

● 专门用途英语课程系列



大学学术英语 总主编 杨惠中

# 读写教程 上册

学生用书

Academic Encounters: Life in Society

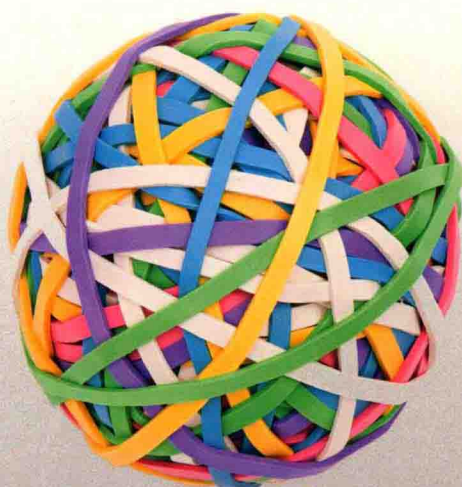
## Reading and Writing

Student's Book

Jessica Williams

Kristine Brown

Susan Hood



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# 序言

改革开放以来，我国累计已有超过 4,000 万大学生达到了基础阶段的英语教学要求，具备相当程度的英语听说读写能力；他们的英语阅读速度已达到每分钟 70—100 英语词，在写毕业论文的时候通过阅读获取专业所需信息基本上没有问题；同时也具备了初步的用英语进行口头交际的能力。然而，有相当一部分大学生或为出国深造，或为从事学术研究，希望能听懂全英语专业课，能用英语进行学术交流。那么基础阶段教学要求的英语程度能不能满足这样的需求呢？我们认为还有一段距离，要实现这一目标，他们还需要学习学术英语（EAP）课程。

学习英语，基础阶段很重要，只有从一开始就打下良好的基础，学会正确学习英语的方法，才能为英语能力的长远发展创造条件。但是从掌握基础英语到在实际学术交流中准确地使用英语，还有一个能力迁移的问题。我们在研究中发现，不少科技人员用英语写的论文或论文摘要，基础语法错误已经不多，但是在篇章结构、句式、修辞结构等方面尚未达到在国际学术刊物上公开发表的语言要求；在学术领域使用英语进行口语交际，准确性、得体性等方面也需要进一步提高。开设学术英语课程，正是为了满足这部分学生进行学术交流的语言需求。

一套好的学术英语教材应着力提升学生两方面的能力：语言能力和审辩式思维能力。

语言方面，学术英语教材的任务既然是培养学生以英语为工具从事学术交流的能力，就要帮助学生提高用英语表达思想的流利程度、准确性、得体性和灵活性，进一步学习会话策略，学会准确得体地表达自己的观点和意见，能够参加讨论和辩论，准确得体地表示同意或反驳别人的意见，能够用正确的语体撰写学术论文等等。为了达到这些目标，学术英语课程应培养学生的学习技能（study skills），如记笔记，发言，查阅资料然后进行分析、归纳、整理等。

另外，学术英语教材还要重视发展和培养学生的审辩式思维（critical thinking）能力。所谓审辩式思维就是对所获取的信息进行分析和评估，决定是否值得接受。学生应当学会对读到、听到或看到的信息进行积极、深入的思考：如果赞成，为什么赞成，有什么根据；如果不赞成，又为什么不赞成，有什么理由。通过审辩，把事情彻底搞清楚，这样才能在信息化时代避免被信息欺骗和操控，养成独立思考的能力和习惯，应对国际化所带来的挑战。

“大学学术英语系列教材”是一套为已完成基础阶段英语学习的大学生编写的学术英语教材，其核心教程有读写和视听说两种，改编自原版教材 *Academic Encounters*。《读写教程》和《视听说教程》有两个级别，选材均为各专业学生共同感兴趣的话题，而且两种教程的单元主题相同，如上册均为 *Life in Society* 方面的主题。其选材原则是：选文要有趣味性、新颖性、知识性；内容上既要有深度，又要是师生可以理解的；阅读、音视频等素材应选自正式出版的专业教科书。通过学习这些真实文本，学生在提高语言能力的同时，可学得一定的专业知识。

其核心教程采用基于内容的教学法（content-based approach），可以较好实现同步提升学生的语言能力和审辩式思维能力的教学目标。

基于内容的教学法是指采用真实文本 (authentic texts), 运用真实语言 (authentic language), 进行真实的交际活动 (authentic tasks)。

所谓真实语言, 是指文本充分体现学术英语的特点, 教学重点是学术词汇 (academic word list, 简称 AWL) 的意义和用法、语篇结构以及学术英语常用交际功能的语言表达法, 目标是进一步提高使用语言的流利程度、准确性和得体性。

真实的交际活动 (如 taking notes, writing papers, making presentations) 是指在语言教学活动中模拟真实的专业学习过程。由于讲课内容是真实的, 反映了大学教学环境里的师生互动, 因此在学术英语课上用真实的学术讲座材料进行听说读写模拟训练, 要求学生充分介入听课过程: 听讲座要求充分理解, 记笔记要求准确全面, 参加小组讨论要求结合个性化资料表达个人观点。准备演讲的过程更是涉及所学内容和语言, 既训练交流、沟通、协作的能力, 又提高说的准确性和流利程度, 从而建立说英语的自信心。实际上, 学术英语课程的过程是模拟的, 但与专业课学习相比, 过程与内容是一样的; 学生不仅学习 EAP 语言和技能, 而且同时听了一门专业课, 学习了相关专业的概念与语言, 也就是说 EAP 课程的过程和内容都是专业学习所必需的。

除了上述读写和视听说两种核心教程外, “大学学术英语系列教材” 还包含学术英语写作、演讲、讲座等教程。

“大学学术英语系列教材” 由谁来上呢? 当然是英语教师。英语教师可以驾驭这套教材的原因如下: 首先, 该教材虽然使用了专业内容, 但选材时已经考虑到难易度, 专业内容师生都可以理解。其次, 学术英语课程主要涉及的是语言训练。例如, 听前训练方面, 包括通过激发知识图式 (schema) 预期 (predict) 讲座内容, 预期能力是提高听力理解能力 (也是提高阅读理解能力) 的重要前提; 听后训练方面, 包括利用笔记确保充分且准确地理解讲课内容, 并就讲课内容进行各种互动练习; 口语交际训练方面, 包括区分正式语体和非正式语体, 学会准确得体地发表意见, 参加讨论, 介绍研究课题, 在全班同学面前作讲演; 词汇方面, 重点是掌握常用学术词汇的用法, 包括意义、搭配、语义趋向等等, 尤其要重视培养对预构成语块的敏感性, 逐步培养正确的英语语感。另外, 记笔记是学术英语学习中需要掌握的重要能力, 要掌握准确、科学地记录讲课内容的技巧和方法, 正确运用合适的笔记结构 (树形图、大纲方式、mapping 方式等等); 学会有效地记笔记可以在听课时跟上授课教师的思路, 把理解提高到语篇层次, 而且所记笔记还可以用于专业内容复习以及广泛的语言训练中。所有这些语言训练的教学, 只有语言教师才能胜任。

虽然英语教师可以驾驭“大学学术英语系列教材”, 但要用好该教材, 英语教师不但需要扩大知识面, 熟悉学术英语的特征, 而且要进一步充实语言学与应用语言学方面的知识。无疑, 上好学术英语课程是时代发展对高校英语教师提出的更高要求, 是称职的高校英语教师必须面对的一项挑战。

杨惠中

2017年1月



# Scope and sequence

## Unit 1: Belonging to a Group • 1

	Content	<b>R</b> Reading Skills	<b>W</b> Writing Skills
<b>Chapter 1</b> <b>Marriage, Family, and the Home</b> page 4	<b>Reading 1</b> Marriage: A Changing Institution <b>Reading 2</b> The Family Today <b>Reading 3</b> How We Learn to Behave	Examining graphics Reading for main ideas Reading actively Skimming Thinking about the topic Predicting Personalizing the topic Reading boxed texts Applying what you have read	Writing about changes Definitions
<b>Chapter 2</b> <b>The Power of the Group</b> page 28	<b>Reading 1</b> The Influence of Culture <b>Reading 2</b> Peer Groups <b>Reading 3</b> Crowds	Thinking about the topic Reading actively Understanding key terms Personalizing the topic Previewing art Skimming Applying what you have read	Expanded definitions Describing differences Understanding text structure

## Unit 2: Gender in Society • 53

	Content	<b>R</b> Reading Skills	<b>W</b> Writing Skills
<b>Chapter 3</b> <b>Gender Roles</b> page 56	<b>Reading 1</b> Growing up Male or Female <b>Reading 2</b> Gender and Academic Achievement <b>Reading 3</b> The Influence of Mass Media on Gender Roles	Skimming Personalizing the topic Examining graphics Predicting Reading for main ideas Applying what you have read Thinking about the topic Increasing reading speed Reading for details	Showing contrast Summarizing Using adverbs The passive voice
<b>Chapter 4</b> <b>Gender Issues Today</b> page 82	<b>Reading 1</b> Balancing Home and Work <b>Reading 2</b> It's Not So Easy Being Male <b>Reading 3</b> Gender Equality at Work	Thinking about the topic Reading for details Personalizing the topic Skimming Previewing art Predicting Reading for main ideas Thinking critically	Pronoun reference Going beyond the text Supporting main ideas

<b>V Vocabulary Skills</b>	<b>A Academic Success Skills</b>	<b>Learning Outcomes</b>
<p>Words related to the topic            Guessing meaning from context            Word families</p>	<p>Taking notes            Answering short-answer questions</p>	<p>Write a two-paragraph essay illustrating the power of the group</p>
<p>Collocations            Synonyms            Using grammar to guess meaning            Describing behavior</p>	<p>Reviewing for a test</p>	

<b>V Vocabulary Skills</b>	<b>A Academic Success Skills</b>	<b>Learning Outcomes</b>
<p>Cues for finding word meaning            Describing people</p>	<p>Making a chart            Answering short-answer test questions</p>	<p>Write a "Yes, but . . ." essay about whether it is better to be a man or a woman</p>
<p>Word families            Describing personality and emotion            Guessing meaning from context            Collocations</p>	<p>Responding to a quote            Answering definition questions on a test</p>	

## Unit 3: Media and Society • 109

	Content	<b>R</b> Reading Skills	<b>W</b> Writing Skills
<b>Chapter 5</b> <b>Mass Media Today</b> page 112	<b>Reading 1</b> The Role of Mass Media <b>Reading 2</b> What Is Newsworthy? <b>Reading 3</b> Privacy and the Media	Personalizing the topic Reading for details Skimming Thinking about the topic Applying what you have read Reading boxed texts Predicting	Linking ideas in a text Summarizing Road map sentences
<b>Chapter 6</b> <b>Impact of the Media on Our Lives</b> page 134	<b>Reading 1</b> The Impact of the Internet on Mass Media <b>Reading 2</b> Social Media <b>Reading 3</b> Learning and Thinking with New Media	Scanning Increasing reading speed Reading for main ideas Skimming Previewing art and graphics Personalizing the topic	Going beyond the text

## Unit 4: Breaking the Rules • 161

	Content	<b>R</b> Reading Skills	<b>W</b> Writing Skills
<b>Chapter 7</b> <b>Crime and Criminals</b> page 164	<b>Reading 1</b> Deviance and Crime <b>Reading 2</b> Who Commits Crime? <b>Reading 3</b> Technology and Crime	Thinking about the topic Scanning Understanding cartoons Reading critically Reading for main ideas	The passive voice Comparing data Going beyond the text
<b>Chapter 8</b> <b>Controlling Crime</b> page 188	<b>Reading 1</b> What Stops Us from Committing Crimes? <b>Reading 2</b> Science and Technology in Crime Fighting <b>Reading 3</b> Crime and Punishment	Personalizing the topic Increasing reading speed Applying what you have read Thinking about the topic Reading for details	Using data from a graphic Signals of chronological order



<b>V Vocabulary Skills</b>	<b>A Academic Success Skills</b>	<b>Learning Outcomes</b>
<p>Words related to the topic The Academic Word List Compound words and phrases Collocations</p>	<p>Highlighting Answering true/false questions</p>	<p>Write an essay on media use based on a survey</p>
<p>Prefixes and suffixes The Academic Word List Collocations Guessing meaning from context</p>	<p>Answering multiple-choice questions Preparing for an essay test</p>	

<b>V Vocabulary Skills</b>	<b>A Academic Success Skills</b>	<b>Learning Outcomes</b>
<p>Words related to the topic Guessing meaning from context Synonyms Collocations</p>	<p>Answering short-answer test questions</p>	<p>Write an essay based on a prompt</p>
<p>Verbs of control Word families The Academic Word List Collocations</p>	<p>Highlighting Making a chart</p>	

# **Academic Encounters: Preparing Students for Academic Coursebook**

## **The Series**

*Academic Encounters* is a sustained content-based series for English language learners preparing to study college-level subject matter in English. The goal of the series is to expose students to the types of texts and tasks that they will encounter in their academic coursework and provide them with the skills to be successful when that encounter occurs.

## **Academic Content**

At each level in the series, there are two thematically paired books. One is an academic reading and writing skills book, in which students encounter readings that are based on authentic academic texts. In this book, students are given the skills to understand texts and respond to them in writing. The reading and writing book is paired with an academic listening and speaking skills book, in which students encounter discussion and lecture material specially prepared by experts in their field. In this book, students learn how to take notes from a lecture, participate in discussions, and prepare short oral presentations.

## **Flexibility**

The books at each level may be used as stand-alone reading and writing books or watching, listening and speaking books. They may also be used together to create a complete four-skills course. This is made possible because the content of each book at each level is very closely related. Each unit and chapter, for example, has the same title and deals with similar content, so that teachers can easily focus on different skills, but the similar content, as they toggle from one book to the other. Additionally, if the books are taught together, when students are presented with the culminating unit writing or speaking assignment, they will have a rich and varied supply of reading and lecture material to draw on.



# A Sustained Content Approach



A sustained content approach teaches language through the study of subject matter from one or two related academic content areas. This approach simulates the experience of university courses and better prepares students for academic study.

## Students benefit from a sustained content approach

### **Real-world academic language and skills**

Students learn how to understand and use academic language because they are studying actual academic content.

### **An authentic, intensive experience**

By immersing students in the language of a single academic discipline, sustained content helps prepare them for the rigor of later coursework.

### **Natural recycling of language**

Because a sustained content course focuses on a particular academic discipline, concepts and language naturally recur. As students progress through the course, their ability to work with authentic language improves dramatically.

### **Knowledge of common academic content**

When students work with content from the most popular university courses, they gain real knowledge of these academic disciplines. This helps them to be more successful when they move on to later coursework.





# Academic Skills



*Academic Encounters Reading and Writing* teaches skills in four main areas. A set of icons highlights which skills are practiced in each exercise.

## **R** Reading Skills

The reading skills tasks are designed to help students develop strategies before reading, while reading, and after reading.

## **W** Writing Skills

Students learn how to notice and analyze written texts, develop critical writing skills, and apply these in longer writing tasks. These skills and tasks were carefully selected to prepare students for university study.

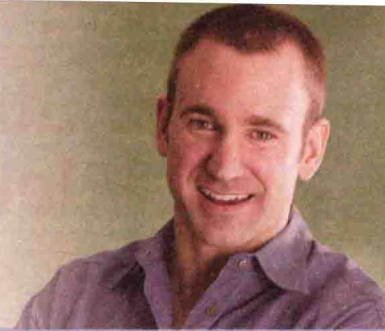
## **V** Vocabulary Development

Vocabulary learning is an essential part of improving one's ability to read an academic text. Tasks throughout the books focus on particular sets of vocabulary that are important for reading in a specific subject area as well as vocabulary from the Academic Word List.

## **A** Academic Success

Besides learning how to read, write, and build their language proficiency, students also have to learn other skills that are particularly important in academic settings. These include skills such as learning how to prepare for a content test, answering certain types of test questions, taking notes, and working in study groups.

# Learning to read academic content



## PREPARING TO READ

### 1 Thinking about the topic

A Think about how men and women are portrayed in different types of mass media. Make some notes in the chart below.

Type of Media	Women	Men
Television		
Movies		
Magazines		
Computer games		

B Discuss what you have written in the chart with your classmates.

### 2 Increasing reading speed

College students often have very long reading assignments. They need to develop a fast reading style. A good goal is to read about 250 words per minute. To increase your reading speed, use the following techniques.

- Try to focus on groups of words, not on individual words.
- Try not to backtrack (go over the text again and again).
- Guess at the general meaning of words that you do not know.
- Skip over words that you do not know and that do not seem very important.
- Slow down slightly for key information, such as definitions and main ideas.
- Speed up for less important information, such as examples and details.

A Quickly read the text on the next page using these techniques.

B Calculate your reading speed.

Write your reading time \_\_\_\_\_  
 Number of words: 1,012 words  
 Divide the number of words by your time.  
 Write your speed: \_\_\_\_\_ words/minute

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Pre-reading is a crucial step in the reading process. *Academic Encounters* teaches important skills to help students succeed when preparing to read university textbooks.

### Differences across cultures

It is easy to assume that every culture socializes children in the same way. Research studies, however, show that there are cross-cultural differences in what families expect of their children and in how they socialize them to behave appropriately. For example, in some Asian families the needs of the group are traditionally seen as more important than the needs of the individual. Children learn that their first responsibility is to their parents rather than to themselves. For example, many children work hard at school so that their parents will be proud of them.



There are also differences in the amount of responsibility children are expected to take within their families, and this has an important effect on their behavior. A study of six- to eleven-year-old children in six communities in the United States, Kenya, Japan, India, the Philippines, and Mexico revealed a considerable difference across these cultures in the level of responsibility children had. The children in Kenya and Mexico were expected to take care of the other younger children in the family and do household chores that helped the whole family. These children quickly learned to be responsible and caring toward others. Parental expectations about work around the house were an important part of children's socialization. In contrast, in the United States, children had fewer chores, and they were less likely to develop these traits at an early age. All of these forms of socialization determine how we behave when we become adults.

### "Tiger Mother"

Socialization of children often remains an important part of a culture even when the group's circumstances change. For example, in many Asian-American homes, the importance of hard work, achievement, and respect for family still plays a key role in socialization of children. In 2010, Amy Chua, a Chinese-American, shocked many American readers when she described



Amy Chua

the way she raised her two daughters. She calls herself a "Tiger Mother." She was very strict with them. She didn't let them watch television or go to their friends' houses to play. She forced one of her daughters to do 2,000 math problems every night until she was the best in the class. She said she would burn her daughter's dolls if she did not play her music perfectly. Her daughters are top students and have won many musical competitions.



The readings come from university textbooks, so students improve their ability to read authentic academic materials.



# The Structure of Academic Text



**B** With a partner, discuss the terms in the sentences below. If you do not know these words, look them up in a dictionary. Pay special attention to the prepositions that occur with the verbs. Put these seven actions in the order in which you would expect them to occur. Put the correct number from 1 through 7 in the blank.



- \_\_\_ The offender is **convicted** of the crime.
- \_\_\_ The person is **arrested** for the crime.
- \_\_\_ The crime is **investigated** by the police.
- \_\_\_ A person **commits** a crime.
- \_\_\_ The offender is **sentenced** to time in prison.
- \_\_\_ The person is **charged** with the crime.
- \_\_\_ The person is **tried** for the crime.

**C** Read the true story of the serial killer, Thierry Paulin. Use the words in the box to fill in the blanks. In some cases, use your knowledge of collocations from Step B to help you choose. You will need to use some of the words more than once.

tried	investigated	arrested
charged	sentenced	convicted

Thierry Paulin was a serial killer in France in the 1980s. His first crime was in 1982. He robbed an elderly woman in a grocery store. He was \_\_\_\_\_ for the crime a few days later, and he was \_\_\_\_\_ with robbery. He was \_\_\_\_\_ of the crime and \_\_\_\_\_ to two years in prison. However, the sentence was suspended, which means he never had to spend any time in prison. He continued his life of crime, but his crimes became more serious. Between 1984 and 1987, he killed at least 18 elderly people and assaulted many others. The police \_\_\_\_\_ these crimes, but Paulin did not leave much evidence when he attacked his victims. Finally, one of his victims survived, and she was able to describe Paulin to the police. Soon after, the police \_\_\_\_\_ him and \_\_\_\_\_ him with several of the murders. However, he became very sick and died in prison in 1988 before he was \_\_\_\_\_ for these terrible crimes.

Extensive scaffolding activities teach students the structure of academic writing.

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Students learn **key writing skills** such as summarizing and avoiding plagiarism. This early focus **prepares students** for later extended writing tasks.

## Reading 2

### SCIENCE AND TECHNOLOGY IN CRIME FIGHTING

**law enforcement agencies**  
government offices that are responsible for upholding laws and finding people who break them

Even effective controls cannot prevent all crimes. Therefore, when crimes do occur, society must have a way to find out who has committed them. The first step in enforcing the law is detection, in other words, solving the crime. **Law enforcement agencies** have been working to solve crimes for many years. It is a challenging job, but in recent history, *forensics* – the use of science and technology to solve crimes – has become an important tool.



#### Fingerprints

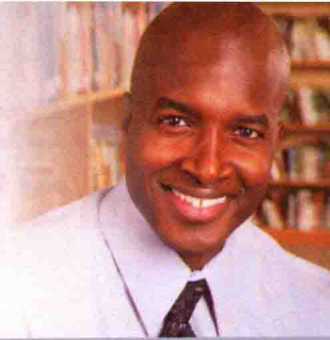
Probably the most important advance in forensics in the past century is the widespread use of fingerprints for identification. A person's fingerprints are the swirled patterns on the skin at the tips of the fingers. These patterns do not change over time, and they can be used to identify people. Fingerprints are made when someone touches a surface. Sweat and acids from the body transfer to the surface and leave a mark. Sometimes it is only a partial fingerprint, but that can be sufficient to make an identification. Many fingerprints are invisible under normal circumstances, but they can be made visible with special chemicals. Prints can also be examined in darkness using high-powered lasers, and they can be retrieved from almost any surface – even clothing, plastic bags, or human skin.

Law enforcement agencies all over the world have large collections of fingerprints to aid in crime detection. These have been computerized to make it easier to search for matching prints. If fingerprints are found at a crime scene, they can be compared with the fingerprints stored in a computer bank. However, fingerprint matching is not as reliable as many people believe. For a long time, it was believed that everyone had a unique set of fingerprints. Experts are still debating this claim, but one thing is clear: both people and machines can make mistakes. In 2004, a lawyer in Oregon was arrested for participation in the bombing of a train in Madrid based on a fingerprint. It was later discovered the match was a mistake. Mistakes like this can ruin the lives of innocent people.

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# Immersive Skill Building



Additional Suffixes and Their Meanings			
Prefix	Meaning	Example	Part of speech
-er/or	Xer is someone or something that/who does X	writer	noun
-ive	Something that is Xive is concerned with/characterized by X	active	adjective
-cy	Xcy is the state of being X	democracy	noun
-ous	Xous means full of X	dangerous	adjective
-ful	Xful means full of X	forceful	adjective

A Look at the words in the chart below. Fill the blanks with words from the reading that contain suffixes.

Noun	Verb	Adjective
expense		_____
_____	browse	_____
familiarity		_____
availability		_____
_____	interact	_____
_____		accurate
_____	rely	_____
caution		_____
power		_____
_____	consume	_____
mass		_____
_____		minor

Chapter 6 *Impact of the Media*

The full-color **design mirrors university textbooks**, ensuring that students not only practice reading authentic texts, but also receive an **authentic university experience**.

B Read the sentences with the boldfaced words. Then discuss with your classmates which is a more likely conclusion, a or b.

- His mother **suspected** he had been smoking.  
a. She smelled smoke on his clothes.    b. She saw him with a cigarette.
- He decided to **withdraw** \$600 to pay for his computer.  
a. He went to the computer store.    b. He went to the bank.
- The students gathered economic **data** about different countries for their project.  
a. They went to the library.    b. They asked their parents.
- In the United States, government **agencies** are closed on Sundays.  
a. The Post Office and passport office are closed on Sundays.  
b. The White House is closed on Sundays.
- She **deposited** her paycheck yesterday.  
a. The amount in her bank account is larger today.  
b. The amount in her bank account is smaller today.
- The police found a large supply of **counterfeit** watches.  
a. The police are going to buy the watches.  
b. The police are going to destroy the watches.
- The computer in the company's main office **transmits** information about products to their other offices.  
a. Managers in all of the offices have up-to-date information.  
b. The managers in all of the offices only want the most important information.
- She **made** so many **purchases** that she had to take a taxi home.  
a. Her bags were heavy.    b. The taxi was expensive.
- We have to move the equipment inside **rapidly**. A storm is coming.  
a. The storm will bring heavy rain and wind tomorrow.  
b. The storm is very close.
- She keeps all of her important papers in a **secure** location.  
a. Her papers are in a locked box.    b. Her papers are in another country.

Throughout each unit, **explanatory boxes describe each skill and help students understand why it is important.**

# Academic Vocabulary and Writing



## Chapter 1 Academic Vocabulary Review

The following words appear in the readings in Chapter 1. They all come from the Academic Word List, a list of words that researchers have discovered occur frequently in many different types of academic texts. For a complete list of all the Academic Word List words in this chapter and in all the readings in this book, see the Appendix on pages 213–214.

Reading 1 Marriage: A Changing Institution	Reading 2 The Family Today	Reading 3 How We Learn to Behave
adapt community eventually experts immigrate variation	affect conflict (n) consist couples image incomes	appropriately assume circumstances negative positive task

Complete the sentences with words from the lists.

- Some \_\_\_\_\_ wait until they have saved enough money before they marry.
- People with higher \_\_\_\_\_ can buy more things, but they are not always happier than people with less money.
- People who are following norms behave \_\_\_\_\_ in most situations.
- \_\_\_\_\_ give several different reasons for why the age of first marriage has risen in the last 50 years.
- It is important not to \_\_\_\_\_ that you know other people's opinions before you ask them.
- In the past, many people had a \_\_\_\_\_ opinion about women who did not marry. Today, this has changed, and more women are choosing to remain single.
- People often choose to \_\_\_\_\_ to another country for economic and political reasons.
- Blended families can create \_\_\_\_\_ among family members until everyone adjusts to the new arrangement.
- Learning to write in a new language is a difficult \_\_\_\_\_.
- New immigrants must learn to \_\_\_\_\_ to the customs of their new countries.
- If you work hard and are patient, \_\_\_\_\_ you will reach your goals.
- There is \_\_\_\_\_ in family structure across different countries and cultures. Families are not the same everywhere.

Chapter 1 Marriage, Family, and the Home

Academic vocabulary development is **critical to student success**. Each unit includes **intensive vocabulary practice**, including words from the Academic Word List.

### AFTER YOU WRITE

**A** Reread your draft and check that:

- It has an introductory paragraph with a general statement and a main idea sentence that states a claim about the topic.
- Each body paragraph has a topic sentence and supporting evidence.
- It has an appropriate conclusion.

### Transitions

Writing good paragraphs is important, but it is also important to make sure the paragraphs all fit well together. One way to help all of the pieces fit well is to write a sentence that makes a good transition between one paragraph and another. Good writers try to create a thread that connects the end of one paragraph to the beginning of the next. They may repeat a word or use a synonym to show the connection between the two paragraphs.

Kinds of Connections

- Sometimes each paragraph is an item on a **list**, for example, each paragraph gives a reason or an example. The first sentence in each paragraph may include words such as *first*, *second*, or *most important*.
- Sometimes there is a **contrast** between the two paragraphs. The first sentence in the second paragraph may show this contrast with something in the previous paragraph.
- Sometimes the first paragraph contains a statement, and the next paragraph contains an **explanation** or **expansion** of the statement.
- Sometimes one paragraph presents a **problem** and the next paragraph offers a **solution**.
- Sometimes the relationship between the paragraphs is **cause** and **effect**. The first sentence in the second paragraph may show this relationship.

**B** Read the text below. Pay special attention to the words in red in the first and last sentences. Describe the connection between the two paragraphs. Write it on the blank line to the left of the paragraph. The first one is done for you.

Forensics is an important part of the criminal justice system. It is the use of science and technology to solve crimes. We think of forensics as a high-tech field with lots of special tools and machines, but actually it **has a long history**.

**expansion** \_\_\_\_\_ The use of science to solve a crime dates back at least 700 years. A Chinese book showed the physical differences between a victim of drowning and a victim of strangulation. Almost 600 years later, in the early 1800s, a Spanish chemist published a book about poisons and how to identify them inside a person's body. In the 1880s, fingerprints began to be used as evidence in crimes. **At that time**, the techniques and equipment were not very advanced.

Students complete each unit by **applying their skills** and knowledge in an extended writing task that **replicates university coursework**.



## To the student

Welcome to *Academic Encounters Reading and Writing: Life in Society!*

The *Academic Encounters* series gets its name because in this series you will encounter, or meet, the kinds of *academic* texts (lectures and readings), *academic* language (grammar and vocabulary), and *academic* tasks (taking tests, writing papers, and giving presentations) that you will encounter when you study an academic subject area in English. The goal of the series, therefore, is to prepare you for that encounter.

The approach of *Academic Encounters Reading and Writing: Life in Society* may be different from what you are used to in your English studies. In this book, you are asked to study an academic subject area and be responsible for learning that information, in the same way as you might study in a college or university course. You will find that as you study this information, you will at the same time improve your English language proficiency and develop the skills that you will need to be successful when you come to study in your own academic subject area in English.

In *Academic Encounters Reading and Writing: Life in Society*, for example, you will learn:

- how to read academic texts
- ways to think critically about what you read
- how to write in an academic style
- methods of preparing for tests
- strategies for dealing with new vocabulary
- note-taking and study techniques

This course is designed to help you study in English in *any* subject matter. However, because during the study of this book, you will learn a lot of new information about research findings and theories in the field of sociology, you may feel that by the end you have enough background information to one day take and be successful in an introductory course in sociology in English.

We certainly hope that you find *Academic Encounters Reading and Writing: Life in Society* useful. We also hope that you will find it to be enjoyable. It is important to remember that the most successful learning takes place when you enjoy what you are studying and find it interesting.