

SECOND EDITION

4

INSIDE READING

The Academic Word List in Context

Kent Richmond

SERIES DIRECTOR:

Cheryl Boyd Zimmerman



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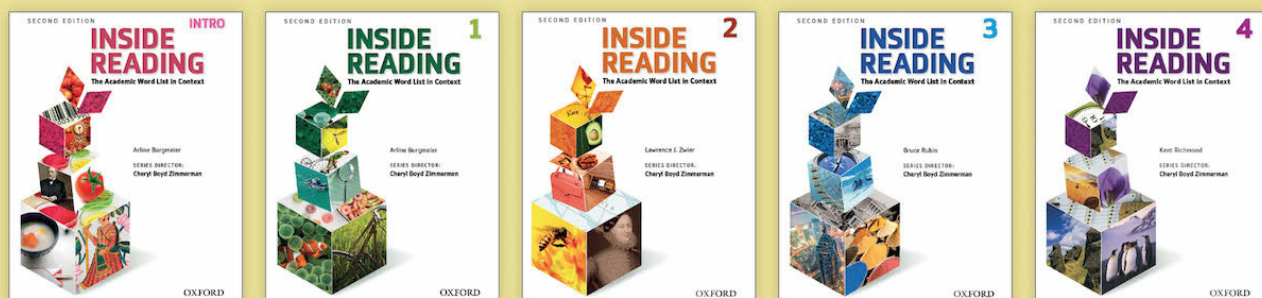
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An Insider's Guide to Academic Reading

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**


UNIT
SOCIOLOGY

7

Decisions, Decisions

In this unit, you will

- > read about two different approaches to decision-making.
- > review summarizing and reporting.
- > increase your understanding of the target academic words for this unit.



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

READING SKILLS Evaluating Generalizations; Understanding Analogies

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						
✎ adapt						
conform						
consent						
deduce						
enforce						
✎ exclude						
hypothesis						
implicate						
✎ imply						
mode						
nonetheless						
✎ option						
✎ respond						
statistic						
thesis						

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

Oxford 3000™

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 small groups.

1. When you are treated for an illness or injury, do you feel more comfortable if the medical doctor quickly determines what you are suffering from or if the doctor takes a long time?
2. Some decisions are made quickly. Some are more deliberate. Examine the items below and decide whether a quick decision or long deliberation is better.
 - making a move in a game like chess
 - choosing a movie to see
 - deciding whether to trust a stranger
 - deciding what clothing to buy
 - choosing a college or university
 - electing a leader of a club or organization
 - deciding to accept a job
 - deciding whether someone is guilty of a crime

MORE WORDS YOU'LL NEED

diagnosis: the act of identifying the cause of an illness or other problem

hunch: a feeling or guess that something is true not based on known facts

spontaneous: describing something done suddenly without much thought or planning

the unconscious: a part of the mind that we are not directly aware of

Read

In this excerpt from Malcolm Gladwell's book *Blink: The Power of Thinking Without Thinking*, the author discusses research into the validity of hunches.

Blink

In front of you are four decks of cards—two of them red and the other two blue. Each card in those four decks either adds points to your score or subtracts them, and your job is to turn over cards from any of the decks, one at a time, in such a way that maximizes your score. What you don't know at the beginning, however, is that the red decks are a minefield.¹ The rewards are high, but when you lose on the red cards, you lose a lot of points. Actually, you can win by only taking cards from the blue decks, which offer a nice steady diet of 50-point rewards and modest penalties. The question is, how long will it take you to figure this out?

Scientists at the University of Iowa did this experiment a few years ago. They found that

after we've turned over about fifty cards, most of us start to develop a hunch about what's going on. After about eighty cards, most of us have figured out the game and can explain exactly why the two red decks are such a bad idea. That much is straightforward. We have some experiences. We think them through. We develop a **hypothesis**. We **deduce** A from B. That's the way learning works.

But the Iowa scientists did something else. They hooked each player up to a machine that measured the activity of the sweat glands below the skin in the palms of their hands. Like most of our sweat glands, those in our palms **respond** to stress as well as temperature. The Iowa scientists found that the players started generating stress **responses** to the red decks by

¹minefield: a situation that contains hidden dangers or difficulties.

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

A. 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. In the experiment with the red and blue decks of cards, most people had some idea of what was happening after fifty cards.
- 2. People became suspicious of the red deck of cards even before they could explain why.
- 3. According to the reading, the unconscious brain works more slowly than the conscious brain.
- 4. Most people make all of their decisions in either one mode or the other, not both.
- 5. The decision to jump out of the way of a moving truck is probably an unconscious one.
- 6. The sayings in the last paragraph of the article all urge people to think carefully before making a decision.
- 7. The reading suggests that we underestimate the value of snap judgments.
- 8. Our brains do not work well when information is limited.

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

Explicit Reading Skill Instruction

READING SKILL

Evaluating Generalizations

LEARN

Deduce, infer, conclude: these three verbs describe something our mind does constantly. We observe facts and figure out other things that must also be true. Some inferences we make are obviously true. No other conclusion is possible.

All adult birds have feathers. A gadwall is a kind of bird. So gadwalls no doubt have feathers.

Sometimes, though, our inference is based on evidence that is less *conclusive*.

Almost all species of bird can fly. Since a gadwall is a bird, it can probably fly.

We add “probably” because of the slight statistical chance that a gadwall (a duck-like bird) is a flightless bird.

Likewise, a generalization may describe something that is true in all cases or it may indicate a statistical tendency.

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

APPLY

Malcolm Gladwell uses these generalizations to support his conclusion that we should place more trust in first impressions. Write *T* for those statements that describe something that is true for all people and *S* for those that illustrate a statistical tendency. Write *N* if you're not sure.

- 1. After we've turned over about fifty cards, most of us start to develop a hunch about what's going on. After about eighty cards, most of us have figured out the game.
- 2. The adaptive unconscious . . . quietly processes a lot of the data we need in order to keep functioning as human beings.
- 3. . .we toggle back and forth between our conscious and unconscious modes of thinking, depending on the situation.
- 4. A person watching a silent two-second video clip of a teacher he or she has never met will reach conclusions similar to those of a student who has sat in the teacher's class for an entire semester.
- 5. We really only trust conscious decision-making.

Practice exercises enable students to implement new reading skills successfully.

REVIEW A SKILL Summarizing and Reporting (See p. 91)

Malcolm Gladwell reports on and summarizes the work of other writers and researchers. Reread the article and decide whether Gladwell is neutral toward these writers or whether he agrees with them.

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

Noun	Verb	Adjective	Adverb
_____	_____	intrinsic	intrinsically
manipulation	manipulate	manipulative	manipulatively
projectile* projection	project	projected	_____
refinement	refine	refined	_____
stress	stress	stressful stressed	stressfully
theory	theorize	theoretical	theoretically

*The noun *project* will be treated in Unit 9.

A. Fill in the blanks with a target word from the chart that completes the sentence in a grammatical and meaningful way. Be sure to use the correct form.

- Although it is _____ possible for a guitar to be made of a single wood, most guitars use a variety of woods.
- Wood is a popular material for guitars because it can be _____ in many ways, including shaping, bowing, and slicing.
- Woods are selected for their ability to impart sound, their beauty when finished, and their ability to withstand the _____ of day-to-day playing.

Vocabulary activities focus on meaning, derivations, grammatical features, and associations.

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

The noun *issue* refers to an important topic or problem for discussion. Academic writing often involves the discussion of an *issue*.

The noun *issue* is often used with these verbs: *address, avoid, discuss, explore, raise*.

To explore this **issue**, researchers conducted several experiments.

There are several important **issues** that we must address.

We wanted to raise the **issue**, but the writer is avoiding it.

B. Read the statements and identify an issue that each one might be addressing. Write a direct question that you could use to begin a discussion of the issue.

- College tuition has been rising steadily.
Issue: how people afford college

- Several factors have contributed to a decline in violent crime.

- Raising the driving age will have several noticeable effects.

- Students should be careful when posting personal information on social websites.

Vocabulary work progresses to 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 reading contains three very abstract nouns: *dimension*, *entity*, and *parameter*.

Entity can refer to anything that can be identified as having a separate and independent existence.

*A corporation is a legal **entity**.*

*The Congress of the United States is a political **entity**.*

*Since the two banks merged, First Bank no longer exists as a separate **entity**.*

Dimension can refer to the physical size and measurements of something. It can also refer to different aspects of things, like the different *dimensions* of a problem or new *dimensions* of sound technology. The word *dimensional* is used to describe space as *two-dimensional* (flat) or *three-dimensional*, as in a 3-D movie.

*The **dimensions** of the room are 10 × 12 feet.*

*Smell would add a new **dimension** to virtual reality games.*

*The **dimensions** of the problems they face are huge.*

*Humans inhabit **three-dimensional** space.*

*Some people say that time is the fourth **dimension**.*

Parameter is mainly used in academic and technical discussions in fields such as statistics, computer science, mathematics, and engineering. In more common usage, it may refer to agreed-upon boundaries or limits for a particular activity.

*The committee set the **parameters** for awarding scholarships.*

*Exploring the toxicity of these odors is outside the **parameters** of this study.*



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

C. Fill in the blanks with *entity*, *dimension*, or *parameter*. Use plural forms when necessary.

1. By 1856, the Whig Party no longer existed as a functioning political _____.
2. The birth of their first child added a new _____ to their lives.
3. The committee, after a lengthy discussion, agreed to work within the _____ that they had established earlier that year.
4. In "hyperdrive," the starship enters a separate _____ where the speed of light is much faster and the distances between objects much less.
5. The business was penalized for working outside the _____ set up by the government.
6. After the hurricane, the city began a cleanup and rebuilding effort of staggering _____.
7. Before the reorganization, the two departments operated as separate _____.

Resources

STUDENT SUPPORT

For additional resources visit:

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



TEACHER RESOURCES

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- Audio **recordings** of all **reading texts**
- **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

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

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UNIT

1

The Strength to Survive



In this unit, you will

- > read about the amazing physical abilities animals developed to help them survive.
- > learn how unique features of humans help them outrun animals.
- > increase your understanding of the target academic words for this unit.

READING SKILLS Skimming and Scanning; Outlining as You Read

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 <i>either speaking or writing</i>	used the word confidently in <i>both speaking and writing</i>
AWL						
🔑 achieve						
🔑 area						
duration						
🔑 element						
exceed						
facilitate						
🔑 feature						
🔑 maintain						
preliminary						
🔑 release						
sole						
🔑 transfer						
undergo						
welfare						



Outside the Reading What do you know about physiology? 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. Many articles in magazines or newspapers and magazine-style television shows keep our attention by providing interesting trivia. What is trivia? Why do people find trivia so entertaining? Do you like trivia?
2. Speaking of trivia, how are you on animal names? Use the chart below to categorize the animals listed in the box based on your own knowledge. For those you don't know, skim through the reading and find information on them. Then come back and categorize them in the chart.

cheetah	roadrunner	eel	puffin
gazelle	coyote	wildebeest	thick-billed murre
antelope	swift	zebra	beetle
falcon	albatross	dovekie	
ostrich	salmon	loon	

Bird	Fish	Insect	Grazing Animal	Feline	Canine

MORE WORDS YOU'LL NEED

migrate: (for animals and birds) move from one part of the world to another according to the season

predator: an animal that kills other animals for food

prey: an animal that a predator kills for food

Metric conversions for measurements used in this unit:

1 foot = 0.3 meter

1 yard = 0.9 meter

1 mile = 1.6 kilometers

1 pound = 0.45 kilogram

1 ton = 2,000 pounds (907 kilograms)

Read

In a sense, all animals are Olympians—they have skills at which they excel. This online article from the National Wildlife Federation discusses how animals would perform in five categories of Olympic competition: sprinting, long-distance running, diving, jumping, and weightlifting.

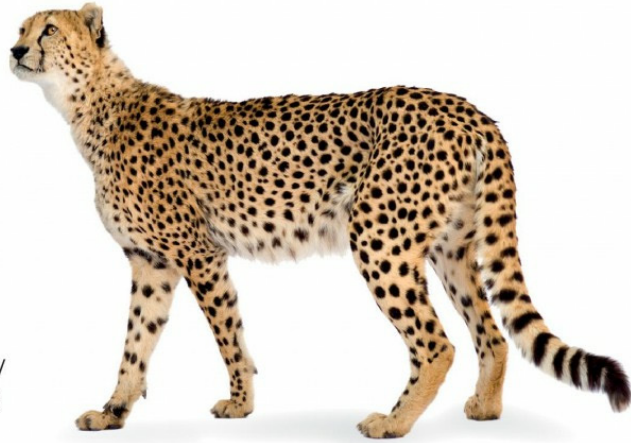
ANIMAL OLYMPICS

Athleticism, speed, strength, power, endurance: Humans celebrate these attributes in such events as the Olympic Games. In the animal kingdom, however, these qualities are necessary for the **welfare** and survival of the individual and society. Animals perform amazing feats every day, not with the purpose of winning or being named the best, but in order to eat, seek and catch prey, mate, escape predators, and endure the **elements**.

SPRINTING

The cheetah is said to be the fastest running mammal on earth, with a top sprinting speed of 70 miles per hour (mph). Why does it run so fast? To catch the fleet¹-footed gazelles and antelopes on which it feeds. In its natural habitat in the grasslands of Africa, the cheetah can outrun its fleetest prey. Like human sprinters, it cannot **maintain** its top speed for long and must take down its prey within a distance of about 300 yards. If the cheetah lived in North America, it might meet its match. The pronghorn antelope has been clocked at close to 70 mph and can run for long distances at 30 to 45 mph. Interestingly enough, these two animals run at these top speeds for different reasons: the cheetah runs in pursuit, whereas the pronghorn runs to escape.

The peregrine falcon is widely acknowledged to be the fastest moving bird, **achieving** astonishing speeds when it dives for prey. Some sources



The cheetah is the fastest animal on land.

cite a top speed of 200 mph, while others put the figure at about 120 mph. Either way, it would be hard for any other bird to escape it. On foot, the fastest bird is the ostrich, which can run about 40 mph. It outpaces the greater roadrunner, North America's fastest running bird, which tops out at about 25 mph. Coyotes, incidentally, can also outrun roadrunners, with a cruising speed of 25–30 mph and a top speed of 40 mph.

MARATHON

The Olympic Marathon, a paltry² 26 miles, doesn't come close to the marathons some animals endure. Take the Arctic tern, for instance. It migrates between the North and South Poles, covering a distance of as much as 30,000 miles each and every year. Some birds spend long **durations**, even most of their lives, in flight. Swifts, for example, have very underdeveloped legs and live almost entirely on the wing. Some seabirds, such as the sooty tern, fly for years without landing. The wandering albatross is named for its ability to fly thousands of miles on feeding trips.

¹ fleet: fast, quick, and light in movement

² paltry: small amount, mere

Fish can make long-distance migrations as well.

55 Some salmon, swimming between the ocean and the rivers in which they spawn, cover 2,000 miles. European eels are said to swim up to 3,700 miles to reach their breeding grounds in the Sargasso Sea, located in the Atlantic Ocean.

60 The great annual migration of wildebeests and zebras in the African Serengeti covers about 2,000 miles. But the longest annual migration by a mammal is the 10,000-mile circuit made by the gray whale, from the Arctic to its warm winter
65 calving **areas** and back again.

DIVING

The sperm whale is generally acknowledged to be the deepest diving mammal, but the northern bottlenose whale is not far behind. The sperm whale is known to dive a mile (5,280 feet) or
70 deeper and to stay under for **durations exceeding** two hours. The bottlenose is said to dive at least 5,000 feet and is also able to remain submerged for two hours. If the two were competing in an Olympic event, the odds would be about even.

75 There is little competition for the deepest diving bird: it is the emperor penguin, which can dive to a depth of 1,770 feet. Outside of the penguin family, the thick-billed murre may be one of the emperor's nearest competitors; it is thought to
80 dive to 600–700 feet. Dovekies (300 feet), loons (250 feet), Atlantic puffins (160 feet), and long-tailed ducks (130 feet) are all superb divers but are no match for the emperor penguin.

JUMPING

Some types of kangaroos can leap a distance
85 of 30 feet. White-tailed deer, when bounding, can cover almost the same distance. But the true long-jump champion is probably the inch-long southern cricket frog, which makes leaps **exceeding** 60 times its body length.

90 As for the high jump, the red kangaroo can hurdle a ten-foot fence. North America's white-tailed deer can hurdle an obstacle eight and a half feet high. Those leapers have got nothing on the lowly spittlebug, though, which
95 jumps 115 times its body height. The deer and kangaroo would have to jump about 600 feet to compete with the spittlebug!

WEIGHTLIFTING

No animal on earth can lift as much weight as the African elephant, which can pick up
100 a one-ton weight with its trunk. Relative to body size, however, the elephant doesn't even come close to the strongest animal on earth. What is it? The rhinoceros beetle. This rather
105 strange-looking little creature can transport objects weighing 850 times its own body weight. The elephant, carrying only one fourth of its body weight, isn't even close in this contest.

At the Olympic Games, the fastest runners,
110 highest jumpers, and most skillful divers win medals and worldwide acclaim. In the animal world, no medals are awarded, and individuals don't often **achieve** fame for their accomplishments. Rather, the amazing
115 athletic feats performed by animals enable them to escape danger, catch food, impress a mate, and live another day.



The rhinoceros beetle is the strongest animal on earth.