

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

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3

Seed  
Learning

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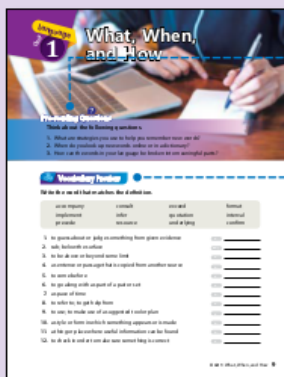
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# Introduction

*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 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

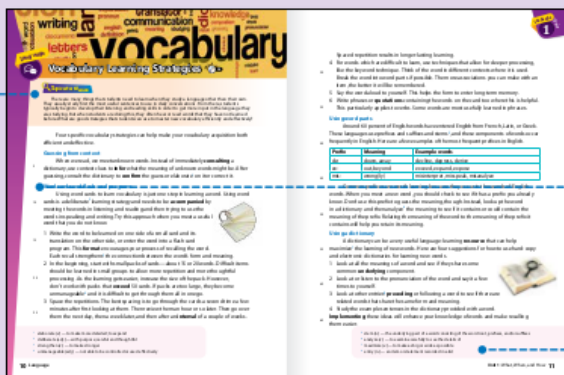
Three questions are provided here to guide students in thinking about personal experiences or opinions directly related to the unit's content.

## 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.

**1. Reading Comprehension**

**Choose the best answer.**

1. What does the text say about the passage?

- It is about the world's most famous.
- It is about the world's most famous.
- It is about the world's most famous.
- It is about the world's most famous.

2. What is the main purpose of the passage?

- To inform the reader about the world's most famous.
- To inform the reader about the world's most famous.
- To inform the reader about the world's most famous.
- To inform the reader about the world's most famous.

3. What is the author's attitude towards the world's most famous?

- The author is very positive about the world's most famous.
- The author is very positive about the world's most famous.
- The author is very positive about the world's most famous.
- The author is very positive about the world's most famous.

4. What is the main message of the passage?

- The world's most famous is a very important part of our lives.
- The world's most famous is a very important part of our lives.
- The world's most famous is a very important part of our lives.
- The world's most famous is a very important part of our lives.

**2. Language Focus**

Read the text and underline the words in the text that are highlighted in the passage.

Check the grammar rules and write a sentence in the box next to each one.

- Find a word that is used to describe the world's most famous.
- Find a word that is used to describe the world's most famous.
- Find a word that is used to describe the world's most famous.
- Find a word that is used to describe the world's most famous.

**3. Vocabulary Extension**

Write a sentence using each of the words in the box. Use the words in the box to write a sentence about the world's most famous.

Write a sentence using each of the words in the box. Use the words in the box to write a sentence about the world's most famous.

## 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.

**1. Vocabulary Reinforcement**

Complete the sentences using the words in the box. Use the words in the box to write a sentence about the world's most famous.

amazing	exciting	interesting
amazing	exciting	interesting
amazing	exciting	interesting

2. Write a sentence using each of the words in the box. Use the words in the box to write a sentence about the world's most famous.

3. Write a sentence using each of the words in the box. Use the words in the box to write a sentence about the world's most famous.

4. Write a sentence using each of the words in the box. Use the words in the box to write a sentence about the world's most famous.

## Vocabulary Reinforcement

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

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



# 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

writing jar communication dictionary knowledge test check pronunciation  
document english definition print meaning studying noun glossary composition choice message mistake learn  
word situation Language letters study on

## 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 elaborate<sup>1</sup> 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 deliberate<sup>2</sup> 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<sup>3</sup> 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<sup>4</sup> 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.

<sup>1</sup> elaborate (v.) — to make more detailed; to expand

<sup>2</sup> deliberate (adj.) — with purpose; careful and thoughtful

<sup>3</sup> strengthen (v.) — to make stronger

<sup>4</sup> unmanageable (adj.) — not able to be controlled or used effectively

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.  
30 Break the word into word parts if possible. The more associations you can make with an item, the better it will be remembered.
- 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.  
35 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. These languages use prefixes and suffixes and stems<sup>5</sup>, and these components of words occur frequently in English. Here are a few examples of the most frequent prefixes in English.  
40

Prefix	Meaning	Example words
de-	down, away	decline, depress, derive
ex-	out, beyond	exceed, expand, expose
45 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 in a dictionary and then analyze<sup>6</sup> 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.  
50

### Using a dictionary

A dictionary can be a very useful language-learning **resource** that can help maximize<sup>7</sup> 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 times to yourself.
- 3 Look at other entries<sup>8</sup> **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.

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



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

<sup>6</sup> analyze (v.) — to examine carefully to see the details of

<sup>7</sup> maximize (v.) — to make as big or wide as possible

<sup>8</sup> entry (n.) — an item or statement recorded in a list





## 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



## 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.

- 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.  
\_\_\_\_\_  
\_\_\_\_\_
- 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.

**Circle the prepositions before gerunds in the following sentences.**

1. Find a good flash card program for doing your word card learning.
2. Learners must devote time and energy to learning a language.
3. Part of deciding what you need to learn involves needs analysis.
4. You may need to get some help with pronouncing the language early in your study.
5. 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 English?

\_\_\_\_\_

### 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.

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 1. \_\_\_\_\_ 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, *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

an exact quotation

confirm their responses

preceded by an interval

the accepted format

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

# Look Closer, Think Again

## Pre-reading Questions

Think about the following questions.

1. What prefixes, suffixes, and word stems are in the words *unsolvable* and *independent*?
2. Words can sound the same but mean different things. What do the words *to*, *too*, and *two* mean?
3. Can you think of two meanings for each of these words: *dub*, *shake*, and *like*?

## Vocabulary Preview

Write the word that matches the definition.

prior  
framework  
core

randomly  
ultimately  
illustrate

attitude  
approximately  
implication

capable  
chart  
variable

1. a belief about; a feeling toward
2. before; previous
3. central; main
4. a table that shows information in a graphic format
5. finally; in the end
6. having some difference; not the same from one to another
7. able; having the ability
8. a structure or plan within which things fit or are built
9. without any order
10. about; almost
11. to show through example; to give a picture of
12. an idea or information that is not stated but can be assumed

- n. \_\_\_\_\_
- adj. \_\_\_\_\_
- adj. \_\_\_\_\_
- n. \_\_\_\_\_
- adv. \_\_\_\_\_
- adj. \_\_\_\_\_
- adj. \_\_\_\_\_
- n. \_\_\_\_\_
- adv. \_\_\_\_\_
- adv. \_\_\_\_\_
- v. \_\_\_\_\_
- n. \_\_\_\_\_





### Topic at a Glance

How much do you think about the words that you learn? When you look at a word, what do you think about or see? If you only think about a definition for the word or one way to translate the word into your own language, you should look more closely. There is a lot to see in a word beyond just one definition or a simple translation. Words can have several meanings. Words have different parts. Words have histories. The closer and more deeply you look at words, the better you can know them and use them.

Young native speakers of English are **capable** of increasing their vocabulary size by **approximately** 1,000 words a year. **Prior** to starting their first year of school, children may already know 5,000 words or more. However, at any particular age level the range of the vocabulary sizes of students can be quite **variable** depending on the life experiences of the children and their skills and interests in reading. Teachers try to encourage the vocabulary growth of young children, especially those who know fewer words than their classmates, by getting them interested and excited about words. This is termed developing word consciousness<sup>1</sup>.

Word consciousness involves learners becoming consciously aware of words, their nature, and the jobs they do. This includes becoming aware of word parts (prefixes, suffixes, and stems) and word families, **core** meanings and the various senses of words, words that have the same spelling or pronunciation but different meanings, finding out more about words by looking in dictionaries and on the internet, developing an awareness of words' histories, and becoming aware of how word choices affect the message of a text.

**Ultimately**, the aim<sup>2</sup> of word consciousness development is to excite an interest in words which overlap subjects and extends to all parts of the day, even outside the classroom and beyond school hours.

Here are some examples to **illustrate** possible word consciousness activities.

#### Word families and prefixes and suffixes

A word family is a group of words which all share the same word stem but have different prefixes and suffixes. For example, here is the word family for *hurry*: *hurry*, *hurried*, *hurriedly*, *hurries*, *hurrying*, *unhurried*, *unhurriedly*.

Notice how some words have both a prefix and a suffix and how a word can have more than one suffix. Words can also have more than one prefix, like in *unmistaken*. There are two kinds of word stems: those that are words by themselves without any prefix or suffix (such as *hurry*), and those that must have a prefix or suffix and cannot be used with the same meaning



<sup>1</sup> consciousness (n.) — the state of knowing or being aware of something

<sup>2</sup> aim (n.) — a purpose; a goal

25 by themselves, like *spect* as in *spectacles*, *inspect*, and *respect*.

A useful word family activity such as the **chart** shown below can be easily created by teachers. Words from four word families should be **randomly** listed for students to sort. Key questions can also be used to focus students' attention on the words. What endings (suffixes) do the different family members have? Can members of the same word family have different beginnings (prefixes)?

adequate	adjustment	cycling	inadequately
adjustable	defeatist	readjusted	inadequate
cycled	cycle	defeatism	nonadjustable
defeating	readjustments	defeat	cyclical

### Concepts across cultures

The vocabulary of the language reflects what is important to users of that language. It can also shape the way they look at the world. Different languages use different **frameworks** of sound systems, grammar, and vocabulary.

Examining English	Looking at other languages
How many different kinds of bread can you find? Does each have a different name? Do some of these names come to English from other languages?	If you know someone who speaks an Asian language, find out how many words they have for rice. Do they have a different word for rice growing in the field, rice for sale in the supermarket, and cooked rice?
Here are some words in English which came to English from other languages. Why were these words borrowed into English: <i>sushi</i> , <i>apartment</i> , <i>April</i> , <i>centimeter</i> , <i>chocolate</i> , <i>ski</i> , <i>pizza</i> ?	Here are some words and phrases used in Japanese which have been borrowed from English. Why were these words borrowed into Japanese: <i>apato</i> ( <i>apartment</i> ), <i>salary man</i> , <i>warudo series</i> ?

It is good for children to learn that the way one language works is not the same in other languages. This encourages them to look more critically at how words are used and can trigger a more critical examination of language use and the **implications** of how words can be used to shape people's **attitudes** towards other people and events.

### Words in phrases

Native speakers acquire<sup>3</sup> their knowledge of words in phrases through experience with the language; that is, through listening and reading input. Here are some very frequent phrases: *each other*, *last night*, *at the time*, *on the other hand*, *make up your mind*.

Figuratives are phrases that have two meanings—a literal<sup>4</sup> meaning and a figurative<sup>5</sup> meaning. For example, *gave me the green light* has the literal meaning of being shown a green light. Its figurative meaning is getting permission to do something. Part of the fun in learning figurative expressions is learning where they came from.

<sup>3</sup> acquire (v.) — to get; to possess

<sup>4</sup> literal (adj.) — actual; according to the strict meaning (of a word)

<sup>5</sup> figurative (adj.) — like a metaphor; representing by means of some likeness



## Reading Comprehension

### Choose the best answer.

- Which of the following best defines word consciousness?
  - Being able to use a range of vocabulary learning strategies
  - Being skilful at using dictionaries and other sources of information about words
  - Being interested in words and knowing how to learn about them
  - Knowing enough words to start extensive reading
- Which group of words is a word family?
  - Banana, apple, peach, orange, grape
  - Business, accounting, commerce, administration
  - Quickly, speedily, fast, rapid
  - Agree, agrees, agreed, agreeing, agreement
- According to the writer, which of the following is true about a language's vocabulary?
  - Children often change the meaning of words as they learn them.
  - It is not useful to use one language to critically examining another language.
  - The words in a language shape how speakers see the world.
  - When words come from older languages, they are easier to learn.
- Figurative language
  - is fun to study but not useful in everyday life.
  - adds to the number of words in a word family.
  - cannot be understood through literal translation.
  - has more than one meaning.



## 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.

- Paragraph 5** Words derived by adding prefixes or suffixes to a word stem are all considered part of the same word family.  

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- Paragraph 10** Children learn language in chunks (phrases) through everything they hear and read as they grow.  

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**Language Focus**

The imperative mood is used to give orders, make requests, and give warnings.

- ➔ Notice how some words have both a prefix and a suffix and how a word can have more than one suffix.
- ➔ Find out how many words they have for rice.

**Fill in the blanks with the correct verb in the imperative mood.**

Avoid

Supplement

Move

Think

Write

- \_\_\_\_\_ about choosing only some words to learn from a new word list and why choosing those words is better than others.
- \_\_\_\_\_ academic texts and talk about academic topics to practice the academic words that you study.
- \_\_\_\_\_ on to the next list after you learn all of the words in your first list.
- \_\_\_\_\_ studying words together that all start with the same letter or that have similar meanings.
- \_\_\_\_\_ your study with extra independent practice in speaking, writing and listening.

**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.**

admit

nonsense

predict

advance

preview

supermarket

advantage

nonadjustable

prefix

supernatural

nonfat

supersonic

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.

attitude

approximately

capable

core

illustrate

prior

random

framework

ultimately

It can be easy for children or adults to have a bad 1. \_\_\_\_\_ toward spelling, especially when words become hard to spell. In fact, 2. \_\_\_\_\_ one quarter of adults claimed they struggled with spelling in a study done in 2009. In a world of autocorrect and spell check, many admit they are not 3. \_\_\_\_\_ of spelling the harder words correctly. A traditional method of learning spelling was to see the word, write the word, and memorize it. However, there are ways to make learning how to spell easier than 4. \_\_\_\_\_ methods. One of these ways is called word study, wherein students learn how to look at the patterns of words instead of memorizing the order of letters at 5. \_\_\_\_\_. Most students are now introduced to word study through phonics. 6. \_\_\_\_\_, when one learns the patterns, it makes spelling more manageable.

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

serves as a framework

capable attitude

core implication

ultimately lead to

illustrate a point

approximately the size

of variable quality

the prior day

1. A person's heart is \_\_\_\_\_ of his or her closed hand.
2. In the morning, be sure to finish all work that was not completed \_\_\_\_\_.
3. In the Arab world, Islam \_\_\_\_\_ through which its followers see the world.
4. The business plans created by different consulting firms were \_\_\_\_\_.
5. Working all day out in the sun may \_\_\_\_\_ damaged skin or even cancer.