Reading for the Academic World

Averil Coxhead · Paul Nation

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Art and Literature

Psychology

Business

Health

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 the 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

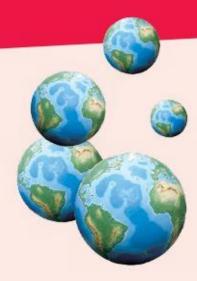A short paragraph introduces the topic of the passage to students.

Reading

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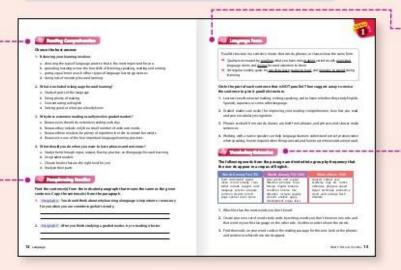
Footnotes

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

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

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.

Not Just One Way

SPANISH DICTIONARY

? Pre-reading Questions

Think about the following questions.

1. What other language would you like to be able to speak?
2. What do you find difficult about learning English?
3. What advice would you give to someone beginning to learn another language?

Vocabulary Preview

Write the word that matches the definition.

analysis	focused	graded	input
motivated	output	principle	involve
goal	item	role	technique

1. a basic truth or guiding rule   n. _____
2. directed at seeing one part or a certain part   adj. _____
3. something put in for use or analysis   n. _____
4. working hard because of a strong desire or clear reason   adj. _____
5. arranged in levels, grades, or ordered positions   adj. _____
6. the end result that one seeks to reach   n. _____
7. one part or unit of a list or group   n. _____
8. something made or given out as a result   n. _____
9. the expected or assigned duty of something   n. _____
10. to require for use; to include as a necessary part   v. _____
11. the method used to perform a task   n. _____
12. the study of something's parts to understand how the parts relate   n. _____

How to Learn a Foreign Language 🔊 02

🔍 Topic at a Glance

Most students are required to study some kind of foreign language in high school. As students get older, they often choose to continue their studies or even choose to study additional languages. Individuals and school programs follow a wide variety of ways to teach foreign languages. Have any of these ways to learn proven to be better than others? A number of factors can affect how well one way to learn works over another, but there are a few language-learning principles that can certainly help just about any student.

There are four **principles** that are useful to follow when you learn a foreign language.

Principle 1   Work out what your needs are and learn what is most useful for you.

Principle 2   Balance your learning.

Principle 3   Apply conditions and **techniques** that help learning.

5   Principle 4   Keep **motivated** and work hard.

Needs

Part of deciding what you need to learn **involves** needs **analysis**. You need to be clear why you are learning the language. If speaking the language is your main **goal**, you
10   need to get some help on pronouncing the language early in your study of the language. If reading is your main goal, study vocabulary[1] and read a lot. Choose books that are the right level for you, particularly books or stories that have some, but not too many, unknown words for you.

Balancing learning

15   You need to spend equal amounts of time on each of four kinds of practice:
1. Learning from meaning-**focused input** (listening and reading)
2. Learning from meaning-focused **output** (speaking and writing)
3. Language-focused learning (studying pronunciation, vocabulary, grammar, etc.)
4. Fluency[2] development (getting good at using what you already know)

20   Techniques and conditions

There are some very useful language learning techniques that you should use, and you need to understand how to use these techniques well and in the right balance. These techniques include extensive[3] reading, using word cards, speed reading, preparing talks, and extensive listening.

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[1] vocabulary (n.) — all the words one knows
[2] fluency (n.) — ease of ability in a skill such as speaking, writing, etc.
[3] extensive (adj.) — wide; broad

25   If you like using a tablet or cell phone, find a good flash card program for doing your word card learning. Or you can make small cards with the foreign word or phrase on one side and the translation on the other.
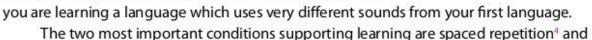
Get a movie that you like in the foreign language and find the script for it online. Watch parts of the movie many times while studying the script. Copy and repeat useful
30   phrases and sentences until you remember them and are happy with your pronunciation.

There are books specially prepared for learners of English called **graded** readers. When you have read a graded reader carefully, read it again but more quickly. Do lots of easy reading every week, at least twenty minutes each day if possible.

Try to arrange a regular speaking time with a native speaker, either face-to-face or
35   online. Practice useful **role** plays of common situations, such as saying hello and goodbye to people, buying things in a shop, asking for help, and asking directions. Repeat these role plays several times so they can be done fluently. Keep a list of them so they can be practiced again and varied over several weeks.

Learn useful phrases and sentences as whole units, but
40   also make sure you understand their parts and how they fit together. Understanding the parts makes the whole phrase or sentence easier to remember.

Spend some time regularly studying and practicing pronunciation, if possible with a teacher who understands
45   about the sounds of the language. This is very important if you are learning a language which uses very different sounds from your first language.

The two most important conditions supporting learning are spaced repetition[4] and the quality of attention given to **items**. Quality is increased by recalling what you have met, making varied recalls, analyzing language items, and giving focused attention to
50   them.

Hard work

Learning a language involves a lot of work, and even the most skilled language learners must devote time and energy to learning a language. Be prepared to work hard, practice
55   regularly and keep your motivation high by noting your successes in using the language and in increasing your language knowledge. Set regular weekly goals for words to learn, pages to read, and minutes to spend doing
60   listening. Keep a record of what you do so you can see your progress.

[4]   repetition (n.) — doing the same thing again

⭐ Reading Comprehension

Choose the best answer.

1. Balancing your learning involves
   a. choosing the type of language practice that is the most important for you.
   b. putting the skills of listening, speaking, reading and writing in order of importance.
   c. giving equal time to each of the four types of language learning practices.
   d. doing lots of meaning-focused learning.

2. What is included in language-focused learning?
   a. Studying parts of the language
   b. Doing plenty of reading
   c. Concentrating on English
   d. Getting good at what you already know

3. Why does extensive reading usually involve graded readers?
   a. Because you should do extensive reading each day
   b. Because they include only a small number of unknown words
   c. Because there needs to be plenty of repetition to remember words
   d. Because it is one of the four important language learning practices

4. What should you do when you want to learn phrases and sentences?
   a. Study them through input, output, fluency practice, and language-focused learning
   b. Use graded readers
   c. Choose books that are the right level for you
   d. Analyze their parts

📝 Paraphrasing Practice

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

1. **Paragraph 2** You should think about why learning a language is important or necessary for you when you are considering what to study.

   _____

   _____

2. **Paragraph 7** After you finish studying a graded reader, try re-reading it faster.

   _____

   _____

Language Focus

Parallel structure in a sentence means that words, phrases, or clauses have the same form.

➡ Quality is increased by <u>recalling</u> what you have met, <u>making</u> varied recalls, <u>analyzing</u> language items, and <u>giving</u> focused attention to them.

➡ Set regular weekly goals for <u>words to learn</u>, <u>pages to read</u>, and <u>minutes to spend</u> doing listening.

Circle the part of each sentence that is NOT parallel. Then suggest a way to revise the sentence to give it parallel structure.

1. Learners need to master reading, writing, speaking, and to listen whether they study English, Spanish, Japanese, or some other language.

2. Graded readers are useful for improving your reading comprehension, how fast you read, and your vocabulary recognition.

3. Phrases are built from words, clauses are built from phrases, and phrases and clauses make sentences.

4. Working with a native speaker can help language learners understand correct pronunciation when speaking, how to respond when things are said, and how to act when words are not used.

Vocabulary Extension

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

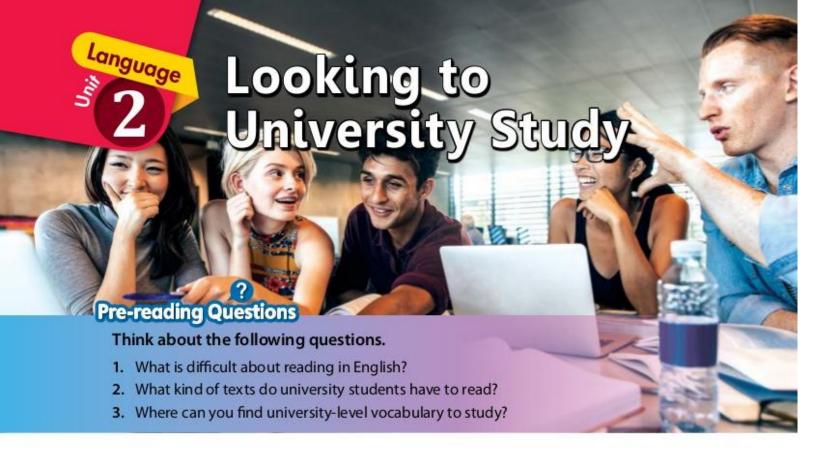| Words Among First 750	Words Among 750-1,500	Words Above 1,500
hard understand spend mean sound already clear either include support until language practice prepare common decide record page special quick space	goal grade unit repeat direction principle focus foreign regular balance condition involve role attention increase quality amount analyze apply development equal least	analysis output vary academy copy etc. native otherwise progress speed target technique pronounce recall web arrange flash translate

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 in which those words appear.

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

analysis	focused	goal
graded	input	involve
motivated	output	techniques

Not all English teachers use the same teaching **1.** _____ even when they present lessons of similar content guided by the same principles of language learning. For example, consider two teachers working with **2.** _____ readers in their classrooms. A key principle guiding both teachers may be connecting language instruction with what the students already know in their first language. However, one teacher's technique may **3.** _____ in-class reading practice with the teacher in the role of providing **4.** _____ for students. The other teacher might ask students to read at home and then come to class ready to talk about the story. The **5.** _____ in this case is for the teacher to listen to the students in class and focus on key items in the **6.** _____ spoken by students to improve their English.

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

a good technique	graded readers	highly motivated
key principle	an important role	for further analysis
the printed output	meaning-focused input	

1. All of the students in the class seemed _____.

2. Sleep plays _____ in studying and learning.

3. Our teacher showed us _____ for memorizing words in class.

4. You can't buy _____ from the bookstore near the school, but you can get them online.

5. The program gives good results, but _____ is not easy for new users to read and understand.

Looking to University Study

Pre-reading Questions

Think about the following questions.

1. What is difficult about reading in English?
2. What kind of texts do university students have to read?
3. Where can you find university-level vocabulary to study?

Vocabulary Preview

Write the word that matches the definition.

academic	area	create	economic
identify	occur	process	range
restricted	select	specifically	target

1. to know and name — v. _____
2. to make something the intended end or focus — v. _____
3. of or related to the field of money or finances — adj. _____
4. to make for the first time — v. _____
5. particularly; exactly — adv. _____
6. the steps or changes that occur in order to reach a result — n. _____
7. to choose after some study or thought — v. _____
8. a field; a subject of study — n. _____
9. limited; not free — adj. _____
10. of or related to school or schooling — adj. _____
11. to happen; to appear — v. _____
12. the group of various items, values, or activities from first to last — n. _____

The Academic Word List 🔘 03

Topic at a Glance

Averil Coxhead developed and evaluated the Academic Word List (AWL) for her master's thesis at Victoria University of Wellington, New Zealand. The list has proven to be a useful resource for English for Academic Purposes teachers and learners. The AWL was mainly developed for use by teachers as part of a program preparing learners for university-level study. However, it can also be used by students working alone to learn the words most needed to study at colleges and universities.

The **Academic** Word List (AWL) was developed to **identify** words which **occurred** in academic written English in undergraduate[1] subject **areas** in arts, commerce, law and science in the first year of university study. The list was prepared as a guide for learners and teachers in English for Academic Purposes programs for university-level study and for
5 independent learning.

There are 570 word families in the AWL, and these word families were **selected** using a corpus[2], or body, of written academic English. The word family selection **process** included analysis of how often the word families occurred in the corpus, how many fields of academic study
10 the word families occurred in, and how evenly they occurred across a **range** of academic subject areas. It is important to know that the AWL is not **restricted** to words included in the first 2,000 word families of a list of high frequency[3] words. These high frequency
15 words are important for all learners of English as a second or foreign language. The AWL is **specifically** focused on learners with academic purposes.

The AWL is divided into ten sublists[4]. Sublists One to Nine have 60 word families, and
20 Sublist Ten has 30 word families. These sublists start at Sublist One, which contains the most frequent word families in the AWL. Sublist Two contains the next most frequent word families, and so on. Table 1 has some examples of word families from the first three sublists of the AWL. You might recognize some of these words already. Do you know their word family members?

[1] undergraduate (adj.) — related to the years of university study for a bachelor's degree
[2] corpus (n.) — a large or complete collection of written material
[3] frequency (n.) — the rate at which something occurs again and again
[4] sublist (n.) — a list that comes under or within a higher list

Table 1: Examples of word families from the first three sublists of the AWL

Sublist One	Sublist Two	Sublist Three
economy	**category**	**maximise**
• *economic*	• *categories*	• max
• economical	• categorisation	• maximised
• economically	• categorise	• maximises
• economics	• categorised	• maximising
• economies	• categorises	• maximisation
• economist	• categorising	• maximize
• economists	• categorization	• maximized
• uneconomical	• categorized	• maximizes
	• categorizes	• maximizing
	• categorizing	• maximization
		• *maximum*
occur	*focus*	*demonstrate*
• occurred	• focused	• demonstrable
• occurrence	• focuses	• demonstrably
• occurrences	• focusing	• demonstrated
• occurring	• focussed	• demonstrates
• occurs	• focussing	• demonstrating
• reoccur	• refocus	• demonstration
• reoccurred	• refocused	• demonstrative
• reoccurring	• refocuses	• demonstratively
• reoccurs	• refocusing	• demonstrator

25   You can see in the table that the words **economic**, *categories*, and *maximum* are in italics in the word families in the first row. This is because *economic*, *categories*, and *maximum* are the most common words in their word families in the academic corpus used for **creating** the AWL. You can also see that some word families have quite a few members and others do not have so many. The word families also have patterns of word parts;

30   for example, *re-* in front of *focus* gives us the word *refocus*. Learning some of the most common word parts that occur before and after members of word families can be helpful when studying AWL words and word patterns.

       The AWL is not a list of all the academic words in English, but it is a useful starting point for learners and teachers because it focuses on words which are typical in academic

35   English. The sublists are also organized according to frequency. **Targeting** the study of high frequency words first is a very useful principle in vocabulary studies.

Choose the best answer.

1. Where did the word families of the AWL come from?

    a. An English corpus of materials written for language learners

    b. Sublists of high frequency words that are useful in English

    c. Texts of certain subject areas written for first-year undergraduates

    d. The teaching experience of graduate students at a university in New Zealand

2. All of the following are true of the Academic Word List EXCEPT

    a. The list includes more than 500 different word families.

    b. The list is restricted to the 2,500 highest frequency words in English.

    c. The list was created from a corpus made specifically of academic writings.

    d. This list should be of particular interest to learners with academic purposes.

3. Why are only specific word families listed in Sublist One of the AWL?

    a. They are the highest frequency word families among the whole list.

    b. They are word families restricted to the subject area of the arts.

    c. They are words that English language learners find easiest to learn.

    d. They are the most useful words for undergraduate students to use in writing.

4. In Table 1, the words that appear in *italics* are

    a. important words that show useful word parts to learn.

    b. not included in the corpus that was used to create the AWL.

    c. the highest frequency words in their specific families.

    d. the words listed as each family's root word.

Paraphrasing Practice

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

1. Paragraph 2 Although it might be of interest to other students, the main goal of the AWL is to provide a list of words for university undergraduates to study.

    _____

    _____

2. Paragraph 5 Students who are studying new vocabulary words will find it useful to start with high frequency words before moving on to study words of lower frequency.

    _____

    _____

Language Focus

Verbs are written in the passive form by using *was/were* + past participle.

➡ The Academic Word List (AWL) <u>was developed</u> to identify words which occurred in academic written English in undergraduate subject areas in arts, commerce, law and science in the first year of university study.

➡ There are 570 word families in the AWL, and these word families <u>were selected</u> in a principled way using a corpus, or body, of written academic English.

Complete the following sentences using the given verbs in passive form.

1. The study guide _____ by an undergraduate in economics. (prepare)

2. All of the words that we had to study for the test _____ by our teacher. (select)

3. The process that we used for sorting the vocabulary items _____ last year by a student. (create)

4. Nobody _____ to bring anything to the final exam except a pencil. (allow)

Vocabulary Extension

Write the words below with the same prefixes together as a group. What do you think each prefix means? Check the meaning in the appendix.

inaction	sublist	contain	indefinite	understand	subcommittee
condense	subdivide	conference	undergo	underline	independent

Group 1	Group 2	Group 3	Group 4

prefix 1: _____   prefix 2: _____   prefix 3: _____   prefix 4: _____

meaning: _____   meaning: _____   meaning: _____   meaning: _____

Vocabulary Reinforcement

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

academic	area	creates
identify	process	range
restricted	selects	specifically

At times, students may face difficulty in their **1.** _____ studies. During such times, a student may benefit from speaking one-on-one with a professor within their **2.** _____ of study. The choice of the professor to speak with need not be **3.** _____ to the head of the department. Instead, a student should **4.** _____ a professor who knows something about the student's past work. While most professors can provide help with problems **5.** _____ within their academic area of study, certain professors have a wider **6.** _____ of experience in guiding students.

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

academic career	occur by chance	restricted area
specific process	range of study	hand selected
newly created	on target	

1. During her _____, she wrote many papers about her research.

2. From all of the student essays, the teacher _____ six to share in class.

3. He was put in charge of the _____ department at the university.

4. The results that we found obviously did not _____.

5. The university offers a wide _____ in both the sciences and arts.