

Reading for the **Academic** **World**

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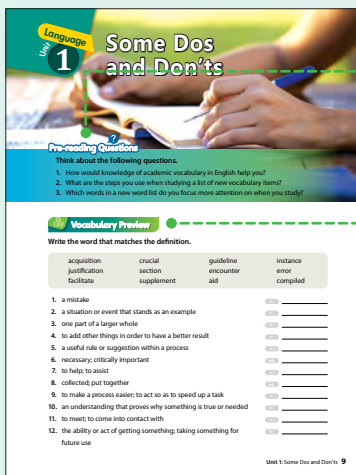
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Introduction

Reading for the Academic World is a three-book series designed for students who are seeking to develop their academic reading skills with particular focus on passages incorporating vocabulary items from the Academic Word List. By employing informative texts from various academic fields including history, natural science, literature, social issue, psychology, business, linguistics, and more, this series exposes students to a wide range of vocabulary and structures typically encountered in written academic discourse while targeting study of more than 500 words featured in the Academic Word List. All passages in the series are supported with activities to practice comprehension of input, refinement of output, fluency with current skills, and language-focused learning strategies.

Each unit of *Reading for the Academic World* contains the following sections and features:



Pre-reading Questions

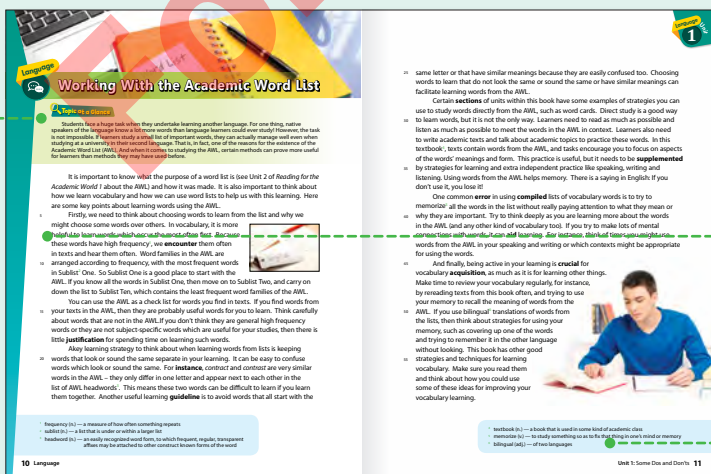
Three questions are provided here to guide students in thinking about personal experiences or opinions directly related to the unit's content.

Vocabulary Preview

Each passage in the series highlights twelve target items from the Academic Word List. Short definitions help prepare students for the word's particular usage within the context of the unit's reading passage.

Topic at a Glance

A short paragraph introduces the topic of the passage for students.



Reading

All passages are written in an academic style and range in length over the series from 600 words to 800 words.

Footnotes

Lower-frequency vocabulary items are defined in footnotes to support comprehension and additional vocabulary development.



Reading Comprehension

All units include a set of reading comprehension questions to check that students understand key points of the unit's reading passage.

Reading Comprehension

Choose the best answer.

1. Why does the author mention the words *context* and *contrast* in paragraph 4?

- As examples of good words to put together on word cards
- As illustrations of the kinds of words not to study together
- As key vocabulary items in the Academic Word List
- As the first words that appear in different subjects

2. What does the phrase "direct study" in paragraph 5 mean?

- Looking at individual words from the AWL to learn them
- Practicing with new words while writing and speaking
- Reading many different academic texts
- Using new vocabulary in creative ways before you lose it

3. What can be inferred from paragraph 6?

- The words in the AWL are more appropriate for writing than for speaking
- Words that appear in lists rarely have much connection between them
- Seeing or creating various sentences that use the same word is good practice
- Students must think more deeply about AWT words because these are academic words

4. According to paragraph 6, all of the following are mentioned as vocabulary learning tips EXCEPT

- Memorizing the Academic Word List before studying at university
- Paying attention to the order words appear in the AWT, Subjects
- Reviewing reading passages by reading them again and again
- Thinking about which words to learn before other words

Language Focus

The -ing form of verbs (gerunds) can be used to begin noun clauses that act as subjects in sentences.

Using active in your learning is crucial for vocabulary acquisition.

Using words from the AWT helps memory.

Choose the right verb for each blank. Write the gerund form of the verb.

Choose	Practice	Put	Read	Think
1. _____ new words by speaking with people is one strategy that many students often forget.				
2. _____ words to learn that do not have similar meanings can facilitate learning words from the AWT.				
3. _____ stories that include words you need to learn is a great way to see how they are used.				
4. _____ up tricks or fun phrases related to new words will make those words easier to remember.				
5. _____ words where you will use them often during the day helps with learning new words.				

Vocabulary Extension

The following words from the passage are divided into groups by frequency that the words appear in a corpus of English.

Words Among First 1000	Words Among 1000-2000	Words Above 2000
active appear certain common contain general meaning purpose separate subject together useful	arrange attempt confirm convince encourage frequently improve list probably review summarize	acquisition demonstrate biological common context emotional participate remember manual strategy

1. Which list has the most words you don't know?

2. Create your own set of word study cards by writing words you don't know on one side and that word in your first language on the other side. Use these cards to learn the words.

3. Find the words on your word cards in the reading passage for this unit. Look at the phrases and sentences where these words appear.

Language Focus

A grammatical structure used in the passage is highlighted for students to review. A short exercise provides additional practice with the target structure.

Vocabulary Extension

A variety of vocabulary development activities across the series help students practice a range of strategies for learning of and about new words.

Paraphrasing Practice

Two paraphrases based on sentences that appear in the reading passage model re-wording techniques students can utilize in their own academic writing.

Vocabulary Reinforcement

A. Complete the passage using the given words. Three (3) words will not be used.

acquisition	assist	crucial
encouraging	errors	facilitate
instance	section	supplement

There is no getting around the fact that 1. _____ of a second language takes time and effort. The good news is that certain learning strategies can 2. _____ language acquisition and even make language learning fun. For 3. _____ practice with new vocabulary through speaking and writing often 4. _____ students in their learning. Reading lots of easy texts is also a good way to 5. _____ direct study of language items. All of these kinds of learning activities increase students' chances of 6. _____ words and useful language more often.

B. Fill in the blanks with the correct phrases. Three (3) phrases will NOT be used.

a free supplement	crucial information	without justification
encountered many errors	a single instance	compiled in one section
established guidelines	to facilitate acquisition	

1. She forgot to include some _____ about the budget in her report.

2. The textbook comes with _____ a box of flashcards.

3. All of the important words are _____ at the back of the book.

4. I _____ when I was reviewing the draft of the email.

5. You won't have any trouble if you follow the _____ for the process.

Vocabulary Reinforcement: A

The unit's target words are reviewed in a new context within a paragraph written on a topic related to the unit's reading passage.

Vocabulary Reinforcement: B

The last activity in each unit examines how some of the unit's target words commonly appear in collocations.

Some Dos and Don'ts

Pre-reading Questions

Think about the following questions.

1. How would knowledge of academic vocabulary in English help you?
2. What are the steps you use when studying a list of new vocabulary items?
3. Which words in a new word list do you focus more attention on when you study?



Vocabulary Preview

Write the word that matches the definition.

acquisition
justification
facilitate

crucial
section
supplement

guideline
encounter
aid

instance
error
compiled

1. a mistake
2. a situation or event that stands as an example
3. one part of a larger whole
4. to add other things in order to have a better result
5. a useful rule or suggestion within a process
6. necessary; critically important
7. to help; to assist
8. collected; put together
9. to make a process easier; to act so as to speed up a task
10. an understanding that proves why something is true or needed
11. to meet; to come into contact with
12. the ability or act of getting something; taking something for future use

n.	_____
n.	_____
n.	_____
v.	_____
n.	_____
adj.	_____
v.	_____
adj.	_____
v.	_____
n.	_____
v.	_____
n.	_____



Working with the Academic Word List



Topic at a Glance

Students face a huge task when they undertake learning another language. For one thing, native speakers of the language know a lot more words than language learners could ever study! However, the task is not impossible. If learners study a small list of important words, they can actually manage well even when studying at a university in their second language. That is, in fact, one of the reasons for the existence of the Academic Word List (AWL). And when it comes to studying the AWL, certain methods can prove more useful for learners than methods they may have used before.

It is important to know what the purpose of a word list is (see Unit 2 of *Reading for the Academic World 1* about the AWL) and how it was made. It is also important to think about how we learn vocabulary and how we can use word lists to help us with this learning. Here are some key points about learning words using the AWL.

Firstly, we need to think about choosing words to learn from the list and why we might choose some words over others. In vocabulary, it is more helpful to learn words which occur the most often first. Because these words have high frequency¹, we **encounter** them often in texts and hear them often. Word families in the AWL are arranged according to frequency, with the most frequent words in Sublist² One. So Sublist One is a good place to start with the AWL. If you know all the words in Sublist One, then move on to Sublist Two, and carry on down the list to Sublist Ten, which contains the least frequent word families of the AWL.



You can use the AWL as a checklist for words you find in texts. If you find words from your texts in the AWL, then they are probably useful words for you to learn. Think carefully about words that are not in the AWL. If you don't think they are general high frequency words or they are not subject-specific words which are useful for your studies, then there is little **justification** for spending time on learning such words.

A key learning strategy to think about when learning words from lists is keeping words that look or sound the same separate in your learning. It can be easy to confuse words which look or sound the same. For **instance**, *contract* and *contrast* are very similar words in the AWL—they only differ in one letter and appear next to each other in the list of AWL headwords³. This means these two words can be difficult to learn if you learn them together. Another useful learning **guideline** is to avoid words that all start with the

¹ frequency (n.) — a measure of how often something repeats

² sublist (n.) — a list that is under or within a larger list

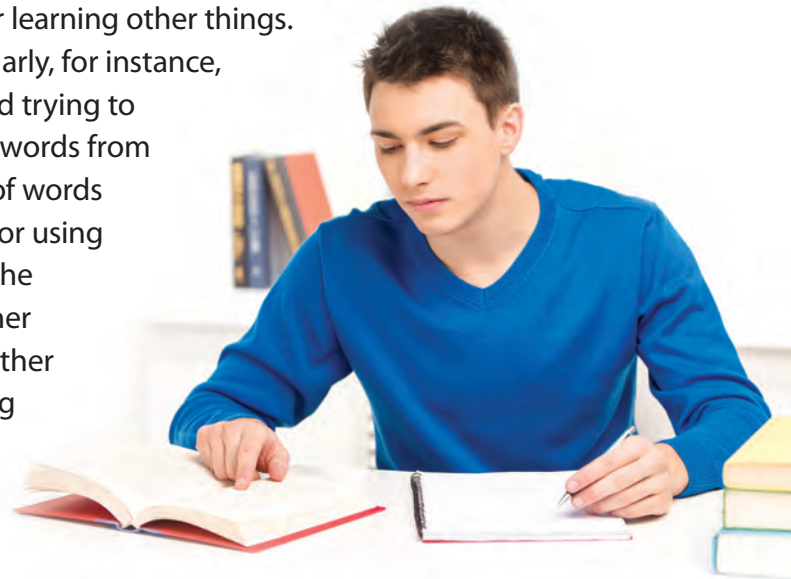
³ headword (n.) — an easily recognized word form, to which frequent, regular, transparent affixes may be attached to construct other known forms of the word

25 same letter or that have similar meanings because they are easily confused too. Choosing words to learn that do not look the same or sound the same or have similar meanings can **facilitate** learning words from the AWL.

Certain **sections** of units within this book have some examples of strategies you can use to study words directly from the AWL, such as word cards. Direct study is a good way
30 to learn words, but it is not the only way. Learners need to read as much as possible and listen as much as possible to meet the words in the AWL in context. Learners **also need** to write academic texts and talk about academic topics to practice these words. In this textbook⁴, texts contain words from the AWL, and tasks encourage you to **focus on** aspects of the words' meanings and form. This practice is useful, but it needs to be **supplemented**
35 by strategies for learning and extra independent practice like speaking, writing and listening. Using words from the AWL helps memory. There is a saying in English: If you don't use it, you lose it!

One common **error** in using **compiled** lists of vocabulary words is to try to memorize⁵ all the words in the list without really **paying** attention to what they mean or
40 why they are important. Try to think deeply as **you are learning** more about the words in the AWL (and any other kind of vocabulary too). If you try to make lots of mental connections with words, it can **aid** learning. For instance, think of times you might use words from the AWL in your speaking **and writing** or try to imagine contexts which might be appropriate for using the words.

45 And finally, being active in your learning is **crucial** for vocabulary **acquisition**, as **much as it is** for learning other things. Make time to review your vocabulary regularly, for instance, by rereading texts **from this book** often and trying to use your memory to **recall the** meaning of words from
50 the AWL. If you use **bilingual**⁶ translations of words from the lists, then think about strategies for using your memory, such as covering up one of the words and trying to remember it in the other language without looking. This book has other
55 **good strategies** and techniques for learning vocabulary. Make sure you read them and think about how you could use some of these ideas for improving your vocabulary learning.



⁴ textbook (n.) — a book that is used in some kind of academic class

⁵ memorize (v.) — to study something so as to fix that thing in one's mind or memory

⁶ bilingual (adj.) — of two languages

Reading Comprehension

Choose the best answer.

1. Why does the author mention the words “contract” and “contrast” in paragraph 4?
 - a. As examples of good words to put together on word cards
 - b. As illustrations of the kinds of words not to study together
 - c. As key vocabulary items in the Academic Word List
 - d. As the first words that appear in different Sublists
2. What does the phrase “direct study” in paragraph 5 mean?
 - a. Looking at individual words from the AWL to learn them
 - b. Practicing with new words while writing and speaking
 - c. Reading many different academic texts
 - d. Using new vocabulary in creative ways before you lose it
3. What can be inferred from paragraph 6?
 - a. The words in the AWL are more appropriate for writing than for speaking.
 - b. Words that appear in lists rarely have much connection between them.
 - c. Seeing or creating various sentences that use the same word is good practice.
 - d. Students must think more deeply about AWL words because these are academic words.
4. According to the passage, all of the following are mentioned as vocabulary learning tips EXCEPT
 - a. Memorize the Academic Word List before studying at university.
 - b. Pay attention to the order words appear in the AWL Sublists.
 - c. Review reading passages by reading them again and again.
 - d. Think about which words to learn before other words.

Paraphrasing Practice

Find the sentence(s) from the given paragraph that means the same as the given sentence. Copy the sentence(s) from the paragraph.

1. **Paragraph 2** The best new words for you to focus on are those words within a vocabulary list that are used most often.

2. **Paragraph 5** Just studying words in the AWL isn’t enough; students need to practice using the words when they write and speak for class assignments.



Language Focus

The *-ing* form of verbs (gerunds) can be used to begin noun clauses that act as subjects in sentences.

- Being active in your learning is crucial for vocabulary acquisition.
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Think

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active appear certain common contain general meaning purpose separate subject together useful	arrange attention confuse connection encourage frequency improve list probably review translation	acquisition appropriate bilingual context contrast guideline justification memorize mental strategy

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