

SECOND EDITION

1

INSIDE READING

The Academic Word List in Context

Arline Burgmeier

SERIES DIRECTOR:

Cheryl Boyd Zimmerman



OXFORD

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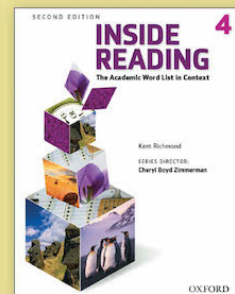
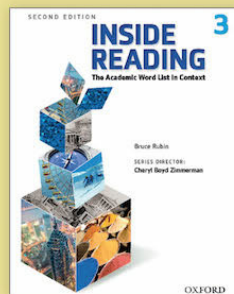
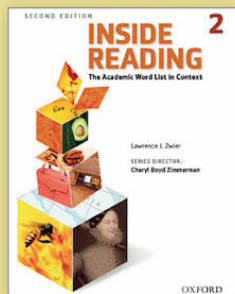
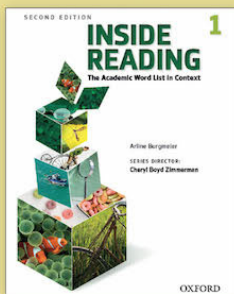
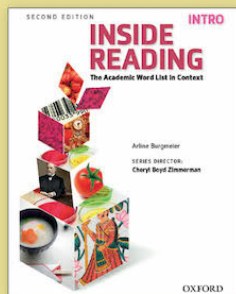
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An Insider's Guide to Academic Reading

Develop reading skills and acquire the Academic Word List with *Inside Reading Second Edition*.

Student Books



Video at all levels



Authentic video available on the Teacher Resources Website and the Student Website.

Getting Started

Each unit in *Inside Reading* features

- > **Two high-interest reading texts** from an academic content area
- > **Reading skills** relevant to the academic classroom
- > Targeted words from the **Academic Word List**

PSYCHOLOGY

UNIT
5

Success Story

In this unit, you will

- > read about the meaning of success and what factors contribute to it.
- > read about a personality trait related to success.
- > review finding main ideas.
- > increase your understanding of the target academic words for this unit.

READING SKILL Identifying Definitions

Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

TARGET WORDS	never seen the word before	seen the word but am not sure what it means	seen the word and understand what it means	used the word, but am not sure if correctly	used the word confidently in either speaking or writing	used the word confidently in both speaking and writing
AWL						
attain						
🔗 aware						
coincide						
🔗 colleague						
🔗 demonstrate						
🔗 dominate						
dynamic						
exploit						
🔗 generate						
inhibit						
🔗 media						
🔗 positive						
🔗 professional						
🔗 role						

Outside the Reading What do you know about success? Watch the video on the student website to find out more.

Identifying the unit's goals focuses students on the **reading skill** and academic topic.

Self-assessment prepares students for the vocabulary in the readings.

Pre-unit videos engage students in the topic and activate prior knowledge.

High-interest Texts

READING 1

Before You Read

Read these questions. Discuss your answers in a small group.

1. How would you define success?
2. Are all famous people successful? Are all successful people famous? Give examples to support your opinion.
3. Name some people you consider successful. Why do you consider them successful?

Discussion questions activate students' knowledge and prepare them to read.

Read

This article discusses important information about how to be successful. It defines success and explains what it takes to achieve it.

WHAT IS SUCCESS?

What is success? Is it wealth? Fame? Power? We tend to think of success as something unusual, something that requires special talents to achieve. That's because stories in the **media** about successful business executives, **professional** golfers, glamorous movie stars, best-selling authors, and powerful politicians lead us to believe that only a few special people are successful. We may not hear about them, but ordinary people can be successful, too. Success is about reaching for something—and getting it. It is about having something you didn't have before. It is about **attaining** something that is valued by others.



Success requires ambition and hard work.

SETTING GOALS

- 15 Success begins with a clear goal, and **attaining** that goal requires ambition. Ambition is the energy that drives people to work hard, to learn more, and to seek opportunities to advance themselves. Some people have a clear goal, but they lack the ambition to make their dream come true. Other people have great ambition but no

High-interest readings motivate students.

Academic Word List vocabulary is presented in context.

66 UNIT 5

Reading Comprehension

A. Mark each sentence as *T* (True) or *F* (False) according to the information in Reading 1. Use your dictionary to check the meaning of new words.

1. Stories generated by the media demonstrate that ordinary people can be successful.
2. Family plays a major role in influencing a child's level of ambition.
3. The teen years often coincide with a fear of failure and a lack of ambition.
4. Positive learning experiences in the early years can inhibit persistence.
5. Dynamic people are aware that they must take effective action to attain success.
6. Despite their backgrounds, professional people are the most likely to succeed.
7. Meeting the needs of today may dominate the thoughts of a young adult who grew up in a poor family.
8. People seeking success might ask colleagues to assist them.
9. One way to prepare for success is to exploit opportunities to learn through observation.

Comprehension activities help students understand the text and apply the targeted academic vocabulary.

Explicit Reading Skill Instruction

READING SKILL Identifying Time and Sequence Words

LEARN

Understanding the *order of events* in a story is often essential for understanding the story, especially a mystery such as Reading 1. The order of events can be shown in several ways:

1. Sentences in a paragraph usually describe actions in the order that they happened.
2. Time words such as *Monday, March, summer, or 1989* tell when actions took place.
3. Words such as *before, after, soon, first, next, meanwhile, then, finally,* and *subsequently* can show the order of events.
4. Phrases such as *three days later, the next year,* and *at the same time* also show time order.

APPLY

A. With a partner, use time clues and logic to figure out the order in which these events in Reading 1 took place. Number them from 1 to 9.

- ___ A detective arrives.
- ___ The tall man hears voices downstairs.
- ___ Susan calls the police.
- ___ Susan realizes they have forgotten their tickets.
- ___ The tall man watches Susan and Eduard drive off.
- ___ Eduard tells the servant how to open the safe.
- ___ The tall man stuffs the jewelry into the red bag.
- ___ Susan concludes that someone is inside.
- ___ The tall man climbs out of the window.

Explicit reading skills provide the foundation for effective, critical reading.

Practice exercises enable students to implement new reading skills successfully.

READING SKILL Identifying Time and Sequence Words

APPLY

A. Scan the first four paragraphs of Reading 2. Answer the questions in complete sentences. Include the time words or phrases used in the Reading.

1. When did Sherlock Holmes do his detective work?

2. When do the police send an ME and a CSI team?

3. When do the CSIs take photographs in relation to other tasks?

B. Number these tasks from 1 to 7, in the order in which they are done by the CSI team.

- ___ dust objects for fingerprints
- ___ take photographs
- ___ send evidence to a forensics laboratory
- ___ present their evidence in a court of law
- ___ look for drops of blood or strands of hair
- ___ label the evidence
- ___ consult with the police chief

REVIEW A SKILL Identifying Examples (See pp. 52–53)

What kind of examples are listed in paragraph 4?

What kind of examples are listed in paragraph 5?

Recycling of reading skills allows students to apply knowledge in new contexts.

The Academic Word List in Context

Based on a corpus of 3.4 million words, the **Academic Word List (AWL)** is the most principled and widely accepted list of academic words. Compiled by Averil Coxhead in 2000, it was informed by academic materials across the academic disciplines.

Vocabulary Activities STEP I: Word Level

A. Use the target vocabulary in the box to complete this story. Use the words in parentheses to help you.

attained	dominant	positive
coincided with	dynamic	professional
demonstrated	generating	was aware

As a boy, Lance Armstrong excelled in many sports. By his teen years, however, bicycling had become the ^(1. most important) interest in his life. He easily won many local cycling races. But his goal was to be a ^(2. paid) racer. In his first race, he finished last of 111 riders. He was discouraged and almost quit racing. Instead, he trained harder and soon ^(3. reached) the rank of number one bicyclist in the world. But his success ^(4. happened at the same time as) a terrible illness. Lance, just 25 years old, was diagnosed with advanced cancer. After long and painful medical treatments, he was so weak that he again thought of quitting. He ^(5. knew) that he might never recover from his illness, but once more this ^(6. energetic) young man ^(7. showed) amazing persistence,

Word level activities focus on meaning, derivations, grammatical features, and associations.

Instruction and practice with varying types of word knowledge helps students become **independent word learners**.

Vocabulary Activities STEP II: Sentence Level

The verb *exploit* has the general meaning of “use,” but can express two different ideas. It’s important to understand which idea is being expressed in a particular sentence.

use something cleverly or productively	A good student exploits every opportunity to read outside of class.
use something unfairly or selfishly	Some companies exploit workers by not paying them a fair salary.

The noun form, *exploitation*, almost always has the second, negative meaning.

The **exploitation** of workers is unfair.

E. Work with a partner. Write **P** for the sentences that use *exploit* in a positive way. Write **N** for the sentences that use the word in a negative way.

- ___ 1. Some parents exploit their children by pushing them to perform in movies or TV shows.
- ___ 2. He exploited every chance to improve his writing skills.
- ___ 3. She exploited her friends by borrowing money every day.
- ___ 4. He exploited his musical talent by playing with a band.

In this unit, *demonstrate* means “to prove or show something.” A *demonstrative* person shows his or her feelings very clearly.

Her paintings **demonstrate** a great love of her country.
My little granddaughter is so **demonstrative**. She is always hugging me.

Another common meaning is “to give directions about how something is done.”

My trainer **demonstrated** how to use the new exercise bicycle.

To *demonstrate* is also often used to mean “to publicly show your support for or against a social or political cause.”

A group was **demonstrating** in front of city hall yesterday.
Fifty **demonstrators** took part in a **demonstration** against high taxes.

Vocabulary work progresses to sentence level and focuses on collocations, register, specific word usage, and learner dictionaries.

From Research to Practice

The Oxford English Corpus provides **the most relevant and accurate picture of the English language**. It is based on a collection of over two billion carefully-selected and inclusive 21st century English texts.

Word Form Chart			
Noun	Verb	Adjective	Adverb
dominance domination	dominate	dominant	_____

The verb *dominate* means “to have strong control over something” or “to be the most important part of something.”

*My father **dominated** our lives when my brother and I were small.*

*The huge brick fireplace **dominated** the living room.*

G. Complete this paragraph, using different forms of *dominate*. Compare your work with a partner.

The term “alpha male” is used in the science of animal behavior. It refers to the (1) _____ male in a group of animals, such as wolves. This term can also apply to people. Among humans, the alpha male tries to (2) _____ all of the other males in his social group; for example, his colleagues in the workplace. In the animal world, males may fight to attain (3) _____ over others. A human male may also “fight,” but with words and actions that prove he is superior. Often the male who (4) _____ others is friendly and has clear goals, so others like having him as their leader.

To be *aware* means “to know about or realize something.” The opposite is to be *unaware*. The noun form is *awareness*.

*Jon was **aware** that everyone was watching him.*

*Jon had no **awareness** that his name was called.*

*Jon seemed **unaware** of the audience’s applause.*

H. In your notebook, complete these sentences about successful people. Use your own ideas. Compare sentences with a partner.

1. A successful teacher is aware that . . .
2. During the race, marathon runners may be unaware that . . .
3. Someone who is applying for a job must be aware of . . .
4. To write a successful book, an author must have an awareness of . . .

Corpus-based examples from the **Oxford English Corpus** of American English. Real-life examples help students learn authentic English.

Resources

STUDENT SUPPORT

For additional resources visit:

www.oup.com/elt/student/insidereading

- > **Reading worksheets** provide additional skill practice
- > **Videos** set the stage for specific units
- > **Audio recordings** of every reading text



TEACHER RESOURCES

Resources for whole-class presentation

- > Audio **recordings** of all **reading texts with “click and listen”** interactive scripts
- > **Animated presentations** of reading skills for whole class presentations
- > **Videos** for specific units introduce students to the reading text topic and activate prior knowledge.
- > **Fun vocabulary activities** for whole-class participation

Resources for assessment and preparation

- > Printable worksheets for **extra reading skill practice**
- > Printable and customizable **unit, mid-term, and final tests**
- > Answer Keys
- > Teaching Notes
- > Video transcripts

Available at:

www.oup.com/elt/teacher/insidereading



UNIT

1

Riding through History



In this unit, you will

- > learn about the changes in technology that led to creating the modern bicycle.
- > read about a very different vehicle and how it compares to a bicycle.
- > increase your understanding of the target academic words for this unit.

READING SKILL Previewing

Self-Assessment

Think about how well you know each target word, and check (✓) the appropriate column. I have...

TARGET WORDS	never seen the word before	seen the word but am not sure what it means	seen the word and understand what it means	used the word, but am not sure if correctly	used the word confidently in either speaking or writing	used the word confidently in both speaking and writing
AWL						
alter						
design						
fee						
framework						
individual						
inherent						
injure						
job						
minimize						
overseas						
primary						
revolution						
subsequent						
substitute						



Outside the Reading What do you know about biking?
Watch the video on the student website to find out more.

Oxford 3000™ keywords

Before You Read

Read these questions. Discuss your answers in a small group.

1. Do you know how to ride a bicycle? Who taught you to ride? What was the hardest thing to learn?
2. What are some reasons that people ride bicycles?
3. If you could change or improve bicycles, what would you want to do?

READING SKILL

Previewing

LEARN

Most good readers spend a few minutes *previewing* before they begin to read. Previewing a book or article means looking it over to get a general idea of what it will be about. It allows you to recall what you already know about a topic, and think about what you are going to learn.

APPLY

Preview Reading 1, below, by answering these questions. Discuss your answers with a partner.

1. Read the summary printed above the article. In a few words, it tells what the article will be about. What do you expect to learn about in the article?
2. Look at the pictures and captions. What information do they give you about the topic?
3. Read the title. You already know that the article will be about bicycles, but what does the word “history” suggest? Read the bold print subheadings at the beginnings of many paragraphs. What information do they give you about the topic? Check (✓) the kind of information that *might* be in the article.

- ___ when the bicycle was invented
- ___ a description of the first bicycle
- ___ changes in the bicycle over time
- ___ famous bicycle races
- ___ how to use bicycles for exercise
- ___ who invented the bicycle
- ___ how people reacted to the invention
- ___ how bicycle tires are made

Read

This article from a popular technology magazine tells about the many changes in bicycles during the past 200 years.

The History of Bicycles

The bicycle was not invented by one **individual** or in one country. The creation of the modern bicycle took nearly 100 years and the work of many **individuals**. By the end of those 100 years, bicycles had **revolutionized** the way people traveled from place to place.

EARLY BICYCLES

Bicycles first appeared in Scotland in the early 1800s, and were called velocipedes. These early bicycles had two wheels, but they had no pedals. A rider sat on a pillow and walked his feet along the ground to move his velocipede forward.

Soon a French inventor added pedals to the front wheel. Instead of walking their vehicles, riders used their feet to turn the pedals. However, pedaling was hard because velocipedes were very heavy. The **frameworks** were made of solid steel tubes, and the wooden wheels were covered with steel. Even so, velocipedes were popular among rich young men, who raced them in Paris parks.

Because velocipedes were so hard to ride, no one thought about using them for transportation. People didn't ride velocipedes to the market or to their **jobs**. Instead, people thought velocipedes were just toys.

SOME CHANGES ARE MADE

Around 1870, American manufacturers saw that velocipedes were very popular **overseas**. They began building velocipedes, too, but with one difference. They made the **frameworks** from hollow steel tubes. This **alteration** made velocipedes much lighter, but riders still had to work hard to pedal just a short distance. In addition, roads were bumpy, so steering was difficult. In fact, most riders preferred indoor tracks where they could rent a velocipede for a small **fee** and take riding lessons.

THE HIGH WHEELER

A **subsequent** change by British engineers **altered** the wheels to make pedaling more efficient. They saw that when a rider turned



30 the pedals once, the front wheel turned once. If
the front wheel was small, the bicycle traveled
just a small distance with each turn. They
reasoned that if the front wheel were larger, the
bicycle would travel a greater distance with each
35 turn of the pedals. So they **designed** a bicycle
with a giant front wheel. They made the rear
wheel small. Its **primary** purpose was to help the
rider balance. Balancing was hard because riders
had to sit high above the giant front wheel in
40 order to reach the pedals. This meant they were
in danger of falling off the bicycle and **injuring**
themselves if they lost their balance. Despite this **inherent**
danger, “high wheelers” became very popular in England.



A SAFER BICYCLE

American manufacturers once again tried to **design** a better
45 bicycle. Their goal was to make a safer bicycle. They **substituted**
a small wheel for the giant front wheel and put the driving
mechanism in a larger rear wheel. It would be impossible for a
rider to pedal the rear wheel, so engineers **designed** a system of
foot levers. By pressing first the right one and then the left, the
50 rider moved a long metal bar up and down. This turned the rear
wheel, and the bicycle moved forward. Because the new safety
bicycle **minimized** the dangers **inherent** in bicycle riding, more
and more people began using bicycles in their daily activities.

THE MODERN BICYCLE IS BORN

The British **altered** the **design** one last time. They made the two
55 wheels equal in size and created a mechanism that used a chain to
turn the rear wheel. With this final change the modern bicycle was born.

Subsequent improvements, such as brakes, rubber tires, and
lights, were added to make bicycles more comfortable to ride.
By 1900, bicycle riding had become very popular with men and
60 women of all ages. Bicycles **revolutionized** the way people
traveled. Today, millions of people worldwide ride bicycles for
transportation, enjoyment, sport, and exercise.

