

SECOND EDITION

3

INSIDE READING

The Academic Word List in Context

Bruce Rubin

SERIES DIRECTOR:

Cheryl Boyd Zimmerman



OXFORD

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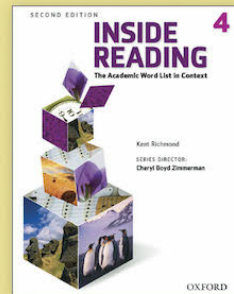
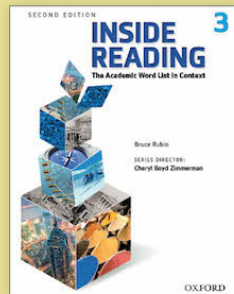
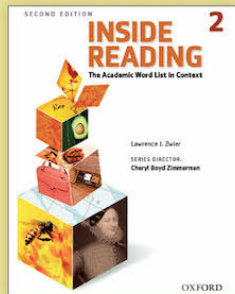
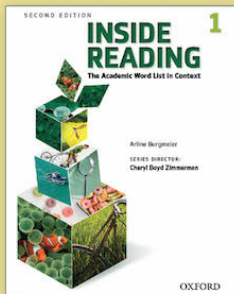
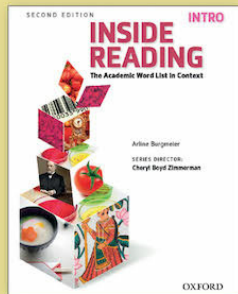
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An Insider's Guide to Academic Reading

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

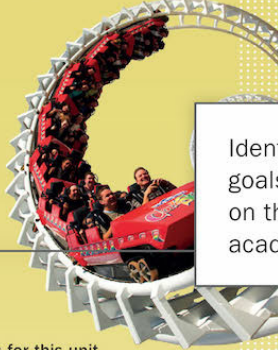
- > Two high-interest reading texts from an academic content area
- > Reading skills relevant to the academic classroom
- > Targeted words from the **Academic Word List**

ENGINEERING

UNIT

6

The Physics of Fun



In this unit, you will

- > read about the engineering behind the development of amusement park rides.
- > review skimming and making predictions.
- > increase your understanding of the target academic words for this unit.

READING SKILL Making Inferences

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						
adult						
automate						
brief						
credit						
distort						
draft						
input						
obtain						
paragraph						
prior						
regulate						
revise						
tradition						
violate						

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

Oxford 3000™

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. Do you consider yourself to be a competitive person? Why or why not?
2. Do you think the urge to compete is something people are born with or something they learn from their parents? Why?
3. Does society have an effect on an individual's competitive drive? If so, how? Are some societies more competitive than others? Give examples to support your opinions.

MORE WORDS YOU'LL NEED

instinct: the natural force that causes a person or animal to behave in a certain way without thinking about it.

Read

This article is a timeline that traces the history of competition—personal, professional, and national.

The Competitive Edge: A Timeline of Human Ingenuity



Are you a runner? A soccer player? Have you ever competed in a sport, felt the thrill of the game, or raced for the win? Why is it that our best performances are often those played against our toughest competitors? Ask Liliya Shobukhova (top right) of Russia when she attained her best marathon time. She won't tell you she did it while training alone. She did it while running—and winning—the 2011 Chicago Marathon, her third consecutive win. It's not just physical competition that inspires us. As many of us can testify, competition affects every aspect of life. The following timeline demonstrates that the competitive instinct has been around for a long time and has produced some staggering results.

ANCIENT HISTORY THE STORIES WE TELL

Before written language developed, oral stories were handed down from one generation to the

next. From Greek mythology to the plays of Shakespeare, **classical** literature abounds with tales of rivalry between siblings. Often birth order, gender, and status within the family play into the clashes as siblings determine the best strategy for succeeding over the other. Whether it's for parental approval, wealth, or love, competition between siblings is an age-old story. It's a drama we don't tire of easily.

1206 THE LARGEST EMPIRE

A boy abandoned in the Mongolian grasslands with his mother and siblings later controls the largest empire in history. As a warrior, he conquers the tribes competing for control of Mongolia and brings them under his rule, thereby earning the title "Genghis Khan," which means "ruler of all between the oceans." Now acknowledged as a leader, he **commences**

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

High-interest readings motivate students.

Academic Word List vocabulary is presented in context.

130 UNIT 9

Reading Comprehension

Read each sentence below. Choose the best answer to complete the sentence based on Reading 1.

1. According to the section "The Stories We Tell," humans have a long history of telling stories about _____.
 - a. physical competition of athletes
 - b. the path to literacy
 - c. competition between siblings
2. Using rhymes to help soldiers remember and follow through on orders was a strategy _____ used.
 - a. Filippo Brunelleschi
 - b. Genghis Khan
 - c. Prince Henry the Navigator
3. Capitalism is associated with competition because _____.
 - a. businesses are allowed to compete
 - b. William Makepeace Thackeray used the term
 - c. it leads to better quality and lower prices

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

Explicit Reading Skill Instruction

READING SKILL Summarizing a Text Using Nontext Elements

LEARN

The task of summarizing a text can be broken down into two steps:

- Figure out the central ideas of a selection.
- Combine them briefly and clearly.

Also be sure to include the nontext elements—such as pictures, tables, charts, and graphs—in your summary.

APPLY

1. Identify two main ideas in *The Dartfish Olympics*.

2. Identify two main ideas in *BBC Sport Uses StroMotion™ Technique*.

3. Look at the photos that accompany Reading 1. How do they link to the main ideas? Consider the photos on their own. What main idea do they present?

4. Combine the main ideas from 1, 2, and 3 above into a summary of Reading 1. One or two sentences should be enough.

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

Practice exercises enable students to implement new reading skills successfully.

READING SKILL Summarizing a Text Using Nontext Elements

APPLY

1. Identify two main topics in Reading 2.

2. Look at the photos that accompany Reading 2. How do they link to the main ideas? Consider the photos as a group. What main idea does the group present?

3. Combine the main ideas from the text and the accompanying images into a summary of Reading 2.

REVIEW A SKILL Identifying Main Ideas vs. Supporting Details (See p. 20)

Reread the article on pages 73–75. As you read each paragraph, think about the author's main purpose. Identify the main ideas and supporting details for each paragraph and write these in your notebook.

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 these sentences using the target vocabulary in the box.

abstract	dramatist	transition	visibility
dramatic	invisible	transitional	

- Many believe that the best _____ in English was Shakespeare. He wrote at least 37 plays.
- When writing an essay, it is important to use a _____ to connect the ideas in one paragraph with those in the next paragraph.
- A painting without a story or representational image is referred to as _____ art.
- The observation deck at the top of a tall building provides the best view of a city, but only if there is clear _____ that day.
- The strong contrast between light and dark in black-and-white films can create quite a _____ effect.
- Doctors can use a strobe and a powerful lens inside the body to make _____ processes viewable on a computer screen.
- The office hasn't moved completely to the new location yet. We're still in a _____ phase.

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

An *image* has both concrete and abstract meanings, but they all connect to the idea of a picture of something.

*The **images** on the screen reminded him of the town where he grew up.*

*The **image** of the building was beautifully reflected in the lake.*

*Many people have the **image** of Canada as being cold all the time.*

*Ads try to create a positive **image** of a product.*

The verb *imagine* and the noun *imagination* also come from the word *image*.

There are many expressions and collocations that feature the word *image*.

*She **is the very image of** her sister.* (She looks exactly like her sister.)

*He **is the very image of** sophistication.* (He has all the qualities of sophistication.)

*She **is the spitting image of** her father.* (She looks and acts like her father.)

E. Match each use of the word *image* with the field to which it typically belongs. Then, write an example sentence for each context. Discuss your sentences in a small group.

- | | |
|-------------------------|--|
| — 1. art | a. the public personality or character presented by a person |
| — 2. psychology | b. a symbol or metaphor that represents something else |
| — 3. business/marketing | c. a duplication of the visual form of a person or object |
| — 4. literature | d. an advertising concept conveyed to the public |

Psychology: As role models for young people, pop stars should maintain a healthy, responsible image.

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.

The word *sphere* can refer to any round object or something having a round dynamic, like this instance from Reading 1:

*"...brains, software, cities, and ant heaps ... become the webs and **spheres** of efficient mass circuitry."*

In Reading 2, *sphere* refers to "an area of interest or activity":

*"People often attribute such experiences to paranormal forces outside the **sphere** of material life."*

The related word *hemisphere* means "half of a sphere." In biology, it is used to refer to the left and right sides of the brain. In geography, it is used to refer to parts of the world.

*Most parts of the brain related to language are in the right **hemisphere**.
In the northern **hemisphere**, winter is in December, January, and February.*



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

B. Categorize these synonyms for *sphere* by definition. (One of the words will be used twice.) Add any other synonyms for *sphere* you can think of to the lists.

ball	domain	globe	zone
circle	field	planet	

round	area of interest or activity
_____	_____
_____	_____
_____	_____
_____	_____

C. Complete these sentences using the words in the box. Compare answers with a partner.

academic sphere	sphere of influence	wider sphere
hemispheres	spherical objects	

- Artists must be able to draw square, cylindrical, triangular, and _____, like oranges and balls.
- Historically, China has had a broad _____ in East Asia.
- The globe can be divided into four _____: Eastern, Western, Northern, and Southern.
- The professor's work is little known outside the _____ of the university.
- His books are detective stories, but he hopes that they will appeal to a _____ than only mystery lovers.

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

From Market to Mall



In this unit, you will

- > read about the history of the shopping center and developments that led to the birth of the modern shopping mall.
- > learn about the design and function of shopping centers.
- > 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						
academy						
🔑 approach						
🔑 concept						
🔑 construct						
🔑 couple						
enhance						
🔑 function						
🔑 partner						
🔑 pose						
🔑 publication						
🔑 range						
🔑 region						
🔑 select						
simulate						
🔑 uniform						

Before You Read

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

1. Describe your favorite shopping center or mall. What is special about it? What types of things do you usually buy there?
2. Besides shopping, what else is there to do at the mall? Are there things just for people your age? For young children? For older people?
3. Do you think that shopping malls are part of a community or something separate from it? Why? Do you think they've always been that way?

READING SKILL

Previewing and Predicting

LEARN

Previewing a text helps you predict what the text is going to be about. This helps prepare you for taking in information and remembering it.

Before reading a text, preview it:

- Read the titles or headlines.
- Look at the pictures and read the captions.
- Skim the text for names and details that are mentioned frequently.

This allows you to *anticipate the topic* of the text and prepare yourself to learn more about it.

APPLY

Skim Reading 1. Look for and note these things. Then make some predictions.

1. A frequently mentioned location or type of building: _____

2. Some dates: _____

3. Some specific global locations: _____

4. Some information sources: _____

5. What is this text going to be about? _____

This magazine article traces the history of shopping centers through various cultures.

The Architecture of the Marketplace

Buildings are among the most lasting of human creations. Their forms and **functions** are evidence of the dynamic social life that has long been tied to centers of economic and political power. One ancient structure and gathering place, the marketplace, has evolved into what we call today the **regional** shopping center or mall. It is often **constructed** on a site so big that it requires a location outside of the crowded urban center. There it sometimes develops into a commercial rival to the older city center.

In many ways, these 21st-century malls are nothing new. In fact, they follow a long tradition of commercial expansion that began with the development of the first long-distance trade networks and markets. These markets were temporary at first, but they became more permanent with the rise of cities in the Middle East about five thousand years ago. They grew alongside the rivers, harbors, and overland caravan routes that connected the swelling towns of the agricultural era.

The population growth and economic prosperity of the agricultural society made possible the advancement of specialized craftspeople and merchants. These people met to barter, buy, or sell their merchandise in a place that was accessible, safe, and regulated. By 2000 BC, in the ancient Sumerian city of Ur (in what is now Iraq), the covered bazaar and the shop-lined street had established itself.

The traditional bazaar consists of shops in streets that can be closed off by gates at each end. This follows the historical town-planning requirement that commercial and residential areas be kept strictly apart. Though they are far from **uniform**, bazaars are typically divided into



A bazaar in Istanbul, Turkey

various sections that each specialize in a single trade or craft. In small towns, the bazaar can be as small as a single covered street, while in large cities it can be a vast area filled with mazelike passageways. The Grand Bazaar of Tehran is ten kilometers long, while the one in Istanbul, dating from the 15th century, has more than 58 streets and 4,000 shops. Historically, as in modern times, the bazaar was a source of tax revenue for the government. In return, the government provided the bazaars with a system of internal security and justice.

In the Greek cities of the 5th century BC, the marketplace was the *agora*. The historian Lewis Mumford describes the agora as an open-air “place of assembly ... where the interchange of news and opinion played almost as important a part as the interchange of goods.” The agora was also a place for seasonal festivals and sports such as horse racing. The expansion of the agora

in both physical size and variety of
60 traded goods reflected the shift in
the Greek economy from
neighborly rural trading to long-
distance multicultural exchange.
The descendants of the agora are
65 the piazzas and plazas in both
Europe and the Americas.

One of the most appealing
variations on the model of the
ancient marketplace was the
70 European arcade that appeared in
the 18th century. An arcade was
typically a covered set of city
streets similar to the bazaar, but it
retained some of the openness of
75 the agora through the use of
vaulted, or arched, skylights. One
of the first arcades was the Gostiny
Dvor in St. Petersburg, Russia, built
between 1757 and 1785. It has an open floor that
80 **simulates** the Italian piazza but is covered by a
glass roof that imitates the openness of the
agora even during cold Russian winters. The
Gostiny Dvor remains one of the finest shopping
centers in Northern Europe.

85 In Southern Europe, the Galleria Vittorio
Emanuele II, named after the first king of united
Italy, opened in Milan in 1867. Vaulted iron and
glass ceilings provide both shelter and light for
shopping in the middle of a dense city.

90 A young Viennese architect named Victor
Gruen was among the many visitors who were
favorably impressed by the Galleria. In the
1950s, Gruen was commissioned¹ to design a
regional shopping mall in the state of
95 Minnesota in the northern United States. The
Galleria Vittorio Emanuele II served as the
starting **concept** for his mall design.

The cold weather in Minnesota **posed** a
special challenge to shopper comfort. Gruen's
100 **approach** was to enclose the whole building.
The mall was built away from big cities and
was accessible mainly by automobile, so it
required a sea of automobile parking spaces
outside. The result, called Southdale, was a
105 spacious suburban destination. It attempted



A piazza in Zagreb, Croatia

to retain the inviting festivity of the agora,
the energy of the bazaar, and the lightness
of the arcade. It included **enhanced** climate
control, easy access, and a **range** of other
110 inviting conveniences and attractions.
Southdale soon became the archetype²
for the modern mall.

115 Since Southdale, huge **regional** shopping
malls have sprung up all over the world. They
commonly include several main “anchor” stores,
an ice skating rink, movie theaters, a themed
hotel, and an amusement park or other major
attraction. Such huge shopping and entertainment
centers depend on the willingness and ability of
120 people to travel some distance and shop or play
for long periods of time.

In the early 2000s, hundreds of such malls
were constructed in the People’s Republic of
China. In 2008, a vast complex in the United
125 Arab Emirates, the Dubai Mall, attracted over
37 million visitors in its first year alone. The
mall, one of the largest in the world, features
over 1,200 stores, a marine aquarium, and an
Olympic-size ice skating rink. It is a magnet
130 for visitors, and its surrounding neighborhood
has been called “the new heart of the city.”
Other world malls of note include the Istanbul
Cevahir, the Mall Taman Angrek (Orchid

¹ *commissioned*: officially asked to make or create something

² *archetype*: the most typical or perfect example of a particular thing