

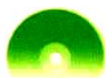
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Inside Reading

THE ACADEMIC WORD LIST IN CONTEXT

Instructor's Pack

By Kent Richmond
Series Director: Cheryl Boyd Zimmerman



With Test Generator CD-ROM

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To the Teacher

There is a natural relationship between academic reading and word learning. *Inside Reading* is a four-level reading and vocabulary series designed to use this relationship to best advantage. Through principled instruction and practice with reading strategies and skills, students will increase their ability to comprehend reading material. Likewise, through a principled approach to the complex nature of vocabulary knowledge, learners will better understand how to make sense of the complex nature of academic word learning. *Inside Reading 4* is intended for students at the advanced level.

Academic Reading and Vocabulary: A Reciprocal Relationship

In the beginning stages of language learning, when the learner is making simple connections between familiar oral words and written forms, vocabulary knowledge plays a crucial role. In later stages, such as those addressed by *Inside Reading*, word learning and reading are increasingly interdependent: rich word knowledge facilitates reading, and effective reading skills facilitate vocabulary comprehension and learning.¹

The word knowledge that is needed by the reader in this reciprocal process is more than knowledge of definitions.² Truly knowing a word well enough to use it in reading (as well as in production) means knowing something about its grammar, word forms, collocations, register, associations, and a great deal about its meaning, including its connotations and multiple meanings.³ Any of this information may be called upon to help the reader make the inferences needed to understand the word's meaning in a particular text. For example, a passage's meaning can be controlled completely by a connotation

She was *frugal*. (positive connotation)

She was *stingy*. (negative connotation)

by grammatical form

He valued his *memory*.

He valued his *memories*.

or an alternate meaning

The *labor* was intense. (physical work vs. childbirth)

Inside Reading recognizes the complexity of knowing a word. Students are given frequent and varied practice with all aspects of word knowledge. Vocabulary activities are closely related in topic to the reading selections, providing multiple exposures to a word in actual use and opportunities to work with its meanings, grammatical features, word forms, collocations, register, and associations.

To join principled vocabulary instruction with academic reading instruction is both natural and effective. *Inside Reading* is designed to address the reciprocal relationship between reading and vocabulary and to use it to help students develop academic proficiency.

A Closer Look at Academic Reading

Students preparing for academic work benefit from instruction that includes attention to the language as well as attention to the process of reading. The Interactive Reading model indicates that reading is an active process in which readers draw upon *top-down processing* (bringing meaning to the text), as well as *bottom-up processing* (decoding words and other details of language).⁴

The *top-down* aspect of this construct suggests that reading is facilitated by interesting and relevant reading materials that activate a range of knowledge in a reader's mind, knowledge that is refined and extended during the act of reading.

The *bottom-up* aspect of this model suggests that the learner needs to pay attention to language proficiency, including vocabulary. An academic reading course must address the teaching of higher-level reading strategies without neglecting the need for language support.⁵

¹ Koda, 2005

² See the meta-analysis of L1 vocabulary studies by Stahl & Fairbanks, 1986.

³ Nation, 1990

⁴ Carrell, Devine, and Eskey, 1988

⁵ Birch, 2002; Eskey, 1988

Inside Reading addresses both sides of the interactive model. High-interest academic readings and activities provide students with opportunities to draw upon life experience in their mastery of a wide variety of strategies and skills, including

- previewing
- scanning
- using context clues to clarify meaning
- finding the main idea
- summarizing
- making inferences.

Rich vocabulary instruction and practice that targets vocabulary from the Academic Word List (AWL) provide opportunities for students to improve their language proficiency and their ability to decode and process vocabulary.

A Closer Look at Academic Vocabulary

Academic vocabulary consists of those words which are used broadly in all academic domains, but are not necessarily frequent in other domains. They are words in the academic register that are needed by students who intend to pursue higher education. They are not the technical words used in one academic field or another (e.g., *genetics*, *fiduciary*, *proton*), but are found in all academic areas, often in a supportive role (*substitute*, *function*, *inhibit*).

The most principled and widely accepted list of academic words to date is The Academic Word List (AWL), compiled by Averil Coxhead in 2000. Its selection was based on a corpus of 3.5 million words of running text from academic materials across four academic disciplines: the humanities, business, law, and the physical and life sciences. The criteria for selection of the 570 word families on the AWL was that the words appear frequently and uniformly across a wide range of academic texts, and that they not appear among the first 2000 most common words of English, as identified by the General Service List.⁶

Across the four levels of *Inside Reading*, students are introduced to the 570 word families of the AWL.

at a gradual pace of about 15 words per unit. Their usage is authentic, the readings in which they appear are high interest, and the words are practiced and recycled in a variety of activities, facilitating both reading comprehension and word learning.

There has been a great deal of research into the optimal classroom conditions for facilitating word learning. This research points to several key factors.

Noticing: Before new words can be learned, they must be noticed. Schmidt, in his well-known *noticing hypothesis*, states

noticing is the necessary and sufficient condition for converting input into intake. Incidental learning, on the other hand, is clearly both possible and effective when the demands of a task focus attention on what is to be learned.⁷

Inside Reading facilitates noticing in two ways. Target words are printed in boldface type at their first occurrence to draw the students' attention to their context, usage, and word form. Students are then offered repeated opportunities to focus on them in activities and discussions. *Inside Reading* also devotes activities and tasks to particular target words. This is often accompanied by a presentation box giving information about the word, its family members, and its usage.

Teachers can further facilitate noticing by pre-teaching selected words through "rich instruction," meaning instruction that focuses on what it means to know a word, looks at the word in more than one setting, and involves learners in actively processing the word.⁸ *Inside Reading* facilitates rich instruction by providing engaging activities that use and spotlight target words in both written and oral practice.

Repetition: Word learning is incremental. A learner is able to pick up new knowledge about a word with each encounter. Repetition also assists learner memory—multiple exposures at varying intervals dramatically enhance retention.

Repetition alone doesn't account for learning; the types and intervals of repetitions are also important.

⁶ West, 1953; Coxhead 2000

⁷ Schmidt, 1990, p. 129

⁸ Nation, 2001, p. 157

Research shows that words are best retained when the practice with a new word is brief but the word is repeated several times at increasing intervals.⁹ *Inside Reading* provides multiple exposures to words at varying intervals and recycles vocabulary throughout the book to assist this process.

Learner involvement: Word learning activities are not guaranteed to be effective simply by virtue of being interactive or communicative. Activities or tasks are most effective when learners are most *involved* in them. Optimal involvement is characterized by a learner's own perceived need for the unknown word, the desire to search for the necessary information needed for the task, and the effort expended to compare the word to other words. It has been found that the greater the level of learner involvement, the better the retention.¹⁰

The activities in *Inside Reading* provide opportunities to be involved in the *use* of target words at two levels:

- “Word level,” where words are practiced in isolation for the purpose of focusing on such aspects as meaning, derivation, grammatical features, and associations.
- “Sentence level,” where learners respond to the readings by writing and paraphrasing sentences.

Because the activities are grounded in the two high-interest readings of each unit, they provide the teacher with frequent opportunities to optimize learner involvement.

Instruction and practice with varying types of word knowledge: To know a word means to know a great deal about the word.¹¹ The activities in this book include practice with all aspects of word knowledge: form (both oral and written), meaning, multiple meanings, collocations, grammatical features, derivatives, register, and associations.

Helping students become independent word learners: No single course or book can address all of the words a learner will need. Students should leave a class with new skills and strategies for word learning

so that they can notice and effectively practice new words as they encounter them. *Inside Reading* includes several features to help guide students to becoming independent word learners. One is a self-assessment activity, which begins and ends each unit. Students evaluate their level of knowledge of each word, ranging from not knowing a word at all, to word recognition, and then to two levels of word use. This exercise demonstrates the incremental nature of word knowledge, and guides learners toward identifying what they know and what they need to know. Students can make better progress if they accurately identify the aspects of word knowledge they need for themselves. Another feature is the use of references and online resources: To further prepare students to be independent word learners, instruction and practice in dictionary use and online resources are provided throughout the book.

The *Inside Reading* Program

Inside Reading offers students and teachers helpful ancillaries:

Student CD-ROM: The CD-ROM in the back of every student book contains additional practice activities for students to work with on their own. The activities are self-correcting and allow students to redo an activity as many times as they wish.

Instructor's pack: The Instructor's pack contains the answer key for the book along with a test generator CD-ROM. The test generator contains one test per student book unit. Each test consists of a reading passage related to the topic of the unit, which features the target vocabulary. This is followed by reading comprehension and vocabulary questions. Teachers can use each unit's test in full or customize it in a variety of ways.

Inside Reading optimizes the reciprocal relationship between reading and vocabulary by drawing upon considerable research and many years of teaching experience. It provides the resources to help students read well and to use that knowledge to develop both a rich academic vocabulary and overall academic language proficiency.

⁹ Research findings are inconclusive about the number of repetitions that are needed for retention. Estimates range from 6 to 20. See Nation, 2001, for a discussion of repetition and learning.

¹⁰ Laufer & Hulstijn, 2001

¹¹ Nation, 1990; 2001

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Welcome to *Inside Reading*

Inside Reading is a four-level series that develops students' abilities to interact with and access academic reading and vocabulary, preparing them for success in the academic classroom.

There are ten units in *Inside Reading*. Each unit features two readings on a high-interest topic from an academic content area, one or more reading skills and strategies, and work with a set of target word families from the Academic Word List.

Unit
4
Music

THE POWER OF MUSIC

In this unit, you will

- read about how the brain responds to music and how guitars are made.
- learn about some features of technical description.
- increase your understanding of the target academic words for this unit:

confer	fundamental	manipulate	project	theory
diminish	incorporate	physical	refine	transmit
foundation	intrinsic	prime	stress	

SELF-ASSESSMENT OF TARGET WORDS

Think carefully about how well you know each target word in this unit. Then, write it in the appropriate column in the chart. When you've finished this unit, come back and reassess your knowledge of the target words.

I have never seen the word before.	I have seen the word but am not sure what it means.	I understand the word when I see or hear it in a sentence.	I have tried to use the word, but I am not sure I am using it correctly.	I use the word with confidence in either speaking or writing.	I use the word with confidence, both in speaking and writing.

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UNIT OPENER

The opening page of each unit introduces the **content area** and **topic**.

The unit's **goals** and **target academic vocabulary** are presented so that students can start to think about their knowledge of the topic and focus on the reading strategies and target word families they will deal with in this unit.

Each unit starts with a **self-assessment activity** to heighten student awareness of their own word knowledge. Students will come back to this activity at the end of the unit to re-assess their knowledge and evaluate their progress.

NOTE

Inside Reading is designed so that units can be taught in order or randomly, depending on students' needs.

READING 1

BEFORE YOU READ

Read these questions. Discuss your answers in small groups.

1. All cultures have music, but cultures and individuals disagree on what sounds good. Is there any kind of music that sounds good to most people?
2. What kind of music do you like most? What makes this music interesting to you?
3. Do you think there will someday be a pill that can make people more creative? Would you take it?

MORE WORDS YOU'LL NEED

auditory: related to hearing

circuitry: a system of electrical pathways (such as neural pathways in the brain)

pitch: the highness or lowness of a musical note

quasi-: prefix meaning "seemingly" or "partially" so

READ

This article reports some of the recent findings concerning the connection between emotional reactions to music and biology.

Why Does Music Move Us?

Science gets closer to the intersection of biology and creativity

Researchers are only now beginning to unlock the secrets of the brain. It seems like every month some new study or another comes along to explain why we get addicted to nicotine, or how our neural pathways were changed because we studied piano as children, or how meditation alters our brainwave patterns.

Isolating which part of the brain is responsible for moving your big toe is a neat trick. But what about "softer" functions like figuring out how judgment is formed or music is made? "Why Music Moves Us: The Cognitive Neuroscience of Music," a conference at the Swedish Medical Center in Seattle in 2005, tried to ask some fundamental questions about how the brain

We know how the ear catches sound and how the sound waves are translated by about 30,000 auditory nerves into electrical and chemical

signals that are transmitted to the brain. But how is it that the neurons in the brain translate those signals into something we recognize as music? Scans show that the brain is much more actively engaged with music than with speech. But there is no actual physical sound in your brain. No notes. No music. Only neurons.

"The idea of pitch is a mental phenomenon," says Robert Zatorre, professor of neuroscience at McGill University in Montreal. Only the way sounds are organized makes them interesting. Brain scans show that different parts of the brain register activity depending on the kind of music played. Dissonance², for example, is generally perceived as unpleasant, and it provokes reactions in a different region of the

READINGS

Before each of the two readings in a unit, students discuss questions or do a short activity to **activate knowledge of the specific topic** dealt with in the reading.

Readings represent a **variety of genres**: newspapers, magazines, web sites, press releases, encyclopedias, and books.

Target vocabulary is bold at its first occurrence to aid recognition. **Vocabulary is recycled** and practiced throughout the unit. Target words are also recycled in subsequent units.

READING COMPREHENSION

Reading comprehension questions follow each text to check students' understanding and recycle target vocabulary.

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.

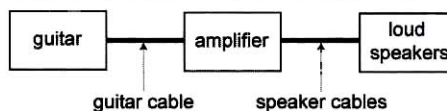
1. Locating the area of the brain that controls toe movement is impossible.
2. Sound waves themselves do not enter the brain.
3. People need to learn how to speak before they can appreciate music.
4. There is evidence that music may help people with brain injuries.
5. We are now able to improve people's creativity and perception of music with brain implants.
6. The reading says that neuroscience will destroy our appreciation of art.
7. The reading implies that artistic success is entirely a product of the physical brain.
8. The secrets behind artistic success may seem less mysterious in the future.

READING STRATEGIES

Strategy presentation and practice accompanies each reading.

READING STRATEGY: Point of View

A technical process or design can be described from several points of view depending on the purpose and audience. Here is a simple electric guitar setup involving three components connected by cables.



Read these paragraphs describing the diagram above from different points of view. For each paragraph, complete the task.

Description

1. How do I set it up?

Insert one end of a guitar cable into the jack in the electric guitar. Insert the other end of the cable into the input jack on the amplifier. Then run speaker cables from the output jacks of the amplifier to the input terminals of the speakers.

2. How is it set up or designed?

One end of a guitar cable is inserted into the jack in the guitar. The other end is plugged into the input jack in the amplifier. A speaker cable runs from the output jack of the amplifier to the input jack of the loud speaker.

Task

This version gives instructions to the reader. Underline the verbs that tell the reader what to do.

This version describes the setup without indicating who set it up. Underline any intransitive verbs. (See Unit 3, page 45, for more on transitive and intransitive verbs.)

VOCABULARY ACTIVITIES

There are **two types of vocabulary activities** that follow each reading. The first type of activity is **word level and mostly receptive**, focusing on meanings and word family members.

The second type of vocabulary activity is **sentence level and mostly productive**. Each unit features work with collocations. These activities can also include work with register, associations, connotations, and learner dictionaries.

VOCABULARY ACTIVITIES

Noun	Verb	Adjective	Adverb
manipulation	manipulate	intrinsic manipulative	intrinsically manipulatively
projectile*	project	projected	
projection	refine	refined	
refinement	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.
- Several approaches are available for sound in large spaces.
- The technology for amplifying acoustic guitars is still being

B. In the reading, *stress* refers to physical force, but it can also refer to emphasis or to psychological pressure. In your notebook, write sentences that link these words in a meaningful and grammatical way. Compare sentences with a partner.

- consultant / stress / need / better quality control
The consultant stressed the need for better quality control.
- teacher / stress / read Chapter 5 very carefully
- assign / too many tasks at once / stressful
- must / greater stress on / open / new markets for our products
- psychologist / stress / multitasking / not a reliable strategy for saving time
Feel stress. I go to school. He same time.

NOTE

Each unit ends with topics and projects that teachers can use to take the lesson further. This section includes class discussion topics, online research projects, and essay ideas.

Answer Key

UNIT 1

The Strength to Survive

Reading 1

Before You Read

Bird	Fish	Insect	Grazing Animal	Cat	Canine
falcon ostrich roadrunner swift albatross dovekie loon puffin thick-billed murre	salmon eel	beetle	gazelle antelope wildebeest zebra	cheetah	coyote

Reading Comprehension

1. F
2. T
3. T
4. F. After 300 yards they tire.
5. T
6. F
7. F
8. T

Reading Strategy: Skimming and Scanning

1. The movie *Earthquake*.
2. 220 hz per second.
3. A guitar.
4. National Sleep Awareness Week.
5. Yes. It reached 5,132.
6. Charles II.
7. 1,198 pounds.
8. Stanford University in California.

Vocabulary Activities

- A.**
1. maintain
 2. achieve
 3. durations
 4. exceedingly
 5. excess
 6. achieve
 7. welfare
 8. the elements
- B.**
1. b
 2. a
 3. a
 4. b
 5. a
 6. a
 7. b

C.

1. d
2. g
3. a
4. b
5. c
6. e
7. f

D.

Answers will vary. Possible answers:

1. It can reach a depth exceeding 1,700 feet.
2. They can maintain speeds between 30 and 45 miles per hour.
3. It can achieve speeds of 200 miles per hour.
4. They travel for long durations.

E.

1. Blue whales can weigh in excess of 170 tons.
2. The sounds made by blue whales can exceed 150 decibels.
3. A squirrel's welfare depends on its ability to remember where it has hidden thousands of nuts.
4. Dall's porpoise, the fastest sea mammal, can achieve speeds of up to 56 miles per hour.
5. The marmot, a large rodent, can hibernate for a durations of nine months.

Reading 2

Reading Comprehension

1. T
2. F
3. F
4. F
5. T

Reading Strategy: Outlining as You Read

A.

Introduction (Main idea: Some animals are capable of outstanding athletic performances)

- I. Sprinting
 - II. Marathon
 - III. Diving
 - IV. Jumping
 - V. Weightlifting
- Closing Remarks

B.

- I. Sprinting
- A. Mammals
 - B. Birds

- II. Marathon
 - A. Birds
 - B. Fish
 - C. Mammals
- III. Diving
 - A. Mammals
 - B. Birds
- IV. Jumping
 - A. Long Jump
 - B. High Jump
- V. Weightlifting
 - A. African elephant
 - B. Rhinoceros beetle

Vocabulary Activities

A.

- | | |
|---------------|----------------|
| 1. undergo | 6. area |
| 2. facilitate | 7. preliminary |
| 3. maintain | 8. transfers |
| 4. releases | 9. release |
| 5. maintain | 10. exceeding |

B.

- | | |
|------|------|
| 1. c | 4. b |
| 2. f | 5. a |
| 3. e | 6. d |

C.

Answers will vary. Possible answers:

2. A good learners' dictionary/keeping flash cards/joining conversation groups can facilitate language learning.
3. Childhood development is facilitated by good nutrition/attentive parents/good health care.
4. A social website can facilitate keeping in contact with friends.
5. The healing of a muscle injury can be facilitated by resting and icing the muscle.

D.

- | | |
|--------------|----------------|
| 1. welfare | 5. preliminary |
| 2. underwent | 6. excessive |
| 3. sole | 7. elemental |
| 4. exceeded | 8. elementary |

UNIT 2

Your Attention, Please

Reading 1

Reading Comprehension

- | | |
|------|------|
| 1. T | 5. T |
| 2. F | 6. F |
| 3. F | 7. F |
| 4. T | 8. F |

Reading Strategy: Finding the Main Idea—Reading Past the “Pivot”

A.

“Yet” is the pivot word. The main idea is expressed in the sentence “Our interest concerns how the human brain manages multiple tasks simultaneously and factors that inhibit the successful completion of these tasks.”

B.

Answers may vary. Possible answer:

Pivot word: But (in the second paragraph)

Before pivot: Humans and computers can perform more than one task at a time.

After pivot: Can humans do several tasks at the same time if both require concentration?

The author's point: Humans probably cannot multitask effectively when concentration is required for both tasks.

Vocabulary Activities

A.

- | | |
|----------------------------------|------------------|
| 1. requirement | 6. beneficial |
| 2. evidence | 7. negative |
| 3. Research | 8. psychological |
| 4. mediate | |
| 5. Psychologists/
Researchers | |

B.

Answers will vary. Possible answers:

2. Issue: The reasons for the drop in violent crime
Question: What factors have contributed to the drop in violent crime?
3. Issue: Changing the minimum age for driving
Question: What are the effects this change will have?
4. Issue: Concerns about social websites
Question: What are some of the dangers of social websites?
5. Issue: Violence in video games
Question: What's the best way to deal with video game violence?

6. Issue: Why businesses fail
Question: What are some reasons why businesses fail?

C.

Answers will vary. Possible answers:

1. but
2. whereas
3. ø

Reading 2

Reading Comprehension

- | | |
|------|------|
| 1. F | 5. T |
| 2. F | 6. F |
| 3. T | 7. F |
| 4. T | 8. T |

Reading Strategy: Isolating Causes and Effects

A.

AS (adequate sleep): improves memory, increases concentration, strengthens the immune system, decreases accidents, improves cognitive functioning

CD (chronic deprivation): impairs memory, disrupts the body's metabolism, cuts their lives short, taxes the immune system, wreaks havoc on human safety

B.

- | | |
|------------|-------------|
| 1. lead to | 4. lead to |
| 2. show | 5. leads to |
| 3. show | 6. show |

C.

Answers will vary. Possible answer:

Chronic sleep deprivation can have a negative effect on our mind and body. People who sleep less than 8 hours a night show a diminished ability to pay attention and make decisions. As a result, they are more likely to have accidents and endanger others. Sleep deprivation also harms the body's immune system, a condition that can lead to disease and premature aging.

Vocabulary Activities

A.

C (count): consequences, suggestions, benefits
U (uncount): information, advice, knowledge, understanding, health, safety, study

C.

- | | |
|-----------------|------------------|
| 1. facts | 6. Studies |
| 2. suggestions | 7. evidence |
| 3. instructions | 8. research |
| 4. advice | 9. understanding |
| 5. information | 10. consequences |

E.

Answers will vary. Possible answers:

2. We can benefit psychologically from a regular program of exercise.
3. The findings of this study are consistent with the evidence from other research.
4. Businesses are required to maintain accurate records of all transactions.
5. There is evidence that sleep deprivation negatively affects performance at work.
6. It is increasingly evident that getting adequate sleep is beneficial.

F.

Answers will vary. Possible answers:

2. Students must fulfill strict requirements in order to qualify for a scholarship.
3. This exercise program, if done regularly, should provide long-term benefits.
4. Psychologists have gathered compelling evidence against the claim that multitasking increases productivity.
5. They are carrying out research on the negative effects of chronic sleep deprivation.

UNIT 3

Movie Magic

Reading 1

Reading Comprehension

A.

- | | |
|------|------|
| 1. F | 6. T |
| 2. F | 7. F |
| 3. T | 8. F |
| 4. F | 9. F |
| 5. T | |

B.

2. No. He died in 1977.
3. Pipe smoke and food
4. *House of Wax*
5. *Earthquake, Midway, Rollercoaster, and Battlestar Galactica*
6. *Thirteen Ghosts*

Vocabulary Activities

A.

- | | |
|---------------|----------------|
| 1. vision | 5. forthcoming |
| 2. margins | 6. schemes |
| 3. Eventually | 7. component |
| 4. retain | |

B.

- | | |
|------|------|
| 1. b | 4. a |
| 2. a | 5. a |
| 3. b | |

C.

- | | |
|------|------|
| 1. b | 4. c |
| 2. e | 5. d |
| 3. a | |

Reading 2**Reading Comprehension****A.**

- | | |
|------|------|
| 1. T | 5. T |
| 2. F | 6. T |
| 3. T | 7. F |
| 4. T | 8. F |

B.

Answers may vary. Possible answers:

- A model is photographed, moved slightly, and photographed again. When this process is repeated and run as a motion picture, it creates the illusion that the model is moving under its own power.
- Performance-capture animation is one technique.
- The Beast from 20,000 Fathoms, It Came from Beneath the Sea, and 20 Million Miles to Earth.*
- The Seventh Voyage of Sinbad, Mysterious Island, and Jason and the Argonauts.*
- Peter Jackson
- Lifetime Achievement
- 15
- Willis O'Brien

Reading Strategy: Uses of the Present Tense

(H) = historical event

(C) = present circumstance or comment

- used (H)
- has (C)
- faced (H)
- called (H)
- created (H)
- move and behave (C)
- design (C)
- animate (C)
- used (H)
- crowded (H)

Vocabulary Activities**A.**

- | | |
|------|------|
| 1. c | 3. c |
| 2. a | 4. b |

B.

- Int
- T (*prey* is the object)
- T (*elements* is the object)
- Int

C.

- | | |
|------|------|
| 1. g | 5. f |
| 2. a | 6. c |
| 3. e | 7. d |
| 4. b | |

D.

- | | |
|----------------|-------------------|
| 1. adjustments | 5. component |
| 2. forthcoming | 6. vision, scheme |
| 3. retain | 7. final |
| 4. subordinate | 8. bond |

UNIT 4**The Power of Music****Reading 1****Reading Comprehension****A.**

- | | |
|------|------|
| 1. F | 5. F |
| 2. T | 6. F |
| 3. F | 7. F |
| 4. T | 8. T |

B.

- | | |
|----------|----------|
| 1. 23–24 | 4. 66–67 |
| 2. 37 | 5. 69–71 |
| 3. 44–45 | 6. 97–98 |

Reading Strategy: Finding the Perpetrator**A.**

- | | |
|------------------------|---------------|
| 1. a part of the brain | 5. unknown |
| 2. a part of the brain | 6. medication |
| 3. nature | 7. artists |
| 4. nature | 8. scientists |

Vocabulary Activities**A.**

- | | |
|------------------|-----------------|
| 1. fundamentally | 5. physical |
| 2. primed | 6. transmit |
| 3. conference | 7. diminish |
| 4. foundation | 8. incorporates |

B.

- b
- c
- a

C.

- | | |
|------|------|
| 1. d | 4. a |
| 2. b | 5. e |
| 3. c | |

D.

- | | |
|------|------|
| 1. d | 4. e |
| 2. a | 5. b |
| 3. c | |

Reading 2**Reading Comprehension**

- | | |
|------|------|
| 1. E | 5. A |
| 2. B | 6. E |
| 3. B | 7. B |
| 4. A | 8. A |

Reading Strategy: Point of View

- Verbs: Insert, Insert, run
- Intransitive verb(s): runs
- Perpetrators: guitarist, guitar, amplifier
- Passive verbs: is plucked, is transmitted, is delivered, is converted

Vocabulary Activities**A.**

- | | |
|------------------|---------------|
| 1. theoretically | 4. projecting |
| 2. manipulated | 5. refined |
| 3. stress | |

B.

Answers will vary. Possible answers:

- The teacher placed a lot of stress on reading Chapter 5 very carefully.
- Assigning too many tasks at once can be stressful.
- We must place greater stress on opening new markets for our products.
- The psychologist stressed that multitasking is not a reliable strategy for saving time.
- The student felt a lot of stress from working and going to school at the same time.

D.

Project

- | | |
|------|------|
| 1. a | 4. c |
| 2. b | 5. d |
| 3. b | 6. a |

Manipulate

- | | |
|------|------|
| 1. d | 4. c |
| 2. a | 5. c |
| 3. b | 6. d |

E.

- | | |
|-------------------|----------------|
| 1. theory, confer | 5. intrinsic |
| 2. intrinsic | 6. refined |
| 3. diminishing | 7. fundamental |
| 4. fundamentals | |

UNIT 5**Sensory Perception****Reading 1****Reading Comprehension**

- | | |
|------|------|
| 1. F | 4. F |
| 2. T | 5. F |
| 3. T | 6. T |

Reading Strategy: Categorizing**A.**

Answers may vary. Possible answers:

- What entities are being categorized?

Acoustic guitars.

What is the basis for the categorization?

The material used to make the strings.

Are the categories mutually exclusive?

Yes.

- What entities are being categorized?

Non-offensive odors.

What is the basis for the categorization?

The type of material producing the smell.

Are the categories mutually exclusive?

No. Some odors may seem a mixture.

- What entities are being categorized?

Odors.

What is the basis for the categorization?

The way the odor feels in the nose.

Are the categories mutually exclusive?

No. Some odors may seem a mixture.

- What entities are being categorized?

Odors.

What is the basis for the categorization?

Pleasantness.

Are the categories mutually exclusive?

No. Pleasantness may depend on context.

B.

Answers will vary. Possible answers:

- Adulthood begins when you finish high school.
- I would draw the line at age 65.
- A feature film must last at least 70 minutes.
- A true luxury car should cost over \$40,000.
- The "old days" refer to the time when my parents were children.

6. In my country, people fall below the poverty line if they make less than 60% of the average income.

Vocabulary Activities

A.

- | | |
|----------------|--------------|
| 1. categorized | 5. minimal |
| 2. entity | 6. category |
| 3. minimum | 7. dimension |
| 4. dimensional | |

B.

- | | |
|-------------|---------|
| 1. Plus | 3. Plus |
| 2. Likewise | 4. Plus |

C.

- | | |
|---------------|---------------|
| 1. entity | 5. parameters |
| 2. dimension | 6. dimensions |
| 3. parameters | 7. entities |
| 4. dimension | |

Reading 2

Reading Comprehension

- | | |
|------|------|
| 1. T | 4. T |
| 2. F | 5. F |
| 3. F | 6. T |

Reading Strategy: Interpreting Charts, Tables, and Graphs

A.

The chart will be labeled in this order.

- (120 Hz) a man's speaking voice
- (220 Hz) a woman's speaking voice
- (440 Hz) the musical note A
- (20,000 Hz) highest frequency humans can hear
- (30–35 Hz) the lowest musical note
- (20 Hz) the lowest frequency humans can hear
- (about 4,000 Hz) the highest musical note

B.

- | | |
|--------------------|---------------|
| 1. 937,000 | 4. 22,497,000 |
| 2. 4,416,000 | 5. 39,409,000 |
| 3. 3,479,000 units | 6. 67,635,000 |

Vocabulary Activities

A.

- | | |
|-----------------|--------------|
| 1. cycles | 4. principal |
| 2. stable | 5. identical |
| 3. concurrently | |

B.

- | | |
|------|------|
| 1. a | 4. a |
| 2. a | 5. a |
| 3. b | 6. b |

D.

- | | |
|--------------|-----------------|
| 1. principal | 5. cycle |
| 2. stable | 6. cyclical |
| 3. minimum | 7. concurrently |
| 4. unified | 8. minimum |

UNIT 6

Boom and Bust

Reading 1

Reading Comprehension

- | | |
|------|------|
| 1. T | 4. F |
| 2. F | 5. T |
| 3. F | 6. T |

Reading Strategy: Describing Trends

- | | |
|--------------|--------------|
| 1. rose | 6. peaked at |
| 2. reached | 7. dropped |
| 3. grew | 8. reached |
| 4. climbing | 9. falling |
| 5. increased | |

Vocabulary Activities

A.

- | | |
|-------------------|------------------------|
| 1. security | 5. file |
| 2. infrastructure | 6. trendiest |
| 3. secure | 7. estate, commodities |
| 4. attitudes | |

B.

Answers will vary. Possible answers:

- | | |
|------|------|
| 1. b | 5. a |
| 2. a | 6. b |
| 3. b | 7. a |
| 4. b | 8. a |

Reading 2

Reading Comprehension

- | | |
|------|------|
| 1. F | 4. F |
| 2. T | 5. T |
| 3. T | |

Reading Strategy: Summarizing

B.

- | | |
|------|------|
| 1. N | 4. N |
| 2. N | 5. N |
| 3. A | 6. A |

Vocabulary Activities

A.

- | | |
|---------------|------------------|
| 1. specific | 4. accurately |
| 2. dispose | 5. ideologically |
| 3. underlying | 6. compound |

B.

1. d
2. a
3. b
4. c

C.

Answers will vary. Possible answers:

2. Autumn leaves can symbolize approaching old age.
3. A raven might represent death or the fear of it.
4. A deep, cold lake might stand for something unknown and mysterious.
5. A bright, yellow tulip denotes renewal or hope.
6. A single, lone wolf hunting in winter might signify desperation and isolation.
7. A distant mountain could symbolize an unattainable goal.

D.

1. underlying
2. attitude
3. filed
4. disposed of
5. specific
6. compound
7. norms

UNIT 7**Decisions, Decisions****Reading 1****Reading Comprehension****A.**

1. T
2. T
3. F
4. F
5. T
6. T
7. T
8. F

B.

1. They found that after we've turned over about fifty cards...
2. That much is straightforward.
3. We think about what we've learned, and eventually...
4. It has the drawback, however...
5. The adaptive unconscious can be thought of as a kind of giant...

Reading Strategy: Evaluating Generalizations

1. S
2. T
3. T
4. S
5. N

Vocabulary Activities**A.**

1. deduce
2. adapt
3. options
4. response
5. mode
6. imply

B.

Answers will vary. Possible answers:

2. all cultures have some form of music.
3. people will perform better on tests after drinking a small amount of coffee.
4. multitasking will be more efficient than handling one task at a time.

Reading 2**Reading Comprehension**

1. T
2. F
3. T
4. F
5. F
6. T
7. T

Reading Strategy: Understanding Analogies

1. A
2. I
3. I
4. A

Vocabulary Activities**A.**

1. thesis
2. excluded
3. statistically
4. consensus, conform
5. implications
6. Nonetheless
7. statistical

B.

Answers may vary. Possible answers:

1. The mayor was implicated in a scheme that misused public funds.
2. What are some implications of the city's plan to expand the airport?
3. He objected to the article's implication that he caused the city's financial crisis.
4. Corrupt building inspectors were implicated in the building's collapse.
5. The report implies that the city council is not working hard enough.

C.

Answers may vary. Possible answers:

1. In *Blink*, Malcolm Gladwell claims that we underestimate the accuracy of snap judgments and first impressions.
2. In *The Wisdom of Crowds*, James Surowiecki argues that collective judgments can be quite accurate under certain circumstances.

D.

1. mode
2. statistics
3. consent
4. response
5. adapt
6. options
7. conform
8. enforcing

E.

Answers will vary. Possible answers:

2. She adapted quickly to the changing situation at work.
3. The university collected statistics on how many students changed their major after their first year.
4. The city council elicited a favorable response when it announced plans to develop a new recreation program for the elderly.
5. You must obtain the consent of the university before changing your major.
6. Your only option is to conform to the standards of the university community if you wish to have your research project approved.

UNIT 8

Searching for Success

Reading 1

Reading Comprehension

A.

- | | |
|------|------|
| 1. F | 5. F |
| 2. T | 6. T |
| 3. T | 7. T |
| 4. F | 8. F |

B.

1. At Stanford University in California.
2. It "crawls" the web to rank pages.
3. 1998
4. No
5. Initial Public Offering
6. No

Reading Strategy: Analyzing Criteria

A.

Answers may vary. Possible answers:

- | | |
|--------|--------|
| 1. Yes | 7. Yes |
| 2. Yes | 8. No |
| 3. Yes | 9. Yes |
| 4. ? | 10. ? |
| 5. Yes | 11. ? |
| 6. Yes | |

Vocabulary Activities

A.

- | | |
|-------------|-------------|
| 1. founded | 4. formula |
| 2. constant | 5. relevant |
| 3. computes | 6. editing |

B.

- | | |
|------|------|
| 1. a | 4. b |
| 2. e | 5. d |
| 3. c | |

C.

Answers will vary. Possible answers:

1. The researchers called at a time when most working people are not home. Candidate B was more popular among working people. Candidate A may have appealed more to older, retired people.
2. No. We need to know whether the average age of the populations in those states is the same. As it turns out, Utah has a much more youthful population than Florida, where many retired people live. Retired people are more likely to suffer from arthritis, so the sample is biased.

D.

Answers will vary. Possible answers:

1. No. Driving is a specialized motor skill, but parenting requires no specialized motor skill training. It is easy to demonstrate driving ability in a short test. Parenting would be much more difficult to test fairly.
2. No. Children only attend school for a portion of their day and have days and weeks off, whereas prisoners typically spend 24 hours of everyday in prison. Requiring someone to stay in a location for part of a day is not the same as imprisonment. Compulsory schooling is mandated by law and upheld by courts, so the action is legal.
3. No. Secondary smoke can directly bother non-smokers. Non-eating pedestrians suffer no ill effects from those eating. The argument also overlooks the fact that eating and drinking are restricted in areas where they can harm buildings, furnishings, and equipment.

Reading 2

Reading Comprehension

1. T
2. F
3. T
4. F
5. T
6. F

Reading Strategy: Determining Degree**A.***Answers may vary. Possible answers:*

1. A
2. C
3. A
4. C
5. C

Vocabulary Activities**A.**

1. potential
2. format
3. distributed
4. scope
5. investigation
6. clarify

B.

1. investigative
2. scope
3. constant
4. clarify
5. relevance
6. format
7. clarification
8. formulated

C.

1. e
2. c
3. b
4. a
5. d

UNIT 9**Modeling Nature****Reading 1****Reading Comprehension****A.**

1. F
2. T
3. F
4. T
5. F
6. T
7. T

B.

1. 7–9
2. 15
3. 25–26
4. 113–115
5. 122–126

Reading Strategy: Analyzing Advantages and Disadvantages**B.***Answers will vary. Possible answers:*

	Advantages	Disadvantages
ant algorithms	can solve complex logistical problems; can adapt to new situations	limited applications
swarm bots	can work together; can travel across tough terrain	requires many identical robots; not specialized
anthropomorphic robots	can perform tasks requiring strength and precision in industry	expensive; impractical for household use
swarmanoids	more specialized division of labor; possibilities for nanotechnology	not yet available

Vocabulary Activities**A.**

1. shift
2. methodically
3. bulky
4. consist
5. project
6. schedule

B.

1. a
2. a
3. a
4. b
5. b
6. b
7. b

Reading 2**Reading Comprehension**

1. T
2. T
3. T
4. F
5. F
6. F
7. T

B.*Answers may vary. Possible answers:*

1. They are kinds of robots. Cyborgs are machine-enhanced humans. Androids are human-like robots.
2. It was a mechanical child that could write with a pen. It was invented in 1772.

3. Wilhelm Leibniz.
4. He was Czech.
5. 100 billion.
6. In about 20 years.
7. By 2029.

Reading Strategy: Identifying Ethics and Values

B.

- | | |
|------|------|
| 1. d | 4. c |
| 2. e | 5. a |
| 3. b | |

Vocabulary Activities

A.

- | | |
|-------------|---------------|
| 1. proceeds | 5. document |
| 2. notion | 6. encoded |
| 3. comprise | 7. procedures |
| 4. code | 8. capacity |

B.

- | | |
|------|------|
| 1. b | 4. b |
| 2. b | 5. b |
| 3. a | 6. a |

C.

- | | |
|---------------|-----------|
| 1. code | 5. notion |
| 2. capacity | 6. bulk |
| 3. project | 7. shift |
| 4. procedures | |

UNIT 10

The Mystery of Easter Island

Reading 1

Reading Comprehension

A.

- | | |
|------|------|
| 1. T | 4. T |
| 2. F | 5. F |
| 3. F | |

B.

1. In theory, these blessings should have made Easter a miniature paradise, remote from problems that beset the rest of the world.
2. The islanders Roggeveen met were totally isolated, unaware that other people existed.
3. Roggeveen himself quickly recognized the problem the statues posed.
4. Pollen analysis shows that during the early years of Polynesian settlement, Easter was not a wasteland at all.

5. With fewer food sources, Easter Island could no longer feed the chiefs, bureaucrats, and priests who had kept a complex society running.

Reading Strategy: Identifying Multiple Causes

A.

Answers may vary. Possible answers:

2. The Easter Island palm could be used for making sleds to move statues and for building canoes.
3. Hard stones could be used for making chisels to carve the statues from softer rock.
4. Quarries provided stones large enough to make the statues. The material had to be soft enough to carve with stone tools.
5. These conditions could support a large population and a complex social structure. A large population would be needed to carve the hundreds of statues.

Vocabulary Activities

A.

1. collapsed
2. ceased
3. transported
4. unceasing/ceaseless/incessant
5. unceasing/ceaseless/incessant
6. cite

B.

- | | |
|------|------|
| 1. a | 3. b |
| 2. b | 4. b |

C.

Answers may vary. Possible answers:

1. Diamonds are extremely hard crystals derived from carbon either through natural or synthetic processes.
2. Paper is derived from a pulp made from vegetable fibers.
3. Plastics are derived from synthetic polymers. The word *plastic* is derived from the fact that this material can be formed into shapes.
4. Silk is derived from cocoons made by silkworm larvae.
5. Cocoa is derived from seeds of the cacao tree.
6. The word *salary* is derived from the Latin word for salt.

Reading 2

Reading Comprehension

A.

1. T
2. F
3. F
4. T
5. T

B.

1. Around 1200.
2. Later.
3. By about 1500.
4. There is general agreement on the date.
5. In 1805.
6. No.

Reading Strategy: Synthesizing Information from Several Sources

A.

	Diamond	Hunt and Lipo	Both
Polynesian colonists began to arrive on Easter Island around the year A.D. 1200.		✓	
Forests were destroyed to support agriculture.			✓
The destruction of forests played a major role in the population's decline.	✓		
Rats contributed to deforestation.			✓
The island's population peaked at somewhere between 7,000 and 20,000.	✓		
The statues could have been constructed by smaller tribal groups.		✓	

The island is littered with around 700 statues that were never completed or erected.			✓
Destructive civil wars broke out on the island that left the culture in a weakened state.	✓		
The most severe decline in the island's population occurred as a result of disease and forced migration caused by contact with outside societies of Europe and Latin America.		✓	
The island was functioning smoothly when Europeans first arrived.		✓	

B.

Answers will vary. Possible answer.

The history of Easter Island remains mysterious, but scholars agree on several points. All agree that massive deforestation occurred and that both rats and agriculture contributed to the loss of forests. They also agree that statue construction ceased before the Europeans arrived and around 700 statues were never completed or erected. All agree that by the 1860s the once substantial population had declined greatly.

Vocabulary Activities

A.

1. b
2. a
3. a
4. a
5. b
6. b

B.

- | | |
|-----------------|---------------|
| 1. validity | 5. concepts |
| 2. confirmed | 6. widespread |
| 3. confirmation | 7. cited |
| 4. denied | |

C.

Answers will vary. Possible answers:

2. He doubts the validity of the anthropologist's claim.
3. The papers quoted several authorities who confirmed the claim.
4. The researchers made an incessant effort to validate their theory.
5. They deny the role of speculation in the stock market's collapse.
6. The critics made some valid complaints. Nevertheless, this concept is widely accepted.
7. The fact that they ceased transporting the statues is evidence that the culture collapsed.

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Inside Reading 4

The Academic Word List

(words targeted in Level 4 are bold)

Word	Sublist	Location	Word	Sublist	Location	Word	Sublist	Location
abandon	8	L1, U7	attain	9	L1, U5	complex	2	L4, U2
abstract	6	L3, U5	attitude	4	L4, U6	component	3	L4, U3
academy	5	L3, U1	attribute	4	L3, U10	compound	5	L4, U6
access	4	L1, U2	author	6	L2, U4	comprehensive	7	L2, U7
accommodate	9	L2, U7	authority	1	L1, U6	comprise	7	L4, U9
accompany	8	L1, U2	automate	8	L3, U6	compute	2	L4, U8
accumulate	8	L2, U4	available	1	L3, U5	conceive	10	L4, U10
accurate	6	L4, U6	aware	5	L1, U5	concentrate	4	L3, U8
achieve	2	L4, U1	behalf	9	L3, U9	concept	1	L3, U1
acknowledge	6	L1, U7	benefit	1	L4, U2	conclude	2	L1, U6
acquire	2	L1, U4	bias	8	L4, U8	concurrent	9	L4, U5
adapt	7	L4, U7	bond	6	L4, U3	conduct	2	L1, U9
adequate	4	L2, U4	brief	6	L3, U6	confer	4	L4, U4
adjacent	10	L2, U3	bulk	9	L4, U9	confine	9	L1, U10
adjust	5	L4, U3	capable	6	L1, U8	confirm	7	L4, U10
administrate	2	L1, U3	capacity	5	L4, U9	conflict	5	L1, U2
adult	7	L3, U6	category	2	L4, U5	conform	8	L4, U7
advocate	7	L1, U10	cease	9	L4, U10	consent	3	L4, U7
affect	2	L2, U6	challenge	5	L3, U8	consequent	2	L2, U3
aggregate	6	L1, U9	channel	7	L1, U3	considerable	3	L3, U8
aid	7	L2, U7	chapter	2	L3, U7	consist	1	L4, U2, U9
albeit	10	L1, U7	chart	8	L3, U10	constant	3	L4, U8
allocate	6	L2, U6	chemical	7	L2, U10	constitute	1	L1, U4
alter	5	L1, U1	circumstance	3	L2, U10	constrain	3	L1, U8
alternative	3	L1, U10	cite	6	L4, U10	construct	2	L3, U1
ambiguous	8	L1, U4	civil	4	L1, U4	consult	5	L1, U6
amend	5	L2, U9	clarify	8	L4, U8	consume	2	L2, U2
analogy	9	L1, U4	classic	7	L3, U9	contact	5	L2, U10
analyze	1	L2, U3	clause	5	L2, U8	contemporary	8	L1, U7
annual	4	L1, U9	code	4	L4, U9	context	1	L1, U4
anticipate	9	L2, U3	coherent	9	L2, U5	contract	1	L3, U9
apparent	4	L2, U9	coincide	9	L1, U5	contradict	8	L2, U2
append	8	L2, U10	collapse	10	L4, U10	contrary	7	L1, U6
appreciate	8	L3, U5	colleague	10	L1, U5	contrast	4	L1, U7
approach	1	L3, U1	commence	9	L3, U9	contribute	3	L1, U9
appropriate	2	L1, U8	comment	3	L3, U3	controversy	9	L2, U3
approximate	4	L3, U4	commission	2	L3, U9	convene	3	L1, U4
arbitrary	8	L2, U8	commit	4	L2, U6	converse	9	L2, U8
area	1	L4, U1	commodity	8	L4, U6	convert	7	L2, U2
aspect	2	L3, U4	communicate	4	L3, U2	convince	10	L1, U3
assemble	10	L3, U10	community	2	L2, U7	cooperate	6	L1, U2
assess	1	L1, U8	compatible	9	L1, U9	coordinate	3	L2, U6
assign	6	L2, U9	compensate	3	L3, U4	core	3	L2, U5
assist	2	L2, U5	compile	10	L2, U6	corporate	3	L2, U2
assume	1	L2, U1	complement	8	L1, U7	correspond	3	L3, U9
assure	9	L3, U4				couple	7	L3, U1
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Installation Instructions

Close all programs before installing Diploma.

Installing and opening Diploma using Windows

1. Insert the Diploma CD-ROM in your computer CD drive.
2. If your computer is configured to install CD-ROMs automatically,
 - the Diploma installation screen will appear
 - click the "Install Diploma" option and follow the instructions as they appear on screen
 - click "Exit" when you are done.

If your computer is not configured to install CD-ROMs automatically,

- run the Setup Program by clicking on Windows "Start" button
- select the "Run" option
- in the box marked "Open," type "D:\Setup\DiplomaSetup.exe" (where "D" is the letter for the CD drive)
- click OK
- follow the instructions in the Diploma installation wizard.

The software will be installed on your hard drive. You will need to restart your computer at the end of the install.

3. To open Diploma,
 - click the "Start" button
 - select the "Programs" option
 - choose "Diploma 6"
 - select the question bank that you want to use.

Installing and opening Diploma using Macintosh

1. Insert the Diploma CD-ROM in your computer CD drive.
2. A folder of the CD-ROM's contents should appear. If the folder doesn't appear, double-click the CD icon.
3. Double-click the "Diploma 6 for Mac OS X" icon. Follow the instructions as they appear on screen. The software will be installed on your hard drive.
4. To open Diploma,
 - double-click on your hard drive icon
 - open the "Applications" folder
 - locate the "Diploma 6" program
 - double-click it to launch Diploma
 - a window showing available question banks will appear.

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