

Inside Reading

THE ACADEMIC WORD LIST IN CONTEXT

Instructor's Pack

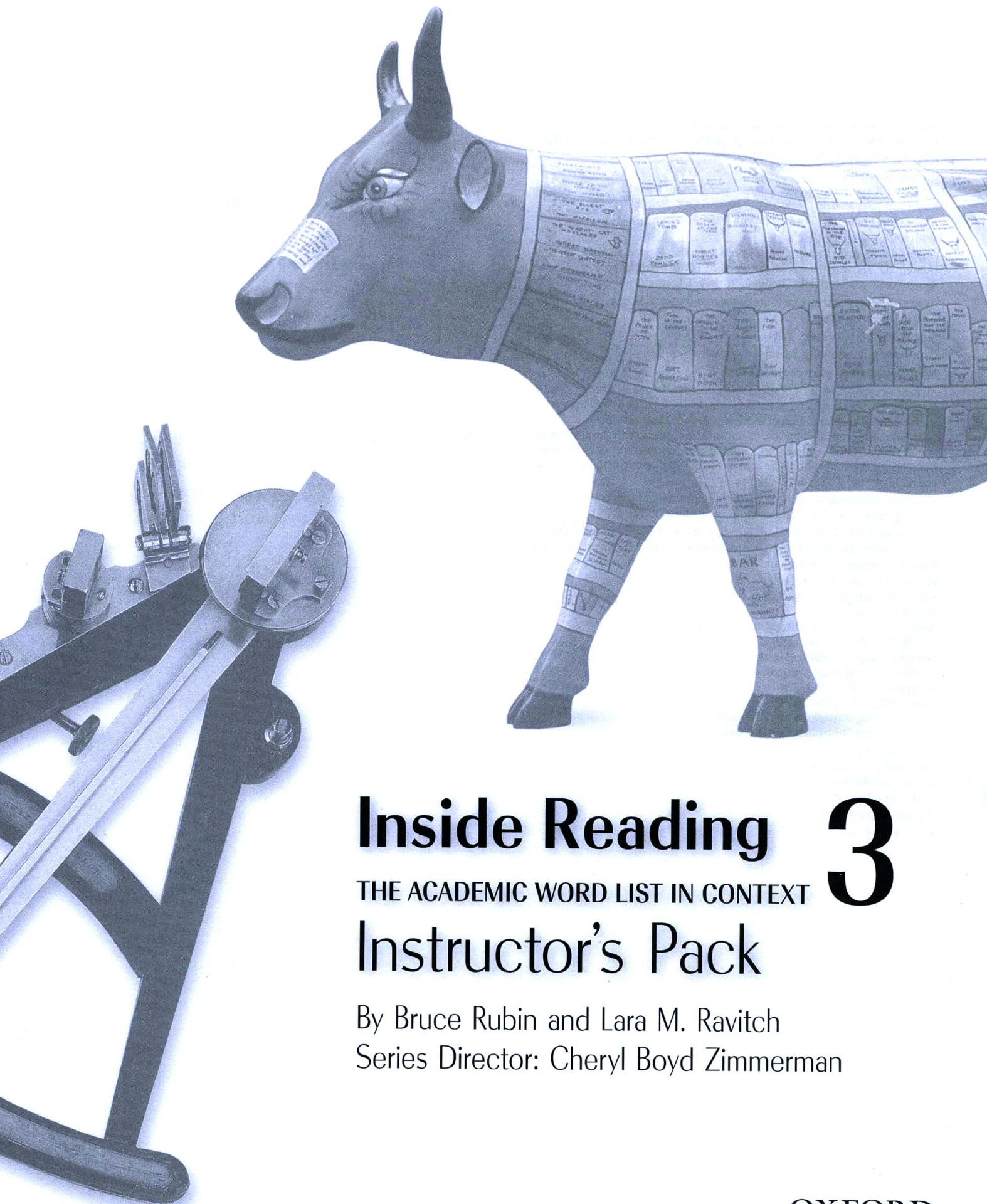
By Bruce Rubin and Lara M. Ravitch
Series Director: Cheryl Boyd Zimmerman



With Test Generator CD-ROM

3

OXFORD



Inside Reading **3**

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Instructor's Pack

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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 3* is intended for students at the high-intermediate 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 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 8 Psychology

CHILD PRODIGIES

In this unit, you will

- read about child prodigies and the challenges they pose for their families and society.
- learn how to recognize and analyze comparison and contrast in a text.
- increase your understanding of the target academic words for this unit:

challenge	enormous	factor	normal	reveal
concentrate	environment	focus	pursue	technology
considerable	expert	intelligence	resource	utilize

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.

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.

MORE WORDS YOU'LL NEED

prodigy: a person who is significantly advanced in a particular area; usually applied to children

society: the people of a particular culture who share general values and priorities

CHILD PRODIGIES 113

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 the 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 a small group.

1. Have you ever known anyone who was very, very smart? What could they do or what did they know that made them different from other people their age?
2. What can a family do to help or encourage a baby's mental development? Physical development? Emotional development?
3. Schools often want to know how intelligent children are. How do schools usually measure intelligence? What kinds of tools or tests do they use? What skills or abilities do they measure?

READ

This magazine article spotlights the unusual abilities of some very special children.

Child Prodigies

It seemed **normal** when Nguyen Ngoc Truong Son wanted to play chess with his parents.

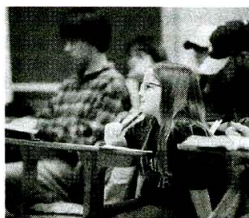
However, it was unusual when he revealed that he already knew how to play—before anyone taught him. Apparently the two-year-old had learned all of the rules by watching his parents. After only one month of playing with them, he was winning all of the games. By age 4, he was competing in national tournaments. By age 12, he was Vietnam's youngest champion.

Another two-year-old child, Jay Greenberg, likewise surprised his parents by drawing pictures of musical instruments that he had never seen. They soon discovered that Jay "heard music in his head." He began to compose music at age 3. By age 10, he was attending the prestigious Julliard Conservatory in New York, composing full symphonies. Jay was noted not only for the quality of his musical work, but also the speed at which he was able to produce it. That is, while talented professional composers normally write five or six symphonies in a lifetime, Jay wrote five by the age of 12.

A third young child, Abigail Sin, was first introduced to piano lessons at age 5 and had what her tutor called an "unstoppable urge to master the keyboard." She became Singapore's most celebrated pianist by age 10.

Child prodigies such as these are a mystery to **experts** and non-experts alike. On the one hand, they attract praise and attention from everyone they meet; on the other hand, they attract criticism and they find it difficult to fit in with the rest of the world.

Child prodigies are highly intelligent, but this is not the only **factor** that sets them apart. They are considered prodigies because of their exceptional ability in one domain, or area. Experts define *prodigy* as "a young child who displays mastery of a field that is usually undertaken by adults." Child prodigies usually appear in structured areas such as language, math, drawing, chess, and music. They are not as likely to appear in less structured domains such as medicine, law, or creative writing, areas that require experience.



READINGS

Before each of the two readings in a unit, students discuss questions 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

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. The parents of two-year-old Nguyen Ngoc Truong Son taught him to play chess and he learned very quickly.
- 2. The parents of Jay Greenberg did not provide an environment that was focused on music, but young Jay had great interest in music at a very young age.
- 3. Jay Greenberg wrote symphonies very quickly because he utilized the help of talented professional composers.
- 4. The factors that seem to always be present in a child prodigy are 1) an unusually high intelligence and 2) the ability to master one area, such as music or math.

READING STRATEGIES

Strategy presentation and practice accompanies each reading.

READING STRATEGY: Recognizing Comparison and Contrast

Writers often compare things and ideas to show how they are similar. They also contrast things and ideas to show how they are different. Comparisons and contrasts are important in helping the reader understand how things and ideas relate to each other. You can recognize comparisons and contrasts by the context clues that signal them.

A. Read these context clues. Write *S* for those that indicate similarity (comparison) or *D* for those that indicate difference (contrast). Compare your answers with a partner.

S both in the same way on the contrary
 but instead of on the other hand
 despite likewise similarly
 however moreover unlike

VOCABULARY ACTIVITIES

The vocabulary work following each reading starts at word level. Step I activities are mostly receptive and focus on meanings and word family members.

Vocabulary work then progresses to the sentence level. Step II activities are mostly productive and feature work with collocations and specific word usage. These activities can also include work with register, associations, connotations, and learner dictionaries.

STEP I VOCABULARY ACTIVITIES: Word Level

A. Read these excerpts from another article on child prodigies. For each excerpt, cross out the one word or phrase in parentheses with a different meaning from the other three choices. Compare your answers with a partner.

- Parents can create a positive or a negative environment for their highly intelligent children. The mother of 6-year-old Hungarian cellist Janos Starker wanted her son to (*display / concentrate on / focus on / think about*) his music practice, so she made tiny sandwiches and left them on his music stand. She didn't want him to have to get up and look for a snack.
- Given the results, we should not be critical of this mother's methods. Janos Starker's (*considerable / great / expert / extensive*) success as an international cellist lasted over 50 years and his is one of the great musical careers of our time.
- Another musician to (*reveal / display / utilize / demonstrate*) exceptional musical promise was pianist Ruth Slezynska. She performed at a major concert for the first time in 1929 at the age of four.
- Whereas Starker's mother encouraged him with tiny sandwiches, Slezynska's father created (*a feeling / an environment / an atmosphere / a setting*) of fear. He forced her to practice nine hours every day and hit her when she played a wrong note.

STEP II VOCABULARY ACTIVITIES: Sentence Level

Word Form Chart			
Noun	Verb	Adjective	Adverb
challenge	challenge	challenging challenged*

E. Answer the questions using each form of *challenge* at least once. Refer to Reading 1 for information. Discuss your answers in a small group or as a class.

- How did the Greenbergs feel about raising Jay?
 *For the Greenbergs, raising a child prodigy was a challenge, but they enjoyed supporting him and encouraging his interests.*
- What were some of the difficulties faced by Billy Sidis in his adult life?

- What difficulties do researchers or experts face as they try to better understand child prodigies?

- What difficulties do child prodigies pose for society?

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 Birth of the Mall

Reading 1

Reading Comprehension

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

Step I Vocabulary Activities: Word Level

A.

Answers may vary. Possible answers:

- | | |
|-----------------------|---------------|
| 2. politics, business | 7. school |
| 3. business | 8. friendship |
| 4. music | 9. marriage |
| 5. work | 10. sports |
| 6. work, business | |

B.

- | | |
|-------------------|--------------------------|
| 1. posed, uniform | 4. enhanced |
| 2. regional | 5. concept, construction |
| 3. simulate | |

Reading 2

Reading Comprehension

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

Step I Vocabulary Activities: Word Level

A.

- | | |
|-----------------------|---------------------|
| 1. approach to, posed | 5. couple |
| 2. enhanced | 6. simulate |
| 3. select | 7. range, functions |
| 4. concept | 8. construct |

C.

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

D.

- | | |
|-------------|------------------------|
| 1. brochure | 4. book |
| 2. journals | 5. booklet |
| 3. catalog | 6. newspaper, magazine |

UNIT 2

Megacities

Reading 1

Reading Comprehension

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

Reading Strategy: Identifying Main Ideas vs. Supporting Details

A.

Correct: Nations don't spur growth as much as dynamic regions; The New Megas are the real economic organizing units of the world; The global economy takes shape around perhaps 20 great Megas.

B.

Answers will vary. Possible answers:

Paragraph 2: Megas are the real sources of wealth but no one has collected information about this.

Paragraph 3: Therefore geographers have started mapping Megas.

Paragraph 4: Megas exert a disproportionately large influence on global economic production.

Paragraph 5: What happens when Megas get too big?

Paragraph 6: Major Megas in the U.S.

Paragraph 7: Major Megas in Europe and Asia.

Paragraph 8: The importance of Megas in China.

Paragraph 9: Countries aren't as important as Megas in understanding economic activity.

Step I Vocabulary Activities: Word Level

A.

- | | |
|------|------|
| 1. c | 5. f |
| 2. a | 6. g |
| 3. h | 7. d |
| 4. b | 8. e |

C.

- | | |
|-------------------|-------------|
| 1. communications | 5. migrate |
| 2. global | 6. survival |
| 3. define | 7. rely on |
| 4. network | |

Step II Vocabulary Activities: Sentence Level

E.

Answers will vary. Possible answers:

1. Status here refers to biographical data typically required for legal purposes.
2. Status here refers to the prestige or high standing of people in a social hierarchy.
3. Status here refers to the condition or progress of a thing, situation, or process.

F.

- | | |
|----------------------|----------------|
| 1. relies on | 5. relies on |
| 2. reliable | 6. reliably |
| 3. reliance, relying | 7. reliability |
| 4. unreliable | |

Reading 2

Reading Comprehension

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

Reading Strategy: Outlining a Text

Answers may vary. Possible answers:

Paragraph 1, Main Idea: Tokyo is now the biggest city in the world.

Supporting detail: It has 34 million people.

Supporting detail: It's much bigger than London, a former #1.

Paragraph 2, Main Idea: Rural to urban migration is a global trend.

Supporting detail: In 1900, 10% of the population lived in cities.

Supporting detail: Today more than 50% of people live in cities.

Paragraph 3, Main Idea: Megacities create environmental and social problems.

Supporting detail: Megacities occupy 2% of land but use 75% of resources.

Supporting detail: Various pollution problems linked to sewage, water and wood supplies, etc.

Paragraph 4, Main Idea: A return to rural living is not really possible.

Supporting detail: Dividing land for individual self-sufficiency would create new disasters.

Supporting detail: Cities are actually more efficient for energy production, recycling, and transportation.

Paragraph 5, Main Idea: Government planners are aware of the problems facing megacities and are planning to fix them.

Supporting detail: Two main approaches: more recycling and fewer cars.

Supporting detail: Planners are redesigning cities to integrate work and living and thereby increase use of public transport.

Paragraph 6, Main Idea: Many cities already have impressive eco-projects.

Supporting detail: Melbourne

Supporting detail: Berlin

Paragraph 7, Main Idea: Top planning priority is to cut car use.

Supporting detail: Cars require massive networks.

Supporting detail: People should be able to live close to work and public transportation.

Paragraph 8, Main Idea: Shanty towns are a possible ecological model for future cities.

Supporting detail: They're high-density and pedestrianized.

Supporting detail: Their residents recycle things from big cities.

Paragraph 9, Main Idea: Perhaps we can combine the spontaneously-created shanty town model with a carefully planned infrastructure.

Supporting detail: Cities could retain their advantageous economy of scale.

Supporting detail: Cities could recycle more efficiently and be more flexible for people to live in.

Entire article: Large cities create various ecological problems and challenges, but they also present ecological advantages and possible solutions.

Step I Vocabulary Activities: Word Level

A.

- | | |
|------------------|-------------------|
| 1. communicative | 4. communications |
| 2. communicator | 5. communicate |
| 3. communication | 6. communicable |

B.

- | | |
|-------------------|--------------------------|
| 1. defined | 5. survived |
| 2. status | 6. extracting |
| 3. communications | 7. network |
| 4. rely, sources | 8. Despite, major, globe |

Step II Vocabulary Activities: Sentence Level

F.

1. b
2. a
3. c

UNIT 3

In the Public Eye

Reading 1

Reading Strategy: Skimming and Making Predictions

Answers may vary. Possible answers:

I think this article will be about cows running around Scotland.

I think this article will be about statues of cows on display in Scotland.

Heading 1: Benefits for businesses and charities

Question 1b: What are the benefits for charities?

Heading 2: Artists and sponsors

Question 2a: Who are the artists and sponsors?

Question 2b: Why do people want to sponsor a Cow Parade?

Heading 3: Sense of humor brings success

Question 3a: How does humor help the Cow Parade succeed?

Question 3b: What is funny about the Cow Parade?

Main idea: The Cow Parade, which is a very successful type of public art that benefits many people, is coming to Edinburgh.

Reading Comprehension

A.

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

Step I Vocabulary Activities: Word Level

A.

- | | |
|------|------|
| 1. e | 5. a |
| 2. c | 6. f |
| 3. g | 7. h |
| 4. d | 8. b |

B.

- | | |
|--------------|--------------------|
| 1. momentary | 5. problem, repair |
| 2. limit | 6. ongoing |
| 3. styles | 7. covers up |
| 4. resources | 8. selfish |

C.

- | | |
|---------------|--------------|
| 1. goals | 6. ethnic |
| 2. criteria | 7. ongoing |
| 3. policy | 8. funded |
| 4. guidelines | 9. commented |
| 5. topic | 10. mutual |

Step II Vocabulary Activities: Sentence Level

E.

Answers may vary. Possible answers:

2. The display featuring life-size Arabian horse sculptures in high-profile locations in Dubai shares a mutual focus with the ongoing show 'Pride of Arabia', which includes 21 small Arabian horse sculptures at a local gallery.
3. Godolphin has funded several international artists from different ethnic backgrounds to create their own interpretations of the topic of Arabian horses, for display in Dubai's public areas.
4. Patricia McGourty Palmer, Director of Dubai-based ArtWorks and founder of the project, commented that each artist brought a unique and creative interpretation to the image of the Arabian Horse.

F.

Answers may vary. Possible answers:

1. A new public art display in Shanghai is funded by the Shanghai Cultural Development Foundation and Shanghai Urban Sculpture Committee Office. The exhibit includes over 200 sculptures by 70 artists from around the world.
2. Even people who don't have any funds for artistic entertainment can see the display because it is free.
3. Liu Jianhua, a sculpture professor at Shanghai University, is pleased to see that the government is now providing funding for public art.
4. In the past, Liu commented that there have not been many sculpture displays in town due to insufficient space and funds.
5. If this show is successful, perhaps the government will create an account to generate funds for public art.
6. Government funding would certainly help the city to improve the quality of its public art.

Reading 2

Reading Comprehension

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

Vocabulary Activities

A.

1. legislature
2. mutually
3. rationalize
4. irrational
5. ethnically
6. inspection
7. inspect

B.

1. Like other kinds of art, public art projects come in many forms, and the resultant goal can be ongoing or temporary art displays.
2. Public art can have a sole author with a unique voice, or many participants with multiple interpretations.
3. A good public art project requires the organizers to establish a policy that includes clearly defined criteria for reviewing proposals and selecting the project.
4. A rational evaluation process should be used even if funds are being used to create a community-based art project, rather than one done by a paid artist.

UNIT 4

Staying Alive

Reading 1

Reading Comprehension

Answers may vary. Possible answers:

1. Life expectancy has increased.
2. Children were the most affected because of the drop in deaths from infectious diseases.
3. mid-18th to mid-19th century: Improved nutrition, economic growth, and emerging public health measures played a large role.
end of 19th to early 20th century: clean water, waste removal, and personal health education led to a reduction in water- and food-borne diseases.
mid-20th century to now: From the 1930s to now is the time of big medicine. It started with vaccination and antibiotics and has moved on to a variety of expensive and intensive treatments and procedures.
4. Correct: better nutrition, clean water, intense medical treatments, antibiotics

5. An increase in the production of new knowledge and treatments is likely to increase inequality in health outcomes in the short term, but help is on the way, not only for those who receive it first, but eventually for everyone.

Reading Strategy: Reading and Interpreting Charts, Graphs, and Tables

A.

1. c
2. a
3. b

B.

Answers may vary. Possible answers:

1. Infant mortality is decreasing and would be expected to continue decreasing, but at an ever slower rate.
2. 74%; clean water helps to reduce mortality.
3. Lowest: sub-Saharan Africa; Highest: industrialized countries

Step I Vocabulary Activities: Word Level

A.

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

B.

1. radical
2. radically
3. radical
4. radically
5. radical

Step II Vocabulary Activities: Sentence Level

E.

2. The introduction of water filtration and chlorination in major U.S. cities accounted for approximately half of the 30 percent decline in urban death rates during 1900–1940.
3. Clean water was definitely one of the most significant causes of rapid health improvements in the nation's history.
4. Researchers began focusing on the isolated role of clean water, after they discovered that deaths dropped sharply in cities that filtered their drinking water.

F.

1. Clean water was responsible for the approximate reduction of three-quarters of deaths and two-thirds of child mortality in the United States in the first 40 years of the 20th century.

- Clean water was responsible for cutting approximately three-quarters of deaths and two-thirds of child mortality in the United States in the first 40 years of the 20th century.

Reading 2

Reading Comprehension

A.

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

B.

- 1,000
- yellow fever
- Pneumococcal disease
- Hepatitis B, meningitis AC, and pneumococcal disease
- 26,000
- under 5

Reading Strategy

A.

- 27%
- measles
- 14,000

Step I Vocabulary Activities: Word Level

A.

- | | |
|------------------------|-------------|
| 1. layers | 5. outcome |
| 2. approximately | 6. assured |
| 3. isolated | 7. definite |
| 4. recovered, resolved | 8. radical |

Step II Vocabulary Activities: Sentence Level

C.

Answers may vary. Possible answers:

- Immunization helps national governments resolve the expense of treating major outbreaks of disease as well as loss of productivity.
- Immunization also increases productivity by allowing parents to work instead of resolving to stay home to care for sick children.
- Six diseases—polio, diphtheria, pertussis, measles, tetanus, and tuberculosis—can be resolved by vaccines for only \$17 per child.
- The cost of immunization is inexpensive, so governments should resolve to immunize all their citizens.

D.

Answers may vary. Possible answers:

- Vaccines assure immunity from disease. Thus, the WHO is resolved to use them to eradicate certain illnesses.
- There has been a definite increase in global immunization coverage. However, many children still have not been reached by vaccines.
- Vaccines currently under development will save many lives in the future. One vaccine is being developed against rotavirus, which kills approximately 300,000–600,000 children each year.
- Vaccination began in the 10th or 11th century with a process called variolation, in which small amounts of smallpox were introduced through pricking holes in layers of skin.
- Vaccines use a harmless copy of antigens, virus or bacterium parts that the body can recognize, to create immunity. The antigen triggers the body's immune system to "remember" the antigen, in the same way it would for a person who suffered from the illness and then recovered.
- One aspect of healthcare that is important to consider is safety. In this area, vaccines are impressive, with few side effects.
- Society is well compensated for the cost of producing and dispensing vaccines because they are relatively cheap to administer and have a high success rate.

UNIT 5

Motion Magic

Reading 1

Reading Comprehension

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

Reading Strategy: Summarize a Text, Including Nontext Elements

Answers will vary. Possible answers:

- Olympian athletes use StroMotion to improve their performance. StroMotion has caused some controversy when used in competition judging.

2. With StroMotion, TV sports viewers can see things they couldn't see before.
StroMotion is particularly revealing in sports with aerial maneuvers.
3. The photos illustrate the way any motion can be visually stopped and displayed in viewable stages.
As a group, the photos show a variety of examples.
4. StroMotion is a valuable image enhancement technique that enables performers, spectators, and judges to see more than they can with the unaided eye.

Step I Vocabulary Activities: Word Level

A.

available: accessible, obtainable, usable

display: advertise, show, exhibit

appreciate: value, understand, treasure

B.

- | | |
|-----------------|----------------|
| 1. appreciation | 4. appreciated |
| 2. appreciative | 5. appreciated |
| 3. appreciated | |

Step II Vocabulary Activities: Sentence Level

E.

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

F.

New sentences will vary. Possible answers:

2. f; An updated version of this manual is needed because the information in it is old.
3. b; I need to see the latest version of the proposal.
4. d; Corrections were made in the revised version of the book.
5. a; Many newspapers offer electronic versions online.
6. c; The original version of the movie is much better than the remake.

Reading 2

Reading Comprehension

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

Reading Strategy

Answers will vary. Possible answers:

1. Two photographers, Muybridge and Edgerton, paved the way for StroMotion. Motion sequence and stroboscope photography have been very useful.
2. The photos illustrate the way any motion can be visually stopped and used to see things otherwise unseen by the unaided eye. As a group, the photos show a variety of examples of this.
3. StroMotion is the product of over a century of experimentation and technological development.

Step I Vocabulary Activities: Word Level

A.

- | | |
|---------------|-----------------|
| 1. dramatist | 5. dramatic |
| 2. transition | 6. invisible |
| 3. abstract | 7. transitional |
| 4. visibility | |

B.

1. expose: reveal, show, uncover
2. hence: therefore, consequently, thus
3. restore: bring back, renovate, revive

C.

- | | |
|------|------|
| 1. S | 4. S |
| 2. Q | 5. S |
| 3. Q | 6. Q |

Step II Vocabulary Activities: Sentence Level

E.

Answers will vary. Possible answers:

1. he gained a lot of weight
 2. the team lost the game
 3. she was afraid of bees forever after
 4. he got a lot of music training and encouragement at an early age
 5. A = C
- #### F.
2. Before coming to the city for school, she never had any exposure to the arts.
 3. The politician had to resign after the newspaper published an exposé about his questionable financial deals.
 4. Parents sometimes allow their children to be exposed to contagious diseases, like measles or chicken pox, so that they will be immune to the disease as adults.
 5. The hikers who got lost in the mountains died of exposure to the severe weather.

6. Be sure to put sunscreen on any exposed areas so that your skin doesn't burn.
7. At a home design expo, you can get great ideas for decorating your apartment.
8. His clients exposed him as a fraud and told the police that he sold them nonexistent property.

UNIT 6

The Physics of Fun

Reading 1

Reading Comprehension

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

Reading Strategy: Inference

Evidence may vary. Possible answers:

2. a; He started to panic as the wheel rotated upwards, meaning that he was being lifted further and further from the ground.
3. c; Burnham believed that the wheel must violate the laws of physics.
4. b; Ferris finally obtained approval from Burnham after other engineers confirmed the soundness of his plans.
5. d; A news report was written about the wheel, indicating that there was public interest in it.

Step I Vocabulary Activities: Word Level

A.

- | | |
|-------------|----------------|
| 1. prior to | 6. regulate |
| 2. revised | 7. credit |
| 3. obtain | 8. regulations |
| 4. input | 9. violate |
| 5. drafted | 10. revise |

Step II Vocabulary Activities: Sentence Level

D.

- | | |
|-------------------|------------------|
| 1. obtained by | 4. input on |
| 2. credited with | 5. paragraphs of |
| 3. regulations on | |

E.

Answers may vary. Possible answers:

2. It is not descended from a local tradition, but originated in Central America in the 1970s, when it was developed by scientists to research local plants and wildlife that had been inaccessible prior to that time.

3. As Canopy Tours have developed into tourist attractions in a variety of tropical locales, many businesses have obtained permission to operate them.
4. As the tours increase in popularity, different countries have developed a variety of regulations for safety—some stricter than others—and the Association for Challenge Course Technology in the U.S. helps inform consumers about which tour programs violate these rules.
5. In addition, groups of tour providers have drafted voluntary guidelines with paragraphs detailing regulations for guide training, equipment standards, and safety inspections.

F.

Answers may vary. Possible answers:

2. With maps that use the Mercator Projection, the north-south and east-west angles have the same amount of distortion, which makes land masses far from the equator appear unusually large.
3. Although use of the Mercator Projection has been criticized as distorting shapes, it has been used for many years and is still very popular.
4. Recently, developers in Dubai used the Mercator Projection to distort the shape of the coastline, creating "The World," a group of man-made islands that look like land masses on a map of the world.
5. Islands representing different countries can be bought by private owners, who can then distort their shapes, creating tourist attractions and amusements.

Reading 2

Reading Comprehension

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

Reading Strategy

Answers will vary. Possible answers:

1. Because the speed of head acceleration on roller coasters is below the threshold speed for head injury in other situations, it does not seem that heads are going fast enough on roller coasters to be injured.

2. CPSC shows that rider injury is due to misuse and horseplay; this implies that the rides are not to blame as much as the riders. Similarly, CPSC's data shows that there were more emergency room visits for other types of entertainment, which implies that it is more dangerous to engage in other types of entertainment than roller coasters.
3. No, they are not necessary, because there has been no interest in creating roller coasters that exceed the rules already in place.

Step I Vocabulary Activities: Word Level

- A.**
- | | |
|----------------------------------|--------------|
| 1. clearly | 3. dangerous |
| 2. accepted, structures, serious | 4. review |
- D.**
- | | |
|--------------|-------------|
| 1. input | 5. violated |
| 2. paragraph | 6. revise |
| 3. brief | 7. credit |
| 4. prior to | |

UNIT 7

Mind Wide Open

Reading 1

Reading Comprehension

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

Step I Vocabulary Activities: Word Level

- A.**
- | | |
|------|------|
| 1. d | 3. b |
| 2. a | 4. c |
- B.**
- obvious: apparent, clear, conspicuous, plain
 trigger: activate, cause, spark, start
 attach: add, adhere, connect, fasten
 distinctive: different, distinguishing, special, unique

Step II Vocabulary Activities: Sentence Level

- D.**
- Answers will vary. Possible questions:*
2. What insights might a psychology book have into unhappiness?

3. What insights might best friends have into each other?
4. What insights might a veterinarian have into animal behavior?
5. What insights might a babysitter have into family problems?
6. What insights might an anthropologist have into workplace politics?

Reading 2

Reading Comprehension

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

Step I Vocabulary Activities: Word Level

- A.**
- | | |
|---------------------|-------------------|
| 1. initial | 4. distinctive |
| 2. induce | 5. insight |
| 3. visual, attached | 6. minor, chapter |

B.

round: ball, circle, globe, planet
 area of interest or activity: domain, field, zone, circle

- C.**
- | | |
|------------------------|--------------------|
| 1. spherical objects | 4. academic sphere |
| 2. sphere of influence | 5. wider sphere |
| 3. hemispheres | |

UNIT 8

Child Prodigies

Reading 1

Reading Comprehension

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

Reading Strategy: Recognizing Comparison and Contrast

- A.**
- S (comparison): both, in the same way, likewise, moreover, similarly
 D (contrast): but, despite, however, instead of, on the contrary, on the other hand, unlike

- B.**
- likewise, comparison, Nguyen Ngoc Truong Son/Jay Greenberg
 - on the other hand*, contrast, praise and attention/criticism
 - similarly*, comparison, practiced piano for 25 hours a week/play chess for hours at a time
 - unlike*, contrast, prodigy/children with average intelligence
 - instead of*, contrast, environment/biology
 - on the contrary*, contrast, delighted/not supportive

Step I Vocabulary Activities: Word Level

- A.**
- | | |
|------------|--------------|
| 1. display | 4. a feeling |
| 2. expert | 5. isolation |
| 3. utilize | |

B.
Answers may vary. Possible answers:
 Correct: books, a computer, a microscope, a telephone

Step II Vocabulary Activities: Sentence Level

- E.**
Answers will vary. Possible answers:
- It was very challenging for Billy Sidis to socialize with others.
 - One of the challenges for researchers and experts is that it is hard to study child prodigies without isolating them from society.
 - Child prodigies challenge society to resist the impulse to reject those who are different.
 - Child prodigies “challenge the world” because it is hard to accept those who are different.

- F.**
Answers will vary. Possible answers:
- Chandra’s father encouraged his skill with technology.
 - He hoped that Chandra would develop expertise in computers.
 - His father was poor, but he found ways to acquire resources like a computer for his son when he was only four years old.
 - A very resourceful child, Chandra found a way to teach himself to use MS-DOS, LOTUS, and MS-Word.
 - He was considerably younger than the typical age of thirty when he became the

world’s youngest Microsoft Certified Systems Engineer.

- When he was eleven and a student at a university in Madras, the government of India honored Chandra because he was an expert on the technology related to computer network security.

- G.**
Answers will vary. Possible answers:
- Which factors were most important in your success?
 - What challenges did you face?
 - When did you discover that you were more intelligent than most people?
 - How do you think you are different from normal people?
 - Why did you decide to concentrate on technology?
 - Where have you used your expertise?
 - What resources did you have for developing your skills?
 - Who had the biggest influence on you?

Reading 2

Reading Comprehension

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

Step I Vocabulary Activities: Word Level

- A.**
- enormous, intelligence
 - concentrated
 - revealed
 - normal, considerably
 - an environment
 - expertise
 - factor, pursued

- B.**
Answers may vary. Possible order:
- | | |
|------|------|
| 1. a | 5. g |
| 2. d | 6. c |
| 3. b | 7. f |
| 4. e | |

- C.**
- | | |
|----------------|--------------|
| 1. intelligent | 5. challenge |
| 2. utilize | 6. expertise |
| 3. enormous | 7. pursuits |
| 4. reveal | |

- D.
- 2. technology, examples
- 3. pursue, synonyms
- 4. resource, examples
- 5. utilize, antonyms
- 6. intelligence, verb/object

Step II Vocabulary Activities: Sentence Level

- H.**
- | | |
|------|------|
| 1. E | 3. H |
| 2. H | 4. E |

UNIT 9

The Competitive Instinct

Reading 1

Reading Strategy: Understanding Timelines

- A.**
1. 2000: Who Survives?
 2. 1990s: The Legacy of Jack Welch
 3. 1986: "Greed Is Good"
 4. 1980: Bill Gates v. Gary Kildall
 5. 1957: The Space Race
 6. 1867: Fight of the "Robber Barons"
 7. 1651: Taming the Beast
 8. Ancient History: Sibling Rivalry

B.
Answers may vary. Possible answers:
 Ancient history: Classical texts chronicle sibling rivalry for parental attention.
 476 B.C.E.: Olympic winner Hiero commissions poem about self = 1st sports marketing.
 1206: Genghis Khan, Mongolian ruler, introduces innovations in army, rewards competition, flexible command.
 1651: Hobbes says people are basically self-interested.
 1789: Samuel Slater starts manufacturing in America—first cotton mill.
 1867: Gould and Vanderbilt fight for control of Erie Railroad.
 1901: Standardized tests introduced for college admission.
 1957: Soviet Union launches first spaceship, Sputnik; U.S. and Soviet Union compete to reach the moon first.
 1960s: Dr. Spock—books about raising kids, suggests comp. is bad; big influence—today some kids' games have no winners, schools don't give letter grades.

1980: Bill Gates—software licensed by IBM. (Boss/Gary supposed to meet with IBM, didn't show because he went flying, IBM met w/Gates instead)
 1986: Ivan Boesky says greed is good, then jailed for illegal trading.
 1990s: GE CEO fires bottom 10% of management every year.
 2000: Survivor TV show—people compete, vote to remove each other, one winner.

Step I Vocabulary Activities: Word Level

- B.**
- | | |
|------------------------|--------------------|
| 1. innovative | 4. helpful |
| 2. consumers | 5. attraction |
| 3. demanding, majority | 6. is greater than |

Step II Vocabulary Activities: Sentence Level

- D.**
- | | |
|-----------------|-----------------|
| 1. Quantitative | 4. Quantitative |
| 2. Qualitative | 5. Qualitative |
| 3. Quantitative | |

E.
Answers may vary. Possible answers:

2. Zhu signed a contract with General Electric (GE), although she could have commenced her career with almost any company.
3. Companies in China are so desperate to find well-trained employees that they offer many incentives, including flexible working hours and education programs that help employees get professional licenses.
4. Companies don't offer these benefits because of a principle that workers should be well treated.
5. Rather, they hope that employees will reward them with devotion and stay with the company for a long time.
6. Chinese companies have developed mechanisms through which younger workers often rise more quickly into leadership positions than young people on parallel tracks in the west.
7. GE and other companies also offer different amounts of currency as a reward for work of corresponding value. For example, they might award an employee \$100 after completing a project.
8. A portion of GE's success in attracting and keeping employees is due to qualitative benefits. It works hard to make employees feel recognized and appreciated.

Reading 2

Reading Comprehension

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

Step I Vocabulary Activities: Word Level

A.

1. parallels
2. commences
3. corresponds
4. mechanism
5. commissions
6. devote
7. on behalf of
8. principle

Step II Vocabulary Activities: Sentence Level

D.

Answers may vary. Possible answers:

2. In Maryland, the coach of the Terrapins' soccer team had been following a classic model of team leadership by making his best players into team captains. Unfortunately, their leadership ability did not correspond to their sports skills.
3. The coach, Sasho Cirovski, saw parallels between what he needed and his brother Vancho's work in human resources. He decided to commence the next practice with a survey that Vancho used for organizational development.
4. The survey asked team members to associate qualitative characteristics with individuals on the team, for example, by identifying those who helped them increase their devotion to the team.
5. Based on the results of the survey, Coach Cirovski discovered that a player he had not seen as a leader, Scott Buete, had the respect of the team. Cirovski decided that he should be more flexible in his selection of team leaders. He signed a contract with Buete that he would become a third team captain.
6. For the remaining portion of the season, the team played much better. It seemed that Cirovski had finally found the right mechanism for choosing a leader.

E.

Answers may vary. Possible answers:

1. Businesses used to expect devotion from their employees.
2. Nowadays, employees are rarely so devoted to their company that they stay longer than a few years.
3. Many employees leave companies because they are expected to devote a lot of time on work-related projects.
4. They believe that companies should not expect employees to be devoted when they are asked to do an increasing amount of work.
5. At first, some businesses spent more money to try to get employees to devote themselves to the company.
6. Now, however, most businesses have decided that they can't afford to buy the devotion of their employees.
7. Instead of expecting devotion to the company, they now expect employees to leave after a certain time and to get a regular number of new employees.

UNIT 10

Getting There

Reading 1

Reading Strategy

A.

Answers will vary. Possible answers:

1. A boiler room is the place on a ship where the steam boilers that propel the ship are located. The metaphor here refers to a business that is propelling an industry with productive ideas and data.
2. A blizzard is a snowstorm with strong winds. The metaphor here links the blinding snow to an overabundance of road signs which could cause a driver to lose his way.
3. A thatch is a very thick growth of plants or foliage that is hard to pass through. Mad here means wild or crazy. The author is implying that to a driver lacking good directions, the New York road system can seem similarly dense, wild, and impenetrable.

4. A thicket is very similar to a thatch, and the description of signage here implies that it is so dense and overabundant that it is hard to follow. To see through someone else's eyes means to adopt someone else's perspective on something.
5. An orbit generally refers to the path of a planet around the sun, or of a satellite around a planet, or of an electron around an atom. In this context the writer means that he and the field researchers made another trip around the airport.

Step I Vocabulary Activities: Word Level

- A.**
1. attributed
 2. was attributed
 3. was attributed
 4. attributed

Step II Vocabulary Activities: Sentence Level

- C.**
1. In the general population, the incidence of traffic accidents decreases as the age of the driver increases.
 2. The new Impressa has the highest safety rating of any car in its class from three major car-rating organizations—incidentally, it's the car that a lot of rappers drive.
 3. The report on the radio said that there was a minor incident at the soccer game last night, which caused the game to start a few minutes late.
 4. Before the guide started the tour of the presidential palace, she gave us some incidental information about the buildings in the neighborhood.

Reading 2

Reading Comprehension

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

Step I Vocabulary Activities: Word Level

- A.**
- | | |
|------|------|
| 1. c | 4. d |
| 2. b | 5. f |
| 3. a | 6. e |
- C.**
- | | |
|-------------|---------------------|
| 1. vary | 5. variety |
| 2. variable | 6. variety, various |
| 3. various | 7. variously |
| 4. variance | 8. variable |
- D.**
1. attributes
 2. equivalent, chart, manual
 3. attributes, significant
 4. assemble, enable, prohibit
 5. crucial, precisely

Step II Vocabulary Activities: Sentence Level

- G.**
- Answers may vary. Possible answers:*
1. It is crucial that you pass the test.
 2. It is important that you not get another speeding ticket.
 3. It is essential that your friend pick up your grandmother.
 4. It is vital that you give the owner the money today.
 5. It is necessary that you follow the instruction manual.

Inside Reading 3

The Academic Word List

(words targeted in Level 3 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
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denote	8	L4, U6	estate	6	L4, U6	hierarchy	7	L3, U4
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discriminate	6	L1, U10	exploit	8	L1, U5	implicit	8	L1, U3
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distinct	2	L3, U7	extract	7	L3, U2	incidence	6	L3, U10
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utilize	6	L3, U8
valid	3	L4, U10
vary	1	L3, U10
vehicle	8	L4, U3
version	5	L3, U5
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whereas	5	L4, U2
whereby	10	L1, U4
widespread	8	L4, U10

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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