

English for  
Academic Study

New edition



# Vocabulary

Study Book

Colin Campbell



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## Credits

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Colin Campbell, March 2012

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2	Word classes – nouns, verbs, adjectives and adverbs	<ul style="list-style-type: none"><li>■ Identifying word classes in context</li><li>■ Words belonging to one class only</li><li>■ Words belonging to two or more classes</li><li>■ Review</li></ul>
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4	Collocations	<ul style="list-style-type: none"><li>■ Learning from texts</li><li>■ Using a dictionary to learn collocations</li><li>■ Verb + noun combinations</li><li>■ Verb + noun + preposition combinations</li><li>■ Adjective + noun combinations</li><li>■ Adverb + verb, adverb + adjective combinations</li><li>■ Review</li></ul>
5	Word grammar	<ul style="list-style-type: none"><li>■ Combining nouns</li><li>■ 'Noun followed by noun' complement clauses</li><li>■ Other noun patterns</li><li>■ Noun + noun combinations</li><li>■ Adjectives and what follows them</li><li>■ Verbs and verb patterns</li><li>■ Transitive and intransitive verbs</li><li>■ Verbs followed by <i>that</i> + clause</li><li>■ Verbs followed by <i>wh</i>- words</li><li>■ Review</li></ul>
6–10	AWL – Sublists 1–5	<ul style="list-style-type: none"><li>■ Meanings of words</li><li>■ Multi-meaning words</li><li>■ Word classes</li><li>■ Word families</li><li>■ Collocations</li><li>■ Word grammar</li><li>■ Review</li></ul>

# Introduction

## Aims of the course

This book has been designed with several aims in mind: to clarify what you need to know in order to use words correctly; to introduce over 450 key **word families** and to provide you with extensive practice in their use; to clarify the type of information that dictionaries can give you on how to use words appropriately and effectively; and to provide you with practice in the use of dictionaries.

Although this book is intended for self-study outside formal classes, you should discuss with your teacher any problems you face in using the book. You will find this useful if you do not understand some of the **terminology**, or if your answers do not match the ones in the answer key.

## Structure of the course

- **Part 1:** These five units, 1–5, provide you with an introduction to vocabulary development, based on words from the **General Service List** (see below). Each unit focuses on one aspect of the effective learning of vocabulary. For example, Unit 2 looks at **word classes**, i.e., the different grammatical classes that words belong to: nouns, verbs, etc. Unit 5 looks at **word grammar**, i.e., how individual words are used in sentences and how they connect with other words, or with other parts of the sentence.
- **Part 2:** These five units, 6–10, provide practice in using key academic words, building on the practice in Units 1–5. Each unit practises the five aspects of vocabulary learning that were covered in Part 1, starting with **multi-meaning words** and ending with word grammar.
- **Study tips:** These have been included for ease of reference when you are revising what you have studied. They either summarize the outcome of a series of activities or are a summary of other information contained in the unit.

## Additional materials

**Glossary:** Words or phrases in **bold** (or **bold** and underlined in task instructions) in the text are explained in the glossary on pages 165–166.

**Answer key:** Answers for all the exercises are provided.

**Academic Word List:** All the academic words dealt with in Units 6–10 are provided in a word list.

**Achievement test:** This tests how much progress you have made in your understanding of words and your knowledge of how words work. You can either do this test when you have done all the exercises in the book, or you can do the test twice: once before you start doing the exercises in this book, and the second time after you have done all the exercises.

## The vocabulary in the book

- **General Service List (GSL):** This contains over 2,000 word families that are frequently used in a wide variety of contexts. These are words you will use in both general and academic texts. You may already be familiar with many of these words, but there are many you will be less familiar with or not know at all. In addition, you may not have all the information you need in order to use even the familiar words correctly and with confidence. In Units 1–5, you will practise words from about 150 of the most important GSL word families.
- **Academic Word List (AWL):** This word list contains word families based on words that occur frequently in different academic subjects. They are words that you will need when speaking and writing during your course of academic study. These are not technical words, but ones that you will meet in texts, regardless of the subjects you study.

The full AWL is divided into ten sublists. The first nine lists contain 60 word families each and the last list contains 30 word families. In this book, we introduce word families from the first five sublists. Unit 6 introduces words from AWL Sublist 1; Unit 7 introduces word families from AWL Sublist 2, and so on. In total, you will practise words from 300 word families from the AWL. For information on the development and evaluation of the AWL, see Coxhead, A. (2000). A New Academic Word List, *TESOL Quarterly*, 34 (2), 213–238.

You can find the full list on the Internet by entering 'Academic Word List' in any search engine.

- **Technical words:** In addition to learning words from the General Service List and the Academic Word List, you will also need to learn many technical words connected with your own subject. These words represent concepts that are perhaps only found in your subject area.

There are a number of ways of learning these words. You can:

- read articles or books connected with your subject
- listen to lectures or watch programmes connected with your subject
- find an Internet glossary on your subject

In all of the above cases, you should make a record of commonly occurring words and study how they are used. Remember, however, that with some technical words you may not fully understand what they mean until you have been on your academic course for some time.

## How to use this book

In order to help you use this book effectively, we have included some recommendations on how to work through the units.

It is recommended that you work through the units in this book in the order they appear. It is also recommended that you do the exercises in the order they appear within the units and also that you do all the exercises. Many words are recycled throughout the exercises; in other words, they appear a number of times in different exercises. Doing all the exercises will give you more practice in recognizing and using the words.

- At the end of each unit, there is an activity which encourages you to review all the exercises you have done in the unit, and to write down new phrases or new words that you have learnt. Reviewing vocabulary, i.e., looking again and again at words you have met, is an essential part of learning vocabulary. It is not enough to see words once in order to remember them; if you only meet a word once, you will not have all the information you need to use it fully and correctly.
- It is also useful to record whole **phrases** or sentences with new words in them rather than just the words by themselves, as this will help you to be able to use the words when speaking or writing.
- For some exercises the instructions tell you to use a dictionary, but even in cases where there is no explicit instruction to do so, a good **monolingual dictionary** will be of great help to you. It is important to stress that a good monolingual dictionary will not only be useful in doing the exercises in this book, but will also help you during your continuing language studies.
- You should check your answers when you finish each exercise. If you have made a mistake, notice the correct answer and go back and look at the exercise again. If you still cannot understand why this is the correct answer, ask one of your teachers.
- It is important that you review the words you learn in a regular and systematic way, for example, by reviewing words at the end of each day, then again at the end of each week and again after two weeks.

# Part 1: Introduction to Vocabulary Development

In these units you will be studying five aspects of effective vocabulary study based on words from the General Service List.

Each unit will address one aspect, as follows:

- **Unit 1:** Multi-meaning words
- **Unit 2:** Word classes – nouns, verbs, adjectives and adverbs
- **Unit 3:** Word families and word parts
- **Unit 4:** Collocations
- **Unit 5:** Word grammar

These five aspects of vocabulary learning will then be used in Part 2 to help you study the frequent word families that are listed in the Academic Word List Sublists 1–5.

# Multi-meaning words

In this unit you will:

- learn the different meanings of common words with more than one meaning
- understand the function of different word classes

## Introduction

One of the problems with using dictionaries to find the meaning of words is that many words have a number of different meanings. If you select the first meaning you find in the dictionary without thinking about the context in which the word appears, you may choose the wrong definition and misunderstand the text.

Here are some examples of common words with very different meanings:

Word	Meaning
body	<ul style="list-style-type: none"> <li>■ the physical structure of a person or animal, including the head and limbs</li> <li>■ a group of people who are connected through their work or a particular purpose, e.g., <i>The WHO is an international body concerned with health issues.</i></li> <li>■ a large amount of something, especially something that has been collected, such as knowledge, information and so on, e.g., <i>There is now a considerable body of evidence to support the theory that life exists in other solar systems.</i></li> </ul>
capital	<ul style="list-style-type: none"> <li>■ the city where a country has its main seat of government</li> <li>■ money or property used to start a business</li> </ul>

### Study tip

Keep clear notes of new words in a separate book, as research has shown that good language learners keep organized notes.



## Task 1 Choosing meaning from context

Many words can only be fully understood in context. This is particularly true for **homonyms**, i.e., words that have two or more unrelated meanings. The following exercises provide the context of single sentences. When reading at the paragraph level, however, you should also use context beyond the sentence level.

1.1 Choose the correct meaning of the underlined words according to the context in which they appear.

1. The government gets a lot of revenue from duty on tobacco products.
  - a. a moral or legal obligation
  - b. a task you have to do as part of your job
  - c. a tax you pay on goods you buy
2. The questions in the booklet can be answered in any order.
  - a. the arrangement or sequence of a group of things in relation to each other
  - b. a command given by a person in authority
  - c. a request for a product to be delivered to you
3. Universities are considering making work experience skills count towards a degree.
  - a. to calculate the quantity of things or people there are in a group
  - b. to be valuable or important
  - c. to say numbers in order
4. The nature of the task demands a person with a lot of experience in engineering.
  - a. a combination of qualities or features that define a thing
  - b. the physical world, including all living things and features such as the land, the oceans and the weather
  - c. the character of a person or animal
5. Fatigue is one of the most common causes of road accidents.
  - a. frequent
  - b. belonging to or used by a group of people
  - c. ordinary or usual
6. The whole point of the new law is to protect the rights of individuals.
  - a. an idea or opinion that forms part of an argument or discussion
  - b. the aim of or reason for something
  - c. a precise moment in time or in the development of something
7. Investing in Amazon should provide an excellent return.
  - a. go back to one place from another place
  - b. profit on money invested
  - c. restarting an activity after not doing it for some time
8. Police arrested 15 people in a security operation in the capital.
  - a. the process of cutting into a human body for medical purposes
  - b. a business, company or organization
  - c. a planned action for a particular purpose
9. There are still numerous one-party states around the world.
  - a. the condition of a person or thing at a particular time
  - b. a country or nation
  - c. an area within a country that has its own legal and political powers
10. Young people today have a greater degree of independence than 50 years ago.
  - a. an amount of something
  - b. a unit for measuring the size of an angle
  - c. a recognition awarded by a university
11. The government plans to introduce a system of identity cards.
  - a. to bring a plan, product or system into operation for the first time
  - b. to tell an audience about a performance or speaker they are going to see or hear
  - c. to formally tell people each other's names when they meet for the first time

1.2 Here are ten more words to guess in context. Choose the correct meaning, as in Ex 1.1.

1. The new mayor has radical views about the best way to deal with the increase in violent crime.
  - a. opinions or beliefs about something
  - b. what you are able to see from a particular place
  - c. a picture or photograph of a place
2. The terms of the contract must be acceptable to both sides.
  - a. a word or expression used to refer to something
  - b. the conditions of an agreement
  - c. one of the periods of time that the school or university year is divided into
3. It is difficult to disagree with the argument that oil has been the main reason for a number of recent military conflicts.
  - a. a dispute between two or more people, usually angry
  - b. a set of reasons offered as proof that your opinion is right
4. It is quite certain that the continued rise in the temperature of the oceans will lead to catastrophe sooner or later.
  - a. confident that something is true
  - b. sure to happen
  - c. used to talk about a particular person or thing without naming them or describing them exactly
5. There are no simple solutions to the problem of global warming.
  - a. a way of solving a problem
  - b. the correct answer to a problem in mathematics or a puzzle of some kind
  - c. a liquid in which a solid or gas has been dissolved
6. A large number of conditions can be treated with this drug.
  - a. a word or sign that represents a quantity or an amount
  - b. a quantity of, e.g., things or people
  - c. a single item in a performance, e.g., a piece of music
7. Nature, in the broadest sense, is equivalent to the natural world, physical world, or material world.
  - a. one of the five natural abilities – sight, hearing, feeling, taste and smell
  - b. a feeling based on instinct rather than fact
  - c. the meaning of a word, phrase or sentence
8. The regulations have been introduced in order to safeguard the interests of local people.
  - a. activities or subjects you enjoy in your spare time
  - b. an advantage that benefits a particular cause
  - c. amount, usually a percentage, paid for the use of someone's money
9. There is a strong case for increasing tax on luxury items.
  - a. an example of something happening
  - b. a set of reasons why something should happen or be done
  - c. a legal matter that will be dealt with in court
10. Elderly patients are often in a bad way following medical operations.
  - a. a method of doing something
  - b. condition
  - c. a route you take to go somewhere



## Task 2

## Different word class, different meaning

Words can sometimes belong in different classes. For example, *mean* can be a noun, adjective or verb. Some of these words can have a different meaning depending on the **word class**.

Word	Meaning
mean (noun)	an average
mean (verb)	to have a particular meaning
mean (adjective)	unwilling to spend money

## Study tip

Use a dictionary to clarify the word class(es) that individual words belong to. The context will usually help you determine the meaning of the words.

### 2.1 Choose the correct word class for the underlined words. Then check your answer by looking at the definitions.

- The article addresses the issue of overfishing in the North Sea.
  - noun: where someone lives
  - verb: to begin trying to solve a problem
- Experts believe the current instability in world stock markets will not last long.
  - adjective: coming after all the others
  - verb: continue or endure for a particular length of time
- The company director is a powerful leader and people rarely question his decisions.
  - noun: a phrase you ask when you want information
  - verb: to express doubts about something
- The key issue in the next election will almost certainly be the economy.
  - adjective: most important
  - noun: a metal instrument used for opening or locking a door
- Many analysts believe the country is entering a period of relative economic instability.
  - noun: a family member
  - adjective: having a particular quality in comparison with something else
- The company intends to form an alliance with a partner company in China.
  - verb: to bring into existence
  - noun: a particular type of something
- The final decision on the company's merger is usually made by the board.
  - verb: to get on a plane, train, ship, etc.
  - noun: a group of people who manage a company
- Environmentalists object to the proposed new motorway.
  - verb: to express disapproval or opposition to something
  - noun: a physical thing that you can see, hold or touch
- It is a matter of concern that security at some airports is not up to international standards.
  - noun: a topic that you discuss, think about or deal with
  - verb: to be important
- Unilever is known for its sound financial management.
  - noun: something that you hear
  - adjective: well-founded, sensible, trustworthy

2.2 Use your dictionary to check the meanings of the underlined words in the text below. Write the appropriate definition for the words as they appear in the text.

Study tip

Whenever possible, use a comprehensive dictionary which provides example sentences.

Education is a pillar of modern society and the subject of endless, often passionate, arguments about how it can best be improved. In the US, there is heated debate following revelations that the country's secondary school students perform poorly relative to many Asian and European students. The news coincided with increasing concern over the nation's urban and lower-income suburban schools, too many of which are languishing at achievement levels far below those of middle-class and upper middle-class suburban schools.



Source: Ehrenberg, R. G., Brewer, D. J., Gamoran, A., & Willms, J. D. (2001, November). Does class size matter? *Scientific American*, 285(5), 78–85.

1. society

people living together in organized groups, with rules and traditions governing the way they behave towards one another

2. subject

\_\_\_\_\_

\_\_\_\_\_

3. heated

\_\_\_\_\_

\_\_\_\_\_

4. perform

\_\_\_\_\_

\_\_\_\_\_

5. concern

\_\_\_\_\_

\_\_\_\_\_

6. far

\_\_\_\_\_

\_\_\_\_\_

**Task 3** **Review**

**3.1** Each of these words from Unit 1 can belong to more than one word class. Write all the word classes that each word belongs to in the spaces provided.

- |             |                  |             |             |       |
|-------------|------------------|-------------|-------------|-------|
| 1. key      | <u>adjective</u> | <u>verb</u> | <u>noun</u> | _____ |
| 2. subject  | _____            | _____       | _____       | _____ |
| 3. relative | _____            | _____       | _____       | _____ |
| 4. form     | _____            | _____       | _____       | _____ |
| 5. sound    | _____            | _____       | _____       | _____ |
| 6. order    | _____            | _____       | _____       | _____ |
| 7. object   | _____            | _____       | _____       | _____ |
| 8. matter   | _____            | _____       | _____       | _____ |
| 9. question | _____            | _____       | _____       | _____ |

**3.2** Choose four of the words in Ex 3.1 and write them in sentences to show their meaning.

**Study tip**

You may need to write down and use a word several times before you remember it.

1. object \_\_\_\_\_  
 I object to the way many people treat their pets.  
 In the past, women were treated as objects.
2. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
4. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
5. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



# Word classes – nouns, verbs, adjectives and adverbs

In this unit you will:

- identify the four main word classes from context
- expand your vocabulary
- develop your reading skills at sentence level

## Introduction

Knowing the word class for an individual word will help you use it correctly in both writing and speaking. The main classes we will look at in this unit are nouns, verbs, adjectives and adverbs.

Educators have a multitude of explanations for why smaller class sizes might be expected to improve academic performance, although frequently the ideas are anecdotal.

Source: Ehrenberg, R. G., Brewer, D. J., Gamoran, A., & Willms, J. D. (2001, November). Does class size matter? *Scientific American*, 285(5), 78–85.

Here are some examples of word classes from the text above:

<b>Nouns</b>	educators, multitude, explanations, class, sizes, performance
<b>Verbs</b>	have, might, expect, improve, are
<b>Adjectives</b>	smaller, academic, anecdotal
<b>Adverbs</b>	frequently

**Note:** Sometimes you can only identify word class from context.

**Example:**

- *He studies hard for his exams. (v)*
- *They work hard in their studies. (n)*

**Study tip**

When you find a word you have recently learnt in an academic text, use the context to make sure you are clear about its meaning.

## Task 1 Identifying word classes in context

1.1 Read the text and complete the table below. Put the underlined words in the correct column according to their word class.

Study after study ranks schoolchildren in Japan and other developed Asian countries among the best in the world, particularly on standardized tests of Mathematics and Science. American high school students, meanwhile, have slipped somewhere below those in Greece, Lithuania, Taiwan and Singapore in advanced Mathematics and Science. However, classes in Asia are large; forty students for one teacher would be normal in most of the region. In contrast, elementary school class sizes in the United States average about 24, according to the US Department of Education.



Source: Zorpette, G. (2001, November). The Asian Paradox [Sidebar]. *Scientific American*, 285(5), 84.

Nouns	Verbs	Adjectives	Adverbs

## Task 2 Words belonging to one class only

2.1 Use your dictionary to check these words and write which word class they belong to.

Word	Word class	Word	Word class
growth	noun	regular	
entire		relatively	
basically		provide	
avoid		prevent	
existence		highly	
discover		security	

**Note:** The following common patterns will help in identifying word class. Words ending in:

- *~th, ~ence, ~ity* are usually nouns
- *~ly* are usually adverbs

#### Study tip

Allocate time on a weekly basis to review new words you have been learning.

## 2.2 Decide what word class would fill each gap in these sentences. Write *v* (verb), *n* (noun), *adj* (adjective) or *adv* (adverb) in the brackets after each gap.

1. Researchers have \_\_\_\_\_ ( *v* ) that some computer users are spending up to 15 hours a day at their machines.
2. E-commerce is a \_\_\_\_\_ ( \_\_\_ ) recent phenomenon.
3. A virus could potentially destroy the \_\_\_\_\_ ( \_\_\_ ) database.
4. Online \_\_\_\_\_ ( \_\_\_ ) is becoming an increasing problem in e-commerce.
5. We've seen an enormous \_\_\_\_\_ ( \_\_\_ ) in the number of businesses that operate solely through the Internet.
6. The installation of anti-spam software can \_\_\_\_\_ ( \_\_\_ ) unwanted e-mails reaching your computer.
7. The new network system is \_\_\_\_\_ ( \_\_\_ ) sound.
8. There are simple measures that can be taken to \_\_\_\_\_ ( \_\_\_ ) becoming a victim of computer fraud.
9. The \_\_\_\_\_ ( \_\_\_ ) of organized criminal gangs targeting the Internet is not in doubt.
10. Criminals have developed \_\_\_\_\_ ( \_\_\_ ) sophisticated techniques to bypass computer security systems.
11. Most experts recommend \_\_\_\_\_ ( \_\_\_ ) security checks.
12. All universities should \_\_\_\_\_ ( \_\_\_ ) more computer facilities for students.

#### Study tip

It can be useful to link new words with any related **synonyms** and **antonyms** that you know. For example, *growth*: synonym – *increase*, antonym – *decrease*.

## 2.3 Complete the sentences in Ex 2.2 with words from Ex 2.1. In the case of verbs, pay attention to the ending required, e.g., *~s, ~ed, ~ing*, etc.

**Example:** Researchers have discovered (*v*) that some computer users are spending up to 15 hours a day at their machines.

### Task 3

### Words belonging to two or more classes

We noted in Task 1 that some words can belong to more than one word class.

#### Example:

The word *average* can be a noun, a verb or an adjective.

- *In the years between 1982 and 1988, the economy grew at an **average** of nearly 3 per cent per year.* (*n*)
- *Inflation **averaged** just under 2.8 per cent per year.* (*v*)
- *The **average** cost of making a movie has risen by 15 per cent.* (*adj*)

3.1 Use a dictionary to check the different word classes these words belong to.

Word	Word class	Word	Word class
excess	noun, adjective	spare	
stem		joint	
match		risk	
influence		sample	
lack		rank	

3.2 The words from the table in Ex 3.1 appear in the following sentences. Write *n*, *v*, *adj* or *adv* to show which word class they belong to.

1. A decline in soft drinks sales has left the industry with spare capacity. ( *adj* )
2. Many factories saw excess production during the first six months of the year. ( \_\_\_ )
3. However, lack of investment has been the major problem for many companies in the drinks sector. ( \_\_\_ )
4. Britvic's performance has not matched that of its competitors. ( \_\_\_ )
5. Pepsi-Cola ranks as one of the world's biggest manufacturers. ( \_\_\_ )
6. Many companies have entered into joint venture agreements with Eastern European companies. ( \_\_\_ )
7. Drinks are regularly sampled to check their quality. ( \_\_\_ )
8. Many of the drinks industry's current problems stem from the bad weather in the peak sales season. ( \_\_\_ )
9. External factors have a strong influence on sales in the drinks industry. ( \_\_\_ )
10. The board took a calculated risk to appoint a man without management experience to such a senior post. ( \_\_\_ )

3.3 Here is further practice on word classes, similar to the work you did in Ex 3.1. Use your dictionary to check the different word classes these words belong to.

Word	Word class	Word	Word class
net	noun, verb, adjective	support	
experience		ideal	
rates		border	
double		prompt	
essential		blame	

**3.4 Here is further practice on word classes, similar to the work you did in Ex 3.2. Which word class do the words in these sentences belong to?**

1. The Hilton's chief executive told bankers that the March 31<sup>st</sup> accounts would show net assets had risen to £635 million, compared with £385 million previously. ( adj )
2. In the past five years, the company has experienced a sharp upturn in sales. ( \_\_\_ )
3. The group rates very highly in all surveys of luxury hotels worldwide. ( \_\_\_ )
4. The number of business clients has nearly doubled over the past five years. ( \_\_\_ )
5. Easy access to the airport is regarded as essential by most business clients. ( \_\_\_ )
6. We support the idea of building hotels in downtown business centres. ( \_\_\_ )
7. The hotel is situated in an ideal location, which is convenient both for the airport and the nearby business centre. ( \_\_\_ )
8. Furthermore, it is only a few miles from the border, making it a suitable venue for clients intending to travel by car to other countries in the region. ( \_\_\_ )
9. Staff will always deal promptly with any complaints. ( \_\_\_ )
10. The fall in business last year was blamed on the strike by air traffic controllers. ( \_\_\_ )

**Study tip**

It is useful to experiment with words by saying them silently to yourself (or out loud) and by linking them with real or mental images. This is particularly helpful with words belonging to more than one class or with more than one meaning.



**Task 4 Review**

**4.1 Complete these exercises about word class.**

1. Which word classes do these words belong to?
  - a. advanced, elementary, entire, normal, academic \_\_\_\_\_
  - b. develop, prevent, avoid, provide, spend \_\_\_\_\_
  - c. size, performance, explanation, security, existence \_\_\_\_\_
  - d. frequently, particularly, basically, highly \_\_\_\_\_
2. Which two word classes can these words belong to?
  - a. influence    \_\_\_ and \_\_\_
  - b. match        \_\_\_ and \_\_\_
  - c. joint         \_\_\_ and \_\_\_
  - d. lack          \_\_\_ and \_\_\_

4.2 Complete the gaps to write a summary of what you have learnt.

Knowledge of word class helps understanding of how to use \_\_\_\_\_ effectively. The best way to understand what word class a word \_\_\_\_\_ to is to read it in the context of a \_\_\_\_\_ or a paragraph. It is helpful to know that some words can belong to two or \_\_\_\_\_ word classes. For example, *prompt* can be a noun, a \_\_\_\_\_ or an adjective, and *spare* can be a \_\_\_\_\_, a verb or an adjective.

4.3 Look again at the tasks in this unit and write down any new words or phrases you have learnt.

Make sure you record which word class or word classes the words belong to. You may find it useful to record sentences in which the words occur.

**Make your own notes here.**

*experience* (noun and verb) – e.g., *The company*

*experienced a downturn in sales.*

**Study tip**

It is always useful to review new words with another student. This is not only motivating, but provides an opportunity for saying and hearing the words.

For web resources relevant to this book, see:

**[www.englishforacademicstudy.com](http://www.englishforacademicstudy.com)**

These weblinks will give you access to tips on how to identify features of word class, an online article that outlines the different functions of a good **monolingual dictionary**, and reviews of several learner's dictionaries.

# 3 Word families and word parts

In this unit you will:

- build your vocabulary by learning different members of word families
- look at common **prefixes** and **suffixes** which are used to form different words, e.g., *-al* as a suffix to form adjectives like *parental*, *economical*, or *-ion* as a suffix to form nouns like *restriction*
- look at some common word parts which will help you identify the meanings of unknown words, e.g., *-port-* as in *export*, *portable*, etc.

## Introduction

Read these sentences and note the different forms of the word *reduce*.

Of all the ideas for improving education, few are as simple or attractive as reducing the number of pupils per teacher.

Class-size reduction has lately developed from a subject of primarily academic interest to a key political issue.

The most obvious drawback to class-size reduction is the huge cost.

The state of California, for example, has been spending more than \$1.5 billion annually over the past seven years to reduce class size to 20 or fewer for children in the four- to seven-year-old bracket.

### Study tip

Learning vocabulary linked to one topic helps memorization.

Source: Ehrenberg, R. G., Brewer, D. J., Gamoran, A., & Willms, J. D. (2001, November). Does class size matter? *Scientific American*, 285(5), 78–85.

As you can see, two different forms of the word *reduce* are used here: the noun *reduction* and the verb *to reduce*. These words are part of the same **word family**. In these sentences, the different members of the word family are used to connect ideas within the text and make it cohesive. Knowing the different members of word families will give you another way of connecting ideas in your own written texts.

**Look at another example of how different members of the same word family can be used to link together ideas and information in a text.**

In this text, different members of the word family *child* are used: *child*, *childhood* and *children*.

As we showed earlier, attitudes towards **children** were changing, in the upper levels of society at least, by the seventeenth century, but **childhood**, as people think of it today, did not become clearly established for most of the population until the nineteenth century. Two key changes during this century were the restriction of **child** labour by the Factory Acts and the development of compulsory education, which was gradually lengthened until the school-leaving age reached 16 in 1972. These changes created a space for **childhood** between infancy and adulthood and kept **children** in the parental home for a longer period.



Source: Fulcher, J., & Scott, J. (1999). *Sociology*. Oxford: Oxford University Press.

Look at some of the other words from this text and their family members.

Word in text	Other family members
changes (noun)	change (verb)
restriction (noun)	restrict (verb), restrictive (adj)
lengthen (verb)	long (adj), length (noun)
development (noun)	developmental (adj), developmentally (adverb), develop (verb)
parental (adj)	parent (noun)

Notice that some of the family members look very different from each other, for example, *long* and *lengthen*. In other word families, the form of the words is the same but the word class is different, for example, *change* is both a noun and a verb.

### Task 1 Words that do not change form

1.1 Look at the verbs below and tick (✓) the ones which have the same form as the noun. If the noun has a different form, write it in the table.

Verb	Noun: same form or different?
change	✓
restrict	<i>restriction</i>
employ	
cause	
offer	
depend	
claim	
decrease	

Verb	Noun: same form or different?
respond	
influence	
suggest	
aim	
argue	
risk	
waste	

### Task 2 Understanding word families through suffixes

In Unit 2 you looked at word classes. It is sometimes possible to recognize what class a word belongs to by looking at its ending, e.g., *-ion*, *-ate*, *-al*, *-our*, *-ive*, *-ize*, *-ence*, *-ity*, *-ness*.

**Examples:**

- *restriction, development* = nouns
- *developmental, parental* = adjectives
- *developmentally* = adverb

**Note:** Some suffixes provide meaning in addition to indicating word class. *Painful* and *painless* are both adjectives of the noun *pain*, but have different meanings.

**2.1 Put the words in the box into the table below according to their word class.**

~~activate~~ ~~appropriate~~ behaviour calculate development difference  
 economical equality formation gradually realize social

Nouns	Verbs	Adjectives	Adverbs
	activate	appropriate	

**2.2 Which word classes do the suffixes in the box suggest? Refer to Ex 2.1 and the Introduction to this unit and complete the table with suffixes which suggest word classes.**

~al ~ate ~ence ~~~ion~~ ~ize ~ity ~ly ~~~ment~~

Nouns	Verbs	Adjectives	Adverbs
~ion ~ment			

**Note:** Suffixes can indicate that words belong to a particular word class, but they are *not* a guarantee of this. One word that illustrates this is *appropriate* in Ex 2.1. Although it is most commonly used as an adjective, meaning 'suitable for a particular thing or cause', *appropriate* can also be used as a verb, as in 'to take possession of'. Other examples are the words *ritual* and *potential*. They both end in *~al*, but they are both used as nouns and adjectives.

**Task 3 Understanding meaning through prefixes**

In addition to suffixes at the end of words, which can indicate word class, we make use of prefixes at the beginning of words. These prefixes do not tell us about the class of words, but they can help us understand the meaning of words.

**Example:** *prerequisite, preconceive, prefix*

All the words above have the same prefix, *pre~*, which means 'before'.

We can remove a prefix from a word and it still remains a word. For example, the prefix *ir~* can be removed from these words: *irrelevant* (relevant), *irrational* (rational).

**3.1 Use your dictionary to complete the table with words beginning with the prefixes given.**

Prefixes	Example words
mono~	<i>monotone, monorail</i>
bi~	<i>bipolar, biannual</i>
re~	
inter~	
anti~	
geo~	
post~	
micro~	
semi~	
sub~	
thermo~	

**3.2 Look at the meanings of the words in Ex 3.1. Then match the meanings below to the prefixes from the table above.**

- 1. again, back re~ \_\_\_\_\_
- 2. after, later \_\_\_\_\_
- 3. exactly half, not complete \_\_\_\_\_
- 4. connected with heat \_\_\_\_\_
- 5. extremely small \_\_\_\_\_
- 6. between \_\_\_\_\_
- 7. under, a less important person or thing \_\_\_\_\_
- 8. connected with (the) Earth \_\_\_\_\_
- 9. against, opposed to \_\_\_\_\_
- 10. two, twice \_\_\_\_\_
- 11. one, singular \_\_\_\_\_

## Task 4 Negative prefixes

Many words can be given a negative meaning by adding a prefix, for example, *convenient* – *inconvenient*; *agree* – *disagree*.

4.1 Check these words in your dictionary and see which of the following negative prefixes are used with them: *dis~*, *in~*, *un~*, *ir~*, *ab~*, *il~*, *im~*.

1. certainty    uncertainty
2. satisfactory \_\_\_\_\_
3. efficient \_\_\_\_\_
4. likely \_\_\_\_\_
5. appearance \_\_\_\_\_
6. principled \_\_\_\_\_
7. normal \_\_\_\_\_
8. relevant \_\_\_\_\_
9. legal \_\_\_\_\_
10. moral \_\_\_\_\_
11. published \_\_\_\_\_

**Note:** In some cases, the prefixes *dis~*, *in~*, *un~*, *ir~*, *ab~*, *il~*, *im~* might create an opposite rather than a negative meaning. There are also some words beginning with these prefixes that do not have a negative or opposite meaning. For example: an *inbound* flight; to *implant* an artificial heart.

The prefix *in~* is not normally used with words beginning with *b*, *l*, *m*, *p* or *r*.

## Task 5 Family members that look different from each other

When using a dictionary, you need to know how to locate the different words in a word family. The word under which a set of related words is located is called the **headword**. For example, when you look up *variation*, in some dictionaries you may find the word set: *varies*, *varying* and *varied*.

However, you won't find all family members in the same place in your dictionary. For example, you would have to look on a completely different page to find the following family members of *vary*: *variable*, *variation* and *variant*. If you want to find these family members, you would have to look at the stem of the word *var~*.

You can use this technique for many words, but sometimes words in the same word family can look very different from each other, e.g., *long* (*adj*), *length* (*n*). In these cases, you need to learn the related words and their spelling.

**Note:** A headword in a dictionary may have more than one definition, but only one entry. These words are **polysemes**, i.e., the definitions are related rather than completely different.

5.1 Match words from the left column with family members from the right column.

- |                     |                          |                        |
|---------------------|--------------------------|------------------------|
| 1. long ( ___ )     | <input type="checkbox"/> | a. poverty ( ___ )     |
| 2. need ( ___ )     | <input type="checkbox"/> | b. obedience ( ___ )   |
| 3. obey ( ___ )     | <input type="checkbox"/> | c. lend ( ___ )        |
| 4. poor ( ___ )     | <input type="checkbox"/> | d. necessary ( ___ )   |
| 5. loan ( ___ )     | <input type="checkbox"/> | e. length ( ___ )      |
| 6. space ( ___ )    | <input type="checkbox"/> | f. description ( ___ ) |
| 7. describe ( ___ ) | <input type="checkbox"/> | g. spatial ( ___ )     |

5.2 Now write the word class next to each word in Ex 5.1: *n, v, adj.*

**Task 6 Complete word families**

6.1 Complete the word family table below with the words in the box. There may be some columns where there are two entries. You may know some other words to complete the light green cells.

competition	decide	permit	economy
complicated	absence	certainty	competitively
original	competitive	complication	originate
decisive	permissible	economically	decisively
economize	origin	certainly	

Nouns	Verbs	Adjectives	Adverbs
	compete		
decision			
permission, permit			
		economic, economical	
			originally
	complicate		
		absent	
		certain	

6.2 Complete the following sentences using a member of the word family given in brackets.

1. Economists often argue that competition is good for the consumer. (compete)
2. It is an absolute \_\_\_\_\_ that the ruling party will win the forthcoming election. (certain)
3. In the manager's \_\_\_\_\_, the assistant manager is in charge of the company. (absent)
4. Most people believe that high fuel prices are \_\_\_\_\_ damaging. (economy)
5. Photocopies of this certificate are not sufficient. The \_\_\_\_\_ documents need to be brought in. (origin)
6. The \_\_\_\_\_ to make 20 per cent of the workforce redundant was not taken lightly. (decide)
7. Photocopies may not be made without the \_\_\_\_\_ of the author. (permit)
8. The construction of the new road has been delayed as a result of legal \_\_\_\_\_ . (complicate)



Task 7

Cohesion: using nouns and verbs to connect ideas

7.1 In the following pairs of sentences you will need two forms of the same word. Use different forms of the words in this box to complete the sentences below.

different    explain    difficult    argue    ~~believe~~    develop

1. Supporters of Darwin's theories believe that human life evolved gradually over millions of years. This belief is strongly opposed by creationists.
2. The secretary \_\_\_\_\_ the registration process in some detail. However, the \_\_\_\_\_ was rather complicated and several people failed to understand.
3. People react in \_\_\_\_\_ ways to dangerous situations. These \_\_\_\_\_ cannot simply be attributed to psychological factors.
4. There is a strong \_\_\_\_\_ that there is a link between violent computer games and violent behaviour. The manufacturers of such games \_\_\_\_\_ that their products do not influence people's behaviour, however.

- 5. Some elderly people find pre-packaged foods \_\_\_\_\_ to open. The main \_\_\_\_\_ is that some of the materials used in packaging are quite tough.
- 6. Many studies have recorded how young children's language skills \_\_\_\_\_. The \_\_\_\_\_ of second-language skills in children is also of great interest to researchers.



**Task 8** **Word parts**

In earlier tasks in this unit, we have seen that suffixes can give us information about *word classes* and that prefixes can give us some information about the *meaning* of words.

We can also find some **non-detachable word parts** which occur in a number of different words and which have related meanings. For example, the word part (or **root**) *phon(e)*, which means 'sound', is found in a number of different words whose meaning is connected to sound.

**Examples:** *telephone, phonetics, microphone, etc.*

**Note:** Non-detachable word parts cannot be separated from the word and still leave a complete word. For example, if you separate *mem~* from *memory*, what is left, *~ory*, is not a word. Contrast this with a prefix (see pages 24 and 25).

**8.1 Look at the groups of words below and underline any common word parts.**

- 1. memory, memorial, remember, commemorate
- 2. centenary, percentage, century
- 3. transport, portable, import, export
- 4. biology, psychology, geology
- 5. television, telephone, telescope
- 6. visual, vision, visible
- 7. prospect, respect, perspective, spectator
- 8. photograph, telephoto, photosynthesis

**Study tip**  
You will often find instances where word parts do not convey the meaning that they are usually connected to. For example, in *member*, *mem~* is not connected with 'keeping something in mind'.

**8.2 Use your dictionary to check the meaning of the words in Ex 8.1. Then match the word parts to their meanings.**

- |                 |                  |                   |       |
|-----------------|------------------|-------------------|-------|
| 1. keep in mind | <u>mem</u> _____ | 5. watch, look at | _____ |
| 2. light        | _____            | 6. one hundred    | _____ |
| 3. far away     | _____            | 7. see            | _____ |
| 4. carry, move  | _____            | 8. study of       | _____ |

**Task 9** **Review**

Use this review section to develop your own learning strategies that you can use on a regular basis. The more you use them, the more automatic they will become.

**9.1 Look again at the tasks in this unit and write down any new words or phrases you have learnt.**

You may find it useful to write down phrases or sentences in which the words occur. You may also find it useful to write down the different members of the word family.



**Example:**

Word	Other members of word family
employ	employment, employer, employee, unemployed

**Example sentences:**

General Motors employs over 2,000 people.

Mexican law prohibits the employment of children under 14.

**9.2 Write a word family and example sentences for these words.**

- 1. compete \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2. compare \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 3. direct \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 4. prepare \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 5. depend \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



# 4

# Collocations

In this unit you will:

- see how different classes of words combine in English
- learn some useful collocations

## Introduction

Part of using a word properly is knowing what other words you can use it with. **Collocations** are the way that words combine in a language to produce natural-sounding speech and writing. For example, in English you say *tall person* but *high mountain*. It would not be normal to say *high person* or *tall mountain*.

*Tall person* is an example of an adjective + noun combination, but there are many other possible word combinations which we call collocations.

- |                                      |                         |
|--------------------------------------|-------------------------|
| ■ <i>gain experience</i>             | verb + noun             |
| ■ <i>unemployment goes up</i>        | noun + verb             |
| ■ <i>interest rate</i>               | noun + noun             |
| ■ <i>rise sharply</i>                | verb + adverb           |
| ■ <i>choose between (two things)</i> | verb + preposition      |
| ■ <i>safe from (danger)</i>          | adjective + preposition |
| ■ <i>in advance</i>                  | preposition + noun      |

Here are some examples in a text.

Today most psychologists agree not only that both nature and nurture play important roles but that they interact continuously to guide development. For example, we shall see in Chapter 12 that the development of many personality traits, such as sociability and emotional stability, appear to be influenced about equally by heredity and environment; similarly, we shall see in Chapter 15 that psychiatric illnesses can have both genetic and environmental determinants.

Source: Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Nolen-Hoeksema, S. (1999). *Hilgard's Introduction to Psychology*. California, CA: Wadsworth Pub Co.

In this text, you can see that the word *role* is used with the verb *play* and the adjective *important*. Knowing the words that collocate with *role* allows you to produce phrases like *play an important role*.

The other examples of collocations highlighted in the text above are:

- |                                |                  |
|--------------------------------|------------------|
| ■ <i>guide development</i>     | verb + noun      |
| ■ <i>personality traits</i>    | noun + noun      |
| ■ <i>psychiatric illnesses</i> | adjective + noun |

**Note:** For more on noun + noun combinations see Unit 5. Some noun + *and* + noun combinations have a fixed order. For example, you cannot write *nurture and nature*, or *figures and facts*; these should be written *nature and nurture* and *facts and figures*.

### How do I learn collocations?

You already know many collocations without realizing it. For example, you will have learnt some of the following phrases in your earliest English lessons:

- *turn on the light*      verb + noun
- *have breakfast*      verb + noun
- *a beautiful day*      adjective + noun
- *ask a question*      verb + noun
- *Happy Birthday*      adjective + noun

In other words, you will learn many collocations without consciously studying them. However, you can *consciously* learn more collocations by looking carefully at texts or by using a dictionary.

## Task 1      Learning from texts

### 1.1      Read the text and answer the questions that follow.

**Note:** The **stress** on the verb *present* used in the text below falls on the second **syllable**, unlike the noun *present*, where the stress is on the first syllable.

Because babies cannot explain what they are doing or tell us what they are thinking, developmental psychologists have had to design some very ingenious procedures to study the capacities of young infants. The basic method is to introduce some change in the baby's environment and observe his or her responses. For example, an investigator might present a tone or a flashing light and then see if there is a change in heart rate or if the baby turns its head or sucks more vigorously on a nipple. In some instances, the researcher will present two stimuli at the same time to determine if infants look longer at one than the other. If they do, it indicates that they can tell the stimuli apart and may indicate that they prefer one to the other.



Source: Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., Nolen-Hoeksema, S. (1999). *Hilgard's Introduction to Psychology*. California, CA: Wadsworth Pub Co.

1. What verbs are used before the following nouns?
 

a. <u>design</u> procedures	c. _____ responses
b. _____ change	d. _____ stimuli
2. What adjectives are used with these nouns?
 

a. _____ psychologists	c. _____ infants
b. _____ procedures	d. _____ method

## Task 2 Using a dictionary to learn collocations

By studying the text in Ex 1.1, you can be fairly confident that the following phrases are good collocations.

- *design ingenious procedures*
- *observe someone's responses*
- *introduce a change*
- *young infants*

However, you may not know what other words you could use with the nouns above. For example, what other verbs could you use with *procedures*? One way of finding out is by using your monolingual dictionary. Some dictionaries give you specific information about collocations.

Word	Adjectives used with the word	Verbs used with the word
problem (noun)	fundamental, major, real, serious, etc.	face, solve, create, pose, etc.

With this information, you can be fairly confident that the following phrases would be correct.

- *pose a serious problem*
- *face a major problem*

In other cases, the information may not be given explicitly in your dictionary, but by looking at the example sentences in the dictionary you can identify collocations.

### 2.1 Read sentences 1–9 and answer the questions below.

1. Tom's family are putting *pressure* on him to accept the job offer.
2. There is great *pressure* on the UN to take action.
3. The government is coming under *pressure* to hold a public enquiry into the alleged corruption of some ministers.
4. I have no *doubts* at all about the new PA's ability to do the job.
5. Some people have expressed serious *doubts* over the government's economic policy.
6. There are still some *doubts* about the applicant's suitability for a senior position.
7. I am delighted to have the *opportunity* to present my ideas to such a distinguished audience.
8. There are now more *opportunities* for Eastern Europeans to find work in Western Europe.
9. I'd like to take this *opportunity* to thank you for your help in this matter.

#### Questions:

- a. What verbs are used with the nouns *pressure*, *doubts* and *opportunities*?
- 

- b. When *pressure*, *doubts* and *opportunities* are followed by a preposition and noun, what are the prepositions?
-

- c. When *pressure* and *opportunities* are followed by a verb phrase, what form does the verb take – 'to + infinitive' or 'verb + ~ing'?

\_\_\_\_\_

**2.2 You can use your answers to the different questions in Ex 2.1 to build phrases. Write out other phrases you can make by combining your answers.**

- 1. doubt

*have no doubts about*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 2. pressure

*put pressure on (someone to do something)*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 3. opportunity

*there is an opportunity for (someone to do something)*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2.3 Complete these sentences. All the words you need are in your answers to Ex 2.1.**

- 1. All the new supervisor needs is an opportunity to show his ability.
- 2. Career opportunities \_\_\_\_\_ young people have improved in the last 20 years.
- 3. There \_\_\_\_\_ several opportunities for experienced programmers and software designers.
- 4. Sales managers always \_\_\_\_\_ pressure on their teams to achieve their targets.

5. The pressure \_\_\_\_\_ professionals in many walks of life is increasing day by day.
6. There \_\_\_\_\_ no doubt that sensible investment produces a good return.
7. I \_\_\_\_\_ doubts about the benefits of investing in gold in the present economic situation.

### Task 3 Verb + noun combinations

#### 3.1 Use your dictionary to check which verbs are often used before these nouns.

1. make, have, cause \_\_\_\_\_ trouble
2. \_\_\_\_\_ (a) business
3. \_\_\_\_\_ an effort
4. \_\_\_\_\_ an impact
5. \_\_\_\_\_ a connection
6. \_\_\_\_\_ an effect
7. \_\_\_\_\_ proof
8. \_\_\_\_\_ a gap
9. \_\_\_\_\_ standards
10. \_\_\_\_\_ concern

### Task 4 Verb + noun + preposition combinations

#### 4.1 The verb + noun combinations from Ex 3.1 would also need a preposition if they were *followed by a noun phrase*. What prepositions would you need after the nouns in these sentences?

1. The team are having a lot of trouble \_\_\_\_\_ with the new software.
2. There is a widening gap \_\_\_\_\_ rich and poor countries.
3. Tariffs on agricultural products have a major impact \_\_\_\_\_ farmers in the developing world.

#### Study tip

When you see a word you have been studying in an academic text or newspaper, think about the words it is used with. By taking an interest in words and how they are used, you will make rapid progress in vocabulary development.

4. There is a great deal of concern \_\_\_\_\_ the continuing drought in parts of Africa.
5. Another dry winter could have a serious effect \_\_\_\_\_ this year's harvest.
6. Some people fail to see a connection \_\_\_\_\_ subsidies to farmers in the West and poverty in the developing world.
7. Doing business directly \_\_\_\_\_ the people producing the goods is more cost-effective.

## Task 5 Adjective + noun combinations

### 5.1 Look at these sentences and circle the adjectives that are used with the underlined nouns.

1. The main purpose of the end of the month meeting is to set sales targets for the following month.
2. The sole purpose of the survey is to gather information to improve the quality of service provided.
3. Every single person on the project has been chosen for a particular purpose.
4. There is a growing demand for organic food.
5. In the past five years, there has been a huge demand for exotic fruit in the UK.
6. Recent studies show that the costs of importing food over long distances far outweigh the benefits.
7. Owing to the practical nature of the course, the number of participants will be limited to a maximum of 20.
8. It is human nature to want to be successful.
9. There is growing public concern about the high cost of public transport.
10. This issue will be discussed in greater detail in the next section.



### 5.2 Use your dictionary to check which adjectives are often used before these nouns.

1. slight, dramatic, significant \_\_\_\_\_ increase
2. \_\_\_\_\_ problem
3. \_\_\_\_\_ supply
4. \_\_\_\_\_ standards

## Task 6

## Adverb + verb, adverb + adjective combinations

## 6.1 Underline the adverbs in these sentences and then answer the questions that follow.

1. If natural resources were managed more effectively, the quality of human life could be improved.
2. Regular exercise can significantly reduce your risk of suffering a heart attack.
3. A balanced diet is especially important.
4. The maximum permitted daily dose is clearly stated on the label.
5. Some patients experience a recurrence of the symptoms as the effectiveness of the drug gradually decreases.
6. A knowledge of one or more foreign languages is particularly useful for market research positions.
7. It is becoming increasingly difficult to find people with adequate linguistic skills.
8. Online shopping is a relatively recent phenomenon.
9. The problem was probably caused by a computer virus.
10. Trojan viruses can spread rapidly and affect millions of computers in minutes.
11. The general manager strongly disagrees with the decision to replace all the hardware.
12. Using the new system is comparatively easy, and the basics can be learnt in just a few hours.

**Questions:**

- a. Which adverbs are used with verbs and what verbs are they used with?

*effectively* - *manage(d) effectively* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- b. Which adverbs are used with adjectives and which adjectives are they used with?

*especially* - *especially important* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Task 7

Review

7.1 Complete these exercises using collocations from this unit.

1. Verb + Noun

- \_\_\_\_\_ trouble
- \_\_\_\_\_ an effect
- \_\_\_\_\_ resources
- \_\_\_\_\_ a connection

2. Verb + Noun + Preposition

- have trouble \_\_\_\_\_
- have an impact \_\_\_\_\_
- do business \_\_\_\_\_

3. Adjective + Noun

- widening \_\_\_\_\_
- sole \_\_\_\_\_
- growing \_\_\_\_\_

4. Verb + Adverb

- \_\_\_\_\_ significantly
- \_\_\_\_\_ rapidly
- \_\_\_\_\_ clearly

5. Adverb + Adjective

- \_\_\_\_\_ difficult
- \_\_\_\_\_ important
- \_\_\_\_\_ useful



# 5

# Word grammar

In this unit you will:

- see how certain key words connect to each other
- see how these key words connect to the rest of the sentence

## Introduction

When you study grammar, you learn about how different word classes behave in general. When you use individual words, however, you realize that not all words in the same word class behave in the same way. The way that words connect to each other and to the rest of the sentence varies from one word to another.

For example, there is one set of verbs that commonly occurs with *that* + **clause**, such as *think*, *say*, *know*, as in the sentence *Most people think that small classes help students learn more effectively.*

There is another set of verbs that commonly occurs with *to* + clause, such as *want*, *seem*, *like*, as in the sentence *Although the government wants to decrease class sizes, they are unable to find enough money to implement such policies.*

## Task 1 Combining nouns

Academic texts are very rich in noun combinations, so it is important to understand the different ways that nouns combine.

### 1.1 Look at the following text and answer the questions.

For many years after the discovery of America, the movement of free migrants from Europe was steady but quite small: transport costs were high, conditions harsh and the dangers of migration great. In 1650, a free migrant's passage to North America cost nearly half a year's wages for a farm labourer in southern England.

Source: On the move. (2001, May 10). *The Economist*. Retrieved from <http://www.economist.com>

1. What examples are there of two nouns (or noun phrases) connected by a preposition?

**Example:** *the discovery of America*

---

---

2. What examples are there of two nouns connected using apostrophe (') + s?

**Example:** *migrant's passage*

---

3. What examples are there of noun + noun combinations without a preposition?

**Example:** *transport costs*

---

### Study tip

Consult an advanced grammar book for comprehensive information about combining nouns.

## Task 2 'Noun followed by noun' complement clauses

There are a number of nouns that are followed by *that* + clause. For example:

- It is my *belief* (*that*) *the truth is generally preferable to lies*.
- Pasteur had a *theory* *that many medical conditions were caused by viruses, bacteria and micro-organisms*.

**Note:** In the first example, *that* is optional and is therefore shown in brackets.

The function of the noun clause is to give meaning to the noun. As you can see in the two examples above, the clauses following the words *belief* and *theory* provide the content, or meaning. This is why they are called *noun complement clauses*.

### Study tip

Not all nouns can be used in the same way. You have to study how individual nouns are used. Some dictionaries will give you this information.

### 2.1 Read the following extract. Note that there can be other words between the noun and the noun complement clause.

... the seventeenth-century British philosopher John Locke rejected the prevailing notion of his day that babies were miniature adults ...

Source: Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Nolen-Hoeksema, S. (1999). *Hilgard's Introduction to Psychology*. California, CA: Wadsworth Pub Co.

### 2.2 Use your dictionary to check the nouns in the table. Tick (✓) the nouns which can be followed by *that* + clause. Then choose two words and write example sentences.

Word	<i>that</i> + clause
belief	✓
notion	
theory	
view	
idea	
fact	
suggestion	

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Task 3

Other noun patterns

3.1 Look at the underlined nouns in the following sentences. Number each sentence 1–4, depending on whether the noun is followed by:

1. a preposition (to connect the following nouns or **gerunds**)
2. *that* + clause
3. *to* + infinitive
4. *wh~* word + clause OR preposition + *wh~* word + clause

Write the number in the box provided.

- a.  1 A new system for dealing with telephone enquiries has been put in place.
- b.  The prime minister rejected claims that he had acted without authority.
- c.  The suggestion that a new road should be built through the area did not go down well with environmental groups.
- d.  Over the past 35 years, hundreds of studies and analyses of existing data have focused on class size.
- e.  Many countries aspire to a more democratic system of government.
- f.  The reason why these laws are needed is to protect the public from violent individuals.
- g.  People give many different reasons for wanting to emigrate.
- h.  The increasing number of people living below the poverty line raises the whole question of the average wage and the standard of living in this country.
- i.  The purpose of the survey is to find more effective ways of evaluating job satisfaction.
- j.  Some companies set limits on the amount of money employees may claim for travel expenses.
- k.  There's no limit on the amount of money that can be exported from the country.
- l.  There is no doubt that penicillin is one of the most important discoveries in the history of medical research.



Study tip

A gerund operates in the same way as a noun, e.g., it can be the subject or the object of a sentence. It has the same form as the present participle, e.g., *smoking*.

3.2 Look at the sentences you numbered 1 in Ex 3.1. Circle the preposition used to connect the underlined noun to the following noun or gerund.

**3.3 Here is further practice in identifying noun patterns. Continue with the following sentences in the same way as in Ex 3.1.**

1.  One solution to the spread of rabies is for animals to be vaccinated against the disease.
2.  All attempts to control the spread of swine flu have failed.
3.  Many people have a suspicion that the government is covering up the truth about the extent of the radiation leak.
4.  There is a risk that the outbreak of E. coli may spread further and affect other parts of the country.
5.  Regular exercise can help reduce the risk of heart disease.
6.  Poor diet combined with lack of exercise is the root of many people's health problems.
7.  You need formal permission to take copies of certain books out of the library.
8.  The government has announced its intention to introduce a new peace plan in an attempt to end more than 20 years of conflict in the region.
9.  The proposed peace plan includes a mechanism to share power between the two main parties.
10.  The authorities have now examined the extent of the damage caused by the floods.
11.  The way that some local people react to members of the traveller community varies greatly.
12.  At the present time there seems to be no way to bring the two sides together.



**3.4 Look at the sentences you numbered 1 in Ex 3.3. Circle the preposition used to connect the underlined noun to the following noun or gerund.**

**Task 4 Noun + noun combinations**

We have already seen three combinations of nouns without prepositions, in the Introduction and Task 1. Here are three more examples:

- *school subjects*
- *achievement levels*
- *classroom equipment*

**Study tip**

It is not possible to combine all nouns in this direct way, such as *school subjects* or *achievement levels*. However, noun + noun combinations are very common in academic texts.

4.1 Use your dictionary to find more nouns that can be used in combination with the following nouns (either before or after).

- 1. government figures, employees, spokesman, policy
- 2. market \_\_\_\_\_
- 3. computer \_\_\_\_\_
- 4. problem \_\_\_\_\_
- 5. company \_\_\_\_\_
- 6. figure/figures \_\_\_\_\_
- 7. rate \_\_\_\_\_

**Task 5 Adjectives and what follows them**

As we saw in Unit 4, adjectives are used before nouns. However, they are also used in other positions and in other ways. Look at the way the adjective *important* is used in the following sentences.

- An important lesson can be learnt from this experience.
- Good health is more important than money.
- It is important to explain the risks of the operation to the patient.
- It is important that everyone understands the dangers of credit card debt.

**Study tip**  
Not all adjectives can be used in the four ways that the adjective *important* can, i.e., adj + noun, verb + adj, adj + to + infinitive, adj + that + clause. As with nouns, you have to learn which adjectives can be used in particular ways.

In the first sentence, *important* is used before the noun. In the second sentence, it is used after the verb, but is talking about the noun *health*, the subject of the sentence. In the third and fourth sentences, *important* is used to comment on what comes after it, e.g., *explain the risks to the patient*. Another way of saying this would be: *Explaining risks to the patient is important*.

Notice that in the third sentence *important* is followed by *to + infinitive*, whereas in the fourth sentence it is followed by *that + clause*.

5.1 Look at the underlined adjectives in the sentences below. Number each sentence 1–3, depending on whether the adjective is followed by:

- 1. *that + clause*
- 2. *to + infinitive*
- 3. *preposition + noun phrase*

Write the number in the box provided.

- a.  Different vitamins are necessary for a healthy diet.
- b.  The new situation made it necessary to rethink the whole plan.



- c.  It's difficult to see how more money can be saved without cutting jobs.
- d.  It's rather difficult for me to understand the reasons behind John's behaviour.
- e.  The Internet makes it possible for many people to work from home.
- f.  It is possible that one day humans might live on other planets.
- g.  It has become clear that the situation is out of control.
- h.  It is clear to all of us that this matter deserves immediate attention.
- i.  The building of wind farms is likely to be unpopular with local residents.
- j.  It seems likely that supplies of natural gas will run out in the near future.



5.2 Look at the sentences you numbered 3 in Ex 5.1 and identify the preposition used to connect the underlined adjective to the following noun phrase.

5.3 Look at the sentences in Ex 5.1 again. Check whether the underlined adjectives can be used immediately before nouns.

5.4 Use your dictionary to check these adjectives and answer the questions that follow.

common	certain	customary
	bound	useful

**Study tip**

Some monolingual dictionaries will give explicit information on how to use adjectives, e.g., with the adjective *familiar* you will probably find *familiar (+ to)*. This means *familiar* can be followed by the preposition *to* and a noun or pronoun, e.g., *This place seems very familiar to me*. In other cases you can get information by looking closely at the example sentences.

1. Which of the adjectives can be used in this pattern?  
It is \_\_\_\_\_ for someone to do something.
2. Which of the adjectives can be used immediately before a noun?  
\_\_\_\_\_
3. Which of the adjectives can be used with *that* + clause?  
\_\_\_\_\_
4. Which of the adjectives can be immediately followed by *to* + infinitive?  
\_\_\_\_\_

## Task 6 Verbs and verb patterns

Verbs can also be followed by different patterns. Look at these two examples:

In general, the ability to distinguish among smells has a clear adaptive value: it helps infants avoid noxious substances, thereby increasing their likelihood of survival.

It is hard to know how much of the performance stems from other factors, such as a supportive home.

Source: Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Nolen-Hoeksema, S. (1999). *Hilgard's Introduction to Psychology*. California, CA: Wadsworth Pub Co.

The underlined verbs in the texts above are followed by different patterns.

- *Avoid* and *increasing* are both followed by noun phrases – *noxious substances* and *their likelihood of survival*.
- *Stems* and *distinguish* are followed by prepositions + noun phrases – *from other factors* and *among smells*.
- *Know* is followed by a *wh~* word (*how much*) + clause – *how much of the performance stems from other factors*.

These are only some of the patterns that can be used with verbs. You will find other patterns as you study verbs in examples of text, or in a monolingual dictionary. For example, *know* can be followed by:

- a noun phrase
- a preposition + noun phrase
- a (*that*) + clause
- a *wh~* word + clause

### Study tip

Individual verbs can be followed by different patterns. You have to learn which patterns can be used with each verb. You will find that by taking an interest in how language is used, you will start noticing these patterns.

For the verbs underlined in the extracts above, only the verb *know* can be followed by all of these patterns.

## Task 7 Transitive and intransitive verbs

Labelling verbs as transitive or intransitive is one of the most basic ways of categorizing verbs.

**Transitive verbs** can be used in the following two ways:

- With a direct object: *Many British children spend hours watching television.*
- In the **passive**: *Every week, rugby matches are watched by thousands of fans.*

**Intransitive verbs** cannot be used with a direct object and cannot be used in the passive.

- You can say: *It exists.*
- You cannot say: *It exists something.* OR *Something is existed.*

7.1 Look at the underlined verbs in the text and decide whether they are transitive or intransitive. Tick (✓) the correct column in the table.

The surge of interest in smaller classes has spurred fresh analyses of the largest, most conclusive study to date, which took place in Tennessee in the late 1980s. At the same time, new data are flowing from various initiatives, including the California programme and a smaller one in Wisconsin. These results and analyses are finally offering some tentative responses to the questions that researchers must answer before legislators can come up with policies that make educational and economic sense: Do small classes in fact improve school achievement? If they do, at what age-level do they accomplish the greatest good? What kind of students gain the greatest benefit, and most importantly, how great is the benefit?

Source: Atkinson, R. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Nolen-Hoeksema, S. (1999). *Hilgard's Introduction to Psychology*. California, CA: Wadsworth Pub Co.

Verb	Transitive	Intransitive
1. spurred	✓	
2. took place		
3. are flowing		
4. including		
5. offering		
6. answer		
7. come up with		
8. improve		
9. accomplish		
10. gain		

You can use your dictionary to find out whether verbs are transitive or not. Different dictionaries use different symbols to indicate this. For example:

	Transitive	Intransitive
Oxford Advanced Learner's Dictionary	[VN], i.e., verb + noun	[V], i.e., verb
Longman Dictionary of Contemporary English	[T]	[I]
Macmillan English Dictionary for Advanced Learners	[T]	[I]

7.2 Look at the list of verbs below. Some are always transitive and some are always intransitive. Complete the table with these verbs. Then check your answers using your dictionary.

<del>appear</del>	belong	describe	<del>include</del>	interfere	lack
mention	<del>present</del>	remain	result	rise	suggest

Transitive	Intransitive
present include	appear

**Note:** Some intransitive verbs can become transitive if a preposition is added, for example, *result: A sudden change in temperature will inevitably result in rain.*

7.3 Check the verbs *belong* and *interfere* in your dictionary and complete these sentences with the correct prepositions.

- The cars on display look as if they belong \_\_\_\_\_ a different era.
- Anxiety can interfere \_\_\_\_\_ children's performance at school.

7.4 The following verbs are sometimes transitive and sometimes intransitive, depending on their meanings.

Read these sentences and decide if the underlined verbs are being used transitively (VT) or intransitively (VI).

- The opposition is constantly questioning the prime minister's ability to govern. (VI)
- Bird flu quickly spread from animals to humans. \_\_\_\_\_
- Under the current economic conditions, the reform programme simply cannot succeed. \_\_\_\_\_
- People tend to save more money as they get older. \_\_\_\_\_
- A team of paramedics tended the most seriously injured. \_\_\_\_\_
- The jury believed the defendant's explanation. \_\_\_\_\_
- There are new laws which govern the import of animal products. \_\_\_\_\_
- Extra staff are being hired to spread the workload. \_\_\_\_\_

## Task 8

Verbs followed by *that* + clause

## 8.1 Study the following example sentences.

- The IT team argued that they needed more money to complete the project.
- Both sides firmly believe that an agreement is now possible.
- Police now know that the crime was committed by someone known to the victim.

Use your dictionary to check these verbs and tick (✓) which of them can be followed by *that* + clause.

**Note:** Good monolingual dictionaries normally give you the information explicitly, like this: believe [V (that)]: People used to believe (that) the world was flat.

Verb	<i>that</i> + clause
decrease	
behave	
state	
consider	
admit	
introduce	

8.2 Read these sentences and underline any verb that is followed by *that* + clause.

1. Smoking is widely believed to cause a range of medical problems.
2. Ten years ago it was finally agreed that tobacco advertising would be banned.
3. All the evidence suggests that the number of people smoking is falling steadily.
4. It is worth mentioning that teenagers in particular need to be warned about the dangers of smoking.
5. Some companies claim that their products can help people to stop smoking.
6. But some researchers have discovered that the chemicals in certain products actually increase nicotine dependence rather than reducing it.
7. In the US, smokers have come to accept that they can no longer smoke in any public place or workplace.
8. Some people have expressed concern about the widespread availability of cheap cigarettes from abroad.
9. The candidate admitted that she smoked even though the job description explicitly called for non-smokers.
10. Researchers claim to have discovered a harmless tobacco substitute.



## Task 9 Verbs followed by *wh~* words

By *wh~* words, we mean words that can be used to introduce direct questions, indirect questions or clauses after some verbs (but not all). The *wh~* words that can introduce clauses are:

- *who*
- *when*
- *whether*
- *where*
- *what*
- *why*
- *how* (even though it does not begin with *wh~*)

Not all verbs can be followed by these words and clauses, so it is important to learn which verbs can be used in this way.

**Note:** Sometimes it is also possible to use non-finite phrases after a *wh~* word, for example, *We learnt how to swim*. In order to use non-finite phrases instead of a clause, it is necessary that the subjects are the same in both, and the tense is the same in both. Compare the phrase above with *We are learning how the Second World War started*.

### 9.1 Study the following examples of sentences followed by *wh~* word + clause or *wh~* word + infinitive.

- *There are websites specifically designed to help businesses discover what their competitors are doing.*
- *The police would normally ask the suspects to explain what they were doing at the time the crime was committed.*
- *Psychologists began to ask whether learning and experience play an important role in such differences.*
- *It is sometimes difficult to decide whether to invest money or save it.*

### 9.2 All the verbs in the table below can be followed by different *wh~* words + clause. Check the verbs in your dictionary and complete the table by writing in the appropriate *wh~* word followed by a phrase completion.

Verb	<i>wh~</i> word	Phrase completion
doubt	<i>whether</i>	<i>it is possible</i>
consider		
determine		
explain		
decide		
describe		
realize		
discuss		

For the pattern used in Ex 9.1, the word order is not the same as it would be for questions introduced by *wh~* words. Compare the following:

**Question:**

*What are our competitors doing?*

*wh~* word + auxiliary verb + subject + verb

**Verb followed by *wh~* word:**

*(We need to) discover what our competitors are doing.*

(complement +) verb + *wh~* word + subject + verb

**Study tip**

Some dictionaries will give examples of which *wh~* words to use with a verb, e.g., (verb + *whether* / *if* + clause), but at other times you may have to study the example sentences to identify the *wh~* word.

**9.3 Rearrange these words to make sentences with verb + *wh~* words + clauses.**

1. will explain / The secretary / the forms / you have to / fill in / how

*The secretary will explain how you have to fill in the forms.*

2. We / for next year / we want / to discuss / what kind of strategy / need

3. doubt / Many people / will live up to the promises / whether / made in the election campaign / the new government

4. are usually asked / for the position / The candidates / to describe / they would be suitable / why

5. The IT manager / should be updated / the system / whether / is considering / currently in place

6. People / have / what / with their own money / a right to decide / they should do

**Task 10**

**Review**

**10.1 Follow the instructions and write the words.**

1. Write three verbs that can be followed by *that*.

\_\_\_\_\_

2. Write three verbs that can be followed by *wh~* words.

\_\_\_\_\_

3. Write three nouns that can be followed by *that*.

\_\_\_\_\_

4. Write three adjectives that can be followed by *that*.

\_\_\_\_\_

5. Write three adjectives that can be followed by *to* + infinitive.

\_\_\_\_\_

10.2 Look again at the tasks in this unit and write down any new words or phrases you have learnt. You may find it useful to write down phrases or sentences in which the words occur.

Make your own notes here.

*dissatisfaction - e.g., express dissatisfaction with*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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For web resources relevant to this book, see:  
**www.englishforacademicstudy.com**  
These weblinks will give you access to a comprehensive guide to verb patterns and a range of vocabulary quizzes.

# Part 2: Academic Word List

In these units you will be studying the frequent word families which are listed in the Academic Word List Sublists 1–5 (see Appendix 1 for the full version of all the sublists).

You will look at the following aspects:

- Meanings of words
- Multi-meaning words
- Word classes
- Word families
- Collocations
- Word grammar

The first two tasks will establish the meaning of the words, before looking at them in more detail in a similar way to how you studied the General Service List words in Units 1–5 of the book.

Each unit ends with a word list containing words and phrases from the unit which occur frequently in academic English. These do not necessarily correspond with the Academic Word List in Appendix 1.

# 6

# AWL – Sublist 1

In this unit you will:

- familiarize yourself with the word families in AWL Sublist 1
- practise understanding and using these words in context

## Task 1 Meanings of words

As you do the following exercises, pay special attention to the word class of each individual word.

### 1.1 Study the underlined words in these sentences and think about their meaning.

#### Education

1. The most obvious drawback to class-size reduction is the huge cost. It requires more teachers, more classrooms and more classroom equipment and resources.
2. Some studies have shown that the level of academic achievement amongst primary school children varies greatly depending on class size.
3. According to one source, the introduction of new secondary school examinations is proceeding smoothly.
4. Educationalists and school administrators are attempting to develop a common approach to controversial issues such as selection and streaming.
5. The growing popularity of Information Technology is evident in the numbers of students wanting to study it.
6. If a child is still doing well years later, it is hard to know how much of the performance stems from other factors, such as a supportive home.



#### Health

7. There is no reason to assume that a drug that can treat this particular virus will ever be found.
8. Minor changes in the patient's condition can occur without any obvious external signs.
9. The number of drugs currently available to treat AIDS is strictly limited in certain parts of the world.
10. It is the medical researcher's job to interpret data gathered from thousands of hospital patients.
11. Most physicians believe we will derive great benefit from this new form of treatment.
12. He could see that the baby responded and was actively seeking his attention.

1.2 Match the words in Ex 1.1 with the definitions on the right. The first one has been done for you.

Word		Meaning
1. require	<input type="checkbox"/>	a. to accept something as true, although you do not have proof
2. vary	<input type="checkbox"/>	b. easily seen or understood
3. proceed	<input type="checkbox"/>	c. to take actions or behaviours as having a particular meaning
4. approach	<input type="checkbox"/>	d. able to be found, bought or obtained
5. evident	<input type="checkbox"/>	e. to carry on doing something that has already started
6. factor	<input type="checkbox"/>	f. a way of dealing with a situation or problem
7. assume	<input type="checkbox"/>	g. to need something or someone
8. occur	<input type="checkbox"/>	h. one of the things that causes a situation or influences the way it happens
9. available	<input type="checkbox"/>	i. to obtain or come from another source
10. interpret	<input type="checkbox"/>	j. to say or do something in reaction to something else
11. derive	<input type="checkbox"/>	k. to change or be different in different circumstances
12. respond	<input type="checkbox"/>	l. to happen

**Study tip**

The word *approach* is a polyseme, i.e., it has many related meanings.

The pronunciation of *proceeds* changes if you use the word as a verb or as a noun (proceeds = noun, proceeds = verb).

1.3 Complete the pairs of sentences below with the words from Ex 1.2. In each pair you need the same word for both sentences. In the case of verbs, pay attention to the ending required, e.g., *~s*, *~ed*, *~ing*. In the case of nouns, you have to decide whether the singular or plural form is appropriate.

**Health**

- Some of the most important vitamins required to stay healthy can be \_\_\_\_\_ from oily fish.  
The rapid spread of water-borne diseases in the town \_\_\_\_\_ from bacteria in the polluted rivers.
- Kidney failure \_\_\_\_\_ in a very small minority of patients.  
Epidemics like bird 'flu \_\_\_\_\_ very rarely.
- Some medical conditions are very serious and \_\_\_\_\_ urgent treatment.  
Any patient who \_\_\_\_\_ a special diet should inform the hospital authorities.

4. It soon became \_\_\_\_\_ from her appearance that Maria was seriously ill.  
It was \_\_\_\_\_ from the symptoms that she was suffering from an infection.
5. Medical experts believe that we need to \_\_\_\_\_ the problem of underage obesity in a completely different way.  
The \_\_\_\_\_ to preventative medicine vary greatly from country to country.

### Business

6. Economists have \_\_\_\_\_ that the market will remain stable for the time being.  
We can \_\_\_\_\_, but not be certain, that more jobs will be created by the proposals.
7. Demand for particular products \_\_\_\_\_ with the seasons.  
Pay levels may \_\_\_\_\_ slightly, depending on relevant experience.
8. The board \_\_\_\_\_ the candidate's reserved manner as rudeness.  
The delegation will need someone to \_\_\_\_\_ for them on their trip to Russia, as none of them speak a word of Russian.
9. The recent increase in the number of redundancies is mainly due to social and economic \_\_\_\_\_.  
It is believed that tourism will be a key \_\_\_\_\_ in overcoming the current economic difficulties.
10. HRL is determined to \_\_\_\_\_ with its plans for expansion, despite the objections of local residents.  
We should define our terms before \_\_\_\_\_ any further.

## Task 2

## Multi-meaning words

- 2.1 **The underlined words in the sentences below have at least two meanings. Look at how they are used and choose the correct meaning.**

### Engineering

1. A prime example of globalization in engineering is in the Hyderabad area of India.
- a. a particular part of a city, town, region or country
  - b. the amount of space covered by the surface of a place or shape
  - c. a particular subject or range of activities

### Study tip

Multi-meaning words were introduced in Unit 1 and are called homonyms.

2. The issue of whether or not engineers also need a degree in management is not yet resolved.
  - a. to officially give people something to buy or use, e.g., a passport
  - b. a subject or problem people discuss or argue about
  - c. a magazine or newspaper that is published at a particular time
3. Governments need to respond to natural disasters with major infrastructure projects, such as road building.
  - a. to react well to a particular kind of treatment
  - b. to reply to something either verbally or in writing
  - c. to say or do something in reaction to something else
4. It is important to consider safety factors because of the uncertainties in the design strength of structures.
  - a. a particular level on a scale that measures how strong or large something is
  - b. one of the things that causes a situation or influences the way it happens
  - c. a number that can be divided evenly into another number
5. They are carrying out research to establish exactly why changes in the hydrological cycle are taking place.
  - a. to start a new company or organization
  - b. to secure a position by proving qualifications
  - c. to find proof or facts that show that something is true
6. There is no one magic formula available for regeneration – each city requires its own development plan.
  - a. the symbols, numbers or letters used to represent a rule in mathematics or science
  - b. the step-by-step procedure used to solve a problem or achieve a result
  - c. a list of the ingredients used to make things like medicines, drinks, etc.



### Science

7. Natural resources such as sunlight, wind, rain and tides have become increasingly popular energy sources in the past 20 years.
  - a. someone or something that provides you with something you need
  - b. the cause of a problem
  - c. a document or person that you get information from
8. A new science project initiated by a number of schools in the area has received full support from the local authorities.
  - a. the power you have to make decisions or give other people instructions
  - b. an official organization which has a specific area of responsibility for a region
  - c. someone who is an expert in a particular subject
9. Generally speaking, materials expand when heated and contract with the cold.
  - a. to become smaller
  - b. to get an illness
  - c. to formally agree to do something

- 10. Holding texts on computer enables a more scientific approach to the study of the language than has been possible up to now.
  - a. an offer or request to do something
  - b. getting closer to a point in time or space
  - c. a particular way of handling a situation or problem
- 11. One major problem is that scientific data can in most cases be interpreted in different ways.
  - a. to translate from one language into another
  - b. to explain the meaning of something
  - c. to take actions or behaviours as having a particular meaning

**Task 3** **Word classes**

3.1 Use a dictionary to check the following words. Then complete the tables with the word class they belong to, i.e., noun, verb, adjective or adverb. Some words belong in more than one class.

Word	Word class
focus	<i>verb, noun</i>
benefit	
research	
policy	
individual	
function	

Word	Word class
assess	
specific	
finance	
consist (of/in)	
identify	

3.2 Decide what word class would fill each gap in the following sentences. Write *v* (verb), *n* (noun) or *adj* (adjective) in the brackets after each gap.

**Education**

- 1. The \_\_\_\_\_ ( *n* ) of recent research has been on class size.
- 2. Most found evidence that smaller classes \_\_\_\_\_ (  ) students, particularly at the youngest level.
- 3. Every baby has his or her own \_\_\_\_\_ (  ) personality.
- 4. Much educational \_\_\_\_\_ (  ) is carried out using secondary or library data.

**Study tip**

Working out the word class of a word will help you both understand it and remember it. For more information on word class, refer back to Unit 2.



5. A new government might adopt a \_\_\_\_\_ ( \_\_\_ ) of reducing spending on higher education.
6. The technique is being tried in classrooms to \_\_\_\_\_ ( \_\_\_ ) what effects it may have.
7. In some \_\_\_\_\_ ( \_\_\_ ) age and subject categories, such as 17-year-olds and science, performance actually decreased slightly.

### Business and Finance

8. Police are trying to \_\_\_\_\_ ( \_\_\_ ) the person responsible for removing over \$2 million from personal bank accounts.
9. The banking and \_\_\_\_\_ ( \_\_\_ ) sector is growing at an astonishing rate.
10. The government used to have a policy which allowed banks to \_\_\_\_\_ ( \_\_\_ ) independently, free of external controls.
11. The alliance \_\_\_\_\_ ( \_\_\_ ) of a number of leading banks and financial institutions.



### 3.3 Complete the sentences in Ex 3.2 with words from Ex 3.1. In the case of verbs, pay attention to the ending required, e.g., ~s, ~ed, ~ing. In the case of nouns, you may have to decide whether to use singular or plural forms.

If you change your mind about any word classes while doing this exercise, think about what led you to the original conclusion.

**Example:** The focus ( n ) of recent research has been on class size.

## Task 4 Word families

Look at these sentences and think about the relationship between the two underlined words.

A 'world car' may have the same 'platform', but is sold with different shapes, colours and accessories to meet local requirements.

Source: Understanding Global Issues. (1998). *The Global Village: Challenges for a Shrinking Planet* [Pamphlet]. Buckley, R.

Nevertheless, both regionalization and globalization require that more and more speakers and readers of local languages be multiliterate.

Source: On the move. (2001, May 10). *The Economist*. Retrieved from <http://www.economist.com>

The underlined words, *require* and *requirements*, are both members of the same word family. Other words in the two sentences also belong to word families.

**Examples:**

Word	Other members of the word family
different	difference (n), differ (v), differently (adv)
local	locality (n), localize (v), localization (n)

**4.1 Complete the table below with the words in the box. There may be some columns where there are two entries. You may know some other words to complete the light green cells.**

economy	economically	vary	analysis
definition	significantly	responsive	indicate
interpret	response	creation	creative
indication	environmentally	significant	variable

Nouns	Verbs	Adjectives	Adverbs
assessment	assess		
		economic economical	
variation			
	analyze		
significance			
		indicative	
	respond		
environment			
	create		
interpretation			
	define		

**4.2 Choose the correct form of the word in brackets to complete the sentences on page 61. In the case of verbs, pay attention to the ending required, e.g., ~ed, ~ing, ~s. In the case of nouns, you may have to decide whether the singular or plural form is appropriate.**

### Health

1. The average daily food requirement for an adult is between 2,000 and 3,000 calories. (require)
2. Life expectancy in some areas of Scotland is up to ten years lower than in other parts of the UK – a \_\_\_\_\_ finding from a policy point of view. (significant)
3. There continue to be regional and social class \_\_\_\_\_ in diet, and these can affect life expectancy significantly. (vary)
4. Statistics on obesity can be \_\_\_\_\_ in a number of different ways. (interpret)
5. A poor diet in infancy can \_\_\_\_\_ numerous problems in later life. (create)
6. It is difficult to provide an accurate \_\_\_\_\_ of a healthy diet, as this can vary from individual to individual. (define)

### Environment

7. An \_\_\_\_\_ of data from Australia shows that the hole in the ozone layer over Antarctica is growing larger. (analyze)
8. The most recent \_\_\_\_\_ of the research suggests that human activities have had an influence on the global climate. (assess)
9. More recent studies \_\_\_\_\_ that ocean temperatures may rise by as much as 3°C over the next 50 years. (indicate)
10. Scientists have \_\_\_\_\_ by increasing the amount of research in this area. (respond)
11. The \_\_\_\_\_ effects of greenhouse gas emissions have been well-documented. (environment)

### Prefixes

The following prefixes are used with a number of the words from the AWL Sublist 1.

Prefix	Meaning
<i>re~</i>	again, e.g., <i>reheat</i> = heat again
<i>in~</i>	not, the opposite of, e.g., <i>incomparable</i> = not comparable
<i>un~</i>	not, the opposite of, e.g., <i>unhappy</i> = not happy
<i>mis~</i>	bad or badly, e.g., <i>mistreat</i> = treat badly
<i>over~</i>	too much, additional, e.g., <i>overheat</i> = heat too much
<i>under~</i>	not a sufficient amount, e.g., <i>underfed</i> = not fed enough

**4.3 Which of the prefixes on page 61 can be used with the following words?**

1. variably      invariably
2. significant      \_\_\_\_\_
3. available      \_\_\_\_\_
4. create      \_\_\_\_\_
5. economical      \_\_\_\_\_
6. interpret      \_\_\_\_\_
7. responsive      \_\_\_\_\_
8. assess      \_\_\_\_\_
9. consistent      \_\_\_\_\_
10. estimate      \_\_\_\_\_

**4.4 Complete the following sentences using either:**

- the correct form of the word in brackets; or
- a prefix + the correct form of the word in brackets

In the case of verbs, pay attention to the ending required, e.g., *~ed*, *~ing*, *~s*. In the case of nouns, you may have to decide whether the singular or plural form is appropriate.

**Health**

1. The government is concerned that health care is being managed in an \_\_\_\_\_ way and losing vast sums of money. (economical)
2. Some diseases mainly affect children but can also \_\_\_\_\_ in adults. (occur)
3. Because of the high prices, many cancer drugs are \_\_\_\_\_ in poor countries. (available)
4. Most doctors do not accept the government's interpretation because they say the results are \_\_\_\_\_ with the data produced. (consistent)
5. Compared with the problems people in the Third World have with diseases, our worries are \_\_\_\_\_. (significant)

**Business and Finance**

6. The business community recognizes that successful companies are those which are \_\_\_\_\_ to market changes. (responsive)
7. Financial reports can be \_\_\_\_\_ if people do not read them carefully. (interpret)

- 8. Numerous cases of online fraud have forced the major banks to \_\_\_\_\_ their security procedures. (assess)
- 9. The company \_\_\_\_\_ how much the project would cost and ended up spending £10,000 more than they had planned. (estimate)



## Task 5 Collocations

**Verbs and nouns**

Look at these verb + noun combinations that appear in this unit.

**Examples:**

- *develop an approach*
- *derive benefit*

5.1 Match the verbs on the left with the nouns on the right to make combinations from this unit.

Verb	□	Noun
1. require	□	a. effects
2. interpret	□	b. research
3. meet	□	c. the person
4. carry out	□	d. requirements
5. adopt	□	e. data
6. identify	□	f. a special diet
7. assess	□	g. a policy

5.2 Choose the verb from the box that fits best with all the nouns in each group.

adopt ~~analyze~~ assess create define establish estimate play

- 1. analyze data, results, problems, behaviour
- 2. \_\_\_\_\_ a role, a part

- 3. \_\_\_\_\_ a problem, a word, a term, a concept
- 4. \_\_\_\_\_ a plan, a strategy, a policy, an approach
- 5. \_\_\_\_\_ a company, the cause, the facts, a relationship
- 6. \_\_\_\_\_ cost, value, effects, the extent of something
- 7. \_\_\_\_\_ risk, performance, damage, effectiveness
- 8. \_\_\_\_\_ jobs, a system, a situation, wealth, products

**5.3 Choose the noun from the box that fits best with all the verbs in each group.**

an analysis	benefit	<del>income</del>	issues	methods	a theory
-------------	---------	-------------------	--------	---------	----------

- 1. have, generate, supplement    income \_\_\_\_\_
- 2. discuss, address, raise        \_\_\_\_\_
- 3. use, develop, adopt            \_\_\_\_\_
- 4. support, test, develop         \_\_\_\_\_
- 5. do, carry out, give             \_\_\_\_\_
- 6. gain, bring, derive            \_\_\_\_\_

**5.4 Look at the underlined words in the following sentences. Underline the verbs that combine with the underlined nouns to identify the different verb + noun and noun + verb combinations.**

**Study tip**  
You will learn a lot of collocations by paying attention to the way words are used together in texts.

**Science**

- 1. New analysis shows that the development of technology to remove carbon dioxide from the air would not be cost-effective in the foreseeable future.
- 2. The report provides a detailed analysis of the level of chemicals present in the water.
- 3. Scientists need to obtain more data before they can say for certain what the cause of the problem is.
- 4. All the data show that in the North Atlantic, hurricanes occur more frequently in the autumn.
- 5. The research involves collecting data from at least 20 random samples.
- 6. Some argue that there is little or no scientific evidence to support the evolution theory.
- 7. More research is needed into the long-term health risks of eating GM products.

**Social Science**

8. Recent research has shown that citizens are generally dissatisfied with the government’s new approach to policing protests.
9. The prosecution failed to provide sufficient evidence to convict the accused.
10. After examining all the evidence, the judge agreed with the application.
11. If the government wants to crack down on crime, they need to adopt a much more radical approach.
12. There are several benefits you can claim if you are disabled and unable to work.
13. The introduction of the Jobcentre Plus scheme has brought many benefits to the unemployed.
14. Many studies of children’s eating attitudes and behaviour have used the questionnaire approach.



**Task 6 Word grammar**

**Discovering noun patterns**

You studied the following patterns in Unit 5. Ex 6.1 will help you notice these patterns in the academic texts you read.

- noun + preposition, e.g., *function of*
- noun followed by *that*, e.g., *the theory that*
- noun + noun, e.g., *transport costs*

**Note:** For more information about noun patterns, see Unit 4.

**6.1 Look at the underlined nouns in the sentences on page 66 and answer the questions.**

1. Is a preposition used after the noun? If so, what preposition?
 

a. _____	b. _____	c. _____	d. _____	e. _____	f. _____
g. _____	h. _____	i. _____	j. _____	k. _____	l. _____
m. _____	n. _____	o. _____	p. _____	q. _____	r. _____
  
2. Which nouns are followed by *that* + clause?
 

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3. Which noun + noun combinations are used?
 

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### Business and Finance

- a. The data supports the theory that higher oil prices lead to higher inflation.
- b. Chapter 5 discusses the theory of marketing costs.
- c. The assumption that money invested in the stock market will always make a rapid profit is a long way from the truth.
- d. Companies will need to make assumptions about the knowledge of their customers.
- e. There is clear evidence of a link between price reductions and increased sales.
- f. There is much supporting evidence for this belief.
- g. The study found no evidence that consumers are willing to pay a price premium for high-quality products in this area.
- h. The function of the sales manager is to maintain regular contact with all the company's main customers and to identify new customers.
- i. Both sides regard regular communication as fundamental to the process of maintaining a good business relationship.

#### Study tip

Noun + noun combinations are also called *compound nouns*.

### Education

- j. The college is in the process of relocating closer to the town centre.
- k. Today's approach to teaching and learning is very different from 20 years ago.
- l. A systematic approach to grading students is beginning to take shape.
- m. Socioeconomic background is believed to be a significant factor in determining a child's academic success.
- n. The improved training scheme available in schools has been of great benefit to teachers.
- o. Students will be able to get maximum benefit from the extra-curricular activities.
- p. The issue of increased university fees has divided public opinion.
- q. The university has adopted a policy of requiring all students to have their own laptop.
- r. The government's new policy on education has generated a lot of criticism.

#### Noun + noun combinations

Here are some more examples of noun combinations from previous exercises in this unit.

#### Examples:

- *university fees*
- *questionnaire approach*

6.2 Use the words in the box to make noun + noun combinations with the words in 1–4 below. You can place words from the box either before or after the words in 1–4.

analysis	collection	decision-making	decisions
findings	government	makers	production
			team

- 1. policy government, makers, decisions
- 2. research \_\_\_\_\_
- 3. data \_\_\_\_\_
- 4. process \_\_\_\_\_

6.3 Use your dictionary to find nouns that can be used in combination with the nouns in 1–5 (either before or after).

- 1. source energy, light, power
- 2. labour \_\_\_\_\_
- 3. benefit \_\_\_\_\_
- 4. export \_\_\_\_\_
- 5. area \_\_\_\_\_

**Transitive or intransitive verbs**

In earlier exercises in this unit, we have seen examples of the following verbs which show that they can be used with noun phrases as objects: *analyze, define, establish, estimate, identify, assess*. All of these verbs are therefore transitive.

**Examples:**

- *Scientists are attempting to assess what side effects the drug may have.*
- *After years of research, scientists have identified the cause of the disease.*

6.4 The tables below show some other verbs from the AWL Sublist 1 that are always transitive, and others which are always intransitive. Complete the tables by putting the verbs from the box in the correct table.

<del>assume</del>	legislate	<del>distribute</del>	<del>proceed</del>	function	involve
issue	finance	occur	<del>create</del>	process	

Transitive verbs	
assume	
create	
distribute	

Intransitive verbs	
proceed	

6.5 Copy an example sentence from your dictionary for each of the transitive verbs from the completed table in Ex 6.4.

distribute: Aid agencies are distributing food and blankets to the victims of the earthquake.

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6.6 Copy an example sentence from your dictionary for each of the intransitive verbs from the completed table in Ex 6.4.

proceed: Work is proceeding according to schedule.

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#### Verbs that are both transitive and intransitive

The following verbs are sometimes transitive and sometimes intransitive: *approach, benefit, research, vary, respond, interpret, indicate*.

The meaning of a verb can change if it is used transitively or intransitively, e.g., *take off*: *He took off his coat* (transitive), *The plane took off* (intransitive).

6.7 Look at the verbs as they are used in these sentences and decide if they are transitive (VT) or intransitive (VI).

#### Language and Linguistics

1. The new government scheme will benefit language students from the EU. ( VT )
2. Teachers must be ready to respond effectively to the needs of linguistically and culturally diverse children. (     )
3. The study indicates a strong connection between musical aptitude and linguistic ability. (     )



4. Sarah has been asked to interpret for the headteacher when the Russian visitors come to the school. ( \_\_\_ )
5. Teaching methods may vary depending on the target audience. ( \_\_\_ )
6. It is important for language colleges to research the market before setting up agencies overseas. ( \_\_\_ )
7. As summer approaches, a large number of foreign students are expected to attend language courses in the UK. ( \_\_\_ )

6.8 Complete the sentences below with verbs from the box. Then decide whether the verb is transitive (VT) or intransitive (VI).

<del>estimate</del>	include	to establish	define	is proceeding
involving	varies	require	indicates	has identified

### Health

1. Health experts estimate that regular exercise can increase life expectancy by around five per cent. ( VT )
2. Visitors to the country no longer \_\_\_\_\_ a vaccination certificate. ( \_\_\_ )
3. Treatment \_\_\_\_\_ according to the seriousness of the condition. ( \_\_\_ )
4. Research \_\_\_\_\_ that over 81 per cent of medical practitioners are dissatisfied with their salary. ( \_\_\_ )
5. Doctors \_\_\_\_\_ a good patient as one who accepts their statements and their actions without question. ( \_\_\_ )
6. The government \_\_\_\_\_ with its plan to move the hospital to another part of the city despite opposition from local residents. ( \_\_\_ )

### Business and Finance

7. The magazine \_\_\_\_\_ young women as a potential new market. ( \_\_\_ )
8. The purpose of the questionnaire is \_\_\_\_\_ whether employees are satisfied with their current working conditions. ( \_\_\_ )
9. Thorough marketing research will normally \_\_\_\_\_ the systematic identification, collection, analysis and distribution of information. ( \_\_\_ )
10. Many companies are looking at improving their working practices by \_\_\_\_\_ all staff in the decision-making process. ( \_\_\_ )



**Task 7**

**Review**

It is important you find time to review the exercises you have done in this unit and review what you have learnt.

**7.1 Look back through this unit and find:**

- 1. five noun + noun collocations

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- 2. five nouns often followed by prepositions

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- 3. five words that can be either nouns or verbs

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**7.2 Look back over all the exercises you have done. Write down phrases that you think are useful and that you want to remember.**

**Examples:**

- ... *the most obvious drawback* ...
- ... *according to one source* ...
- ... *there is no reason to assume* ...
- ... *can be interpreted* ...
- ... *research suggests that* ...

**Make your own notes here.**

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## Vocabulary List

### Business and Finance

bank account  
 business community  
 customer  
 exchange rate  
 fraud  
 globalization  
 inflation  
 localization  
 market change  
 marketing strategy  
 over-regulation  
 profit  
 risk  
 running costs  
 stock market  
 third quarter  
 uneconomical  
 value  
 wealth

### Education

academic achievement  
 educationalist  
 higher education  
 school administrator  
 selection  
 streaming  
 study (n)

### Environment

climate  
 emission  
 environmental issue  
 greenhouse gas  
 ozone layer

### Health

AIDS  
 cancer  
 diet  
 disease

epidemic  
 infection  
 medical practitioner  
 medical researcher  
 physician  
 side effect  
 symptom  
 treatment  
 vaccination certificate  
 virus

### Research

consumer  
 finding  
 questionnaire  
 random sample  
 statistics

### Society

behaviour  
 class  
 constitutional monarchy  
 crime  
 infancy  
 life expectancy  
 regional  
 resident

### Verbs

accept  
 address  
 adopt  
 affect  
 allow  
 carry out (research)  
 continue (to be)  
 deal (with)  
 depend (on)  
 gain  
 indicate  
 inform  
 invest

provide  
 raise  
 solve  
 stem (from)  
 suffer (from)  
 suggest  
 take shape  
 treat

### Other

accurate  
 amendment  
 average  
 controversial  
 creative  
 crisis  
 decision-making  
 process  
 detailed analysis  
 drawback  
 effect (n)  
 effective  
 external control  
 focus  
 freely available  
 fundamental  
 increase (n)  
 influence (n)  
 institution  
 leading  
 limited  
 minority  
 officially  
 opposition  
 organization  
 performance  
 point of view  
 popularity  
 practice (n)  
 project (n)  
 radical approach

rate  
 reduction  
 relationship  
 resources  
 right (n)  
 scientific evidence  
 statement  
 supporting  
 systematic  
 technique  
 well-documented

For web resources relevant to this book, see:

**[www.englishforacademicstudy.com](http://www.englishforacademicstudy.com)**

These weblinks will give you access to information and exercises related to the Academic Word List (AWL), and a series of interactive games and quizzes that enable you to test and expand your vocabulary for business and finance.

In this unit you will:

- familiarize yourself with the word families in AWL Sublist 2
- practise understanding and using these words in context

## Task 1 Meanings of words

As you do these exercises, pay special attention to the word class of each individual word.

### 1.1 Study the underlined words in the extracts below and think about their meaning.

#### Health

1. People can be given special exercise routines that are appropriate for their needs.
2. It is wrong to equate weight loss solely with diet.
3. Physical exercise can affect one's health in a number of positive ways.
4. For a healthy diet, it is important to restrict the amount of fat consumed.
5. Swimming and weight training exercise quite distinct parts of the body.



#### Environment

6. Many companies are now hoping to exploit the potential of the Arctic region.
7. In contrast to weather, climate is generally influenced by slow changes in features like the ocean, the land, the orbit of the Earth around the Sun, and the energy output of the Sun.
8. There is a complex relationship between climate change and weather patterns.
9. The drought and consequent famine affected large parts of the country.
10. Global warming is not the result of one single aspect of human behaviour.



1.2 Match the words from Ex 1.1 with the definitions on the right.

Word		Meaning
1. appropriate	<input type="checkbox"/>	a. made up of multiple parts and often complicated
2. equate	<input type="checkbox"/>	b. happening as a result of something
3. affect	<input type="checkbox"/>	c. to ensure something stays within a limit or limits
4. restrict	<input type="checkbox"/>	d. one of many parts of an idea or situation
5. distinct	<input type="checkbox"/>	e. a part of something that stands out as being important or interesting
6. potential	<input type="checkbox"/>	f. to change or influence someone or something
7. feature	<input type="checkbox"/>	g. the possibilities that something or someone has to offer
8. complex	<input type="checkbox"/>	h. right for a specific use
9. consequent	<input type="checkbox"/>	i. obviously different or part of a contradictory type
10. aspect	<input type="checkbox"/>	j. to treat two things as equal or the same

**Study tip**

The difference between the use of *effect* (n, v) and *affect* (v) can cause problems for students. Check with a dictionary if you are unclear about the difference.

1.3 Complete the pairs of sentences below with the words from Ex 1.2. In each pair, you need the same word for both sentences. In the case of verbs, pay attention to the ending required, e.g., ~s, ~ed, ~ing. In the case of nouns, you may have to decide whether the singular or plural form is appropriate.

**International Affairs**

- Emergency aid will be sent to the areas most \_\_\_\_\_ by the flooding.  
Extreme weather \_\_\_\_\_ many of the world's poorest regions.
- The developmental needs of the new EU countries are quite \_\_\_\_\_ from those of the original member states.  
The European Union consists of 25 countries with \_\_\_\_\_ cultural, linguistic and economic roots.
- Federalism and the Constitution are key \_\_\_\_\_ of American politics.  
One \_\_\_\_\_ of the American political system is the amount of autonomy each state has.
- Few people understand the \_\_\_\_\_ issues of mass migration.  
The processes involved in eradicating poverty are very \_\_\_\_\_.

5. Developing countries need to maximize their \_\_\_\_\_ for economic growth.  
Fair-trade initiatives have the \_\_\_\_\_ to create many new jobs in developing countries.

### Social Science

6. Some Western behaviour is not \_\_\_\_\_ in many other parts of the world.  
In some countries, people consider death to be the \_\_\_\_\_ punishment for possessing drugs.
7. The recent closure of several factories in Manchester and the \_\_\_\_\_ include the loss of jobs, which has had a severe effect on the whole area.  
Many people in the area are now unemployed, and as a \_\_\_\_\_, social problems are putting a strain on local resources.
8. In politics, some people seem to \_\_\_\_\_ openness with aggression.  
The Republican Party has always been \_\_\_\_\_ with right-wing policies.
9. Many countries have decided to \_\_\_\_\_ smoking in public places such as bars and restaurants.  
Smoking is \_\_\_\_\_ to designated areas.
10. This book deals with the social and religious \_\_\_\_\_ of Muslim societies.  
Religion is a major \_\_\_\_\_ of life in India.

## Task 2

## Multi-meaning words

- 2.1 **The underlined words in the sentences below have at least two meanings. Look at how they are used and choose the correct meaning.**

### Social Science

- An increased demand for feature writers has been prompted by the number of new magazines being published.
  - a part of someone's face, such as their eyes, nose
  - a part of something that stands out as being important or interesting
  - an article given special prominence in a newspaper or a magazine
- Manual workers are rarely given enough credit for all the hard work they do.
  - an agreement with a company where a product is taken by a customer and paid for later
  - appreciation or respect someone gets when they have done something well
  - recognition a student gets from a college or university for completing a course
- The primary objective of the new legislation is to raise standards of living.
  - most important or fundamental
  - the name given to the education of children between the ages of five and 11
  - medically, the beginning of growth or development

- 4. Many teachers maintain that the latest changes in the curriculum will lead to a decline in educational standards.
  - a. to allow something to continue as it had previously or at the same level
  - b. to uphold a degree of action or motion
  - c. to be certain that what you believe is correct
- 5. The police are conducting a thorough investigation into claims of racism.
  - a. to carry out a specific project or task, particularly to find out information
  - b. to transmit electricity or heat along or through something
  - c. to take or show someone around somewhere
- 6. The government is trying to reintegrate mentally ill people into the community.
  - a. society and the people in it
  - b. an area and the people who live in it
  - c. plants and animals that can be found together in a specific area

### Economics

- 7. Developed countries consume huge quantities of raw materials.
  - a. to make use of a quantity of something
  - b. to eat or drink something
  - c. to permanently use something up
- 8. This is made worse by the range of products demanded by the retail market.
  - a. a set of items or people that are distinct but related
  - b. the extent to which the quantity of something varies
  - c. the group of products that an organization offers
- 9. There is an element of truth in the idea that creating wealth in society is good for the poor, but in reality they benefit very little.
  - a. a substance consisting of only one type of atom
  - b. one part of a complicated system
  - c. an amount, usually small, of a quality or feeling
- 10. All aspects of the economy must be considered when reducing interest rates.
  - a. many features of something
  - b. the direction in which a window, room or front of a building faces
  - c. how something or someone looks

## Task 3 Word classes

3.1 Use your dictionary to check these words. Then complete the tables with the word class they belong to, i.e., noun, verb, adjective or adverb. Some words belong in more than one class.

Word	Word class
conclude	<i>verb</i>
acquire	
community	
relevant	
potential	

Word	Word class
resource	
transfer	
focus	
previous	
secure	

**3.2 Decide what word class would fill each gap in the following sentences. Write *v* (verb), *n* (noun) or *adj* (adjective) in the bracket after each gap.**

**Environment**

1. The article \_\_\_\_\_ ( \_\_\_ ) on recent research into the benefits of alternative medicine.
2. The study \_\_\_\_\_ ( \_\_\_ ) that sea temperatures are rising by 1°C every nine years.
3. Experts are attempting to identify \_\_\_\_\_ ( \_\_\_ ) risks to coastal areas from flooding caused by melting ice in polar regions.
4. Many of the world's mineral \_\_\_\_\_ ( \_\_\_ ) have already been exhausted.
5. The local \_\_\_\_\_ ( \_\_\_ ) plays an important role in the success of the new eco-friendly scheme.

**Politics**

6. The \_\_\_\_\_ ( \_\_\_ ) of power to a civilian government took longer than expected.
7. The government says that the arguments against hospital budget cuts are no longer \_\_\_\_\_ ( \_\_\_ ) in the current situation.
8. Many people feel less \_\_\_\_\_ ( \_\_\_ ) as a result of the sharp rise in crime.
9. The government is attempting to \_\_\_\_\_ ( \_\_\_ ) new powers to deal with violent crime.
10. The newly elected president reversed a lot of the policy decisions made by the \_\_\_\_\_ ( \_\_\_ ) president.

**3.3 Complete the sentences in Ex 3.2 with words from Ex 3.1. In the case of verbs, pay attention to the ending required, e.g., *~s*, *~ed*, *~ing*. In the case of nouns, you may have to decide whether the singular or plural form is appropriate.**

**Task 4**

**Word families**

Look at these two sentences.

- *Some \$15 billion was invested in the former Soviet bloc in Europe and Central Asia.*
- *Even North Korea, facing severe food shortages and economic decline, is keen to attract foreign investment.*

The underlined words are both members of the same word family. The word *invested* can also be used as an adjective, but in this word family there is no adverb.

4.1 Complete the table with the words in the box. There may be some columns where there are two entries. You may know some other words to complete the light green cells.

selective	complexity	normality	distinction
maintenance	computerize	strategic	regulation
participant	participation	resourceful	regional
perceive			

Nouns	Verbs	Adjectives	Adverbs
achievement	achieve		
		normal	
	participate		
	maintain		
perception			
	regulate		
strategy			
	select		
region			
resource			
		complex	
		distinct	
computer			

- 4.2 Choose the correct form of the word in brackets to complete the following sentences. In the case of verbs, pay attention to the ending required, e.g., *-s*, *-ed*, *-ing*. In the case of nouns, you may have to decide whether the singular or plural form is appropriate.

### Health

1. Contrary to popular \_\_\_\_\_, vigorous exercise is not necessarily good for your health. (perceive)
2. The \_\_\_\_\_ of medical practitioners in the decision-making process is absolutely essential. (participate)
3. The discovery of penicillin was one of the major medical \_\_\_\_\_ of the 20<sup>th</sup> century. (achieve)
4. A new \_\_\_\_\_ is needed to tackle the growing problem of AIDS in Africa. (strategy)
5. Some medical experts do not make any \_\_\_\_\_ between coeliac disease and wheat intolerance. (distinct)



### Economics

6. Many believe that higher inflation is a direct \_\_\_\_\_ of the increase in the price of oil. (consequent)
7. The \_\_\_\_\_ of a stable and low rate of inflation is essential for economic development. (maintain)
8. The economy should be allowed to develop independently without the \_\_\_\_\_ of artificial government measures. (assist)
9. The government is often highly \_\_\_\_\_ in assigning funds to economically disadvantaged regions. (select)
10. Financial \_\_\_\_\_ in the public sector are very strict. (regulate)

### Prefixes

The following prefixes are used with a number of the words from AWL Sublist 2.

Prefix	Meaning
<i>re~</i>	again
<i>in~, un~, ab~, ir~</i>	not, the opposite of
<i>under~</i>	not enough

**4.3 Which of the prefixes on page 79 can be used with the following words?**

1. secure \_\_\_\_\_
2. relevant \_\_\_\_\_
3. regulated \_\_\_\_\_
4. appropriate \_\_\_\_\_
5. construct \_\_\_\_\_
6. affected \_\_\_\_\_
7. normal \_\_\_\_\_
8. invest \_\_\_\_\_
9. obtainable \_\_\_\_\_
10. restricted \_\_\_\_\_
11. conclusive \_\_\_\_\_

**4.4 Complete the following sentences using either:**

- the correct form of the word in brackets; or
- a prefix + the correct form of the word in brackets

**Health**

1. An incorrect diagnosis of the patient's illness resulted in him receiving completely \_\_\_\_\_ treatment. (appropriate)
2. \_\_\_\_\_ information can often delay an accurate diagnosis of a patient's condition. (relevant)
3. Many hospitals are now allowing completely \_\_\_\_\_ access to people visiting patients. (restricted)
4. A body temperature of 40°C (104°F) indicates the presence of an \_\_\_\_\_ condition or symptom in the patient. (normal)
5. The patient received serious injuries in the accident but her vital organs were \_\_\_\_\_. (affected)

**Business and Finance**

6. The \_\_\_\_\_ of the buildings was funded by bank loans. (construction)
7. Make sure an investment broker is officially \_\_\_\_\_ and authorized before you hand over any of your money. (regulated)
8. Investment funds usually \_\_\_\_\_ their profits rather than pay them out to shareholders. (invest)

- 9. Zero inflation is an unrealistic and \_\_\_\_\_ goal for the economy at this stage. (obtainable)
- 10. The results of the investigation were \_\_\_\_\_, so the company's accounts will have to be examined again. (conclusive)

**Task 5 Collocations**

**Verbs and nouns**

Look at these verb + noun combinations that appear in this unit.

**Examples:**

- (re)invest profits
- restrict access

5.1 Match the verbs on the left with the nouns on the right to make combinations from this unit.

Verb	Noun
1. exploit	<input type="checkbox"/> a. investment
2. make	<input type="checkbox"/> b. an investigation
3. affect	<input type="checkbox"/> c. the potential of something
4. attract	<input type="checkbox"/> d. a distinction
5. conduct	<input type="checkbox"/> e. access
6. restrict	<input type="checkbox"/> f. one's health

5.2 Choose the verb from the box that fits best with all the nouns in each group.

<del>achieve</del>	affect	consume	design
evaluate	maintain	perceive	transfer

- 1. achieve good results, objectives, high standards, success
- 2. \_\_\_\_\_ productivity, business, development, rates
- 3. \_\_\_\_\_ standards, quality, the status quo, interest
- 4. \_\_\_\_\_ needs, problems, threats, differences
- 5. \_\_\_\_\_ food, time, quantities, goods
- 6. \_\_\_\_\_ clothes, buildings, systems, courses

- 7. \_\_\_\_\_ money, funds, accounts, data
- 8. \_\_\_\_\_ effects, alternatives, effectiveness, evidence

**Adjectives and nouns**

Look at these adjective + noun combinations that appear in this unit.

- *local resources*
- *developmental needs*

**5.3 Choose one adjective from the box that fits best with all the nouns in each group.**

appropriate	<del>complex</del>	final	normal	positive	primary
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- 1. complex \_\_\_\_\_ problem, relationship, structure
- 2. \_\_\_\_\_ objective, aim, function, purpose, concern, importance
- 3. \_\_\_\_\_ response, effect, influence, aspect, impact, experience
- 4. \_\_\_\_\_ decision, analysis, outcome, product, result, stage
- 5. \_\_\_\_\_ circumstances, practice, life, distribution, conditions
- 6. \_\_\_\_\_ action, time, response, manner, choice

**5.4 Look at the underlined words in the following sentences. Identify different combinations of verbs, nouns, adjectives and adverbs. Then answer the questions that follow.**

**Information Technology**

- 1. Technological advances are affecting every aspect of life.
- 2. Internet companies offer a vast range of products.
- 3. Software companies can provide a wide range of solutions.
- 4. The government has recently commissioned a report on cyberterrorism.
- 5. We can't upgrade the system until we have all the relevant information.
- 6. The use of the Internet to organize recent riots might have far-reaching consequences for some social networking sites.



**Environment**

7. The new research is particularly relevant to our environmental work.
8. Experts are trying to reduce the impact of the oil spill on marine life.
9. We need to focus on the environmental and ecological aspects of the problem.
10. Changes in energy policy will have a huge impact on the environment.
11. Volunteers were paid for their participation in the research.
12. The report makes a clear distinction between environmental concerns and environmental emergencies.

**Politics**

13. The government is looking at ways of increasing voter participation in elections.
14. The government's regulation of the Internet and media has increased considerably in the last few years.
15. The effectiveness of the proposals depends on how the authorities decide to enforce the regulations.
16. The government decided to lift restrictions on the export of foreign currency.
17. No currency or exchange restrictions are imposed on registered companies.
18. Politicians involved in the recent scandal have to face the consequences of their actions.

**Questions:**

- a. What verbs are used with these nouns?

\_\_\_\_\_ impact

\_\_\_\_\_ regulations

\_\_\_\_\_ distinction

\_\_\_\_\_ restrictions

\_\_\_\_\_ consequences

\_\_\_\_\_ report

- b. What nouns are used after these words?

aspect(s) of \_\_\_\_\_

participation in \_\_\_\_\_

relevant (to) \_\_\_\_\_

regulation of \_\_\_\_\_

range of \_\_\_\_\_

c. What adjectives are used before these nouns?

\_\_\_\_\_ range

\_\_\_\_\_ impact

\_\_\_\_\_ aspect(s)

\_\_\_\_\_ consequences

d. What adverb is used before this word?

\_\_\_\_\_ relevant

**Task 6** **Word grammar**

**Discovering noun patterns**  
You studied the following patterns in Unit 5. Ex 6.1 will help you notice these patterns in the academic texts you read.  
■ noun + preposition, e.g., *distinction between*  
■ noun followed by *that*, e.g., *perception that*  
■ noun + noun, e.g., *population growth*

**6.1** **Look at the underlined nouns in the sentences below and answer the following questions.**

1. Is a preposition used after the noun? If so, what preposition?

- a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_ e. \_\_\_\_\_ f. \_\_\_\_\_
- g. \_\_\_\_\_ h. \_\_\_\_\_ i. \_\_\_\_\_ j. \_\_\_\_\_ k. \_\_\_\_\_ l. \_\_\_\_\_
- m. \_\_\_\_\_ n. \_\_\_\_\_

2. Which nouns are followed by *that* + clause? \_\_\_\_\_

**Health**

- a. It is vital to understand the distinction between bacterial infections and viral infections.
- b. We need to assess the potential impact of avian flu on the human population.
- c. The focus of the conference shifted from population growth to the eradication of common diseases.
- d. There is a widespread perception that antiviral drugs can be developed quickly.
- e. The relevance of this concept to physicians is discussed in theoretical terms in this chapter.
- f. The restrictions on importing drugs are designed to limit the potential impact of unlicensed drugs on the local market.



**Sport**

- g.** The test measures children’s achievements in different sports.
- h.** The sporting achievements of the team captain have been recorded in a new book.
- i.** Active participation in sporting activities is a requirement for most young children.
- j.** The emphasis is on participation by teenagers and young adults in local projects.
- k.** The emphasis is on the success of the team rather than on the achievement of individual players.



**Environment**

- l.** The acquisition of the woodland is being investigated by the Forestry Commission.
- m.** If sea levels continue to rise, it will have very serious consequences for many cities in low-lying areas.
- n.** More extreme weather conditions are the unavoidable consequences of global warming.

**Noun + noun combinations**

Here are some more examples of noun + noun combinations from Ex 5.4.

- *voter participation* (sentence 13)
- *exchange restrictions* (sentence 17)

**6.2 Use the words in the box to make noun + noun combinations with the words in 1–4 below. Words from the box might come before or after the words in 1–4.**

consumption	computer	construction	restrictions
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- 1.** energy, food, fuel, alcohol \_\_\_\_\_
- 2.** system, screen, software, programmer, industry \_\_\_\_\_
- 3.** manager, industry, work, company \_\_\_\_\_
- 4.** speed, trade, travel, import \_\_\_\_\_

**6.3 Use your dictionary to find nouns that can be used in combination with the nouns in 1–4 (either before or after).**

- 1.** review \_\_\_\_\_
- 2.** regulations \_\_\_\_\_
- 3.** security \_\_\_\_\_
- 4.** administrators \_\_\_\_\_

**Note:** For more information about noun patterns, see Unit 5.

**Transitive or intransitive verbs**

In earlier exercises in this unit, we have seen examples of the following verbs which show that they can be used with noun phrases as objects: *affect, achieve, acquire, conduct, construct, consume, invest, maintain, restrict*. All of these verbs are therefore transitive.

**Example:**

- *Environmental factors can affect human development before birth.*

6.4 The tables below show some other verbs from AWL Sublist 2 that are always transitive and others that are always intransitive. Complete the tables by putting the verbs from the box in the correct column.

credit	<del>participate</del>	feature	<del>categorize</del>	select
<del>design</del>	regulate	<del>purchase</del>	<del>seek</del>	finalize
survey	<del>evaluate</del>	regulate	<del>equate</del>	reside
	<del>injure</del>		perceive	

Transitive verbs	
categorize	
equate	
evaluate	
design	
injure	
purchase	
seek	

Intransitive verbs	
participate	

6.5 Copy an example sentence from your dictionary for each of the transitive verbs from the completed table in Ex 6.4.

**Note:** See Unit 5 for more on transitive and intransitive verbs.

*categorize:* The population is categorized according to age, sex and social group.

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6.6 Copy an example sentence from your dictionary for each of the intransitive verbs from the completed table in Ex 6.4.

participate: Everyone in the class is expected to participate actively in these discussions.

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**Verbs that are both transitive and intransitive**

The following verbs are sometimes transitive and sometimes intransitive: *assist, conclude, focus, transfer, obtain, impact*.

6.7 Look at the verbs as they are used in these sentences and decide if they are transitive (VT) or intransitive (VI).

**Business**

1. This leaflet will assist consumers in selecting the best insurance policy. ( \_\_\_ )
2. The report concludes with references to the rise in inflation and the decline in business optimism. ( \_\_\_ )
3. Ideas that work well in one business situation may not transfer well to another. ( \_\_\_ )
4. The research project will focus on the impact of e-business on an organization. ( \_\_\_ )
5. The purpose of the research is to identify problem areas and to obtain objective data for analysis. ( \_\_\_ )
6. The new law will progressively impact on the way businesses operate. ( \_\_\_ )



**Task 7**

**Review**

It is important you find time to review the exercises you have done in this unit and review what you have learnt.

7.1 Look back through this unit and find:

1. five adjective + noun collocations

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2. five noun + noun collocations

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3. five nouns often followed by prepositions

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4. five words that can be either nouns or verbs

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7.2 **Look back over all the exercises you have done and write down phrases that you think are useful and that you want to remember.**

**Examples:**

- ... it is wrong to equate ...*
- ... in contrast to ...*
- ... the primary objective of ...*
- ... conduct a thorough investigation into ...*
- ... may contain an element of truth ...*
- ... make a distinction between ...*

**Make your own notes here.**

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7.3 Look at AWL Sublist 2 on pages 170–171. Check the words you don't know in your dictionary and make notes on the meaning and use of the words.

**Example notes:**

Word (word class)	Meanings
item ( <i>n</i> )	<ul style="list-style-type: none"> <li>■ a single thing, especially one thing in a list, group or set of things</li> <li>■ a single, usually short, piece of news in a newspaper or magazine, or on television</li> </ul>

**Example phrases:**

*an item of clothing / furniture / jewellery*

*an item on the agenda / list / menu*

*luxury items*

*a news item*

**Other related words:**

*itemize* (transitive verb)

**Make your own notes here.**

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## Vocabulary List

### Business and Finance

bank loan  
business optimism  
developed country  
developing country  
development (of)  
disadvantaged  
economic decline  
economic growth  
exchange restriction  
fair-trade initiative  
foreign investment  
funds  
insurance policy  
investment broker  
investment fund  
productivity  
raw materials  
retail market  
shareholder  
zero inflation

### Education

educational standards

### Environment

Arctic region  
climate change  
coastal area  
developmental needs  
emergency aid  
energy output  
extreme weather  
famine  
flooding  
Forestry Commission  
global warming  
low-lying area

marine life  
mineral resources  
oil spill  
orbit  
polar region  
sea level  
weather pattern

### Health

avian flu  
bacterial infection  
body temperature  
cloning  
diagnosis  
exercise routine  
health and safety  
healthy diet  
mentally ill  
penicillin  
physical exercise  
vigorous exercise  
viral infection  
vital organ  
weight loss  
weight training

### Politics

civilian government  
election  
European Union (EU)  
federalism  
government measure  
legislation  
member state  
newly elected  
policy decision  
Soviet bloc  
voter participation

### Research

objective data

### Society

local resources  
population growth  
public place  
punishment  
religious  
social group  
social problem  
suspect (*n*)  
investigation  
unemployed  
violent crime

### Verbs

assign  
attempt  
attract (investment)  
exhaust  
exploit (the potential of)  
hand over  
influence  
make (a distinction)  
maximize  
possess  
register  
reintegrate  
reverse  
tackle

### Other

according to  
argument  
artificial  
authorized  
belief  
circumstances

contrary to (popular opinion)  
designated area  
distinction  
element of truth (an ~)  
essential  
far-reaching consequences  
feature writer  
in contrast to  
linguistic presence  
primary objective  
progressively relevant information  
severe effect  
standardized strain  
theoretical unavoidable consequences  
volunteer (*n*)  
widespread perception

For web resources relevant to this book, see:

**[www.englishforacademicstudy.com](http://www.englishforacademicstudy.com)**

These weblinks will give you access to authentic news items, with transcripts of the broadcasts in order to focus on key vocabulary and the way it is used; and useful information on how to learn English vocabulary in an academic context.

# 8

# AWL – Sublist 3

In this unit you will:

- familiarize yourself with the word families in AWL Sublist 3
- practise understanding and using these words in context

## Task 1 Meanings of words

As you do these exercises, pay special attention to the word class of each individual word.

### 1.1 Study the underlined words in the extracts below and think about their meaning.

#### Manufacturing

1. The machine consists of more than two hundred different components.
2. It is fully guaranteed for a period of five years, excluding electrical parts.
3. Its initial performance should match the criteria set out in the technical specifications.
4. Any operator mishandling of the machine may constrain the right of the customer to claim replacement components.
5. The manufacturer retains the right to refuse consent for repair work if the terms of the contract have been broken.

#### Science

6. Darwin’s observations led him to deduce that animals could adapt to their surroundings.
7. The dominant male baboon is the largest in the group.
8. In certain groups of apes and other primates, there is a core of animals which enjoy greater power than the other members of the group.
9. Ape society seems to consist of different layers of seniority.
10. At the moment, it’s impossible to say for sure what the outcome of the research will be.



### 1.2 Match the words from Ex 1.1 with the definitions on the right.

Word	Meaning
1. component <input type="checkbox"/>	a. to produce an opinion as a result of information
2. excluding <input type="checkbox"/>	b. stronger or more obvious than other people or things which are similar
3. initial <input type="checkbox"/>	c. to allow something to happen
4. constrain <input type="checkbox"/>	d. happening when something first starts

Word	Meaning
5. consent	<input type="checkbox"/> e. the strongest members of a group
6. deduce	<input type="checkbox"/> f. one of the many parts that make up a machine or system
7. dominant	<input type="checkbox"/> g. the results or consequences of something
8. core	<input type="checkbox"/> h. to prevent or limit something
9. layer	<input type="checkbox"/> i. not including
10. outcome	<input type="checkbox"/> j. one of several levels within an organization

1.3 Complete the pairs of sentences below with the words from Ex 1.2. In each pair, you need the same word for both sentences. In the case of verbs, pay attention to the ending required, e.g., *~s*, *~ed*, *~ing*. In the case of nouns, you may have to decide whether the singular or plural form is appropriate.

#### Engineering

1. The truck frame is the principal \_\_\_\_\_ of a forklift truck.  
The factory makes car engine \_\_\_\_\_.
2. Carter Construction \_\_\_\_\_ the construction industry in the past.  
Ten years ago, the company enjoyed a \_\_\_\_\_ share of the market.
3. The \_\_\_\_\_ stage of the project is to build the transport infrastructure.  
\_\_\_\_\_ safety checks will be carried out before the main phase of the construction project begins.
4. Planning regulations \_\_\_\_\_ building development in the past.  
The hospital does not want financial problems to \_\_\_\_\_ the building of new medical facilities.
5. \_\_\_\_\_ the cost of hiring local machine operators, the construction project cost over \$1.5 million.  
The contract drawn up for the road improvement project \_\_\_\_\_ insurance.



## Environment

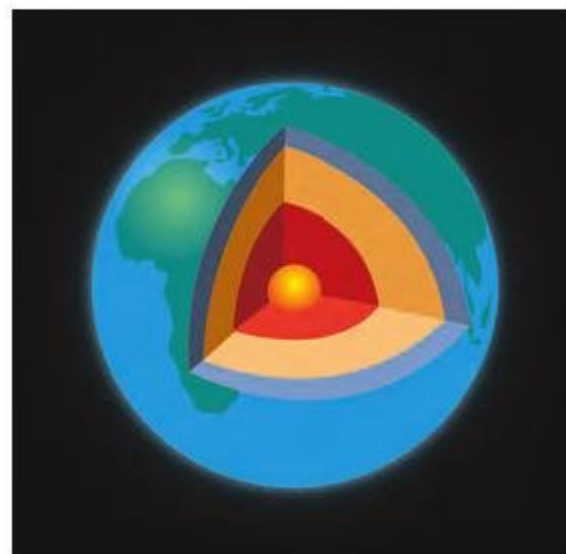
6. Carbon dating procedures enable scientists to \_\_\_\_\_ the probable age of ancient remains.  
Scientists have \_\_\_\_\_ from observing shellfish fossils that the area had once been covered in water.
7. A large hole in the ozone \_\_\_\_\_ has appeared over Antarctica.  
The Welsh coastline is made up of several different \_\_\_\_\_ of rock.
8. Geophysicists study the Earth's \_\_\_\_\_ as well as the movement of tectonic plates.  
Scientists can measure how much carbon dioxide was present in the atmosphere thousands of years ago by studying the \_\_\_\_\_ at the centre of ice in the Arctic Circle.
9. Environmental campaigners hoped for a positive \_\_\_\_\_ to the UN's climate change summit.  
The government's new Energy Bill has had several \_\_\_\_\_.
10. The water company will need written \_\_\_\_\_ from the Environment Agency before they dig up pipes near the river.  
The Environment Agency had not \_\_\_\_\_ to flood defences being built next to the river, so these had to be demolished.

## Task 2

## Multi-meaning words

### 2.1 The underlined words in the sentences below have at least two meanings. Look at how they are used and choose the correct meaning.

1. The temperature at the Earth's core is believed to be between 3,000 and 5,000°C.
  - a. the hard central part of a fruit such as an apple that contains the seeds
  - b. the strongest, most supportive members of a group
  - c. the middle of a planet
2. A number of different human activities have contributed to climate change.
  - a. to add your money, goods, ideas or time and effort to something
  - b. to be one of the reasons that something happens
  - c. to have written for a newspaper or magazine



### Science

3. The studies clearly demonstrate the link between fossil fuels and climate change.
  - a. to show something is true
  - b. to show another person how to do something by doing it yourself
  - c. to protest against or support something with other people in a public place
4. The earthquake registered 6.9 on the Richter scale.
  - a. to enter someone's name on an official list
  - b. to give your opinion about something officially so that everyone knows your feelings
  - c. to show as a measurement on a piece of equipment

### Economics

5. Although prices of most basic commodities have risen in the past year, some have remained constant.
  - a. of a regular nature over a period of time
  - b. remaining at the same level or amount
  - c. loyal to a person or friend
6. The red sector in the pie chart corresponds to monthly expenditure on food.
  - a. to be like something else or very similar to it
  - b. to exchange letters with someone regularly
  - c. to relate or link to something
7. People have perfectly valid reasons for being concerned about the long-term effects of the recession.
  - a. a ticket or document which is officially acceptable
  - b. a reasonable argument that most people would accept
  - c. a user name or password that will be accepted by a computer system
8. The data implies that inflation rates might fall next year.
  - a. to suggest that something is likely to exist or to be true
  - b. to suggest that you think something without expressing it directly
9. The graph clearly illustrates the inflation trend over the past two years.
  - a. to explain something by referring to something visual, such as a picture, diagram or graph
  - b. to be an example which shows that something is correct or factual
  - c. to create artwork for a book, magazine article, etc.



### Social Science

10. There has been an enormous shift in attitudes towards smoking during the past 20 years.
  - a. a change in something
  - b. a period of work time in a factory
  - c. a key on a computer keyboard
11. Employees in this country pay up to 40 per cent of their income in tax and other deductions.
  - a. using evidence or information in order to understand something
  - b. the amount that is subtracted from a total, or the process of subtraction

- 12. Many people feel that the government's benefit cuts cannot be justified.
  - a. to show there is a good explanation for something that other people may think is unreasonable
  - b. to give an acceptable reason for something
  - c. to make the left or right edges of a piece of writing straight on a page
- 13. A fund has been set up to help finance small start-up companies.
  - a. a supply of money that people collect and keep for a specific reason
  - b. a large amount of something which is usually useful
- 14. Human rights activists believe the government should compensate victims of abuse by police and armed forces personnel.
  - a. to balance the effect of something negative
  - b. to pay someone money for an injury or loss

**Task 3**    **Word classes**

3.1 Use your dictionary to check these words. Then complete the tables with the word class they belong to, i.e., noun, verb, adjective or adverb. Some words belong to more than one class.

Word	Word class	Word	Word class
shift	<i>noun, verb</i>	consent	
link		minority	
proportion		register	
sequence		specify	
volume		comment	
alternative		emphasize	

3.2 Decide what word class would fill each gap in the following sentences. Write *v* (verb), *n* (noun) or *adj* (adjective) in the brackets after each gap.

**Science**

- 1. The 18<sup>th</sup>-century chemist Jacques Charles studied the relationship between the \_\_\_\_\_ ( \_\_\_ ) of gas and temperature.
- 2. Virtually all children go through the same \_\_\_\_\_ ( \_\_\_ ) of motor behaviours in the same order.
- 3. Scientists have \_\_\_\_\_ ( \_\_\_ ) environmental factors with the development of unborn babies.

4. The theory of evolution \_\_\_\_\_ ( \_\_\_ ) the biological basis of human development.
5. A high \_\_\_\_\_ ( \_\_\_ ) of babies born to mothers who were smokers have a less than average body weight at birth.
6. The book details \_\_\_\_\_ ( \_\_\_ ) ways to bring up young children.

### Health

7. Patients have the right to refuse \_\_\_\_\_ ( \_\_\_ ) for a particular treatment at any time.
8. Journalists often ask doctors about the health of famous patients, but they usually refuse to \_\_\_\_\_ ( \_\_\_ ).
9. Manufacturers of pharmaceuticals have to \_\_\_\_\_ ( \_\_\_ ) clearly which side effects patients might experience.
10. Employees from ethnic \_\_\_\_\_ ( \_\_\_ ) account for up to 40 per cent of the total number of health workers in certain areas of the country.
11. All patients must be \_\_\_\_\_ ( \_\_\_ ) on arrival at the hospital.
12. Once again, scientists are \_\_\_\_\_ ( \_\_\_ ) their focus back towards a virus as the most likely cause of the problem.

**3.3** Now complete the sentences in Ex 3.2 with words from Ex 3.1. In the case of verbs, pay attention to the ending required, e.g., *~s*, *~ed*, *~ing*. In the case of nouns, you may have to decide whether the singular or plural form is appropriate.

## Task 4 Word families

Look at these two sentences.

Many governments began trying to control immigration.

The numbers of legal and illegal immigrants grew nonetheless, as economics had its way.

Source: On the move. (2001, May 10). *The Economist*. Retrieved from <http://www.economist.com>

The underlined words are both members of the same word family, and the writer uses them to make the writing more cohesive.

4.1 Complete the table with these words. There may be some columns where there are two entries. You may be able to complete the light green cells with some other words you know.

exclusively	alternatively	compensation	constantly
constraint	proportional	contribution	validity
correspondingly	sufficiently	deduction	reliable
illustrate	reliability	initially	reliance
locate	specific	justification	emphasize
			implication

Nouns	Verbs	Adjectives	Adverbs
reaction	react		
validation			
	specify		
	rely		
illustration			
location			
	justify		
	imply		
		initial	
	correspond		
		alternative	
	compensate		
	contribute		
		constant	
	constrain		
	deduce		

Nouns	Verbs	Adjectives	Adverbs
		exclusive	
proportion			
		sufficient	
emphasis			

- 4.2 Choose the correct form of the word in brackets to complete the following sentences. In the case of verbs, pay attention to the ending required, e.g., *-s*, *-ed*, *-ing*. In the case of nouns, you may have to decide whether the singular or plural form is more appropriate.

#### Business and Finance

- The government will pay full \_\_\_\_\_ to businesses affected by the new regulation. (compensate)
- Microsoft has decided to place greater \_\_\_\_\_ on developing new products. (emphasize)
- \_\_\_\_\_, we had planned to focus solely on the domestic market. (initial)
- However, the unfavourable \_\_\_\_\_ of many overseas customers to our latest range forced us to change our strategy. (react)
- Focusing on research and development will have \_\_\_\_\_ for short-term profitability. (imply)

#### Language and Linguistics

- Diagnostic tests are usually run by teachers to identify \_\_\_\_\_ language points that need to be reviewed. (specify)
- It usually requires many years to learn a language \_\_\_\_\_ well in order to be able to speak fluently. (sufficient)
- In order to remember new vocabulary, learners need to \_\_\_\_\_ review the words they have learnt in class. (constant)
- You can learn a language by attending a course, or \_\_\_\_\_ by living in the country where the language is spoken. (alternative)
- The learners' \_\_\_\_\_ in lessons are key to their success. (contribute)

### Prefixes

The following prefixes are used with a number of the words from AWL Sublist 3.

Prefix	Meaning
<i>re~</i>	again
<i>in~, un~, dis~, de~</i>	not, the opposite of

#### 4.3 Which of the above prefixes can be used with the following words?

1. validate \_\_\_\_\_
2. sufficient \_\_\_\_\_
3. specified \_\_\_\_\_
4. reliable \_\_\_\_\_
5. proportionate \_\_\_\_\_
6. locate \_\_\_\_\_
7. justified \_\_\_\_\_
8. conventional \_\_\_\_\_

#### 4.4 Complete the following sentences using either:

- the correct form of the word in brackets; or
- a prefix + the correct form of the word in brackets

In the case of verbs, pay attention to the ending required, e.g., *~ed*, *~ing*, *~s*.

#### Research

1. Statistics can sometimes be \_\_\_\_\_ and lead to overgeneralized conclusions. (reliable)
2. The conclusions of the report are \_\_\_\_\_ by the low number of people in the survey. (validate)
3. If the amount of data available is \_\_\_\_\_, the study cannot be conducted properly. (sufficient)
4. The high level of crime in the city has forced the company to \_\_\_\_\_ to a rural area. (locate)
5. The study reveals that 80 per cent of complaints were \_\_\_\_\_ and a waste of police time. (justify)

## Task 5 Collocations

### Verbs and nouns

Look at these verb + noun combinations that appear in this unit.

- *invalidate a conclusion*
- *refuse consent*
- *pay compensation*

- 5.1 Complete each sentence below using one of the verbs in the box. Pay attention to the underlined noun in each sentence and find a verb that collocates with that noun. Use each verb once only.

demonstrate	be	follow	give	pay	predict
coordinate	justify	make	maximize	meet	

### Education

1. All applicants must \_\_\_\_\_ the entry criteria for this course.
2. They must also \_\_\_\_\_ a commitment to this highly specialized field of study.
3. Students are expected to \_\_\_\_\_ an active contribution to the life of the university.
4. The principal has had to \_\_\_\_\_ his actions after firing a teacher.
5. Universities \_\_\_\_\_ students hundreds of thousands of pounds each year to compensate for their mistakes.
6. The questions \_\_\_\_\_ a logical sequence.

### Politics

7. The government is going to \_\_\_\_\_ the relief effort as numerous aid agencies arrive in the affected area.
8. The Ministry of Finance will \_\_\_\_\_ its consent to the release of more funds to help the victims.
9. With both parties level in the opinion polls, it is very difficult to \_\_\_\_\_ the outcome of the election.



10. There \_\_\_\_\_ a big shift in public opinion since the last election.
11. One of the goals of the new government is to \_\_\_\_\_ results in the health sector.

5.2 Choose one verb from the box that fits best with all the nouns in each group.

justify	shift	emphasize	dominate	illustrate	exclude
---------	-------	-----------	----------	------------	---------

1. \_\_\_\_\_ an action, an argument, the cost, a position
2. \_\_\_\_\_ a point, a need, the importance, the value
3. \_\_\_\_\_ funds, attention, responsibility, power
4. \_\_\_\_\_ the world, the market, the industry, the news
5. \_\_\_\_\_ the point, the difficulty, the problem, the importance
6. \_\_\_\_\_ people, children, evidence, the possibility

5.3 Complete the sentences below with an appropriate verb + noun combination from Ex 5.2. The first letter of each noun is given to help you. Pay attention to the form and tense of the verb in each sentence.

1. C \_\_\_\_\_ who are \_\_\_\_\_ from school often end up wandering the streets.
2. We can \_\_\_\_\_ this p \_\_\_\_\_ by showing you a diagram.
3. The report \_\_\_\_\_ the i \_\_\_\_\_ of implementing safety standards.
4. Men still tend to \_\_\_\_\_ the w \_\_\_\_\_ of professional sport – there are hardly any women involved in football management, for example.
5. The government hopes the latest good news from overseas will \_\_\_\_\_ the media's a \_\_\_\_\_ away from the current economic problems.

### Adjectives and nouns

Look at these adjective + noun combinations that appear in this unit.

- *full compensation*
- *new vocabulary*
- *active contribution*

#### 5.4 Match the adjectives on the left with the nouns on the right to make combinations from this unit.

Adjective		Noun
1. initial	<input type="checkbox"/>	a. male
2. ethnic	<input type="checkbox"/>	b. reasons
3. positive	<input type="checkbox"/>	c. treatment
4. dominant	<input type="checkbox"/>	d. compensation
5. particular	<input type="checkbox"/>	e. minorities
6. different	<input type="checkbox"/>	f. performance
7. alternative	<input type="checkbox"/>	g. outcome
8. valid	<input type="checkbox"/>	h. components
9. enormous	<input type="checkbox"/>	i. shift
10. full	<input type="checkbox"/>	j. techniques

#### 5.5 Use your dictionary to find nouns that can be used in combination with the following adjectives.

1. initial \_\_\_\_\_
2. sufficient \_\_\_\_\_
3. specific \_\_\_\_\_
4. valid \_\_\_\_\_
5. reliable \_\_\_\_\_
6. minor \_\_\_\_\_

5.6 Look at the underlined words in the following sentences. Identify different combinations of verbs, nouns, adjectives and prepositions. Then answer the questions that follow.

**Environment**

1. The disposal of non-recyclable items can have serious implications for the environment.
2. The council's plan to build a new waste disposal plant was abandoned because of the potential social and environmental implications.
3. The Ministry has proposed a scheme to make more use of wind and tidal energy.
4. Under a new government scheme, householders are being encouraged to switch to solar energy.
5. Voluntary workers make a huge contribution to local environmental projects.



**Business**

6. Small businesses have made a significant contribution to the economic regeneration of the high street.
7. Payment of the full amount can be delayed under certain circumstances.
8. In exceptional circumstances, a refund may be considered.
9. The purpose of this meeting is to draw up a simple framework with which we can move forward.
10. This proposal provides a framework for future discussion.
11. Most people are willing to allow their names to be used for publicity if this is done with their prior consent.

**Health**

12. Toxicity is not the only criterion for classifying a drug as dangerous.
13. The government is drawing up new criteria for the classification of drugs and other harmful substances.
14. This disease affects a significant proportion of the population.
15. Although the majority of M.E. sufferers are women, a small proportion – about five per cent – are men.
16. The government's reaction to the bird flu epidemic has been unhelpful.
17. When bird flu broke out, the government's first reaction was to increase the number of staff in hospitals.
18. The heart operation can only be performed with the subject's written consent.

**Questions:**

- a. What verbs are used before these nouns?

draw up, provide a framework

\_\_\_\_\_ implications

\_\_\_\_\_ criteria

\_\_\_\_\_ a contribution

- b. What adjectives are used before these nouns?

\_\_\_\_\_ implications

\_\_\_\_\_ circumstances

\_\_\_\_\_ criterion/criteria

\_\_\_\_\_ proportion

\_\_\_\_\_ reaction

\_\_\_\_\_ consent

\_\_\_\_\_ contribution

- c. What prepositions are used after these nouns?

criterion/criteria \_\_\_\_\_

framework \_\_\_\_\_

proportion \_\_\_\_\_

reaction \_\_\_\_\_

- d. What prepositions are used before these nouns?

\_\_\_\_\_ circumstances

\_\_\_\_\_ consent

**Study tip**

Although the Academic Word Lists may appear long, you will find that you already recognize many of the words.

The more you work with words, the more you will deepen your understanding of vocabulary.

**Task 6****Word grammar****Discovering noun patterns**

You studied the following patterns in Unit 5. Ex 6.1 will help you notice these patterns in the academic texts you read.

- noun + preposition, e.g., *alternative to*
- noun followed by *that*, e.g., *implication that*
- noun + noun, e.g., *health aspects*
- noun followed by *to be*, e.g., *the alternative is*

6.1 Look at the underlined nouns in the sentences below and answer the following questions.

1. Is a preposition used after the noun? If so, what preposition?

- a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_ e. \_\_\_\_\_ f. \_\_\_\_\_
- g. \_\_\_\_\_ h. \_\_\_\_\_ i. \_\_\_\_\_ j. \_\_\_\_\_ k. \_\_\_\_\_ l. \_\_\_\_\_
- m. \_\_\_\_\_ n. \_\_\_\_\_ o. \_\_\_\_\_

2. Which nouns are followed by *that* + clause?

\_\_\_\_\_

3. What prepositions come before *core* and *instances*?

\_\_\_\_\_

4. Which noun is followed by *to* + infinitive?

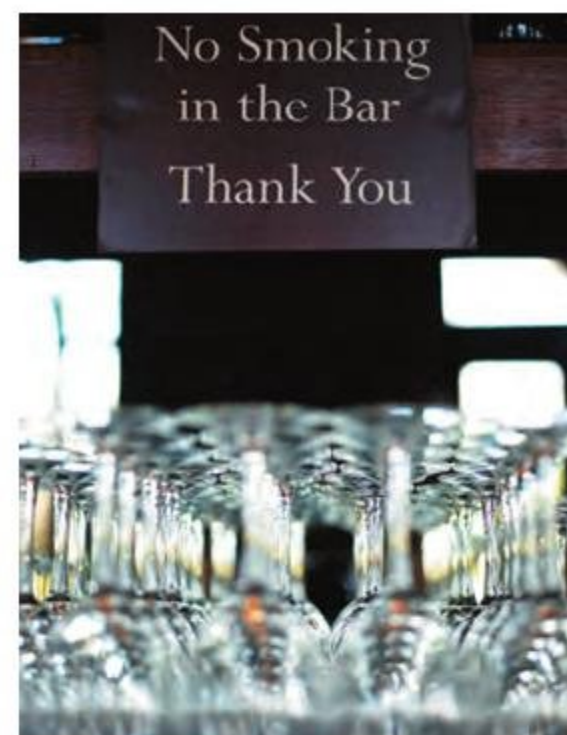
\_\_\_\_\_

5. Which nouns are followed by the verb *to be* (i.e., *is*, *are*, etc.) + *to* + infinitive?

\_\_\_\_\_

**Health**

- a. Cold Laser treatment is offered as an alternative to invasive surgery.
- b. The alternative is to operate on the patient immediately, although this might cause complications.
- c. Applications from non-smokers were encouraged, with the implication that smokers would not be considered for the position.
- d. This new legislation banning smoking in pubs and restaurants has profound implications for social life in the UK.
- e. The research examined the implications of prohibiting smoking in all public places in Ireland and Norway.
- f. The legislation lays particular emphasis on the health risks of passive smoking.
- g. A significant proportion of young people start smoking in their early teens.
- h. Peer pressure is at the core of the problem.
- i. Researchers have also come across many instances of health problems relating to poor diet.



**Environment**

- j. The continuing lack of rainfall is having a serious impact on the volume of water in the reservoir.
- k. There are various techniques for dealing with industrial pollution.
- l. The authorities are examining a number of schemes to pump water into the reservoir from nearby rivers.
- m. However, the reaction to these plans has not been positive.

- n. Conservationists are calling for alternative techniques of water conservation to be applied in this particular case.
- o. In this particular instance, the authorities admit they may have made an error of judgement.

### Noun + noun combinations

Here are some more examples of noun + noun combinations from previous exercises in this unit.

- *pie chart*
- *government scheme*

## 6.2 Match the nouns on the left with the nouns on the right to make noun + noun combinations from this unit.

Noun 1		Noun 2
1. construction	<input type="checkbox"/>	a. change
2. ozone	<input type="checkbox"/>	b. project
3. climate	<input type="checkbox"/>	c. layer
4. repair	<input type="checkbox"/>	d. fossils
5. car	<input type="checkbox"/>	e. pressure
6. shellfish	<input type="checkbox"/>	f. work
7. flood	<input type="checkbox"/>	g. infrastructure
8. stock	<input type="checkbox"/>	h. exchange
9. peer	<input type="checkbox"/>	i. engine
10. transport	<input type="checkbox"/>	j. defences

**Note:** For more information about noun patterns, see Unit 5.

### Transitive or intransitive verbs

In earlier exercises in this unit, we have seen examples of the following verbs which show that they can be used with noun phrases as objects: *constrain*, *coordinate*, *demonstrate*, *illustrate*, *justify*, *link*, *shift*, *invalidate*, *maximize*, *emphasize*, *dominate*, *exclude*. All of these verbs are transitive.

#### Example:

- *Children who are excluded from school often end up wandering the streets during the day.*



6.5 Copy an example sentence from your dictionary for each of the intransitive verbs from the completed table in Ex 6.3.

consent: After a long delay, they finally consented to the construction of the  
new motorway.

**Verbs that are both transitive and intransitive**

The following verbs are sometimes transitive and sometimes intransitive: *compensate, contribute, convene, register*.

6.6 Look at the verbs as they are used in these sentences and decide if they are transitive (VT) or intransitive (VI).

1. My parents said they would contribute towards the cost of my driving lessons. ( \_\_\_ )
2. David's enthusiasm compensates for his lack of experience. ( \_\_\_ )
3. The Parliament will next convene on October 4. ( \_\_\_ )
4. Gun owners had until the end of 1990 to register their weapons. ( \_\_\_ )
5. Large retail chains are usually only prepared to locate stores in areas of high population density. ( \_\_\_ )

**Verbs followed by *that* + clause**

In earlier exercises, you will have seen that some verbs can be followed by *that* + clause, for example, in Ex 1.1:

- *Darwin's observations led him to deduce that animals could adapt to their surroundings.*

and in Ex 2.1:

- *The data implies that inflation rates might fall next year.*

**6.7 Use your dictionary to check and circle the words in the box that can be used with *that* + clause. Copy example sentences from your dictionary.**

comment	dominate	emphasize	ensure	exclude	demonstrate
illustrate	invalidate	justify	link	maximize	shift

comment: Experts commented that the report was 'full of errors'.

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**Verbs followed by *wh~* + clause**

The following verbs can also be used with a *wh~* word + clause: *illustrate, demonstrate, emphasize, specify*.

- *The engineer demonstrated how the new equipment worked.*

**6.8 Write sentences by putting the words below in the right order.**

1. we need / illustrate / health care / The two stories / why / better and cheaper

---

2. they can do / Good tests / to demonstrate / allow students / what

---

3. be delivered / when / specifies / have to / The contract / the machines

---

4. work / Regulations / drivers / can / how many hours / specify

\_\_\_\_\_

5. what / we need / The Prime Minister / to rebuild the economy / emphasized / to do

\_\_\_\_\_

6. The contract / is not covered / clearly specifies / by the agreement / who

\_\_\_\_\_

7. believe / The rumours / illustrate / why / tabloid newspapers / about her pregnancy / you should not always

\_\_\_\_\_

**Task 7** **Review**

It is important you find time to review the exercises you have done in this unit and review what you have learnt.

**7.1 Look back through the unit and find:**

1. five adjective + noun collocations

\_\_\_\_\_

\_\_\_\_\_

2. five noun + noun collocations

\_\_\_\_\_

\_\_\_\_\_

3. five nouns often followed by prepositions

\_\_\_\_\_

\_\_\_\_\_

4. five words that can be either nouns or verbs

\_\_\_\_\_

\_\_\_\_\_



7.3 Look at AWL Sublist 3 on pages 172–173. Check the words you don't know in your dictionary and make notes on the meaning and use of the words.

**Example:**

Word (word class)	Meaning
consensus (noun)	an opinion that everyone in a group agrees with or accepts

**Example phrases:**

- ... a lack of consensus
- ... consensus that ...
- ... failed to reach a consensus on ...
- The general consensus was that ...

**Example sentence:**

*There is a general consensus among teachers that children should have a broad understanding of the world.*

**Make your own notes here.**

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## Vocabulary List

### Business and Finance

domestic market  
economic regeneration  
Ministry of Finance  
profitability

### Environment

Antarctica  
conservationist  
fossil fuel  
harmful substance  
industrial pollution  
rainfall  
reservoir  
solar energy  
tidal energy  
toxicity  
waste disposal plant  
wind energy

### Health

health worker  
invasive surgery  
medical facility  
medical procedure  
passive smoking  
pharmaceuticals  
sufferer

### Manufacturing

electrical part  
fully guaranteed  
goods  
manufacturer  
repair work

research and  
development  
technical specification

### Politics

government scheme

### Research

public opinion  
survey (n)

### Science

ape  
baboon  
biological basis  
carbon dating  
dominant male  
Earth's core  
earthquake  
fossil  
motor behaviour  
observation  
primate  
Richter scale  
seed  
shellfish  
theory of evolution

### Society

ethnic minority  
peer pressure  
population density  
voluntary worker

### Verbs

abandon  
account (for)

adapt  
break out  
contribute (to)  
coordinate  
encourage  
experience  
implement  
lay (emphasis on)  
lead  
predict  
prohibit  
release  
retain  
reveal  
wander

### Other

ancient  
applicant  
commitment  
complication  
core  
enthusiasm  
entry criteria  
error of judgement  
implication  
infrastructure  
insurgent  
likely cause  
logical sequence  
loyal  
nonetheless  
overgeneralized  
personnel

phase  
prior consent  
probable  
profound  
provocation  
publicity  
relief effort  
remains (n)  
responsibility  
riot  
safety standards  
seniority  
surroundings  
victim  
weapon

For web resources relevant to this book, see:

**[www.englishforacademicstudy.com](http://www.englishforacademicstudy.com)**

This weblink will give you access to help with developing your active scientific vocabulary, with presentations from scientists talking about a variety of topics, as well as lists of high-frequency scientific words and common scientific phrases.

# 9

# AWL – Sublist 4

In this unit you will:

- familiarize yourself with the word families in AWL Sublist 4
- practise understanding and using these words in context

## Task 1 Meanings of words

As you do these exercises, pay special attention to the word class of each individual word.

### 1.1 Study the underlined words in the extracts below and think about their meaning.



Switzerland is a good example of a country where different forms of transport have been fully integrated. A transport strategy has been implemented which fully coordinates timetables for different forms of transport. For example, buses are timetabled to meet arriving trains, and subsequent waiting times are kept to a minimum. The country has adopted an overall strategy for transport, and other forms of transport such as boat services and funicular railways are also included.



Excessive pollution in some urban areas has been attributed to emissions from diesel and petrol engines, and it is apparent that the use of private cars has increased rapidly over the past 30 years. Air pollution is reaching unprecedented levels in some areas, hence the need for urgent measures to limit it. Some local authorities would like to impose strict limits on the use of cars. They feel that the measures currently in force are simply not adequate. They already have considerable powers to deal with traffic problems. For example, in some towns and cities, illegally parked cars may be removed without prior notice.

1.2 Match the words from Ex 1.1 with the definitions on the right.

Word		Meaning
1. integrate	<input type="checkbox"/>	a. obvious or easy to notice
2. implement	<input type="checkbox"/>	b. to force people to accept something
3. subsequent	<input type="checkbox"/>	c. for this reason or as a result of this
4. overall	<input type="checkbox"/>	d. good enough or sufficient for a specific purpose
5. attribute	<input type="checkbox"/>	e. when two or more suitable things are connected to work together more effectively than before
6. apparent	<input type="checkbox"/>	f. including everything or considering something as a whole
7. hence	<input type="checkbox"/>	g. to believe that a situation or event is caused by something
8. impose	<input type="checkbox"/>	h. to make something happen that has been officially decided
9. adequate	<input type="checkbox"/>	i. happening previous to a particular time
10. prior	<input type="checkbox"/>	j. following on from or coming after something else

1.3 Complete the pairs of sentences below with the words from Ex 1.2. In each pair, you need the same word for both sentences. In the case of verbs, pay attention to the ending required, e.g., *~s*, *~ed*, *~ing*. In the case of nouns, you may have to decide whether the singular or plural form is appropriate.

**Health**

- The \_\_\_\_\_ spread of the disease to other regions of the country suggested that it was more virulent than first thought.  
  
After patients have been vaccinated, the \_\_\_\_\_ side effects may be unpleasant in some cases.
- James \_\_\_\_\_ his long life to the fact that he has never smoked and hasn't touched alcohol for more than 60 years.  
  
Tom's emotional problems can be \_\_\_\_\_ to his difficult childhood.
- The hospital is planning to \_\_\_\_\_ a ban on eating and drinking on the premises.  
  
The clinic has \_\_\_\_\_ a fine for missed appointments.

**Business**

4. Distribution costs are a major factor, \_\_\_\_\_ the location of the distribution centre is an important consideration.
- Overseas sales are growing rapidly, \_\_\_\_\_ the need for a second distribution centre.
5. We were not asked to provide specific details, but simply the \_\_\_\_\_ picture.
- Having listened to our presentation, they seemed happy with the \_\_\_\_\_ approach we had taken.
6. The office is quite small, but it's perfectly \_\_\_\_\_ for two people.
- Unfortunately, we were not given \_\_\_\_\_ training in how to use the software.

**Transport**

7. Illegally parked cars may be removed without \_\_\_\_\_ notice.
- Flights are often cancelled without \_\_\_\_\_ warning due to adverse weather conditions.
8. It soon became \_\_\_\_\_ that there was a serious problem with the onboard equipment.



The flight was cancelled for no \_\_\_\_\_ reason.

9. The new government should \_\_\_\_\_ energy policy with transport planning.
- Urban transportation can easily be \_\_\_\_\_ with national rail systems.
10. Recent attempts to \_\_\_\_\_ changes within the railway system have met with strong opposition.
- Virgin Trains has decided that the committee's recommendations will be \_\_\_\_\_ in full.

**Task 2****Multi-meaning words**

- 2.1 **The underlined words in the sentences below have at least two meanings. Look at how they are used and choose the correct meaning.**

**Education**

1. The course places particular stress on the need for individual research projects.
- a feeling of pressure about your work or social life that can stop you relaxing
  - force or pressure applied to an object that can break it or make it change its shape
  - special emphasis given to something

2. Students have to take a series of tests before being enrolled at the college.
  - a. a succession of things that happen one after the other but are not necessarily connected
  - b. a television or radio programme that appears in sequential parts
  - c. a run of matches that two teams play against each other over a period of time
3. The dimensions of the classroom vary considerably.
  - a. a factor in a situation (synonym = aspect)
  - b. the measurements, for example the length, height and width of something
4. The school imposes a strict dress code.
  - a. a system of rules and regulations that dictate people's behaviour
  - b. a system where words and numbers are substituted with others to enable people to send secret messages
  - c. a number that comes at the beginning of a telephone number to show the receiver's area
5. Almost half the time some teachers spend at school is occupied with paperwork.
  - a. something you are thinking about all the time
  - b. to be busy doing something
  - c. to be using a building or area of land

### Politics

6. The military regime is highly unpopular, and there are signs it is losing its grip on power.
  - a. a government that is in power in a country, often unelected and ruling in a strict way
  - b. a special exercise and dietary plan that is intended to improve your health
  - c. a rule structure that controls a particular area of life
7. The prime minister was allowed access to top-secret military bases because of his high security status.
  - a. the social or professional rank of a person, when compared with other people
  - b. the legal position of an entity
  - c. a situation at a particular time, usually in a discussion or argument
8. The new government promotes education and is planning to build new schools throughout the country.
  - a. to support something to further its progress
  - b. to advance someone to a preferable, more responsible job within an organization
  - c. to encourage people to support or use something
9. The output of petrol has increased considerably since the new government came into power.
  - a. the quantity of something that can be produced by a person, machine or organization
  - b. the data displayed on a computer screen or printed onto paper from it
  - c. the volume of electricity or power a piece of equipment can produce
10. Elections are the usual mechanism by which political parties come into power.
  - a. an assembly of mechanical items
  - b. a way of addressing a problem or getting something done
  - c. a structure or behaviour that enables a person to deal with a difficult situation

### Task 3 Word classes

- 3.1 Use your dictionary to check these words. Then complete the tables with the word class they belong to, i.e., noun, verb, adjective or adverb. Some words belong in more than one class.

Word	Word class
stress	<i>verb, noun</i>
grant	
hypothesis	
civil	
contrast	
cycle	

Word	Word class
internal	
resolve	
principal	
access	
label	
phase	

- 3.2 Decide what word class would fill each gap in the following sentences. Write *v*, *n* or *adj* in the brackets after each gap.

#### Social Science

- Some believe there is a \_\_\_\_\_ ( \_\_\_ ) of violence where children who are abused grow up to be abusers.
- The idea that there is a link between climate and life expectancy is an interesting \_\_\_\_\_ ( \_\_\_ ).
- In certain urban areas of Scotland, alcohol and smoking are the \_\_\_\_\_ ( \_\_\_ ) causes of disease in adult males.
- Although many people have \_\_\_\_\_ ( \_\_\_ ) to expert advice on healthy eating habits, few people take advantage of this opportunity.
- Health experts have \_\_\_\_\_ ( \_\_\_ ) the need to get the message across more clearly.
- They see education as the first \_\_\_\_\_ ( \_\_\_ ) in the battle to improve public health in this region.
- It is interesting to \_\_\_\_\_ ( \_\_\_ ) diet and lifestyle in different areas of the country.
- But some experts believe that problems related to alcohol and smoking will be extremely difficult to \_\_\_\_\_ ( \_\_\_ ).

- 9. Children who are \_\_\_\_\_ ( \_\_\_ ) as 'difficult' may get less attention from teachers.
- 10. Children under 16 are \_\_\_\_\_ ( \_\_\_ ) free dental care.
- 11. The problem is an \_\_\_\_\_ ( \_\_\_ ) matter and will be resolved within the social services department.
- 12. Claims for financial compensation can be lodged with the \_\_\_\_\_ ( \_\_\_ ) courts.



3.3 Complete the sentences in Ex 3.2 with words from Ex 3.1. In the case of verbs, pay attention to the ending required, e.g., *-s*, *-ed*, *-ing*. In the case of nouns, you may have to decide whether the singular or plural form is appropriate.

**Task 4**    **Word families**

Look at these two sentences.

We might want to use our knowledge that four feet is the average height in this child's class to predict the average height in another class.

The two chief concerns of statistics are with (1) summarizing our experience so that we and other people can understand its essential features, and (2) using the summary to make estimates or predictions about what is likely to be the case in other (perhaps future) situations.

Source: Rowntree, D. (1981). *Statistics without Tears: A Primer for Non-Mathematicians*. London: Penguin.

The underlined words, *predict* and *prediction*, come from the same word family, as do the words *summary* and *summarizing*. As we have seen in previous units, this use of members of the same word family helps the author make the writing more cohesive.

**Note:** For more information on word families, refer back to Unit 3.

4.1 Complete the table on page 121 with the words from the box. There may be some columns where there are two entries. You may know some other words to complete the light green cells.

accessible	annually	concentration	promotion
debatable	apparently	occupation	predictable
statistically	optional	investigation	predictably

Nouns	Verbs	Adjectives	Adverbs
	concentrate		
		annual	
	promote		
debate			
	predict		
statistics			
	investigate		
	occupy		
option			
		apparent	
access			

- 4.2 Choose the correct form of the word in brackets to complete the following sentences. In the case of verbs, a different ending may be needed for the word, e.g., *~s*, *~ed*, *~ing*. In the case of nouns, you may have to decide whether the singular or plural form is appropriate.

### Transport

- Two aeroplanes passed within 100 metres of each other above London. The authorities are carrying out a full \_\_\_\_\_ into the incident. (investigate)
- According to \_\_\_\_\_, you are far less likely to die in a plane crash than in any other regular means of transport. (statistics)
- The long-term effects of the rapid increase in low-cost airlines are not \_\_\_\_\_ at this stage. (predict)
- The rise of budget airlines in Europe has meant that cheap air travel is now \_\_\_\_\_ to almost everyone in the European Union. (access)
- High \_\_\_\_\_ of pollutants have been found around some airports. (concentrate)

### Study tip

The two main varieties of American English and British English are very similar. With increased globalization, some of the contrasts are disappearing, e.g., *aeroplane* is increasingly being replaced in British English by the American *airplane*.

### Business and Finance

6. The survey found a sharp fall in the number of people in manual \_\_\_\_\_.  
(occupy)
7. It also found that young males were more interested in high pay and \_\_\_\_\_ than older people, and less worried about job security. (promote)
8. People with no academic qualifications often have no \_\_\_\_\_ but to take low-paid, unattractive work. (option)
9. It is \_\_\_\_\_ whether an economy based on service industries can provide long-term stability in employment. (debate)
10. The factory closed five years ago, but, \_\_\_\_\_, the effects on the local community are still being felt. (predict)
11. \_\_\_\_\_, the potential effects of the closure were not taken into consideration at the time. (apparent)

### 4.3 Choose the correct forms of the word in brackets to complete the sentences.

1. Scientists have been investigating the causes of global warming. Their investigations have reached a number of different conclusions. (investigate)
2. Early in 2006, Parliament \_\_\_\_\_ the introduction of identity cards. The \_\_\_\_\_ was often inconclusive. Finally a compromise was reached. (debate)
3. The entrance to the museum has been widened to improve \_\_\_\_\_ for disabled people. However, many of the other public buildings in the city are still not fully \_\_\_\_\_ to people in wheelchairs. (access)
4. During the Second World War, the Germans \_\_\_\_\_ France. Many French people consider the \_\_\_\_\_ to be the most painful period in French history. (occupy)
5. Some scientists \_\_\_\_\_ that the Earth's temperature will rise by as much as 5°C over the next 20 years. Other scientists dispute these \_\_\_\_\_, however. (predict)
6. The \_\_\_\_\_ into the cause of the crash is continuing. The \_\_\_\_\_ say it could take several weeks to complete. (investigate)
7. Good \_\_\_\_\_ skills are essential in the modern world, but many employers have found that school leavers are relatively poor \_\_\_\_\_. (communicate)

### Prefixes

The following prefixes are used with a number of the words from AWL Sublist 4.

Prefix	Meaning
<i>re~</i>	again
<i>in~, un~</i>	not, the opposite of

#### 4.4 Which of the above prefixes can be used with the following words?

1. accessible \_\_\_\_\_
2. adequate \_\_\_\_\_
3. communicative \_\_\_\_\_
4. cycle \_\_\_\_\_
5. resolved \_\_\_\_\_
6. predictable \_\_\_\_\_

#### 4.5 Complete the following sentences using either:

- the correct form of the word in brackets; or
- a prefix + the correct form of the word in brackets

In the case of verbs, pay attention to the ending required, e.g., *~ed*, *~ing*, *~s*.

#### Environment

1. Unfortunately there is \_\_\_\_\_ provision for the recycling of waste in this area. (adequate)
2. Countries like Canada are planning to \_\_\_\_\_ almost 100 per cent of their waste. (cycle)
3. Local authorities must provide \_\_\_\_\_ waste disposal facilities. (accessible)
4. If we continue to produce waste at the current rate, we are facing an \_\_\_\_\_ future. (predictable)
5. Problems with the disposal of non-recyclable items such as batteries remain \_\_\_\_\_. (resolved)
6. One of the main difficulties we face is that the person charged with selling the idea of recycling to the public is an unresponsive and \_\_\_\_\_ individual. (communicative)



**Task 5 Collocations**

**Verbs and nouns**

Look at these verb + noun combinations that appear in this unit.  
■ *impose limits*  
■ *promote education*

**5.1 Choose one noun from the box that fits best with each verb to make a combination from this unit. Some verbs should be combined with more than one noun.**

a strategy	a ban	the need	the causes
limits	no option	a fine	access
<del>France</del>	recommendations	permission	an investigation

- 1. occupy France
- 2. grant \_\_\_\_\_
- 3. implement \_\_\_\_\_
- 4. impose \_\_\_\_\_
- 5. give \_\_\_\_\_
- 6. stress \_\_\_\_\_
- 7. carry out \_\_\_\_\_
- 8. have \_\_\_\_\_
- 9. investigate \_\_\_\_\_

**5.2 Choose one verb from the box that fits best with all the nouns in each group.**

commit	predict	<del>promote</del>	retain	stress	undertake
--------	---------	--------------------	--------	--------	-----------

- 1. promote development, growth, awareness, health
- 2. \_\_\_\_\_ the outcome, the future, the weather, rain, growth
- 3. \_\_\_\_\_ independence, staff, control, heat
- 4. \_\_\_\_\_ a crime, a robbery, an offence, suicide
- 5. \_\_\_\_\_ the need, the importance, the urgency, the value
- 6. \_\_\_\_\_ an action, an analysis, a project, a task

5.3 Complete the sentences below with an appropriate verb + noun combination from Ex 5.2. The first letter of each noun is given to help you. Pay attention to the form and tense of the verb in each sentence.

1. The use of fertilizer \_\_\_\_\_ plant *g* \_\_\_\_\_.
2. The government intends to \_\_\_\_\_ *c* \_\_\_\_\_ over the security forces.
3. Nutritionists \_\_\_\_\_ the *i* \_\_\_\_\_ of a balanced diet.
4. Dr Johnson \_\_\_\_\_ the enormous *t* \_\_\_\_\_ of compiling the first comprehensive English dictionary.
5. Men \_\_\_\_\_ far more violent *c* \_\_\_\_\_ than women.
6. Economists are \_\_\_\_\_ very low *g* \_\_\_\_\_ for the first quarter of the next financial year.

#### Adjectives and nouns

Look at these adjective + noun combinations that appear in this unit.

- *main difficulties*
- *unattractive work*

5.4 Match the adjectives on the left with the nouns on the right to make combinations from this unit.

Adjective	□	Noun
1. subsequent	□	a. notice
2. prior	□	b. provision
3. emotional	□	c. concern
4. inadequate	□	d. problems
5. overall	□	e. strategy
6. chief	□	f. waiting times

**5.5 Use your dictionary to find nouns that can be used in combination with the following adjectives.**

1. statistical \_\_\_\_\_
2. emerging \_\_\_\_\_
3. overall \_\_\_\_\_
4. internal \_\_\_\_\_
5. adequate \_\_\_\_\_
6. domestic \_\_\_\_\_
7. prior \_\_\_\_\_
8. civil \_\_\_\_\_
9. hypothetical \_\_\_\_\_
10. principal \_\_\_\_\_

**5.6 Look at the underlined words in the following sentences. Identify different combinations of verbs, nouns, adjectives and prepositions. Then answer the questions on page 127.**

1. Statistics show that the number of people voting in local elections is falling steadily.
2. The findings confirmed the hypothesis that smokers are at greater risk of heart attack than non-smokers.
3. The new government is planning to reform the justice system in order to break the cycle of crime and reoffending.
4. It's too early to make any predictions about the make-up of the next government.
5. This task requires a peaceful environment and total concentration.
6. Stockbrokers need direct access to the latest financial data.
7. We place particular stress on first-class customer service.
8. It was discovered that the forensic scientist had committed a serious error.
9. These documents have no legal status in Britain.
10. The government is hoping to achieve their goal of providing a computer for every classroom.
11. What other options do we have?



**Question:**

What verbs are used with these nouns (either before or after)?

- |                  |                    |
|------------------|--------------------|
| a. stress        | <u>place</u> _____ |
| b. access        | _____              |
| c. hypothesis    | _____              |
| d. statistics    | _____              |
| e. predictions   | _____              |
| f. concentration | _____              |
| g. error         | _____              |
| h. cycle         | _____              |
| i. status        | _____              |
| j. options       | _____              |
| k. goals         | _____              |

**5.7 Look at the underlined words in the following sentences. Identify different combinations of verbs, nouns, adjectives and prepositions. Then answer the questions that follow.**

**Business**

1. Statistical data can be used to make realistic economic predictions.
2. The book makes economics easily accessible to the general reader.
3. A number of people in the company are under a lot of stress right now and have little time to relax.
4. The new products are aggressively promoted and marketed.
5. This approach contrasts sharply with the methods used by the previous marketing manager.
6. The objective is to adjust the results so that the error in the statistics is minimized.
7. The project is still in the experimental phase and the outcome will determine the company's decision.
8. Over the years, bankers have acquired high social status.

**Education**

9. According to official statistics, girls achieve considerably higher grades at primary school level than boys.
10. The latest prediction is that, due to the recent increase in fees, the number of British students at university will fall considerably.
11. Students embarking on degree courses need to be able to communicate effectively in both speech and writing.

- 12. The college has a high concentration of international students.
- 13. The school has adopted a fully integrated approach to supporting dyslexic students.
- 14. Students experiencing emotional stress are advised to see the university counsellor.
- 15. Students must have definite goals towards which they can work.

**Questions:**

- a. What adjectives are used before these nouns?

\_\_\_\_\_ statistics  
\_\_\_\_\_ phase  
\_\_\_\_\_ concentration  
\_\_\_\_\_ stress  
\_\_\_\_\_ prediction(s)  
\_\_\_\_\_ status  
\_\_\_\_\_ goals



- b. What prepositions are used before these nouns?

\_\_\_\_\_ statistics  
\_\_\_\_\_ stress  
\_\_\_\_\_ phase

- c. What adverbs are used with these words (either before or after)?

integrated \_\_\_\_\_  
promoted \_\_\_\_\_  
accessible \_\_\_\_\_  
communicate \_\_\_\_\_  
contrasts \_\_\_\_\_

## Task 6

## Word grammar

## Discovering noun patterns

You studied the following patterns in Unit 5. Ex 6.1 will help you notice these patterns in the texts you read.

- noun + preposition, e.g., *attitudes towards*
- noun followed by *that*, e.g., *hypothesis that*
- noun followed by *to* + infinitive, e.g., *commitment to reduce*

6.1 Look at the underlined words in the sentences on page 130 and answer the following questions.

1. Is a preposition used to connect the underlined word to the following noun? If so, what preposition?

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_ e. \_\_\_\_\_ f. \_\_\_\_\_

g. \_\_\_\_\_ h. \_\_\_\_\_ i. \_\_\_\_\_ j. \_\_\_\_\_ k. \_\_\_\_\_ l. \_\_\_\_\_

m. \_\_\_\_\_ n. \_\_\_\_\_ o. \_\_\_\_\_ p. \_\_\_\_\_ q. \_\_\_\_\_ r. \_\_\_\_\_

2. Which nouns are followed by *that* + clause (or *is/are* + *that* clause)?

\_\_\_\_\_

3. Which noun is followed by a preposition + *wh~* word + clause?

\_\_\_\_\_

4. What preposition comes before *contrast*?

\_\_\_\_\_

5. Which nouns are followed by *to* + infinitive?

\_\_\_\_\_

6. Which underlined word is not a noun? What word class is it and what comes after this word?

\_\_\_\_\_

### Education

- a. It's the teacher's job\* to ensure that students are well prepared for the exam.
- b. The college has introduced new policies in order to change attitudes towards multiculturalism.
- c. Many people take the attitude that mature students should be working rather studying.
- d. There is clearly an error in the published exam results.
- e. The decision to reduce teaching staff was an error of judgement.
- f. The university has several mechanisms for settling disputes.
- g. Students usually have no option but to live in rented accommodation.
- h. Susan attended class despite the fact that she had a high temperature.
- i. Despite their hard work, a great number of students failed their exam.

\*Job in this situation means 'a specific responsibility'.

### Social Science

- j. The latest prediction is that 80 per cent of households will have a PC within five years.
- k. Predictions of violence in the run-up to the elections are growing.
- l. There was a lot of debate about whether the elections should go ahead as planned.
- m. The government has made a commitment to reduce traffic congestion in major cities.
- n. They say they have a strong commitment to cheap and efficient public transport.
- o. The contrast between the north and the south of the country is very evident.
- p. Unemployment is still rising in the north, in contrast to the south, where it is falling steadily.
- q. Experts believe that the cycle of violence in domestic abuse is extremely difficult to break.
- r. The findings support the hypothesis that there is a link between social background and academic failure.

#### Noun + noun combinations

Here are some more examples of noun + noun combinations from previous exercises in this unit.

- *transport strategy*
- *diesel engine*
- *air pollution*

6.2 Match the nouns on the left with the nouns on the right to make noun + noun combinations from this unit.

Noun 1		Noun 2
1. energy	<input type="checkbox"/>	a. conditions
2. life	<input type="checkbox"/>	b. sentence
3. distribution	<input type="checkbox"/>	c. regime
4. prison	<input type="checkbox"/>	d. costs
5. weather	<input type="checkbox"/>	e. expectancy
6. research	<input type="checkbox"/>	f. policy
7. military	<input type="checkbox"/>	g. project

6.3 Use your dictionary to find nouns that can be used in combination with the following nouns (either before or after).

1. code \_\_\_\_\_
2. error \_\_\_\_\_
3. project \_\_\_\_\_
4. mechanism \_\_\_\_\_

**Note:** For more information about noun patterns, see Unit 4.

#### Adjectives + clauses or verb phrases

We have already seen in this and previous units that both verbs and nouns can be followed by clauses. Some adjectives can also be followed by (*that*) + clause or by a phrase.

#### Examples:

- We are confident *that* the stadium will be finished in time.
- It's normal to feel nervous before visiting the dentist.
- It's worth talking to your tutor before making a final decision.

6.4 Look at the following sentences and notice particularly the way the underlined adjectives are connected to what follows them. Then answer the questions that follow.

Crime and the Law

1. Funds have been made available to assist the police in fighting cybercrime.
2. It is more economical to give an offender community service than a prison sentence.
3. It was evident that he was involved in the attack.
4. It is illegal for anyone in this country to possess or sell narcotics.
5. It is highly significant that many of these crimes are committed by drug users.
6. The amount is not sufficient to cover all the legal costs.
7. It is apparent that we have a major problem with alcohol-related crimes.



Culture

8. It would not be appropriate for me to judge his religious beliefs.
9. It seems appropriate that we should follow their customs when visiting their country.
10. The tourists thought it was abnormal for such a young child to be carrying a weapon.
11. Tina is absolutely positive that travelling will broaden her understanding of other cultures.
12. It is traditional to eat fish on Good Friday.
13. It may be valid to say that his attitude towards ethnic diversity may be interpreted as racism.
14. It is debatable whether there should be a ban on burqas in British universities.
15. It seems obvious that customs and traditions should be respected.
16. It is fairly predictable that the cultural differences between them will create some misunderstandings.

**Note:** The phrase ... *for someone* ... can be added to most of these adjectives, with the possible exception of *valid*. It is also possible to drop it altogether, e.g., *It is illegal to develop biological weapons*.

Questions

- a. Which adjectives are used with *that* + clause?  
\_\_\_\_\_
- b. Which adjectives are used with *for (someone) + to* + infinitive?  
\_\_\_\_\_
- c. Which adjectives are used with *to* + infinitive?  
\_\_\_\_\_
- d. What is different about the pattern used after *debatable*?  
\_\_\_\_\_

**Transitive or intransitive verbs**

In earlier exercises in this unit, we have seen examples of the following verbs which show that they can be used with noun phrases as objects: *attribute, commit, grant, implement, impose, integrate, label, occupy, predict, promote, resolve, retain, stress, undertake*.

**Examples:**

- *Different forms of transport have been fully integrated.*
- *Excessive pollution has been attributed to emissions from petrol and diesel engines.*
- *Children who are labelled 'difficult' may get less attention from teachers.*

Notice that in these examples, the three verbs are used passively. All transitive verbs can be used passively.

**6.5 Here are some other example sentences. Indicate whether the verbs are used in the passive or active form.**

1. Some local authorities would like to impose strict limits on the use of cars. active
2. A transport strategy has been implemented which fully coordinates timetables for different forms of transport. \_\_\_\_\_
3. Regular exercise promotes good health and normal sleep patterns. \_\_\_\_\_
4. Almost half the time teachers spend at school is occupied with paperwork. \_\_\_\_\_
5. The US plans to retain control over the security forces. \_\_\_\_\_



**6.6 Complete the tables below by putting the verbs from the box in the correct column.**

access	domesticate	emerge	implicate	internalize
--------	-------------	--------	-----------	-------------

Transitive verbs	Intransitive verbs



6.9 Look at the verbs as they are used in these sentences and decide if they are transitive (VT) or intransitive (VI).

**Language and Linguistics**

1. German speakers are concentrated mainly in the northeast of Italy. ( \_\_\_ )
2. The report concentrated on bilingual education. ( \_\_\_ )
3. Although English is the national language, the majority of people communicate with each other in Spanish. ( \_\_\_ )
4. The information was verbally communicated. ( \_\_\_ )
5. Table 4.7 summarizes the connection between language acquisition and age. ( \_\_\_ )

**Environment**

6. To summarize, in most cases yields were higher in years with higher rainfall. ( \_\_\_ )
7. The relatively small amount of waste recycled in Britain contrasts sharply with that of Canada and Switzerland. ( \_\_\_ )
8. The study contrasts the levels of carbon dioxide in the Earth's atmosphere in 1950 with the levels present today. ( \_\_\_ )
9. Officials are projecting a ten per cent increase in the amount of glass recycled over the next five years. ( \_\_\_ )
10. The jetty projects more than 400 metres into the sea and creates an artificial reef. ( \_\_\_ )
11. After the earthquake, the authorities resolved to rebuild the city. ( \_\_\_ )
12. The issue of toxic waste disposal by the factory has finally been resolved. ( \_\_\_ )



**Verbs followed by *that* + clause**

In earlier exercises, you will have seen that some verbs can be followed by *that* + clause, for example, in Ex 4.3:

- *Some scientists predict that the Earth's temperature will rise by as much as 5°C over the next 20 years.*

and in Ex 3.2:

- *But some experts believe that problems related to alcohol and smoking will be extremely difficult to resolve.*

6.10 Use your dictionary to check and circle the words in the box that can be used with *that* + clause. Copy example sentences from your dictionary.

communicate	debate	emerge	hypothesize
<u>predict</u>	project	resolve	stress

*predict: Industry experts predict that another 600 pubs will close by the end of the year.*

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**Verbs followed by *wh~* word + clause**

Only two verbs from AWL Sublist 4 can be followed by *wh~* word + clause: *predict*, *debate*.

**Example:**

■ *Ministers have been debating whether to raise taxes.*

6.11 Use your dictionary to find other example sentences with *predict* and *debate* and *wh~* word + clause.

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**Task 7**

**Review**

It is important you find time to review the exercises you have done in this unit and review what you have learnt.

7.1 Look back through the unit and find:

- five adjective + noun collocations

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2. five noun + noun collocations

---

---

3. five nouns often followed by prepositions

---

---

4. five words that can be either nouns or verbs

---

---

7.2 **Look back over all the exercises you have done and write down phrases that you think are useful and that you want to remember.**

**Examples:**

- ... *to impose strict limits on ...*
- ... *the measures currently in force ...*
- ... *few people take advantage of this opportunity ...*
- ... *were not taken into consideration ...*
- ... *in the experimental phase ...*
- ... *easily accessible to ...*
- ... *despite the fact that ...*
- ... *support this hypothesis ...*

**Make your own notes here.**

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## Vocabulary List

### Business and Finance

budget airline  
customer service  
distribution centre  
distribution costs  
economist  
financial year  
stockbroker

### Education

academic qualification  
bilingual education  
degree course  
school leaver

### Environment

air pollution  
condition  
disposal  
energy policy  
fertilizer  
non-recyclable items  
pollutant  
recycling

### Health

balanced diet  
fatal disease  
heart attack  
life expectancy  
lifestyle  
narcotics  
nutritionist  
regular exercise  
sleep pattern  
virulent

### Crime and the Law

claim (n)  
dispute (n)  
evidence  
financial compensation  
imprisonment  
legal position

legal status  
offence  
prison sentence  
robbery

### Politics

committee  
local election  
military regime

### Science

experimental phase  
forensic scientist  
life cycle

### Society

ethnic background  
ethnic cleansing  
ethnic division  
ethnic group  
identity card  
local community  
social services  
urban area

### Verbs

commit  
divorce  
embark  
implicate  
link  
lodge  
minimize  
recycle  
retain  
stress  
take (into  
consideration)  
undertake  
vaccinate

### Other

abnormal  
analysis  
awareness

ban (n)  
biological weapon  
closure  
comprehensive  
compromise (n)  
consideration  
emotional problem  
excessive  
expert advice  
facilities  
fully integrated  
Good Friday  
grip (n)  
in full  
incident  
inconclusive  
job security  
long-term effects  
make-up  
manual occupation  
paperwork  
period (of time)  
permission  
prior notice  
provision  
recommendation  
run-up  
security forces  
social status  
stability  
suicide  
traditional  
traffic congestion  
unelected  
unpleasant  
unprecedented  
unresponsive  
urban  
urgency  
violent

For web resources relevant to this book, see:

**[www.englishforacademicstudy.com](http://www.englishforacademicstudy.com)**

These weblinks will give you access to news stories, magazine articles, trivia and cartoons, with definitions of all words available at the click of a mouse, as well as games and quizzes to test your knowledge of academic vocabulary.

In this unit you will:

- familiarize yourself with the word families in AWL Sublist 5
- practise understanding and using these words in context

## Task 1 Meanings of words

### 1.1 Study the underlined words in the extracts below and think about their meaning.

#### Environment

1. People are becoming increasingly aware of the potential damage to the environment caused by the rapid increase in budget air travel.
2. Reducing carbon emissions is a challenge faced by all governments in the modern era.
3. Many activists are calling on governments to enforce laws governing environmental damage more stringently.
4. Switching to non-fossil fuel substitutes could cost billions, but the long-term benefits are considerable.
5. Reducing the amount of fossil fuels being burnt is one of the fundamental tasks governments will face in the coming decade.



#### Travel

6. If present trends continue, the number of airline passengers is expected to increase by 60 per cent in the next ten years.
7. Cheap air travel for all has become a symbol of the first decade of the 21<sup>st</sup> century.
8. Experts are becoming increasingly concerned about the welfare of passengers who travel frequently on long-haul flights.
9. Analysts believe a tax on aviation fuel would bring in a large amount of revenue for the government.
10. Others argue that people will have to modify their travel habits, taking more holidays at home and using other 'greener' forms of transport.

#### Business and Finance

11. The company structure does not facilitate efficient work flow.
12. Exchange-rate stability depends on a number of factors, including inflation and bank lending rates.
13. Making the transition to a market economy has proved difficult for some of the former Soviet states.
14. The ratio of employees to managerial staff is only 5:1 in some organizations.

## 1.2 Match the words from Ex 1.1 with the definitions on the right.

Word		Meaning
1. aware	<input type="checkbox"/>	a. a person or thing that is thought of as representing a bigger idea
2. challenge	<input type="checkbox"/>	b. the state of staying balanced and not altering
3. enforce	<input type="checkbox"/>	c. to allow something to happen in an easier way
4. substitute	<input type="checkbox"/>	d. to ensure someone abides by something
5. fundamental	<input type="checkbox"/>	e. something that is used instead of the thing that you normally use, because the usual thing is not available
6. trend	<input type="checkbox"/>	f. to know of something's existence
7. symbol	<input type="checkbox"/>	g. the health and happiness of a person
8. welfare	<input type="checkbox"/>	h. something which tests a person's energy and determination
9. revenue	<input type="checkbox"/>	i. the change from one form or state to another
10. modify	<input type="checkbox"/>	j. the monetary gain that a business organization receives, often from sales
11. facilitate	<input type="checkbox"/>	k. a subtle change or development that seems likely to continue
12. stability	<input type="checkbox"/>	l. to make small changes to something to increase its effectiveness
13. transition	<input type="checkbox"/>	m. how two things relate to each other as numbers
14. ratio	<input type="checkbox"/>	n. the most essential and simple part of something

## 1.3 Complete the pairs of sentences below with words from Ex 1.2. In each pair, you need the same word for both sentences. In the case of verbs, pay attention to the ending required, e.g., *~s*, *~ed*, *~ing*. In the case of nouns, you have to decide whether the singular or plural form is appropriate.

1. Warm clothing is \_\_\_\_\_ to survival in the mountains.

Attitudes need to \_\_\_\_\_ change if areas of outstanding natural beauty are to be preserved.

2. The strike is believed to have cost the newspaper over £10 million in lost \_\_\_\_\_.

To make matters worse, it has also lost a lot of advertising \_\_\_\_\_ as a result of the dispute.

3. Mountain rangers should be \_\_\_\_\_ of the dangers a sudden change in air pressure can cause.

Tim suddenly became \_\_\_\_\_ of someone following him.



4. Driving a car all day is no \_\_\_\_\_ for healthy exercise.

Vegetarian mince can be \_\_\_\_\_ as a healthy alternative to beef.

5. After the doctors had treated the infection, the patient's condition became \_\_\_\_\_.

The first task of the new government will be to make the economy \_\_\_\_\_.

6. The government says it is not responsible for the \_\_\_\_\_ of its citizens while they are abroad.

This company takes great care to safeguard the \_\_\_\_\_ of its workforce at all times.

7. After 15 years in the same job, I need a new \_\_\_\_\_.

The problem of global warming is hugely \_\_\_\_\_ for leaders of the developed world.

8. Researchers have noticed \_\_\_\_\_ that indicate people are spending an increasing amount of money on leisure travel.

A growing \_\_\_\_\_ in British society is for young people to borrow money to buy property.

9. Nobody \_\_\_\_\_ the rules in the manager's absence.

Parking regulations will be strictly \_\_\_\_\_.

10. The seating plan in this aircraft can be \_\_\_\_\_ to increase or reduce the number of seats available.

The manufacturer will \_\_\_\_\_ the engine so that the plane gives a better performance.

11. The new terminal has greatly \_\_\_\_\_ travel to and from the capital.

A relaxed and open-minded approach can \_\_\_\_\_ language learning.

12. The cross is generally regarded as one of the principal \_\_\_\_\_ of the Christian religion.

In the new democracies of Eastern Europe, anything that represented a \_\_\_\_\_ of the former communist regimes was quickly removed.

13. The \_\_\_\_\_ from a communist system to a free-market economy proved to be difficult in many of the former Soviet states.

She found it particularly difficult to make the \_\_\_\_\_ from school to university.

14. The \_\_\_\_\_ of teachers to pupils in some British primary schools can be as high as 1:35.

The \_\_\_\_\_ of men to women in the nursing profession is around 1:25.

## Task 2 Multi-meaning words

2.1 The underlined words in the sentences below have at least two meanings. Look at how they are used and choose the correct meaning.

### Business

- The sales targets for next year have been reduced following this year's poor performance.
  - something that you are trying to achieve
  - something you try to hit in a sport or a game
  - something you plan to attack
- Many companies today are operating on extremely tight margins.
  - the column of space down the side of a page
  - the difference in the number of points between the winners and the losers of a sports event or competition
  - the difference between what it costs to buy or produce something and its selling price
- The board has questioned Robert's capacity to manage such a large number of people.
  - the amount of something that can be put in a receptacle
  - one's ability to do something
  - the maximum amount of goods that an organization can produce
- A new business compound for offices and businesses is currently under construction.
  - a substance found predominantly in chemistry which contains atoms from two or more elements
  - an enclosed area that contains a group of buildings
  - a combination of two or more nouns or adjectives, used as a single word



### Science and Technology

5. The software is available in different versions for different types of computer.
  - a. a variation of an original
  - b. a person's description of an event or thing, which may be different from the description given by another person
  - c. a way of explaining something that is typical of a particular group, e.g., 'the Marxist version of history'
6. Access to the network and Internet access is restricted to students holding a membership card.
  - a. a system of lines, wires, roads, etc., that join up with each other and are interconnected
  - b. a set of computers that are connected to each other so that information can pass between them
  - c. people or organizations, etc., that are connected to each other or that work together as a group
7. It became apparent that the problem with the computer was that the monitor wasn't working.
  - a. a computer screen
  - b. a piece of equipment that measures and records data
  - c. a person whose job is to watch an activity or a situation to see how it changes or develops
8. The first generation of mobile phones suffered from being extremely bulky and heavy compared with the ones in use today.
  - a. the people in society who are of the same or a similar age
  - b. a set of items that were developed at a similar time
  - c. the system of production involved in making something

### Current Affairs

9. The prime cause of Kuwait's political crisis appeared to be corruption.
  - a. most important; main
  - b. of premium quality
  - c. stands out as being the most appropriate for a specific purpose
10. Johannesburg is working hard to clean up its image.
  - a. the general belief that people tend to have of someone or something
  - b. what comes into your mind when you think about someone or something
  - c. the reflection you see when you look in a mirror
11. Depending on your personal perspective, the group are either terrorists or freedom fighters.
  - a. a particular person's approach to thinking about something
  - b. to consider something from many angles to decide on its relevance or accuracy
  - c. the art of representation of distance as the eye sees it
12. The conflict in the south of the country shows little sign of dying down.
  - a. where two or more people or groups don't agree or argue about something
  - b. heavy fighting or even war between countries or groups
  - c. a situation in which two or more different needs or influences coexist with difficulty

#### Study tip

Some words have very different meanings depending on their word class, e.g., *objective*, *prime* and *monitor*.

### Task 3 Word classes

- 3.1 Check these words in a dictionary. Then complete the tables with the word class they belong to, i.e., noun, verb, adjective or adverb. Some words belong in more than one class.

Word	Word class	Word	Word class
prime	noun, verb, adjective	monitor	
conflict		network	
decline		reject	
challenge		objective	
contact		target	
compound		alternate	

- 3.2 Decide what word class would fill each gap in the following sentences. Write *v*, *n* or *adj* in the brackets after each gap.

#### Health

- Many people argue that standards in medical care are, in fact, in \_\_\_\_\_ ( \_\_\_ ) despite the many advances in medical treatment.
- If the solution comes into \_\_\_\_\_ ( \_\_\_ ) with the eyes, rinse immediately with cold water.
- The machine \_\_\_\_\_ ( \_\_\_ ) the patient's condition 24 hours a day.
- Our \_\_\_\_\_ ( \_\_\_ ) concern is to ensure that all patients receive the best available treatment.
- The surgery is open until late on \_\_\_\_\_ ( \_\_\_ ) days.
- The number of people injured in the \_\_\_\_\_ ( \_\_\_ ) is continuing to rise and hospitals are finding it difficult to deal with the situation.

#### Business and Finance

- John's application for a student loan has been \_\_\_\_\_ ( \_\_\_ ).
- 'Link' is a cash machine \_\_\_\_\_ ( \_\_\_ ) connecting more than 41,000 ATMs.
- Finding a suitable candidate for the position has proved a \_\_\_\_\_ ( \_\_\_ ).
- Interest based on the amount of money originally invested and the interest already earned is known as \_\_\_\_\_ ( \_\_\_ ) interest.

11. It's very difficult to be \_\_\_\_\_ ( \_\_\_ ) when your own financial interests are involved.
12. The new saving account scheme is designed to \_\_\_\_\_ ( \_\_\_ ) a young audience.

3.3 Complete the sentences in Ex 3.2 with words from Ex 3.1. In the case of verbs, pay attention to the ending required, e.g., *-s*, *-ed*, *-ing*. In the case of nouns, you may have to decide whether the singular or plural form is appropriate.

**Task 4 Word families**

Look at the following extract.

Whether the world is more prone to conflict than it used to be is hard to say. Perhaps we are just more aware of violent confrontation in different parts of the world. A famine in remote Sudan gets media coverage whereas a century ago starving populations might die unseen. Today's wars can be watched live on television, like Hollywood action movies. Greater awareness of the human consequences of battle may reduce the lust for war – or make it another spectator sport.

Source: Understanding Global Issues. (1998). *The Global Village: Challenges for a Shrinking Planet* [Pamphlet]. Buckley, R.

The underlined words are members of the same word family. As we have seen in previous units, this use of members of the same word family helps the author make the writing more cohesive.

4.1 Complete the table with these words. There may be some columns where there are two entries. You may know some other words to complete the light green cells.

modify	symbolic	logic	precisely	consultation	expansion
evolution	rejection	adjust	sustain	substitution	

Nouns	Verbs	Adjectives	Adverbs
modification			
symbol			
		sustainable	
	substitute		
		stable	

Nouns	Verbs	Adjectives	Adverbs
	reject		
precision			
	evolve		
			logically
	consult		
	expand		
adjustment			

4.2 Choose the correct form of the word in brackets to complete the following sentences. In the case of verbs, pay attention to the ending required, e.g., *~s*, *~ed*, *~ing*. In the case of nouns, you may have to decide whether the singular or plural form is appropriate.

**Economics**

1. There are no current plans to \_\_\_\_\_ monetary strategy. (alter)
2. Many regions of the country are experiencing rapid economic \_\_\_\_\_. (expand)
3. Once the \_\_\_\_\_ for inflation is taken into account, the fall in interest rates is quite small. (adjust)
4. The importance of the city as a regional financial centre has \_\_\_\_\_ slowly. (evolve)
5. \_\_\_\_\_ is paramount when calculating a budget. (precise)
6. \_\_\_\_\_, companies need to invest money in marketing in order to grow. (logic)

**Politics**

7. The long-term \_\_\_\_\_ of the currency remains the government’s prime objective. (stable)
8. Any attempt to reduce taxes would be seen as a \_\_\_\_\_ gesture from a government which is rapidly losing support. (symbol)
9. Governments engaged in crop \_\_\_\_\_ programmes were promised extra assistance. (substitute)



10. The government's plans are a \_\_\_\_\_ of the policies of the previous regime. (reject)
11. The government is providing funding to \_\_\_\_\_ sporting facilities throughout the city. (sustain)
12. Their proposals will require some \_\_\_\_\_ before they can become law. (modify)

4.3 **Choose the correct form of the word in brackets to complete the sentences. In the case of verbs, pay attention to the ending required, e.g., ~ed, ~ing, ~s. In the case of nouns, you may have to decide whether the singular or plural form is appropriate.**

**Business and Finance**

1. Cranleigh Freight Services is planning to \_\_\_\_\_ into Eastern Europe, but some members of the management team have argued that such an \_\_\_\_\_ may not be in the best interests of the company. (expand)
2. It is often difficult to \_\_\_\_\_ to a change of career. Some people fail to make the \_\_\_\_\_ and simply go back to their old job. (adjust)
3. \_\_\_\_\_ in the exchange rate is a requirement for continued growth. A \_\_\_\_\_ currency will encourage investment. (stable)
4. In the modern world, businesses need to \_\_\_\_\_ rapidly, and without such an \_\_\_\_\_ they are unlikely to maintain their market share. (evolve)

**Politics**

5. Many people are still not \_\_\_\_\_ of the dangers of landmines, despite numerous government initiatives to raise \_\_\_\_\_. (aware)
6. The new plan has been drawn up in \_\_\_\_\_ with our Far Eastern partners. We attempted to \_\_\_\_\_ them at all stages of the project. (consult)
7. Living standards in Palestine are \_\_\_\_\_ rapidly. The main reason for this \_\_\_\_\_ is the continuing armed conflict in the region. (decline)
8. The US government claims that the weapons their planes use are very \_\_\_\_\_. The number of civilian casualties on the ground would suggest that this \_\_\_\_\_ is more theoretical than real. (precise)

### Prefixes

The following prefixes are used with a number of the words from AWL Sublist 5.

Prefix	Meaning
<i>re~</i>	again
<i>in~, un~, il~, im~</i>	not, the opposite of

#### 4.4 Which of the prefixes above can be used with the following words?

1. adjustment \_\_\_\_\_
2. aware \_\_\_\_\_
3. draft \_\_\_\_\_
4. logical \_\_\_\_\_
5. sustainable \_\_\_\_\_
6. monitored \_\_\_\_\_
7. precise \_\_\_\_\_
8. stability \_\_\_\_\_

#### 4.5 Complete the following sentences using either:

- the correct form of the word in brackets; or
- a prefix + the correct form of the word in brackets

In the case of verbs, pay attention to the ending required, e.g., *~s*, *~ed*, *~ing*.

#### Transport

1. Having a fear of flying is totally \_\_\_\_\_ given that statistics prove it is the safest form of transport. (logical)
2. We need transport policies that are both environmentally \_\_\_\_\_ and economically viable. (aware)
3. Parliament rejected the new transport bill, so the minister was forced to \_\_\_\_\_ it. (draft)
4. New technology means that the movements of aircraft can be \_\_\_\_\_ more closely than ever before. (monitor)
5. It may be environmentally friendly, but in the modern age, moving goods via the canal network is a totally \_\_\_\_\_ form of transport. (sustainable)

6. Financial \_\_\_\_\_ in the region is essential for investment in a modern transport system. (stability)
7. The receptionist's directions were both complicated and \_\_\_\_\_, with the result that I was late for the meeting. (precise)

## Task 5 Collocations

### Verbs and nouns

Look at these verb + noun combinations that appear in this unit.

- *make the transition*
- *reduce the number*

#### 5.1 Match the verbs on the left with the nouns on the right to make combinations from this unit.

Verb		Noun
1. enforce	<input type="checkbox"/>	a. welfare
2. reduce	<input type="checkbox"/>	b. signs
3. show	<input type="checkbox"/>	c. the transition
4. make	<input type="checkbox"/>	d. taxes
5. face	<input type="checkbox"/>	e. a challenge
6. threaten	<input type="checkbox"/>	f. laws
7. safeguard	<input type="checkbox"/>	g. awareness
8. facilitate	<input type="checkbox"/>	h. input
9. exceed	<input type="checkbox"/>	i. stability
10. raise	<input type="checkbox"/>	j. work flow

5.2 Choose the verb from the box that fits best with all the nouns in each group.

alter	challenge	draft	generate
monitor	pursue	reject	sustain

- \_\_\_\_\_ legislation, an agreement, a constitution, a letter
- \_\_\_\_\_ an assumption, authority, a decision, leadership
- \_\_\_\_\_ economic growth, life, interest, a level
- \_\_\_\_\_ activity, progress, a situation
- \_\_\_\_\_ revenue, jobs, new ideas, electricity
- \_\_\_\_\_ an offer, an argument, a suggestion, a proposal, a request
- \_\_\_\_\_ a career, a policy, a matter, an issue, interests
- \_\_\_\_\_ a fact, a situation, behaviour, the way

5.3 Complete the sentences below with an appropriate verb + noun combination from Ex 5.2. The first letter of each noun is given to help you. Pay attention to the form and tense of the verb in each sentence.

- They have set up a commission to a new c\_\_\_\_\_.
- The government has \_\_\_\_\_ a p\_\_\_\_\_ to prohibit smoking in all workplaces, including bars and restaurants.
- Service industries have \_\_\_\_\_ thousands of new j\_\_\_\_\_ in recent years.
- After the operation, the medical team has to \_\_\_\_\_ the patient's p\_\_\_\_\_ extremely carefully.
- Local residents are unhappy that the court has decided to allow the new road to be built and have said that they plan to \_\_\_\_\_ the d\_\_\_\_\_ in a higher court.
- As well as doing their school work, students are encouraged to \_\_\_\_\_ their own i\_\_\_\_\_.
- Increased consumer spending will help \_\_\_\_\_ the predicted e\_\_\_\_\_ growth.
- Nothing can \_\_\_\_\_ the f\_\_\_\_\_ that we are to blame.



**Adjectives and nouns**

Look at these adjective + noun combinations that appear in this unit.

- *new democracies*
- *personal perspective*

**5.4 Match the adjectives on the left with the nouns on the right to make combinations from this unit.**

<b>Adjective</b>		<b>Noun</b>
1. fundamental	<input type="checkbox"/>	a. trends
2. present	<input type="checkbox"/>	b. awareness
3. lost	<input type="checkbox"/>	c. cause
4. different	<input type="checkbox"/>	d. revenue
5. managerial	<input type="checkbox"/>	e. staff
6. prime	<input type="checkbox"/>	f. expansion
7. principal	<input type="checkbox"/>	g. tasks
8. greater	<input type="checkbox"/>	h. symbol
9. rapid economic	<input type="checkbox"/>	i. versions

**5.5 Use your dictionary to find nouns that can be used with these adjectives.**

- 1. academic \_\_\_\_\_
- 2. stable \_\_\_\_\_
- 3. external \_\_\_\_\_
- 4. fundamental \_\_\_\_\_
- 5. prime \_\_\_\_\_
- 6. logical \_\_\_\_\_
- 7. objective \_\_\_\_\_
- 8. precise \_\_\_\_\_

5.6 Look at the underlined words in the following sentences. Identify different combinations of verbs, nouns, adjectives, adverbs and prepositions. Then answer the questions that follow.

**Politics**

1. The conflict is rapidly evolving into a civil war.
2. The United Nations is monitoring the situation very closely.
3. Local journalists argue that the conflict has to be seen from a historical perspective.
4. The country has found it extremely difficult to make the transition from a dependent colony to a democracy.
5. Meanwhile, the government is trying to improve its image overseas.
6. According to the official version of events, the recent clashes in the west of the country were caused by 'criminal gangs'.

**Business and Finance**

7. The local economy expanded rapidly during the 1980s and 1990s, but is currently in a period of crisis.
8. Businessmen and entrepreneurs have frequently come into conflict with politicians as new laws are introduced.
9. Many factories in the country are now working at a reduced capacity.
10. The company has the capacity to build 3,000 cars a month.
11. The same process has been used for almost 20 years with only minor modifications.
12. The company has made a number of modifications to their latest model to maximize passenger safety.
13. The company has also made a slight adjustment to the engine.
14. Strong sales in the domestic sector have led to plans to expand overseas.
15. The company hopes to reach its target of 15 per cent growth this year.
16. Car buyers are becoming increasingly environmentally aware.
17. Green issues have given many consumers a new perspective on their everyday transport needs.



**Questions:**

**a.** What verbs are used with these nouns (either before or after)?

- an adjustment \_\_\_\_\_
- transition \_\_\_\_\_
- capacity \_\_\_\_\_
- image \_\_\_\_\_
- conflict (with) \_\_\_\_\_
- modifications \_\_\_\_\_
- its target \_\_\_\_\_

**b.** What adjectives are used with these nouns?

- adjustment \_\_\_\_\_
- (at) ~ capacity \_\_\_\_\_
- perspective \_\_\_\_\_
- version \_\_\_\_\_
- modifications \_\_\_\_\_

**c.** What adverbs are used with these words (either before or after)?

- evolving \_\_\_\_\_
- aware \_\_\_\_\_
- expanded \_\_\_\_\_
- monitoring \_\_\_\_\_

**Study tip**

With the verbs *evolving* and *monitoring*, the adverb could also appear in the other position, i.e., *evolve gradually*, *closely monitor*.

**Task 6** **Word grammar**

**Discovering noun patterns**

You studied the following patterns in Unit 5. Ex 6.1 will help you notice these patterns in the texts you read.

- noun + preposition, e.g., *decline in*
- noun followed by *that*, e.g., *the notion that*
- noun followed by *to* + infinitive, e.g., *capacity to invest*
- noun followed by *to be* + *that* + clause, e.g., *trend is that ...*

6.1 Look at the underlined nouns in the sentences below and answer the following questions.

1. Is a preposition used to connect the underlined noun to the following noun or gerund (e.g., *hiring*)? If so, what preposition?

a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_ e. \_\_\_\_\_ f. \_\_\_\_\_  
 g. \_\_\_\_\_ h. \_\_\_\_\_ i. \_\_\_\_\_ j. \_\_\_\_\_ k. \_\_\_\_\_ l. \_\_\_\_\_  
 m. \_\_\_\_\_ n. \_\_\_\_\_ o. \_\_\_\_\_ p. \_\_\_\_\_ q. \_\_\_\_\_ r. \_\_\_\_\_  
 s. \_\_\_\_\_ t. \_\_\_\_\_

2. Which noun is followed by *that* + clause?

\_\_\_\_\_

3. Which noun is followed by the verb *to be* + *that* + clause?

\_\_\_\_\_

4. What prepositions come before *consultation* and *target*?

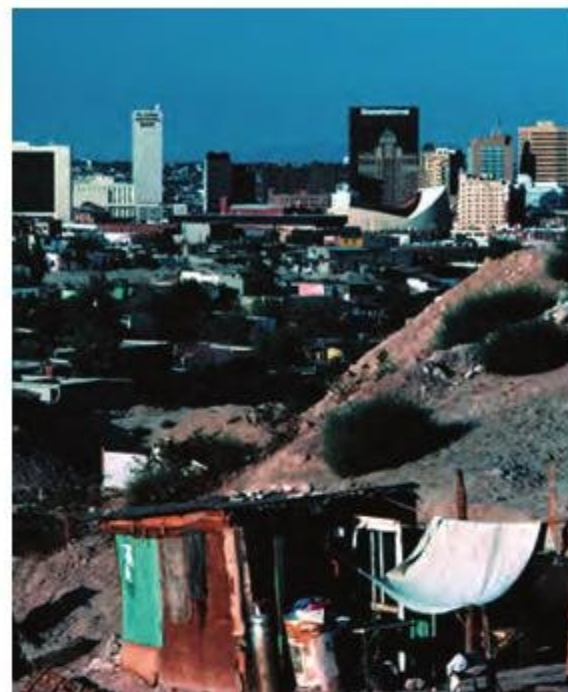
\_\_\_\_\_

5. Which noun is followed by *to* + infinitive?

\_\_\_\_\_

### Current Affairs

- a. The government is concerned about its capacity to invest in the country's infrastructure.
- b. A lot of money has been invested in promoting a more positive image of the country.
- c. The notion that the country can recover from its economic problems within the next two years is quite absurd.
- d. The system in many countries is far removed from classical notions of democracy.
- e. The rapid expansion of Mexico City led to social and economic problems.
- f. The government will fail to meet its target of reducing greenhouse gas emissions by ten per cent this year.



### Business

- g. The transition from a state-owned business to a private company can be extremely difficult.
- h. The plans were drawn up in consultation with our overseas partners.
- i. The company is now ready to meet the challenges of a highly competitive market.
- j. There has been a significant expansion in the number of software companies operating in this field.

- k. Many companies operate on a gross profit margin of less than five per cent.
- l. Sales last year were five per cent below target.
- m. The company says it is on target for a 20 per cent increase in sales this year.

**Health**

- n. Prolonged exposure to other people's cigarette smoke can cause serious health problems.
- o. Most people have an awareness of the dangers of passive smoking.
- p. Millions of dollars have been invested in schemes to raise awareness about AIDS in Africa.
- q. The hospital has a capacity of 500 beds.
- r. There has been a dramatic decline in the number of jobs in the public health sector.
- s. In recent years, there has been an increasing trend of women in the UK giving birth at home.
- t. One worrying trend is that children are not doing enough exercise outside school.



**6.2 Look back at the previous exercises in this unit and check which prepositions are used to connect these nouns with following nouns or gerunds.**

- 1. ratio      of \_\_\_\_\_
- 2. welfare      \_\_\_\_\_
- 3. symbol      \_\_\_\_\_
- 4. generation      \_\_\_\_\_
- 5. version      \_\_\_\_\_
- 6. adjustment      \_\_\_\_\_
- 7. perspective      \_\_\_\_\_

**Noun + noun combinations**

Here are some examples of noun + noun combinations from previous exercises in this unit.

- *budget air travel*
- *market economy*
- *fossil fuels*
- *airline passengers*

6.3 Match the nouns on the left with the nouns on the right to make noun + noun combinations from this unit.

Noun 1	<input type="checkbox"/>	Noun 2
1. air	<input type="checkbox"/>	a. fuel
2. work	<input type="checkbox"/>	b. needs
3. aviation	<input type="checkbox"/>	c. target
4. exchange	<input type="checkbox"/>	d. flow
5. transport	<input type="checkbox"/>	e. safety
6. passenger	<input type="checkbox"/>	f. travel
7. freedom	<input type="checkbox"/>	g. rate
8. Internet	<input type="checkbox"/>	h. access
9. sales	<input type="checkbox"/>	i. rates
10. interest	<input type="checkbox"/>	j. fighter

**Note:** For more information about noun patterns, see Unit 5.

6.4 Use your dictionary to find nouns that can be used in combination with the following nouns (either before or after).

1. target \_\_\_\_\_
2. substitute \_\_\_\_\_
3. energy \_\_\_\_\_
4. network \_\_\_\_\_
5. margin \_\_\_\_\_

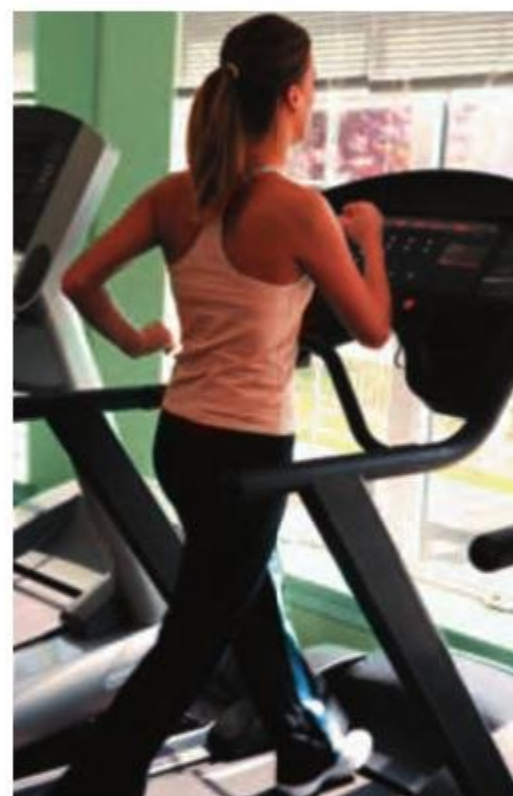
#### Discovering adjective patterns

We saw in Unit 9, Ex 6.4, how some adjectives can be followed by *(that)* + clause or by a verb phrase. In this exercise, we will look at other adjectives and how they are used in sentences.

6.5 Look at the underlined words in the sentences below and answer the following questions.

**Health**

1. Twenty minutes' exercise on this machine is equivalent to walking five kilometres.
2. Most people are well aware that regular exercise promotes good health.
3. Many people are aware of the benefits of a healthy diet combined with exercise.
4. Running or jogging for at least 20 minutes three times a week is fundamental to building up a good physical condition.
5. It is logical to start with gentle exercise and then build up the routine over a number of weeks.
6. It is difficult to be precise about the number of calories different sporting activities can burn off.
7. It may seem logical that if output exceeds input you will lose weight but, unfortunately, this does not always happen.
8. The current obsession with dieting is symbolic of an age when image is everything.



**Questions:**

- a. Which adjectives are followed by *to* + infinitive?  
\_\_\_\_\_
- b. Which adjectives are followed by *that* + clause?  
\_\_\_\_\_
- c. Which prepositions are used to connect the adjectives to noun phrases?  
\_\_\_\_\_

**Transitive or intransitive verbs**

In earlier exercises in this unit, we have seen examples of the following verbs which show that they can be used with noun phrases as objects: *enforce, facilitate, modify, reject, target, monitor, alter, sustain, draft, challenge, generate, pursue*.

**Examples:**

- *enforce laws*
- *facilitate work flow*
- *parking regulations will be strictly enforced*
- *modify their travel habits*

Notice that in the third example the verb *enforced* is used passively. All transitive verbs can be used passively.





- 6. Software will continue to evolve as consumers demand more effective solutions. ( \_\_\_ )
- 7. When gold was discovered in the area, California expanded rapidly and soon started to prosper. ( \_\_\_ )

**Economics**

- 8. The government is planning to expand trade by opening up new markets. ( \_\_\_ )
- 9. The researchers consulted with a number of representatives from different sectors of the economy. ( \_\_\_ )
- 10. This Economics book is not a reliable source, as no experts were consulted when it was written. ( \_\_\_ )
- 11. New regulations are needed to help stabilize the economy. ( \_\_\_ )
- 12. Interest rates have now stabilized. ( \_\_\_ )
- 13. Businesses need time to adjust to changing economic circumstances. ( \_\_\_ )
- 14. The latest figures have been adjusted to take account of inflation. ( \_\_\_ )



<b>Task 7</b>	<b>Review</b>
---------------	---------------

It is important you find time to review the exercises you have done in this unit and review what you have learnt.

**7.1 Look back through the unit and find:**

- 1. five adjective + noun collocations

---



---

- 2. five noun + noun collocations

---



---

- 3. five nouns often followed by prepositions

---



---





## Vocabulary List

### Business and Finance

advertising  
bank lending rate  
currency  
domestic sector  
entrepreneur  
financial centre  
gross profit margin  
interest rate  
market economy  
monetary strategy  
revenue  
state-owned business  
strike (n)  
tax revenue  
work flow

### Environment

carbon emission  
environmentally aware  
environmentally  
friendly  
green issue  
wind farm

### Health

welfare

### Politics

bill  
colony  
commission  
communist regime  
constitution  
democracy  
freedom fighter  
government initiative  
Marxist  
nationalism  
terrorist  
United Nations

### Science

air pressure  
atom  
element  
evolution

### Society

citizen  
living standards  
local resident

### Verbs

argue  
claim  
coexist  
earn  
engage (in)  
fail  
preserve  
pursue  
safeguard  
supply  
switch  
threaten

### Other

absurd  
activist  
armed conflict  
aviation fuel

bulky  
civil war  
civilian casualties  
competitive  
considerable  
dependent  
description  
input (n)  
interconnected  
Internet access  
journalist  
landmine  
long-haul flight  
modern era  
open-minded  
outstanding natural  
beauty  
prime objective  
prone to  
stringently  
survival  
viable

For web resources relevant to this book, see:

**[www.englishforacademicstudy.com](http://www.englishforacademicstudy.com)**

These weblinks will give you access to gap-fill exercises to review and recycle the general word families contained within the AWL; numerous vocabulary lists, explanations, games and crosswords; and a comprehensive section on the AWL.

# g

# Glossary

## Academic Word List (AWL)

A list of some of the most wide-ranging and frequently used English words in academic contexts. Students can use the AWL to find the most useful academic words that they need to know when they study at an English-speaking university.

## achievement test

An assessment form that tests what someone has learnt and shows them what they have achieved on a course or during a specific period of time.

## antonym

A word that has the opposite meaning to another. For example, *big* is an antonym of *small*.

## clause

A group of words including a subject and a finite verb that form part of a sentence. A main clause can form a sentence on its own, but a dependent clause needs to have a main clause with it to form a sentence.

## cohesion

Cohesion is the way that words and ideas are linked together in a text. It includes repetition of words and the use of synonyms, referencing words such as pronouns and the use of different word classes.

## collocation

The way that certain words are habitually used together, e.g., *strong cheese* and *fish and chips* collocate, but not *weak cheese* or *chips and fish*.

## complement

A word or phrase that follows the verb to complete a sentence. The complement describes the subject of the sentence, e.g., *John is highly qualified* (the complement is an adjective); *John became a doctor* (the complement is a noun).

## corpus

A large collection of language (written texts or spoken recordings) that can be used for linguistic analysis.

## (dictionary) entry

The section of a dictionary that gives a definition and information about a word.

## General Service List (GSL)

A list of over 2,000 word families that are used frequently in a wide variety of general and academic texts.

## gerund

A word ending in *-ing* that acts as a noun but is formed from a verb, e.g., *Studying abroad can be difficult*.

## headword

In a dictionary, the headword is usually in large or bold type so that it is easy to locate.

## homonym

Two (or more) words that are spelt and pronounced the same way but have different, unrelated meanings, e.g., *bank*: *He sat on the bank of the river. I borrowed some money from the bank.*

## intransitive verb

A verb that either cannot or does not need to take an object, e.g., *rain, agree*: *It rained. She agreed.*

## monolingual dictionary

A dictionary that only uses the same language for the word and its definition, e.g., English-English, not a translation into another language.

## multi-meaning words

Words that have two or more meanings. These may be polysemes with related meanings, e.g., *primary* has several meanings, all related to beginnings; they can also be homonyms with unrelated meanings.

## non-detachable word parts

Word parts that cannot be separated from a word and form another complete word, e.g., *dis-*.

## noun phrase

A phrase in which a noun (or pronoun) is the headword, e.g., *a substance: this substance, a chemical substance*.

## passive

The passive (passive voice) is a way of constructing a sentence so that the emphasis is not on the agent of an action or process, but on the thing or person that has been affected or acted upon, e.g., compare: *An experiment was conducted* (passive). *We conducted an experiment* (active).

## phrase

A group of words that function together as a unit. A phrase does not contain both a subject and a verb form, so cannot form a full clause or sentence.

### **polyseme**

A word or phrase that has several meanings that may be related to each other. In a dictionary, a polysemous word will have all its different forms and meanings listed under the same headword.

### **prefix**

A letter or group of letters that can be added to the start of a word to change its meaning, e.g., *un~*, *im~*, *dis~*, *re~*.

### **root (of a word)**

The source or origin of a word. Other words develop from the root using prefixes and suffixes, e.g., words such as *review*, *preview*, *viewer* developed from the root word *view*.

### **stress**

Word stress is the way that one syllable is given more force in a word. Stressed syllables or words are louder and longer than unstressed syllables. English places stresses on key words or new information in a sentence, so it is important to learn to recognize stressed words.

### **suffix**

A letter or group of letters that can be added to the end of the word to change its meaning, word class or grammatical function, e.g., *~less*, *~ful*, *~ed*.

### **syllable**

A unit of sound in a word. Each syllable has a vowel at its centre and consonants 'surround' the vowel. It is also possible to have a syllable with just a vowel. For example, the word *any* has two syllables (*a-ny*).

### **synonym**

A word that has the same or a similar meaning to another word. For example, *amiable* is a synonym of *friendly*.

### **terminology**

Vocabulary (or terms) used in a particular field, topic or area of study. These may be technical words or terms to describe complex concepts that are specific to that topic.

### **transitive verb**

A verb that needs to take an object, e.g., it is not possible to use the verb *send* in a sentence without an object: *He sent his report (object)*.

### **word class**

Word classes are used to categorize words in terms of which parts of speech they are, i.e., whether they are nouns, adjectives, verbs, etc. For example, the word class of *window* is noun.

### **word family**

A group of words that are closely related to each other because they share a common root or because they have related meanings, e.g., *family*, *familiar*, *familiarize*, *familiarization*.

### **word grammar**

The way that individual words are used in sentences and how they connect with other words, or with other parts of the sentence, e.g., the verb patterns associated with the word, the way it changes when used in other word classes.

# Appendices

On the following pages you will find all the members of the word families in the first five sublists of the Academic Word List.

Each word in italics is the most frequently occurring member of the word family in the Academic Corpus. For example, *analysis* is the most common form of the word family 'analyze'. British and American spellings are included in the word families, so 'contextualise' and 'contextualize' are both included in the family *context*.

## Appendix 1: Academic Word List

### Sublist 1 (Unit 6)

#### **analyze**

analysed  
analyser  
analysers  
analyses  
analysing  
*analysis*  
analyst  
analysts  
analytic  
analytical  
analytically  
analyze  
analyzed  
analyzes  
analyzing

#### **approach**

approachable  
approached  
approaches  
approaching  
unapproachable

#### **area**

areas

#### **assess**

assessable  
assessed  
assesses  
assessing  
*assessment*  
assessments  
reassess  
reassessed  
reassessing  
reassessment  
unassessed

#### **assume**

assumed

assumes  
assuming  
assumption  
assumptions

#### **authority**

authoritative  
authorities

#### **available**

availability  
unavailable

#### **benefit**

beneficial  
beneficiary  
beneficiaries  
benefited  
benefiting  
benefits

#### **concept**

conception  
concepts  
conceptual  
conceptualisation  
conceptualise  
conceptualised  
conceptualises  
conceptualising  
conceptualization  
conceptualize  
conceptualized  
conceptualizes  
conceptualizing  
conceptually

#### **consist**

consisted  
consistency  
*consistent*  
consistently  
consisting  
consists

inconsistencies  
inconsistency  
inconsistent

#### **constitute**

constituencies  
constituency  
constituent  
constituents  
constituted  
constitutes  
constituting  
constitution  
constitutions  
*constitutional*  
constitutionally  
constitutive  
unconstitutional

#### **context**

contexts  
contextual  
contextualise  
contextualised  
contextualising  
uncontextualised  
contextualize  
contextualized  
contextualizing  
uncontextualized

#### **contract**

contracted  
contracting  
contractor  
contractors  
contracts

#### **create**

created  
creates  
creating  
creation  
creations

creative  
creatively  
creativity  
creator  
creators  
recreate  
recreated  
recreates  
recreating

#### **data**

#### **define**

definable  
defined  
defines  
defining  
*definition*  
definitions  
redefine  
redefined  
redefines  
redefining  
undefined

#### **derive**

derivation  
derivations  
derivative  
derivatives  
*derived*  
derives  
deriving

#### **distribute**

distributed  
distributing  
*distribution*  
distributional  
distributions  
distributive  
distributor  
distributors  
redistribute

redistributed	exporting	indicators	labors
redistributes	exports	<b>individual</b>	laboured
redistributing	<b>factor</b>	individualisation	labouring
redistribution	factored	individualise	labours
<b>economy</b>	factoring	individualised	<b>legal</b>
<i>economic</i>	<i>factors</i>	individualises	illegal
economical	<b>finance</b>	individualising	illegality
economically	financed	individualism	illegally
economics	finances	individualist	legality
economies	<i>financial</i>	individualistic	legally
economist	financially	individualists	<b>legislate</b>
economists	financier	individuality	legislated
uneconomical	financiers	individualization	legislates
<b>environment</b>	financing	individualize	legislating
environmental	<b>formula</b>	individualized	<i>legislation</i>
environmentalist	formulae	individualizes	legislative
environmentalists	formulas	individualizing	legislator
environmentally	formulate	individually	legislators
environments	formulated	individuals	legislature
<b>establish</b>	formulating	<b>interpret</b>	<b>major</b>
disestablish	formulation	<i>interpretation</i>	majorities
disestablished	formulations	interpretations	majority
disestablishes	reformulate	interpretative	<b>method</b>
disestablishing	reformulated	interpreted	methodical
disestablishment	reformulating	interpreting	methodological
<i>established</i>	reformulation	interpretive	methodologies
establishes	reformulations	interprets	methodology
establishing	<b>function</b>	misinterpret	methods
establishment	functional	misinterpretation	<b>occur</b>
establishments	functionally	misinterpretations	occurred
<b>estimate</b>	functionality	misinterpreted	occurrence
estimated	functioned	misinterpreting	occurrences
estimates	functioning	misinterprets	occurring
estimating	functions	reinterpret	occurs
estimation	<b>identify</b>	reinterpreted	reoccur
estimations	identifiable	reinterprets	reoccurred
overestimate	identification	reinterpreting	reoccurring
overestimated	<i>identified</i>	reinterpretation	reoccurs
overestimates	identifies	reinterpretations	<b>per cent</b>
overestimating	identifying	<b>involve</b>	percentage
underestimate	identities	<i>involved</i>	percentages
underestimated	identity	involvement	<b>period</b>
underestimates	unidentifiable	involves	periodic
underestimating	<b>income</b>	involving	periodical
<b>evident</b>	incomes	uninvolved	periodically
evidenced	<b>indicate</b>	<b>issue</b>	periodicals
<i>evidence</i>	indicated	issued	periods
evidential	indicates	<i>issues</i>	<b>policy</b>
evidently	indicating	issuing	policies
<b>export</b>	indication	<b>labour</b>	
exported	indications	labor	
exporter	indicative	labored	
exporters	indicator	laboring	

**principle**  
 principled  
 principles  
 unprincipled

**proceed**  
 procedural  
*procedure*  
 procedures  
 proceeded  
 proceeding  
 proceedings  
 proceeds

**process**  
 processed  
 processes  
 processing

**require**  
*required*  
 requirement  
 requirements  
 requires  
 requiring

**research**  
 researched  
 researcher  
 researchers  
 researches  
 researching

**respond**  
 responded  
 respondent  
 respondents  
 responding  
 responds  
*response*  
 responses  
 responsive  
 responsiveness  
 unresponsive

**role**  
 roles

**section**  
 sectioned  
 sectioning  
 sections

**sector**  
 sectors

**significant**  
 insignificant  
 insignificantly  
 significance  
 significantly  
 signified  
 signifies  
 signify  
 signifying

**similar**  
 dissimilar  
 similarities  
 similarity  
 similarly

**source**  
 sourced  
 sources  
 sourcing

**specific**  
 specifically  
 specification  
 specifications  
 specificity  
 specifics

**structure**  
 restructure  
 restructured  
 restructures  
 restructuring  
 structural  
 structurally  
 structured  
 structures  
 structuring  
 unstructured

**theory**  
 theoretical  
 theoretically  
 theories  
 theorist  
 theorists

**vary**  
 invariable  
 invariably  
 variability  
 variable  
*variables*  
 variably  
 variance  
 variant  
 variants  
 variation  
 variations  
 varied  
 varies  
 varying

**Sublist 2 (Unit 7)**

**achieve**

achievable  
achieved  
achievement  
achievements  
achieves  
achieving

**acquire**

acquired  
acquires  
acquiring  
*acquisition*  
acquisitions

**administrate**

administrates  
*administration*  
administrations  
administrative  
administratively  
administrator  
administrators

**affect**

affected  
affecting  
affective  
affectively  
affects  
unaffected

**appropriate**

appropriacy  
appropriately  
appropriateness  
inappropriacy  
inappropriate  
inappropriately

**aspect**

*aspects*

**assist**

*assistance*  
assistant  
assistants  
assisted  
assisting  
assists  
unassisted

**category**

*categories*  
categorisation  
categorise  
categorised  
categorises  
categorising

categorization  
categorize  
categorized  
categorizes  
categorizing

**chapter**

chapters

**commission**

commissioned  
commissioner  
commissioners  
commissioning  
commissions

**community**

communities

**complex**

complexities  
complexity

**compute**

computation  
computational  
computations  
computable  
*computer*  
computed  
computerised  
computerized  
computers  
computing

**conclude**

concluded  
concludes  
concluding  
*conclusion*  
conclusions  
conclusive  
conclusively  
inconclusive  
inconclusively

**conduct**

conducted  
conducting  
conducts

**consequent**

consequence  
*consequences*  
consequently

**construct**

constructed  
constructing  
*construction*  
constructions  
constructive

constructs  
reconstruct  
reconstructed  
reconstructing  
reconstruction  
reconstructs

**consume**

consumed  
*consumer*  
consumers  
consumes  
consuming  
consumption

**credit**

credited  
crediting  
creditor  
creditors  
credits

**culture**

*cultural*  
culturally  
cultured  
cultures  
uncultured

**design**

designed  
designer  
designers  
designing  
designs

**distinct**

*distinction*  
distinctions  
distinctive  
distinctively  
distinctly  
indistinct  
indistinctly

**element**

*elements*

**equate**

equated  
equates  
equating  
*equation*  
equations

**evaluate**

evaluated  
evaluates  
evaluating  
*evaluation*  
evaluations

evaluative  
re-evaluate  
re-evaluated  
re-evaluates  
re-evaluating  
re-evaluation

**feature**

featured  
*features*  
featuring

**final**

finalise  
finalised  
finalises  
finalising  
finalize  
finalized  
finalizes  
finalizing  
finality  
finally  
finals

**focus**

focused  
focuses  
focusing  
focussed  
focusses  
focussing  
refocus  
refocused  
refocuses  
refocusing  
refocussed  
refocusses  
refocussing

**impact**

impacted  
impacting  
impacts

**injure**

injured  
injures  
injuries  
injuring  
*injury*  
uninjured

**institute**

instituted  
institutes  
instituting  
institution  
institutional  
institutionalise

institutionalised	normalize	<b>regulate</b>	securing
institutionalises	normalized	deregulated	securities
institutionalising	normalizes	deregulates	<i>security</i>
institutionalize	normalizing	deregulating	<b>seek</b>
institutionalized	normality	deregulation	seeking
institutionalizes	normally	regulated	seeks
institutionalizing	<b>obtain</b>	regulates	<i>sought</i>
institutionally	obtainable	regulating	<b>select</b>
institutions	<i>obtained</i>	regulation	selected
<b>invest</b>	obtaining	<i>regulations</i>	selecting
invested	obtains	regulator	selection
investing	unobtainable	regulators	selections
<i>investment</i>	<b>participate</b>	regulatory	selective
investments	participant	unregulated	selectively
investor	participants	<b>relevant</b>	selector
investors	participated	irrelevance	selectors
invests	participates	irrelevant	selects
reinvest	participates	relevance	<b>site</b>
reinvested	participating	<b>reside</b>	sites
reinvesting	<i>participation</i>	resided	<b>strategy</b>
reinvestment	participatory	residence	strategic
reinvests	<b>perceive</b>	<i>resident</i>	<i>strategies</i>
<b>item</b>	<i>perceived</i>	residential	strategically
itemisation	perceives	residents	strategist
itemise	perceiving	resides	strategists
itemised	perception	residing	<b>survey</b>
itemises	perceptions	<b>resource</b>	surveyed
itemising	<b>positive</b>	resourced	surveying
itemization	positively	resourceful	surveys
itemize	<b>potential</b>	<i>resources</i>	<b>text</b>
itemized	potentially	resourcing	texts
itemizes	<b>previous</b>	unresourceful	textual
itemizing	previously	under-resourced	<b>tradition</b>
<i>items</i>	<b>primary</b>	<b>restrict</b>	non-traditional
<b>journal</b>	primarily	<i>restricted</i>	<i>traditional</i>
journals	<b>purchase</b>	restricting	traditionalist
<b>maintain</b>	purchased	restriction	traditionally
maintained	purchaser	restrictions	traditions
maintaining	purchasers	restrictive	<b>transfer</b>
maintains	purchases	restrictively	transferable
<i>maintenance</i>	purchasing	restricts	transference
<b>normal</b>	<b>range</b>	unrestricted	transferred
abnormal	ranged	unrestrictive	transferring
abnormally	ranges	<b>secure</b>	transfers
normalisation	ranging	insecure	
normalise	<b>region</b>	insecurities	
normalised	regional	insecurity	
normalises	regionally	secured	
normalising	regions	securely	
normalization		secures	

### Sublist 3 (Unit 8)

#### **alternative**

alternatively  
alternatives

#### **circumstance**

*circumstances*

#### **comment**

commentaries  
commentary  
commentator  
commentators  
commented  
commenting  
*comments*

#### **compensate**

compensated  
compensates  
compensating  
*compensation*  
compensations  
compensatory

#### **component**

componentry  
*components*

#### **consent**

consensus  
consented  
consenting  
consents

#### **considerable**

considerably

#### **constant**

constancy  
constantly  
constants  
inconstancy  
inconstantly

#### **constrain**

constrained  
constraining  
constrains  
constraint  
*constraints*  
unconstrained

#### **contribute**

contributed  
contributes  
contributing  
*contribution*  
contributions  
contributor  
contributors

#### **convene**

*convention*  
convenes  
convened  
convening  
conventional  
conventionally  
conventions  
unconventional

#### **coordinate**

coordinated  
coordinates  
coordinating  
*coordination*  
coordinator  
coordinators  
co-ordinate  
co-ordinated  
co-ordinates  
co-ordinating  
co-ordination  
co-ordinator  
co-ordinators

#### **core**

cores  
coring  
cored

#### **corporate**

corporates  
corporation  
corporations

#### **correspond**

corresponded  
correspondence  
*corresponding*  
correspondingly  
corresponds

#### **criteria**

criterion

#### **deduce**

deduced  
deduces  
deducing  
*deduction*  
deductions

#### **demonstrate**

demonstrable  
demonstrably  
demonstrated  
demonstrates  
demonstrating  
demonstration  
demonstrations

demonstrative  
demonstratively  
demonstrator  
demonstrators

#### **document**

documentation  
documented  
documenting  
documents

#### **dominate**

dominance  
*dominant*  
dominated  
dominates  
dominating  
domination

#### **emphasis**

emphasise  
emphasised  
emphasising  
emphasize  
emphasized  
emphasizes  
emphasizing  
emphatic  
emphatically

#### **ensure**

ensured  
ensures  
ensuring

#### **exclude**

*excluded*  
excludes  
excluding  
exclusion  
exclusionary  
exclusionist  
exclusions  
exclusive  
exclusively

#### **framework**

frameworks

#### **fund**

funded  
funder  
funders  
funding  
*fun*

#### **illustrate**

*illustrated*  
illustrates  
illustrating  
illustration

illustrations  
illustrative

#### **immigrate**

immigrant  
immigrants  
immigrated  
immigrates  
immigrating  
*immigration*

#### **imply**

implied  
*implies*  
implying

#### **initial**

initially

#### **instance**

instances

#### **interact**

interacted  
interacting  
*interaction*  
interactions  
interactive  
interactively  
interacts

#### **justify**

justifiable  
justifiably  
*justification*  
justifications  
justified  
justifies  
justifying  
unjustified

#### **layer**

layered  
layering  
layers

#### **link**

linkage  
linkages  
linked  
linking  
links

#### **locate**

located  
locating  
*location*  
locations  
relocate  
relocated  
relocates

relocating  
relocation  
**maximise**  
max  
maximised  
maximises  
maximising  
maximisation  
maximize  
maximized  
maximizes  
maximizing  
maximization  
*maximum*  
**minor**  
*minorities*  
minority  
minors  
**negate**  
*negative*  
negated  
negates  
negating  
negatively  
negatives  
**outcome**  
*outcomes*  
**partner**  
partners  
*partnership*  
partnerships  
**philosophy**  
philosopher  
philosophers  
philosophical  
philosophically  
philosophies  
philosophise  
philosophised  
philosophises

philosophising  
philosophize  
philosophized  
philosophizes  
philosophizing  
**physical**  
physically  
**proportion**  
disproportion  
disproportionate  
disproportionately  
proportional  
proportionally  
proportionate  
proportionately  
proportions  
**publish**  
*published*  
publisher  
publishers  
publishes  
publishing  
unpublished  
**react**  
reacted  
reacts  
reacting  
*reaction*  
reactionaries  
reactionary  
reactions  
reactive  
reactivate  
reactivation  
reactor  
reactors  
**register**  
deregister  
deregistered  
deregistering  
deregisters

deregistration  
*registered*  
registering  
registers  
registration  
**rely**  
reliability  
reliable  
reliably  
*reliance*  
reliant  
relied  
relies  
relying  
unreliable  
**remove**  
removable  
removal  
removals  
*removed*  
removes  
removing  
**scheme**  
schematic  
schematically  
schemed  
schemes  
scheming  
**sequence**  
sequenced  
sequences  
sequencing  
sequential  
sequentially  
**sex**  
sexes  
sexism  
sexual  
sexuality  
sexually

**shift**  
shifted  
shifting  
shifts  
**specify**  
specifiable  
*specified*  
specifies  
specifying  
unspecified  
**sufficient**  
sufficiency  
insufficient  
insufficiently  
sufficiently  
**task**  
tasks  
**technical**  
technically  
**technique**  
*techniques*  
**technology**  
technological  
technologically  
**valid**  
invalidate  
invalidity  
validate  
validated  
validating  
validation  
*validity*  
validly  
**volume**  
volumes  
vol.

### Sublist 4 (Unit 9)

#### **access**

accessed  
accesses  
accessibility  
accessible  
accessing  
inaccessible

#### **adequate**

adequacy  
adequately  
inadequacies  
inadequacy  
inadequate  
inadequately

#### **annual**

annually

#### **apparent**

apparently

#### **approximate**

*approximated*  
approximately  
approximates  
approximating  
approximation  
approximations

#### **attitude**

*attitudes*

#### **attribute**

attributable  
*attributed*  
attributes  
attributing  
attribution

#### **civil**

#### **code**

coded  
codes  
coding

#### **commit**

*commitment*  
commitments  
commits  
committed  
committing

#### **communicate**

communicable  
communicated  
communicates  
communicating  
*communication*  
communications

communicative  
communicatively  
uncommunicative

#### **concentrate**

concentrated  
concentrates  
concentrating  
*concentration*

#### **confer**

*conference*  
conferences  
conferred  
conferring  
confers

#### **contrast**

contrasted  
contrasting  
contrastive  
contrasts

#### **cycle**

cycled  
cycles  
cyclic  
cyclical  
cycling

#### **debate**

debatable  
debated  
debates  
debating

#### **despite**

**dimension**  
dimensional  
*dimensions*  
multidimensional

#### **domestic**

domestically  
domesticate  
domesticated  
domesticating  
domestics

#### **emerge**

*emerged*  
emergence  
emergent  
emerges  
emerging

#### **error**

erroneous  
erroneously  
errors

#### **ethnic**

ethnicity

#### **goal**

*goals*

#### **grant**

*granted*  
granting  
grants

#### **hence**

#### **hypothesis**

hypotheses  
hypothesise  
hypothesised  
hypothesises  
hypothesising  
hypothesize  
hypothesized  
hypothesizes  
hypothesizing  
hypothetical  
hypothetically

#### **implement**

*implementation*  
implemented  
implementing  
implements

#### **implicate**

implicated  
implicates  
implicating  
implication  
*implications*

#### **impose**

*imposed*  
imposes  
imposing  
imposition

#### **integrate**

integrated  
integrates  
integrating  
*integration*

#### **internal**

internalise  
internalised  
internalises  
internalising  
internalize  
internalized  
internalizes  
internalizing  
internally

#### **investigate**

investigated  
investigates  
investigating  
*investigation*  
investigations  
investigative  
investigator  
investigators

#### **job**

jobs

#### **label**

labeled  
labeling  
labelled  
labelling  
labels

#### **mechanism**

mechanisms

#### **obvious**

obviously

#### **occupy**

occupancy  
occupant  
occupants  
occupation  
*occupational*  
occupations  
occupied  
occupier  
occupiers  
occupies  
occupying

#### **option**

optional  
options

#### **output**

outputs

#### **overall**

#### **parallel**

paralleled  
parallelled  
paralleling  
paralleling  
parallels  
unparalleled  
unparaleled

#### **parameter**

*parameters*

<b>phase</b>	projection	retention	<b>summary</b>
phased	projections	retentive	summaries
phases	projects	<b>series</b>	summarise
phasing	<b>promote</b>	<b>statistic</b>	summarised
<b>predict</b>	promoted	statistician	summarises
predictability	promoter	statisticians	summarising
predictable	promoters	statistical	summarisation
predictably	promotes	statistically	summarisations
<i>predicted</i>	promoting	<i>statistics</i>	summarization
predicting	promotion	<b>status</b>	summarizations
prediction	promotions	<b>stress</b>	summarize
predictions	<b>regime</b>	stressed	summarized
predicts	regimes	stresses	summarizes
unpredictability	<b>resolve</b>	stressful	summarizing
unpredictable	<i>resolution</i>	stressing	<b>undertake</b>
<b>principal</b>	resolved	unstressed	<i>undertaken</i>
principally	resolves	<b>subsequent</b>	undertakes
<b>prior</b>	resolving	subsequently	undertaking
<b>professional</b>	unresolved	<b>sum</b>	undertook
professionally	<b>retain</b>	summation	
professionals	<i>retained</i>	summed	
professionalism	retaining	summing	
<b>project</b>	retainer	sums	
projected	retainers		
projecting	retains		

**Sublist 5 (Unit 10)**

**academy**

academia  
academic  
academically  
academics  
academies

**adjust**

adjusted  
adjusting  
*adjustment*  
adjustments  
adjusts  
readjust  
readjusted  
readjusting  
readjustment  
readjustments  
readjusts

**alter**

alterable  
alteration  
alterations  
altered  
altering  
alternate  
alternating  
alters  
unalterable  
unaltered

**amend**

amended  
amending  
*amendment*  
amendments  
amends

**aware**

awareness  
unaware

**capacity**

capacities  
incapacitate  
incapacitated

**challenge**

challenged  
challenger  
challengers  
challenges  
challenging

**clause**

clauses

**compound**

compounded  
compounding  
*compounds*

**conflict**

conflicted  
conflicting  
conflicts

**consult**

consultancy  
consultant  
consultants  
*consultation*  
consultations  
consultative  
consulted  
consults  
consulting

**contact**

contactable  
contacted  
contacting  
contacts

**decline**

declined  
declines  
declining

**discrete**

discretely  
*discretion*  
discretionary  
indiscrete  
indiscretion

**draft**

drafted  
drafting  
drafts  
redraft  
redrafted  
redrafting  
redrafts

**enable**

enabled  
enables  
enabling

**energy**

energetic  
energetically  
energies

**enforce**

enforced  
*enforcement*

enforces  
enforcing

**entity**

*entities*

**equivalent**

equivalence

**evolve**

*evolution*  
evolved  
evolving  
evolves  
evolutionary  
evolutionist  
evolutionists

**expand**

expanded  
expanding  
expands  
*expansion*  
expansionism  
expansive

**expose**

exposed  
exposes  
exposing  
*exposure*  
exposures

**external**

externalisation  
externalise  
externalised  
externalises  
externalising  
externality  
externalization  
externalize  
externalized  
externalizes  
externalizing  
externally

**facilitate**

facilitated  
facilitates  
facilities  
facilitating  
facilitation  
facilitator  
facilitators  
facility

**fundamental**

fundamentally

**generate**

*generated*  
generates  
generating

**generation**

generations

**image**

imagery  
images

**liberal**

liberalise  
liberalism  
liberalisation  
liberalised  
liberalises  
liberalising  
liberalization  
liberalize  
liberalized  
liberalizes  
liberalizing  
liberate  
liberated  
liberates  
liberation  
liberations  
liberating  
liberator  
liberators  
liberally  
liberals

**licence**

licences  
license  
licensed  
licensing  
licenses  
unlicensed

**logic**

illogical  
illogically  
logical  
logically  
logician  
logicians

**margin**

*marginal*  
marginally  
margins

**medical**

medically

**mental**

mentality  
mentally

**modify**

modification  
modifications  
*modified*  
modifies  
modifying  
unmodified

**monitor**

monitored  
*monitoring*  
monitors  
unmonitored

**network**

networked  
networking  
networks

**notion**

notions

**objective**

objectively  
objectivity

**orient**

orientate  
orientated  
orientates  
*orientation*  
orientating  
oriented  
orienting  
orients  
reorient  
reorientation

**perspective**

perspectives

**precise**

imprecise  
precisely  
precision

**prime**

primacy

**psychology**

psychological  
psychologically  
psychologist  
psychologists

**pursue**

pursued  
pursues  
pursuing  
pursuit  
pursuits

**ratio**

ratios

**reject**

*rejected*  
rejecting  
rejection  
rejects  
rejections

**revenue**

revenues

**stable**

instability  
stabilisation  
stabilise  
stabilised  
stabilises  
stabilising  
stabilization  
stabilize  
stabilized

stabilizes  
stabilizing  
*stability*  
unstable

**style**

styled  
*styles*  
styling  
stylish  
stylise  
stylised  
stylises  
stylising  
stylize  
stylized  
stylizes  
stylizing

**substitute**

substituted  
substitutes  
substituting  
*substitution*

**sustain**

*sustainable*  
sustainability  
sustained  
sustaining  
sustains  
sustenance  
unsustainable

**symbol**

*symbolic*  
symbolically  
symbolise  
symbolised  
symbolises  
symbolising  
symbolism

symbolize  
symbolized  
symbolizes  
symbolizing  
symbols

**target**

targeted  
targeting  
targets

**transit**

transited  
transiting  
*transition*  
transitional  
transitions  
transitory  
transits

**trend**

trends

**version**

versions

**welfare**

*whereas*

## Appendix 2: Achievement test

In this test you will:

- check your knowledge of the words in the Academic Word List
- check the progress you have made in understanding these words

There is no time limit for this test. The point of the test is to allow you to assess how much you have learnt by studying this book, and to give you an idea of what you need to look at again.

All the words and sentences in this test are taken from Units 6–10.

We suggest you complete the test and then check the answers at the back of the book. If you make any mistakes, you can go back and look at Units 6–10.

### Task 1 Meanings of words

- 1.1 Complete the pairs of sentences below with a word from the box. In each pair, you need the same word for both sentences. In the case of verbs, pay attention to the ending required, e.g., *~s*, *~ed*, *~ing*. In the case of nouns, you may have to decide whether the singular or plural form is appropriate.

dominant	<del>available</del>	restrict	apparent	aware	vary
----------	----------------------	----------	----------	-------	------

- Information about this product is freely available on the Internet.  
Updates are available from our website.
- Demand for particular products \_\_\_\_\_ with the seasons.  
Pay levels may \_\_\_\_\_ slightly, depending on relevant experience.
- Many countries \_\_\_\_\_ smoking in public places such as bars and restaurants.  
Smoking is \_\_\_\_\_ to designated areas.
- The company is trying to maintain its \_\_\_\_\_ position in the market.  
Ten years ago, the company enjoyed a \_\_\_\_\_ share of the market.
- It was soon \_\_\_\_\_ that there was a serious problem with the onboard equipment.  
The flight was cancelled for no \_\_\_\_\_ reason.
- Few people are \_\_\_\_\_ of the dangers a sudden change in air pressure can cause.  
Tim suddenly became \_\_\_\_\_ of someone following him.



## Task 2 Multi-meaning words

### 2.1 Choose the correct meaning of the underlined words according to the context in which they appear.

1. It doesn't matter which order you answer the questions in.
  - a. the way that things or events are arranged in relation to each other, for example, showing whether something is first, second, third, etc.
  - b. an instruction to do something that is given by someone in authority
  - c. a request for food or drink in a restaurant or bar
2. Perhaps the most obvious sign of globalization is in the economic area.
  - a. a particular part of a city, town, region or country
  - b. the amount of space covered by the surface of a place or shape
  - c. a particular subject or range of activities
3. Developed countries consume huge quantities of raw materials.
  - a. to make use of a quantity of something
  - b. to eat or drink something
  - c. to permanently use something up
4. A number of different human activities have contributed to climate change.
  - a. to add your money, goods, ideas or time and effort to something
  - b. to be one of the reasons that something happens
  - c. something that you have written for a newspaper or magazine
5. The new government promotes education and is planning to build new schools throughout the country.
  - a. to support something to further its progress
  - b. to advance someone to a preferable, more responsible job within an organization
  - c. to encourage people to support or use something
6. Many companies today are operating on extremely tight margins.
  - a. the column of space at the side of a page
  - b. the difference in the number of points between the winners and the losers of a sports event or competition
  - c. the difference between what it costs to buy or produce something and its selling price

## Task 3 Word classes

### 3.1 Look at the sentences. Decide what word class would fill each gap. Write *v* (verb), *n* (noun), *adj* (adjective) or *adv* (adverb) in the brackets after each gap.

1. The university should \_\_\_\_\_ ( *v* ) more facilities for disabled students.
2. The government's policy is to allow banks to \_\_\_\_\_ (  ) independently, free of external controls.
3. Many people feel less \_\_\_\_\_ (  ) as a result of the sharp rise in crime.
4. A high \_\_\_\_\_ (  ) of babies born to mothers who were smokers have a less than average body weight at birth.

5. They see education as the first \_\_\_\_\_ ( \_\_\_ ) in the battle to improve public health in this region.
6. Interest based on the amount of money originally invested and the interest already earned is known as \_\_\_\_\_ ( \_\_\_ ) interest.

## Task 4 Word families

### 4.1 Choose the correct form of the word in brackets to complete the sentences. In the case of verbs, pay attention to the ending required, e.g., *-s*, *-ed*, *-ing*.

1. The average daily food requirement for an adult is between 2,000 and 3,000 calories. (require)
2. The most recent \_\_\_\_\_ of the research suggests that human activities have had an influence on the global climate. (assess)
3. Contrary to popular \_\_\_\_\_, vigorous exercise is not necessarily good for your health. (perceive)
4. Focusing on research and development will have \_\_\_\_\_ for short-term profitability. (imply)
5. The rise of budget airlines in Europe has meant that cheap air travel is now \_\_\_\_\_ to almost everyone in the European Union. (access)
6. \_\_\_\_\_, companies need to invest money in the business in order to grow. (logic)

### 4.2 Choose the correct form of the word in brackets to complete the sentences.

1. It is often difficult to adjust to a change of career. Some people fail to make the adjustment and simply go back to their old job. (adjust)
2. The plan has been drawn up in \_\_\_\_\_ with our Far Eastern partners. We attempted to \_\_\_\_\_ them at all stages of the project. (consult)
3. Living standards in the area are \_\_\_\_\_ rapidly. The main reason for this \_\_\_\_\_ is the continuing armed conflict in the region. (decline)
4. The US government claims that the weapons their planes use are very \_\_\_\_\_. The number of civilian casualties on the ground would suggest that this \_\_\_\_\_ is more theoretical than real. (precise)
5. \_\_\_\_\_ in the exchange rate is a requirement for continued growth. A \_\_\_\_\_ currency will encourage investment. (stable)

### 4.3 Complete the following sentences using either:

- the word in brackets; or
- a prefix from the box + the correct form of the word in brackets

re~	in~	un~	mis~	over~	under~
-----	-----	-----	------	-------	--------

1. The government is concerned that healthcare is being managed in an uneconomical way and losing vast sums of money. (economical)
2. Compared with the problems people in the Third World have with diseases, our worries are \_\_\_\_\_. (significant)
3. The patient received serious injuries in the accident, but her vital organs were \_\_\_\_\_. (affected)
4. Statistics can sometimes be \_\_\_\_\_ and lead to overgeneralized conclusions. (reliable)
5. Countries like Canada are planning to \_\_\_\_\_ almost 100 per cent of their waste. (cycle)
6. The receptionist's instructions were both complicated and \_\_\_\_\_, with the result that I was late for the meeting. (precise)

## Task 5

## Collocations

### 5.1 Using your knowledge of collocation and paying particular attention to the underlined words, complete the gaps in these sentences.

The word class you need is given in brackets at the end of each sentence. In the case of verbs, pay attention to the ending required, e.g., *~ed*, *~ing*, *~s*.

1. Recent \_\_\_\_\_ studies show that women still earn less than men for doing the same job. (adjective)
2. Maria was delighted to \_\_\_\_\_ the opportunity to talk to someone who shared her interest in classical music. (verb)
3. There is little or no scientific \_\_\_\_\_ to support this theory. (noun)
4. Changes in energy policy will have a huge \_\_\_\_\_ on the environment. (noun)
5. The government is \_\_\_\_\_ the relief effort as numerous aid agencies arrive in the affected area. (verb)
6. The findings confirmed the \_\_\_\_\_ that smokers are at greater risk of heart attack. (noun)
7. The local economy expanded \_\_\_\_\_ during the 1980s and 1990s, but is currently in a period of crisis. (adverb)

Task 6

Word grammar

6.1 Look at the underlined nouns in the sentences below and identify:

1. which nouns are followed by prepositions
  2. which nouns are followed by *that* + clause
  3. which nouns are followed by *to* + infinitive
- a. There is clear evidence of a link between price reductions and increased sales. \_\_\_\_
  - b. The test measures children's achievements in different sports. \_\_\_\_
  - c. Cold Laser treatment is offered as an alternative to invasive surgery. \_\_\_\_
  - d. Many people take the attitude that mature students should be working rather than studying. \_\_\_\_
  - e. The government is concerned about its capacity to invest in the country's infrastructure. \_\_\_\_

6.2 The verbs in the sentences below are sometimes transitive and sometimes intransitive. Look at the verbs as they are used in these sentences and decide if they are transitive (VT) or intransitive (VI).

1. Teaching methods may vary depending on the target audience. \_\_\_\_
2. The research project will focus on the impact of e-business on an organization. \_\_\_\_
3. Gun owners had until the end of 1990 to register their weapons. \_\_\_\_
4. A lot of money has been committed to the reconstruction of the city. \_\_\_\_
5. My boss declined the offer. \_\_\_\_

Now check your answers in the key on page 202.

## Appendix 3: Answer key

### Unit 1: Multi-meaning words

#### Task 1

##### Ex 1.1

- |      |       |
|------|-------|
| 1. c | 7. b  |
| 2. a | 8. c  |
| 3. b | 9. b  |
| 4. a | 10. a |
| 5. a | 11. a |
| 6. b |       |

##### Ex 1.2

- |      |       |
|------|-------|
| 1. a | 6. b  |
| 2. b | 7. c  |
| 3. b | 8. b  |
| 4. b | 9. b  |
| 5. a | 10. b |

#### Task 2

##### Ex 2.1

- |      |       |
|------|-------|
| 1. b | 6. a  |
| 2. b | 7. b  |
| 3. b | 8. a  |
| 4. a | 9. a  |
| 5. b | 10. b |

##### Ex 2.2

#### Example definitions:

- society (noun): *people living together in organized groups, with rules and traditions governing the way they behave towards one another*
- subject (noun): *an idea, topic, problem or situation that you discuss in speech or writing*
- heated (adjective): *impassioned or highly emotional. Full of angry and excited feelings.*
- perform (verb): *to work or do something (well, badly)*
- concern (noun): *a feeling of worry, especially about something such as a social problem, etc.*
- far (adjective): *to a great degree*

#### Task 3

##### Ex 3.1

- adjective, verb, noun
- noun, verb, adjective
- noun, adjective
- noun, verb

- noun, verb, adjective, adverb
- noun, verb
- noun, verb
- noun, verb
- noun, verb

### Unit 2: Word classes – nouns, verbs, adjectives and adverbs

#### Task 1

##### Ex 1.1

#### Nouns

study  
tests  
Mathematics  
classes  
contrast

#### Verbs

ranks  
have slipped  
average

#### Adjectives

developed  
American  
advanced  
large

#### Adverbs

particularly

#### Task 2

##### Ex 2.1

#### Word

growth  
entire  
basically  
avoid  
existence  
discover  
regular  
relatively  
provide  
prevent  
highly  
security

#### Word class

*noun*  
*adjective*  
*adverb*  
*verb*  
*noun*  
*verb*  
*adjective*  
*adverb*  
*verb*  
*verb*  
*adverb*  
*noun*

##### Ex 2.2

- |        |         |
|--------|---------|
| 1. v   | 7. adv  |
| 2. adv | 8. v    |
| 3. adj | 9. n    |
| 4. n   | 10. adv |
| 5. n   | 11. adj |
| 6. v   | 12. v   |

**Ex 2.3**

- |               |              |
|---------------|--------------|
| 1. discovered | 7. basically |
| 2. relatively | 8. avoid     |
| 3. entire     | 9. existence |
| 4. security   | 10. highly   |
| 5. growth     | 11. regular  |
| 6. prevent    | 12. provide  |

**Task 3**

**Ex 3.1**

**Word**

excess  
stem  
match  
influence  
lack  
spare  
joint  
risk  
sample  
rank

**Word class**

*noun, adjective*  
*noun, verb*  
*noun, verb*  
*noun, verb*  
*noun, verb*  
*noun, verb, adjective*  
*noun, adjective*  
*noun, verb*  
*noun, verb, adjective*  
*noun, verb, adjective*

**Ex 3.2**

- |        |        |
|--------|--------|
| 1. adj | 6. adj |
| 2. adj | 7. v   |
| 3. n   | 8. v   |
| 4. v   | 9. n   |
| 5. v   | 10. n  |

**Ex 3.3**

**Word**

net  
experience  
rates  
double  
essential  
support  
ideal  
border  
prompt  
blame

**Word class**

*noun, verb, adjective*  
*noun, verb*  
*noun, verb*  
*noun, verb, adjective, adverb*  
*noun, adjective*  
*noun, verb*  
*noun, adjective*  
*noun, verb*  
*noun, verb, adjective*  
*noun, verb*

**Ex 3.4**

- |        |        |
|--------|--------|
| 1. adj | 6. v   |
| 2. v   | 7. adj |
| 3. v   | 8. n   |
| 4. v   | 9. adv |
| 5. adj | 10. v  |

**Task 4**

**Ex 4.1**

- |                 |           |
|-----------------|-----------|
| 1. a. adjective | c. noun   |
| b. verb         | d. adverb |
| 2. a. n; v      | c. n; adj |
| b. n; v         | d. n; v   |

**Ex 4.2**

Knowledge of word class helps understanding of how to use words effectively. The best way to understand what word class a word belongs to is to read it in the context of a sentence or a paragraph. It is helpful to know that some words can belong to two or more word classes. For example, *prompt* can be a noun, a verb or an adjective, and *spare* can be a noun, a verb or an adjective.

**Unit 3: Word families and word parts**

**Task 1**

**Ex 1.1**

**Verb**

change	✓
restrict	<i>restriction</i>
employ	<i>employment</i>
cause	✓
offer	✓
depend	<i>dependence</i>
claim	✓
decrease	✓
respond	<i>response</i>
influence	✓
suggest	<i>suggestion</i>
aim	✓
argue	<i>argument</i>
risk	✓
waste	✓

**Noun: same form or different?**

**Task 2**

**Ex 2.1**

**Nouns**

behaviour  
development  
difference  
equality  
formation

**Verbs**

activate  
calculate  
realize

**Adjectives**

appropriate  
economical  
social

**Adverbs**

gradually

**Ex 2.2****Nouns**

~ion  
~ment  
~ence  
~ity

**Adjectives**

~al  
~ate

**Verbs**

~ize  
~ate

**Adverbs**

~ly

**Task 3****Ex 3.1****Prefixes****Example words**

mono~	<i>monotone, monorail</i>
bi~	<i>bipolar, biannual</i>
re~	<i>rearrange, reboot</i>
inter~	<i>interpersonal, international</i>
anti~	<i>anticlimax, anticlockwise</i>
geo~	<i>geopolitics, geophysics</i>
post~	<i>postmodern, postgraduate</i>
micro~	<i>microclimate, microorganism</i>
semi~	<i>semidetached, semifinal</i>
sub~	<i>substandard, subconscious</i>
thermo~	<i>thermometer</i>

**Ex 3.2**

- |            |           |
|------------|-----------|
| 1. re~     | 7. sub~   |
| 2. post~   | 8. geo~   |
| 3. semi~   | 9. anti~  |
| 4. thermo~ | 10. bi~   |
| 5. micro~  | 11. mono~ |
| 6. inter~  |           |

**Task 4****Ex 4.1**

- |                   |                 |
|-------------------|-----------------|
| 1. uncertainty    | 7. abnormal     |
| 2. unsatisfactory | 8. irrelevant   |
| 3. inefficient    | 9. illegal      |
| 4. unlikely       | 10. immoral     |
| 5. disappearance  | 11. unpublished |
| 6. unprincipled   |                 |

**Task 5****Ex 5.1/5.2**

- long (*adj*) - e. length (*n*)
- need (*v*) - d. necessary (*adj*)
- obey (*v*) - b. obedience (*n*)
- poor (*adj*) - a. poverty (*n*)
- loan (*n*) - c. lend (*v*)
- space (*n*) - g. spatial (*adj*)
- describe (*v*) - f. description (*n*)

**Task 6****Ex 6.1****Nouns**

competition  
decision  
permission, permit  
economy  
origin  
complication  
absence  
certainty

**Adjectives**

competitive  
decisive  
permissible  
economic, economical  
original  
complicated  
absent  
certain

**Verbs**

compete  
decide  
permit  
economize  
originate  
complicate

**Adverbs**

competitively  
decisively  
economically  
originally  
certainly

**Ex 6.2**

- |                 |                  |
|-----------------|------------------|
| 1. competition  | 5. original      |
| 2. certainty    | 6. decision      |
| 3. absence      | 7. permission    |
| 4. economically | 8. complications |

**Task 7****Ex 7.1**

- believe; belief
- explained; explanation
- different; differences
- argument; argue
- difficult; difficulty
- develop; development

**Task 8****Ex 8.1**

- memory, memorial, remember, commemorate
- centenary, percentage, century
- transport, portable, import, export
- biology, psychology, geology
- television, telephone, telescope
- visual, vision, visible
- prospect, respect, perspective, spectator
- photograph, telephoto, photosynthesis

**Ex 8.2**

- |          |          |
|----------|----------|
| 1. mem   | 5. pect  |
| 2. photo | 6. cent  |
| 3. tele  | 7. vis   |
| 4. port  | 8. ology |

**Task 9**

**Ex 9.2**

1. compete: *competition, competitive, competitor*
2. compare: *comparison, comparative, compared*
3. direct: *direction, director, directed, misdirect*
4. prepare: *preparation, prepared, unprepared*
5. depend: *dependence, depending, dependent, independent*

(Sentences depend on students.)

**Unit 4: Collocations**

**Task 1**

**Ex 1.1**

- |                     |            |
|---------------------|------------|
| 1. a. design        | c. observe |
| b. introduce        | d. present |
| 2. a. developmental | c. young   |
| b. ingenious        | d. basic   |

**Task 2**

**Ex 2.1**

- a. to put, to be, to come under, to have, to express, to take
- b. on, about, over, for
- c. to + infinitive

**Ex 2.2**

1. doubt  
*have no doubts about*  
*express doubts over*  
*there are doubts about*
2. pressure  
*put pressure on*  
*there is pressure on*  
*come under pressure to*
3. opportunity  
*there is an opportunity for*  
*have the opportunity to*  
*take the opportunity to*

**Ex 2.3**

- |        |         |
|--------|---------|
| 1. to  | 5. on   |
| 2. for | 6. is   |
| 3. are | 7. have |
| 4. put |         |

**Task 3**

**Ex 3.1**

1. make, have, cause
2. do, mean, have, be in, run
3. make, put in, be
4. make, have, cause
5. make, see, have, be (is)
6. achieve, have, produce
7. be (is), give, establish
8. be (is), bridge, fill, see, leave, find
9. lower, achieve, conform to, set
10. give, cause, have, show, create, express, voice

**Task 4**

**Ex 4.1**

- |               |            |
|---------------|------------|
| 1. with       | 5. on      |
| 2. between    | 6. between |
| 3. on         | 7. with    |
| 4. over/about |            |

**Task 5**

**Ex 5.1**

- |               |                    |
|---------------|--------------------|
| 1. main       | 6. recent          |
| 2. sole       | 7. practical       |
| 3. particular | 8. human           |
| 4. growing    | 9. growing, public |
| 5. huge       | 10. greater        |

**Ex 5.2**

1. slight, dramatic, significant
2. big, important, significant, major, serious, minor, slight, fundamental
3. large, short, regular, steady, constant, endless, limited
4. high, low, normal, strict, moral

**Task 6**

**Ex 6.1**

- |                  |                   |
|------------------|-------------------|
| 1. effectively   | 7. increasingly   |
| 2. significantly | 8. relatively     |
| 3. especially    | 9. probably       |
| 4. clearly       | 10. rapidly       |
| 5. gradually     | 11. strongly      |
| 6. particularly  | 12. comparatively |
- a. effectively: manage(d) effectively  
significantly: significantly reduce  
clearly: clearly stated  
gradually: gradually decreases  
increasingly: becoming increasingly  
probably: (was) probably caused  
rapidly: spread rapidly  
strongly: strongly disagrees

- b. especially: especially important  
particularly: particularly useful  
increasingly: increasingly difficult  
relatively: relatively recent  
comparatively: comparatively easy

**Task 7**

**Ex 7.1**

**Possible answers:**

1. *have trouble*  
*have an effect*  
*manage resources*  
*see a connection*
2. *have trouble with*  
*have an impact on*  
*do business with*
3. *widening gap*  
*sole purpose*  
*growing demand*
4. *reduce significantly*  
*spread rapidly*  
*stated clearly*
5. *increasingly difficult*  
*especially important*  
*particularly useful*

**Unit 5: Word grammar**

**Task 1**

**Ex 1.1**

1. years after the discovery  
migrants from Europe  
dangers of migration  
passage to North America
2. year's wages
3. farm labourer

**Task 2**

**Ex 2.2**

<b>Nouns</b>	<b>that + clause</b>
belief	✓
notion	✓
theory	✓
view	✓
idea	✓
fact	✓
suggestion	✓

**Task 3**

**Ex 3.1**

- |         |         |
|---------|---------|
| a. 1    | g. 1    |
| b. 2    | h. 1    |
| c. 2    | i. 1    |
| d. 1; 1 | j. 1    |
| e. 1    | k. 1; 1 |
| f. 4    | l. 2; 1 |

**Ex 3.2**

- |           |           |
|-----------|-----------|
| a. for    | i. of     |
| d. of; of | j. on     |
| e. of     | k. on; of |
| g. for    | l. of     |
| h. of     |           |

**Ex 3.3**

- |      |       |
|------|-------|
| 1. 1 | 7. 3  |
| 2. 3 | 8. 3  |
| 3. 2 | 9. 3  |
| 4. 2 | 10. 1 |
| 5. 1 | 11. 2 |
| 6. 1 | 12. 3 |

**Ex 3.4**

1. to
5. of
6. of
10. of

**Task 4**

**Ex 4.1**

**Example words:**

1. figures, employees, spokesman, policy
2. leader, town, research, price
3. technology, system, game, age
4. weight, family, page, heart
5. insurance, car, policy, director, employee
6. government, father, mother, authority, unemployment
7. business, exchange, tax, success, failure

**Task 5**

**Ex 5.1**

- |      |      |
|------|------|
| a. 3 | f. 1 |
| b. 2 | g. 1 |
| c. 2 | h. 3 |
| d. 3 | i. 2 |
| e. 3 | j. 1 |

**Ex 5.2**

- a. for
- d. for
- e. for
- h. to

**Ex 5.3**

All words are possible: necessary, difficult, possible, clear, likely

**Ex 5.4**

1. common, customary, useful
2. common, certain, customary, useful
3. certain
4. common, certain, customary, bound, useful

**Task 7**

**Ex 7.1**

1. transitive
2. intransitive
3. intransitive
4. transitive
5. transitive
6. transitive
7. transitive
8. transitive
9. transitive
10. transitive

**Ex 7.2**

**Transitive:** present, include, describe, lack, mention, suggest

**Intransitive:** appear, belong, interfere, remain, result, rise

**Ex 7.3**

1. to
2. with

**Ex 7.4**

- |       |       |
|-------|-------|
| 1. VI | 5. VT |
| 2. VI | 6. VT |
| 3. VI | 7. VT |
| 4. VI | 8. VT |

**Task 8**

**Ex 8.1**

**Verb** **that + clause**

- |           |   |
|-----------|---|
| decrease  |   |
| behave    |   |
| state     | ✓ |
| consider  | ✓ |
| admit     | ✓ |
| introduce |   |

**Ex 8.2**

2. (was) agreed
3. suggests
4. (is worth) mentioning

5. claim
6. (have) discovered
8. (have come to) accept
9. admitted

**Task 9**

**Ex 9.2**

<b>Verb</b>	<b>wh~ word</b>
doubt	<i>whether, what</i>
consider	<i>whether, what, which, when, why</i>
determine	<i>whether, what, which, when, why</i>
explain	<i>whether, what, when, why</i>
decide	<i>whether, what, which, when, why</i>
describe	<i>whether, what, which, when, why</i>
realize	<i>whether, what, which, when, why</i>
discuss	<i>whether, what, which, when, why</i>

Phrase completion: Answers depend on students.

**Ex 9.3**

1. The secretary will explain how you have to fill in the forms.
2. We need to discuss what kind of strategy we want for next year.
3. Many people doubt whether the new government will live up to the promises made in the election campaign.
4. The candidates are usually asked to describe why they would be suitable for the position.
5. The IT manager is considering whether the system currently in place should be updated.
6. People have a right to decide what they should do with their own money.

**Task 10**

**Ex 10.1**

**Example words:**

1. show, argue, suggest
2. explain, ask, discover
3. evidence, suggestion, answer
4. clear, possible, likely
5. customary, common, useful

**Unit 6: AWL – Sublist 1**

**Task 1**

**Ex 1.2**

1. require – **g.** to need something or someone
2. vary – **k.** to change or be different in different circumstances
3. proceed – **e.** to carry on doing something that has already started

4. approach – **f.** a way of dealing with a situation or problem
5. evident – **b.** easily seen or understood
6. factor – **h.** one of the things that causes a situation or influences the way it happens
7. assume – **a.** to accept something as true, although you do not have proof
8. occur – **l.** to happen
9. available – **d.** able to be found, bought or obtained
10. interpret – **c.** to take actions or behaviours as having a particular meaning
11. derive – **i.** to obtain or come from another source
12. respond – **j.** to say or do something in reaction to something else

**Ex 1.3**

1. derived; derive
2. occurs; occur
3. require; requires
4. evident; evident
5. approach; approaches
6. assumed; assume
7. varies; vary
8. interpreted; interpret
9. factors; factor
10. proceed; proceeding

**Task 2**

**Ex 2.1**

- |      |       |
|------|-------|
| 1. a | 7. a  |
| 2. b | 8. b  |
| 3. c | 9. a  |
| 4. b | 10. c |
| 5. c | 11. b |
| 6. b |       |

**Task 3**

**Ex 3.1**

**Word**

focus  
benefit  
research  
policy  
individual  
function  
assess  
specific  
finance  
consist (of/in)  
identify

**Word class**

*verb, noun*  
*verb, noun*  
*verb, noun*  
*noun*  
*noun, adjective*  
*verb, noun*  
*verb*  
*noun, adjective*  
*verb, noun*  
*verb*  
*verb*

**Ex 3.2**

- |        |        |
|--------|--------|
| 1. n   | 7. adj |
| 2. v   | 8. v   |
| 3. adj | 9. n   |
| 4. n   | 10. v  |
| 5. n   | 11. v  |
| 6. v   |        |

**Ex 3.3**

- |               |              |
|---------------|--------------|
| 1. focus      | 7. specific  |
| 2. benefit    | 8. identify  |
| 3. individual | 9. finance   |
| 4. research   | 10. function |
| 5. policy     | 11. consists |
| 6. assess     |              |

**Task 4**

**Ex 4.1**

**Nouns**

assessment  
economy  
variation  
analysis  
significance  
indication  
response  
environment  
creation  
interpretation  
definition

**Verbs**

assess  
vary  
analyze  
indicate  
respond  
create  
interpret  
define

**Adjectives**

economic  
economical  
variable  
significant  
indicative  
responsive  
creative

**Adverbs**

economically  
significantly  
environmentally

**Ex 4.2**

- |                |                   |
|----------------|-------------------|
| 1. requirement | 7. analysis       |
| 2. significant | 8. assessment     |
| 3. variations  | 9. indicate       |
| 4. interpreted | 10. responded     |
| 5. create      | 11. environmental |
| 6. definition  |                   |

**Ex 4.3**

1. invariably
2. insignificant
3. unavailable
4. recreate
5. uneconomical
6. misinterpret
7. unresponsive
8. reassess
9. inconsistent
10. overestimate/underestimate

**Ex 4.4**

1. uneconomical
2. occur
3. unavailable
4. inconsistent
5. insignificant
6. responsive
7. misinterpreted
8. reassess
9. underestimated

**Task 5**

**Ex 5.1**

1. require - **f.** a special diet
2. interpret - **e.** data
3. meet - **d.** requirements
4. carry out - **b.** research
5. adopt - **g.** a policy
6. identify - **c.** the person
7. assess - **a.** effects

**Ex 5.2**

1. analyze
2. play
3. define
4. adopt
5. establish
6. estimate
7. assess
8. create

**Ex 5.3**

1. income
2. issues
3. methods
4. a theory
5. an analysis
6. benefit

**Ex 5.4**

- |               |                   |
|---------------|-------------------|
| 1. shows      | 8. (has) shown    |
| 2. provides   | 9. provide        |
| 3. obtain     | 10. examining     |
| 4. show       | 11. adopt         |
| 5. collecting | 12. claim         |
| 6. support    | 13. (has) brought |
| 7. needed     | 14. used          |

**Task 6**

**Ex 6.1**

- |                 |                |
|-----------------|----------------|
| 1. <b>b.</b> of | <b>l.</b> to   |
| <b>d.</b> about | <b>m.</b> in   |
| <b>e.</b> of    | <b>n.</b> to   |
| <b>f.</b> for   | <b>o.</b> from |
| <b>h.</b> of    | <b>p.</b> of   |
| <b>i.</b> of    | <b>q.</b> of   |
| <b>j.</b> of    | <b>r.</b> on   |
| <b>k.</b> to    |                |
2. **a.** theory  
**c.** assumption  
**g.** evidence
  3. **r.** questionnaire approach

**Ex 6.2**

1. government, makers, decisions
2. government, team, findings
3. analysis, collection
4. collection, decision-making, production

**Ex 6.3**

1. energy, light, power
2. costs, shortages, force, market, movement
3. social, housing, child, unemployment, concert
4. market, industry, licence, price
5. code, key, surface

**Ex 6.4**

**Transitive verbs:** assume, create, distribute, finance, involve, issue, process

**Intransitive verbs:** proceed, function, legislate, occur

**Ex 6.5**

Answers depend on students.

**Ex 6.6**

Answers depend on students.

**Ex 6.7**

- |       |       |
|-------|-------|
| 1. VT | 5. VI |
| 2. VI | 6. VT |
| 3. VT | 7. VI |
| 4. VI |       |

**Ex 6.8**

- |                   |                        |
|-------------------|------------------------|
| 1. estimate – VT  | 6. is proceeding – VI  |
| 2. require – VT   | 7. has identified – VT |
| 3. varies – VI    | 8. to establish – VT   |
| 4. indicates – VT | 9. include – VT        |
| 5. define – VT    | 10. involving – VT     |

**Task 7****Ex 7.1**

Answers depend on students.

**Ex 7.2**

Answers depend on students.

**Ex 7.3**

Answers depend on students.

**Unit 7: AWL – Sublist 2****Task 1****Ex 1.2**

1. appropriate – **h.** right for a specific use
2. equate – **j.** to treat two things as equal or the same
3. affect – **f.** to change or influence someone or something
4. restrict – **c.** to ensure something stays within a limit or limits
5. distinct – **i.** obviously different or part of a contradictory type
6. potential – **g.** the possibilities that something or someone has to offer
7. feature – **d.** one of many parts of an idea or situation
8. complex – **a.** made up of multiple parts and often complicated
9. consequent – **b.** happening as a result of something
10. aspect – **e.** a part of something that stands out as being important or interesting

**Ex 1.3**

1. affected; affects
2. distinct; distinct
3. features; feature
4. complex; complex
5. potential; potentially
6. appropriate; appropriate

7. consequences; consequence
8. equate; equated
9. restrict; restricted
10. aspects; aspect

**Task 2****Ex 2.1**

- |      |       |
|------|-------|
| 1. c | 6. a  |
| 2. b | 7. a  |
| 3. a | 8. c  |
| 4. c | 9. c  |
| 5. a | 10. a |

**Task 3****Ex 3.1****Word**

conclude  
acquire  
community  
relevant  
potential  
resource  
transfer  
focus  
previous  
secure

**Word class**

*verb*  
*verb*  
*noun*  
*adjective*  
*noun, adjective*  
*verb, noun*  
*verb, noun*  
*verb, noun*  
*adjective*  
*verb, adjective*

**Ex 3.2**

- |        |         |
|--------|---------|
| 1. v   | 6. v    |
| 2. v   | 7. adj  |
| 3. adj | 8. adj  |
| 4. n   | 9. v    |
| 5. n   | 10. adj |

**Ex 3.3**

- |              |              |
|--------------|--------------|
| 1. focuses   | 6. transfer  |
| 2. concluded | 7. relevant  |
| 3. potential | 8. secure    |
| 4. resources | 9. acquire   |
| 5. community | 10. previous |

**Task 4**

**Ex 4.1**

Nouns	Verbs	Adjectives
achievement	achieve	normal
normality	participate	strategic
participant	maintain	selective
participation	perceive	regional
maintenance	regulate	resourceful
perception	select	complex
regulation	computerize	distinct
strategy		
region		
resource		
complexity		
distinction		
computer		

**Ex 4.2**

- |                  |                 |
|------------------|-----------------|
| 1. perception    | 6. consequence  |
| 2. participation | 7. maintenance  |
| 3. achievements  | 8. assistance   |
| 4. strategy      | 9. selective    |
| 5. distinction   | 10. regulations |

**Ex 4.3**

- |                  |                  |
|------------------|------------------|
| 1. insecure      | 7. abnormal      |
| 2. irrelevant    | 8. reinvest      |
| 3. unregulated   | 9. unobtainable  |
| 4. inappropriate | 10. unrestricted |
| 5. reconstruct   | 11. inconclusive |
| 6. unaffected    |                  |

**Ex 4.4**

- |                  |                  |
|------------------|------------------|
| 1. inappropriate | 6. construction  |
| 2. irrelevant    | 7. regulated     |
| 3. unrestricted  | 8. reinvest      |
| 4. abnormal      | 9. unobtainable  |
| 5. unaffected    | 10. inconclusive |

**Task 5**

**Ex 5.1**

- exploit – c. the potential of something
- make – d. a distinction
- affect – f. one's health
- attract – a. investment
- conduct – b. an investigation
- restrict – e. access

**Ex 5.2**

- |             |             |
|-------------|-------------|
| 1. achieve  | 5. consume  |
| 2. affect   | 6. design   |
| 3. maintain | 7. transfer |
| 4. perceive | 8. evaluate |

**Ex 5.3**

- |             |                |
|-------------|----------------|
| 1. complex  | 4. final       |
| 2. primary  | 5. normal      |
| 3. positive | 6. appropriate |

**Ex 5.4**

- to reduce (the), to have (an) increased, enforce* impact regulations  
*make (a) distinction*  
*to lift; to impose restrictions*  
*to have; to face (the) consequences*  
*to commission (a) report*
- aspect(s) of participation in relevant (to) regulation of range of* life; the problem the research; elections information, to our work the Internet and media products; solutions
- vast; wide huge environmental and ecological far-reaching* range impact aspect(s) consequences
- particularly* relevant

**Task 6**

**Ex 6.1**

- |               |           |
|---------------|-----------|
| 1. a. between | i. in     |
| b. of         | j. by     |
| c. of         | k. on; of |
| e. of         | l. of     |
| f. on; of     | m. for    |
| g. in         | n. of     |
| h. of         |           |

2. d. perception

**Ex 6.2**

- consumption
- computer
- construction
- restrictions

**Ex 6.3**

- marketing; corporate; business; development; strategy
- work; planning; building; health; safety
- state; job; guard; light; risk; service; forces; procedures; firm
- accounts; course; college

**Ex 6.4**

**Transitive verbs:** categorize, equate, evaluate, design, injure, purchase, seek, credit, feature, finalize, regulate, secure, perceive, select, survey

**Intransitive verbs:** participate, reside

**Ex 6.5**

Answers depend on students.

**Ex 6.6**

Answers depend on students.

**Ex 6.7**

- |       |       |
|-------|-------|
| 1. VT | 4. VI |
| 2. VI | 5. VT |
| 3. VI | 6. VI |

**Task 7****Ex 7.1****Possible answers:**

- distinct parts  
complex relationship  
primary objective  
vast range  
relevant information
- feature writers  
exercise routines  
children's achievements  
voter participation  
exchange restrictions
- credit for  
aspects of  
distinction between  
consequences of  
impact on
- focus  
transfer  
resource  
conduct  
design

**Ex 7.2**

Answers depend on students.

**Ex 7.3**

Answers depend on students.

**Unit 8: AWL – Sublist 3****Task 1****Ex 1.2**

- component – **f.** one of the many parts that make up a machine or system
- excluding – **i.** not including
- initial – **d.** happening when something first starts
- constrain – **h.** to prevent or limit something
- consent – **c.** to allow something to happen
- deduce – **a.** to produce an opinion as a result of information

- dominant – **b.** stronger or more obvious than other people or things which are similar
- core – **e.** the strongest members of a group
- layer – **j.** one of several levels within an organization
- outcome – **g.** the results or consequences of something

**Ex 1.3**

- |                                    |                           |
|------------------------------------|---------------------------|
| 1. component;<br>components        | 6. deduce;<br>deduced     |
| 2. dominated;<br>dominant          | 7. layer;<br>layers       |
| 3. initial;<br>initially           | 8. core;<br>cores         |
| 4. constrained;<br>constrain       | 9. outcome;<br>outcomes   |
| 5. excluding;<br>excludes/excluded | 10. consent;<br>consented |

**Task 2****Ex 2.1**

- |      |       |
|------|-------|
| 1. c | 8. a  |
| 2. b | 9. a  |
| 3. a | 10. a |
| 4. c | 11. b |
| 5. b | 12. b |
| 6. c | 13. a |
| 7. b | 14. b |

**Task 3****Ex 3.1****Word**

shift  
link  
proportion  
sequence  
volume  
alternative  
consent  
minority  
register  
specify  
comment  
emphasize

**Word class**

*noun, verb*  
*noun, verb*  
*noun*  
*noun, verb*  
*noun*  
*noun, adjective*  
*noun, verb*  
*noun*  
*noun, verb*  
*verb*  
*noun, verb*  
*verb*

**Ex 3.2**

- |        |       |
|--------|-------|
| 1. n   | 7. n  |
| 2. n   | 8. v  |
| 3. v   | 9. v  |
| 4. v   | 10. n |
| 5. n   | 11. v |
| 6. adj | 12. v |

**Ex 3.3**

- |                |                |
|----------------|----------------|
| 1. volume      | 7. consent     |
| 2. sequence    | 8. comment     |
| 3. linked      | 9. specify     |
| 4. emphasizes  | 10. minorities |
| 5. proportion  | 11. registered |
| 6. alternative | 12. shifting   |

**Task 4**

**Ex 4.1**

**Nouns**

- reaction
- validation
- validity
- reliability
- reliance
- illustration
- location
- justification
- implication
- compensation
- contribution
- constraint
- deduction
- proportion
- emphasis

**Adjectives**

- specific
- reliable
- initial
- alternative
- constant
- exclusive
- proportional
- sufficient

**Ex 4.2**

- |                 |                   |
|-----------------|-------------------|
| 1. compensation | 6. specific       |
| 2. emphasis     | 7. sufficiently   |
| 3. initially    | 8. constantly     |
| 4. reaction     | 9. alternatively  |
| 5. implications | 10. contributions |

**Ex 4.3**

- |                 |                       |
|-----------------|-----------------------|
| 1. invalidate   | 5. disproportionate   |
| 2. insufficient | 6. relocate/dislocate |
| 3. unspecified  | 7. unjustified        |
| 4. unreliable   | 8. unconventional     |

**Verbs**

- react
- specify
- rely
- illustrate
- locate
- justify
- imply
- correspond
- compensate
- contribute
- constrain
- deduce
- emphasize

**Adverbs**

- initially
- correspondingly
- alternatively
- constantly
- exclusively
- sufficiently

**Ex 4.4**

- |                 |                |
|-----------------|----------------|
| 1. unreliable   | 4. relocate    |
| 2. invalidated  | 5. unjustified |
| 3. insufficient |                |

**Task 5**

**Ex 5.1**

- |                |                 |
|----------------|-----------------|
| 1. meet        | 7. coordinating |
| 2. demonstrate | 8. given        |
| 3. make        | 9. predict      |
| 4. justify     | 10. has been    |
| 5. pay         | 11. maximize    |
| 6. follow      |                 |

**Ex 5.2**

- 1. justify
- 2. illustrate
- 3. shift
- 4. dominate
- 5. emphasize
- 6. exclude

**Ex 5.3**

- 1. Children; excluded
- 2. illustrate; point
- 3. emphasizes; importance
- 4. dominate; world
- 5. shift; attention

**Ex 5.4**

- 1. initial – f. performance
- 2. ethnic – e. minorities
- 3. positive – g. outcome
- 4. dominant – a. male
- 5. particular – c. treatment
- 6. different – h. components
- 7. alternative – j. techniques
- 8. valid – b. reasons
- 9. enormous – i. shift
- 10. full – d. compensation

**Ex 5.5**

**Possible answers:**

- 1. reaction; impression
- 2. evidence; food; money; means
- 3. point; place; person; group; detail; thing
- 4. ticket; document; agreement; reason; argument; criticism
- 5. person; friend; worker; source; type
- 6. offence; illness; injury; change; importance; issue

**Ex 5.6**

- |    |  |  |
|----|--|--|
| a. | <i>draw up; provide</i><br><i>have</i><br><i>draw up</i><br><i>make</i>  | a framework<br>implications<br>criteria<br>a contribution  |
| b. | <i>serious; social;</i><br><i>environmental</i><br><i>certain; exceptional</i><br><i>only; new</i><br><i>significant; small</i><br><i>first</i><br><i>prior; written</i><br><i>huge; significant</i> | implications<br>circumstances<br>criterion/criteria<br>proportion<br>reaction<br>consent<br>contribution |
| c. | criterion/criteria<br>framework<br>proportion<br>reaction  | <i>for</i><br><i>with; for</i><br><i>of</i><br><i>to</i>   |
| d. | <i>under; in</i><br><i>with</i>  | circumstances<br>consent   |

**Task 6****Ex 6.1**

- |       |        |    |     |
|-------|--------|----|-----|
| 1. a. | to     | i. | of  |
|       | d. for | j. | of  |
|       | e. of  | k. | for |
|       | f. on  | l. | to  |
|       | g. of  | m. | to  |
|       | h. of  | n. | of  |
2. c. implication  
3. h. *at (the) core*  
i. *across (many)*  
instances  
4. l. schemes  
5. b. alternative

**Ex 6.2**

1. construction – b. project
2. ozone – c. layer
3. climate – a. change
4. repair – f. work
5. car – i. engine
6. shellfish – d. fossils
7. flood – j. defenses
8. stock – h. exchange
9. peer – e. pressure
10. transport – g. infrastructure

**Ex 6.3**

**Transitive verbs:** fund, negate, publish, remove, specify, deduce, imply, ensure

**Intransitive verbs:** consent, correspond, interact

**Ex 6.4**

Answers depend on students.

**Ex 6.5**

Answers depend on students.

**Ex 6.6**

- |       |       |
|-------|-------|
| 1. VT | 4. VT |
| 2. VI | 5. VT |
| 3. VI |       |

**Ex 6.7**

Answers depend on students.

**Ex 6.8**

1. The two stories illustrate why we need better and cheaper health care.
2. Good tests allow students to demonstrate what they can do.
3. The contract specifies when the machines have to be delivered.
4. Regulations specify how many hours drivers can work.
5. The prime minister emphasized what we need to do to rebuild the economy.
6. The contract clearly specifies who is not covered by the agreement.
7. The rumours about her pregnancy illustrate why you should not always believe tabloid newspapers.

**Task 7****Ex 7.1****Possible answers:**

1. initial performance  
positive outcome  
core audience  
ethnic minorities  
active contribution
2. aid agencies  
ozone layer  
football management  
government scheme  
stock exchange
3. outcome  
contribution  
shift  
proportion  
alternative
4. consent  
fund  
shift  
scheme  
link

**Ex 7.2**

Answers depend on students.

**Ex 7.3**

Answers depend on students.

**Unit 9: AWL – Sublist 4**

**Task 1**

**Ex 1.2**

1. integrate – **e.** when two or more suitable things are connected to work together more effectively than before
2. implement – **h.** to make something happen that has been officially decided
3. subsequent – **j.** following on from or coming after something else
4. overall – **f.** including everything or considering something as a whole
5. attribute – **g.** to believe that a situation or event is caused by something
6. apparent – **a.** obvious or easy to notice
7. hence – **c.** for this reason or as a result of this
8. impose – **b.** to force people to accept something
9. adequate – **d.** good enough or sufficient for a specific purpose
10. prior – **i.** happening previous to a particular time

**Ex 1.3**

- |                    |                            |
|--------------------|----------------------------|
| 1. subsequent      | 6. adequate; adequately    |
| 2. attributed      | 7. prior                   |
| 3. impose; imposed | 8. apparently; apparent    |
| 4. hence           | 9. integrate; integrated   |
| 5. overall         | 10. implement; implemented |

**Task 2**

**Ex 2.1**

- |      |       |
|------|-------|
| 1. c | 6. a  |
| 2. a | 7. a  |
| 3. b | 8. a  |
| 4. a | 9. a  |
| 5. b | 10. b |

**Task 3**

**Ex 3.1**

**Word**

stress  
grant  
hypothesis  
civil  
contrast  
cycle  
internal  
resolve  
principal  
access  
label  
phase

**Word class**

*verb, noun*  
*verb, noun*  
*noun*  
*adjective*  
*verb, noun*  
*verb, noun*  
*adjective*  
*verb, noun*  
*noun, adjective*  
*verb, noun*  
*verb, noun*  
*verb, noun*

**Ex 3.2**

- |        |         |
|--------|---------|
| 1. n   | 7. v    |
| 2. n   | 8. v    |
| 3. adj | 9. v    |
| 4. n   | 10. v   |
| 5. v   | 11. adj |
| 6. n   | 12. adj |

**Ex 3.3**

- |               |              |
|---------------|--------------|
| 1. cycle      | 7. contrast  |
| 2. hypothesis | 8. resolve   |
| 3. principal  | 9. labelled  |
| 4. access     | 10. granted  |
| 5. stressed   | 11. internal |
| 6. phase      | 12. civil    |

**Task 4**

**Ex 4.1**

**Nouns**

concentration  
promotion  
debate  
statistics  
investigation  
occupation  
option  
access

**Verbs**

concentrate  
promote  
predict  
investigate  
occupy

**Adjectives**

annual  
debatable  
predictable  
occupational  
optional  
apparent  
accessible

**Adverbs**

annually  
predictably  
statistically  
apparently

**Ex 4.2**

- |                   |                 |
|-------------------|-----------------|
| 1. investigation  | 7. promotion    |
| 2. statistics     | 8. option       |
| 3. predictable    | 9. debatable    |
| 4. accessible     | 10. predictably |
| 5. concentrations | 11. Apparently  |
| 6. occupations    |                 |

**Ex 4.3**

1. investigating; investigations
2. debated; debate
3. access; accessible
4. occupied; occupation
5. predict; predictions
6. investigation; investigators
7. communication; communicators

**Ex 4.4**

- |                    |                  |
|--------------------|------------------|
| 1. inaccessible    | 4. recycle       |
| 2. inadequate      | 5. unresolved    |
| 3. uncommunicative | 6. unpredictable |

**Ex 4.5**

- |               |                    |
|---------------|--------------------|
| 1. inadequate | 4. unpredictable   |
| 2. recycle    | 5. unresolved      |
| 3. accessible | 6. uncommunicative |

**Task 5****Ex 5.1**

1. occupy France
2. grant permission
3. implement a strategy
4. impose a ban/limits/a fine
5. give access/recommendations/permission
6. stress the need
7. carry out an investigation
8. have no option
9. investigate the causes

**Ex 5.2**

1. promote
2. predict
3. retain
4. commit
5. stress
6. undertake

**Ex 5.3**

1. promotes; growth
2. retain; control
3. stress; importance
4. undertook; task
5. commit; crimes
6. predicting; growth

**Ex 5.4**

1. subsequent – f. waiting times
2. prior – a. notice
3. emotional – d. problems
4. inadequate – b. provision
5. overall – e. strategy
6. chief – c. concern

**Ex 5.5****Possible answers:**

1. analysis, method, technique
2. market, trend, democracy
3. impression, cost, majority
4. policy, wall, measurements, injury, inquiry, mail, trade, security
5. provisions, amount, funding, job
6. market, flight, appliance, life, violence
7. agreement, arrangement, engagement, warning, notice
8. defence, servant, law, liberty, order, authority, disobedience, engineering
9. case, question, situation
10. cause, issue, source, character

**Ex 5.6**

- |                            |                    |
|----------------------------|--------------------|
| a. place (stress)          | g. commit (error)  |
| b. need (access)           | h. break (cycle)   |
| c. confirm (hypothesis)    | i. have (status)   |
| d. (statistics) show       | j. have (options)  |
| e. make (predictions)      | k. achieve (goals) |
| f. require (concentration) |                    |

**Ex 5.7**

- |                         |                     |
|-------------------------|---------------------|
| a. <i>official</i>      | statistics          |
| <i>experimental</i>     | phase               |
| <i>high</i>             | concentration       |
| <i>emotional</i>        | stress              |
| <i>economic; latest</i> | predictions         |
| <i>high social</i>      | status              |
| <i>definite</i>         | goals               |
| b. <i>According to</i>  | statistics          |
| <i>of</i>               | stress              |
| <i>in</i>               | phase               |
| c. <i>integrated</i>    | <i>fully</i>        |
| <i>promoted</i>         | <i>aggressively</i> |
| <i>accessible</i>       | <i>easily</i>       |
| <i>communicate</i>      | <i>effectively</i>  |
| <i>contrasts</i>        | <i>sharply</i>      |

**Task 6**

**Ex 6.1**

- 1. a. to                                    l. about
- b. towards                        m. to
- d. in                                    n. to
- e. of                                    o. between
- f. for                                   p. to
- k. of                                    q. of
- 2. c. attitude
- r. hypothesis
- 3. l. debate
- 4. d. in
- 5. a. job
- m. commitment
- 6. h. despite, preposition, noun (the fact)
- i. Despite, preposition, noun (their hard work)

**Ex 6.2**

- 1. energy – f. policy
- 2. life – e. expectancy
- 3. distribution – d. costs
- 4. prison – b. sentence
- 5. weather – a. conditions
- 6. research – g. project
- 7. military – c. regime

**Ex 6.3**

**Possible answers:**

- 1. area, security, computer, bar, name
- 2. human, computer, spelling
- 3. management, school
- 4. defence, survival, escape

**Ex 6.4**

- a. 3. evident
- 5. significant
- 9. appropriate
- 11. positive
- 15. obvious
- 16. predictable
- b. 4. illegal
- 8. appropriate
- 10. abnormal
- c. 1. available
- 2. economical
- 6. sufficient
- 12. traditional
- 13. valid
- d. use of *whether*

**Ex 6.5**

- 1. active
- 2. passive
- 3. active
- 4. passive
- 5. active

**Ex 6.6**

**Transitive verbs:** access, domesticate, implicate, internalize,

**Intransitive verbs:** emerge

**Ex 6.7**

Answers depend on students.

**Ex 6.8**

Answers depend on students.

**Ex 6.9**

- 1. VI                                        7. VI
- 2. VT                                        8. VT
- 3. VT                                        9. VT
- 4. VI                                        10. VI
- 5. VT                                        11. VT
- 6. VI                                        12. VI

**Ex 6.10**

Answers depend on students.

**Ex 6.11**

Answers depend on students.

**Task 7**

**Ex 7.1**

**Possible answers:**

- 1. prior notice
- new policies
- difficult childhood
- criminal code
- modern world
- 2. trade union
- job security
- customer service
- school leavers
- university counsellor
- 3. stress
- investigation
- contrast
- commitment
- error
- 4. stress
- cycle
- contrast
- debate
- resolve

**Ex 7.2**

Answers depend on students.

**Ex 7.3**

Answers depend on students.

**Unit 10: AWL – Sublist 5****Task 1****Ex 1.2**

1. aware – **f.** to know of something's existence
2. challenge – **h.** something which tests a person's energy and determination
3. enforce – **d.** to ensure someone abides by something
4. substitute – **e.** something that is used instead of the thing that you normally use, because the usual thing is not available
5. fundamental – **n.** the most essential and simple part of something
6. trend – **k.** a subtle change or development that seems likely to continue
7. symbol – **a.** a person or thing that is thought of as representing a bigger idea
8. welfare – **g.** the health and happiness of a person
9. revenue – **j.** the monetary gain that a business organization receives, often from sales
10. modify – **l.** to make small changes to something to increase its effectiveness
11. facilitate – **c.** to allow something to happen in an easier way
12. stability – **b.** the state of staying balanced and not altering
13. transition – **i.** the change from one form or state to another
14. ratio – **m.** how two things relate to each other as numbers

**Ex 1.3**

1. fundamental; fundamentally
2. revenue; revenue
3. aware; aware
4. substitute; substituted
5. stable; stable
6. welfare; welfare
7. challenge; challenging
8. trends; trend
9. enforces; enforced
10. modified; modify
11. facilitated; facilitate

12. symbols; symbolic
13. transition; transition
14. ratio; ratio

**Task 2****Ex 2.1**

- |      |       |
|------|-------|
| 1. a | 7. a  |
| 2. c | 8. b  |
| 3. b | 9. a  |
| 4. b | 10. a |
| 5. a | 11. a |
| 6. b | 12. b |

**Task 3****Ex 3.1****Word**

prime  
 conflict  
 decline  
 challenge  
 contact  
 compound  
 monitor  
 network  
 reject  
 objective  
 target  
 alternate

**Word class**

*noun, verb, adjective*  
*noun, verb*  
*noun, verb*  
*noun, verb*  
*noun, verb*  
*noun, verb, adjective*  
*noun, verb*  
*noun, verb*  
*noun, verb*  
*noun, adjective*  
*noun, verb*  
*verb, adjective*

**Ex 3.2**

- |        |         |
|--------|---------|
| 1. n   | 7. v    |
| 2. n   | 8. n    |
| 3. v   | 9. n    |
| 4. adj | 10. adj |
| 5. adj | 11. adj |
| 6. n   | 12. v   |

**Ex 3.3**

- |              |               |
|--------------|---------------|
| 1. decline   | 7. rejected   |
| 2. contact   | 8. network    |
| 3. monitors  | 9. challenge  |
| 4. prime     | 10. compound  |
| 5. alternate | 11. objective |
| 6. conflict  | 12. target    |

**Task 4**

**Ex 4.1**

**Nouns**

modification  
symbol  
substitution  
rejection  
precision  
evolution  
logic  
consultation  
expansion  
adjustment

**Adjectives**

symbolic  
sustainable  
stable

**Ex 4.2**

1. alter
2. expansion
3. adjustment
4. evolved
5. Precision
6. Logically

**Ex 4.3**

1. expand; expansion
2. adjust; adjustment
3. stability; stable
4. evolve; evolution
5. aware; awareness
6. consultation; consult
7. declining; decline
8. precise; precision

**Ex 4.4**

- |                 |                  |
|-----------------|------------------|
| 1. readjustment | 5. unsustainable |
| 2. unaware      | 6. unmonitored   |
| 3. redraft      | 7. imprecise     |
| 4. illogical    | 8. instability   |

**Ex 4.5**

- |              |                  |
|--------------|------------------|
| 1. illogical | 5. unsustainable |
| 2. aware     | 6. stability     |
| 3. redraft   | 7. imprecise     |
| 4. monitored |                  |

**Task 5**

**Ex 5.1**

1. enforce – f. laws
2. reduce – d. taxes

**Verbs**

modify  
sustain  
substitute  
reject  
evolve  
consult  
expand  
adjust

**Adverbs**

precisely  
logically

7. stability
8. symbolic
9. substitution
10. rejection
11. sustain
12. modifications

3. show – b. signs
4. make – c. the transition
5. face – e. a challenge
6. threaten – i. stability
7. safeguard – a. welfare
8. facilitate – j. work flow
9. exceed – h. input
10. raise – g. awareness

**Ex 5.2**

- |              |             |
|--------------|-------------|
| 1. draft     | 5. generate |
| 2. challenge | 6. reject   |
| 3. sustain   | 7. pursue   |
| 4. monitor   | 8. alter    |

**Ex 5.3**

1. draft; constitution
2. rejected; proposal
3. generated; jobs
4. monitor; progress
5. challenge; decision
6. pursue; interests
7. sustain; economic
8. alter; fact

**Ex 5.4**

1. fundamental – g. tasks
2. present – e. staff
3. lost – d. revenue
4. different – i. versions
5. managerial – a. trends
6. prime – c. cause
7. principal – h. symbol
8. greater – b. awareness
9. rapid economic – f. expansion

**Ex 5.5**

**Possible answers:**

1. achievement, subject, standards, qualifications
2. diet, country, marriage, building
3. affair, pressure, wall, examiner, use, source
4. issue, point, change, difference, error
5. example, candidate, time, minister, factor, cost, target
6. conclusion, deduction, mind
7. analysis, fact, judgement
8. detail, cost, moment, nature, location

**Ex 5.6**

- |                  |                     |
|------------------|---------------------|
| a. an adjustment | make                |
| transition       | make (the)          |
| capacity         | work at; have (the) |
| image            | improve             |

- |                      |                 |
|----------------------|-----------------|
| conflict (with)      | come into       |
| modifications        | make            |
| its target           | reach           |
| <b>b.</b> adjustment | slight          |
| (at) ~ capacity      | reduced         |
| perspective          | historical; new |
| version              | official        |
| modifications        | minor           |
| <b>c.</b> evolving   | rapidly         |
| aware                | increasingly    |
| expanded             | rapidly         |
| monitoring           | closely         |

**Task 6****Ex 6.1**

- |                        |                 |
|------------------------|-----------------|
| <b>1.</b> <b>b.</b> of | <b>k.</b> of    |
| <b>d.</b> of           | <b>m.</b> for   |
| <b>e.</b> of           | <b>n.</b> to    |
| <b>f.</b> of           | <b>o.</b> of    |
| <b>g.</b> from         | <b>p.</b> about |
| <b>h.</b> with         | <b>q.</b> of    |
| <b>i.</b> of           | <b>r.</b> in    |
| <b>j.</b> in           | <b>s.</b> of    |
- 2.** **c.** notion  
**3.** **t.** trend  
**4.** **h.** in consultation  
**m.** on target  
**5.** **a.** capacity

**Ex 6.2**

- |              |              |
|--------------|--------------|
| <b>1.</b> of | <b>5.</b> of |
| <b>2.</b> of | <b>6.</b> to |
| <b>3.</b> of | <b>7.</b> on |
| <b>4.</b> of |              |

**Ex 6.3**

- 1.** air – **f.** travel
- 2.** work – **d.** flow
- 3.** aviation – **a.** fuel
- 4.** exchange – **g.** rate
- 5.** transport – **b.** needs
- 6.** passenger – **e.** safety
- 7.** freedom – **j.** fighter
- 8.** Internet – **h.** access
- 9.** sales – **c.** target
- 10.** interest – **i.** rates

**Ex 6.4****Possible answers:**

- 1.** sales, production, date, level, audience
- 2.** sugar, teacher
- 3.** level
- 4.** media, television, radio, computer, train
- 5.** book, vote

**Ex 6.5**

- a.** **5.** logical
- b.** **2.** aware  
**7.** logical
- c.** **1.** to  
**3.** of  
**4.** to
- 6.** about  
**8.** of

**Ex 6.6**

**Transitive verbs:** amend, contact, compound, expose, liberalize, enable, license, symbolize

**Intransitive verbs:** conflict

**Ex 6.7**

Answers depend on students.

**Ex 6.8**

Answers depend on students.

**Ex 6.9**

- |              |               |
|--------------|---------------|
| <b>1.</b> VT | <b>8.</b> VT  |
| <b>2.</b> VI | <b>9.</b> VT  |
| <b>3.</b> VT | <b>10.</b> VI |
| <b>4.</b> VT | <b>11.</b> VT |
| <b>5.</b> VT | <b>12.</b> VI |
| <b>6.</b> VI | <b>13.</b> VT |
| <b>7.</b> VI | <b>14.</b> VI |

**Task 7****Ex 7.1****Possible answers:**

- 1.** present trends  
local journalists  
prime cause  
official version  
rapid expansion
- 2.** exchange-rate stability  
tax revenue  
fossil fuel substitutes  
temperature monitor  
sales targets
- 3.** consultation  
adjustment  
capacity  
symbol  
transition
- 4.** compound  
decline  
challenge  
source  
monitor

**Ex 7.2**

Answers depend on students.

**Ex 7.3**

Answers depend on students.

**Achievement test**

**Task 1**

**Ex 1.1**

- |                         |                       |
|-------------------------|-----------------------|
| 1. available; available | 4. dominant; dominant |
| 2. varies; vary         | 5. apparent; apparent |
| 3. restrict; restricted | 6. aware; aware       |

**Task 2**

**Ex 2.1**

- |      |      |
|------|------|
| 1. a | 4. b |
| 2. c | 5. a |
| 3. a | 6. c |

**Task 3**

**Ex 3.1**

- |        |        |
|--------|--------|
| 1. v   | 4. n   |
| 2. v   | 5. n   |
| 3. adj | 6. adj |

**Task 4**

**Ex 4.1**

- |                |                 |
|----------------|-----------------|
| 1. requirement | 4. implications |
| 2. assessment  | 5. accessible   |
| 3. perception  | 6. Logically    |

**Ex 4.2**

1. adjust; adjustment
2. consultation; consult
3. declining; decline
4. precise; precision
5. Stability; stable

**Ex 4.3**

- |                  |               |
|------------------|---------------|
| 1. uneconomical  | 4. unreliable |
| 2. insignificant | 5. recycle    |
| 3. unaffected    | 6. imprecise  |

**Task 5**

**Ex 5.1**

- |                  |                            |
|------------------|----------------------------|
| 1. Recent        | 5. coordinating/monitoring |
| 2. have          | 6. hypothesis/theory       |
| 3. evidence      | 7. rapidly                 |
| 4. impact/effect |                            |

**Task 6**

**Ex 6.1**

- a. 1
- b. 1
- c. 1
- d. 2
- e. 3

**Ex 6.2**

- |       |       |
|-------|-------|
| 1. VI | 4. VT |
| 2. VI | 5. VT |
| 3. VT |       |





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