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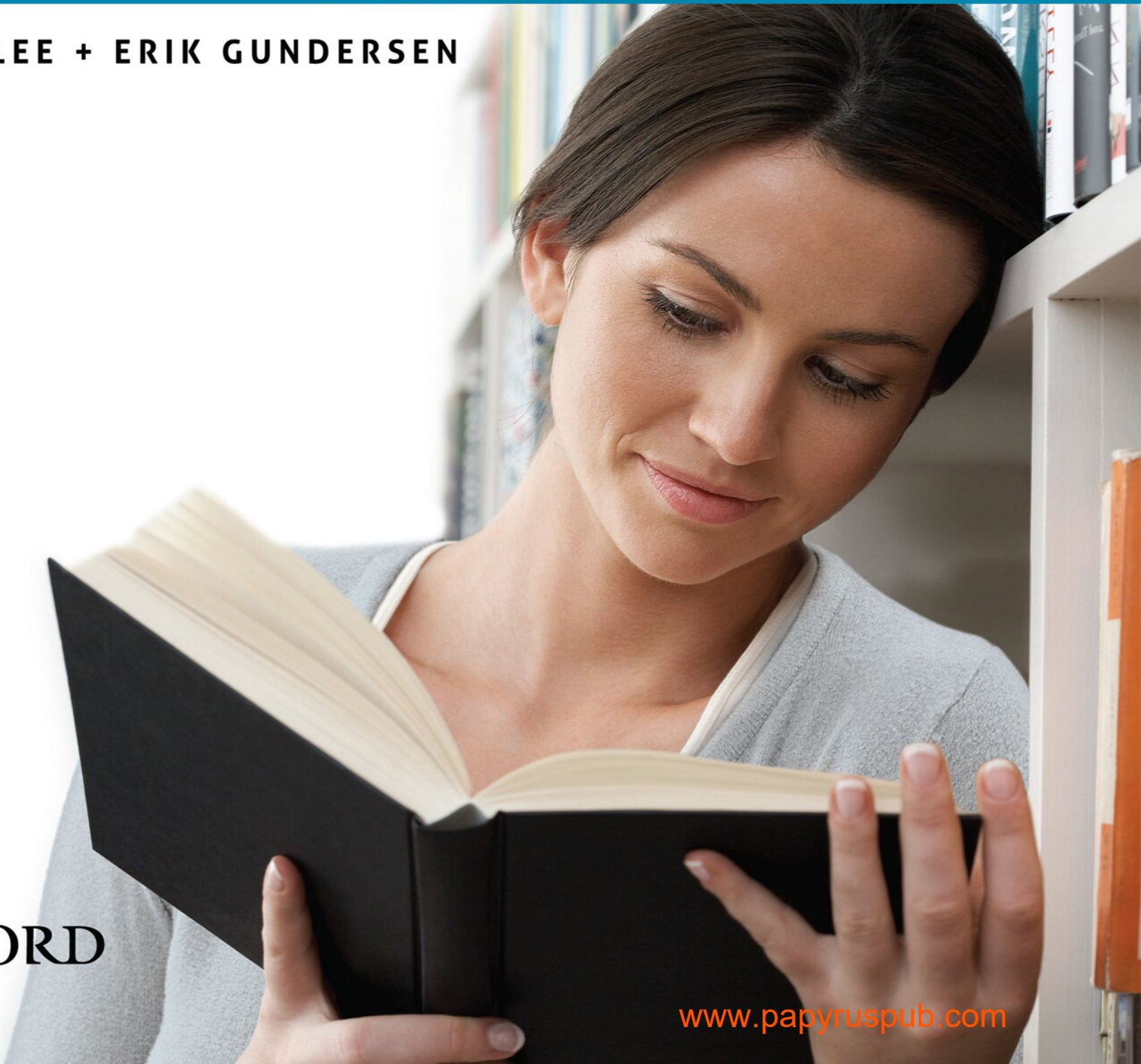
# Select Readings

Teacher-approved readings for today's students

LINDA LEE + ERIK GUNDERSEN

**OXFORD**

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**OXFORD**  
UNIVERSITY PRESS



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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.

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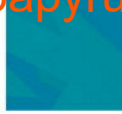
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# Contents

<b>Scope and Sequence</b>	<b>vi</b>
<b>Series Overview</b>	<b>viii</b>
<b>Chapter 1</b> Are You Getting Enough Sleep?	<b>1</b>
“What happens if you don’t get enough sleep? Randy Gardner, a high school student in the United States, wanted to find out.”	
<b>Chapter 2</b> Mika’s Homestay in London	<b>11</b>
“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.”	
<b>Chapter 3</b> It’s Not Always Black and White.	<b>21</b>
“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.”	
<b>Chapter 4</b> Helping Others	<b>31</b>
“On the last day, all of us stood inside a room we had built in just a week, feeling a sense of fulfillment.”	
<b>Chapter 5</b> Generation Z: Digital Natives	<b>41</b>
“Generation Z is connected to its music, videos, games, and friends online all day, every day.”	
<b>Chapter 6</b> How to Be a Successful Businessperson	<b>51</b>
“Here’s a story about one successful businessperson. He started out washing dishes, and today he owns 168 restaurants.”	
<b>Chapter 7</b> The Growth of Urban Farming	<b>61</b>
“The answer for more and more people is to grow their own food—even if they live in crowded cities.”	



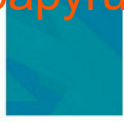
<b>Chapter 8</b>	<b>Can You Live Forever?</b>	<b>71</b>
	“Eating apples may not be enough, but there’s at least one man who thinks that living forever is possible.”	
<b>Chapter 9</b>	<b>Baseball Fans Around the World</b>	<b>81</b>
	“While the rules of baseball are similar from country to country, the behavior of baseball fans is very different.”	
<b>Chapter 10</b>	<b>Mobile Phones: Hang Up or Keep Talking?</b>	<b>91</b>
	“More than two billion people use mobile phones today. In many places it is more common to use a mobile phone, or cell phone, than a landline.”	
<b>Chapter 11</b>	<b>Vanessa-Mae: A 21st Century Musician</b>	<b>101</b>
	“By the time she was twelve, Vanessa-Mae had played with orchestras all over the world as a soloist.”	
<b>Chapter 12</b>	<b>A Day in the Life of a Freshman</b>	<b>111</b>
	“I get up about seven o’clock in the morning. Since my friends and I have a group blind date tonight, I take extra time to look my best.”	
<b>Chapter 13</b>	<b>Love at First Sight</b>	<b>121</b>
	“It was love at first sight. It’s always exciting to hear those words. But do people really believe in love at first sight?”	
<b>Chapter 14</b>	<b>Great Places to Visit</b>	<b>131</b>
	“Each month, <i>National Geographic</i> magazine asks one of its editors: What are the best places to visit in your area of the world?”	
	<b>Culture and Language Notes</b>	<b>141</b>
	<b>Maps</b>	<b>154</b>
	<b>Mini-Dictionary</b>	<b>158</b>

# Scope and Sequence

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

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



## 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. 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.

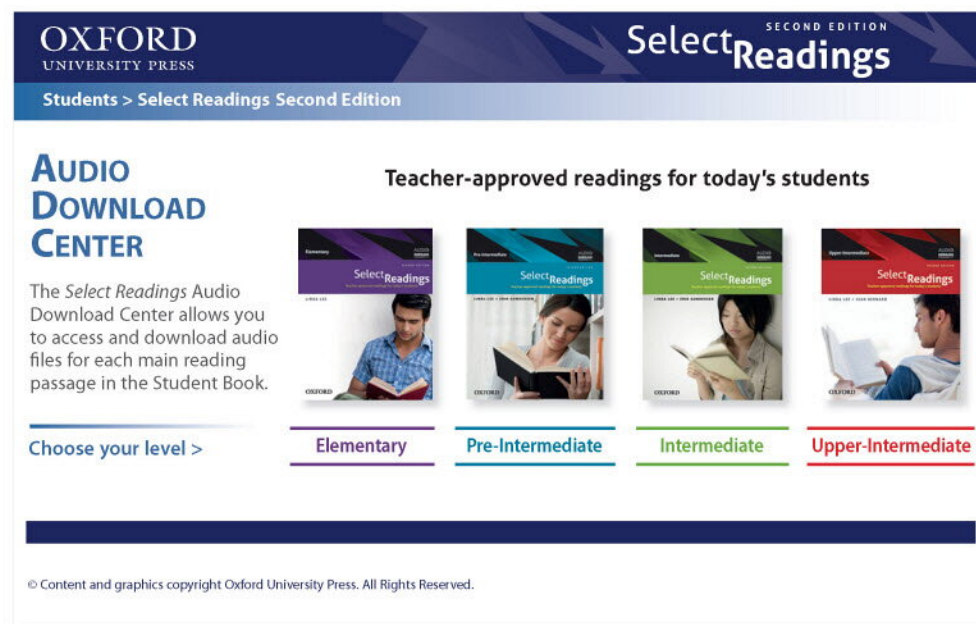
### Oxford iTools CD-ROM: Digital Classroom Resources

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



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](http://www.oup.com/elt/selectreadings2e) for access to the downloadable mp3s for anytime, anywhere practice and self-study.

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# Are You Getting Enough Sleep?

## Chapter

# 1

### 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?     | <input type="checkbox"/> fewer than 6 hours    |
|   | <input type="checkbox"/> between 6 and 8 hours |
|   | <input type="checkbox"/> more than 8 hours     |
| 2. How do you feel when you wake up in the morning? | <input type="checkbox"/> great                 |
|   | <input type="checkbox"/> okay                  |
|   | <input type="checkbox"/> terrible              |
| 3. How often do you feel sleepy during the day?     | <input type="checkbox"/> often                 |
|   | <input type="checkbox"/> sometimes             |
|   | <input type="checkbox"/> 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	
_____	
_____	

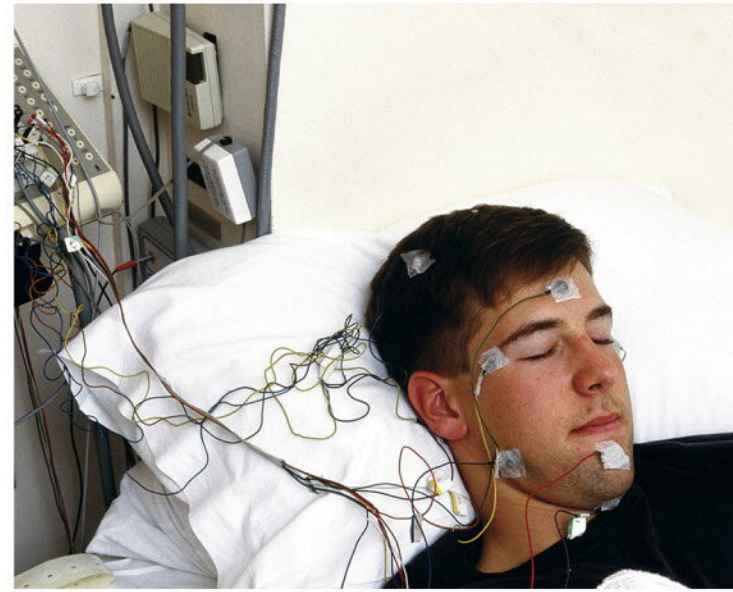
## Are You Getting Enough Sleep?

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 experiment<sup>1</sup> on the effects of sleeplessness<sup>2</sup> 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 speech<sup>3</sup> 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.<sup>4</sup> 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.<sup>5</sup> And even though the rats ate more food than usual, they lost  
30 weight. Eventually,<sup>6</sup> 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! According 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.<sup>7</sup> 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  
40 to replenish<sup>8</sup> brain cells. Other scientists think that sleep helps the body to grow and relieve stress.<sup>9</sup> Whatever the reason, we know that it is important to get enough sleep.



Word Count: 427

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

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

### About Sleep

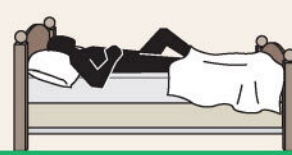
Each night, we pass through<sup>10</sup> five stages, or periods, of sleep. In Stage 1, we fall asleep. We sleep lightly in Stage 2. We have deep, or sound, sleep in Stages 3 and 4. Stage 5—REM (Rapid Eye Movement) sleep—is the most interesting stage. This is the time when we dream. These stages last 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



90 min

REM: *Dreaming stage.*



<sup>7</sup> **for sure** definitely

<sup>8</sup> **replenish** build new; renew

<sup>9</sup> **relieve stress** remove or get rid of tense feelings

<sup>10</sup> **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.	<input type="checkbox"/>	<input type="checkbox"/>
2. During the experiment, Gardner slept for several hours every night.	<input type="checkbox"/>	<input type="checkbox"/>
3. During the experiment, Gardner had trouble speaking clearly.	<input type="checkbox"/>	<input type="checkbox"/>
4. It took two weeks for Gardner to recover from the experiment.	<input type="checkbox"/>	<input type="checkbox"/>
5. Going without sleep is not dangerous for white rats.	<input type="checkbox"/>	<input type="checkbox"/>
6. Maureen Weston stayed awake a little over seven and one-half days longer than Gardner.	<input type="checkbox"/>	<input type="checkbox"/>
7. The author does not tell us how Gardner stayed awake for eleven days.	<input type="checkbox"/>	<input type="checkbox"/>
8. According to this article, scientists are not sure why we need to sleep.	<input type="checkbox"/>	<input type="checkbox"/>

#### 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.

**Using Collocations**

A *collocation* is a set—or chunk—of two or more words that are often used together. For example, it's natural for native speakers to say *sleep schedule*, but not *sleep timetable* or *sleep program*. Remembering collocations as chunks of words (*sleep + schedule*) makes it easy for you to recall and use them correctly.

We form collocations by combining different parts of speech. Below are some examples of collocations that include sleep:

Expressions	Verb + Adverb	Noun + Noun
go without sleep	sleep soundly	sleep schedule
get enough sleep	sleep well	
go / get to sleep		
fall asleep		

**A.** Use the words in the box below to form collocations and complete the sentences.

enough    fall    schedule    soundly    to    without

1. What time do you usually go \_\_\_\_\_ sleep?
2. What time did you go \_\_\_\_\_ sleep last night?
3. How long does it take you to \_\_\_\_\_ asleep?
4. How long can you go \_\_\_\_\_ sleep?
5. Do you usually get \_\_\_\_\_ sleep on weeknights?
6. Do you sleep \_\_\_\_\_ every night?
7. Do you have a regular or irregular sleep \_\_\_\_\_?
8. Do you have the same sleep \_\_\_\_\_ every day?

**B. Pair work.** Ask a partner the questions in Activity A.

**Example**

- A: What time do you usually go to sleep?  
 B: I usually go to sleep at 10:30.



# Reading Skill

## Previewing

*Pre* means *before*. *View* means *to look at*. Before you read something, it's important to look it over, or preview it. This will help you understand the reading better. When you preview a reading, you:

- 1) Identify the topic. To do this:
  - read the title.
  - look quickly over the reading for the names of people and places.
  - look quickly for key words (words that appear several times).
  - look at any pictures or charts.
- 2) Think about what you already know about the topic.
- 3) Ask yourself questions about the topic.

## A. Analyze the Reading

Look at the title, the names of people, and the key words in the paragraph below. Then answer the questions.

### REM (Rapid Eye Movement) Sleep

People \_\_\_\_\_ sleep \_\_\_\_\_  
\_\_\_\_\_ REM (rapid eye movement) sleep \_\_\_\_\_  
\_\_\_\_\_ REM sleep \_\_\_\_\_ researchers.  
Researchers \_\_\_\_\_ REM sleep \_\_\_\_\_ brains \_\_\_\_\_ Adults  
\_\_\_\_\_ REM sleep. Babies, \_\_\_\_\_  
\_\_\_\_\_ sleep \_\_\_\_\_ REM. \_\_\_\_\_ researchers \_\_\_\_\_ REM sleep \_\_\_\_\_  
babies' brains \_\_\_\_\_.

1. What do you know about the topic of the paragraph? Add one more idea to the list.
  - It gives information about sleep.
  - It probably gives some scientific information.
  - It may compare sleep in adults and babies.
  - \_\_\_\_\_.
2. What would you like to learn about this topic? Add two questions to the list.
  - What is REM sleep?
  - Is REM sleep necessary?
  - \_\_\_\_\_?
  - \_\_\_\_\_?

**B. Apply the Reading Skill**

Follow these instructions to preview the reading below.

1. Look only at the title of the reading. What do you think the topic of the reading might be? List one more possibility.

- sleep problems around the world
- why people don't sleep
- \_\_\_\_\_

2. Look quickly over the reading. What names of people and places do you see? List two more.

- adults
- Hong Kongers
- \_\_\_\_\_
- Portuguese
- Koreans
- \_\_\_\_\_

3. What words are repeated several times (key words)? List two more.

- world
- \_\_\_\_\_
- sleep
- \_\_\_\_\_

4. What do you think the topic of the reading is now? Complete the sentence.

I think this reading is probably about

\_\_\_\_\_.

5. What would you like to learn about this topic? Write two questions.

\_\_\_\_\_?

\_\_\_\_\_?

**Sleepless Around the World**

According to a survey conducted by ACNielsen, 37% of adults around the world don't get to bed until after midnight. The biggest night-owls in the world are the Portuguese, with 75% not getting to bed until after midnight. The second-ranked night-owls are the Taiwanese, with 69% going to bed after midnight. Following closely behind are the Koreans (68%) and Hong Kongers (66%).

Of the top ten night-owl places in the world, seven are in Asia. The other three are European countries known for late nights and mid-day siestas.

Top 10 Night-Owl Places in the World			
Location	Sleep between 12–1 a.m.	Sleep after 1 a.m.	Total after midnight
1. Portugal	47%	28%	75%
2. Taiwan	34%	35%	69%
3. Korea	43%	25%	68%
4. Hong Kong	35%	31%	66%
5. Spain	45%	20%	65%
6. Japan	34%	26%	60%
7. Singapore	27%	27%	54%
8. Malaysia	40%	14%	54%
9. Thailand	24%	19%	43%
10. Italy	29%	10%	39%



## Discussion & Writing

1. Complete the chart with your own answers.

Activities	Why do we do this?	What might happen if we do this too much / too little?
eat food		
drink water		
watch TV		
exercise		
use a computer		

2. Discuss your answers with a partner. Then choose one of the topics and write a paragraph explaining your opinion.

### Example

#### What are the effects of using a computer too much?

*Computers help us do many things, but they can be bad for you, too. If you use the computer for a long time without a break, your eyes may begin to hurt. You might also get a headache. Computers are good for chatting with friends or sending e-mail. However, if you only talk with your friends on the computer, you can't do fun things with them. Make sure you have enough time with your friends away from the computer, too.*

#### Words to Remember

##### NOUNS

brain  
effects (of)  
experiment  
purpose  
researcher  
sleep  
stress

##### VERBS

find out  
have (trouble)  
nap  
spend (time)  
stay (awake)

##### ADJECTIVES

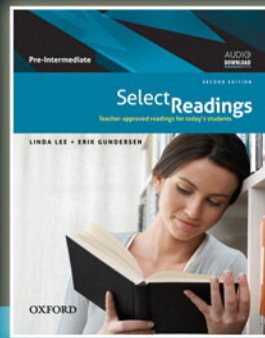
blurry  
dangerous  
normal  
sleepy

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