

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

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2

Seed
Learning

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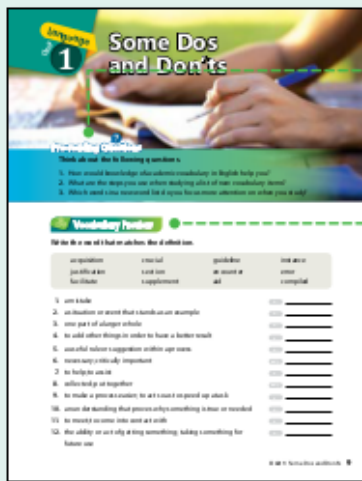
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Introduction

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

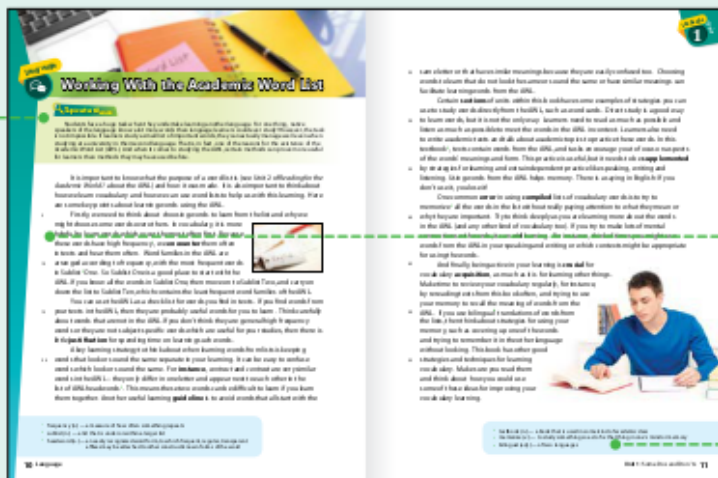
Three questions are provided here to guide students in thinking about personal experiences or opinions directly related to the unit's content.

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

1. Which is the author's main purpose in writing this passage?

- to inform about the benefits of using a mobile phone
- to persuade people to use a mobile phone
- to describe the benefits of using a mobile phone
- to describe the problems of using a mobile phone

2. What does the author mean by 'it is a double-edged sword'?

- it is a good thing to have a mobile phone
- it is a bad thing to have a mobile phone
- it is both good and bad to have a mobile phone
- it is a good thing to have a mobile phone, but it is also a bad thing to have a mobile phone

3. What does the author mean by 'it is a double-edged sword'?

- There are both good and bad things about using a mobile phone.
- There are both good and bad things about using a mobile phone.
- There are both good and bad things about using a mobile phone.
- There are both good and bad things about using a mobile phone.

4. Which of the following is NOT a benefit of using a mobile phone?

- It allows you to stay in touch with your family and friends.
- It allows you to stay in touch with your family and friends.
- It allows you to stay in touch with your family and friends.
- It allows you to stay in touch with your family and friends.

Paraphrasing Practice

1. The author says that mobile phones are a double-edged sword. This means that they are both good and bad. Write a sentence that explains this.

2. The author says that mobile phones are a double-edged sword. This means that they are both good and bad. Write a sentence that explains this.

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. Copy the words in the box into the correct column. There is 20 words in the box.

an opinion	an	a road
convenient	even	hobbies
to have	to be	to know

These are some good ideas for the fact that it is a double-edged sword. The good news is that you can always use a mobile phone to stay in touch with your family and friends. The bad news is that you can always use a mobile phone to stay in touch with your family and friends. The good news is that you can always use a mobile phone to stay in touch with your family and friends. The bad news is that you can always use a mobile phone to stay in touch with your family and friends.

B. Fill in the blank with a word or phrase. There is 10 words in the box.

an opinion	an	a road
convenient	even	hobbies
to have	to be	to know

- The book is very interesting. It is a double-edged sword.
- The book is very interesting. It is a double-edged sword.
- The book is very interesting. It is a double-edged sword.
- The book is very interesting. It is a double-edged sword.
- The book is very interesting. It is a double-edged sword.

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	crucial	guideline	instance
justification	section	encounter	error
facilitate	supplement	aid	compiled

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

5 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
10 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.



15 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.

20 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

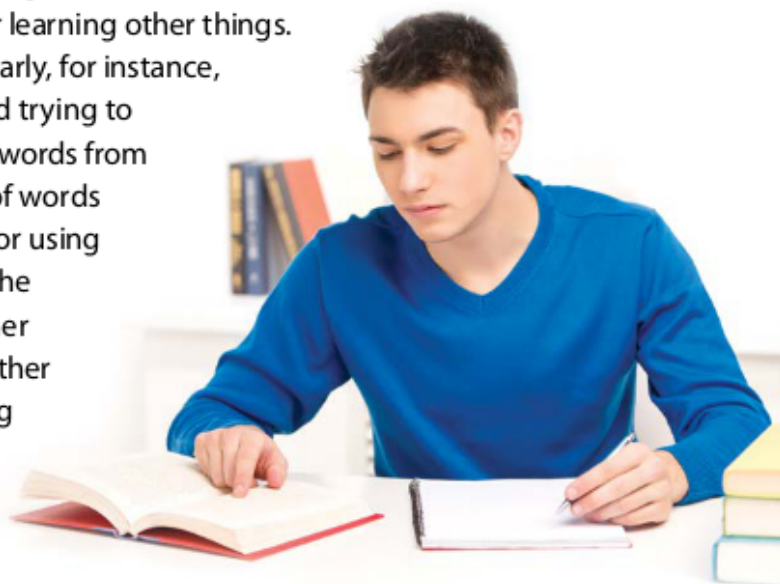
³ headword (n.) — an easily recognized word form, to which frequent, regular, transparent affixes may be attached to construct other known forms of the word

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 bilingual⁶ 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.
- Using words from the AWL 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 AWL.
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 see 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 1,000	Words Among 1,000-2,000	Words Above 2,000
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

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 the words 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 those words appear.



Vocabulary Reinforcement

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

acquisition
encountering
instance

aids
errors
section

crucial
facilitate
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 items more often.

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

a free supplement
encountered many errors
established guidelines

crucial information
a single instance
to facilitate acquisition

without justification
compiled in one section

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.

Choosing Your Words

Innovations

Pre-reading Questions

Think about the following questions.

1. What are the most frequent words in your first language?
2. Are they short words or long words?
3. Which of these two words is worth learning first—*help* or *assist*? Why?

Vocabulary Preview

Write the word that matches the definition.

assign	comprise	enable	estimate
paragraph	integral	proportion	site
access	investment	portion	priority

1. a place; a page on the internet n. _____
2. the time, money, or effort put into doing something n. _____
3. a section; a small number out of a whole amount n. _____
4. to make possible; to give some ability v. _____
5. a share; a percentage n. _____
6. the order of importance given to several things n. _____
7. to make up or form; to include v. _____
8. necessary; essential adj. _____
9. several sentences that appear together related to a topic n. _____
10. to use facts to guess a number or amount v. _____
11. the ability or right to use or enter n. _____
12. to give work to another; to say what task must be done by someone v. _____

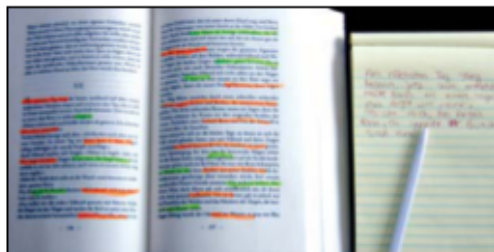
Are All Words Created Equal?

Topic at a Glance

A high frequency word is one that readers see regularly while reading. There are actually a small number of common words that make up the majority of any English text. With the help of the internet, students of English can easily find many high frequency word lists to study. However, students will find that high frequency word lists from different sources are not all the same. The good news is that most lists share a lot of the same words among the first 300 words. Readers who are able to read high frequency words quickly and understand them easily are well on their way to becoming fluent readers in English.

A rather small number of words are very frequent.

The ten most frequent words in English typically cover 25 percent of the words in any text, and the hundred most frequent words cover around 50 percent. These include words such as *the*, *of*, *be*, and *it*. Have a look at a page and see how often the word *the* occurs. (It occurs in almost every line in this **paragraph!**). By itself, the word *the* covers 7 percent of any written English text. The most frequent thousand words cover around 80 percent of the words in most texts. In some languages, the coverage¹ figures are even higher than this. This means that a rather small group of words make up a large **proportion** of any text.



When learning words, it is good to learn these high frequency words first. The effort of learning these words is well repaid² by opportunities to meet and use these words. Vocabulary specialists typically see the high frequency words of English as consisting of around 2,000 to 3,000 words. Only a small **portion** of these words are function words (words like *the*, *a*, *of*, *because*, *it*, *one*, *which*, and *that*). Most are nouns, verbs, adjectives, and adverbs (content words).

If you want to find lists of the most useful words, go to Paul Nation's internet **site** and look at the headwords of the first 10,000 words. These are in groups of one thousand words.

A large number of words are very infrequent.

Half of the words in any text will occur only once in that text. So, if you read a novel which is 100,000 words long from beginning to end, you can **estimate** that it has around 5,000 different words in it. For example, the novel *Captain Blood* is 115,879 words long and is **comprised** of 5,071 different word families. A large number of the different words that

¹ coverage (n.) — the extent or degree to which the amount is included

² repay (v.) — to return or give back an equal amount

Reading Comprehension

Choose the best answer.

1. **All of the following are true about high frequency words EXCEPT**
 - a. High frequency words cover a large proportion of a text.
 - b. There are around 10,000 high frequency words.
 - c. High frequency words include function words.
 - d. High frequency words should be learned first.

2. **Around half of the different words in a novel are**
 - a. specific to the novel's subject and rarely worth learning.
 - b. low frequency words that are seldom used by speakers today.
 - c. not repeated after they appear the first time in the story.
 - d. frequently repeated in the same context, but not very often in new contexts.

3. **It is easier to choose what books to read if you know**
 - a. your vocabulary size.
 - b. the function words of English.
 - c. what words are not repeated.
 - d. whether the book contains high frequency words.

4. **What is a good guideline for readers to follow?**
 - a. Put all the unknown words you meet onto word cards.
 - b. Don't waste time rereading books you have read before.
 - c. Learn around 1,000 words before you try to read a book.
 - d. While reading, carefully choose which words to learn.

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 5** As students' levels of English change, it is important for them to figure out which words are most useful for them to study next.

2. **Paragraph 7** It is a waste of time and effort for students to try and learn every word they don't know when they're reading.

Language Focus

Use either *to* or *so that* to express purpose. Follow *to* with a phrase. Follow *so that* with a clause.

- Put the words from a graded reader on word cards to learn them.
- You need to be strategic about your vocabulary learning so that you don't waste time on words that are not useful for you.

Write *to* or *so that* to complete each sentence.

1. Aim to learn about 25 new words per week _____ keep your learning goals realistic and achievable.
2. Read books electronically with an e-reader device _____ you have access to the definitions of words easily.
3. It is best to read material that uses a controlled vocabulary _____ your time is not spent on low frequency words.
4. Picture something in your mind and relate it to a word _____ it is easier to remember the word.
5. Reread books a month or two later _____ deepen your understanding of what you have read.

Vocabulary Extension

Write the words below with the same suffixes together as a group. What do you think is the function of each suffix? Check the function in the appendix.

acquisition advantage coverage delivery finalist inquiry
 motivation proficiency proportion specialist typist usage

Group 1	Group 2	Group 3	Group 4

suffix 1: _____ suffix 2: _____ suffix 3: _____ suffix 4: _____
 function: _____ function: _____ function: _____ function: _____



Vocabulary Reinforcement

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

assign
comprised
integral

investment
enable
site

portion
estimate
access

With advances in hand-held technology, tablets and e-readers are becoming

1. _____ parts of many language programs. In some cases, teachers
2. _____ a single book for the whole class to read. In other classrooms, students are given
3. _____ to online libraries through their electronic devices. Such libraries
4. _____ students of different levels to choose books individually to read. These online libraries may be
5. _____ of both graded readers as well as regular books. The initial
6. _____ in electronic devices and online libraries may seem large, but many programs are finding it well worth the cost.

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

a good investment
an integral part
estimate the proportion

cut into portions
assigned work
set priorities

enables full access
comprise a paragraph

1. A topic and supporting ideas are the key parts that _____.
2. From the data, we can _____ of shoppers in the store who are male.
3. Sharing ideas with others is _____ of each lesson in our English class.
4. Some people don't know how to _____ in their lives.
5. The correct user ID and password _____ to the internet site.