

SECOND EDITION

2

# INSIDE READING

The Academic Word List in Context



Lawrence J. Zwier

SERIES DIRECTOR:  
**Cheryl Boyd Zimmerman**

OXFORD

SECOND EDITION

2



# INSIDE READING

**The Academic Word List in Context**

Lawrence J. Zwier

SERIES DIRECTOR:

**Cheryl Boyd Zimmerman**



**OXFORD**  
UNIVERSITY PRESS

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

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide. Oxford is a registered trade mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2021

The moral rights of the author have been asserted

e-Book Edition

ISBN: 978 0 19 441645 0

First published in 2021

### No copying or file sharing

This digital publication is protected by international copyright laws.

No part of this digital publication may be reproduced, modified, adapted, stored in a retrieval system, or transmitted, in any form or by any means, to any other person or company without the prior permission in writing of Oxford University Press, or as expressly permitted by law. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above. You must not modify, adapt, copy, store, transfer or circulate the contents of this publication under any other branding or as part of any other product. You may not print out material for any commercial purpose or resale.

Any websites referred to in this publication are in the public domain and their addresses are provided by Oxford University Press for information only. Oxford University Press disclaims all and any responsibility for the content of such websites.

### ACKNOWLEDGEMENTS

*The authors and publisher are grateful to those who have given permission to reproduce the following extracts and adaptations of copyright material:*

*Illustrations by:* p. 3 Infomen; p. 9 Infomen; p. 42 Barb Bastian; p. 73 Infomen; p. 74 John Kaufman; p. 106 Infomen; p. 147 Infomen..

*We would also like to thank the following for permission to reproduce the following photographs:* Cover: Mary Evans Picture Library/Alamy (portrait); Stockbyte/Getty Images (weathervane); Janis Christie/Getty Images (Barometer); Chris Rady/Getty Images (avocado); Creative Crop/Getty Images (handbag); James Lauritz/Getty Images (bulldozer); Carlina Teteris/Getty Images (bee); Marilyn Volan/Shutterstock (diamonds); Suto Norbert Zsolt/Shutterstock (wallnuts); TSI Graphics (map); Rstem Grler/iStockphoto (iMac); Stephen Krow/iStockphoto (iPhone); pg. xii, Marcin Krygier / iStockphoto (laptop); p. 1 3d brained/Shutterstock; p. 3 Don Donovan Photography; p4 David Wall/Alamy; p. 9 Logan Mock-Bunting/Getty Images; p. 10 Hemera/Thinkstock; p. 17 Motoring Picture Library/Alamy; p. 19 Robert Patterson/Getty Images (motorbike); p. 19 Motoring Picture Library/Alamy (car); p. 26 Ronald Grant Archive; p. 33 gualtiero boffi/Shutterstock; p. 34 Ocean/Corbis UK Ltd.; p. 35 imagebroker/Alamy; p. 41 RichardBakerBA/Alamy; p. 49 iStockphoto/Thinkstock; p. 50 GL Archive/Alamy; p. 51 Mary Evans Picture Library/Alamy (de Vere); p. 51 c.Col Pics/Everett/Rex Features (queen); p. 57 Pictorial Press Ltd/Alamy; p. 58 Hulton Archive/Getty Images; p. 65 iStockphoto/Thinkstock; p. 66 NASA - Goddard Space Flight Center (GSFC); p. 67 INSADCO Photography/Alamy; p. 81 Alex Staroseltsev/Shutterstock; p. 82 Prisma Bildagentur AG/Alamy (saturated fats); p. 82 Koeb, Ulrike/the food passionates/Corbis UK Ltd. (unsaturated fats); p. 83 DR MARK J. WINTER/Science Photo Library; p. 90 US Civilian Public Service; p. 91 Wallace Kirkland/Time Life Pictures/Getty Images; p. 97 Science Photo Library; p. 98 Map Resources/Shutterstock; p. 105 Titti Soldati/Alamy; p. 113 urfin/Shutterstock; p. 114 Dew/Somos Images/Corbis UK Ltd.; p. 115 PhotoSpin, Inc/Alamy; p. 122 Image Source/Getty Images; p. 123 AbleStock.com/Thinkstock; p. 129 majeczka/Shutterstock (blue sky); p. 129 WDG Photo/Shutterstock (sunset); p. 130 DreamPictures/Getty Images; p. 131 Image Source/Corbis UK Ltd.; p. 137 Gtranquillity/Shutterstock (original); p. 137 Gtranquillity/Shutterstock; p. 138 Oxford University Press; p. 145 Antagain/iStockphoto; p. 146 NHPA/Photoshot; p. 153 Alex Wild/Visuals Unlimited/Corbis UK Ltd.; p. 154 Phil Degginger/Alamy.

*The publisher would like to thank the following for their permission to reproduce the following extracts and adaptations of material. Every effort was made to contact the rights holders of extracted and adapted material. Please contact the publisher regarding any rights ownership queries:* p. 3 Adapted from "Opal Fever: Adventures in the Outback" by Kathy Marks, March 10, 2002, Travel section, The Independent. Reprinted by permission of The Independent; p. 8 Adaptation of "The Ugly Underneath" by Amanda Gefter, Philadelphia City Paper, Sept. 7-13, 2006. Reprinted by permission of City Paper; p. 19 Excerpt from "Maintaining Harley Davidson's Allure," interview by Kai Ryssdal with Jim Ziemer, Marketplace PM, NPR, August 7, 2006. Reprinted by permission of Minnesota Public Radio; p. 69 Average temperature and precipitation chart for Moscow,

climatetemp.info/russia/moscow.html; p. 76 Adapted from earthobservatory.nasa.gov; p. 84 From Kannas et al. (2009), "Maternal Levels and Toddler Free-Play Attention." *Developmental Neuropsychology*, 34:159-174. Department of Psychology, Loyola University, Chicago; p. 90 "They Starved So that Others Be Better Fed: Remembering Ancel Keys and the Minnesota Experiment," by Leah M. Kalm and Richard D. Sembal. *J Nutr* (2005; 135:6), American Society for Nutrition. Reprinted by permission; p. 99 Adapted from U.S. Geologic Survey, "Plate Tectonics" at <http://pubs.usgs.gov>; p. 105 Adapted from Xan Rice, "In the land of death, scientists witness the birth of a new ocean" *The Guardian*, November 2, 2006. Reprinted by permission of The Guardian; p. 109 From "The Latest Leakey Searches for Our Earliest Ancestors," interview with Maeve Leakey, *California Wild* magazine, Summer 1999, Vol 52:3; p. 114 Adapted from "Judging Roommates by their Facebook Cover," Elizabeth F. Farrell, *The Chronicle of Higher Education*, Sept. 1, 2006. Copyright 2006, The Chronicle of Higher Education. Reprinted with permission; p. 122 "Terror in Littleton: The Teenage Culture; Arizona High School Provides Glimpse Inside Cliques' Divisive Webs," by Tamar Lewin. From *The New York Times*, 5/2/1999 © 1999 The New York Times. All rights reserved. Used by permission and protected by the Copyright Laws of the United States. The printing, copying, redistribution, or retransmission of this Content without express written permission is prohibited; p. 137 Adapted from Jim Lewis, "Don't Believe What You See in the Papers: The Untrustworthiness of News Photography." Accessed November 2006 at <http://slate.com/id/2147502>. Reprinted by permission of Jim Lewis; p. 146 From Bitten: True Medical Stories of Bites and Stings by Pamela Nagani, MD, copyright © 2004 by the author and reprinted by permission of St. Martin's Press, LLC.

# Acknowledgements

*We would like to acknowledge the following individuals for their input during the development of the series:*

**Amina Saif Mohammed Al Hashamia**  
College of Applied Sciences – Nizwa, Oman

**Amal Al Muqarshi**  
College of Applied Sciences – Ibri, Oman

**Dr. Gail Al-Hafidh**  
Sharjah Women's College –  
Higher Colleges of Technology, U.A.E.

**Saleh Khalfan Issa Al-Rahbi**  
College of Applied Sciences – Nizwa, Oman

**Chris Alexis**  
College of Applied Sciences – Sur, Oman

**Bernadette Anayah**  
Folsom Lake College, CA, U.S.A.

**Paul Blomeyer**  
King Fahd Naval Academy, Jubail,  
Kingdom of Saudi Arabia

**Judith Buckman**  
College of Applied Sciences – Salalah, Oman

**Peter Bull**  
Abu Dhabi Men's College –  
Higher Colleges of Technology, U.A.E.

**Bjorn Candel**  
Fujairah Men's College –  
Higher Colleges of Technology, U.A.E.

**Geraldine Chell**  
Sharjah Women's College –  
Higher Colleges of Technology, U.A.E.

**Hui-chen Chen**  
Shi-lin High School of Commerce, Taipei

**Kim Dammers**  
Golden Bridge Educational Centre, Mongolia

**Steven John Donald**  
Waikato Institute of Education, New Zealand

**Patricia Gairaud**  
San Jose City College, CA, U.S.A.

**Joyce Gatto**  
College of Lake County, IL, U.S.A.

**Sally Gearhart**  
Santa Rosa Junior College, CA, U.S.A.

**Dr. Simon Green**  
Colleges of Applied Sciences, Oman

**Andrew Hirst**  
Sharjah Women's College –  
Higher Colleges of Technology, U.A.E.

**Elena Hopkins**  
Delaware County Community College, DE, U.S.A.

**William Hussain**  
College of Applied Sciences – Sur, Oman

**Tom Johnson**  
Abu Dhabi Men's College –  
Higher Colleges of Technology, U.A.E.

**Sei-Hwa Jung**  
Catholic University of Korea, South Korea

**Graham Martindale**  
SHCT Sharjah Higher –  
Colleges of Technology, U.A.E.

**Mary McKee**  
Abu Dhabi Men's College –  
Higher Colleges of Technology, U.A.E.

**Lisa McMurray**  
Abu Dhabi Men's College –  
Higher Colleges of Technology, U.A.E.

**Sally McQuinn**  
Fujairah Women's College –  
Higher Colleges of Technology, U.A.E.

**Hsieh Meng-Tsung**  
National Cheng Kung University, Tainan

**Marta Mueller**  
Folsom Lake College, RCC, CA, U.S.A.

**Zekariya Özşevik**  
Middle East Technical University, Turkey

**Margaret Plenert**  
California State University, Fullerton UEE,  
American Language Program, CA, U.S.A.

**Dorothy Ramsay**  
College of Applied Sciences –  
Sohar, Oman

**Cindy Roiland**  
College of Lake County, IL, U.S.A.

**Elia Sarah**  
State University of New York  
at New Paltz, NY, U.S.A.

**Rachel Scott**  
Sharjah Women's College –  
Higher Colleges of Technology, U.A.E.

**Tony Sexton**  
Abu Dhabi Men's College –  
Higher Colleges of Technology, U.A.E.

**Siân Walters**  
Sharjah Men's College –  
Higher Colleges of Technology, U.A.E.

**Martin Weatherby**  
St. Thomas University, Japan

# Contents

ACKNOWLEDGEMENTS .....	iii
AN INSIDER'S GUIDE TO ACADEMIC READING .....	vi

## Unit 1 Going Underground 1

### Content Area: Engineering

READING SKILL: Previewing and Predicting .....	2, 8
Reading 1: <i>Cooper Pedy: Really Down Under</i> .....	3
Reading 2: <i>Understanding Philly's Basement</i> .....	8
Vocabulary activities .....	5, 11

## Unit 2 The Business of Branding 17

### Content Area: Business

READING SKILL: Finding the Main Idea; Finding Details .....	20, 28
Reading 1: <i>The Power of Branding</i> .....	18
Reading 2: <i>Product Placement</i> .....	25
Vocabulary activities .....	21, 29

## Unit 3 Who Are You, Really? 33

### Content Area: Technology

READING SKILL: Scanning .....	36, 44
Reading 1: <i>Looking for Bad Guys at the Big Game</i> .....	34
Reading 2: <i>ID Fraud</i> .....	41
Vocabulary activities .....	38, 45

## Unit 4 How Could They Do That? 49

### Content Area: Literature

READING SKILL: Outlining .....	52, 59
Reading 1: <i>Could Shakespeare Have Written Shakespeare's Plays?</i> .....	50
Reading 2: <i>Fame in a Foreign Language: Joseph Conrad</i> .....	57
Vocabulary activities .....	54, 60

## Unit 5 Weather Warnings 65

### Content Area: Meteorology

READING SKILL: Reading Charts and Graphs .....	68, 76
Reading 1: <i>The Weather Goes to Court: Forensic Meteorology</i> .....	66
Reading 2: <i>Weather, Climate, or Both?</i> .....	74
Vocabulary activities .....	70, 77

## Unit 6 Brain Food 81

### Content Area: Nutrition

READING SKILL: Summarizing . . . . .	84, 93
Reading 1: <i>Fat for Brains</i> . . . . .	82
Reading 2: <i>The Minnesota Starvation Experiment</i> . . . . .	90
Vocabulary activities . . . . .	86, 93

## Unit 7 Roving Continents 97

### Content Area: Geology

READING SKILL: Making Inferences . . . . .	101, 108
Reading 1: <i>Pieces of a Puzzle: The Evidence for Pangaea</i> . . . . .	99
Reading 2: <i>An Ocean Waiting to Happen</i> . . . . .	105
Vocabulary activities . . . . .	102, 109

## Unit 8 Clicks and Cliques 113

### Content Area: Sociology

READING SKILL: Highlighting and Annotating . . . . .	117, 121
Reading 1: <i>Judging Roommates by Their Facebook Covers</i> . . . . .	114
Reading 2: <i>High School Society: Who Belongs Where?</i> . . . . .	122
Vocabulary activities . . . . .	118, 124

## Unit 9 True and False 129

### Content Area: Journalism

READING SKILL: Understanding Sequences . . . . .	133, 139
Reading 1: <i>A Game of Checkers</i> . . . . .	130
Reading 2: <i>Playing with the Pixels</i> . . . . .	137
Vocabulary activities . . . . .	134, 140

## Unit 10 Bites and Stings 145

### Content Area: Medicine

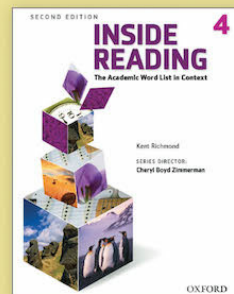
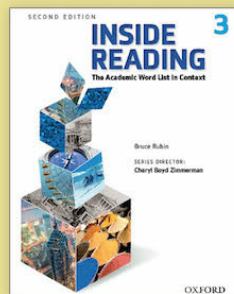
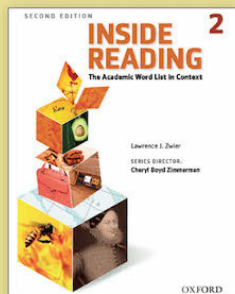
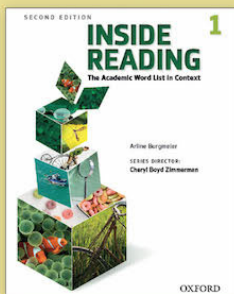
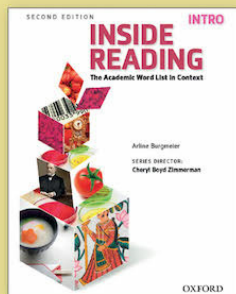
READING SKILL: Recording Processes with Flow Charts . . . . .	149, 155
Reading 1: <i>Attack of the Fire Ants</i> . . . . .	146
Reading 2: <i>You Wouldn't Know It If It Bit You</i> . . . . .	153
Vocabulary activities . . . . .	150, 156

INDEX: ACADEMIC WORD LIST . . . . .	161
-------------------------------------	-----

# 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**

UNIT
NUTRITION

6

## Brain Food

**In this unit, you will**

- > read about some ways that food can affect psychological and cognitive functions.
- > review scanning.
- > increase your understanding of the target academic words for this unit.

**READING SKILL** Summarizing

**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						
🔗 affect						
allocate						
🔗 commit						
compile						
coordinate						
discrete						
journal						
🔗 mental						
🔗 overall						
paradigm						
🔗 period						
🔗 promote						
🔗 prospect						
🔗 react						
🔗 team						

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.

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

Oxford 3000

TOUR OF A CHAPTER VII

# High-interest Texts

## READING 1

### Before You Read

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

1. Name three or four foods you often eat even though you know they're not good for you. Why are they unhealthy? Why do you eat them anyway?
2. Name three or four foods you eat that are healthy. Why are they healthy? Do you like the way they taste?
3. Have you ever felt a significant improvement in your mood or in your concentration after a meal or snack? What do you think caused this effect?

### MORE WORDS YOU'LL NEED

**cognitive:** related to thought and learning

**diet:** the set of foods a person usually eats

**intolerant:** unwilling or unable to accept certain behavior or circumstances

### Read

This excerpt from a nutrition manual explains the psychological benefits of eating certain fats.

## FAT FOR BRAINS

As the old saying goes, you are what you eat. The foods you eat obviously affect your body's performance. They may also influence how your brain handles its tasks. If it handles them well, you think more clearly, and you are more emotionally stable. The right foods can help you concentrate, keep you motivated, sharpen your memory, speed your reaction time, reduce stress, and perhaps even prevent brain aging.

### GOOD AND BAD FAT

Most people associate the term *fat* with poor



Foods high in saturated fats

health. We are encouraged to eat fat-free foods and to drain fat away from fried foods. To understand its nutritional benefits, however, we have to change the **paradigm** for how we think about fat.

The first step is gaining a better understanding of fat. Instead of conceiving of it as a single thing, we have to recognize it as several **discrete** types of a similar compound. Not every fat is your enemy. Fats—the right kinds and in the right amounts—are among your best friends. It is smart to **commit** to a balanced-fat diet, not to a no-fat diet.



Foods high in unsaturated fats

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

High-interest readings motivate students.

Academic Word List vocabulary is presented in context.

### Reading Comprehension

Mark each sentence as *T* (true) or *F* (false) according to the information in Reading 1. Use the dictionary to help you understand new words.

1. Foods affect a person's moods and motivation.
2. Ideally, more people should commit to no-fat diets.
3. At room temperature, you could pour unsaturated fat out of a bottle.
4. It is not healthful to eat a very large amount of unsaturated fat.
5. Omega-3 fatty acids promote intellectual development.
6. A study showed that children born from high-DHA mothers are better able to pay attention.
7. Research journals reported that people with a lot of omega-3 fats in their systems were very depressed.
8. Patients with psychological problems should coordinate their therapy so that it includes dietary as well as psychological treatment.

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

# Explicit Reading Skill Instruction

## READING SKILL

### Highlighting and Annotating

#### LEARN

After you read an article or chapter in a book, you may need to refer to the information again; for example, when you're studying for a test or writing an essay. Instead of copying the information you might need into a notebook, it is more efficient to *highlight* and *annotate* the reading.

**Highlighting** Use a bright marker to make important passages easy to see. You might also want to underline or circle parts of the reading.

**Annotating** Write little notes to yourself in the margins of the reading.

Highlight and annotate only the materials that you own! If you are borrowing a book, do not write in it.

#### APPLY

Follow the directions to highlight and annotate Reading 1. You will need a colored marker and a pen or pencil. Then, with a partner, use your annotations to answer the questions that follow as quickly as you can.

- First, highlight all the names of individual people.
- Second, circle each name of a college or university. In the margin next to each, write its location.
- Third, highlight or underline any statistics or important data in the article (look for numbers and source citations).
- Fourth, as you read, highlight any unfamiliar words you encounter. In the margin next to each, write a short definition using your dictionary.

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

**Practice exercises** enable students to implement new reading skills successfully.

#### APPLY

Follow the directions to highlight and annotate Reading 1. You will need a colored marker and a pen or pencil. Then, with a partner, use your annotations to answer the questions that follow as quickly as you can.

- First, highlight all the names of individual people.
- Second, circle each name of a college or university. In the margin next to each, write its location.
- Third, highlight or underline any statistics or important data in the article (look for numbers and source citations).
- Fourth, as you read, highlight any unfamiliar words you encounter. In the margin next to each, write a short definition using your dictionary.

1. What school is Brandi going to attend? \_\_\_\_\_
2. Where is Denison University? \_\_\_\_\_
3. How many registered users does Facebook have? \_\_\_\_\_
4. Where do most of Orkut's users live? \_\_\_\_\_
5. What other networking site is mentioned in the article? \_\_\_\_\_
6. What does *posturing* mean in this context? \_\_\_\_\_
7. Which musicians do Brandi and Sarah both like? \_\_\_\_\_
8. Who is the dean of students at Denison University? \_\_\_\_\_

#### REVIEW A SKILL Finding the Main Idea (See p. 20)

Look again at Reading 1. Find the main idea of each section of the reading. In sections 2, 3, and 4, the main idea is not the same as the heading.

- 1) Paragraph 2
- 2) "Roomate Research"
- 3) "Prevention Beats Intervention"
- 4) "Brandi and Sarah"

**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. Complete the sentences about Pokémon products by using the target vocabulary in the box. Use each item one time. Use the synonyms in parentheses to help you.

consumer	equates	presumed	symbols
contradicts	media	registers with	themes
convert			

1. A fad is anything—usually a product or a behavior—that \_\_\_\_\_ the public very strongly, but for only a short time. (gets the attention of)
2. Clever branding practices can intentionally \_\_\_\_\_ an ordinary product into a fad. (turn)
3. One of the biggest fads of all time, Pokémon, originated with a Japanese video-game designer who used to collect insects when he was a child. When he created Pokémon, Satoshi Tajiri drew on \_\_\_\_\_ familiar to insect collectors. (recurring ideas)

**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

Word Form Chart			
Noun	Verb	Adjective	Adverb
accumulation	accumulate	accumulated	_____
author	author	authorial	authorially
debate	debate	debatable	debatably
sustenance sustainability	sustain	sustainable sustained	sustainably
volume	_____	voluminous	voluminously

- D. Read another article about Shakespeare's works. Then restate the sentences in your notebook, using the words in parentheses. Be prepared to read aloud or discuss your sentences in class.
1. After Shakespeare's death, actors John Heminge and Henry Condell collected copies of his plays. *(author)*  
*After Shakespeare's death, Heminge and Condell collected copies of the author's plays.*
  2. Within seven years of Shakespeare's death in 1616, they had put together one of the landmark publications in English literature, the *First Folio*. It contained 36 of his plays. *(voluminous)*

**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 21<sup>st</sup> century English texts.

As an adjective, the word *medium* refers to anything that is not large and not small, but somewhere between, as in “a person of medium height.”

As a noun, however, *medium* has a completely different meaning. It refers to a way to convey or send something. The plural form is *media*.

*Some chemical reactions require a **medium** to help them take place.*

*Television and radio are popular **media** for getting the news.*



**B.** What is each of these things a medium for? List as many things as you can. Discuss your ideas with a partner.

1. a newspaper: \_\_\_\_\_
2. the telephone system: \_\_\_\_\_
3. a letter: \_\_\_\_\_
4. the postal service: \_\_\_\_\_
5. the Internet: \_\_\_\_\_
6. gossip: \_\_\_\_\_

The verb *subsidize* means “to give money to someone or an organization to help pay for something.” The noun is *subsidy*.

*The city **subsidizes** ambulance companies in order to keep the price of their services low.*

*These companies could not continue to operate without **subsidies** from the city.*



**C.** Read these pairs of items. With a partner, write down some ways that the first item might subsidize the second. Then, in a small group, discuss whether you think the subsidies should exist or should continue. Give reasons for your opinions.

1. parent / child's education: \_\_\_\_\_
2. government / students: \_\_\_\_\_
3. government / small businesses: \_\_\_\_\_
4. employer / employee's healthcare: \_\_\_\_\_
5. employer / employee's education: \_\_\_\_\_
6. local government / rent: \_\_\_\_\_

**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](http://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**

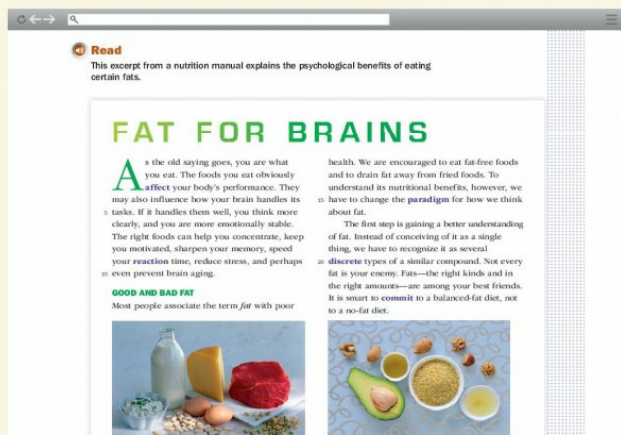
- > Audio **recordings** of all **reading texts with “click and listen”** interactive scripts
- > **Animated presentations** of reading skills for whole class presentations
- > **Videos** for specific units introduce students to the reading text topic and activate prior knowledge.
- > **Fun vocabulary 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](http://www.oup.com/elt/teacher/insidereading)



UNIT

1

# Going Underground



**In this unit, you will**

- > read about the benefits of living and working underground.
- > learn how one metropolitan city uses technology to determine what exists underneath it.
- > increase your understanding of the target academic words for this unit.

**READING SKILL** Previewing and Predicting

**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						
assume						
create						
emerge						
environment						
ethnic						
immigrate						
liberal						
locate						
notwithstanding						
predict						
similar						
structure						
technique						
unique						



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

Oxford 3000™ keywords

## READING 1

### Before You Read

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

1. Where is Australia? What do you know about its weather and its landscape?
2. Have you ever seen a movie or a photograph showing a mine? If so, describe what you saw. If not, what do you think conditions in a mine are like?
3. Would you like to live in an underground house? Why or why not?

## READING SKILL

### Previewing and Predicting

#### LEARN

*Previewing* and *predicting* are strategies you can use before you read a text. A quick preview of the key elements of a text can help you predict what it might be about. This will help prepare you to take in the information as you read.

To preview a text:

- Read the title and any headings.
- Look at any photographs, illustrations, or graphics.

Then, based on your preview, predict some ideas and information you expect to find in the text.

#### APPLY

Take one minute to preview Reading 1. In the first column of the chart, write five words or phrases that caught your attention during your preview. In the middle column, use each word or phrase to create a prediction about the reading.

Word or phrase	Prediction	Accurate?
1. Down under	The reading will be about Australia.	

After you read, write *Y* (yes) next to each accurate prediction and *N* (no) next to each inaccurate prediction in the last column of the chart. Write a question mark (?) if you are not sure. Discuss your results with the class.

## Read

This online travel magazine article is about a town in Australia's outback, or isolated rural areas, where underground homes are common.

# Coober Pedy: Really Down Under



Coober Pedy, a dusty town in South Australia, sits atop the world's greatest known deposits of opal—a milky white gem with stripes and flecks of color. In hopes of getting rich, gemstone miners endure the harsh outback **environment**. They suffer through dust storms, flies, and midsummer temperatures higher than 120° Fahrenheit (about 50° Celsius). To escape the heat and the flies, the people of Coober Pedy go underground. They carve homes—called “dug-outs”—into the hills overlooking the town. Subterranean<sup>1</sup> living has become normal in Coober Pedy. There are shops, hotels, meeting halls, and restaurants underground.

### THE MINERS ARRIVE

The first opals in Coober Pedy were discovered by a 14-year-old boy, Willie Hutchinson, who was looking for gold with his father in 1915. Many soldiers returning from World War I came to the area and dug the first underground residences. A settlement took shape, which Aborigines (the original inhabitants of the area) called *Kupa Piti*, meaning “White Man’s Burrow.”

<sup>1</sup> *subterranean*: underground, from the Latin *sub*, meaning “under,” and *terra*, meaning “land”

<sup>2</sup> *clatter*: make noise, such as when metal pieces repeatedly hit each other

Most miners arrived in the 1960s and 1970s, **immigrating** to Australia and Coober Pedy from around the globe. The current population of 3,500 includes members of more than 40 **ethnic** or national groups, including Greeks, Poles, Germans, Italians, Serbs, and Croats. They live together in relative harmony, producing 80 percent of the world’s opals. Dealers from Hong Kong buy the opals directly from the miners because large companies cannot mine here. Mining permits are sold only to individuals or small groups.

### ROUGH EDGES

Like many mining communities, Coober Pedy is a rough and rugged town. Trucks with “Explosives” signs on their sides clatter<sup>2</sup> around the streets. A sign outside the drive-in movie theater politely asks patrons not to bring in any dynamite. The miners may enjoy a rough kind of fun—including occasional fights—but the community takes a **liberal** attitude toward this behavior.



A dug-out home

Its rough edges **notwithstanding**, Coober Pedy  
45 has a warmth and raw charm. Many residents  
claim that long ago they stopped off only for  
gasoline and never left. Some fell in love with the  
**unique** (though sometimes scary) scenery. Just  
outside town are colorful rocky areas, used as the  
50 **location** for numerous films, including *Red Planet*  
and *Mad Max Beyond Thunderdome*. All around,  
the dry land forms a moonscape<sup>3</sup> cut through by  
fencing, which keeps wild dogs out of the sheep-  
farming country to the south and east.

55 Tourism is flourishing, and unlucky miners have  
opened opal shops, cafés, and underground  
motels. Still, this is a working town, and tourists  
had better watch their step. Peter Rowe, formerly  
the head of the Mine Rescue Squad, pulled plenty  
60 of badly injured people out of mine shafts<sup>4</sup> during  
his career. The dirt tracks that cross the opal  
fields have many signs warning walkers to watch  
their step. Tourists have died after carelessly  
walking backwards while taking photographs.

### HOME IS WHERE THE DIRT IS

65 To **create** a typical dug-out, you need a hill and a  
drill. Most home-diggers tunnel into a hillside,  
which is a lot easier than digging straight down. If  
the hill doesn't have a side of exposed rock,  
bulldozers push sand and loose soil away until a  
70 sandstone face **emerges**. Dug-outs in the 1980s,  
before Coober Pedy established a town  
government, were usually blasted into a hillside,  
not actually dug. Drilling, with huge machines  
meant to dig tunnels through mountains, is now  
75 the **technique** of choice.

The homes are essentially artificial caves, but  
don't **assume** there is anything primitive about  
them. Three-bedroom plans are common, and  
having your cave drilled out costs about the same  
80 as building a new above-ground home of **similar**  
size. Needless to say, the **structure** is solid,

<sup>3</sup> *moonscape*: a view of the surface of the moon

<sup>4</sup> *shaft*: vertical tunnel or deep hole

which **creates** some challenges. Electrical  
wiring has to be placed in grooves in the rock  
and then plastered over. Plumbing is set in  
85 **similar** grooves.



Interior of a dug-out home

The hills inside the town limits were all  
claimed soon after the comforts of dug-out  
living became well known. Coober Pedy had to  
expand, not because it needed more space  
90 but because it needed more hills. Some town  
planners **predict** that Coober Pedy will sprawl  
out to great distances as more miners seek a  
place to dig. Some paved roads have been  
laid, most of them running along the faces of  
95 the hills and out to mine shafts. A lot more  
will be needed if homeowners head to the  
faraway hills.

One comfortable dug-out illustrates the  
advantages of underground living. Outside, it  
100 is pushing 104° Fahrenheit (40° Celsius). This  
is relatively mild for January in Coober Pedy,  
but hot nonetheless. Inside, it is wonderfully  
cool. The low ceiling and honey-colored stone  
walls give a feeling of safety and refuge. Area  
105 rugs and comfortable furniture soften the  
interior. Appliances are set into custom-  
carved spaces. Hole sweet hole.