

SECOND EDITION

INTRO

# INSIDE READING

The Academic Word List in Context

Arline Burgmeier

SERIES DIRECTOR:

**Cheryl Boyd Zimmerman**



OXFORD

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UNIVERSITY PRESS

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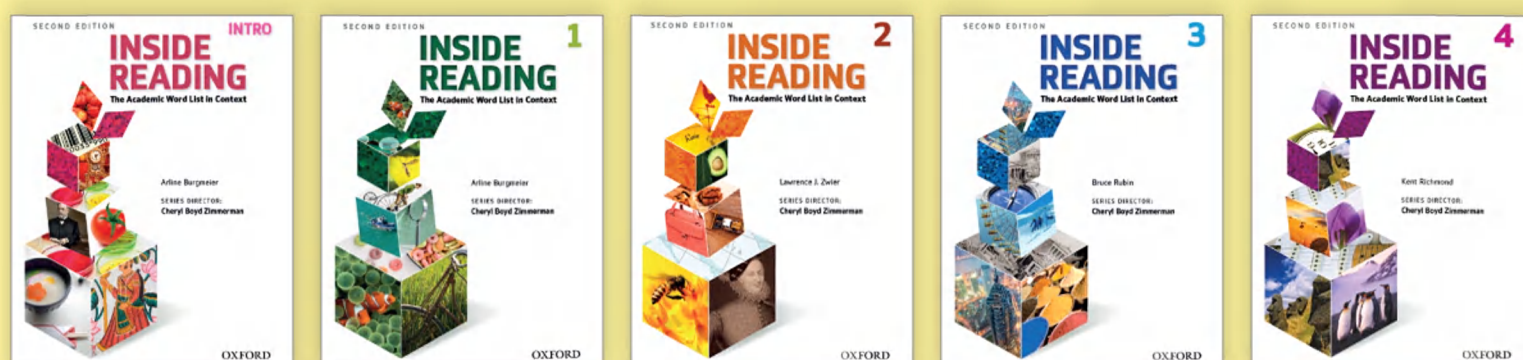
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# An Insider's Guide to Academic Reading

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

## Student Books



## iTools for all levels



# 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 **Oxford 3000** and the **Academic Word List**

UNIT

# 5

URBAN PLANNING

## Cities Are Growing Up



**In this unit, you will**

- > read about skyscrapers and what makes them possible.
- > read about growing populations in cities.
- > review cause and result.
- > increase your understanding of target vocabulary words.

**READING SKILL** Identifying Examples

**Self-Assessment**

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

<b>TARGET WORDS</b>	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
<small>AWL</small> area						
construct						
design						
height						
<small>AWL</small> major						
previous						
restrict						
<small>AWL</small> structure						
support						
vertical						

**Outside the Reading** What do you know about urban planning? 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.

AWL Academic Word List  
OX Oxford 3000™ keywords

# High-interest Texts

## READING 1

### Before You Read

In small groups or with the whole class, discuss the following questions.

1. What is the tallest building you have visited? Where was it?
2. Would you like to work in a very tall building? Why or why not?
3. What kinds of buildings are often very tall?

### Read

Information in this article is from a popular online technology magazine.

## SKYSCRAPERS

About 2,800 years ago, the tallest **structure** in the world was the Great Pyramid of Giza in ancient Egypt. It was 146 meters (479 feet) tall. Today, the Burj Khalifa building in Dubai is nearly six times that **height**. It is 828 meters (2,717 feet) tall and has 163 stories.

The Burj Khalifa is one of many skyscrapers **constructed** in different **areas** of the world recently. Even though the Great Pyramid was very tall, it was not a skyscraper because people did not live or work inside. There is no exact definition of a skyscraper. It is simply a very tall building. Today, millions of people live and work in skyscrapers.

### EARLY BUILDINGS

Until the end of the 19th century, few buildings were taller than ten stories. One reason was because people could not easily climb any higher on stairs. Also, the entire **structure** of an old building was **supported** by its four outside walls. These walls were made of **vertical** piles of bricks or stones. The piles had to be very thick or they would fall over. This **restricted** the **height** of the walls.

### STEEL BEAMS

Two **major** inventions in the 19th century made the **construction** of taller buildings possible. One was a new process for making steel. This process was used to create strong beams (long, thin pieces) of steel. Tall **structures** could be built with these beams. These **structures** used a new **construction design**. The walls were not made of stone or brick. Instead, thin steel beams were used to build a strong **vertical** framework for the walls. Later, the **vertical**



The Burj Khalifa

66 UNIT 5

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

High-interest readings motivate students.

Oxford 3000 and Academic Word List vocabulary is presented in context.

### Reading Comprehension

Mark each statement *T* (True) or *F* (False) according to Reading 1.

- 1. Millions of skyscrapers have been constructed in the area near Dubai in recent years.
- 2. Two major inventions in a previous century made the construction of tall buildings possible.
- 3. The tallest structures in the world are restricted to 146 meters in height.
- 4. Today, strong steel beams form the vertical support of skyscrapers.
- 5. The design of a skyscraper must include plans for a system to pump water to high stories.
- 6. The vertical space where elevators travel increases the valuable space inside a building.

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

CITIES ARE GROWING UP 67

# Explicit Reading Skill Instruction

## READING SKILL Identifying Steps in a Sequence

### LEARN

Articles often describe the steps necessary to complete an action. Sometimes these steps describe how a famous person was able to do something special. Sometimes these steps tell you how to build something. Sometimes these steps relate the progress of a historical event.

Often the order of the steps begins with words like *first*, *the first thing*, or *to begin with*. Sometimes the next steps are identified with words like *second*, *next*, *then*, or *after that*. The last step often begins with words like *finally* or *at last*. Sometimes the separate steps are not labeled.

### APPLY

Work with a partner. Answer the questions below. Then follow the directions given.

1. In Paragraph 2 there is a description of the steps that checkout clerks had to take before bar codes were used. How many steps were there? \_\_\_\_
2. Paragraph 2 also describes the steps to check out customers after bar codes were used. How many steps are there? \_\_\_\_ How many of these steps are done by the checkout clerk? \_\_\_\_
3. Follow the directions to create a sample bar code digit.  
First, draw a square on a piece of paper. Make the square about one inch wide and one inch high. Next, draw six vertical lines inside the square. The lines should divide the square into seven equal spaces. Now you are ready to create a digital 9. After that, use a pencil to blacken in the first three spaces on the left. Then leave the fourth space white. Next, blacken in the fifth space. Finally, leave the last two spaces white. You have just created a digital 9.  
Number the six steps that are included in the directions.

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

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

## READING SKILL Identifying Contrast Signals

### APPLY

1. These ideas are from sentences in Paragraph 2 in Reading 2.  
*About 29% of the earth's surface is land. However, only about 10% of that land is suitable for farming.*  
Circle the two contrasting ideas. What signal is used to connect the two contrasting ideas?  
\_\_\_\_\_
2. These sentences are from Paragraph 2 in Reading 2.  
*The rest of the Earth's land is in areas that are too hot or too cold for farming, or that have poor soil, not enough water, or not enough sun. Also, cities now occupy much of the land that was once farmland.*  
The sentences describe six kinds of land areas where farming is not possible. Circle the six kinds of land areas.  
Write the sentence from Reading 2 that has information that contrasts with the above information.  
\_\_\_\_\_

### REVIEW A SKILL Using a Dictionary (See p. 116)

These words appear in Paragraph 3.

*Artificial lighting inside of greenhouses would allow food plants to grow throughout the year.*

Look up the word *artificial* in your dictionary. Which of these are examples of artificial lighting?

candlelight    sunlight    light bulb    moonlight    neon light

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

# The Academic Word List and the Oxford 3000

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.

The **Oxford 3000™** have been carefully selected by a group of language experts and experienced teachers as the most important and useful words to learn in English. The Oxford 3000 are based on the American English section of the Oxford English Corpus.

## Vocabulary Activities STEP I: Word Level

A. Work with a partner. Use the words below to complete the story. Use the words in parentheses (...) as clues.

analyze	behavior	created	linked	possible
average	complex	functions	located	wondered

In the early 19th century, phrenology (1) created<sup>(started)</sup> great interest among (2) typical men and women. They visited phrenologists because they (3) wanted to know about their talents and characters. Parents often asked a phrenologist to predict a child's future. Men and women in Europe used phrenology to help them choose among several (4) maybe suitable marriage partners. Companies used phrenology to check the (5) way of acting of people applying for jobs. The process was long and (6) made up of several steps. First phrenologists moved their hands over the skull of a customer. When they (7) found a bump or dent, they would look at a phrenology map to see which personality trait was (8) connected to that area. Finally, they would (9) look at details of

**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 noun *effect* has the same meaning as *result*. It refers to a change or action that is caused by something.

*Being thirsty is one effect of eating too much salt.*

*The thunder had a strange effect on the animals.*

The adjective *effective* means that the change or action that happens is the result that was hoped for. The adverb form is *effectively*.

*The poison was effective in getting rid of the rats.*

*The poison effectively got rid of the rats.*

(See Oxford American Dictionary for learners of English, p. 232)



E. Rewrite each sentence to include the given form of *effect*. The first sentence is done for you.

- Scientists have found a good way to prevent infections from germs. (effective)  
*Scientists have found an effective way to prevent infections from germs.*
- They have developed a hand cleaner that can destroy germs on people's hands very well. (effectively)
- Rubbing the hand cleaner on your hands helps in destroying germs. (effective)
- The result of using a hand cleaner before eating is germ-free hands. (effect)
- Hand cleaners have been useful in reducing the spread of germs. (effective)

**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.

*To prevent something* means “to stop something from happening.” *To prevent a person from doing something* means “to stop a person from doing something.”

*Brushing your teeth can **prevent** tooth decay.*

*My brother tried **to prevent** me from buying my own car.*

Certain words are often used with *prevent*, such as prevent diseases, prevent accidents, prevent damage, prevent crime, and prevent fires.

(See *Oxford American Dictionary for learners of English*, p. 552)



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

**B.** Work with a partner. The phrases on the left tell how to prevent something. Match each one with the thing it will prevent. Take turns making sentences with the information.

1. Brush your teeth 1 a. to prevent tooth decay.  
*Brush your teeth to **prevent** tooth decay.*
2. Drive carefully — b. to prevent spreading germs.
3. Wash all fruits and vegetables — c. to prevent a fire.
4. Cover your mouth when you cough — d. to prevent accidents.
5. Do not hang towels by a hot stove — e. to prevent a sick stomach.

Which of these might be signs on the wall of a restaurant kitchen?

The *environment* refers to the natural world in which we live. It includes the land, oceans, rivers, and lakes, and all of the plants and animals.

*Bacteria exist everywhere in our **environment**.*

The adjective form is *environmental*.

*Climate change could cause **environmental** problems.*

*Environment* can also refer to the conditions in a particular place, such as at work, at home, or at school.

*My work **environment** is very unfriendly.*

(See *Oxford American Dictionary for learners of English*, pp. 242–243)



**C.** Below are some imaginary newspaper headlines. Work with a partner. Write an E in front of the headlines that are about an *environmental* problem.

- E Fires Destroy Forests in Asia — Rain Causes Floods in Canada  
— African City Chosen for Olympics — Harmful Bacteria Spreads to Whales

# 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

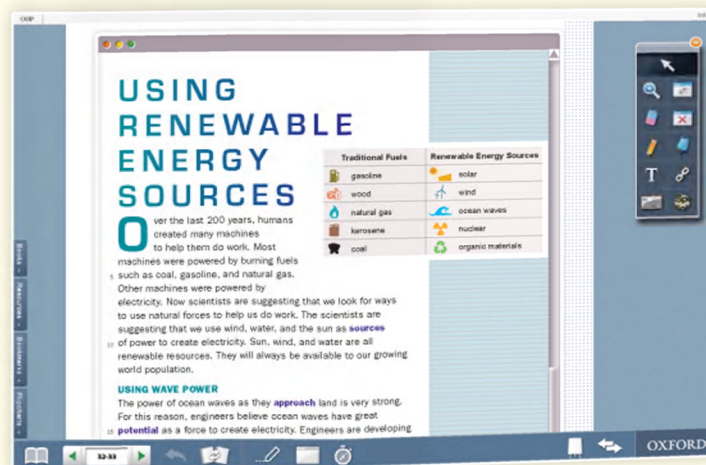


## TEACHER SUPPORT

The *Inside Reading* iTools is for use with an LCD projector or interactive whiteboard.

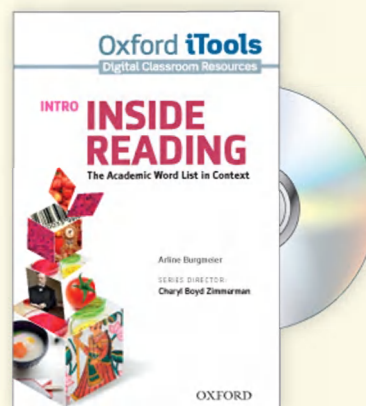
### Resources for whole-class presentation

- > 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



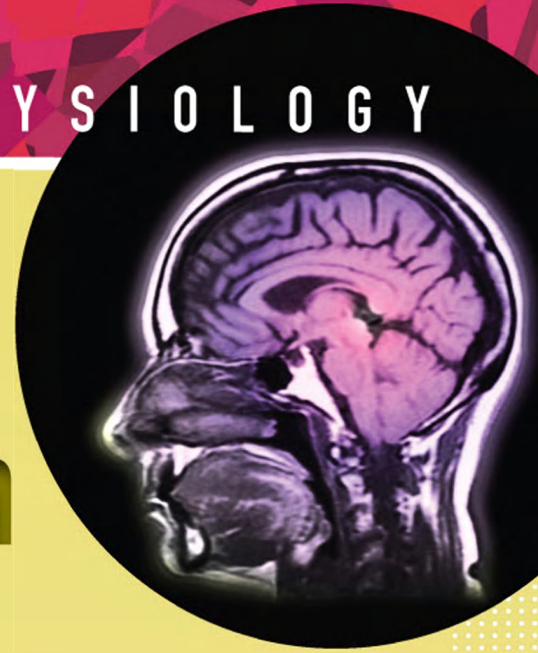
Additional resources at:

[www.oup.com/elt/teacher/insidereading](http://www.oup.com/elt/teacher/insidereading)

UNIT

1

# Mapping the Human Brain



**In this unit, you will**

- > read how scientists of the past tried to learn about the human brain.
- > read how modern technology helped scientists learn about the human brain.
- > increase your understanding of 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
<b>AWL</b> analyze						
average						
behavior						
complex						
<b>AWL</b> create						
<b>AWL</b> function						
link						
locate						
possible						
wonder						



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

**AWL** Academic Word List  
 Oxford 3000™ keywords

**Before You Read**

In small groups or with the whole class, discuss the following questions.

1. What are some words that describe a person's personality or behavior?
2. Do you ever wonder why certain people behave as they do?
3. Is it possible for a person to change his or her personality?

**READING SKILL****Previewing****LEARN**

Previewing a book or article means scanning it to get a general idea of what it will be about. It allows you to recall what you already know about a topic and what you can expect to learn. Most good readers spend a few minutes previewing before they begin to read academic texts.

**APPLY**

Work with a partner. Preview Reading 1 by answering these questions.

1. Read the title. Why would anyone need a map of the brain?
2. Look at the words just under the heading "Read" (on this page). Where did the information in the article come from?
3. Do you think this article will be about past or present time? Why?
4. Look at the pictures and the words under them. What information do they give you about the topic?
5. What do you expect to learn from this article?

 **Read**

The information in this article is from a popular science magazine. Use your dictionary to find the meaning of words that you do not know.

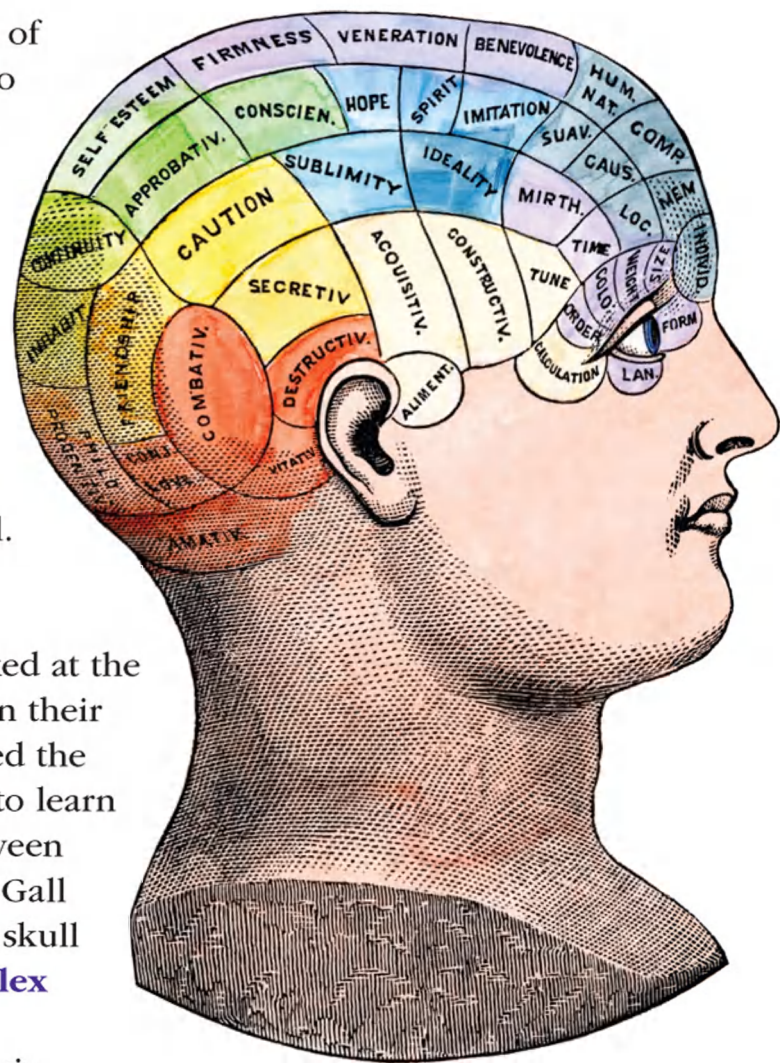
# An Early Brain Map

Throughout history, human **behavior** seemed **impossible** to understand. Teachers **wondered** why some students were good at math but other students were not. People **wondered** why one neighbor was friendly but another was unfriendly. Parents **wondered** why one child **behaved** and another caused trouble. In the early 19th century, a German doctor thought he could answer these **complex** questions. His name was Franz Joseph Gall.

## A NEW THEORY

Dr. Gall believed that the brain was the source of human **behavior**. He thought it was **possible** to understand human **behavior** if we understood how the brain **functioned**. He believed that each area of the brain was **linked** to a certain **behavior**, such as bravery. Furthermore, Dr. Gall **wondered** if the **functions** of the brain **created** bumps on a person's skull (the skull is the bone around a person's head). If so, a doctor could learn about a person's **behavior** by **analyzing** these bumps. He could **analyze** the location and size of the bumps on the skull. The bumps would tell the doctor about the person's **behavior**.

Dr. Gall began to test this idea. First he looked at the heads of many people. He **located** the bumps on their skulls. He measured these bumps. Then he asked the people questions about themselves. He wanted to learn about their **behavior**. He looked for a **link** between people's bumps and their **behavior**. Finally, Dr. Gall thought he could **link** every bump on a human skull to a certain brain **function**. He **created** a **complex** map of an **average** human head. The map had 27 areas. He labeled each of the areas with a brain **function**. Some of these **functions** were friendship, music, numbers, a love of children, bravery, humor, and memory. Dr. Gall named this mapping of the human skull "phrenology."



A phrenology "map"

## THE GROWTH OF PHRENOLOGY

Phrenology **created** great interest around the world. Some people thought Dr. Gall's ideas were **wonderful**. They thought his phrenology map was  
40 a scientific way to understand human **behavior**. In fact, some people learned how to read head bumps. They became phrenologists. Customers went to them to have their head bumps **analyzed**.  
45 They asked the phrenologists for advice about their lives.

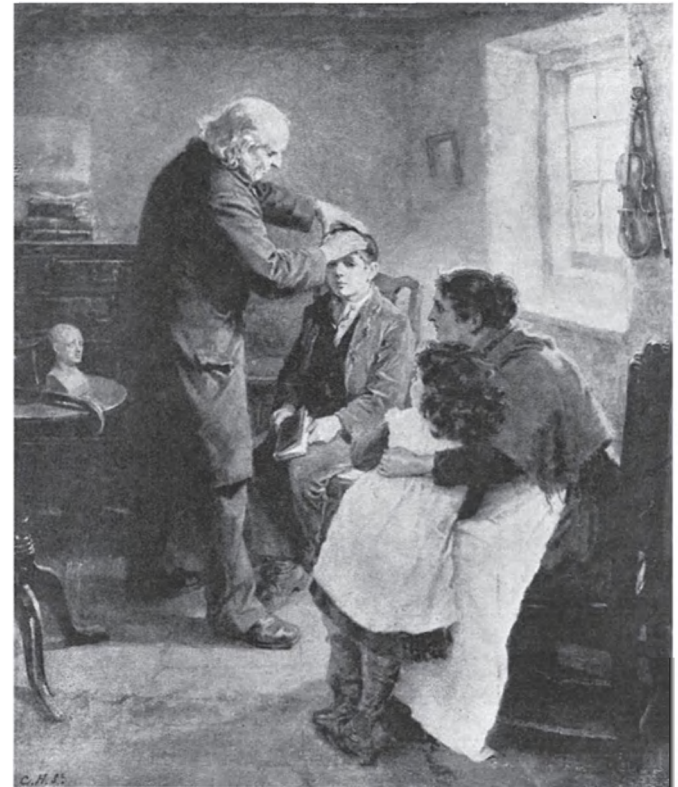
## PHRENOLOGY'S CRITICS

In contrast, other people made jokes about phrenology and head bumps. They laughed at Dr. Gall and his ideas. They did not think phrenology was scientific. They said it was  
50 **impossible** to know a person's personality by **analyzing** head bumps.

In the early 20th century, the study of human **behavior** became important to scientists. They learned that head bumps could not explain  
55 how people behaved. They looked for other explanations. Soon everyone agreed that phrenology was not a science after all. It was only one man's attempt to understand human **behavior**. ■

**Phre-nol/o-gy** (-nŏl'ŏ-jŏ), *n.* **1.** Science of the special functions of the several parts of the brain, or of the supposed connection between the faculties of the mind and organs of the brain. **2.** Physiological hypothesis that mental faculties, and traits of character, are shown on the surface of the head or skull; crainiology. — **Phre-nol/o-gist**, *n.* — **Phre-nol'ŏ-log'ic** (fren'ŏ-lojĭk), **Phren'ŏ-log'ic-al**, *a.*

An early definition of phrenology



A phrenologist analyzing head bumps.

## Reading Comprehension

Mark each sentence as *T* (True) or *F* (False) according to Reading 1.

- T* 1. Dr. Gall believed that the brain was the source of human behavior.  
   2. He thought it was possible to understand behavior by measuring the human brain.  
   3. He wondered if people would laugh at his ideas.  
   4. He looked for a link between the size of a person's head and his behavior.  
   5. Dr. Gall created a complex map of an average human head.  
   6. The map showed the location of 27 brain functions.  
   7. Customers went to phrenologists to have their head bumps analyzed.

## Vocabulary Activities STEP I: Word Level

A. Work with a partner. Use the words below to complete the story. Use the words in parentheses (...) as clues.

analyze	behavior	created	linked	possible
average	complex	functions	located	wondered

In the early 19th century, phrenology (1) created  
(started) great interest among (2) typical men and women. They visited phrenologists because they (3) wanted to know about their talents and characters. Parents often asked a phrenologist to predict a child's future. Men and women in Europe used phrenology to help them choose among several (4) maybe suitable marriage partners. Companies used phrenology to check the (5) way of acting of people applying for jobs. The process was long and (6) made up of several steps. First phrenologists moved their hands over the skull of a customer. When they (7) found a bump or dent, they would look at a phrenology map to see which personality trait was (8) connected to that area. Finally, they would (9) look at details of all the findings and discuss each of the 27 brain (10) special uses with the customer. Some customers were pleased and others were disappointed by what the phrenologists told them.

A *function* (noun) is the purpose or special duty of a person or thing.

The nurse's main **function** is identify the nature of a medical problem.

The **function** of a lamp is to provide light.

To *function* (verb) means "to work correctly" or "to be in action."

My computer isn't **functioning** well.

My brain **functions** best after I've had a cup of coffee.

(See Oxford American Dictionary for learners of English, p. 297)

