Introduction to the AWL TASKS

Vocabulary Development – Academic Word List

To equip students with some useful vocabulary learning strategies

To introduce students to the notion of collocation and to the Academic Word List

Task 1: Try this quick quiz. Check online.

1. How many words are there in English?
   At least: (a) 10,000   (b) 100,000   (c) 250,000   (d) 500,000
2. Winston Churchill was famous for his particularly large vocabulary. How many words did he use in his writing?
   a)   10,000   (b) 60,000   (c) 100,000   (d) 120,000
3. How many words does the average native speaker use in his/her everyday speech?
      (a) 2,500   (b) 5,000   (c) 7,500   (d) 10,000
4. How many words make up 45% of everything written in English?
   (a) 50   (b) 250   c) 1,000   d) 2,500

Task 2: How do you learn vocabulary? What strategies do you use? How do you record vocabulary? Write 5 ideas to share with your ASK Tutor in the box below

Task 3: Listen to Michael McCarthy (author of English Vocabulary in Use) talking about the best way to memorise new vocabulary. Take notes of any new tips he gives:
http://www.youtube.com/watch?v=evTXudMf2M4 .

What implications does this have for learning words connected to your discipline?

Task 4: What does it mean to know a word?

Choose a word from the box and answer the following questions on it

cooperation	sustainability	authenticity
scarcity	abundance	transboundary,

a) What part of speech is it?
b) Can I give a definition?
c) Does the word have multiple meanings?
d) Can I use it in a sentence?
e) Do I know which other words it is often used with (collocation)*
f) Does the word have a positive or negative connotation?
g) Does it have any obvious synonyms/antonyms?
h) Does the word have a recognisable root?
i) Is it a word I would use in my writing, or a word I just need for reading (is it for productive or receptive use)?
j) If productive, would I need it for speaking or just writing? Any potential spelling problems? Can I pronounce it?

Collocation – Using words in their proper context.

Use Flax http://flax.nzdl.org/greenstone3/flax?a=fp&sa=library to see how a word 'works' click on 'Learning Collocations', ensure the search is through 'academic English BAWE' and type in your word.

Notice the clickable 'family words' at the top of the page, the typical patterns the word takes (spelled out on the left). Click on the collocation and you can read it in context.

The Academic Word List

What do you think it is?

Task 5: Prioritising Vocabulary to Learn.

In academic readings there are likely to be a number of new words, but looking up every one will take too much time. A good student has strong vocabulary inference muscles. Here is how to develop yours.

a) Decide if you **need** to understand the word in order to understand the passage.
b) Try to guess (infer) the meaning from context or from the word parts.
c) Use an English-English dictionary to check the meaning and usage.

Choose one of the two abstracts below. Highlight any words which are new. Read the text two or three times and try to infer the meanings. Compare your ideas with a partner (or your ASK Tutor) before you check in a dictionary.

(Oxford Advanced Learners: http://www.oxfordlearnersdictionaries.com/)

Abstract 1: **Destabilizing the environment–conflict thesis** by Jon Bartlett in *Review of International Studies (2000), 26, 271–288 Copyright © British International Studies Association*

The argument that environmental degradation will lead to conflict is a well-established concern of international studies, and it dominates the literature on environmental security. This article critically examines theories about wars fought over scarce 'environmental' resources, 'water wars', and the argument that population growth may induce conflict. One significant research programme—the Project on Environment, Population and Security — is also discussed. The article ends with an evaluation of the theoretical merits and practical effects of the environment–conflict thesis. It argues that the environment–conflict thesis is theoretically rather than empirically driven, and is both a product and legitimation of the Northern security agenda.

Abstract 2: *Responsible tourism management: The missing link between business owners' attitudes and behaviour in the Cape Town tourism industry by Nicole Frey, Richard George Tourism Management 31 (2010) 621–628 Copyright © 2009 Elsevier Ltd.*

The global threat of climate change, diminishing natural resources and significant socio-economic inequalities is forcing companies and individuals to evaluate the impact they are having on the natural, social and economic environments. This trend has led to an increased availability and demand for socially, environmentally and economically responsible products. The tourism industry relies heavily on the sustained beauty and hospitality of the places and communities it operates in and has come under pressure to manage its negative and positive impacts. Change in the industry has, however, been limited.

This paper investigates the current attitudes and perceptions of tourism business owners in Cape Town towards responsible tourism management (RTM) practices. Cape Town as an internationally acclaimed top tourism destination needs to urgently address its low

levels of responsible tourism evidence. Survey data of 244 tourism businesses were used to statistically test what factors are causing the low levels of RTM practices in the Cape Town tourism industry. Findings suggest that despite general positive attitudes towards RTM, businesses are not investing time and money into changing management practices.

This is a common emerging market phenomenon where resource constraints negatively impact the relationship between what businesses would like to do and what actually gets done. Factors such as the perceived cost of RTM, a highly competitive environment and a perceived lack of government support are further negatively influencing this relationship. Recommendations are made as to how the costs of implementing RTM can be reduced and what channels should be implemented to facilitate change.

The words I chose to look up:

1

2

3

4

5

How will I remember these?

By reading and listening in English your vocabulary will improve. However, active learning strategies will accelerate this process. **KEEP A NOTEBOOK AND USE IT TO REVISE FROM**.

Materials Used:

Task 1 quiz from English Vocabulary in Use (Upper-Intermediate and Advanced) by Dell and McCarthy, CUP, 1998