

SECOND EDITION

# INSIDE READING

The Academic Word List in Context

Arline Burgmeier

SERIES DIRECTOR:

**Cheryl Boyd Zimmerman**



OXFORD

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# An Insider's Guide to Academic Reading

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# High-interest Texts

## READING 1

### Before You Read

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

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

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

### Read

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

## WHAT IS SUCCESS?

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



Success requires ambition and hard work.

### SETTING GOALS

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

High-interest readings motivate students.

Academic Word List vocabulary is presented in context.

68 UNIT 5

### Reading Comprehension

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

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

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

# Explicit Reading Skill Instruction

## READING SKILL Identifying Time and Sequence Words

### LEARN

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

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

### APPLY

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

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

84 UNIT 6

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

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

## READING SKILL Identifying Time and Sequence Words

### APPLY

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

1. When did Sherlock Holmes do his detective work?
2. When do the police send an ME and a CSI team?
3. When do the CSIs take photographs in relation to other tasks?

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

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

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

What kind of examples are listed in paragraph 4?

What kind of examples are listed in paragraph 5?

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

# The Academic Word List in Context

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

## Vocabulary Activities STEP I: Word Level

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

|                |            |              |
|----------------|------------|--------------|
| attained       | dominant   | positive     |
| coincided with | dynamic    | professional |
| demonstrated   | generating | was aware    |

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

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

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

## Vocabulary Activities STEP II: Sentence Level

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

use something cleverly or productively  
use something unfairly or selfishly

A good student **exploits** every opportunity to read outside of class.  
Some companies **exploit** workers by not paying them a fair salary.

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

The **exploitation** of workers is unfair.

- ✎ Work with a partner. Write P for the sentences that use *exploit* in a positive way. Write N for the sentences that use the word in a negative way.
1. Some parents exploit their children by pushing them to perform in movies or TV shows.
  2. He exploited every chance to improve his writing skills.
  3. She exploited her friends by borrowing money every day.
  4. He exploited his musical talent by playing with a band.

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

Her paintings **demonstrate** a great love of her country.

My little granddaughter is so **demonstrative**. She is always hugging me.

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

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

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

A group was **demonstrating** in front of city hall yesterday.

Fifty **demonstrators** took part in a **demonstration** against high taxes.

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



## From Research to Practice

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

| Word Form Chart         |          |           |        |
|-------------------------|----------|-----------|--------|
| Noun                    | Verb     | Adjective | Adverb |
| dominance<br>domination | dominate | dominant  | _____  |

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

*My father **dominated** our lives when my brother and I were small.*  
*The huge brick fireplace **dominated** the living room.*

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

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

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

*Jon was **aware** that everyone was watching him.*  
*Jon had no **awareness** that his name was called.*  
*Jon seemed **unaware** of the audience's applause.*

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

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

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

## Resources

### STUDENT SUPPORT

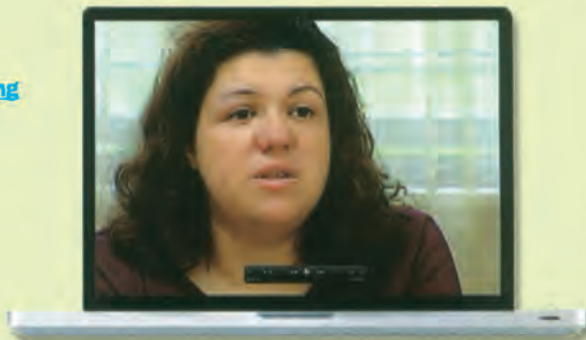
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# UNIT

# 1

## ENGINEERING

# Riding through History



### In this unit, you will

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

### READING SKILL Previewing

### Self-Assessment

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

#### TARGET WORDS

#### AWL

alter

design

fee

framework

individual

inherent

injure

job

minimize

overseas

primary

revolution

subsequent

substitute

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*



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

## READING SKILL

### Previewing

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

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

1. Read the summary printed above the article. In a few words, it tells what the article will be about. What do you expect to learn about in the article?
  2. Look at the pictures and captions. What information do they give you about the topic?
  3. Read the title. You already know that the article will be about bicycles, but what does the word "history" suggest? Read the bold print subheadings at the beginnings of many paragraphs. What information do they give you about the topic? Check (✓) the kind of information that *might* be in the article.
- \_\_\_ when the bicycle was invented
  - \_\_\_ a description of the first bicycle
  - \_\_\_ changes in the bicycle over time
  - \_\_\_ famous bicycle races
  - \_\_\_ how to use bicycles for exercise
  - \_\_\_ who invented the bicycle
  - \_\_\_ how people reacted to the invention
  - \_\_\_ how bicycle tires are made

 **Read**

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

## The History of Bicycles

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



### EARLY BICYCLES

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

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

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

### SOME CHANGES ARE MADE

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

### THE HIGH WHEELER

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



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



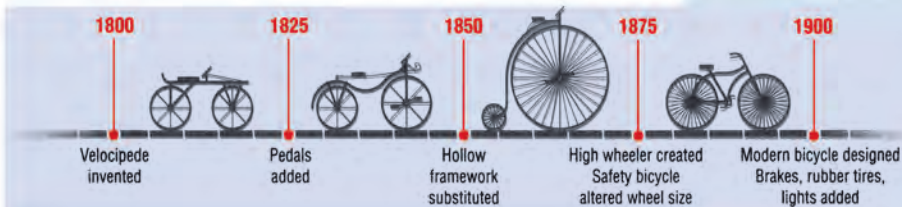
### A SAFER BICYCLE

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

### THE MODERN BICYCLE IS BORN

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

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





## Reading Comprehension

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

- 1. Many individuals took part in creating the modern bicycle.
- 2. The first bicycle revolutionized travel in Scotland and overseas.
- 3. Early velocipedes had frameworks made of solid steel tubes.
- 4. American manufacturers substituted hollow steel tubes for the solid tubes.
- 5. People in Paris paid a fee to ride velocipedes to their jobs.
- 6. The primary purpose of the giant front wheel was to help the rider balance.
- 7. American manufacturers designed a bicycle with a small rear wheel that was inherently safer.
- 8. The modern bicycle was born when British engineers subsequently altered the wheels again and made them equal in size.

## Vocabulary Activities STEP 1: Word Level

- A.** Read this passage about the Tour de France, a world-famous bicycle race. In each sentence, circle the one word or phrase in parentheses ( ) that has the same meaning as the underlined word in the sentence. Compare your answers with a partner. Then take turns reading the sentences to each other using the circled words.
1. The course for the Tour de France is altered (*measured* / *changed* / *marked*) every year, but it is always about 4,000 kilometers, or 2,500 miles.
  2. The course is designed (*located* / *expected* / *planned*) to travel through towns, up steep mountains, and across flat lands.
  3. Riders come from all over Europe as well as from overseas (*islands* / *abroad* / *oceans*) to take part in the 22-day race.
  4. The race is divided into 20 stages, or parts. The rider who wins one stage has the honor of wearing a yellow Tour shirt in the subsequent (*final* / *longest* / *next*) stage.
  5. The rider who has the fastest race time in all of the stages is the overall winner. Lance Armstrong is the only individual (*person* / *man* / *foreigner*) to win seven Tour de France competitions.
  6. The framework (*mechanism* / *structure* / *wheel*) of modern racing bicycles is made of lightweight steel, aluminum, titanium, and carbon fiber tubes.
  7. The recent use of lightweight frameworks brought about revolutionary (*unwanted* / *unfair* / *great*) changes in the 100-year-old race.
  8. Teams pay an entrance fee (*payment* / *tax* / *salary*) to join the Tour de France. The fees create the prize money paid to the winning teams.
  9. Riders must be good athletes to meet the physical demands that are an inherent (*unexpected* / *natural* / *dangerous*) part of a long race.
  10. If a rider is injured (*sick* / *tired* / *hurt*), he tries to minimize (*lessen* / *hide* / *endure*) the pain so he can stay in the race.

# The Academic Word List in Context

SECOND EDITION

## INSIDE READING

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### About the Series Director



#### Cheryl Boyd Zimmerman

is a professor of TESOL at California State University, Fullerton. She specializes in second-language vocabulary acquisition, an area in which she is widely published. She teaches graduate courses on second-language acquisition, culture, vocabulary, and the fundamentals of TESOL, and is a frequent speaker on topics related to vocabulary teaching and learning.

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