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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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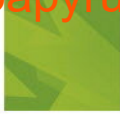
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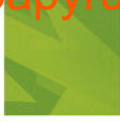
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Scope and Sequence

Chapter	Content	Reading Skill	Building Vocabulary
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Chapter 2 Young Women Changing the World	Making a difference in the world	Making inferences	Understanding suffixes
Chapter 3 Student Learning Teams	Achieving academic success through teamwork	Skimming and Scanning	Learning collocations
Chapter 4 Learning to Speak	How children learn languages	Distinguishing facts from opinions	Understanding connecting words
Chapter 5 The Man in the Moon Has Company	What you can see when you look at the moon	Using context clues	Learning synonyms
Chapter 6 Culture Shock	Adjusting to life in a foreign country	Finding the topic and main idea	Learning collocations
Chapter 7 Private Lives	Having a special place to go to reflect on life	Identifying supporting ideas	Learning noun suffixes

Chapter	Content	Reading Skill	Building Vocabulary
Chapter 8 A Young Blind Whiz	Talents and abilities	Identifying pronoun references	Understanding compound nouns
Chapter 9 How to Make a Speech	Preparing and making a good speech	Understanding text organization: Headings	Understanding multi-word verbs
Chapter 10 Conversational Ball Games	Different ways people converse	Understanding patterns of organization Understanding figurative language	Learning prefixes
Chapter 11 Letters of Application	Applying for a job	Notetaking	Understanding connecting words
Chapter 12 Out to Lunch	The siesta tradition	Summarizing	Learning word forms
Chapter 13 Public Attitudes Toward Science	Talking about the importance of science	Recognizing paragraph transitions	Learning antonyms
Chapter 14 The Art of Genius	Understanding how geniuses think	Paraphrasing	Understanding adjective and adverb suffixes



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*, the *Utne Reader*, and *Science News*, 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 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 141–158, 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 159–162.

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*. All of these words appear on the Oxford 3000™ word list, 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 163–172 features carefully crafted definitions of each *Word to Remember* from the new ***Oxford 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

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 unit tests**. The reading tests included on the new Testing Program CD-ROM with Student Book Answer Key were written and approved by testing experts to ensure a close connection to the widely-used standardized tests above. Each test features a reading passage followed by questions designed to measure comprehension as well as reading- and vocabulary-skill proficiency. All unit tests feature new and different reading passages to test the skills learned in that unit.

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. This is particularly useful for aural learners, who absorb information best through hearing it presented. Each Class Audio CD features a **variety of accents** to expose students to the many sounds of English around the world today.

Audio Download Center



Every main reading from the series is available for **download** through the *Select Readings, Second Edition* Audio Download Center. Students and teachers can visit www.oup.com/elt/selectreadings2e for access to the downloadable mp3s for any time, anywhere practice and self-study.

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Answering 6 Common Interview Questions

Chapter

1

Chapter Focus

CONTENT

Answering interview questions

READING SKILL

Using context

BUILDING VOCABULARY

Understanding phrasal verbs



“Asking the right questions takes as much skill as giving the right answers.”

— Robert Half, American businessman



Before You Read

A. Connect with the topic. Have you ever had a job or school interview? How did you prepare for it? What questions were you asked? If you haven't had an interview, what questions do you think an interviewer would ask?

B. Pair Work. Which of these common interview questions do you think would be the most difficult to answer? Check (✓) it. Then explain your answer to your partner.

- Why should we hire you?
- Why do you want to work here?
- What are your weaknesses?
- What did you dislike about your last job?
- Where do you see yourself five years from now?

C. Preview the reading. Look quickly over the article on pages 3–4 to complete the Previewing Chart below.

Previewing Chart	
1. Title of the reading: _____	
2. Names of people and places in the reading. (List 3 more.)	3. Key words. (What words appear several times? List 5 more.)
<i>Ohio</i> _____	<i>question</i> _____
_____	_____
_____	_____
4. Read the first sentence in each paragraph. What do you think the reading is probably about?	

Answering 6 Common Interview Questions

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- 1 While you'll never be able to anticipate every question you might be asked in an interview, you can get a head start¹ by developing strong, concise answers to commonly used questions. Most interviewers will ask similar questions like these to gain knowledge about a candidate's abilities and qualifications and compatibility with² the job and the company.

1. Tell me about yourself.

This is often the opening question in an interview. It's also one of the most difficult if you're not prepared. Remember, the interviewer does not want to hear about your hometown or your hobby.

- 10 This question calls for your one-minute commercial that summarizes your years of experience and skills and your personality in the context of the job for which you are interviewing. Get to the point and sell your professional self. Develop a few brief sentences that demonstrate you have what it takes³ to do the job—experience, proven results, and desire to contribute.⁴

2. Why should we hire you?

- The key to answering any question about you versus your competition is using specifics. "Everybody is going to speak in generalities, so you need something that will make you stand out⁵ a bit," said Linda, a teacher in Springfield, Ohio. Give real examples that show them you are best-suited for the job. Linda says she would point out her achievements and accomplishments throughout her career that are relevant⁶ to the open position, as well as her experiences in dealing with different types of students and teaching situations. Pinpoint the qualities you have that are truly valuable to the company.

3. Why do you want to work here? What do you know about our company?

- Peter, a physician in Indianapolis, said that research is important in answering these questions. "I would use this opportunity to show off what I know about the company and, more importantly, how I would fit in."



 Map page 161

Culture and
Language Notes
page 141

¹ **get a head start** get an early start that gives you an advantage

² **compatibility with** suitability for

³ **you have what it takes** you have the skills and abilities

⁴ **contribute** give time and effort

⁵ **stand out** look better than everyone else

⁶ **relevant** related; important

Susan, a vice president of **benefits** in Chicago, said that she would address issues and challenges in the company to demonstrate the depth of her knowledge. “I usually talk about **revenue**, numbers of employees, and also challenges in their type of business and how my experience relates to that,” she said. “I would point out things I have done in similar companies that could address their problems.”

4. What are your weaknesses?

The secret to answering this question is using your weaknesses to your advantage. “I would turn my weaknesses into strengths,” said Tara, an **attorney**. “For example, if my weaknesses include my lack of patience, I would then state that, because of this, I have learned to take special measures⁷ to ensure that I remain calm and attentive.” Just make sure that you do give a real answer to this question. None of us is without faults, so don’t pretend that you do not have weaknesses.

5. What did you dislike about your last job? Why did you leave your last job?

You need to be cautious about these kinds of questions and make sure you do not end up sounding bitter.⁸ “I would never talk down⁹ about my former company, the boss, or my former co-workers,” Tara said.

You need to have a good understanding about the job for which you’re applying to turn this question into a positive one. It may be best to say that you really enjoyed many aspects of your job, then focus on how this new job will give you the opportunity to contribute more in a particular area that is key to the position.

6. Where do you see yourself in five years?

An interviewer does not want to hear that your five-year aspiration is to be sailing in the Caribbean or working in a different industry. You need to talk about goals you have that relate to the job. This will demonstrate that you understand the industry and the company and are motivated to succeed there. Susan, the director of public relations at a major car rental company, said she would keep her answer specific to her field, such as stating that she sees herself as **vice president of corporate communications**.

Preparation is the key to answering any question with poise and confidence. Always keep in mind—whatever the question is—that the interviewer is trying to uncover if you are a good fit and can make a positive contribution to the job.



Word Count: 726

Reading Time: _____
(Minutes)

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

⁷ **take special measures** do specific things

⁸ **bitter** resentful

⁹ **talk down** say negative things

After You Read

Understanding the Text

A. Comprehension

For each item below, fill in the correct circle.

- 1. Identifying the Author's Purpose** The purpose of the article is to ____.
 - Ⓐ help job interviewers ask good questions
 - Ⓑ help people answer interview questions well
 - Ⓒ help people identify their job skills
 - Ⓓ show what happens at a job interview
- 2. Understanding Pronoun References** In line 7, the word *it* refers to ____.
 - Ⓐ an interview
 - Ⓑ your hometown
 - Ⓒ "Tell me about yourself."
 - Ⓓ the opening question in an interview
- 3. Scanning for Details** When you are asked to tell an interviewer about yourself, you should ____.
 - Ⓐ say everything you can think of about your background and interests
 - Ⓑ say a few things that show you can do the job
 - Ⓒ tell the interviewer you can do the job
 - Ⓓ summarize your hobbies and interests
- 4. Scanning for Details** If an interviewer asks about your weaknesses, you should ____.
 - Ⓐ identify a weakness and explain how you have learned to deal with it
 - Ⓑ say that you don't have any weaknesses
 - Ⓒ identify an imaginary weakness that isn't very important
 - Ⓓ describe all of your weaknesses in detail
- 5. Identifying the Author's Purpose** Why does the author quote different people in the article?
 - Ⓐ The author wants to add humor to the article.
 - Ⓑ The author wants to show what you shouldn't do at a job interview.
 - Ⓒ The author doesn't have enough experience to provide his own examples.
 - Ⓓ The author wants to use specific examples to support the main idea.

B. Identifying Main Ideas and Details

Look back over the reading for details to support each main idea below. Write them in the chart. Several answers are possible.

Question	Main Idea	Details
1. Tell me about yourself.	You should summarize your skills and experience as they relate to the job.	<i>Don't talk about unrelated things.</i>
2. Why should we hire you?	You need to give specifics to show you are the best person for the job.	
3. Why do you want to work here? What do you know about our company?	Show what you know about the company and how you would fit in.	
4. What are your weaknesses?	Turn your weaknesses into strengths.	
5. What did you dislike about your last job?	Say something positive about your last job.	
6. Where do you see yourself in five years?	Talk about goals that relate to the company with which you are interviewing.	

C. Consider the Issues

Work with a partner to answer the questions below.

- In the article on pages 3–4, the author recommends answering interview questions with specific rather than general answers. For each general answer below, think of a more specific answer.
 - I'm a good student.
 - I'm easy to work with.
 - My last boss liked my work.
- The author says that you should learn about a company before the interview. What are some ways you could do this?
- Which of the author's tips do you find the most helpful? Why?

Understanding Phrasal Verbs

Phrasal verbs have two or three parts: a verb + one or two other words like *down*, *up*, *off*, or *out*. A phrasal verb has a special meaning which is different from the meaning of the individual words. For example, in the sentence below, the phrasal verb *stand out* means *to be easy to notice*.

“Everybody is going to speak in generalities, so you need something that will make you **stand out** a bit,” said Linda.

You can find the meaning of a phrasal verb in a good dictionary.

- A. Scan the reading on pages 3–4 to find the missing word in each phrasal verb below. Then match each verb to a definition on the right.

Phrasal Verb	Meaning
1. stand <i>out</i> _____ <i>e</i> _____	a. belong
2. talk _____ _____	b. result in
3. show _____ _____	c. display clearly
4. fit _____ _____	d. say negative things about
5. end _____ _____	e. be easy to notice

- B. Now use the correct form of a phrasal verb from the chart to complete each sentence below.

- After a lot of discussion about what to do, they _____ staying at home.
- When you move to a new school, it can take a long time to _____.
- It annoys me when someone _____ about my friends.
- A lot of people have tattoos today. Fifty years ago, people got tattoos because they wanted to _____. Now people get them because they want to fit in.
- People who are always _____ their expensive clothes can be very irritating.

Reading Skill

Using Context

When you are reading, it is important to use context (the surrounding words and ideas) to guess the meanings of unfamiliar words. You might not be able to guess the exact meaning of the word, but you can usually guess its general meaning.

You can often find an example in the context that explains the unfamiliar word. In the sentence below, the two underlined examples help to define the word *aspiration*.

An interviewer does not want to hear that your five-year **aspiration** is to be sailing in the Caribbean or working in a different industry.

There may also be contrasting information or an explanation in the context that helps you to understand an unfamiliar word, as in the sentences below.

The key to answering any question about you versus your competition is using **specifics**. “Everybody is going to speak in generalities, so you need something that will make you stand out a bit,” said Linda, a teacher in Springfield, Ohio. Give real examples that show them you are best-suited for the job.

A. Analyze the Reading

Read these sentences and answer the questions below.

1. “While you’ll never be able to **anticipate** every question you might be asked in an interview, you can get a head start by developing strong, **concise** answers to commonly used questions.”
 - a. Is *anticipate* a verb, noun, or adjective?
 - b. What words in the sentence help you to understand the meaning of the word *anticipate*? What do you think *anticipate* means?
 - c. From the context, would you say that a *concise* answer is something good or bad?
2. “This question calls for your one-minute commercial that **summarizes** your years of experience and skills and your personality in the context of the job for which you are interviewing.”
 - a. Is *summarizes* a verb, noun, or adjective?
 - b. What words in the sentence help you to understand the meaning of *summarizes*?
 - c. What do you think the word *summarizes* means in this context?

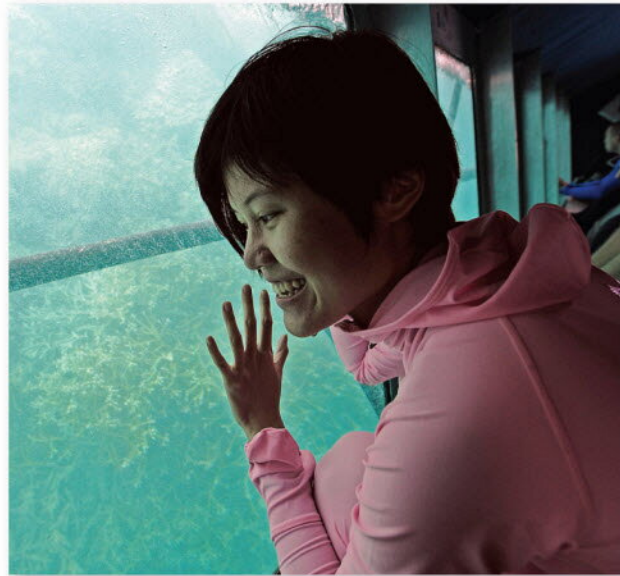
B. Apply the Reading Skill

Read the article below and use context to guess the missing words. (Many different words are possible.)

Local Girl Among Finalists for Australian Dream Job

by Jean Yueh

In 2009, Clare Wang, a young interpreter from Taiwan, won a _____ (1) among the finalists for what has been _____ (2) “the best job in the world”—caretaker of an Australian tropical island. The application process started on January 9 and ended February 22. About 35,000 people, including dancers, scientists, chefs, and students from nearly 200 countries, applied for



the _____ (3). Each applicant had to _____ (4) a video in English no more than one minute long to explain why he or she was the right person for the job.

Wang, a 30-year-old Chinese-English interpreter, said this was the first time she had campaigned on the Internet. “Usually, I do not take part in this kind of _____ (5),” she told a local newspaper, describing herself as a shy person. In her application video, the young woman used two puppets to _____ (6) her interpreting skills, as well as pictures of herself in leisure-time activities, to _____ (7) online voters she was an outdoor person. Wang ended her video by saying, “I’ve never been to the Great Barrier Reef, which makes me the perfect explorer.” She then _____ (8) that she would be “super curious,” as printed on the T-shirt she put on in front of the camera.

Now compare your answers with a partner. Are your words the same?
Are they similar?

Discussion & Writing

1. What are some things you probably shouldn't say at a university or job interview? Why?
2. In writing, describe one of your weaknesses. Remember to follow the author's suggestion by turning your weakness into something positive.

Example

I used to be a perfectionist about everything, but over the years I have learned that there are times when it is good to demand perfection and times when it is not. Now I am able to evaluate a task and decide how much time and effort to put into it. For important things, I push myself very hard. For less important things, I do what is necessary, but I know when to stop. Learning to do this has helped me in school and in my previous job.

3. Work with a partner to roleplay a job interview. One person is the interviewer and the other is the interviewee. Follow the steps below.
 - Choose a job that sounds interesting to you and your partner and decide what abilities and qualifications are necessary for the job.
Sample job: an experienced architect for a large architecture firm
Qualifications: must have ten years experience working in a large company
must be able to work as part of a team
must have experience designing large office buildings
 - Use the chart you completed on page 6 as you roleplay the job interview.

Words to Remember

NOUNS

achievements
aspect
challenges
confidence
contribution
opportunity
patience
qualifications
specifics
weakness

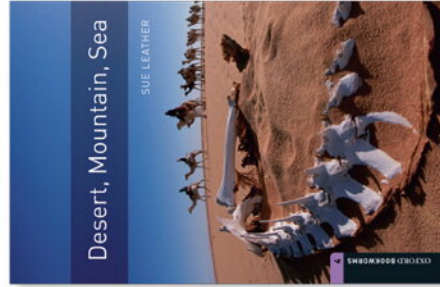
VERBS

anticipate
demonstrate
end up
fit in
pretend
relate
show off
stand out
talk down

ADJECTIVES

bitter
particular
relevant

Mini-Dictionary
page 163



Desert, Mountain, Sea

Sue Leather

Three different parts of the world, but all of them dangerous, lonely places. Three different women, but all of them determined to go—and to come back alive!

Robyn Davidson walked nearly 3,000 kilometers across the Australian desert with a dog and four camels. Arlene Blum led a team of ten women to the top of Annapurna—one of the highest mountains in the world. Only eight came down again.

Naomi James sailed around the world alone, on a journey lasting more than 250 days.

Word count 15,580
ISBN 978 0 19 479169 4



The History of the English Language

Brigit Viney

About a quarter of the people in the world today speak or use English. In homes and schools, offices and meeting rooms, ships and airports, people are speaking English...

How has this happened? How did English begin, and what will become of it in the future? The history of the English language is a journey through space and time, from thousands of years ago to today and beyond, and to all parts of the world. Come on that journey and meet the monks and soldiers, the kings and scientists, the printers, poets, and travelers who have helped to make the English of today.

Word count 16,753
ISBN 978 0 19 423397 2
CD 978 0 19 423612 6
CD Pack 978 0 19 423614 0



A Tale of Two Cities

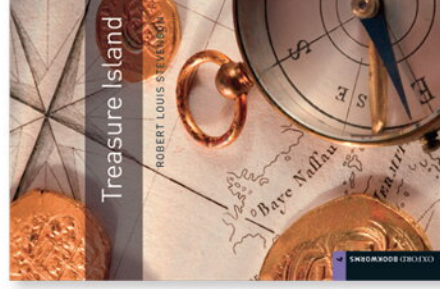
Charles Dickens

Retold by Ralph Mowat

"The Marquis lay there, like stone, with a knife pushed into his heart. On his chest lay a piece of paper, with the words: *Drive him fast to the grave. This is from JACQUES.*"

The French Revolution brings terror and death to many people. But even in these troubled times people can still love and be kind. They can be generous and true-hearted...and brave.

Word count 14,850
ISBN 978 0 19 479187 8
CD 978 0 19 479155 7
CD Pack 978 0 19 479327 8



Treasure Island

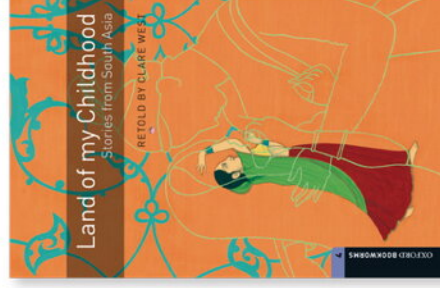
Robert Louis Stevenson

Retold by John Escott

"Suddenly, there was a high voice screaming in the darkness: 'Pieces of eight! Pieces of eight! Pieces of eight!' It was Long John Silver's parrot, Captain Flint! I turned to run..."

But young Jim Hawkins does not escape from the pirates this time. Will he and his friends find the treasure before the pirates do? Will they escape from the island and sail back to England with a ship full of gold?

Word count 15,125
ISBN 978 0 19 479190 8
CD 978 0 19 479158 8
CD Pack 978 0 19 479330 8



Land of my Childhood: Stories from South Asia

Retold by Clare West

"My brother preferred being with mother and me. He used to help us prepare vegetables in the kitchen or make the bread. But what he liked best was listening to my mother's stories."

But those childhood days are long gone, and now a great distance divides sister and brother, children and mother.

The stories in this volume of World Stories come from India, Pakistan, and Sri Lanka. The writers are Romesh Gunesequera, M. Athar Tahir, Chitra Divakaruni, Anu Kumar, Anne Ranasinghe, Ruskin Bond, Anita Desai, Vijita Fernando, and Amara Bavani Dev.

Word count 16,937
ISBN 978 0 19 479235 6
CD 978 0 19 479210 3
CD Pack 978 0 19 479281 3