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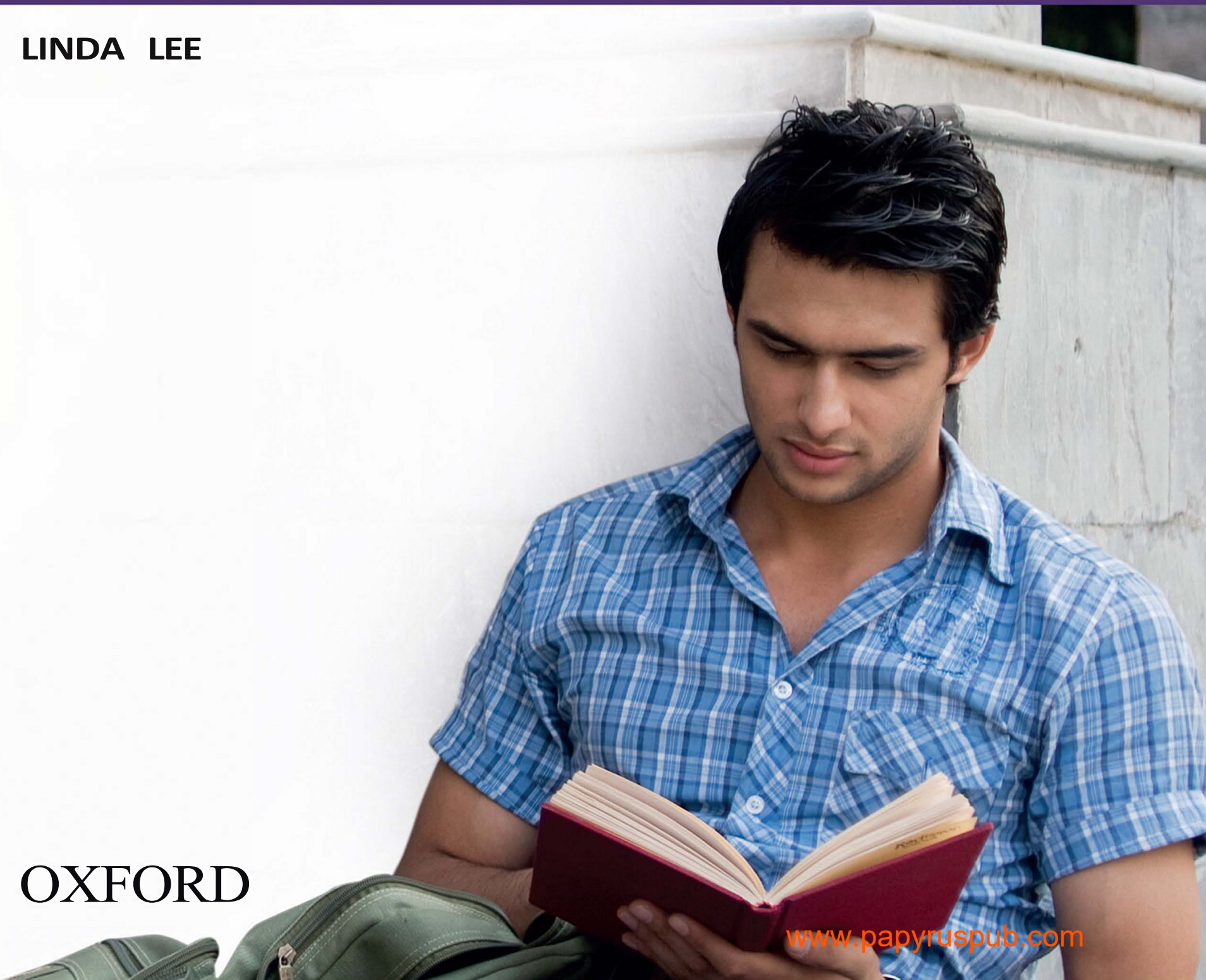
# Select Readings

Teacher-approved readings for today's students

**LINDA LEE**

**OXFORD**

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**Elementary**

SECOND EDITION

# Select Readings

Teacher-approved readings for today's students

LINDA LEE



**OXFORD**  
UNIVERSITY PRESS

198 Madison Avenue  
New York, NY 10016 USA

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

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First published in 2011

2015 2014 2013 2012 2011

10 9 8 7 6 5 4 3 2 1

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ISBN: 978 0 19 433223 1

Printed in China

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### ACKNOWLEDGEMENTS

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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*:

**Paul Batt**, EMLI, Taichung

**Andrew Boon**, Toyo Gakuen University, Japan

**Crystal Brunelli**, Tokyo Jogakkan Middle and High School, Japan

**İlke Büyükduman**, Istanbul Sehir University, Turkey

**Esther Chen**, Southern Taiwan University, Tainan City

**Tina Chantal Chen**, English Language Institute of Testing and Education, Zhonghe City

**Simon Choe**, English House, Korea

**Kim Dammers**, Konyang University, Korea

**Erdogan Erturkoglu**, Bezmi Alem University, Turkey

**Lee Faire**, Toyama College of Foreign Languages, Japan

**Yuehchiu Fang**, National Formosa University, Huwei

**Wendy M. Gough**, St. Mary College/Nunoike Gaigo Senmon Gakko, Japan

**Michael Griffin**, Chung-Ang University, Korea

**Hirofumi Hosokawa**, Fukuoka Jo Gakuin University, Japan

**Zoe Hsu**, National Tainan University, Tainan

**Cecile Hwang**, Changwon National University, Korea

**Zeynep Kurular**, ITU SFL Prep School, Turkey

**Carmella Lieske**, Shimane University, Japan

**Desiree Lin**, Tunghai University, Taichung City

**Wan-yun Sophia Liu**, CEO Language Institute, Sanchong City

**Wen-Hsing Luo**, National Hsinchu University of Education, Hukou

**Shuji Narita**, Osaka University of Economics, Japan

**Aybike Oğuz**, Özyeğin University, Turkey

**Sakae Onoda**, Kanda University of International Studies, Japan

**Zekariya Özşevik**, KTO Karatay University, Turkey

**Erick Romero**, Centro de Educación Integral de Celaya S.C., Mexico

**Alan Scott**, Okan University, Turkey

**Jessica Hsiu-ching Shen**, Chia Nan University of Pharmacy & Science, Tainan

**Mi-Young Song**, Kyungwon University International Language Center, Korea

**Susan Sunflower**, Teacher Education Consultant, U.S.

**David Tonetti**, Sullivan School, Korea

**Melody Vernon**, English House, Korea

**N J Walters**, Kagoshima Immaculate Heart University, Japan

**Shan-Shan Wang**, National Taiwan University, Taipei

**Miyuki Yokoi**, Keimei Gakuin Junior and Senior High School, Japan



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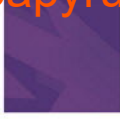
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# Scope and Sequence

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

Chapter	Content	Reading Skills	Vocabulary Skills
<b>Chapter 8</b> Denmark Loves Bicycles	Why are bicycles so popular in Denmark?	Predicting Identifying main ideas and details	Learning word forms Understanding signal words
<b>Chapter 9</b> 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
<b>Chapter 10</b> Travel More, Spend Less	What is the best way to travel?	Scanning Taking notes Making inferences	Using <i>go + -ing</i> form of a verb Understanding signal words
<b>Chapter 11</b> 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
<b>Chapter 12</b> Protecting Cultural Traditions	Which cultural traditions should we protect?	Previewing Taking notes	Understanding suffixes: <i>-al, -ful, -ive</i>
<b>Chapter 13</b> 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
<b>Chapter 14</b> 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

## Series Components

### Testing Program CD-ROM with Student Book Answer Key

Students today are facing increased pressure to excel at standardized testing in order to gain entrance to universities and secure competitive jobs. *Select Readings, Second Edition* offers an exciting new Testing Program CD-ROM, including tests modelled after the IELTS™, TOEFL®, and TOEIC® standardized tests, as well as **general achievement and chapter tests**. The reading tests included on the new Testing Program CD-ROM with Student Book Answer Key were written and approved by testing experts. All chapter tests feature new and different reading passages to test the skills learned in that chapter.

### Oxford iTools CD-ROM: Digital Classroom Resources

Oxford iTools are digital resources to meet your teaching and learning needs. Specifically designed for use on interactive whiteboards, iTools can also be used with data projectors, PCs, or laptops. *Select Readings, Second Edition* iTools features each Student Book onscreen with **embedded audio** and **answer keys**. In addition, iTools includes a **bonus audio recording** for most chapters.

### Class Audio CDs

*Select Readings, Second Edition* offers Class Audio CDs featuring carefully recorded **audio of all main reading passages** in each level of the series. Giving students the opportunity to listen to a fluent English speaker as they follow along in the text significantly aids comprehension and supports listening and speaking skill development. Each Class Audio CD features a **variety of accents**.

### Audio Download Center

The screenshot shows the 'Audio Download Center' for 'Select Readings, Second Edition'. At the top, it says 'OXFORD UNIVERSITY PRESS' and 'Select Readings SECOND EDITION'. Below that, a navigation bar reads 'Students > Select Readings Second Edition'. The main heading is 'AUDIO DOWNLOAD CENTER' with the sub-heading 'Teacher-approved readings for today's students'. There are four book covers displayed, each with a corresponding level label below it: 'Elementary', 'Pre-Intermediate', 'Intermediate', and 'Upper-Intermediate'. A 'Choose your level >' link is positioned to the left of the book covers. At the bottom, a copyright notice reads: '© Content and graphics copyright Oxford University Press. All Rights Reserved.'

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# The Most Popular Sports in the World

## Chapter

# 1

### Chapter Focus

#### CONTENT

What are the most popular sports in the world?

#### READING SKILLS

Scanning  
Taking notes

#### VOCABULARY SKILLS

Understanding synonyms



“I think that every single person should play sports.”

—Donovan Bailey, Jamaican athlete (1967–)

# Before You Read



A. Study the pictures and answer the questions below.

**Vocabulary Preview**

				
cricket	field hockey	football	tennis	volleyball

### Questions

1. Which of the sports above do you play? Which do you like to watch?
2. Cricket is very popular in India. Many people there play or watch this sport. Is cricket popular in your country?
3. Every sport has rules. For example, a football player can't touch the ball with his or her hands. Do you know the rules of tennis? What is one rule in your favorite sport?
4. Most football games last for about 90 minutes. Do you know how long a basketball game usually lasts? Can a tennis game last longer than three hours?
5. Football and field hockey are similar in some ways. For example, both sports use a ball, and both are outdoor sports. Think of two other sports. How are they similar?

**Reading Skill:**  
Scanning  
page 93

B. Read the sentences below and circle True or False in the *My Guesses* column. Then look quickly over the article on page 3 for the same information and circle the answer from the reading.

Sentences	My Guesses		Answers from the Reading	
	True	False	True	False
1. Football is the most popular sport in the world.	True	False	True	False
2. The most popular sport in India is tennis.	True	False	True	False
3. Table tennis is popular in China.	True	False	True	False
4. Basketball is one of the five most popular sports in the world.	True	False	True	False

## The Most Popular Sports in the World

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

1. Football (“**soccer**” in the U.S.) is the world’s most popular sport. Today, about 3.5 billion<sup>1</sup> people watch or play football. Football is popular in Europe, Asia, South America, Africa, North America...almost everywhere!

*Fun fact: In a professional football game, players run about five miles (eight km).*

2. The world’s number two sport is cricket. Cricket is originally<sup>2</sup> from the UK, but today it is also popular in Australia, New Zealand, some African countries, and some Caribbean countries. In India and Pakistan, cricket is more popular than football. About three billion people around the world watch or play cricket each year.

*Fun fact: Four hundred million people—40 percent of India’s population—watch important cricket games on TV.*

3. Field hockey is number three. Approximately two billion people play or watch field hockey, mostly in Asia, Europe, Australia, and Africa. In the United States, field hockey is mainly for high school girls.

*Fun fact: Field hockey is a very old sport. In Egypt, 4,000-year-old drawings show people playing field hockey. Of course, the rules of the game are different today.*

4. Next is tennis. Today there are roughly one billion players and **spectators**<sup>3</sup> of tennis around the world. Tennis is originally from France, but today it is very popular in the United States, Asia, Australia, and Europe.

*Fun fact: The longest tennis game lasted eleven hours and five minutes!*

5. Table tennis (**ping-pong**) is popular around the world, with about 900 million players and spectators. Today, table tennis is especially popular in China, Korea, and Singapore.

*Fun fact: In table tennis, the ball can go more than 100 mph (160 km/h).*

There are many popular sports around the world, but these are the top five. What is similar about all of these sports? They’re fun, they’re fast, and they use a ball. Is that why the expression “have a ball” means “have a lot of fun?” Maybe!



 Maps  
pages 103–107

Culture and  
Language Notes  
page 85



Word Count: 333

Reading Time: \_\_\_\_\_  
(Minutes)

Words per Minute: \_\_\_\_\_  
(Word Count/Reading Time)

<sup>1</sup> **1 billion** 1,000,000,000

<sup>2</sup> **originally** from the beginning

<sup>3</sup> **spectators** people who watch



# Understanding the Text


A. Read the article on page 3 to complete the chart below.

**Reading Skill:**  
Taking Notes  
page 94

Name of Sport	Number of People (players and spectators)	Details
football		popular almost everywhere players run a lot

B. **Comprehension.** Read each sentence and check (✓) True or False.

- |                                                                                      | True                     | False                    |
|--------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1. Football, the first sport in the reading, is the most popular sport in the world. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. A professional football player needs to be a good runner.                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Field hockey is more popular than cricket.                                        | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. In most countries, field hockey is a sport for high school girls.                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Tennis isn't popular in Asia.                                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Table tennis and field hockey are popular mainly in Europe.                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. A tennis game can start in the morning and end in the evening.                    | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Players use a ball in all of the five most popular sports.                        | <input type="checkbox"/> | <input type="checkbox"/> |

C.  **What do you think?** Work with your classmates to answer the questions below.

- Why do you think cricket is the most popular sport in India and Pakistan?
- What do you think is the 6th most popular sport in the world? Why?
- Which of the fun facts on page 3 is the most interesting to you? Why?
- Why do most sports have a lot of rules?
- How did the writer organize the information in the reading? Why do you think the writer did it this way?

D. **Vocabulary.** Choose the correct words to complete each paragraph.

approximately    especially    mainly    percent    players    popular

Sports are very (1)\_\_\_\_\_ at my university. Roughly 20 (2)\_\_\_\_\_ of the students at my school play a sport regularly. That is (3)\_\_\_\_\_ 800 students. Ice hockey is (4)\_\_\_\_\_ popular this year. Ten years ago, ice hockey was (5)\_\_\_\_\_ a sport for men, but today more and more hockey (6)\_\_\_\_\_ are women.

professional                      about                      rules                      similar

Football and field hockey are different in some ways and (7)\_\_\_\_\_ in other ways. One important difference is that football is a popular spectator sport, but field hockey isn't. That is probably why there are few (8)\_\_\_\_\_ field hockey players. Many of the (9)\_\_\_\_\_ for football and field hockey are also very different. For example, field hockey players can't touch the ball with their feet, but football players can. In both sports, however, the players need to be good runners. After all, the sizes of a football field and a hockey field are (10)\_\_\_\_\_ the same.

E. **Understanding Synonyms.** For each boldfaced word below, find a synonym in the reading on page 3. Then use the synonym to complete the sentence. (More than one answer may be possible.)

**Synonyms** are words that are similar in meaning. For example, the words *approximately*, *roughly*, and *about* have similar meanings. Writers often use a synonym because they don't want to use the same word again and again.

1. There are **approximately** two billion field hockey players and spectators and \_\_\_\_\_ one billion tennis players.
2. A tennis game usually **goes on** for about three hours, but sometimes a game \_\_\_\_\_ for much longer than that.
3. In the United States, field hockey is **mostly** for girls, but wrestling is \_\_\_\_\_ for boys.
4. The top five sports around the world are **alike** in many ways and have \_\_\_\_\_ qualities.



## Discussion & Writing

1. What do you think are the five most popular sports in your country? Work with a partner to list the sports from 1 to 5. Then compare lists with your classmates.
2. What sports do students play at your school? Write about these sports in a chart like the one below.

### Example

Sports at My School	How Popular?	Details
lacrosse	Not very popular. Roughly ten percent of the students at my school play this sport.	It's not a big spectator sport. Not many students watch the games.

3. Choose a sport to research. Look on the Internet for information to complete the chart below. Then tell your classmates three interesting things you learned.

### Web Search!

badminton

baseball

ice hockey

rugby

Name of Sport	Number of People (players and spectators)	Popular Where?	Other Details

### Words to Remember

#### NOUNS

fun  
game  
percent  
player  
rule

#### VERBS

last

#### ADJECTIVES

different  
important  
popular  
professional  
similar  
top

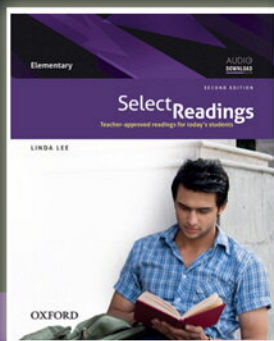
#### ADVERBS

about  
especially  
mainly  
mostly

Mini-Dictionary  
page 108

# Select Readings

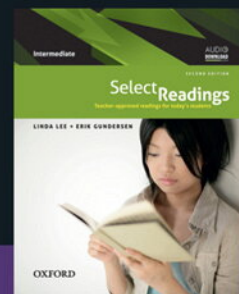
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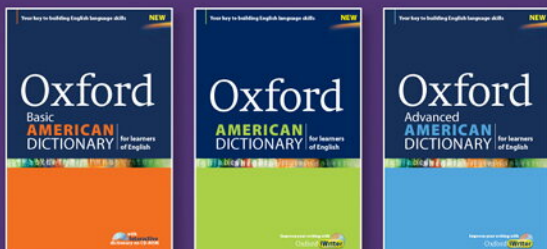
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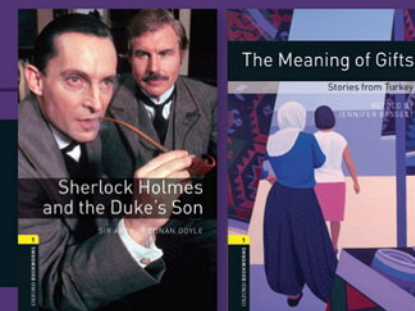


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