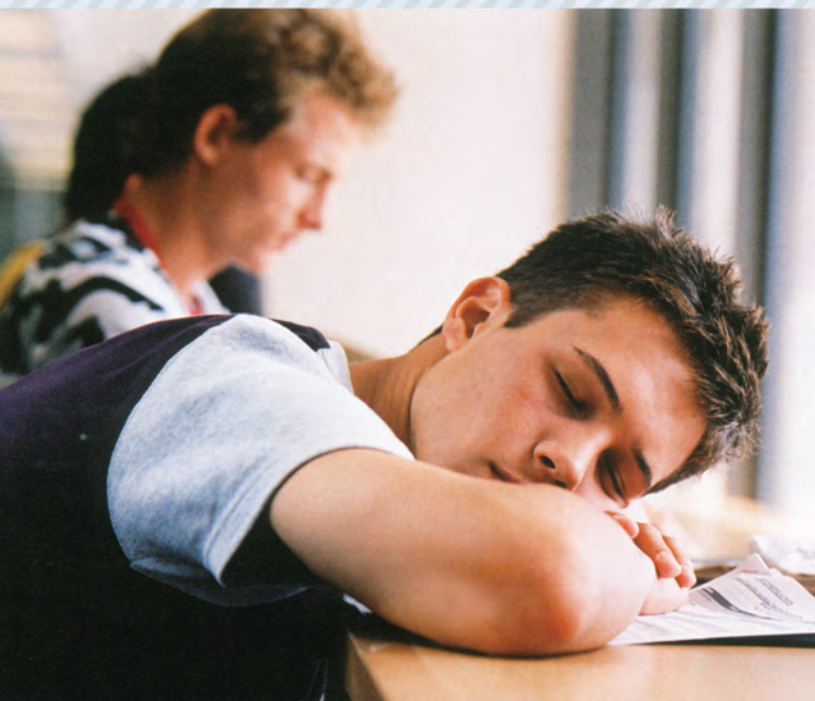
Additional Resources for Teachers of Reading

- *Teaching Second Language Reading* by Thom Hudson
- *Techniques and Resources in Teaching Reading* by Sandra Silberstein
- *Reading* by Catherine Wallace

Chapter

1

Are You Getting Enough Sleep?

**Chapter Focus****CONTENT**

The importance of sleep

READING SKILL

Previewing

BUILDING VOCABULARY

Using collocations

“The amount of sleep required by the average person is five minutes more.”

—Wilson Mizner, American playwright and entrepreneur (1876–1933)

Before You Read

A. Connect with the topic. Check (✓) your answers to these questions about sleep.

- | | |
|---|---|
| 1. How many hours a night do you usually sleep? | ☐ fewer than 6 hours
☐ between 6 and 8 hours
☐ more than 8 hours |
| 2. How do you feel when you wake up in the morning? | ☐ great
☐ okay
☐ terrible |
| 3. How often do you feel sleepy during the day? | ☐ often
☐ sometimes
☐ almost never |

B. Pair work. Compare answers to Activity A with a partner. Do you have the same sleep habits?

Example

A: I usually sleep fewer than eight hours a night.

B: Me too!

A: I want to sleep more, but I'm too busy.

C. Preview the reading. Move your eyes quickly over the reading on pages 3–4. Look at the reading for only 1–2 minutes. Then complete the Previewing Chart below.

Previewing Chart

- | | |
|--|---|
| 1. Title of the reading: _____ | |
| 2. Names of people and places in the reading. (List 2 more.) | 3. Key words. (What words appear several times? List 2 more.) |
| <u>Randy Gardner</u> | <u>sleep</u> |
| _____ | _____ |
| _____ | _____ |
| 4. I think this reading is probably about _____ | |
| _____ | |

Reading Passage

Are You Getting Enough Sleep?

- 1 What happens if you don't get enough sleep? Randy Gardner, a **high school** student in the United States, wanted to find out. He designed an experiment¹ on the effects of sleeplessness² for a school science project. With Dr. William C. Dement from **Stanford University** and two friends
5 watching him carefully, Gardner stayed awake for 264 hours and 12 minutes. That's eleven days and nights without sleep!

- What effect did sleeplessness have on Gardner?
After 24 hours without sleep, Gardner started having trouble reading and watching television. The words
10 and pictures were too blurry. By the third day, he was having trouble doing things with his hands. By the fourth day, Gardner was hallucinating. For example, when he saw a street sign, he thought it was a person. He also imagined he was a famous **football** player.
15 Over the next few days, Gardner's speech³ became so slurred that people couldn't understand him. He also had trouble remembering things. By the eleventh day, Gardner couldn't pass a counting test.⁴ In the middle of the test he simply stopped counting. He couldn't
20 remember what he was doing.



- When Gardner finally went to bed, he slept for 14 hours and 45 minutes. The second night he slept for twelve hours, the third night he slept for ten and one-half hours, and by the fourth night, he had returned to his normal sleep schedule.
25 Even though Gardner recovered quickly, scientists believe that going without sleep can be dangerous. They say that people should not repeat Randy's experiment. Tests on white rats have shown how serious sleeplessness can be. After a few weeks without sleep, the rats started losing fur.⁵ And even though the rats ate more food than usual, they lost
30 weight. Eventually,⁶ the rats died.

Culture and
Language Notes
page 141

¹ **experiment** a scientific test

² **effects of sleeplessness** things that happen when you don't get enough sleep

³ **speech** way of talking

⁴ **a counting test** a test of saying numbers in order: 1, 2, 3, 4, etc.

⁵ **fur** hair on an animal's body

⁶ **eventually** after some time

Has anyone stayed awake longer than Randy Gardner? Yes! A to **The Guinness Book of World Records**, Maureen Weston from the United Kingdom holds the record for staying awake the longest. She went 449 hours without sleep in 1977. That's 18 days and 17 hours!

- 35 During your lifetime, you will likely spend 25 years or more sleeping. But why? What is the purpose of sleep? Surprisingly, scientists don't know for sure.⁷ Scientists used to think we "turned our brains off" when we went to sleep. Sleep researchers now know, however, that our brains are very active when we sleep. Some scientists think we sleep in order to replenish⁸ brain cells. Other scientists think that sleep helps the body to grow and relieve stress.⁹ Whatever the reason, we know that it is important to get enough sleep.



Word Count: 510

Reading Time: _____
(Minutes)

Words per Minute: _____
(Word Count/Reading Time)

About Sleep

Each night, we pass through¹⁰ five stages, or periods, of sleep. In Stage 1, we fall asleep. We sleep lightly in Stage 2. We have deep, or sound, sleep in Stages 3 and 4. Stage 5—REM (Rapid Eye Movement) sleep—is the most interesting stage. This is the time when we dream. These stages last about one and one-half hours. After each REM stage, we return to Stage 2 (light sleep) and begin the cycle again.

STAGE 1: *Falling asleep.*



20 min

STAGE 2: *Light sleep.*



45 min

STAGES 3 AND 4: *Deep, slow-wave sleep.*



60 min

REM: *Dreaming stage.*



90 min

⁷ for sure definitely

⁸ replenish build new; renew

⁹ relieve stress remove or get rid of tense feelings

¹⁰ pass through experience

After You Read

Understanding the Text

A. Comprehension: Scanning for Details

Read each statement below and check (✓) True or False.

	True	False
1. Randy Gardner was a university student when he did his experiment.	☐	☐
2. During the experiment, Gardner slept for several hours every night.	☐	☐
3. During the experiment, Gardner had trouble speaking clearly.	☐	☐
4. It took two weeks for Gardner to recover from the experiment.	☐	☐
5. Going without sleep is not dangerous for white rats.	☐	☐
6. Maureen Weston stayed awake a little over seven and one-half days longer than Gardner.	☐	☐
7. The author does not tell us how Gardner stayed awake for eleven days.	☐	☐
8. According to this article, scientists are not sure why we need to sleep.	☐	☐

B. Vocabulary

Underline these words in the reading passage on pages 3–4. Then match each word with its definition to the right.

1. ___ blurry	a. seeing things that aren't really there
2. ___ eventually	b. not sounding clear
3. ___ experiment	c. test done to prove something
4. ___ hallucinating	d. talking
5. ___ slurred	e. not looking clear
6. ___ speech	f. after a long time

C. Consider the Issues

Work with a partner to answer the questions below.

1. What are the effects of sleeplessness? List three more ideas from the reading passage.

Possible Effects of Sleeplessness

- You might have trouble seeing clearly.
- You might _____
- You might _____
- You might _____

2. Think of three more possible effects of sleeplessness. Complete the sentences below.

- a. You could _____
- b. You might _____
- c. _____

Compare ideas with a partner.

Example

A: You might have trouble driving a car.

B: That's right. And you could have trouble ...

3. What is your opinion of Gardner's experiment? Check (✓) one or more statements or write your own.

- ☐ I think it was a dangerous experiment.
- ☐ I think it was an interesting experiment.
- ☐ I don't think the experiment was very scientific.
- ☐ _____

Share your opinion with your partner.

Example

I think Randy Gardner's experiment was interesting because I learned a lot about the importance of sleep.

Select Readings

SECOND EDITION



Elementary



Pre-Intermediate



Intermediate



Upper-Intermediate

New for the Second Edition

- **ALL-NEW Elementary** course completes 4-level curriculum
- **50% more reading content** promotes intensive reading skill development
- **Downloadable audio files** for all main readings help students learn on the go
- **Mini Oxford American Dictionary** at back of book builds academic vocabulary skills

Components

- **Student Book**
- **Testing Program CD-ROM** features:
 - Chapter tests with new reading passages
 - Midterm and final exams in the style of the TOEFL® test, the TOEIC® test, IELTS, and other major tests
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FOR VOCABULARY SUPPORT



FOR EXTENSIVE READING

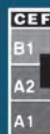
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