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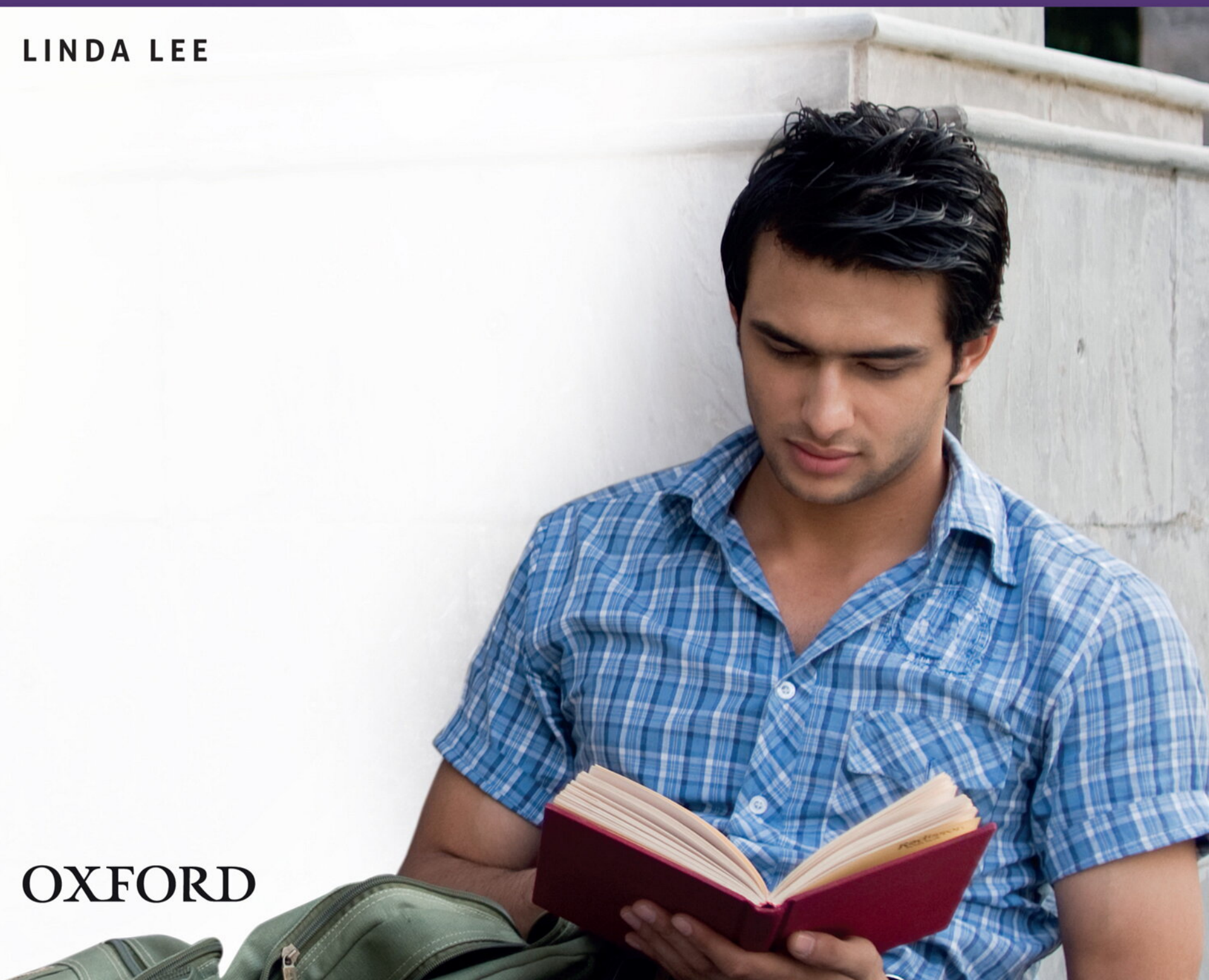
SECOND EDITION

Select Readings

Teacher-approved readings for today's students

LINDA LEE

OXFORD



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UNIVERSITY PRESS

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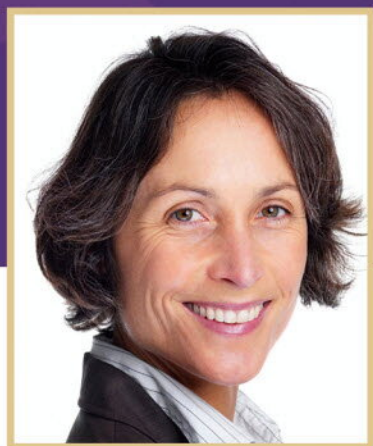
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Teacher-approved readings for today's students



Teachers tell us that the single most important factor in engaging their students in reading courses is having a book that offers high-interest, level-appropriate content. So, as its title suggests, *Select Readings, Second Edition* features dynamic, carefully-selected readings chosen by experienced teachers to meet the needs of today's global learners.

The publisher would like to thank the following teachers who worked closely with us to select and approve the topics and reading passages throughout *Select Readings, Second Edition*:

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“What are the five most popular sports in the world?
Some of the answers may surprise you!”

Chapter 2 **Are You a Healthy Eater?** **7**

“How well do you eat? Be honest. Answer the way you
really eat, not the way you think you should eat.”

Chapter 3 **Dream Homes** **13**

“Some people dream of a simple house in a special place.
Others want a large house with every convenience.”

Chapter 4 **Kiss, Bow, or Shake Hands?** **19**

“People greet each other in many different ways. We
asked four people to describe the ways they greet people
in their country.”

Chapter 5 **A City Without Oil** **25**

“Oil will not last forever. But there is another resource
people can use instead of oil—the sun.”

Chapter 6 **You Can’t Please Everyone** **31**

“Stories about Nasreddin, a teacher and philosopher
from the 1200s, are popular in many countries. These
stories make us laugh and also teach us a lesson
about people.”

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“Kevin Lin, Ray Zahab, and Charlie Engle decided to do
something very difficult. They made the decision to run
across the Sahara Desert.”

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	“Many people are afraid to cook Chinese food. Ching-He Huang, a young chef, business owner, and TV star, is changing their ideas.”	
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Scope and Sequence

Chapter	Content	Reading Skills	Vocabulary Skills
Chapter 1 The Most Popular Sports in the World	What are the most popular sports in the world?	Scanning Taking notes	Understanding synonyms
Chapter 2 Are You a Healthy Eater?	A quiz on eating habits	Previewing Taking notes	Understanding suffixes: -ly Using synonyms
Chapter 3 Dream Homes	Three special dream homes	Scanning Taking notes	Learning word forms Using a dictionary
Chapter 4 Kiss, Bow, or Shake Hands?	How do you greet people?	Previewing Taking notes	Using adjectives and adverbs Using indirect and direct objects
Chapter 5 A City Without Oil	How can people live in a city without oil?	Predicting Identifying cause and effect	Understanding prefixes: re-
Chapter 6 You Can't Please Everyone	A Nasreddin story	Previewing Understanding the order of events	Learning word forms Using a dictionary Understanding indefinite pronouns
Chapter 7 Across the Desert	Is it possible to run across the Sahara Desert?	Predicting Taking notes Using context clues	Understanding prefixes: un-

Chapter	Content	Reading Skills	Vocabulary Skills
Chapter 8 Denmark Loves Bicycles	Why are bicycles so popular in Denmark?	Predicting Identifying main ideas and details	Learning word forms Understanding signal words
Chapter 9 A Passion for Cooking	How did Ching-He Huang become a famous chef?	Previewing Taking notes Understanding the order of events	Learning word forms Understanding time expressions
Chapter 10 Travel More, Spend Less	What is the best way to travel?	Scanning Taking notes Making inferences	Using <i>go</i> + <i>-ing</i> form of a verb Understanding signal words
Chapter 11 A Very Able Man	A successful man with no arms or legs	Using context clues Previewing Understanding the order of events Taking notes Making inferences	Understanding signal words Using a dictionary
Chapter 12 Protecting Cultural Traditions	Which cultural traditions should we protect?	Previewing Taking notes	Understanding suffixes: <i>-al, -ful, -ive</i>
Chapter 13 Emergency in the Air	A story of an airplane emergency	Predicting Understanding the order of events Taking notes	Learning word forms Grouping words Understanding compound nouns
Chapter 14 University Admissions Around the World	What do students do to get into a university?	Previewing Taking notes	Learning word forms Understanding signal words



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, including newspaper and magazine articles, personal essays, textbook chapters, book excerpts, and online discussions, chosen 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 previewing and scanning and vocabulary-building strategies such as learning word forms and understanding prefixes. Each skill was chosen in consultation with teachers to ensure that the most applicable and appropriate skills were selected for students at the Elementary 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 Elementary* includes the 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 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 introduces important vocabulary from the reading passage. Where appropriate, visuals are used to illustrate key terms while accompanying questions get students to use the new terms. The second activity in each *Before You Read* section provides students with a specific task for previewing the reading passage. This activity also gives students the opportunity to practice an important reading skill, such as predicting or scanning. Additional information about each reading skill is provided in the *Reading Skills Guide* on pages 92–102.

Teaching Suggestions:

- Have students describe what they see in the photos. Students can work in pairs or groups to answer the questions and then report their answers to the class.
- Have students work in pairs to do the previewing activity. They can then share answers before they read the article.
- If students have questions about a particular reading skill, take some time to go over the information in the *Reading Skills Guide*.

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 some 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 85–91, 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 103–107.

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. Understanding the Text

Following each reading, there are five to six activities that give students the chance to a) explore the reading passage in more detail as they take notes, b) interact with the text several times, c) check their understanding of the text, d) discuss the issues raised in the reading, e) use key terms in a new context, and f) learn useful vocabulary skills.

Teaching Suggestions:

- Have students refer back to the reading as they take notes in the chart. Encourage them to then use their notes to retell important information from the reading. Together students can make a master chart of notes on the board and discuss any differences in their notes.
- For the *Comprehension* activity, encourage students to show where in the reading passage they found the information to support their answer. Doing this gives students the opportunity to discuss the text in greater detail and to clarify any comprehension issues.
- Have students work in pairs or small groups to do the *What do you think?* activity. Pairs or groups can then share answers with the rest of the class.

5. 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. The final activity in this section is a *Web Search* that gives students a simple task to accomplish online.

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.
- Assign the *Web Search* activity for homework. Remind students that they don't need to understand every word in the material they read online in order to complete the task.

6. 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 108–114 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.

Reading Skills Guide

The *Reading Skills Guide* on pages 92–102 serves as an additional reference tool for Elementary students. While tasks in the chapters guide students in applying important reading skills such as previewing and taking notes, the *Reading Skills Guide* provides a resource for students who are ready to explore the reading skills in greater depth. The *Reading Skills Guide* gives useful information about the purpose of each reading skill and illustrates how to apply each skill to a text. Additional practice activities follow these explanations.

Teaching Suggestions:

- Elicit what students already know about the reading skill and then encourage students to guess how using this skill might help them become better readers.
- After students do an activity, ask them to reflect on how using the skill affected the way they read.

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