FOCUS ON
VOCABULARY 2
Mastering the Academic Word List

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Diane Schmitt
Norbert Schmitt

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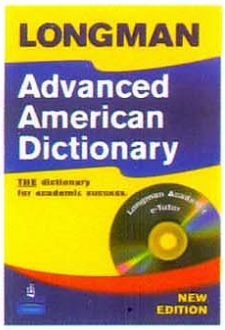

The perfect partner for
Focus on Vocabulary 2

FOCUS ON VOCABULARY 2

Mastering the Academic Word List

Focus on Vocabulary 2: Mastering the Academic Word List is a research-based vocabulary textbook that gives high-intermediate to advanced students the advantage they need to succeed in academic environments. Through excerpts from college texts and well-crafted exercises, English learners study the Academic Word List—the most frequently used words in academic texts. To help students reach a fuller understanding of the new vocabulary, each chapter provides a series of exercises on word meaning, word families, and collocation.

Features

- Seven units focus on a variety of subject areas, such as social change, consumer behavior, natural resources, and music.
- Each main chapter carefully recycles the target words four times in reading passages and vocabulary-building exercises.
- ***NEW!*** Reading Strategies are designed to give students the tools they need to better comprehend the materials they read. Activities include recognizing an author's point of view and synthesizing information from multiple readings.
- The collocations exercises—based on the 179-million-word New Longman Corpus—reflect how academic words are actually used in real contexts.
- Expanding the Topic sections provide additional reading, discussion, and writing activities that broaden students' understanding of vocabulary.
- Strategy Practice chapters offer tips for dictionary usage, information about word roots and affixes, and methods for expanding students' word knowledge.

Focus on Vocabulary 1	978-0-13-137619-9
Focus on Vocabulary 2	**978-0-13-137617-5**

Answer Key and Tests available online

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ISBN-13: 978-0-13-137617-5
ISBN-10: 0-13-137617-9
EAN 9 780131 376175 90000

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To the Teacher

Overview

Second-language learners have long realized the importance of vocabulary for improving language proficiency. However, very often vocabulary does not receive sufficient attention in language classrooms. Research indicates that learners need to have access to a minimum of 3,000 words in order to even begin to comprehend authentic texts (Laufer, 1992), and students wishing to study in English at the university level may need up to 10,000 words (Hazenberg and Hulstijn, 1996). In order to help students attain vocabularies of this size, teachers need to provide explicit instruction on the more frequent words, and they also must help students to develop learning strategies that will enable them to acquire less frequent vocabulary.

In addition to developing a wide vocabulary, learners wishing to operate in academic environments in English also need to become familiar with a special type of formal vocabulary that is common in academic discourse. Commonly known as *academic vocabulary*, these words are found in a wide variety of academic disciplines. They are not specific to any one discipline but are the "support vocabulary" (sometimes referred to as "sub-technical vocabulary") necessary for speaking or writing precisely in a variety of fields. Examples include the words *analyze, predominant*, and *theory*. In a typical academic textbook, these words make up around 10 percent of the total text (Coxhead, 2000). In addition to facilitating the precise statement of ideas, these words contribute to the more sophisticated tone that is characteristic of academic texts.

Focus on Vocabulary 2: Mastering the Academic Word List assists students in learning this academic vocabulary. However, there is still the question of *which* academic vocabulary to teach. We have relied upon empirical research to determine the target words presented in this book. Coxhead (2000) compiled a corpus of 3.5 million words of written academic discourse, composed of 414 academic texts written by more than 400 authors on 28 topic areas. From this broad corpus, she identified 570 word families that are used frequently in academic texts across a wide range of topics, thus creating the Academic Word List (AWL). We have deleted 66 of the most frequent words from the AWL, which we feel students should already know (for example, *area, create, require*, and *similar*). This leaves 504 words, and these words are the ones featured in *Focus on Vocabulary 2*.

There is always a compromise between teaching many words in a cursory fashion, and teaching fewer words in greater depth. The words in the AWL constitute a significant percentage of those used in academic texts (around 10 percent). Therefore, students need to learn these words and learn them well. In order to help students gain a reasonable mastery of these words, we have drawn on the latest vocabulary research to design the most beneficial exercises. The key rationale behind the pedagogy in this book can be summarized in the following points.

- Words must be encountered numerous times to be learned. Nation (1990) reviewed the literature and concluded that it takes from five to sixteen or more repetitions for a word to be learned. In every chapter of *Focus on Vocabulary 2*, each target word appears at least four times, and most appear many more times elsewhere in the book. The Strategy Practice chapters and online Unit Tests provide additional recycling opportunities.

- Learning a word entails more than knowing its meaning, spelling, and pronunciation (Schmitt, 2000). In fact, there are a number of other types of word knowledge, including a word's collocations, grammatical characteristics, register, frequency, and associations. In order to use a word with confidence, a learner must have some mastery of all of these types of word knowledge. Some can be taught explicitly (for example, meaning and spelling), while others can only be truly acquired through numerous exposures to a word (for example, frequency and register information). Our extensive recycling can help learners gain intuitions about types of word knowledge that are best learned in context. We have provided exposures to the target vocabulary in both reading passages and in a number of exercise sentences, which model as many different contexts as possible. At the same time, our exercises focus on elements that can be explicitly taught. Every chapter focuses on meaning, the derivative forms of a word (word families), and collocation.
- Different contexts provide different kinds of information about a word. For example, it is possible to learn one meaning from a particular context (for example, *to* ***monitor*** *an election* in an international relations context) yet require a different context in order to learn a separate meaning (for example, *a computer* ***monitor*** in an information technology context). Because of this, we have provided exposures to the target academic vocabulary in the reading passages and in a number of different exercise types. The exercise sentences model as many different contexts as possible.
- Students learn best when their attention is focused on the material to be learned (Schmidt, 1990). To make the target words more noticeable, we have placed them in **bold** type in the chapters in which they are the target words. However, to avoid excess clutter, recycled target vocabulary is not boldfaced in subsequent chapters.
- Learners typically do not know all of the members of a word family, even if they know some of these word forms (Schmitt and Zimmerman, 2002). However, a learner must know the correct form of a word (noun, verb, adjective, adverb) for a particular context. Thus, every chapter has a section (Word Families) that deals with the derivative forms of the target words.
- Equally important for the natural use of words is collocation. These word partnerships are actually difficult to teach, but we feel that collocation is so important to the appropriate use of vocabulary that we have included a collocation section in each chapter (Collocation). The exercises explicitly teach a number of collocations for the target words. However, as it is impossible to teach all of the collocations for a word, the tasks are best seen as exercises that will help make learners more aware of collocations in general and may help students build their collocation intuitions for individual words more rapidly.
- In order to ensure that the information in this book reflects the actual usage of the target words, we have researched the 179-million-word New Longman Corpus. This has allowed us to empirically determine how the target academic words behave in real contexts. This was particularly useful in identifying the collocations of the academic words, because intuitions are often unreliable in this area. In addition, the examples and sentence exercises in this book are based on the patterns and constructions found in the corpus, and so are authentic in nature.

Organization of the Book

The book is divided into seven units, with each unit focusing on a specific subject. Within each unit, there are four chapters—three main chapters plus a Strategy Practice chapter that presents additional information and chances to recycle the target vocabulary.

MAIN CHAPTERS

Each of the three main chapters is organized as follows.

Getting Started provides warm-up questions about the chapter topic. The main purpose of the questions is to activate students' prior knowledge about the topic before they read the passage. The questions also usually ask about the students' life or ideas, so they can be used as a more general discussion starter as well.

Assessing Your Vocabulary Knowledge: Target Words presents twenty-four target words and asks students to assess their knowledge of each word both before and after they work through the chapter. The assessment test is taken from Schmitt and Zimmerman (2002) and views vocabulary learning as incremental. Thus, even if students do not achieve productive mastery of every word by the time the chapter is finished, the test can show partial improvement (e.g., from *no knowledge* to *receptive knowledge*). By avoiding a *no knowledge / full mastery* dichotomy, the test can show smaller degrees of learning. We would expect every student to learn enough about the target words to show some improvement on this test, which should maintain and enhance their motivation.

Reading presents an academic reading passage, usually from an actual college textbook. We have simplified some of the non-academic vocabulary and the phrasing in the passages, but otherwise they remain authentic. Exposure to academic vocabulary in extended, nearly authentic texts is beneficial. There is a great deal of academic vocabulary in these texts that is not specifically targeted in the chapter, and this provides natural recycling (in new contexts) of words students have already studied. Also, students appreciate that the readings closely match their expectations of what academic reading is like.

- **Reading Strategies** includes a variety of activities aimed at developing students' awareness of text structure and the linguistic features writers use to achieve cohesion. Other activities provide opportunities for students to recognize an author's point of view, to summarize, to synthesize information from multiple readings, and to consider how information they gain from reading might be used in other areas of their study. Although there is a strong relationship between vocabulary knowledge and reading comprehension, successful academic reading requires that students not only be able to read for basic comprehension, but also to connect new information with background knowledge, to integrate information from a single text with information from other texts, and to apply ideas that they have learned from reading. This section helps them develop these skills.

Focusing on Vocabulary features the following sections.

- **Word Meaning** features a variety of exercises designed to help students learn the meaning of each of the twenty-four target words. Some of the tasks are deductive in nature, and some are inductive, catering to a range of learning styles.
- **Word Families** provides practice in recognizing and using the various derivative word forms that make up a word's family (*access, accessible, accessibility*).
- **Collocation** exercises are designed to improve students' intuitions about the collocations a word takes (*emotional stability, political stability*).

Expanding the Topic provides various reading, discussion, and writing activities that recycle the target words and expand students' word knowledge in new ways.

STRATEGY PRACTICE

The fourth chapter in each unit includes the following features.

Using Your Dictionary—Dictionaries are the one resource students worldwide use to improve their vocabulary. However, many students never learn to use them systematically. This section provides tips and practice for using dictionaries effectively.

Strategy—This section provides an introduction to a number of different vocabulary learning strategies, such as *using affixes* and *the keyword technique*, along with advice on how to use the strategies effectively.

Word Knowledge—In the main chapters, we focus on meaning, derivatives, and collocation. In this section of the Strategy Practice chapters, we explore other kinds of word knowledge, including frequency and academic phrases.

The Strategy Practice section also provides additional chances for students to use the academic words they have studied.

Answer Key and Unit Tests

Focus on Vocabulary 2 is accompanied by an online Student Book Answer Key and Unit Tests. The tests give students additional vocabulary practice and assess their word knowledge.

Focus on Vocabulary 2 draws on our vocabulary research and many years of experience teaching vocabulary. We hope that you enjoy using it in your classes and that it helps your students learn the academic vocabulary they need to flourish in an academic environment. Good luck!

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To the Student

Why Study Academic Vocabulary?

When studying in English, you will be required to read texts, write essays, respond to exam questions, and participate in class discussions. The English used in academic environments differs somewhat from the English you hear in informal social situations. A key component of academic style is the use of academic vocabulary. By focusing your vocabulary study on words that occur frequently in academic contexts, you will be able to develop your own academic style and achieve academic success.

Focus on Vocabulary 2 is based on the Academic Word List, a list of 570 words that occur frequently across a range of academic subjects. If you learn these words in addition to a 2,000-word basic vocabulary, you will be able to understand more than 86 percent of the words you encounter in your academic reading.

What Does It Mean to Know a Word?

Although you will encounter most new academic vocabulary when you read, you will also need to be able to use those words when you speak, listen, and write. In order to use academic words effectively in your oral and written work, you must know more than simple word meanings. You must expand your knowledge of a word so that you know which meaning fits a particular context. You must learn which word form to use (for example, a noun or a verb) in a specific sentence. In addition, you must learn how to combine academic words with other words to form commonly used collocations. Many elements of word knowledge are required in order to choose the best word for a particular situation.

Complete the following Word Knowledge Quiz. It will help you understand the amount of word knowledge needed in order to truly understand a word. When you finish, check your answers on page xiv.

WORD KNOWLEDGE QUIZ

1. Word Meaning Many words in English have more than one meaning. The word *bank* occurs frequently in English. Place a checkmark (✔) next to the correct meanings of *bank* below.

_____ **a.** a business that keeps and lends money

_____ **b.** land along the side of a river or lake

_____ **c.** a place where human blood is stored until someone needs it

_____ **d.** a large amount of clouds, mist, or fog

_____ **e.** a large box or container in which things can be stored or moved

_____ **f.** a large number of machines arranged close together in a row

_____ **g.** the money that people can win in a gambling game

_____ **h.** a slope made at a curve in a road to make it safe for cars to go around

2. Spelling and Pronunciation—Many words have similar spellings but are not pronounced in the same way. Look at the words in Set 1. Notice that the letters *ough* are pronounced in three different ways in these words. In Set 2, the letters *ch* are pronounced in three different ways.

For each set of words, write the word pairs that share the same sounds or pronunciations for *ough* or *ch*.

Set 1

though thought tough dough cough rough

_____ _____ _____

_____ _____ _____

Set 2

character chair machine coach headache moustache

_____ _____ _____

_____ _____ _____

3. Word Families—Most words are part of a "family" of words that have a shared meaning. For example, the word forms *appear* (a verb) and *appearance* (a noun) are related. In each of the following sentences, one word form is incorrect. Cross it out and write the correct word form in the blank.

a. A develop country needs to build up its industry. _____

b. Here is a plan to develop the economic rapidly. _____

c. I need to obtain more knowledgement in earth science. _____

d. She worked on loan applications for a corporate. _____

4. Collocation—Some words appear together frequently. They are "word partners," or collocations. In the sentence below, circle the letter of the word that is not a good partner for the word *changed*.

Napoleon *changed* French society _____ by creating the Civil Code and the Commercial Code.

a. radically **b.** dramatically **c.** deeply **d.** considerably

5. Synonyms—Do you understand slight differences in meaning well enough to select the right word for a particular sentence? The words *change, adapt,* and *modify* have similar meanings, but they are not exactly the same. Select and write the word that best fits each sentence below.

a. The author wanted to _____ his book for children.

b. The social worker tried to _____ the child's bad behavior.

c. You can't _____ your mind after signing the contract.

6. Frequency—All of the words in each group below have a similar meaning. However, some of the words are much more common in English than the others. Can you rank the words according to how frequently they occur in English? For each row of words, write 1 for the most frequent word, 2 for the next most frequent word, and 3 for the least frequent word.

a.	____ device	____ gadget	____ machine
b.	____ errand	____ job	____ task

7. Associations—As you get to know a word better, it becomes "linked" in your mind with other words. These links, or associations, can help you use the word faster and more naturally. Ninety-eight native English speakers were asked to name words that they associated with the word *hungry*. Circle the words you think they associated with *hungry*.

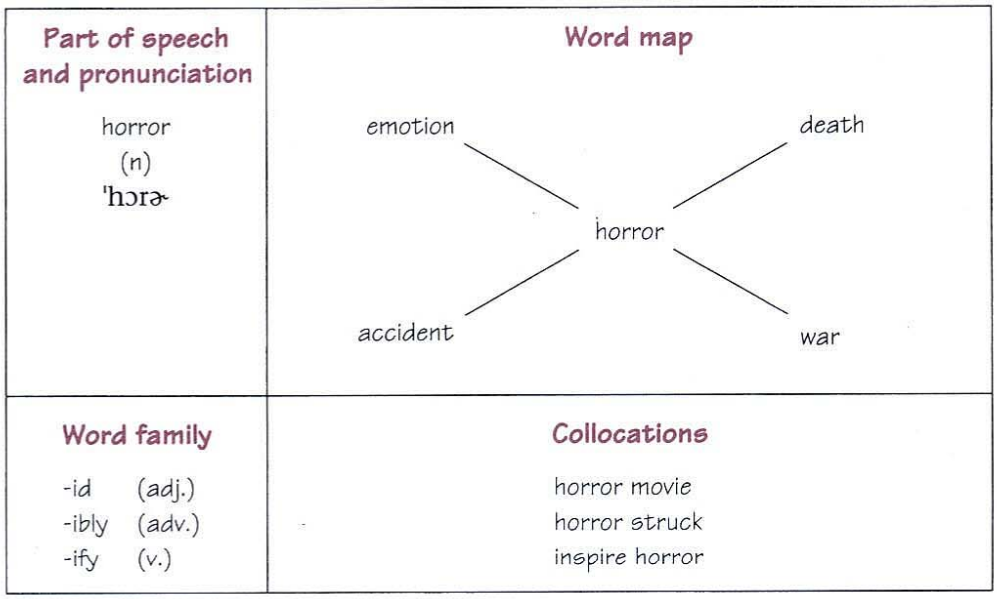
empty	food	house	starving
sad	winter	thirsty	tired

The exercises in *Focus on Vocabulary 2* will help you increase your understanding of each kind of word knowledge listed above. Some of these topics (word meanings, word families, and collocations) will be focused on in the main chapters, while others will be highlighted in the Strategy Practice chapters. As you work your way through the book, you will learn many new academic words. However, you will find that you learn more than just the words' meanings; you will also gain a broad understanding of the way the words function in academic texts.

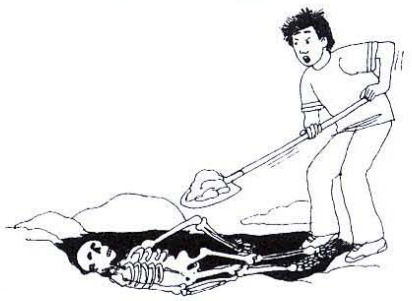
Vocabulary Cards—A Key Vocabulary Learning Strategy

Focus on Vocabulary 2 will teach you many strategies for learning academic words. Using vocabulary cards is one such strategy. Look at the example of a vocabulary card below. This card was created by a Japanese student who wanted to understand and remember the word *horror*. Study the card and read the directions for creating vocabulary cards of your own.

(Front of card)



(Back of card)

First language translation of *horror*	Keyword illustration (*horu* = dig)
きょうふ (in Hiragana) 恐怖 (in Kanji)	
Second language definition	**Example sentence**
intense fear, dread	The family watched in horror as their house burned.

How to Create and Use Vocabulary Cards

To make your own vocabulary cards for the words in this book, follow these steps.

1. Write the English word in the top left corner of the front of the card. Then write the word's meaning in the top left corner of the back of the card. Include anything that tells the meaning, for example, first language translations or English definitions. With this information, you can start using the card to learn the word. The card pictured above is for a Japanese student learning the English word *horror*; therefore, it has two Japanese translations, one in Hiragana spelling and one in Kanji spelling.
2. When you review the card, add new information to it in the different sections. This will make you think more deeply about the word and will expand your word knowledge. Include the following kinds of information on your card:
   - an example sentence for the word
   - notes on how to form the other members of the word family
   - a word map with related words
   - a list of collocations
   - any other information you find interesting or important
3. Consider adding a memory picture to the card. This is called the *keyword technique*. In the sample card above, the student drew a picture of someone digging up a skeleton because the English word *horror* sounds like the Japanese word *horu* (meaning "dig"), and a skeleton evokes horror. You will learn more about how to use the keyword technique in Chapter 24.
4. Keep filling out the different sections until you know the word well. For some words, you may need to complete all of the sections. For other words, you may need less information.
5. Keep your cards in a box or folder. Take some cards out and study them often. They are portable, so you can even take them with you and study them on the way to and from school or work. As you learn a word better, move its card toward the back of your box so you will not study it as often. Put cards for new words toward the front, where you will see them more often.

6. Remember to review each word numerous times. Repetition builds your memory of a word. Even after you "know" a word, go back and review it occasionally to make sure you do not forget it. If you do not review, you will lose all of the benefits of your previous study!

   As you study the academic words in this book, try making vocabulary cards to help you remember the words. Studying with vocabulary cards will enrich the learning process and add to the knowledge gained by doing the exercises in the book.

Answers to the Quiz on pages x-xii

1. **Word Meaning**—All meanings are correct except e.
2. **Spelling and Pronunciation**

   Set 1

   The following word pairs share the same pronunciation for *ough*:

   though /ðoʊ/ thought /θɔt/ tough /tʌf/

   dough /doʊ/ cough /kɔf/ rough /rʌf/

   Read the words aloud to compare the three pronunciations.

   Set 2

   The following word pairs share the same pronunciation for *ch*:

   character /ˈkæriktɚ/ chair /tʃɛr/ machine /məˈʃin/

   headache /ˈhɛdeɪk/ coach /koʊtʃ/ moustache /ˈmʌstæʃ/

   Read the words aloud to compare the three pronunciations.

   If you are unfamiliar with phonetic spellings, please look at the chart on page 151 in Chapter 16, which gives an explanation of the various phonetic symbols.

3. **Word Families**

   a. ~~develop~~ developing

   b. ~~economic~~ economy

   c. ~~knowledgement~~ knowledge

   d. ~~corporate~~ corporation

4. **Collocation**—c

5. **Synonyms**

   a. This type of literary transformation is usually described by the word *adapt*.

   b. *Modify* means to change, but usually in a way that leads to improvement.

   c. *Change* is used to describe an adjustment in mental thinking or perspective, especially in the phrase "change your mind."

6. Frequency

The figures in parentheses show how often these words occur per million words. The words are listed in order of decreasing occurrence.

a.	machine (140.26)	device (55.16)	gadget (2.24)
b.	job (306.27)	task (139.91)	errand (2.69)

7. Associations

The associations the students gave included:

food	thirsty	tired	empty	starving

About the Authors

- **Diane Schmitt** (*Nottingham Trent University*) began teaching English in Japan and currently lives and teaches in the United Kingdom. She is a senior lecturer in EFL/TESOL at Nottingham Trent University, where she teaches in the EAP program and the MA in ELT program. Her interests revolve around issues related to English for academic purposes, materials development, and second language testing. She is a regular presenter at English teaching conferences, in addition to consulting on vocabulary and testing projects.
- **Norbert Schmitt** (*University of Nottingham*) is a professor of applied linguistics at the University of Nottingham. He has authored or co-authored five books on vocabulary teaching and research, and over seventy journal articles and book chapters on vocabulary topics. He is an active researcher in all aspects of second language vocabulary studies and frequently presents at language teaching conferences, in addition to consulting internationally on vocabulary learning and testing issues.

AUTHORS' ACKNOWLEDGMENTS

We would like to thank the team at Longman who have helped to bring this project to fruition. In particular, we are grateful to Longman for allowing us access to their corpus and for providing the concordancing software. We would also like to thank the students and teaching staff at Nottingham Trent University for their continuous encouragement as they piloted successive versions of the material in this book.

Finally we would like to thank the following reviewers for their valuable comments: Thomas Adams, University of Pennsylvania, Philadelphia, PA; Richard Atkinson, Le Collège de Limoilou (Cégep), Charlesbourg, Quebec, Canada; Susan Carkin, Utah State University, Logan, UT; Michael Climo, Los Angeles Mission College, Sylmar, CA; Thomas Davis, Seattle Central Community College, Seattle, WA; Lynne Diaz-Rico, California State University, San Bernardino, CA; Anthony Halderman, Cuesta College, San Luis Obispo, CA; Marlise Horst, Concordia University, Montreal, Québec, Canada; Gwen Kane, Middlesex Community College, Edison, NJ; Jane Leshinsky, International Language Center, Denver, CO; Madeline Medeiros, Cuesta College, San Luis Obispo, CA; Christine Meloni, George Washington University, Washington, DC; Margaret Plenert, California State University, Fullerton, CA; Hollis (Mel) Shaw, Houston Community College, Houston, TX; Kathy Sherak, San Francisco State University, San Francisco, CA; Debbie Stone, Bellevue Community College, Bellevue, WA; Mary Westervelt, University of Pennsylvania, Philadelphia, PA; Maria Zlateva, Harvard University, Cambridge, MA.

UNIT

1

Our Changing Society

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CHAPTER 1

Technology and Society

Getting Started

Discuss the questions with your classmates.

- What aspects of our society have changed the most during the past fifty years?
- What is one important cause of social change?
- In what ways are societies today better or worse than they were 300 years ago? Give some examples.

Assessing Your Vocabulary Knowledge: TARGET WORDS

When you study vocabulary, it is important to notice both the number of new words you are learning and how much your knowledge of previously studied words is increasing. Use the scale to determine your knowledge of the academic words in this chapter.

1 I don't know this word.

2 I have seen or heard this word before, but I am not sure of the meaning.

3 I understand this word when I see it or hear it in a sentence, but I don't know how to use it in my own speaking and writing.

4 I know this word and can use it in my own speaking and writing.

Look at the words in the box. These are the target words for this chapter. Use the scale to score yourself on each word. After you finish the chapter, score yourself again to check your improvement.

TARGET WORDS

____capacity	____diverse	____evidence	____item
____complex	____element	____evolve	____manipulate
____consequences	____encounter	____furthermore	____neutral
____contemporary	____environment	____generation	____source
____contrast	____estimate	____global	____symbolize
____decline	____eventually	____interact	____transform

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Reading

The passage is adapted from an introductory textbook on sociology. The passage introduces the concept of society and societal change. As you read, pay special attention to the target vocabulary words in **bold**.

Human Societies—From the Iceman to Us

1 *"I thought at first it was a doll's head," said Helmut Simon, a German tourist who, in 1991, made one of the scientific finds of the century. Simon was hiking across a huge glacier in southwest Austria near the Italian border when he stumbled upon a familiar shape protruding from the melting ice. He soon realized that it was not a doll but a human body: the so-called "Iceman," who died some 5,300 years ago, making him the oldest member of our species to be discovered essentially intact.*

2 Imagine you were born some 300 years ago, in the year 1700. Although this is very recent in terms of the billions of years of the existence of planet Earth, you would still have been living in a remarkably different world. You would never have been to a shopping mall. You would never have **encountered** the world of cars, railways, airplanes, telephones, cameras, computers, and TVs. And more than this, the idea of voting for your government, going to college, choosing your religion, or even choosing your identity would all have been rare. Welcome to the modern world!

3 Life has certainly changed in 300 years, and sociology was born out of a concern with this rapidly changing character of the modern, industrial world: with where we have come from and where we are heading. For sociologists, the term *society* means "all the people who **interact** in a defined space and share culture." In this sense, both a continent like Europe and specific individual countries such as Norway or Japan may be seen as societies.

4 Even humans living thousands of years ago were members of early human societies. **Evidence** of this comes from the discovery of the Iceman. Examining the Iceman's clothes, scientists were astonished at how advanced this "caveman's" society was. The Iceman's hair was neatly cut, and his body had numerous tattoos that probably **symbolized** his standing in the community. He wore a skillfully sewn leather coat over which a grass cape provided even greater protection from the weather. His shoes, also made of leather, were stuffed with grass for comfort and warmth. He carried with him an axe, a wood-handled knife, and a bow that shot feathered arrows with stone points. A primitive backpack held additional tools and personal **items**, including natural medicines made from plants. It is **estimated** that he died some 5,300 years ago—before a great empire existed in Egypt, before the flowering of culture in ancient Greece, and before any society in Europe built a single city. As people who take for granted rapid transportation and instant **global** communication, we can look on this ancestor as a connection to our distant past.

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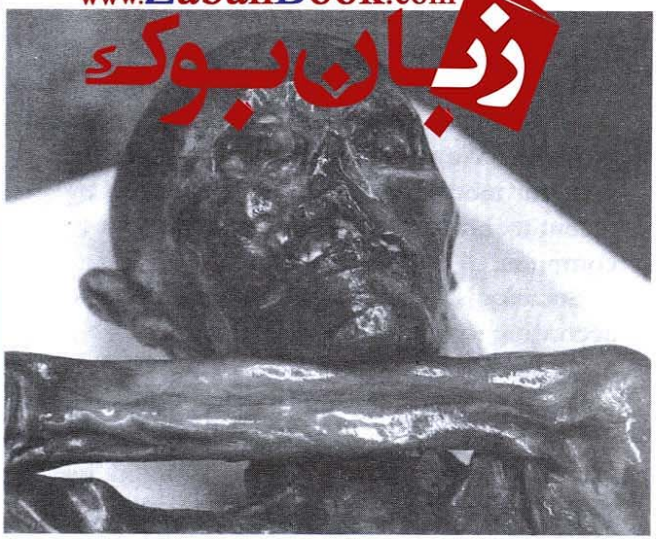

The Austrian Iceman

5 Sociologists have identified great differences among societies that have flourished and **declined** throughout human history. They have observed how societies change over centuries as the people in them gain greater ability to **manipulate** their natural **environment**. Societies with basic technology can support only a small number of people who enjoy few choices about how to live. Technologically **complex** societies—while not necessarily "better" in any absolute sense—develop large

populations; people in these societies are likely to lead **diverse**, highly specialized lives.

6 The greater the amount of technological skill and knowledge a society has, the faster the rate at which the society changes. Technologically simple societies, then, change very slowly. Take, for example, some of the clothing worn by the Austrian Iceman. It differs only slightly from clothes used by shepherds in the same area of the world early in the twentieth century. In **contrast** to simpler societies, industrial, technologically advanced societies change so quickly that people witness remarkable **transformations** within their lifetimes. Again, consider some familiar **elements** of **contemporary** culture that would probably puzzle, delight, and possibly frighten people who lived just a few **generations** ago: fast food, faxes, mobile phones, computer games, artificial hearts, fiber optics, test-tube babies, and many, many others. Indeed it is a strange modern world we live in—even when compared with the world of the recent past.

7 Consider also the countless **consequences** of technological change. When our ancestors first harnessed the power of the wind by using a sail, they set the stage for the invention of kites, sailing ships, windmills, and, **eventually**, airplanes. We are only now beginning to see how our modern lives are being changed by recent technologies like atomic energy or the computer.

8 Sociologists divide societies into five types according to their technologies: (1) hunting and gathering societies, (2) horticultural and pastoral societies, (3) agrarian societies, (4) industrial societies, and (5) post-industrial societies. *Hunting and gathering societies* use simple technologies to gather food from nature, such as hunting animals and picking berries. *Horticultural and pastoral societies* grow their own plants and raise animals to eat. *Agrarian societies*—which first appeared around the time of the Iceman—use technologies such as animal-drawn plows to farm on a larger scale. Agrarian societies were also the first to develop such technological innovations as irrigation, the wheel, writing, numbers, and expanded uses for metals. *Industrial societies* use technology that powers sophisticated machinery with advanced **sources** of energy. Before the industrial era, the major **source** of energy was the muscle power of humans and animals. In industrial societies, people learn mechanical skills so that they can operate the machinery needed to produce material goods. These societies **transformed** themselves more in a century than previous societies had in thousands of years. *Post-industrial societies*—like the ones many of us live in today—have developed technologies that support an information-based economy. People in these societies create, process, store, and apply information through the use of computers, fax machines, satellites, and other forms of communication technology.

9 Technology has a big impact on a society, but in itself it is **neutral**. People are the ones who decide how to use technology and whether it is used for good or bad purposes. Armed with the **capacity** to reshape the world, human societies must understand both the social benefits and problems caused by the desire for technological change. **Furthermore**, it is important to note that the five types of societies described above do not **evolve** from one type to another in an automatic process. In fact, in modern times, all of these societies may be said to coexist.

Adapted from Macionis, J. J. and Plummer, K. (1997). *Sociology: A Global Introduction.* New York: Prentice Hall Europe, pp. 64–75.

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READING COMPREHENSION

Respond to the questions in writing. Base your responses on the reading and your own personal experiences.

1. What do sociologists mean by the term *society*? Do you agree with this definition? Why or why not?
2. Describe three technological advances in recent years that have changed the society you live in.
3. How are technologically advanced societies different from societies with simpler technologies? Give an example of how they differ.

READING STRATEGY: RECOGNIZING FORMAL DEFINITIONS

Many of the readings in this book are from introductory-level university textbooks. An important feature of readings in such books is the introduction of key terms and concepts for the various fields of study. Writers can introduce these terms in a variety of ways, so it is important to recognize how they signal the terms and their definitions. One of the most common ways is to highlight the term using bold or italic type, then provide a formal definition.

A **formal** definition is a short, complete definition of a concrete word or concept. Formal definitions normally include the following four parts, as shown here.

Term	Verb	Word class	Details/Features
Evidence	means	facts or signs	that clearly show that something exists or is true.
Technology	is	new machines, equipment, and ways of doing things	that are based on modern knowledge about science and computers.

In Paragraph 3 of "Human Societies—From the Iceman to Us," the author gives this definition for *society*:

> *For sociologists, the term* society *means "all the people who interact in a defined space and share culture."*

A. Identify the verb, word class, and details/features for this definition.

Society			

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B. In Paragraph 8 of the reading, the reader is introduced to definitions for five types of societies; however, the author has not used the traditional structure for introducing formal definitions. Write definitions for the five terms using the traditional structure for formal definitions. The first one has been done for you.

Term	Verb	Word class	Details/Features
1. Hunting and gathering societies	are	societies	that use simple technologies to gather food from nature.
2.			
3.			
4.			
5.			

Focusing on Vocabulary

WORD MEANING

This book presents a variety of strategies for learning and remembering the meanings of academic words. Sometimes you will be able to find clues to a word's meaning in the sentence in which the word appears. In other cases, the sentence will not contain clear clues to word meaning. You may need to reread the section in which the word appears and think about the ideas presented in the text. If you still are unsure of the correct definition, you may need to look the word up in a dictionary. For more help in finding the right meaning of a word, read the *Using Your Dictionary* section on page 36 of Chapter 4.

A. Match the target words with their definitions. If you are unsure about a word's meaning, try to figure it out from the context by rereading the passage. Then check your dictionary. The first one has been done for you.

Set 1

c 1. **source**	**a.** having many closely related parts or details
____ 2. **diverse**	**b.** not supporting one purpose or cause above another
____ 3. **estimate**	**c.** a thing, place, activity, etc., that something comes from
____ 4. **encounter**	**d.** different or varied
____ 5. **complex**	**e.** a single thing in a set, group, or list
____ 6. **neutral**	**f.** to judge an amount partly by calculating and partly by guessing
____ 7. **item**	**g.** to meet someone or experience something without planning to

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Set 2

____ 1. **interact**	**a.** the average p[illegible] between the person and the birth of that person's children
____ 2. **element**	**b.** a basic or important part of something
____ 3. **contemporary**	**c.** to talk or work together with others
____ 4. **generation**	**d.** to skillfully handle, control, or use something
____ 5. **consequences**	**e.** a difference
____ 6. **manipulate**	**f.** the results of a particular action or situation
____ 7. **contrast**	**g.** belonging to the present time; modern

B. Read each target word and the list below it. One word or phrase in each list is NOT a synonym (word or phrase with a similar meaning) for the target word. Cross it out. The first one has been done for you.

1. evolve

develop | change | ~~correct~~ | grow

2. global

limited | international | overall | worldwide

3. environment

setting | pollution | surroundings | situation

4. evidence

facts | information | proof | belief

5. symbolize

be an emblem of | change | stand for | represent

6. transform

change | make over | succeed | alter

7. furthermore

in addition | on the other hand | also | moreover

8. eventually

finally | sooner or later | in the end | in a short time

9. decline

go down | improve | weaken | fall

10. capacity

ability | power | progress | competence

Word Tip

- The word ***generation*** often becomes a label for a specific group of people.

  Baby Boom ***Generation*** refers to people born after World War II up to 1964.

  Generation *X* is used to describe people born during the late 1960s and 1970s in the United States.

  Generation *1.5* is a label for young people who have had much of their schooling in the United States though they were born elsewhere.

- When part of a title or label, ***generation*** may be capitalized.

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WORD FAMILIES

Most words belong to a "family" of words with [illegible] meaning. For example, the word forms *serious* (an adjective), *seriousness* (a noun), and *seriously* (an adverb) are related to one another. To know which form to use, you must figure out the word's part of speech in a sentence. In the reading "Human Societies," forms of the word *technology* appear seventeen times. The differences in the spelling indicate different parts of speech as shown in the chart.

Verb	Noun	Adjective	Adverb
X = no form	technology	technological	technologically

Notice the endings for *technologi**cal*** and *technologi**cally***. These spelling patterns are common at the end of certain adjective and adverb forms. If you aren't sure of the form of a word, you can look the word up in a dictionary. If you need more help in finding the correct word form, read the *Using Your Dictionary* section on page 36 of Chapter 4.

A. The table contains word families for some of the target words in the reading. Complete the table. An **X** indicates that there is no form or that the form is not common. Sometimes more than one form may be possible. If you are unsure about a form, check your dictionary. The first one has been done for you.

Verb	Noun	Adjective	Adverb
X	complexity	**complex**	X
	1. diversification 2. diversity	**diverse**	diversely
estimate	1. **estimate** 2. estimation		X
X	eventuality		eventually
evolve		evolving	X
X	1. globalization 2. globe		globally
interact	interaction	interactive	
symbolize	1. symbol 2.	symbolic	symbolically
transform	transformation		X

B. Choose the correct form of the word in **bold** in sentence **a** to complete sentence **b**. Use the word families table you just completed as a guide. The first one has been done for you.

1. **a.** Communication is one area in which there have been amazing developments in **technology**.

   b. Technologically advanced methods of growing food have still not prevented hunger in some parts of the world.

2. **a.** Visitors to a new country are encouraged to **interact** with the local people to learn more about their culture.

   b. Social _____ is an important part of childhood development.

3. **a.** Environmentalists work to save endangered plants and animals in part to protect biological **diversity** in the natural world.

   b. Major soft drink companies have _____ their product lines by adding bottled water as a new product.

4. **a.** The **estimation** that one-fifth of Americans are seriously overweight is shocking.

   b. Historians _____ that among the more than 1,500 people who died on the *Titanic,* class, age, and sex played a key role in who lived and who died.

5. **a.** The worldwide popularity of products like the iPod is an example of **globalization**.

   b. Governments and environmental groups use the phrase "Think _____, act locally" to encourage people to think of ways to save resources every day.

6. **a.** Both a red cross and a red crescent are used to **symbolize** the international organization whose aim is to protect and provide assistance to victims of war.

   b. Being overweight was at one time a _____ of wealth because it showed that you had enough money to eat well.

7. **a.** Many people feel that the job of being a parent today is much more **complex** than it was in the past.

   b. The _____ of the relationship between technological development and environmental change is still not fully understood.

8. **a.** Since the fall of the Berlin Wall in 1989, many Eastern European Communist parties have **transformed** themselves into Socialist parties.

   b. The newly _____ factory now houses forty young professionals living in luxury apartments.

9. **a.** The **eventual** end of the strike occurred after long discussions between union leaders and the employer.

   b. One purpose of insurance is to protect people from _____ that they cannot otherwise prepare for in advance.

10. **a.** Languages as diverse as Danish and Chinese have influenced the **evolution** of the English language.

    b. Because medical technology is always _____, doctors must regularly attend training programs.

COLLOCATION

When you look at words in context, you can see patterns in the way they are used. These patterns are not based on rules of grammar, but on traditions of use by native speakers. Certain words tend to occur together, and this is called *collocation.*

Example:
We say *tall girl, tall building* and *high wall, high point.*
But we do not say *high girl, high building* or *tall wall, tall point.*

Sometimes the link between word partners and their meaning is clear and unsurprising, for example, in the collocations *bright light* or *heavy load.*

Other times, the link may be unexpected, as when we say *bright child* or *heavy heart*. Here are some typical collocation patterns.

Example:	
noun + verb	*birds sing*
verb + noun	*deliver babies*
adjective + noun	*specific information*
verb + adverb	*breathe heavily*
noun + noun	*bear market*

Because collocations are not based on rules of grammar, the patterns for each word are one of a kind. Therefore, you must build up your knowledge of collocations one at a time. This section introduces a sample of the patterns you need to know in your academic reading and writing. Apply your growing understanding of collocations to new words and words you already know.

The following exercise asks you to use collocations in sentences of your own. Study the way the collocations are used in the example sentences. Pay close attention to the words around the collocations, particularly articles and prepositions. For example, in item 1, notice the prepositions *for* and *of* after ***damaging consequences***. *For* indicates the receiver (effect) of ***damaging consequences***. *Of* indicates the creator (cause) of the ***damaging consequences***. Imitate the patterns you observe when you use the collocations in your own sentences.

Each item contains three sentences with the same collocation. Write a fourth sentence of your own using the same word partners. The first one has been done for you.

1. **a.** The news report resulted in **damaging consequences** for the company.
   b. Pollution in the oceans can have very **damaging consequences** for ocean life.
   c. The **damaging consequences** of unemployment affect all levels of society.
   d. The failure of the bank will have damaging consequences for its customers.

2. **a.** The **rapid decline** in housing prices had a negative effect on the economy.
   b. The team's failure to win any games led to a **rapid decline** in fan support.
   c. Because of the **rapid decline** in the patient's health, the doctor had to perform an emergency operation.
   d. _____

3. **a.** There is **mounting evidence** that some types of fish will disappear completely from the North Sea if overfishing is not stopped.
   b. The education department has **mounting evidence** that the newly introduced tests are not leading to higher standards of teaching and learning.
   c. There is **mounting** scientific **evidence** that global warming is damaging Earth's atmosphere.
   d. _____

4. **a.** University **sources confirmed** that tuition prices would rise next year.
   b. Government **sources confirmed** that the president would travel to the Far East in early spring.
   c. Media **sources confirmed** that fighting had restarted in the war zone.
   d. _____

5. **a.** The **basic elements** of an enjoyable movie are a good story and interesting characters.
   b. Soy products are a **basic element** of many Chinese and Japanese recipes.

c. A **basic element** of the new economic plan was a reduction in taxes for the poor and elderly.

d. _____

6. a. The United Nations issued a resolution to **protect** the **environment**.
   b. Every country needs to do its part to **protect** the **environment**.
   c. We can **protect** the **environment** by using nonpolluting sources of energy, such as wind power.

   d. _____

7. a. The **earning capacity** of a woman in her lifetime is generally much less than that of a man.
   b. Government officials argue that the cost of tuition for college students is offset by increased **earning capacity** after graduation.
   c. Variations in the **earning capacity** of stocks and bonds are related to rises and falls in the market.

   d. _____

8. a. There is often a **marked contrast** between the cost of living in cities and the cost of living in rural areas.
   b. Voters observed a **marked contrast** between the politician's pre-election promises and his voting record in Congress.
   c. Teachers have noticed a **marked contrast** in behavior between children who do not have breakfast before school and those who do.

   d. _____

Expanding the Topic

An important part of academic study is forming and supporting opinions about the topic you are studying. Read the statements and indicate whether you agree **(A)** or disagree **(D)**. Then discuss your opinions and reasoning with a partner.

_____ 1. The **globalization** of **contemporary** culture will **eventually** destroy the uniqueness of **diverse** societies.

_____ 2. It is no longer realistic for the members of one **generation** to expect their standard of living to be significantly better than that of the previous generation.

_____ 3. All governments should cut back on military spending. **Furthermore**, the money saved should be used to support the neediest members of society.

_____ 4. Governments should charge higher taxes on luxury **items** so that necessities such as heating oil and clothing can be sold tax free.

_____ 5. There is not enough **interaction** between teenagers and their parents these days.

_____ 6. Taking a position of **neutrality** in times of disagreement is a sign of weakness.

_____ 7. Newspapers unfairly **manipulate** public opinion by printing one-sided news stories.

_____ 8. Young people today are likely to **encounter** more difficulties in their lives than their parents did a **generation** ago.

Choose one of the statements from *Expanding the Topic* and write a personal essay about it. Express your opinions and reasoning, and be sure to provide support for your opinions.

CHAPTER 2

Social Experience and Personal Development

Getting Started

Discuss the questions with your classmates.

- Who influenced you most when you were growing up?
- Do you think this person (or group of people) had an important role in shaping the kind of person you are today? Why or why not?
- What kind of influence would you like to have on the next generation?

Assessing Your Vocabulary Knowledge: TARGET WORDS

Look at the words in the box. These are the target words for this chapter. Use the scale to score yourself on each word. After you finish the chapter, score yourself again to check your improvement.

1 I don't know this word.

2 I have seen or heard this word before, but I am not sure of the meaning.

3 I understand this word when I see it or hear it in a sentence, but I don't know how to use it in my own speaking and writing.

4 I know this word and can use it in my own speaking and writing.

TARGET WORDS

_____affect	_____conflict	_____ethnicity	_____range
_____apparent	_____conform	_____evaluation	_____retain
_____aspect	_____contact	_____gender	_____rigid
_____attitude	_____distinction	_____media	_____significance
_____concept	_____document	_____persist	_____style
_____confer	_____dominance	_____process	_____vary

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