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SECOND EDITION

INSIDE READING

The Academic Word List in Context



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OXFORD

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>Coober 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**

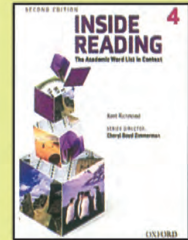
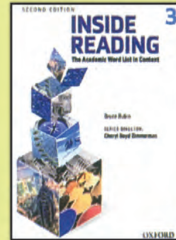
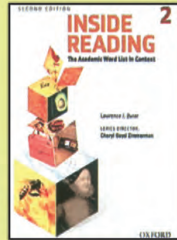
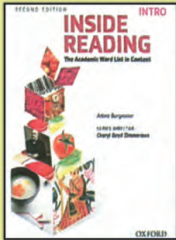
READING SKILL: Recording Processes with Flow Charts	149, 155
Reading 1: <i>Attack of the Fire Ants</i>	146
Reading 2: <i>You Wouldn't Know It If It Bit You</i>	153
Vocabulary activities	150, 156

INDEX: ACADEMIC WORD LIST	161
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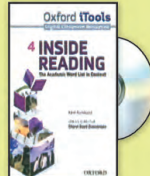
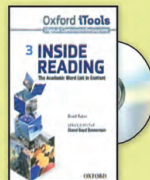
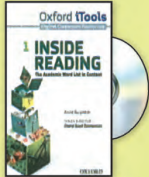
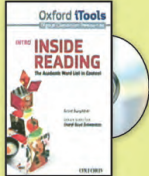
An Insider's Guide to Academic Reading

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

Student Books



iTools for all levels

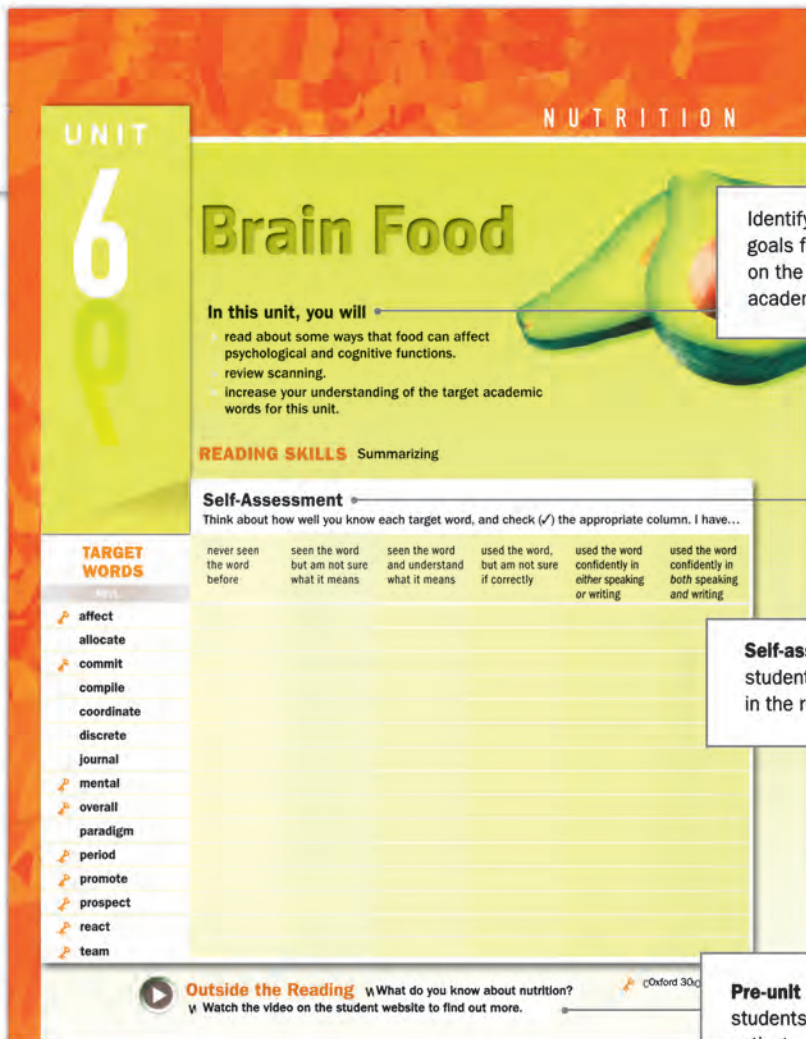


Authentic video available on iTools and the Student Website.

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**



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

Outside the Reading What do you know about nutrition? 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.

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 healthful. Why are they healthful? 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

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 saturated fats



Foods high in unsaturated fats

82 UNIT 6

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 | 3) "Prevention Beats Intervention" |
| 2) "Roomate Research" | 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 _____ (gets the attention of) the public very strongly, but for only a short time.
2. Clever branding practices can intentionally _____ (turn) an ordinary product into a fad.
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 _____ (recurring ideas) familiar to insect collectors.

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	sustain	sustainable	sustainably
sustainability		sustained	
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.

Resources

STUDENT SUPPORT

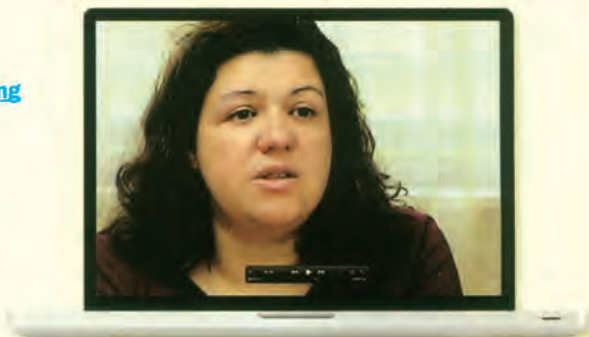
For additional resources visit:

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 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

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 SKILLS 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. Subterranean¹ 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.”

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 clatter² 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

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

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

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 moonscape³ 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 shafts⁴ 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,

³ moonscape: a view of the surface of the moon

⁴ 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.

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. Underground homes are considered normal in Coober Pedy.
- 2. The first underground homes in Coober Pedy were built by Aborigines.
- 3. All the opals located in and near Coober Pedy belong to one trading company.
- 4. Coober Pedy has liberal attitudes toward miners' behavior.
- 5. The environment around Coober Pedy is dry and rocky.
- 6. Some tourists have died from falling into holes in the town.
- 7. Most underground structures in Coober Pedy were originally opal mines.
- 8. The cost of creating an underground home is similar to the cost of building a home on the surface.
- 9. It is easier to dig an underground home into a hillside than into the ground.
- 10. So far, only one underground home in Coober Pedy has water service.

Vocabulary Activities STEP I: Word Level

- A.** Read these excerpts from another article on underground homes. For each excerpt, cross out the one word or phrase in parentheses with a different meaning from the other three choices. Compare answers with a partner.
1. Unlike most homes, underground homes can be (*located / built / structured / positioned*) on steep surfaces. They take up very little surface space.
 2. Underground building (*methods / houses / techniques / processes*) mostly use materials already available at the home site.
 3. A typical above-ground house makes (*careful / heavy / extensive / liberal*) use of energy, mostly for heating and cooling. An underground home needs little or no heating or cooling, because underground temperatures remain stable. Consequently, it uses only about 20% of the energy used in a conventional home.
 4. Underground (*environments / settings / surroundings / creations*) provide excellent noise insulation. Underground homes are exceptionally quiet places to live.
 5. Finally, underground houses have a (*special / well-known / unique / one-of-a-kind*) ability to blend in with nature. This not only looks nice but also preserves habitat for wildlife.

The Academic Word List in Context

SECOND EDITION



INSIDE READING

Develop reading skills and acquire the Academic Word List

- > Explicit reading skills provide the foundation for effective, critical reading
- > High-interest readings from academic content areas motivate students
- > Corpus-based examples from the Oxford English Corpus teach real-life English

NEW!



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ASSESS

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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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