



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

Averil Coxhead • Paul Nation

1



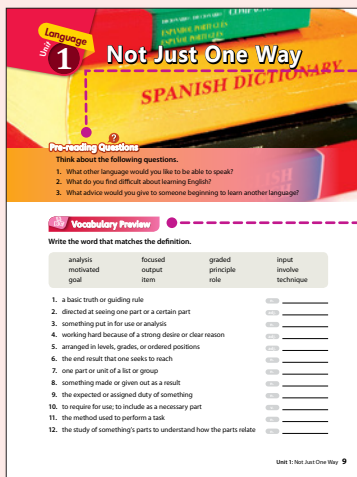
Digital Sampler

Seed
Learning

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

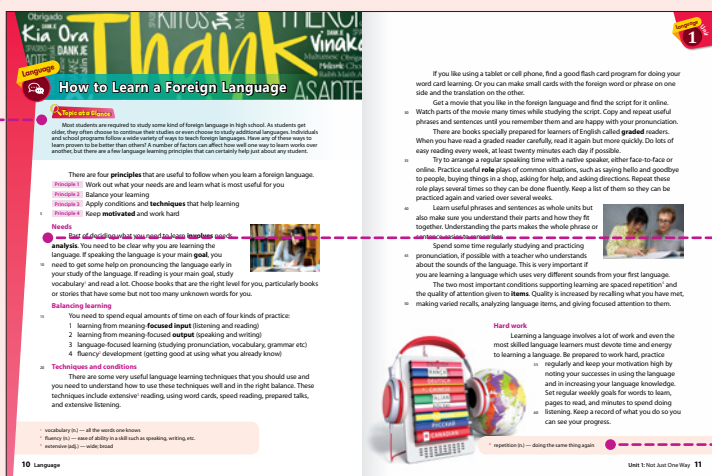
Three questions are provided here to guide students in thinking about personal experiences or opinions directly related to the unit's content.

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.

1. Reading Comprehension

Choose the best answer.

1. **balancing your learning involves**

- choosing the type of language practice that is the most important for you.
- spreading learning across the four skills of listening, speaking, reading and writing.
- giving equal time to each of four types of language learning practice.
- doing lots of meaning-focused learning.

2. **What is included in language-focused learning?**

- Study of parts of the language
- Doing plenty of reading
- Concentrating on English
- Getting good at what you already know

3. **Why does extensive reading usually involve graded readers?**

- Because you should do extensive reading each day.
- Because they include only a small number of unknown words.
- Because there needs to be plenty of repetition in order to remember words.
- Because it is one of the four important language learning practices.

4. **What should you do when you want to learn phrases and sentences?**

- Study them through input, output, fluency practice, and language-focused learning
- Use graded readers
- Choose books that are the right level for you
- Analysing their parts

2. Language Focus

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

Quality is increased by reading what you have met, taking varied notes, analyzing language items, and doing focused attention to them.

Set regular weekly goals for words to learn, pages to read, and minutes to spend 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.

- Learners need to master reading, writing, speaking, and to listen whether they study English, Spanish, Japanese, or some other language.
- Graded readers are useful for improving your reading comprehension, how fast you read, and your vocabulary recognition.
- Phrases are built from words, clauses are built from phrases, and phrases and clauses make sentences.
- 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 said.

3. Vocabulary Extension

The following words from the passage are divided into group by frequency that the word *do* appear in a corpus of English.

Words Among First 750	Words Among 750-1500	Words Above 1500
hard, understand, spend, mean, sound, already, clear, either, include, support, until, language, practice, progress, common, simple, recall, page, special, quick, space	goal, grade, unit, repeat, direction, principle, focus, foreign, regular, balance, condition, involve, risk, amount, increase, quality, development, rapid, have	analyze, output, very, academic, report, etc., native, otherwise, progress, spend, target, technique, pronounce, recall, build, arrange, flash, translate

- Which list has the most words you don't know?
- 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. Use these cards to learn the words.
- Find the words on your word cards in the reading passage for this unit. Look at the phrases and sentences where those words appear.

Language Focus

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

Vocabulary Extension

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

Paraphrasing Practice

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

4. Vocabulary Reinforcement

A. Complete the passage using the given words. Three (3) 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 (3) 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	

- All of the students in the class seemed _____.
- Sleep plays _____ in studying and learning.
- Our teacher showed us _____ for memorizing words in class.
- You can't buy _____ from the bookstore near the school, but you can get them online.
- The program gives good results, but _____ is not easy for new users to read and understand.

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.

Contents

Introduction	6
---------------------------	----------

Language

Unit 1 Not Just One Way	9
Unit 2 Looking to University Study	15

History

Unit 3 The Origin of Names	21
Unit 4 The Creation of Writing	27

Science

Unit 5 Artificial Intelligence	33
Unit 6 The Question of Time Travel	39

Social Studies

Unit 7 Strange Laws	45
Unit 8 Career Choices	51





Art and Literature

- Unit 9** Writing Under Another Name 57
- Unit 10** Music to Stir Emotions 63



Psychology

- Unit 11** Reward and Punishment 69
- Unit 12** A Case of Mass Hysteria 75



Business

- Unit 13** Selling More Products 81
- Unit 14** Employment Laws 87



Health

- Unit 15** Oriental Medicine 93
- Unit 16** Shaping Ideas of Body Image 99



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. _____

Thank You

Obbrigado DANK JE Kia Ora SPASIBO ANTE DANK JE DANK JE Vinaka Multumesc Obriga Matondo Chol Raibh Maith A

Language

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

vocabulary¹ 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. Fluency² 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 extensive³ reading, using word cards, speed reading, preparing talks, and extensive listening.

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 repetition⁴ 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 recalling what you have met, making varied recalls, analyzing language items, and giving focused attention to them.
- Set regular weekly goals for words to learn, pages to read, and minutes to spend 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.



Vocabulary Reinforcement

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

analysis
graded
motivated

focused
input
output

goal
involve
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
key principle
the printed output

graded readers
an important role
meaning-focused input

highly motivated
for further analysis

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.