

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

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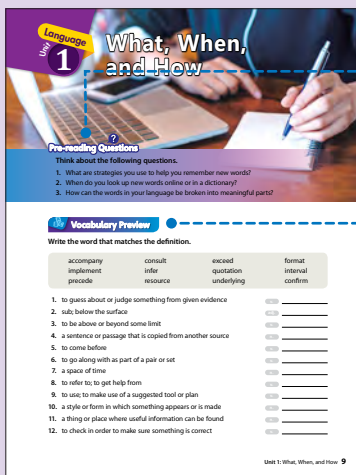
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Introduction

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 science, 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

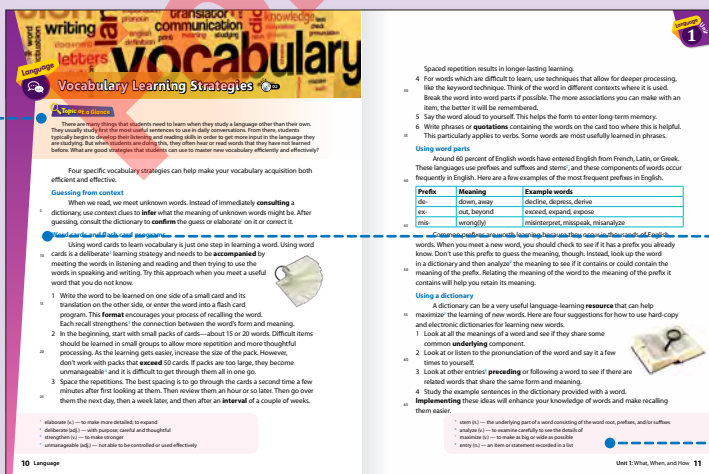
Three questions are provided here to guide students in thinking about personal experiences or opinions directly related to the unit's content.

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.

- Which strategy is recommended for guessing words from context?
 - Look up the word in a dictionary.
 - Have a guess and then look up the word if you need to.
 - Always consult a dictionary before guessing.
 - Break the word into parts to guess its meaning.
- Which of the following statements is NOT true about using word cards?
 - Using word cards is one of several ways that need to be used when learning a word.
 - Word cards are good for repetition and recall.
 - The meanings on word cards should be in English beside the word.
 - Word card use should involve spaced repetitions.
- What is involved in the dictionary use strategy?
 - Guessing words from context.
 - Breaking a word into parts to look up the meaning of the word's root.
 - Finding information about the meaning, use, and related forms of a word.
 - Choosing between a hard-copy or electronic dictionary.
- What do you need to know to use the word part strategy?
 - The meanings of the most useful prefixes.
 - Whether an English word comes from French, Latin, or Greek.
 - How to use word parts to guess word meanings.
 - How to use word cards strategically.

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

1. **Paraphrase 1** The strategy of studying word cards to learn new words should be supplemented with additional language input practice from reading and listening and with language output practice from speaking and writing.

2. **Paraphrase 2** When learning words with word cards, the most effective approach involves studying a pack of cards and then reviewing the cards a second time a few minutes later.

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Language Focus

When a verb follows a preposition, write the verb in its gerund form.

Using word cards is a deliberate learning strategy and needs to be accompanied by reading the word in listening and speaking and then trying to use the words in reading and speaking.

Circle the prepositions before gerunds in the following sentences.

- Find a good flash card program for doing your word card learning.
- Learners must devote time and energy to learning a language.
- Part of deciding what you need to learn involves needs analysis.
- You may need to get some help with pronouncing the language early in your study.
- Your learning quality is increased by recalling what you have studied in varied ways.

Vocabulary Extension

Review the vocabulary word card exercise of practicing words in two languages. Study words going from English to your first language and then from your first language to English.

Work with a partner. Choose any five words from the reading passage. Write the English words here. Can your partner tell you the words in his or her first language?

Work with a partner who knows your first language. Choose any five words from the reading passage that you can translate into your language. Write the words in your language here. Can your partner tell you the words in his or her first language?

Unit 1: What, When, and How 13

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. These words will NOT be used.

accompany	infer	components
confirm	consult	exceed
format	resources	underlying

There are many ways to improve one's vocabulary. One approach to learning new words is to read books. Of course, you may not know all the words in the book. Then you can turn to a dictionary. Dictionaries are good 2 _____ to have since they include most, if not all, of the words used in a particular language. Since the 3 _____ of dictionaries is alphabetical, it is easy to find words. Another way to acquire new vocabulary is to look at the 4 _____ of a word. Sometimes words will have prefixes or suffixes that 5 _____ the words. These parts can be used to 6 _____ the meaning of the word. For example, the prefix co- means with. Thus, a co-worker would mean someone that you work with, and a co-pilot would be the person that helps the pilot fly the plane.

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

difficult to infer	additional resources	exceed our expectations
implement a new approach	in exact quotation	confirm their responses
preceded by an interval	the accepted format	

- All classes require essays to be written in _____ for this university.
- The website requires users to _____ by clicking the OK box.
- In an essay, you may choose to use _____ or a paraphrase from the reference that you cite.
- Our teacher suggested that we consult _____ to develop our reading skills.
- Stories make it sound easy, but actually, it is _____ the mental state of others from just looking into their eyes.

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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.

Language
Unit
1

What, When, and How

Pre-reading Questions

Think about the following questions.

1. What are strategies you use to help you remember new words?
2. When do you look up new words online or in a dictionary?
3. How can the words in your language be broken into meaningful parts?



Vocabulary Preview

Write the word that matches the definition.

accompany
implement
precede

consult
infer
resource

exceed
quotation
underlying

format
interval
confirm

1. to guess about or judge something from given evidence
2. sub; below the surface
3. to be above or beyond some limit
4. a sentence or passage that is copied from another source
5. to come before
6. to go along with as part of a pair or set
7. a space of time
8. to refer to; to get help from
9. to use; to make use of a suggested tool or plan
10. a style or form in which something appears or is made
11. a thing or place where useful information can be found
12. to check in order to make sure something is correct

v.

adj.

v.

n.

v.

v.

n.

v.

v.

n.

n.

v.

vocabulary

Vocabulary Learning Strategies

Topic at a Glance

There are many things that students need to learn when they study a language other than their own. They usually study first the most useful sentences to use in daily conversations. From there, students typically begin to develop their listening and reading skills in order to get more input in the language they are studying. But when students are doing this, they often hear or read words that they have not learned before. What are good strategies that students can use to master new vocabulary efficiently and effectively?

Four specific vocabulary strategies can help make your vocabulary acquisition both efficient and effective.

Guessing from context

When we read, we meet unknown words. Instead of immediately **consulting** a dictionary, use context clues to **infer** what the meaning of unknown words might be. After guessing, consult the dictionary to **confirm** the guess or elaborate¹ on it or correct it.

Word cards and flash card programs

Using word cards to learn vocabulary is just one step in learning a word. Using word cards is a deliberate² learning strategy and needs to be **accompanied** by meeting the words in listening and reading and then trying to use the words in speaking and writing. Try this approach when you meet a useful word that you do not know.

- 1 Write the word to be learned on one side of a small card and its translation on the other side, or enter the word into a flash card program. This **format** encourages your process of recalling the word. Each recall **strengthens**³ the connection between the word's form and meaning.
- 2 In the **beginning**, start with small packs of cards—about 15 or 20 words. Difficult items should be learned in small groups to allow more repetition and more thoughtful processing. As the learning gets easier, increase the size of the pack. However, don't work with packs that **exceed** 50 cards. If packs are too large, they become **unmanageable**⁴ and it is difficult to get through them all in one go.
- 3 Space the repetitions. The best spacing is to go through the cards a second time a few minutes after first looking at them. Then review them an hour or so later. Then go over them the next day, then a week later, and then after an **interval** of a couple of weeks.



¹ elaborate (v.) — to make more detailed; to expand
² deliberate (adj.) — with purpose; careful and thoughtful
³ strengthen (v.) — to make stronger
⁴ unmanageable (adj.) — not able to be controlled or used effectively

- 25 Spaced repetition results in longer-lasting learning.
- 4 For words which are difficult to learn, use techniques that allow for deeper processing, like the keyword technique. Think of the word in different contexts where it is used. Break the word into word parts if possible. The more associations you can make with an item, the better it will be remembered.
- 30 5 Say the word aloud to yourself. This helps the form to enter long-term memory.
- 6 Write phrases or **quotations** containing the words on the card too where this is helpful. This particularly applies to verbs. Some words are most usefully learned in phrases.

Using word parts

- Around 60 percent of English words have entered English from French, Latin, or Greek.
- 35 These languages use prefixes and suffixes and stems⁵, and these components of words occur frequently in English. Here are a few examples of the most frequent prefixes in English.

Prefix	Meaning	Example words
de-	down, away	decline, depress, derive
ex-	out, beyond	exceed, expand, expose
mis-	wrong(ly)	misinterpret, misspeak, misanalyze

- Common prefixes are worth learning because they occur in thousands of English words. When you meet a new word, you should check to see if it has a prefix you already know. Don't use this prefix to guess the meaning, though. Instead, look up the word
- 40 in a dictionary and then analyze⁶ the meaning to see if it contains or could contain the meaning of the prefix. Relating the meaning of the word to the meaning of the prefix it contains will help you retain its meaning.

Using a dictionary

- A dictionary can be a very useful language-learning resource that can help
- 45 maximize⁷ the learning of new words. Here are four suggestions for how to use hard-copy and electronic dictionaries for learning new words.

- 1 Look at all the meanings of a word and see if they share some common **underlying** component.
- 2 Look at or listen to the pronunciation of the word and say it a few
- 50 times to yourself.
- 3 Look at other entries⁸ **preceding** or following a word to see if there are related words that share the same form and meaning.
- 4 Study the example sentences in the dictionary provided with a word.

- Implementing** these ideas will enhance your knowledge of words and make recalling
- 55 them easier.



⁵ stem (n.) — the underlying part of a word consisting of the word root, prefixes, and/or suffixes

⁶ analyze (v.) — to examine carefully to see the details of

⁷ maximize (v.) — to make as big or wide as possible

⁸ entry (n.) — an item or statement recorded in a list

Reading Comprehension

Choose the best answer.

1. Which strategy is recommended for guessing words from context?
 - a. Look up the word in a dictionary.
 - b. Have a guess and then look up the word if you need to.
 - c. Always consult a dictionary before guessing.
 - d. Break the word into parts to guess its meaning.
2. Which of the following statements is NOT true about using word cards?
 - a. Using word cards is one of several ways that need to be used when learning a word.
 - b. Word cards are good for repetition and recall.
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3. What is involved in the dictionary use strategy?
 - a. Guessing words from context
 - b. Breaking a word into parts to look up the meaning of the word's root
 - c. Finding information about the meaning, use, and related forms of a word
 - d. Choosing between a hard-copy or electronic dictionary
4. What do you need to know to use the word part strategy?
 - a. The meanings of the most useful prefixes
 - b. Whether an English word comes from French, Latin, or Greek
 - c. How to use word parts to guess word meanings
 - d. How to use word cards strategically

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 3** The strategy of studying word cards to learn new words should be supplemented with additional language input practice from reading and listening and with language output practice from speaking and writing.

2. **Paragraph 6** When learning words with word cards, the most effective approach involves studying a pack of cards and then reviewing the cards a second time a few minutes later.



Language Focus

When a verb follows a preposition, write the verb in its gerund form.

- ➔ Using word cards is a deliberate learning strategy and needs to be accompanied by meeting the words in listening and reading and then trying to use the words in speaking and writing.

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Study Tip

When you can easily retrieve the meaning, turn the cards over and try to retrieve the word itself. *Do productive retrieval.*



Vocabulary Reinforcement

A. Complete the passage using the given words. Three words will NOT be used.

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format

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components
exceed
underlying

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