

Published by Express Publishing

Liberty House, New Greenham Park, Newbury, Berkshire RG19 6HW
Tel: (0044) 1635 817 363 - Fax: (0044) 1635 817 463
e-mail: inquiries@expresspublishing.co.uk
<http://www.expresspublishing.co.uk>

© John Morley – Ian Pople, 2004

Design © Express Publishing, 2004

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form, or by any means, electronic, photocopying or otherwise, without the prior written permission of the publishers.

First published 2004

Made in EU

ISBN 1-84466-840-1

Acknowledgements

We would like to thank colleagues at the University of Manchester for their suggestions and input into these materials, in particular: Pat Campbell, Peter Doyle, and Ishbel Saxton. We would also like to acknowledge the contribution of Bill Guariento, at the University of Glasgow, to the early drafts of some of these units.

Thanks to all the staff at Express Publishing who have contributed their skills to producing this book. Thanks for their support and patience are due in particular to: Megan Lawton (Editor in Chief), Julie Baker Todd (senior editor), Steve Blake (editorial assistant), Richard White (senior production controller), the Express design team, and Tony Mason, David Smith and Timothy Forster.

We would also like to acknowledge the following for material used in this publication: Streeter, P. (1972) *The Frontiers of Development Studies*, Macmillan on p. 42; Cambridge Advanced Learner's Dictionary © Cambridge University Press, 2003 <dictionary.cambridge.org/> on pp. 48, 58 and 69; Guide to legislation © Crown Copyright 2002-2003 on p. 68; English 225: Science Fiction by Professor Wayne Berninger on p. 72. Wayne Berninger has been teaching college-level courses in writing and literature since 1990. He holds a B.S. in English (1990) from Jacksonville University (FL) and an M.A. in English/Creative Writing (1992) from Long Island University (Brooklyn), where he now works as an English Specialist and Adjunct Associate Professor. He is responsible for coordinating academic advisement of English majors, managing the English Department website, and editing the campus literary magazine, *Downtown Brooklyn: A Journal of Writing*. The excerpt that appears in *Words for Idea* is from his website <<http://phoenix.liu.edu/~wberning/ENG225/>> for a course on the special topic of Science Fiction; Vaillant, D.W (2002), 'Sounds of Whiteness' *American Quarterly*, Vol 54, 1. p35 on p. 74; www.pfizerhealthliteracy.com/presscenter_may7_2003/www.phel.gov.uk/glossary/glossary/AZ.asp?getletter=H and www.leeds.ac.uk/nuffield/infoservices/UKCH/define.html on p. 78; United Nations Development Programme, 2003 on p. 90.

While every effort has been made to trace all the copyright holders, if any have been inadvertently overlooked the publishers will be pleased to make the necessary arrangements at the first opportunity.

Contents

| | |
|---|-------|
| Preface | p. 4 |
| 1 Argument Words..... | p. 5 |
| 2 Organising the Argument | p. 11 |
| 3 Ideational Words | p. 17 |
| 4 Problem Words | p. 24 |
| 5 Words of Relationship | p. 30 |
| 6 Words of Certainty | p. 36 |
| 7 Words of Change | p. 41 |
| 8 Words of Structure | p. 46 |
| 9 Words of Whole and Part | p. 52 |
| 10 Words of Reference | p. 58 |
| 11 Words of Government and Law | p. 65 |
| 12 Culture | p. 71 |
| 13 Health & Well-being | p. 77 |
| 14 Words of Science and Investigation | p. 82 |
| 15 Words of Wealth and Poverty | p. 88 |
| Appendix: Language for Discussions | p. 94 |
| Word List | p. 95 |

This book has been written for those serious English language learners who equate language development with extending and refining their use of vocabulary. In particular, it systematically covers the vocabulary used to express and discuss complex and abstract ideas; words which often have a low degree of lexicalisation but which are very commonly used across discourses, and some which have recently received attention in university word lists.

The text attempts to avoid the anglo- and eurocentricity of many vocabulary resources, and focuses on words and phrases that convey higher level meanings. This resource should, therefore, appeal to such users of English as international students studying in English speaking countries, academics, teachers, and business people. We believe the material will also benefit students who are studying for the Cambridge Advanced and Proficiency exams or the IELTS test.

In *Words for Ideas*, we present and practise important areas of higher level lexis in challenging and interesting ways; areas covered include: the language of argument, reference, uncertainty and enumeration. We define 'lexis' as including units of language beyond the singular word level such as common phrases, fixed expressions and idioms.

We have taken particular care to make the material readable and user-friendly. In addition, many of the exercises have been created so that they can be practised interactively in groups, although students can still work on the material on a self-study basis.

Words for Ideas is divided into two sections. The first section of ten chapters presents and practices vocabulary items that are not thematically bound and which have a low degree of lexicalization. By lexicalization here, we mean a word that may have a highly concrete and particularized meaning. Such words are common in more formal and academic discourse. The second section of five chapters recycles many of the words practiced in the first section in the context of vocabulary from thematic areas. These areas are important in formal English, but here they are also highly suitable 'venues' for practicing the more abstract vocabulary of the first ten chapters.

Each chapter has suggested answers and these are provided at the end of the book. When learners work with these kinds of words, it is important for them to recognize that black and white dictionary definitions will only take them so far in learning meaning. *Words for Ideas* shows how words work in context, and how their meanings often depend on their collocations and the grammar with which they are bound.

We use a number of particular words to present the arguments in texts. These words often show the connections between the points being made.

1. Think of ways of grouping these words. As you do so, consider, for example, if the words represent parts or wholes, or the sequence of a discussion. Then discuss the reasons for your grouping with a partner.

| | | | | | |
|----------|--------|------------|----------|------|--------|
| argument | aspect | conclusion | debate | fact | factor |
| issue | point | question | solution | | |

2. Look at the following table. Match the argument word with a suitable word or phrase from the other column.

| | | |
|---|-------------------------------|--------------------------------|
| 1 | the obvious | A a solution |
| 2 | the need to find | B agreement |
| 3 | no clear | C issues |
| 4 | The question | D solution |
| 5 | one of the most controversial | E have had little or no effect |
| 6 | these moves | F of what |

3. Look at the following table. Match the argument word with a suitable word or phrase from the other column.

| | | |
|---|--|----------------------------------|
| 1 | Critics | A view |
| 2 | Objections | B is likely to be more effective |
| 3 | An alternative | C argue |
| 4 | some consider this to be unrealistic | D debate |
| 5 | this is not an either/or | E have been raised |
| 6 | This proposal | F suggestion |

4. The following text is about the pressures of road transport. Use the phrases you formed in Exercise 2 to fill in the gaps.

(1) should be done to curb the increase in road traffic is (2) on the government's agenda. In the past, (3) was to build more roads. However, the new road space was quickly filled as more people chose to buy cars for their everyday needs. Today, as we understand more about the effects of traffic on health and the environment, and as congestion on roads has become critical, (4) has become urgent. However, there is (5) on what measures should be taken. Through public campaigns, the government has tried to persuade us to make fewer and shorter journeys, and to use alternative forms of transport, but (6)

5. Put the phrases you formed in Exercise 3 into the appropriate gaps in this passage which is a continuation of the previous text on road transport.

Some believe that the government should discourage people from using private cars by increasing fuel and road taxes. However, (7) (8) that such a policy would prove to be unpopular with voters. Furthermore, recent studies show that unless taxes are increased to an unacceptable level, they do not affect car usage. (9) is to restrict car access to areas of towns which get very congested, and to restrict access to certain roads at certain times. Such schemes have been successful in other parts of the world. (10) in the short term and would be more popular with voters. (11) that such schemes will need a large amount of government money for both setting up restrictions and for developing public transport alternatives. In the end, however, common sense suggests that (12) and that a range of measures to curtail car usage is going to be necessary.

6. Match the words in the left-hand column with the definitions on the right.

| | | |
|---|------------|--|
| 1 | argument | A something you decide as a result of considering all the information you have |
| 2 | aspect | B serious discussion of a subject in which many people take part |
| 3 | conclusion | C the reasons for an opinion, idea, belief, etc |
| 4 | debate | D a thing for which proof exists |
| 5 | fact | E a particular feature or way of thinking about a problem, situation, idea, plan or activity |

7. Match the words in the left-hand column with the definitions on the right.

| | | |
|---|----------|--|
| 1 | issue | A a particular idea, opinion, or piece of information that is said or written |
| 2 | point | B a single part that combines with others to form the cause of something |
| 3 | factor | C a situation or problem that needs attention and needs to be solved or answered |
| 4 | question | D a subject or problem which people are thinking about |

8. Match the words on the left with the words on the right to form commonly used phrases.

| | | |
|---|--------------|-----------------------|
| 1 | contributory | A aspect into account |
| 2 | draw | B the question |
| 3 | examine | C this conclusion |
| 4 | determine | D factor |
| 5 | take this | E the facts |

9. Now put the phrases you formed in Exercise 8 into the appropriate spaces in the sentences below, adapting the grammar where necessary.

- Before we come to any conclusion in this matter we have to carefully.
- It would have been natural to assume that genes were made of DNA. However, people were rather slow to
- Negligence was a in the breakdown of the car.
- The minister said that he would of increasing delays in the postal system before making a statement.
- One of the we have to is that God may not want Himself to be known.

10. Match the words on the left with the words on the right to form common collocations.

| | | |
|---|-------------|------------------|
| 1 | a moot | A good arguments |
| 2 | advance | B conclusion |
| 3 | animated | C argument |
| 4 | the salient | D point |
| 5 | logical | E discussion |
| 6 | persuasive | F points |

11. Now put the phrases you formed in Exercise 10 into the appropriate spaces in the sentences below, adapting the grammar where necessary.

- 1 The essay presents of the discussion in a clear and logical manner.
- 2 The most for wearing seat belts is the number of lives they save.
- 3 The referendum on divorce provoked much
- 4 They did not understand the subject well enough to either in favour or against.
- 5 We can take this argument to its
- 6 Whether or not these controls will really reduce violent crime is a

12. Collocations

Look at this grid of adjectives and nouns. Which of the adjectives along the top can be used to modify the nouns down the side? Some have been done for you.

Which three adjectives collocate with nearly all of the nouns?

| | contributory | crucial | logical | thorny | environmental | key | vital | underlying | moot | animated |
|------------|--------------|---------|---------|--------|---------------|-----|-------|------------|------|----------|
| argument | | x | | | | | | x | | |
| aspect | | | | | | | | | | |
| conclusion | | | | | | | | | | |
| debate | | | | | | | | | | |
| fact | | | | | | | | | | |
| factor | | | | | | | | | | |
| issue | | | | | | | | | | |
| point | | | | | | | | | | |
| question | | | | x | | | | | | |

13. Look at this grid of verbs and nouns. Which of the verbs along the top collocate with the nouns down the side? You may need to use a determiner such as 'every', 'the', etc. Some have been done for you.

| | advance | arrive at | concede | determine | draw | examine | identify | make | raise | take (X) into account |
|------------|---------|-----------|---------|-----------|------|---------|----------|------|-------|-----------------------|
| argument | x | | | | | | | | | |
| aspect | | | | | | | | | | |
| conclusion | | | | | | | | | | |
| debate | | | | | | | | | | |
| fact | | | | | | | | | | |
| factor | | | | | | | | | | x |
| issue | | | | x | | | | | | |
| point | | | | | | | | | | |
| question | | | | | | x | | | | |

14. Presenting arguments

Match the noun phrases on the left with the verb phrases on the right.

| | | |
|---|---|---|
| 1 | A powerful argument against the practice of abortion is that | A is that it is wiser to give our time to modern languages and modern history than to dead languages and ancient history. |
| 2 | A common argument against the compulsory study of Latin in schools | B is that it is still a cheap and effective way of keeping the fox population low, thereby reducing the number of attacks by foxes on lambs and chickens. |
| 3 | Another persuasive argument submitted against the practice of testing products on animals | C is that graduates benefit financially from higher education, and so should contribute towards the costs of their education. |
| 4 | One of the arguments used against the Copernican system | D is that it is possible that an innocent person will be put to 'death'. Indeed, over the years many people who were executed were later found to have been innocent. |
| 5 | One of the arguments in support of the introduction of student loans | E was that if the moon were in orbit around the Earth and the Earth in orbit around the Sun, the Earth would leave the Moon behind as it moved around its orbit. |
| 6 | One of the arguments presented against the death penalty for murderers | F is that many of the animals used are sensitive and intelligent; they feel the discomfort and pain just as a human being would. |
| 7 | A widely-used argument in support of the sport of fox-hunting with dogs | G it is wrong to kill innocent human beings at any stage of their development. |

15. Speaking Activity

Individually, prepare at least one argument for and one argument against for each of the following issues.

| | |
|----------------------------------|--|
| television advertising | high petrol taxes |
| compulsory military service | mixed education |
| free health care | genetically modified food crops |
| low taxes for the rich | giving money to beggars on the streets |
| developing a tourist industry | film censorship |
| banning smoking in public places | building new roads |

In groups of four, discuss your arguments on each issue and decide which arguments are the most convincing in each case. Report your finding to the rest of the class.

16. Writing Task

Write arguments for or against at least four of the above, or any other issue that concerns you.

You should write about 250 words.

Sometimes we need to signal to the reader how we have organised our writing. We can do this with numbering signals when we want to show that a number of things are going to follow.

Numbering signals include words and phrases such as: *a number of*, *several*, *a variety of*, *some*, *a few*, *a great many*. Note that in formal writing you should not use 'a lot of'.

Exact numbers like 'one', 'two', 'three', etc., tell you exactly how many things are going to follow. They may be followed by sequencing words, such as: 'first', 'secondly', 'thirdly', 'lastly', etc.

1. a) Read the following text and put exact number and sequence words in the gaps. The first has been done for you.
- b) What do you notice about the punctuation in line 6? How does this punctuation 'predict'?
- c) Between lines 10 and 15 the divisions of the passage are reinforced by three other words; what are they?

The *Origin of Species* falls into three parts. The (1), represented by Chapter 1, deals with technological evolution. The (2), represented by Chapter 2, the longest chapter in the book, deals with the development of the family and kinship systems. While the (3), Chapters 3-4, deals with the evolution of the State.

5 The (4) part lists (5) stages of human evolution from the earliest to the most recent: savagery, barbarism, and civilization. Savagery itself was again subdivided into (6) substages. (7), there was the lower substage of savagery characterized by the gathering of wild plants and honey. (8), there was the middle substage characterized by fishing and the introduction of fire, and (9) an upper substage characterized by hunting and improved tools. Barbarism, similarly, is divided into (10) substages, but in this case the stages are not seen as universal, since according to Engels, they differed in the old and the new world. The lower substage of barbarism is common and is marked by the discovery of pottery, but the middle substage is marked by agriculture and domestication of plants in the new world and by pastoralism and the domestication of animals in the old. The upper substage is marked by the discovery of iron smelting and the invention of alphabetic writing.

2. a) In the following grid, match the nouns along the top with the phrases that collocate with them. Some have been done for you.

| | types | criteria | factors | issues | elements | Cases |
|------------------------------|-------|----------|---------|--------|----------|-------|
| several important | | | | | | |
| only a few | X | | | | | X |
| a variety of other | | | | | | |
| in several | | | | | | |
| (in) a number of | | | | | | |
| a variety of distinguishable | X | | | | X | |
| several other cell | | | | | | |

- b) Now use suitable phrases from the grid to fill the gaps in the following sentences.

- The therapist's interventions contain of problem solving. These include being prepared to listen and acknowledge the difficulties.
- In deciding upon a sale the Ministry considers: the price, the readiness to bring in new capital and the ability to maintain employment levels.
- In, such as muscular dystrophy and cystic fibrosis, has the gene and its protein been identified.
- Striated muscle cells are fused with; these include liver and cartilage cells.
- Law has evolved in relation to the nature of government and is influenced by such as climate and population density.
- This gives rise to requiring further discussion. The first of these is whether a crime actually took place.
- Table 16.4 shows the most recent estimates, which (oceans, fossil-fuel combustion, and biomass burning) represent substantial reductions from earlier estimates.
- Darwin used for distinguishing sexual characteristics selected in this way: (1) the features acquired by sexual selection are confined to one sex; (2) the features develop fully only at sexual maturity; (3) the features often appear only during the breeding season; (4) males are in most species the most active during courtship.
- Carnivores themselves are rarely preyed upon by other animals. There are of foraging behaviour and food preference, varying from the tracking and pursuit of prey animals by running them down, through stealth and pouncing methods to omnivory or insect eating.

3. Complete the following sentences, using the **kinds** of sequencing and numbering words you have studied in Exercises 1 and 2. The first has been done for you.

- A third role of sleep is that it provides an opportunity for the growth and repair of tissues. This is controlled by 1) hormones; 2), growth hormones, and 3) testosterone.
A third role of sleep is that it provides an opportunity for the growth and repair of tissues. This is controlled by 1) **several** hormones; 2) **firstly**, growth hormones, and 3) **secondly**, testosterone.
- To the Rogers book, Kermode contributed an article entitled 'The Policy of the School', in which he set forth 1) objectives: 2) the establishment of a 'superlative technical school', 3) the creation of an 'inspired teaching staff' and 4) the promotion of innovative practice.
- Our subject is the body clock; how it influences our physiology and behaviour and how it interacts with the rhythms in our environment. In this part of the book we will attempt to answer 1) questions: 2), What experimental evidence leads us to believe that we possess an internal body clock? 3), what do we know about the rhythms that the clock controls?
- The demographic change has 1) causes, both of which are reasons for joy. 2), people are living longer on average than at any time in human history. 3), birth rates are tumbling across much of the planet.

4. Numbering is often more subtle than we have seen in the exercises. Enumeratives often join with argument words (See Unit 1) to link ideas in texts. Look at the following passage. What ideas in the text do the highlighted words refer to?

STRANGE FRUIT

Australian bats are suffering from a plague of deformity.

Flying foxes in Queensland, Australia are being born with developmental abnormalities, and biologists suspect that chemicals are to blame. Flying foxes are facing severe problems with habitat loss. This 1) **factor** may cause pregnant bats to feed on fruit sprayed with pesticides, or on plants that naturally contain harmful chemicals.

- In the past few months, spectacled flying foxes have been born with defects such as extra digits, enlarged heads and cleft palates, and have died shortly after birth. This 2) **aspect** of flying fox physiology is not usually important as two or three bats with developmental defects are seen each season. But this year at least 50 have been spotted, says Hugh Spencer, who heads the Tropical Research Station at Cape Tribulation, part of the Wet Tropics World Heritage Site.

- Spencer also raises another 3) **question**. The lowland forest surrounding the World Heritage area has been reduced by over one third in the past 15 years, and some upland forest is also being lost. Is this shrinkage forcing the bats to turn to food that is causing the birth defects? 'The population is clearly under stress,' he says.

- Habitat clearance may also be at the root of a second 4) **aspect**. Orchards in south-east Queensland are suffering their worst ever raids from grey-headed flying foxes, forcing farmers to shoot or electrocute the mammals. Richard Armstrong, a fruit farmer and chair of Queensland Fruit and Vegetable Growers, says his farm has lost three-quarters of its peach and nectarine crop.

- Neither the spectacled nor the grey-headed flying fox is listed as endangered or vulnerable. This 5) **fact** means that farmers can apply for permits to kill the animals if they cause too much damage. Population counts organised by Stephen Garnett of the Queensland Department of the Environment and Heritage in Cairns suggest that numbers of spectacled flying fox are holding steady. But in a report that has yet to be published, Garnett and Spencer make another 6) **point**. The spectacled flying foxes, which help pollinate trees and disperse seeds, need protection because they are vital to the health of the rainforest.

5. Phrases of fact

Phrases of fact are used to mark the discourse when we need to focus attention in a text or show a contrast.

a) Use the following phrases to complete the gapped sentences below:

*as a matter of fact** *in fact** *in view of the fact* *is that a fact*

- He is still unemployed. he has not had a job since he left school.
- A: He's still working in the bakery even though he celebrated his 79th birthday last month.
B:
- It seems to be a fairly easy job but,, it is very complex and can be quite stressful.
- He found it difficult to obtain work that he had a criminal record.

* these phrases perform the same function

b) Use the following phrases to complete the gapped sentences below.

the fact is *apart from the fact* *the bare facts*

- that the pay is low, nursing can be an excellent career choice.
- I'm not interested in what you think might have happened. Just give me
- Although many criticisms and objections can be raised, the new scheme has helped 300,000 young people find work.

6. Now match the phrases with their functional uses.

A.

| Function | | Phrase |
|----------|---|--|
| 1 | D | A phrase that introduces a comment that modifies or contradicts the information in a previous statement. |
| 2 | | A phrase that introduces a clause indicating exception. |
| 3 | | A phrase that draws attention to the most important thing you have been saying. |
| 4 | | A phrase which shows that what someone else has just said is surprising. |

A is that a fact

B the fact is

C apart from the fact

D as a matter of fact*

E in fact*

B.

| Function | | Phrase |
|----------|---|--|
| 1 | B | A phrase which indicates that you are giving more detailed information about something you have just said. |
| 2 | | A phrase which is used to introduce a clause of reason. |
| 3 | | A phrase used to refer to information which is known to be true, as opposed to speculation. |

A in view of the fact

B as a matter of fact*

C the bare facts

D in fact*

* these phrases perform the same function

7. You are now going to read a short text about life expectancy. Put the following words and phrases into the gaps in the passage.

factors *firstly* *for example* *in fact* *reasons* *secondly*

Over the last 100 years the world has seen unprecedented changes in the patterns of life expectancy. At the beginning of the last century, (1), average life expectancy in Britain was around 40 years; at the start of the 21st century it is around 80 years. (2), during the last half century average levels of life expectancy have increased by two years for each 5th decade.

There are two underlying (3) for this increase. (4), agricultural science and effective distribution systems have meant that very many more people have access to an improved and more reliable diet. (5), medical science and our understanding of the causes of disease have meant that many of the terrible infectious diseases which threatened people up until relatively recently can now not only be treated, but also largely avoided. Other, though perhaps less obvious (6) include improved living conditions and safer working practices.

8. Now read the following essay which presents one particular point of view in answer to this question: 'Although the position of women in society today has improved, there is still a great deal of sexual discrimination.' Do you agree?

a) This is an essay which gives an opinion. How is that shown in the first paragraph?

Throughout this century, the role of women has changed and the majority of people feel that this change is for the better. More women work than ever before, and it is accepted in Western culture that many women now have careers. Nonetheless, **in my opinion** there is still a great deal of sexual discrimination against women within society, and the belief that sexual equality has been achieved is not altogether accurate.

- 5 To **begin with**, many women find it very difficult to return to work after having children. **The main reason for this** is that there are rarely any provisions made for childcare in the workplace and, in these cases, women are forced to find someone to look after their children while they, the mothers, are at work.

In the second place, the traditional view of the position of women within society are so deeply ingrained that they have not really changed. **For instance**, not only is **the view that** women should stay at home and look after their families still widely held, but it is reinforced through images seen on television programmes and advertisements. **An example of this** is that few men are ever seen doing housework on television, since this is traditionally thought of as 'a woman's job'.

Lastly, since families often need two incomes in order to enjoy a good standard of living, a woman finds herself doing two jobs: one at home and one at the office. **So it could be said that** a woman's position has, in fact, deteriorated rather than improved, with the result that women carry the burdens of equality but get none of the benefits.

Taking these points into consideration, I would say that the position of women has improved only slightly. While rules and laws have changed, it is the deep-seated opinions of people within society which are taking a longer time to evolve. Needless to say, until these attitudes have changed, sexual discrimination will remain a problem.

- b) Three types of words and phrases are highlighted in the text. What is the difference between the three types?
- c) Which of the types are enumerators and organise the argument?
- d) What is the purpose of the other types?

9. Speaking Activity

Debate: 'This house condemns vegetarianism as an unnatural and unhealthy way of life.'

Form groups of four. Within each group two students prepare arguments to defend the motion and the other two prepare arguments to oppose it. Debate the issue within your groups.

10. Writing Task

'Eating meat is wasteful and contributes to environmental damage.'

Think of as many arguments as possible for vegetarianism. Look at the model essay given in Exercise 8.

You should write between 250 and 300 words.

There are a number of words which we use for types of ideas or beliefs. These are called ideational words.

1. Look at the following words. Which are more emotional and subjective and which are more rational or objective? Discuss the reasons for your grouping with a partner.

attitude
knowledge

belief
perspective

claim
theory

faith

hypothesis

Which of the words did you have difficulty with, and why?

2. Look at the following table. Match the ideational word in *italics* with a suitable word or phrase from the other column.

| | | |
|---|-----------------------|-----------------------|
| 1 | has given rise to the | A hypothesis |
| 2 | alarming | B goes |
| 3 | the <i>knowledge</i> | C of other writers |
| 4 | the <i>attitude</i> | D claim |
| 5 | so the <i>theory</i> | E which brought about |
| 6 | the <i>belief</i> | F we know |
| 7 | as | G of |

3. Now put the phrases that you made in Exercise 2 in the appropriate gaps in the following text.

On Friday, 5th May, 2000, all the planets we can see with the naked-eye, that is, Saturn, Jupiter, Mars, Venus and Mercury, will line up with the Moon and the Sun. Apparently, this grouping only happens once every six thousand years. Already the event..... that Kenya will be at the North Pole and Antarctica will be on the Equator. Because of this,, the polar ice caps will melt, sea levels will rise and flood the major cities of the world.

..... this only came about in the 1960s when the Belgian astronomer Jean Meeus did all the calculations by hand. In fact he found fourteen such planetary groupings between 1000 and 2400 AD.

..... is even more alarmist. It is the so-called 'psychic archaeologist' Jeffrey Goodman that, 'Quakes and volcanoes are set off around the world and a rift opens up as the Earth splits in several places to relieve the stress produced by the shift.'

However, what the alarmists fail to notice is that a similar grouping of five planets, the Sun and the Moon occurred on 5 February 1962, and,, the Earth did not fall sideways nor did Antarctica melt.

4. Now fill in the gaps in the following sentences by choosing one of the three words which follow them.

- Both our teachers and our parents had great in the ultimate triumph of truth, justice, and human community.
a evaluation b judgement c faith
- There is agreement that the management of patients who attempt suicide can be difficult and that there is a need for the development and of new forms of treatment.
a evaluation b insight c view
- When Peter was at school he never gave me the of being just a schoolboy. I can only think of him as a student; even when he was only eleven.
a position b insight c impression
- If there is a central idea behind doctor-patient relationships, it is to be found in the of duty. A doctor has expertise. A patient seeks help and is therefore vulnerable. He can only rely on the doctor's skill and good faith.
a judgement b position c concept
- The tutor takes the that students need to take responsibility for their own learning.
a position b proposal c insight
- At the age of 25, she took an overdose when she thought a boyfriend was about to desert her. She was offered psychotherapy, but this proved ineffective and it was concluded that the patient lacked into her problems.
a view b evaluation c insight
- Professor Briers was a particularly engaging man, with a real sense of the student's point of; always bright, friendly and positive in his teaching but blunt, quick and unmistakably clear.
a evaluation b view c insight
- At my university we now offer courses in Canadian literature, but it was a struggle to achieve this. There was a time when a for teaching Canadian literature was met with a polite, amused silence.
a theory b proposal c judgement

5. Match the words with their definitions.

| | | |
|---|------------|---|
| 1 | attitude | A a statement that something is true even though it has not been proved or others might not agree |
| 2 | belief | B an idea of something |
| 3 | claim | C the calculation of how good, important, valuable something is |
| 4 | concept | D opinions and feelings that you usually have about something |
| 5 | evaluation | E trust or confidence in someone or something |
| 6 | faith | F the unproven feeling that something is definitely true or exists |

6. Look at the following collocational grid. Which of the verbs and adjectives at the top go with the ideational nouns down the side? Some have been done for you.

| | | | | | | | | | |
|------------|-------|-------------|--------|-------|----------|-------|-------|------|-------|
| | adopt | deep-rooted | harden | blind | disputed | grasp | great | lose | valid |
| attitude | | | | | | | | | |
| belief | | | | | | | | | |
| claim | | | | | x | | | | |
| concept | | | | | | | | | |
| evaluation | | | | | | | | | |
| faith | | | | | | | x | | |

➤ Which of the following prepositions normally follow the ideational nouns above? *to, in, of*. Which nouns may be followed by 'that'?

7. Now use your knowledge of the collocations in Exercise 6 to fill the gaps in these sentences.

- Some parents seem to adopt an that it is the school's job to teach their children how to behave, and not theirs.
- Because of their self-interest and fear of what would come next, some people developed faith in the power of the leader to secure victory when most people knew that defeat was inevitable.
- Even though I was in an advanced Maths class, I couldn't the concept of integration in geometry.
- The government has faced a great deal of criticism over its disputed that global warming is not a serious issue.

8. Match the words on the left with their definitions on the right.

| | | |
|---|------------|---|
| 1 | hypothesis | A a clear, deep and sometimes sudden understanding of a problem or situation |
| 2 | impression | B understanding or information about something gained through study or experience |
| 3 | insight | C an idea of how good or bad something is |
| 4 | judgement | D an idea or opinion of what something is like |
| 5 | knowledge | E an idea or explanation for something that is based on known facts but has not yet been proved |

9. Look at the following collocational grid. Which of the verbs and adjectives at the top go with the ideational nouns down the side? Some have been done for you.

| | tentative | fascinating | make a(n) | create a(n) | indelible | rudimentary | overriding | offer | see something in |
|-------------|-----------|-------------|-----------|-------------|-----------|-------------|------------|-------|------------------|
| hypothesis | | | | | | | | | |
| impression | | x | | x | | | | | |
| insight | | | | | | | | | |
| judgement | | | | | | | | | |
| knowledge | | | | | | x | | | |
| perspective | | | | | | | | | |

- > Which of the following prepositions are used after the ideational words above? *of, into, about, on*
Which of them are followed by 'that'?

10. Now use your knowledge of the collocations in Exercise 9 to fill the gaps in these sentences.

- The teacher will ask the students to gather their information about different kinds of words and develop a tentative about meaning.
- The captain's recently published diaries offer a insight into what it takes to lead a team to such success.
- Although he spoke other European languages well, it took him two years before he acquired even a rudimentary of Dutch.
- The course emphasises the applied nature of the studies by giving students cases where solutions to problems have to be found and applied in order to offer a on problems with environmental and social variables.

11. Match the words on the left with their definitions on the right.

| | | |
|---|----------|--|
| 1 | position | A a suggestion, often written |
| 2 | proposal | B a set of ideas intended to explain something about the world |
| 3 | view | C attitude towards something |
| 4 | theory | D an opinion, a way of thinking about a particular thing |

12. Look at the following collocational grid. Which of the verbs and adjectives at the top go with the ideational nouns down the side? Some have been done for you.

| | put forward | official | submit | viable | adopt a | far-reaching | make a ... clear | reconsider | prevailing |
|----------|-------------|----------|--------|--------|---------|--------------|------------------|------------|------------|
| position | | | | | | | | x | |
| proposal | | | x | | | | | | |
| theory | | | | | | | | | |
| view | | | | | | | | | |

- > Which of the following prepositions are used after the ideational words above? *of, about, on*
Which of them are followed by 'that'? Which could have 'in' placed in front of it?

13. Now use your knowledge of the collocations in Exercise 12 to fill the gaps in these sentences.

- The government's official on employees accepting gifts is that an employee may not accept a gift if the gift is from a prohibited source or the gift is given because of the employee's rank or position.
- Yet Special Relativity was quickly accepted, and led to the much more subtle and Theory of General Relativity.
- When the Soviet Union disintegrated, the prevailing was that nothing would take its place.

14. Look at the following groups of words. They are sentences which have been cut up and jumbled up. Put the groups of words into the right order and make complete sentences.

- and are sometimes / are not often sympathetic / based upon the view / Government attitudes / in the short term. / that preserving / the environment is too expensive / towards environmental issues
.....
- about the author's intentions. / led me to / My failure to grasp / of the book / the central concept / make wrong judgements
.....
- any evidence to support / by the Government / Can you give / on the numbers of / people who smoke? / put forward / that the proposal / to ban tobacco advertising / will have no effect / your claim
.....

- 4 and then / cannot take place / Evaluation / has been collected / its potential benefits put into / of the new treatment / perspective. / until all the data
- 5 about the corruption / in the police and created / many people's belief / no longer to be trusted / within the police force have shaken / Recent revelations / that the law is / the impression
- 6 and gave me / insights / into Darwin's theory / It was a / many fascinating / of evolution. / wonderful book
- 7 are now common / as a result, / Details of the scandal / have taken the / knowledge and, / many people / that he is no longer / position / the right person for the job.

15. Look at the following phrases carefully and then place them in the appropriate spaces in the discussion text below.

- a) *absolutely no scientific basis* c) *maintain a sceptical attitude*
b) *evidence shows that people* d) *and superstitious attitudes to life*

Horoscopes appear regularly in today's popular newspapers and magazines. Some people say that they are wasteful and promote superstitious attitudes, while others argue that they are simply a harmless form of light reading.

Those who argue against the publication of horoscopes, and the practice of astrology more generally, point out that such activities have 1) and in effect are a form of deception or lying. It can also be argued that horoscopes are harmful in so far as they encourage people to develop irrational beliefs 2) Consequently, rather than taking responsibility for their actions and lives and making efforts to improve themselves, people will tend to blame the stars for what happens, or, perhaps more seriously, come to depend on horoscope readings to make important decisions.

However, other people view horoscopes more favourably. They are not harmful, it is argued, because people do not really believe what they read when they look up their weekly horoscope, and they do not become dependent on them. 3) take just as much responsibility for their lives after reading horoscopes and, although people who are superstitious tend to be horoscope readers, reading horoscopes does not necessarily make people superstitious. Horoscopes, it is argued, simply provide a little light reading on a Monday morning; some relief from the daily grind.

Taking both of the views expressed above into consideration, it would seem that, as long as people use their common sense and 4) horoscopes should be seen as a relatively harmless form of entertainment.

16. Speaking Activity

In what ways do belief and faith show themselves in your culture? Think about religious belief, but what about things such as superstition and astrology?

Prepare a 5-minute lecture to give to the rest of the class on this topic. Your audience will have two minutes to ask you questions afterwards.

17. Writing Task

"Following a religion is not the same as being superstitious. Religion gives people a moral and spiritual purpose". Discuss.

You should write between 250 and 300 words.

4 Problem Words

1. Look at the following list of words, which may all be used as synonyms for the word 'problem', and put them into groups. Then discuss the reasons for your grouping with a partner.

crisis situation dilemma mystery
question flaw limitation drawback

2. In the sentences below, fill in each space with one of the following words.

crisis situation mystery limitation

- The civil war has contributed to the country's worst economic in recent years.
- The main of the study is the failure to address how the results of the new policy will affect the poor.
- The refugees' worsened as heavy rains brought with them the risk of disease.
- It is still a to scientists why there should be two main patterns in embryo cell division.

3. In the sentences below, fill in each space with one of the following words.

flaw dilemma question drawback

- The refugees were faced with the of whether or not to return to their country.
- A problem for evolutionary biologists concerns how genetic factors arose. There is, in fact, some disagreement about this
- Upon closer examination, it is apparent that there are a number of very serious in his argument.
- The main of the proposed site was that road access was restricted, but this was outweighed by its many advantages.

4. In the table below, match the words in the columns on the left with their meanings on the right.

| | | |
|---|----------|---|
| 1 | dilemma | A something which needs to be investigated or considered |
| 2 | flaw | B a situation in which someone or something is affected by a very serious problem |
| 3 | drawback | C a difficult situation in which you have to choose between two alternatives |
| 4 | crisis | D an aspect of something that makes it less acceptable or less useful |
| 5 | question | E part of a theory or argument which is badly argued or unsupported |

5. In the table below, match the words in the columns on the left with their meanings on the right.

| | | |
|---|-------------|---|
| 1 | mystery | A an event which delays or reverses your progress |
| 2 | hitch | B something about which there is doubt or uncertainty, but which also seems to be very difficult to understand |
| 3 | setback | C an unpleasant situation which is difficult for a person or a group of people to escape |
| 4 | predicament | D when referring to a piece of writing or research, used to indicate that there has been insufficient coverage of a particular area |
| 5 | limitation | E a slight problem or difficulty which causes a short delay |

6. See if you can match the words on the left with their synonyms on the right. Only match words within the same pair of boxes.

| | | |
|---|----------|-----------|
| 1 | puzzle | A flaw |
| 2 | defect | B hitch |
| 3 | obstacle | C mystery |

| | | |
|---|---------------|------------------|
| 4 | shortcoming | D setback |
| 5 | reversal | E limitation |
| 6 | circumstances | F predicament(s) |

| | | |
|---|--------------|------------|
| 7 | disadvantage | G drawback |
| 8 | question | H dilemma |
| 9 | quandary | I query |

7. Now fill in the spaces in the sentences below with words that you have matched in Exercise 6. Either word of each pair can be used.

- The unexpected results of the experiment were a to the scientists.
- The crash investigators decided that a serious in the fuel pump had caused the explosion.
- As a result of the publicity generated by his extra-marital affair, his political career suffered a serious
- If you have any about the admission procedure for this course, please contact the departmental secretary.

- 5 After overcoming a series of minor administrative the expedition finally got under way.
- 6 Having built up a very high level of debt, he found himself in (a) serious financial after losing his job.
- 7 Although it is interesting and highly original, the paper has some major
- 8 A major of the new premises was that they were too small.

8. Look at the following collocational grid for: *dilemma, flaw, limitation, crisis, question, mystery, situation, and drawback*. Which of the adjectives or adjectival nouns down the side is a common collocate of each noun? Some have been done for you.

| | dilemma | flaw | limitation | crisis | question | mystery | situation | drawback |
|-----------|---------|------|------------|--------|----------|---------|-----------|----------|
| economic | | | | | | | | |
| ethical | | | | | | | | |
| technical | | | | | | | | |
| explosive | | | | | | | | |
| serious | | | X | | | | | X |
| principal | | | | | | | | |
| major | X | | | | | | | |
| religious | | | | | | | | |

9. Now fill in the gaps in the following sentences by choosing a collocation from the table above.

- 1 A more in Socrates' argument is that he uses the word 'justice' in two different ways.
- 2 During the 1930s many parts of the world suffered from a severe Germany, for example, had seven million people unemployed in 1932.
- 3 The decision to start, maintain, or stop healthcare treatment is a serious facing doctors and nurses in circumstances where patients are terminally ill.
- 4 The most of the study was that a control group was not used.
- 5 When some of the soldiers deserted with their weapons and joined the demonstrators, the crisis soon deteriorated into an extremely
- 6 Some people say that the origin of the universe requires an explanation, not a creator; it is a scientific, not a

10. Below is a list of verbs which are often used when problems are mentioned. See if you can use them to fill the gaps in the exercise below.

exacerbate defuse overcome rectify explain.

- 1 Government officials from both countries are holding four days of talks aimed at tensions over trade.
- 2 Careful and accurate analysis of the problem is needed before deciding what help is required and what the patient has to do to his problems.
- 3 Union leaders argued that increasing the number of police would the situation outside the factory gates.
- 4 The fault with the landing gear should have been before the Boeing took off.
- 5 In his paper at the Montreal conference, Prof. Suzuki the problem of genetic drift.

11. Can you suggest in what situations the following idiomatic expressions might be used?

where's the catch?

spanner in the works

teething trouble

iron out the problems

the nub of the problem

12. Match the phrases on the left with those on the right to create more complex commonly used phrases.

| | |
|---|---|
| 1 make any serious effort to | A is to try to reduce |
| 2 have a key role to play in putting | B many opportunities to do this |
| 3 environmental organisations provide us with | C of the problem |
| 4 becoming increasingly aware | D pressure on governments |
| 5 resulting in | E tackle the problem |
| 6 the first thing we need to do | F the degradation and destruction of natural habitats |

13. Now complete the spaces in the short problem/solution text below with an appropriate phrase from Exercise 12.

Through education and the news media we are all 1) of environmental destruction. The ever growing global population, the expansion of the world's cities, the unsustainable consumption patterns of the rich world, and the 'catch up' development policies of the rest of the world are 2) the contamination of soils, rivers and oceans and the pollution of the air. The process seems to be irreversible and governments around the world seem to be unwilling to 3)

Nevertheless, there are things that we can do as individuals that may begin to make a difference. 4) the amount that we consume. Living without a car, for example, and using public transport can actually make a significant difference, especially if large numbers of people can be encouraged to do this. We should also try to buy products that we use more carefully. This means trying to buy local products which do not need to be transported great distances, which do not require too much packaging and which can be recycled when no longer useful. We should also try to buy organic food products since this can help reduce pesticide contamination of the environment and also reduce the amount of dangerous pesticides and herbicides in our own bodies.

Apart from making changes to the way we live our own lives, we need to help raise awareness more generally, and also in the media and in government. 5) Activities may include: joining letter writing campaigns, disseminating information, participating in protests and raising funds. Environmental organisations also 6) to formulate and pursue more environmentally friendly policies. These might include: increasing taxes on environmentally harmful industries, investing in research into renewable sources of energy and organic agriculture, subsidising local waste recycling schemes, and increasing aid to developing countries for sustainable development projects.

14. First match the words on the left with their meanings on the right and then use the appropriate words to complete the sentences below.

| | | |
|---|-------------|---|
| 1 | destroy | A to cause something to become worse or less effective over time |
| 2 | degrade | B to cause so much damage to something that it is completely ruined and useless |
| 3 | deteriorate | C to systematically break down a building or an argument |
| 4 | demolish | D to become worse |

- 1 With greater skill and a good command of the facts, he his opponent's argument.
 2 The bomb a warehouse containing humanitarian supplies belonging to the Red Cross.
 3 As weather conditions , rescue parties had to call off the search for the missing walkers.
 4 The study showed that even short-term exposure to sunlight the paintwork.

15. Speaking Activity
Discussing problems

- List what you think are the three most serious problems facing humanity today.
- When you have done this compare your list with that of another student, and together decide on a new list.
- Be prepared to defend your list using well-supported arguments, but also make sure you listen to the arguments of your partner.
- Then join another pair of students and compare the new lists. In this larger group, try to come up with a list that you can all agree on.
- Once again defend your list using well-supported arguments, but also make sure that you listen to the arguments of others.
- Finally, you can compare your group lists with those of other groups in the class.

16. Writing Task

Write a short essay on the following topic:

A serious global problem and some possible solutions.

You should write between 250 and 300 words.

5 Words of Relationship

1. a) What do the following words mean to you?

effect correlation factor partner symbol association

b) What kinds of relationship do they each indicate: causative, consequential, statistical, personal or representational?

2. a) Match the words on the left with their meanings on the right.

| | | |
|---|---------------|---|
| 1 | aftermath | A serious or negative effects of an event or decision which usually occur some time after |
| 2 | repercussions | B all the possible results of an action or decision which may not be obvious at first |
| 3 | ramifications | C a strong emotional or psychological effect on a person or on a group of people |
| 4 | impression | D the period which follows a very destructive event or accident, and the effects of this |

b) Now use the words to complete these sentences.

- His mother's early death, and his experiences during the Vietnam War, made a lasting on him.
- The total cost of the hurricane and its will never be fully known.
- Have you considered all the possible of this proposal?
- The decision to raise taxes was to have serious for the government.

3. a) Match the words on the left with their meanings on the right.

| | | |
|---|--------------|---|
| 1 | outcome | A sometimes used to describe the effect of a new idea or new discovery on an existing theory or body of knowledge |
| 2 | results | B the negative effects of a drug, in addition to the function of curing an illness |
| 3 | side-effects | C often used to talk about the findings of a scientific study or experiment |
| 4 | implications | D the situation that exists at the end of a process of discussion or decision-making |

b) Now use the words to complete these sentences.

- Unambiguous evidence of the existence of ghosts would have serious for our understanding of matter and existence.
- It is still too early to predict the of the meeting.
- These suggest that the search for a general theory may not be fruitful.
- The drug may trigger a number of very unpleasant , including nosebleeds, nausea, headaches and tiredness.

effect (RESULT) noun [C][U]

1 the result of a particular influence:

The radiation leak has had a disastrous effect on/upon the environment.

I tried taking tablets for the headache but they didn't have any effect.

I think I'm suffering from the effects of too little sleep.

She has a lot of confidence which she uses to good effect (= to her advantage) in interviews.

See also after effects

4. All the sentences below describe a cause and effect relationship. Use a preposition to fill in the gaps.

- Poor harvests have resulted chronic starvation.
- Severe malnutrition in children leads early and irreversible brain damage.
- Incorrect levels of chlorine in the body can give rise high blood pressure.
- As a result severe malnutrition, young children may become brain damaged.
- Kwashiorkor is one of the conditions caused protein deficiency.
- Her illness was brought by living for a long time in damp and cold accommodation.
- All his current health problems stem his smoking and drinking habits.

5. Match the phrasal verbs in the column on the left with their collocates in the column on the right.

| | | |
|---|---------------|----------------------|
| 1 | bring about | A happy memories |
| 2 | bring back | B a change in policy |
| 3 | bring down | C the patient |
| 4 | bring forward | D the date |
| 5 | bring in | E the government |
| 6 | bring out | F a new law |
| 7 | bring round | G the issue of |
| 8 | bring up | H a new model |

6. What are the differences in meaning between the following pairs of words?

| | | |
|---|--------------------|--------------------|
| a | girlfriend | fiancée |
| b | lone parents | single mothers |
| c | polygamy | polyandry |
| d | father-in-law | step father |
| e | guardian | godfather |
| f | other half | spouse |
| g | a couple | partners |
| h | nuclear family | extended family |
| i | traditional family | post-modern family |

7. Now use words from Exercise 6 to fill in the gaps in the sentences below.

- 1 A low-income is at high risk of depression, which may have negative effects on her children.
- 2 The family, which is increasing both in number and in social acceptance, is characterised by free choice and diversity.
- 3 The, which is composed of two parents and their children, tends to be geographically mobile.
- 4 In Vietnamese society, the consists of the immediate family and close relatives who share the same family name.
- 5 Many people blame the feminist movement for undermining family values.
- 6 In many traditional African societies is the norm; on the other hand, is extremely rare.

8. a) Use the following relationship words to complete the sentences below.

correspondence association similarity correlation metaphor dependence

- 1 In English, there is often a lack of between the sounds of spoken words and their written forms.
- 2 This study has found a strong between levels of student motivation and educational achievement.
- 3 An between these symptoms and inadequate diet over a long period of time has been suggested.
- 4 The weather, in all its forms, is often used as a for human emotions.
- 5 I was taken aback by the astonishing between her husband and her son.
- 6 I am not looking forward to the on others that old age can often bring.

- b) Now rewrite the sentences in Exercise 8a using a different grammatical form of the words that you have used to fill the spaces (verb, adjective and adverb forms). The first has been done for you.

- 1 In English, the sounds of the spoken words and their written forms often do not **correspond**.

or

In English, the sounds of the spoken words do not always **correspond** with the written forms.

- 2
- 3
- 4
- 5
- 6

9. Look at the words in the grid below. Decide which adjectives and adjectival nouns collocate with which nouns. Some have been done for you.

| | outcome | relationship | effect | cause | origin | consequences | association | implications | similarity | resemblance | repercussions | side-effects |
|------------|---------|--------------|--------|-------|--------|--------------|-------------|--------------|------------|-------------|---------------|--------------|
| productive | | x | | | | | | | | | | |
| underlying | | | | | | | | | | | | |
| loose | | | | | | | | | | | | |
| unknown | | | | | x | | | | | | | |
| striking | | | | | | | | | | | | |
| root | | | | x | | | | | | | | |
| placebo | | | | | | | | | | | | |
| grave | | | | | | | | | | | | |
| serious | | | | | | | | | | | | |
| greenhouse | | | | | | | | | | | | |

10. Put the following phrases into the appropriate spaces in the sentences below, making grammatical changes where necessary.

striking resemblance
placebo effect
productive relationship

unknown origin
greenhouse effect
loose association

grave implications
underlying cause

- 1 The decline of public transport has for European cities, two of the most serious being reduced mobility for disadvantaged groups and environmental damage.
- 2 There are many words of in the English language.
- 3 It was agreed that the new society should be merely a of physicians and scientists and should not have fixed membership.
- 4 The of death refers to the disease or injury initiating the sequence of events leading to death.

- 5 The two brothers bore a to each other, so much so that on first impression some people mistook them for twins.
- 6 The is caused when gases in the atmosphere behave as a blanket and trap radiation which is then reradiated to the Earth.
- 7 The is the measurable, observable or felt improvement in health which is not attributable to treatment.
- 8 We look forward to a very that will increase sales and marketing opportunities for our two businesses.

11. All the sentences below describe a cause and effect relationship. This time the prepositions have been given, but the accompanying words have been deleted.

- 1 Vitamin and mineral deficiencies can to weak bones, loss of teeth, blindness, or the failure of any of a number of vital organs.
- 2 Severe malnutrition in young people usually in early and irreversible brain damage.
- 3 All his current health problems from his smoking and drinking habits.
- 4 The damage to his liver was the of many years of heavy drinking.
- 5 Korsakoff's syndrome is a common neurological disorder with chronic alcohol abuse.
- 6 Cirrhosis of the liver is only one damaging condition that can be by alcohol abuse.
- 7 Over time, heavy drinking can give to cognitive impairment (also known as alcoholic dementia).
- 8 A hangover is the result of dehydration, paradoxically about by drinking too much.

12. Look up the function/meaning of one the following words in a monolingual dictionary and be prepared to explain this to other students, giving contextualised examples.

respect respectively irrespective of respectfully with respect to

13. Use the following representational words to complete the sentences below.

analogous represents symbolic sign simile

- 1 Many people view the media's preoccupation with celebrity and stardom as a of the times.
- 2 Most of the activity of the computer is not visible on the screen; this is to Freud's idea of the unconscious mind.
- 3 Jung, the Swiss psychologist, argued that dreams are expressed through language.
- 4 Like a metaphor, a is a figurative comparison between two things except that it uses 'like' or 'as' in the comparison.
- 5 In the Egyptian Ankh, the circle eternal life.

14. Speaking Activity

Discussion topic:

Should people who want to adopt a child be married?

Spend time deciding your own views on this before presenting them to the class. When presenting what you think, remember to support your ideas with reasons.

15. Writing Task

Write a short persuasive essay on the following topic:

Why tobacco advertising should be made illegal.

You might wish to consider the health effects of smoking on smokers and on non-smokers, the cost to individuals and to society, and the influence on children.

You should write between 250 and 300 words.

6 Words of Certainty

1. Put the following words into two groups according to degree of certainty. Then discuss your reasons for grouping them with a partner.

accurate reliable tentative provisional untenable positive undeniable
alleged certain irrefutable well-documented solid hard definite

2. Now match each group of collocates on the left with one of the words on the right.

| | | |
|---|---|--------------|
| 1 | uncertain, untenable, extreme, official | A fact |
| 2 | accurate, long-term, reliable, gloomy | B conclusion |
| 3 | undeniable, irrefutable, plain, well-documented | C position |
| 4 | flimsy, hard, scientific, insubstantial | D results |
| 5 | logical, obvious, tentative, inescapable | E evidence |
| 6 | unexpected, inconsistent, positive, controversial | F forecast |

3. Fill each of the spaces in the sentences below with one of the collocations in the table above.

- It is an that the sun rises in the East.
- With the use of satellites and computers, meteorologists are able to give fairly nowadays.
- The researchers were only able to draw from the preliminary studies.
- The economic changes that took place during the 1930s left many people in a financially
- Increasing the amount of light and reducing the amount of water used in the experiment produced
- The Judge rejected the charges, saying that they were based on

4. Match the collocates on the right with those of similar meaning on the left.

| | | |
|---|-----------------------|--------------------------|
| 1 | vague recollection | A positive relationship |
| 2 | definite plan | B hazy memory |
| 3 | good rapport | C well-defined objective |
| 4 | unambiguous statement | D good chance |
| 5 | firm conviction | E unshakeable belief |
| 6 | distinct possibility | F strong association |
| 7 | unexpected results | G categorical reply |
| 8 | positive correlation | H surprising outcome |

5. Fill each of the spaces in the following sentences with one of these phrases.

vague recollection definite plan good rapport unambiguous statement
firm conviction distinct possibility unexpected results positive correlation

- It was his that, in essence, all religions are divinely inspired.
- Now aged over 100, John had only a of his experiences as a soldier during the First World War.
- He approached the management with a for building the wool processing machines in New Zealand.
- The study found a between the use of mobile phones and brain damage.

6. Fill each of the spaces in the following sentences with one of these phrases.

positive relationship bazy memory well-defined objective good chance
unshakeable belief strong association categorical reply surprising outcome

- There is a that I'll meet up with her in Rome next month.
- One of the qualities of a good teacher is the ability to establish a with students.
- The Minister declined to give a saying that a decision on the matter could only be taken after further discussions.
- Commentators at the time noted that the persecution of the early church by the Roman authorities had a ; it actually increased the number of members.

7. Match each group of collocates on the right with one of the words on the left.

| | | |
|---|-------------|---------------------------------------|
| 1 | valid | A prospect, goal, expectation |
| 2 | authentic | B passport, argument, licence |
| 3 | precise | C cuisine, atmosphere, look |
| 4 | appropriate | D details, measurements, instructions |
| 5 | realistic | E friend, article, attempt |
| 6 | accurate | F box, behaviour, technology |
| 7 | genuine | G clock, diagnosis, record |

8. Fill each of the spaces in the sentences below with a suitable phrase from the collocations you have matched above.

- He was a to students and this was expressed through his words and his actions.
- A logically correct argument is also known as a
- is necessary to correct the cause of the problem.
- The souvenir Roman coins are made from bronze giving them a very

- 5 New instruments have allowed astronomers to make of the sun's corona.
- 6 When Peter Brown began working at GEC, he had a that his employment there would be a 'job for life'.
- 7 Please tick the below and follow the instructions carefully.

9. Decide what the differences are between text A and B below. Discuss these differences with your partner. Which text do you think is the most acceptable? Why?

A Cities in developing countries suffer from high ozone levels. Emission levels will climb in years ahead as the vehicle populations in cities continue to rise. Moreover, these cities are located in hot and sunny climates that favour ozone formation. As a result, the smog problem will increase in severity in developing countries in future. The health effects of ozone are varied and severe. Because it is a reactive oxidising agent, ozone attacks cells and breaks down biological tissue. It is particularly damaging to lung tissue, even at low concentrations.

B Cities in many developing countries suffer from high ozone levels. Emission levels are expected to climb in years ahead as the vehicle populations in cities continue to rise. Moreover, many of these cities are located in hot and sunny climates that favour ozone formation. As a result, the smog problem is likely to increase in severity in developing countries in future.

The health effects of ozone are varied and severe. Because it is a reactive oxidising agent, ozone tends to attack cells and break down biological tissue. It can be particularly damaging to lung tissue, even at low concentrations.

Use of Hedging Devices

Hedging words and phrases allow us to make claims about the world without having precise or complete knowledge about it, or without needing to go into precise and complete detail.

10. Fill the gaps in the sentences below with suitable hedges. The first letter of each word has been given.

- Photochemical smog is a widespread problem in m..... cities, especially in Europe, Japan and North America, where precursor molecules are o..... abundant and ambient summer temperatures f..... exceed WHO exposure levels for hours and s..... days at a time.
- In industrialised countries, emission sources of nitrogen oxides are r..... evenly divided between vehicles and stationary sources such as power stations and industrial boilers, although vehicle emissions u..... predominate in urban environments.
- Despite the mounting evidence that indoor pollution is a major cause of ill health, exposure to indoor pollutants is l..... unregulated.
- In terms of human exposure to NO₂, indoor sources such as unvented heating and cooking may even be more serious than outside sources, especially in developing countries.
- NO₂ is a respiratory irritant and c..... cause constriction of airways, reduced resistance to infection, and hypersensitivity to dust and pollen.
- Even in industrialised nations the health consequences of indoor air pollution are t..... to be significant.
- NO₂ from kerosene heaters t..... to cause respiratory problems in young children.

11. When we write formal English, we may prefer to be approximate rather than exact. Put the following "approximators" in order according to magnitude.

| | |
|------------------------|-------------------------|
| 1 the vast majority of | + all e.g. almost all |
| 2 a small number of | |
| 3 most of | |
| 4 a few | - none e.g. almost none |
| 5 very few | |

Which of the words and phrases above can only be used with uncountable nouns, which can only be used with countable nouns, and which can be used with both?

12. Verb phrases can be used to introduce degrees of certainty or uncertainty. Reorder the following modal phrases according to degree of certainty.

| | |
|------------------------|-------------|
| 1 might possibly | + certain |
| 2 is likely to | |
| 3 will very probably | |
| 4 is expected to | |
| 5 is almost certain to | - uncertain |

13. Sometimes we wish to protect the statements that we make. Re-order the following 'shields' according to the degree of certainty of the speaker/writer.

| | |
|--|-------------|
| 1 There's no doubt that | + certain |
| 2 Research has shown that | |
| 3 New evidence suggests that | |
| 4 There is now widespread agreement that | |
| 5 It has been claimed that | - uncertain |

14. Now look at the following sentences and suggest how they might be made more tentative. There is more than one way.

- The world's population will increase to 9 billion by 2025.
- Other people's tobacco smoke causes cancer in non-smokers.

- 3 The universe is 12 billion years old.
.....
- 4 Learners remember new facts when they are contextualised.
.....
- 5 Africa is unfortunate as far as irrigation possibilities and water supplies are concerned.
.....
- 6 Agricultural chemicals cause certain birth defects.
.....
- 7 There is a link between violence on television and violence in society.
.....
- 8 Melting ice and thermal expansion will cause sea levels to rise by the middle of the 21st century.
.....
- 9 People behave foolishly when they fall in love.
.....

15. Speaking Activity

In pairs, first briefly discuss the statements below using expressions such as:

There's no question that

It is almost certain that there is/ there is not

It is probable that

It is possible that

- a) There will be a world government before the end of the century.
- b) The climate is going to become warmer.
- c) There is life after death.
- d) People can sense when other people are looking at them.
- e) One day people will live on the moon.
- f) Life exists elsewhere in the universe.

Decide with your partner which of the statements is the most and which the least likely to occur. Exchange your ideas with the rest of the class, giving reasons to support your opinion.

16. Writing Task

Write a short essay with the following title:

The world in the year 3000

You should write about 250 words.

1. Look at the collocations below. Can you identify the least likely collocation in each set?

| | | | | |
|---|------------------------|--------------------------|------------------------|-------------------------|
| 1 | significant change | stable change | climate change | gradual change |
| 2 | technical modification | historical modification | temporary modification | minor modification |
| 3 | total transformation | political transformation | dental transformation | complete transformation |
| 4 | industrial revolution | social revolution | political revolution | biological revolution |
| 5 | social reform | technical reform | electoral reform | institutional reform |
| 6 | chemical reaction | computer reaction | strong reaction | public reaction |
| 7 | ethnic process | nuclear process | industrial process | democratic process |

2. Match the noun phrases on the left most likely to be associated with the type of development listed on the right.

| | | | |
|----|---------------------------------|---|---------------------------|
| 1 | welfare state | A | linguistic development |
| 2 | GPS (global positioning system) | B | cultural development |
| 3 | electoral reform | C | social development |
| 4 | MBA (Master of Business Admin.) | D | technological development |
| 5 | financial infrastructure | E | political development |
| 6 | adolescence | F | intellectual development |
| 7 | abstract concepts | G | economic development |
| 8 | film production | H | professional development |
| 9 | on-line learning | I | physical development |
| 10 | complex sentences | J | educational development |

3. a) Choose from the following set of words and phrases those that you think best describe what happened during the years and decades indicated in the figure below.

remain level steady increase low point peak rise dramatically fall sharply

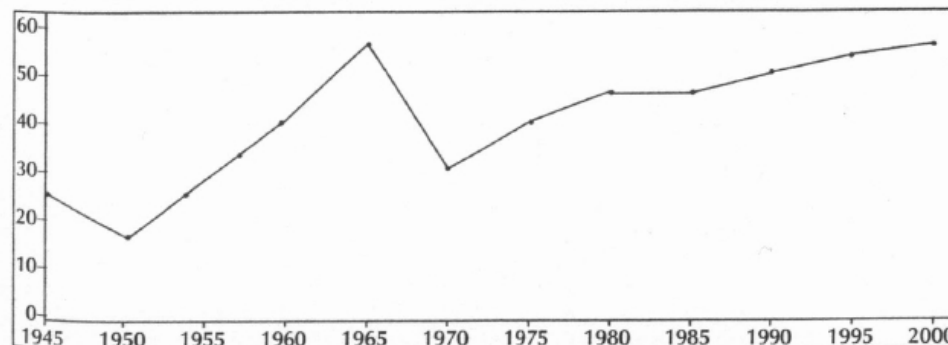


Figure 1. Global ferralite production 1945 – 2000 (millions of tonnes)

b) Now make sentences describing production for the following dates and periods.

- 1 1950
- 2 1960 - 1965
- 3 1965
- 4 1965 - 1970
- 5 1980 - 1985
- 6 1990 - 2000

4. The process of development

a) Read the short text below.

Streeten (1972) saw the process of development in terms of progress in a number of interrelated dimensions (1) economic output and incomes, (2) conditions of production, (3) levels of living (including nutrition, housing, health and education), (4) attitudes to work, (5) institutions and (6) policies.

b) Now, once you feel that you have understood what Streeten was saying, fill in the gaps in the text below using the following words.

progress growth major deteriorated risen reduced

It needs to be understood that development is not the same as economic 1) It is conceivable that in a particular country average GNP per capita might have 2) while at the same time income inequality increased; the poor became poorer, and negative 3) was made in other areas of development, such as in health, education and in political institutions. Such a situation might be classed as economic growth with negative development in that, although average incomes may have risen, the quality of life for the mass of the population would have 4) Conversely, it is possible to have development with negative economic growth. This may occur where a 5) restructuring occurs in attitudes, political institutions and production relations (for example through land redistribution), which creates conditions for future development, but at a short-run cost of 6) GNP due to disruption of the previous production and distribution system.

5. a) Can you find any words below that have a broadly similar meaning?

conservative radical innovative liberal
old-fashioned left-wing progressive reactionary

b) Now use the words to fill the gaps in the following sentences. Use one pair of words for each pair of sentences.

- 1 a He held a very view of society; one organised around traditional values and beliefs.
- b The most change to global communications has been the development of the internet.

- 2 c The project seeks a balance between criticisms of existing systems and proposals for developments which respond to changing conditions in the world.
- d Many people blame attitudes for the increase in crime and family breakdown.
- 3 e In the 1930s violent clashes broke out in London between demonstrators and right-wing Fascist groups.
- f The modern education system aims, make the class structure irrelevant.
- 4 g The opposition party used all of the most arguments that could be found to oppose the reforms.
- h The introduction of on-line learning is one of the more features of the course.

6. Working within one box at a time, match the verbs in the boxes on the left with their most likely collocates on the right.

| | | |
|---|---------|---------------|
| 1 | upgrade | A law |
| 2 | reform | B computer |
| 3 | improve | C performance |

| | | |
|----|-----------|------------|
| 10 | qualify | J text |
| 11 | refurbish | K premises |
| 12 | translate | L argument |

| | | |
|---|-----------|-----------|
| 4 | transform | D system |
| 5 | overhaul | E regime |
| 6 | overthrow | F voltage |

| | | |
|----|-----------|--------------|
| 13 | shape | M instrument |
| 14 | renovate | N idea |
| 15 | calibrate | O property |

| | | |
|---|---------|-----------|
| 7 | convert | G volume |
| 8 | adjust | H factory |
| 9 | modify | I theory |

| | | |
|----|----------|-------------|
| 16 | alter | P situation |
| 17 | adapt to | Q jacket |
| 18 | revise | R strategy |

7. Now use the verbs to fill the gaps in the following sentences.

- 1 Croll's original theory, which proposed that changes in the earth's orbit caused ice ages, was later by Milankovitch in 1938.
- 2 He his argument by adding that the activity should not be permissible in all situations.
- 3 Laws on profit taxation, individual income tax and property tax were during the last Parliament.
- 4 The coil the low-voltage current to a much higher voltage – possibly 30,000 volts or more.
- 5 The government's transport strategy will be in the light of the latest findings.
- 6 The temperature, pressure and flow rate are also noted when the instrument is

8. Fill the gaps in the following sentences with one of the three words which follow them.

- If you have any questions about this website, or find any information, please contact us.
a out of date b old-fashioned c ancient
- Among the signs of dissatisfaction at work are: decreased productivity, patterns of work, and poor on-the-job relationships.
a volatile b inconsistent c flexible
- Most music is more complex than popular music.
a modern b classical c contemporary
- The new eye treatment involves using technology.
a simultaneous b contemporary c state-of-the-art
- The forecast is for weather for the next few days.
a transforming b changeable c shifting

9. Fill the gaps in the following sentences with one of the three words which follow them.

- The character of Macbeth is a example of a Shakespearean tragic hero.
a classic b old c well-worn
- The new UN publication contains the information on living standards.
a actual b contemporary c latest
- In most societies, women spend much of their time at home – cooking, making clothing and caring for children and the elderly.
a orthodox b old-fashioned c traditional
- The problems facing the world include environmental vulnerability and increasing social complexity.
a advanced b modern c recent
- Because of the situation on the streets of the capital, the government imposed martial law.
a stable b changeable c volatile

10. Discuss when and how you might use the following idiomatic phrases.

a major turning point
change one's tune

a watershed in history
go pear-shaped

turn over a new leaf

11. Match the phrases on the left with those on the right to create more complex commonly used phrases.

| | | |
|---|---------------------------------|---|
| 1 | has changed notably | A also become greater |
| 2 | both of these | B drier and warmer |
| 3 | the intensity of rainstorms has | C over the past century |
| 4 | and in areas that become | D changes have significant implications |

12. Now put the phrases that you have matched above into the spaces in the text below.

Global climate 1), and this change is expected to continue in the future. As global and regional temperatures have risen, a more vigorous hydrologic cycle is now evident in many parts of the world. On average, global precipitation is increasing and in many places 2) However, some regions of the world have become drier. 3) for patterns of vegetation growth and both wind and water-induced erosion. As storm events increase in intensity and in frequency, rates of runoff, soil erosion and nutrient loss also increase. 4), sparser vegetation cover means that the soil is more vulnerable to wind erosion.

13. Speaking Activity
Discussing changes

- List what you think are the three most significant changes that people in your country have experienced in the last 100 years.
- When you have done this, compare your list with that of another student, and together decide on a new list.
- Be prepared to defend your list using well-supported arguments, but also make sure you listen to the arguments of your partner.
- Then join another pair of students and compare the new lists. In this larger group, try to come up with a list that you can all agree on.
- Once again defend your list using well-supported arguments, but also make sure that you listen to the arguments of others.
- Finally, you can compare your group lists with those of other groups in the class.

14. Writing Task

Write a short account of the changes you discussed above. Use the title:

The most significant changes in people's lives over the last hundred years

You should write between 250 and 300 words.

1. Put the following words into two groups according to the type of structure they refer to. Then discuss your reasons for grouping them with a partner.

blueprint diagram framework infrastructure mould network
organisation pattern procedure set model structure

2. Match each group of collocates on the left with one of the words on the right.

| | | |
|---|---|------------------|
| 1 | clear, detailed, rough, illustrative | A infrastructure |
| 2 | balanced, conceptual, loose, tight | B network |
| 3 | basic, economic, country's, reliable | C diagram |
| 4 | extensive, local, family, complex | D organisation |
| 5 | effective, massive, non-governmental, broad-based | E framework |

3. As above, match each group of collocates on the left with the noun on the right.

| | | |
|---|--|-------------|
| 1 | changing, shifting, familiar, underlying | A set |
| 2 | basic, complicated, costly, simple | B structure |
| 3 | complete, a whole new, particular, duplicate | C model |
| 4 | latest, theoretical, super, working | D pattern |
| 5 | social, formal, stable, intricate | E procedure |

4. Now use these words to fill in the gaps in the following sentences.

diagram framework infrastructure network organisation

- The World Bank will need to lend money to governments who have to create a modern of health centres, roads and railways.
- This shows the weekly earnings of graduates as opposed to non-graduates.
- The government has promised more money for a whole of community services such as health, crime prevention, housing, social security and the arts.
- Those traditional and often hierarchical patterns of social do not use technology efficiently.
- The whole of society is based upon ideas of equality and freedom.

5. Now use the words to fill in the gaps in the following sentences.

pattern procedure set model structure

- This report suggested the abolition of the old local government and its complete replacement with a new one.
- The of family structure has shifted away from the older, stable model of two parents and two children.
- My research involves the development of a theoretical to predict the breakdown of food and drug molecules in humans.
- Relief organisations have a clear for disasters such as earthquakes and hurricanes.
- These tasks may present a particular of difficulties for any language learner.

6. Now match the following words with their definitions in the right hand box.

| | | |
|---|----------------|--|
| 1 | blueprint | A the basic structure or facilities on which an organisation, country or system is built and which makes it work |
| 2 | constitution | B a drawing which represents a machine, system or idea to show how it works |
| 3 | diagram | C a plan or design which shows how something might be achieved |
| 4 | framework | D a system of rules and principles by which a state or an organisation is governed |
| 5 | infrastructure | E supporting structure, often of facts and ideas, around which something can be built |

7. Look at the following table. Match the structure words with a suitable word or phrase from the other column.

| | | |
|---|--------------|------------------|
| 1 | to create | A constitution |
| 2 | a written | B framework |
| 3 | the diagram | C a blueprint |
| 4 | a conceptual | D infrastructure |
| 5 | a basic | E below shows |

8. Now use the phrases you formed in Exercise 7 to fill the gaps in the following sentences.

- They hope for the development of countries moving to the free market.
- Britain is unusual amongst European countries in not having
- how this part of the experiment works.
- Liberal ideas in the social sciences are not enough to provide for understanding what actually happens in the family.
- The university's results depend upon which links what the institution's objectives are with good management undertaken by committed, experienced and trained staff.

9. Now match the following words with their definitions in the left hand box.

| | | |
|---|--------------|---|
| 1 | network | A the accepted or normal way of doing things |
| 2 | organisation | B a set of decisions about how to do something in the future |
| 3 | pattern | C the arrangement of something, so that its different parts link and work together |
| 4 | plan | D a recognisable way in which something is done, organised or happens |
| 5 | procedure | E a system of people, organisations, etc that connect and communicate with each other |

network

noun [C]

a large system consisting of many similar parts that are connected together to allow movement or communication between or along the parts or between the parts and a control centre:

a television network

a road/rail network

a computer network

Massive investment is needed to modernise the country's **telephone** network.

We could reduce our costs by developing a more efficient **distribution** network.

a network of spies/a spy network

network

verb

1 [T] to connect computers together so that they can share information:

Our computer system consists of about twenty personal computers networked to a powerful file-server.

2 [I] to meet people who might be useful to know, especially in your job:

I don't really enjoy these conferences, but they're a good opportunity to do some networking.

Cambridge Advanced Learner's Dictionary © Cambridge University Press, 2003 <dictionary.cambridge.org/>

10. a) Look at the following table. Match the structure word with a suitable word or phrase from the other column.

| | | |
|---|---------------------|--------------|
| 1 | a close-knit social | A pattern |
| 2 | the organisation | B network |
| 3 | old behaviour | C as a whole |
| 4 | agreed | D procedure |
| 5 | a particular | E a plan |

b) Now use the phrases you formed in Exercise 10a to fill the gaps in the following sentences.

- When speakers belong to, the more time they spend speaking to the same group of people and the less contact they have with others who might change their dialect.
- Every manager has a responsibility towards
- When children move areas, is interrupted while they adjust to their new neighbourhood, school, and shops.
- A number of these countries have with the World Bank for the reduction of their foreign debts.
- A doctor can be disciplined if he decides to carry out in a way that can be shown to have been unnecessarily hazardous to one of his or her patients.

11. Match the phrases on the left with those on the right to make more complex phrases.

| | | |
|---|-------------------------------|--|
| 1 | it is now recognised | A for growth and poverty-reduction |
| 2 | at the heart of | B in the economy |
| 3 | offered a universal blueprint | C the development policy debate |
| 4 | structural changes | D that the best route to problem-solving |

12. Now use the phrases you formed above to complete the text below.

In recent years, there has been a significant move away from the belief that market liberalization and Western-style democracy 1) across the world.

Central to the emerging alternative view are a number of ideas that place civil* society 2) First, a strong social and institutional infrastructure is crucial to growth and development; 'social capital' - a rich fabric of social networks, norms and civic institutions - is now considered to be just as important as other forms of capital to these ends.

Second, more democratic forms of governance and decision making are seen to be more effective in developing a social consensus about 3) and other key reforms: shared ownership of the development agenda is seen as the key to its sustainability.

Third, public, private and civic roles are being redefined and re-shaped, in both economics and social policy; 4) lies through partnerships and alliances between these different interest groups.

*civil/civic: in this short text the word civil refers to the wider community as opposed to development agents from government, business or aid organisations

13. Look at the following.

introduction, body, conclusion = essay structure

Now decide what kind of structures are indicated by the following groups of words.

| | | |
|----|---|-------|
| 1 | Marketing, customer services, accounts, production, personnel = | ..... |
| 2 | week's advance: £20, Advance booking: £50, Day of travel: £110 = | ..... |
| 3 | platoon, company, battalion, division, corps = | ..... |
| 4 | subject, verb, object, compliment, adverbial = | ..... |
| 5 | electrons, protons, neutrons = | ..... |
| 6 | nucleus, mitochondria, vacuoles, lysosomes, membrane = | ..... |
| 7 | Lecturer A, Lecturer B, Senior lecturer, Reader, Professor = | ..... |
| 8 | Hypothalamus, cerebellum, medulla oblongata = | ..... |
| 9 | Upper class, middle class, working class, underclass = | ..... |
| 10 | H ₂ O and H ₂ SO ₄ = | ..... |
| 11 | Petals, stigma, anther, stamen = | ..... |
| 12 | Roof, foundations, supports, trusses, walls = | ..... |
| 13 | Setting, characters, plot, climax, conclusion = | ..... |
| 14 | Id (primitive), Ego (decision-making), Superego (moral component) = | ..... |
| 15 | Roads, railways, schools, hospitals, sewers, power supply = | ..... |

14. a) Match the verbs on the left with the phrases on the right. Only match within each set of boxes.

| | | | | | |
|---|--------------|---------------------|---|-----------|---------------|
| 1 | come up with | A the constellation | 4 | establish | D a new model |
| 2 | break | B a set of ideas | 5 | follow | E a network |
| 3 | identify | C the rules | 6 | bring out | F a procedure |

b) Now use the phrases you formed to complete the following sentences.

- Architects, designers and planners spoke with more than 4,000 school children and adults to that reflected what the community would like to have.
- We Orion and then Crux - the Southern Cross - emerged diamond-like in the jet-black sky.
- As part of the new marketing strategy, the company will early next year.
- The aid agency plans to of 17 drug treatment and rehabilitation centres that will provide quality treatment and rehabilitation services.

15. Speaking Activity

Decide on three important changes that you think would make the world a better place.

- When you have done this compare your list with that of another student, and together decide on a new list.
- Be prepared to defend your list using well-supported arguments, but also make sure you listen to the arguments of your partner.
- Then join another pair of students and compare the new lists. In this larger group, try to come up with a list that you can all agree on.
- Once again defend your list using well-supported arguments, but also make sure that you listen to the arguments of others.
- Finally, you can compare your group lists with those of other groups in the class.

16. Writing Task

Write a short essay entitled.

Blueprint for a better world

You should write between 250 and 300 words.

9 Words of Whole and Part

1. Look at the collocations below. Can you identify the least likely collocation in each set?

| | | |
|---|---|--|
| 1 first class economy class newspaper class working class evening class | 4 second division armoured division planning division flower division junior division | 7 piece of evidence piece of research piece of light piece of music piece of paper |
| 2 sales department physics department planning department mind department government department | 5 metal fragment computer fragment clay fragment ancient fragment tiny fragment | 8 knowledge section cross section caesarean section reference section introductory section |
| 3 water particle sub-atomic particle airborne particle minute particle microscopic particle | 6 electronic component essential component faulty component book component engine component | |

2. Now put one of the collocations from each group above in the sentences below.

- After the explosion, he was taken to hospital with numerous in the lower part of his body.
- The government views mental health as an of overall health policy and offers comprehensive mental health services.
- Some researchers believe interior furnishings may play a role in levels, thus giving rise to asthma.
- Please contact our for any product inquiries you may have.
- Fig 3. shows the magnified of a leaf.
- When scientists ask whether a is valid they are asking whether it is really measuring what it claims to measure.
- In 1999 City finished third in the, their worst ever league placing, but still managed to win promotion to Division 1.
- He was born into a family and environment that was to influence much of his later work.

3. Look at the following verbs and then group them under the general headings below.

split classify amass collate compose analyse collect
accumulate carve up synthesise divide compile assemble

| 'break down' (into parts) | 'bring together' |
|---------------------------|------------------|
| | |
| | |
| | |
| | |
| | |

Are there any words which could fall under both headings?

4. See if you can match the words on the left with those in the column on the right. Only match words within the same pair of boxes.

| | | | |
|--------------|--------------|---------------|---------------|
| 1 split | A chemical | 7 amass | G symphony |
| 2 synthesise | B stamps | 8 analyse | H problem |
| 3 collect | C groups | 9 compose | I fortune |
| 4 classify | D dictionary | 10 collate | J information |
| 5 assemble | E data | 11 accumulate | K empire |
| 6 compile | F rocks | 12 carve up | L dust |

5. Use the verbs below to complete the sentences on the right. You may have to change the form of the verbs to make them fit.

| | |
|----------------|---|
| 1 divide into | A During World War I, Britain and France reached a secret deal to the Middle East. |
| 2 carve up | B Streaking through the atmosphere at 18 times the speed of sound, the space craft about 15 minutes before its scheduled landing. |
| 3 disintegrate | C As the wood fully, these nutrients will be released into the soil where plant roots can absorb them. |
| 4 analyse | D At the end of the course you will have learnt how to organise, describe, and interpret your data. |
| 5 decompose | E Rocks can be according to their origin. |
| 6 classify | F Under the right conditions, the two cells may four in 20 minutes. |

6. Use the verbs below to complete the sentences on the right. You may have to change the form of the verbs to make them fit.

| | |
|-----------------|--|
| 1 compile | A They are made of three interconnecting pieces that can easily be by one or two people in about a minute. |
| 2 assemble | B The drug was first in 1912 by a German company-possibly to be used to control people's appetites. |
| 3 synthesise | C Below we have a list of the most Frequently Asked Questions. |
| 4 draw together | D The oceanic crust is uniformly of rocks having a basaltic composition. |
| 5 compose | E means not only collecting information together but also organizing it. |
| 6 collate | F Finally, the conclusion will the main points of the argument or discussion. |

7. Look at the words in the grid below. Indicate where you think the adjectives and the nouns form strong collocations. Some have been done for you.

| | system | network | government | agreement | world | effort | venture | approach | software | theory |
|----------------|--------|---------|------------|-----------|-------|--------|---------|----------|----------|--------|
| federal | | | X | | | | | | | |
| joint | | | | | | | | | | |
| integrated | | | | | | | | | | |
| interconnected | | | | | X | | | | | |
| entire | X | | | | | | | | | |
| unified | | | | | | | | | | |
| concerted | | | | | | | | | | |
| complete | | | | | | | | | | |

8. Fill in each of the gaps below with a suitable phrase from the collocations you have matched above.

- The form of government in which both the national government and the state government share power is known as a
- The project was a between IBM and Sun Microsystems.
- The Perth Bicycle Scheme is an of on-and off-road facilities for bicycles.
- As citizens of an increasingly we are all affected by global events.
- The attempts to explain all the major forces (magnetism, gravity, weak and strong nuclear forces) in such a way as to show they are really extensions of the same phenomenon.
- A is needed to address the causes and consequences of global poverty.
- The leaders of the two countries are in on the objectives of achieving peace and security.

9. Look at the following.

brain = part of *the nervous system*

Now decide which system the words in the left hand column relate to.

| component/part/aspect | system |
|-------------------------|--------|
| 1 roads | |
| 2 courts | |
| 3 antibodies | |
| 4 primary schools | |
| 5 Jupiter | |
| 6 radiators | |
| 7 local polling station | |
| 8 prisons | |
| 9 the stock market | |
| 10 Christianity | |
| 11 unemployment benefit | |
| 12 burglar alarm | |
| 13 CD ROM drive | |

10. Can you suggest in what situations the following idiomatic expressions might be used?

rolled into one kill two birds with one stone they're of one mind
gather your thoughts pull yourself together piece of the puzzle

11. Concordance study

How many differences can you identify between the uses of *consist*, *comprise* and *compose* by studying the concordances below.

Natural uranium consists mainly of two types of atoms ...
The park consists of 400 acres of ancient oak trees ...
This fishery consists of a three acre coarse pool.
The diet consists of two phases: (1) Monday to ...
... the universe, most of which consists of near-empty space.
The treatment consists of a special protective spray.
The task force consists of four warships including a ...
the island's interior consists of dramatic fields of black lava
The procedure consists of the following stages:
The course consists of a 3-hour afternoon session (13.00-16.00).

Engineers now comprise 31.7 per cent of membership.
The squad will eventually comprise 20 players.
Blacks are expected to comprise 35 to 45 percent of the Democratic ...
The exhibition comprises 50 oils and watercolours.
Women now comprise 45% of the medical staff.
... three of the six buildings that comprise the site are: ...
The national assembly will comprise 400 members, all elected by ...
The course comprises coursework (nine months for MSc and
A pride comprises two adult males and seven adult females
Canada comprises 10 provinces and two territories.

This committee was composed of selected villagers and ...
The remainder of the team was composed of pupils who have come through ...
... to Buddhism everything is composed of the five aggregates.
... which is composed of 50 or so wines from many countries.
The Supreme Court was composed of two judges who were the only ...
The remaining 8 per cent is composed mainly of women who are housewives.
... average-sized protein composed of hundreds of units of amino acids.
... more complex environments composed of other sets of meanings.
He is said to have composed this work in 24 days.
She lit a cigarette and composed herself.

12. Choose words from the column on the left to complete the sentences on the right. You may have to change the form of the words to make them fit (add *s, d, ed*).

| | |
|------------|---|
| 1 fracture | A He hesitated for a of a second before responding. |
| 2 faction | B After the fight he was taken to hospital with a wrist. |
| 3 fraction | C Over time, religions tend to become into different groups or sects. |
| 4 fragment | D The two warring agreed to a ceasefire after the initiative from the UN. |
| 5 factor | E A balanced diet is an important in maintaining good health. |

13. a) Look at the following verbs and adjectives and group them under the general headings given to create four synonymous groupings.

verbs: omit embrace encompass debar marginalise cover

| include | exclude |
|---------|---------|
| | |
| | |
| | |

adjectives: inherent alien implicit inessential integral extraneous

| intrinsic | extrinsic |
|-----------|-----------|
| | |
| | |
| | |

- b) Now use the words below to complete the sentences on the right. You may have to change the form of the words to make them fit.

| | |
|-------------|--|
| 1 encompass | A When people are first exposed to an culture or environment they may experience culture shock. |
| 2 marginal | B Trying to the idea of modern India in one short book is an ambitious undertaking. |
| 3 cover | C The poorest members of society are often blamed for many social problems that society faces and have been by the majority. |
| 4 alien | D A good analysis will bring to light and make explicit what is in the text. |
| 5 integral | E Well, that all the main points. Now, I'm going to hand over to Dr Smith, who is going to talk about assessment. |
| 6 implicit | F Advertising is an part of the corporate expansion of the tobacco industry. |

14. Classifying

Use the words and phrases below to complete the following text.

on the basis into category class can be sub-divided

Functions of Food

(1) of the functions they perform, foods may be divided (2) two main classes: the work class, and the maintenance class. The former, which provides body warmth and energy, (3) sub-divided into fats and carbohydrates. The latter are mostly starches and sugars. An important difference between fats and carbohydrates lies in the fact that fats are highly concentrated heat-energy carriers; they have a heat value of 9.3 calories per gram as against only 4.1 for carbohydrates.

The maintenance (4) provides the necessary substances to keep the body — its bones, tissues, and muscles — in repair and to provide for growth. Proteins form the basis of this class and can be (5) on the basis of origin, into animal and vegetable proteins.

A third (6) is the food accessories, which constitute a very small but very vital part of the diet. This class consists of the minerals, including micronutrients such as cobalt, manganese, and copper, and the vitamins. Both vitamins and minerals have a protective function.

15. Speaking Activity
Allocating donations

- Work in groups of three or four.
- Make a list of seven or eight well known charities.
- Come to an agreement on how you would allocate \$10,000 between these charities.
- Support your decisions on how you divide the money with reasons.

16. Writing Task

Write a short text classifying one of the following: the types of school, the kinds of television programme, the forms of music or the different forms of communication employed in your country. Try to use some of the language used in the text above, e.g. *on the basis of*

You should write between 250 and 300 words.

- Effect of protein-energy interaction with **reference** to immune function and response to disease.
- Throughout this paper, the term education is used to **refer** to informal systems as well as formal systems.
- Along with their CV, applicants should submit a covering letter, and the names and contact details of three reliable **referees**.
- Anyone with diabetes who is under the care of a doctor in the Manchester area is eligible for **referral** to the Diabetes Resource Centre.
- A self-**referential** sentence is one which refers to its own structure and function.

refer to sb/sth (DESCRIBE) phrasal verb

1 to talk or write about someone or something, especially briefly:
In her autobiography she occasionally refers to her unhappy schooldays.
He always refers to the house as his 'refuge'.

2 If writing or information refers to someone or something, it relates to that person or thing:
The new salary scale only refers to company managers and directors.

Cambridge Advanced Learner's Dictionary © Cambridge University Press, 2003 <dictionary.cambridge.org/>

- The following words all refer to written texts of varying lengths. Order the words according to the length of text they refer to.

paper excerpt passage term chapter section treatise

Now use these words to fill the gaps in the following sentences.

- The is from the introduction to the book and thus gives a general overview of the content.
- The is commonly used to refer specifically to the breakdown of food and its transformation into energy.
- Conclusions and recommendations resulting from the work should be discussed together in the final of the article.
- You've got to wait until the final to discover who committed the murder.
- Ibn al-Haytham's *Kitab al-Manazir*, which was translated into Latin by Witelo in 1270, was the first comprehensive on the science of optics.
- Professor Smith's was well received and generated a tremendous amount of discussion during the conference.

- Motivation in Learning

Match the two parts of the sentences in the table below.

| | | |
|------------------------------------|-----------|--|
| 1 The term intrinsic motivation | refers to | A the forces within a person that affect his or her direction, intensity, and persistence of voluntary behaviour. |
| 2 Motivation | | B the desire for some form of internal growth or satisfaction; the desire to learn because you are interested, curious, or enjoy the material. |
| 3 The term instrumental motivation | | C the desire to communicate with or assimilate with a new community. |
| 4 The term integrative motivation | | D the desire to achieve an external goal, such as getting and keeping a job, career success, or greater pay. |

- Verbs used to refer to what others have said or written

Try to match the verbs on the left with the meanings on the right.

| | |
|-------------|---|
| 1 Argue | A to draw someone's attention to a fact or a mistake |
| 2 Mention | B to refer briefly to something or somebody, in spoken or written text |
| 3 Conclude | C to say that something is true or correct and give reasons for this |
| 4 Point out | D to decide that something is true using the facts you have as a basis |
| 5 Show | E to hold certain views or opinions strongly even if other people disagree |
| 6 Maintain | F to discover or notice the existence of something |
| 7 State | G to give information about something which is clear and convincing to other people |
| 8 Identify | H to write or say something in a formal and certain way |

Use of Reporting Verbs

Reporting verbs are used to introduce paraphrases and summaries of other people's ideas in writing.

- Put the list of reporting verbs below into two groups: one group for simply describing an idea, and the second group for giving an opinion about someone's idea.

suggest argue claim identify list mention point out conclude

- Three of the words you have just discussed are given with each of the quotations below. Choose one of the three to paraphrase or report the quotation. Where more than one choice is possible, decide on the best. Use the present tense. The first is given as an example:

- "Studying in an English speaking country seems to be one of the best methods of improving your English language." (Farrelly, 1989: 43).

a lists b suggests c identifies

.....

- 2 "There are three reasons why the English language has become so dominant. These are:" (Maynard, 1993: 137).
a mentions b lists c claims
- 3 "Poor food, bad housing, inadequate hygiene and large families are the major causes of infant mortality." (Popper and Friedman, 1991: 77).
a mention b point out c identify
- 4 "It is worth noting that gardening has always been an effective therapy for those with depressive tendencies." (Armani, 1983: 72).
a lists b concludes c points out
- 5 "When the mother tongue is banned from the classroom, the teaching tends to lead to the alienation of the students. This is because" (Sargnagel, 1993: 20).
a shows b argues c identifies
- 6 "Curative medicine has ensured great health improvements in developed countries. Nevertheless, preventative medicine is far more cost effective, and therefore better adapted to the developing world." (Carrow et al., 1990: 32).
a list b show c conclude
- 7 "As a comparison, let me briefly refer to the great Persian poet Rumi. In the Ma'navi," (Carter, 1981: 99).
a mentions b identifies c argues
- 8 "By analysing the colour of the eye, a range of illnesses can be diagnosed and treated." (Bastien, 1998: 67).
a mentions b lists c claims

5. a) Think of three ways in which the verbs below differ from the reporting verbs that we have just studied. Consider tense, sentence structure, meaning and collocation:

find examine review report study analyse survey

- b) Now choose one of the verbs from the three given to complete the following sentences:

- 1 Tilak (1968) that, as levels of literacy and education of the population in an economy rise, population below the poverty line decreases.
a found b studied c surveyed
- 2 Harbison (1977) the differential impact of formal and non-formal types of education on income distribution.
a analysed b found c reviewed
- 3 Agarwal (1990) the data from 72 countries and concluded that there was a strong correlation between HDI and economic development.
a examined b found c reported
- 4 Thirty years later, Van den Bossche (1974) three cases of Candida Albicans which were resistant to treatment.
a surveyed b reported c found
- 5 Jencks (1989) the literature from the period and found little evidence for this claim.
a reviewed b reported c found
- 6 Shaw (1999) 250 undergraduate students using semi-structured questionnaires.
a reviewed b examined c surveyed
- 7 Kibbler et al. (1979) the effects of Cytochrome P450 on unprotected nerve cells.
a surveyed b found c studied

6. General text nouns

Look at this text. Use one of these words to fill in the gaps in the passage: *situation, circumstances*

Many researchers depend on grants and are considered by the Government to be students, although they have to pay taxes on their grants. Furthermore, because of the highly pyramidal structure of the scientific career, young researchers have fewer and fewer opportunities as they proceed from one level to another. It is not uncommon for their careers to be interrupted by long periods of time waiting for the next grant and, as students, they have no unemployment insurance. The is even more discriminatory when taking into account the small budget for research and the very reduced number of permanent positions opened every year. Under these, the scientific community suffers from continual loss of members, who decide to pursue their scientific careers abroad or seek employment in other fields.

- a Which 'circumstances'?
b Which 'situation'?
c What is the grammatical difference between 'situation' and 'circumstances'?
d What phrase does the word 'circumstances' occur in here?

In this text the function of the words 'situation' and 'circumstances' is to refer back to words and ideas that came earlier in the text. In such contexts these words are often 'empty' of meaning.

7. Now do the same as Exercise 6 with the following texts, using these words.

affair event experience

- Some people in the village said it was a public disgrace that a maid like Martha Pascoe should be traded for barrels of fish, but most saw the whole as a great joke.
- None the less, research has shown that a surprisingly large proportion of the population has not only had an experience that could be called religious, but that, for many, this consequently affected their lives in some quite important way.
- The anniversary of such an as the tornado that struck St. Peter's on Sunday, March 29, 1998 can cause a variety of different reactions and emotions.
 - Which 'affair'?
 - Which 'experience'?
 - Which 'event'?
 - What do the words 'affair', 'event' and 'experience' mean here?
 - Look up the words in a good English monolingual dictionary. Do the definitions given explain the meanings of the words as used in the texts?

8. Now do the same as Exercise 7 with the following texts, using these words.

thing topic way

- He claims that he has never been envious or spread scandal, though evidently others behave in this
- The authors, who appear to be well qualified to write on this, state that the book is intended as an introduction to the concept of learning advanced vocabulary.
- The result of free radical damage to the cell membrane is similar to pricking a balloon filled with water with a pin. The water leaks out and the same occurs to the cell whose membrane is damaged from excessive free radicals.
 - Which 'way'?
 - Which 'topic'?
 - Which 'thing'?
 - What do the words 'thing', 'topic' and 'way', mean here?
 - Look up the words in a good English monolingual dictionary. Do the definitions given explain the meanings of the words as used in the texts?

9. Now look at this passage adapted from a piece of popular journalism in US College Hockey news. What is 'ice hockey'? In which parts of the world is it played?

Use the words 'factor', 'incident' and 'matter' to fill in the blanks.

An ice-hockey coach with the Wisconsin Badgers college hockey team had an argument with a 19-year-old player at the team's hotel after a loss at the University of North Dakota on Nov. 23. The player contends the first-year coach became abusive and pushed him. The player originally took the blame for the 1), and agreed to keep the 2) private. But he spoke out this week, saying he doesn't want to take the blame "while I'm being pushed out the door". The player told a local newspaper: "I don't care if I play another game this season. I was having difficulty playing. I wasn't comfortable playing. So playing was sometimes the last thing I wanted to do. The number of games I was playing was not a 3) it's that I was isolated from the team and got a negative feeling from being on the team."

- Are there gaps which could be filled by either 'matter' or 'incident'? Why do you think this is?
- Are there gaps where only one of the three words could fit?
- What do the words 'matter', 'incident' and 'factor' mean here?
- Look up the words in a good English monolingual dictionary. Do the definitions given explain the meanings of the words as used in the text?

10. Here is a further list of nouns. Look out for them in your reading, and take note of the jobs they perform in the text you find them in.

act, action, aspect, case, context, effect, episode, experience, fact, factor, feature, issue, matter, method, move, phenomenon, position, possibility, practice, process, reason, respect, result, state, state of affairs, subject, system

11. Speaking Activity

In groups of three or four, discuss the qualities you feel an English teacher should possess and draw up a list of the five most important qualities. Present your findings to the rest of the class, giving reasons to justify your choice.

12. Writing Task

Write a job reference for someone you know well. Here are some words and phrases to help you.

adept
adroit
cooperative
creative
diligent
focussed
generous

good rapport
highly motivated
highly skilled
ideal team member
imaginative
incisive
independent

insightful
meticulous
natural authority
personable
popular
quiet
reliable

supportive
thorough
tolerant
unassuming
understanding
well-prepared

dependable team worker
reliable member of staff
able to meet all the demands/all the necessary deadlines
imaginative problem solver
displays exceptional resourcefulness in new/unexpected situations
exhibits a good understanding of the process of ...
*conversant with ***** software.*
popular with colleagues
possesses good communications skills

You should write between 250 and 300 words.

1. Look at the collocations below. Can you identify the least likely collocation in each set?

| | | |
|---|--|--|
| 1 foreign policy social policy insurance policy <u>astronomical policy</u> immigration policy | 4 democratic system prison system judicial system political system <u>media system</u> | 7 call for legislation draft legislation bring in legislation tighten legislation <u>take up legislation</u> |
| 2 local authority planning authority moral authority statutory authority <u>music authority</u> | 5 TV licence gun licence <u>family licence</u> export licence international licence | 8 intellectual property <u>autumn property</u> personal property residential property lost property |
| 3 economic reform democratic reform constitutional reform prison reform <u>physical reform</u> | 6 <u>child crime</u> petty crime white collar crime organised crime juvenile crime | |

2. Now use one of the collocations from each group above to complete the following sentences.

- Mr Jones complained to his about the irregular rubbish collection.
- Faced with the problem of illegal workers, the government is reviewing its
- In court, it was heard that the company had used the professor's without permission and without compensation.
- If you ship goods overseas without an, your goods can be seized and you may be fined or imprisoned.
- is typically described as financial, economic or corporate crime, often carried out by sophisticated means.
- In the proposed the majority of members in the Upper House are to be elected.
- At the conference, campaigners to ban cinema advertisements for tobacco being shown to under 18s.

3. In the boxes below, match the words in the column on the left with their meanings on the right.

| | | |
|---|--------------------|--|
| 1 | democracy | A a country in which every aspect of life is controlled by the government and in which opposition is not tolerated |
| 2 | republic | B a country in which people can choose their government via freely contested elections |
| 3 | theocracy | C a country ruled by one person who has complete power, usually with the support of the military |
| 4 | one-party state | D a country in which an unelected king or queen is head of state |
| 5 | dictatorship | E a country in which the people elect their head of state, who is usually referred to as a president |
| 6 | totalitarian state | F a society ruled by religious scholars or priests |
| 7 | monarchy | G a country in which only one political party is permitted |

4. See if you can match the verbs on the left with the noun phrases in the column on the right.

| | | |
|---|----------|-------------------------------------|
| 1 | prohibit | A films and television shows |
| 2 | regulate | B information |
| 3 | restrict | C the financial services industry |
| 4 | classify | D dangerous drugs |
| 5 | censor | E the numbers of illegal immigrants |

5. Place the words on the left in the appropriate spaces on the right.

| | | |
|---|--------------|---|
| 1 | bill | A On June 28, 1919, Germany and the Allied Nations (including Britain, France, Italy and Russia) signed the of Versailles, formally ending the war. |
| 2 | treaty | B The 1976 vprohibits discrimination based on race, colour, religion, sex or national origin. |
| 3 | constitution | C His paper was rejected because he did not follow the submission |
| 4 | guidelines | D The, which was introduced into Parliament in November, proposed a ban on all cruel sports. |
| 5 | act | E Campaigners have welcomed the proposed EU banning tobacco advertising, sponsorship and promotion. |
| 6 | directive | F Article I, Section 8 of the United States states: "The Congress shall have Power ... To declare War...." |

6. Some recycled words

Place the words on the left in the appropriate spaces on the right.

| | | |
|---|--------------|--|
| 1 | crisis | A The resignation of the prime minister led to a severe political |
| 2 | consequences | B The decision to join the Euro was decided by national referendum because it was a constitutional |
| 3 | dilemma | C The ruling party rejected calls for democratic |
| 4 | issue | D The protesters were warned of the legal they faced as a result of their actions. |
| 5 | reform | E The high level of tax revenue generated by tobacco poses an ethical for the government. |

7. Discuss the meaning of the following terms/phrases with a partner and then group them under the general headings below.

high taxes for the rich *free university education* *smaller public sector*
privatisation *nationalised industries* *high spending on health and education*
anti-trade union legislation *welfare state*
good state pensions for old people *low taxes for businesses*

| right wing | left wing |
|------------|-----------|
| | |
| | |
| | |
| | |
| | |
| | |

8. Look at the words in the grid below. Indicate where you think the adjectives and nouns form strong collocations.

| | compensation | government | system | policy | dilemma | administration | amendment | tribunal | measure | judge | case |
|------------|--------------|------------|--------|--------|---------|----------------|-----------|----------|---------|-------|------|
| industrial | | | | | | | | | | | |
| democratic | | X | | | | | | | | | |
| ethical | | | | | | | | | | | |
| legal | | | | | | | | | | | |
| civil | | | | | | | | | | | |
| lenient | | | | | | | | | | | |
| emergency | | | | | | | | X | | | |

9. Complete each of the following sentences with a suitable collocation from the grid above.

- The miners had to undergo a 3-hour medical examination before they could claim for their injuries.
- A healthy is one where ordinary citizens are able to effectively debate and participate in government decision-making and policy.
- The government announced a series of as the forest fires continued to burn out of control.
- Generally, a is a court procedure for working out a disagreement between two people, businesses or organisations.
- An is a situation in which one is unsure of what to do as two or more values may be in conflict.
- The robber was fortunate to appear before a who gave him a 15-month suspended sentence for the robbery.
- One of the goals of the is the just and peaceable resolution of disagreements within society.

10. Match the phrases in the column on the right with those in the column on the left.

| | | |
|---|---|--|
| 1 | Ministers determine the overall | A has not decided what action to take |
| 2 | in order to make an international treaty or a Directive | B to the subject matter of the Bill |
| 3 | The Parliamentary timetable has room for only | C a limited number of major Bills in each session |
| 4 | organisations consulted vary according | D scope of a Bill |
| 5 | when the government | E from the European Union part of United Kingdom law |

11. Now put the phrases that you have formed above into the spaces in the text below.

The Creation of a Legislative Bill

The idea, or inspiration, for a piece of legislation can come from a variety of sources, including political parties (often as part of their election manifesto) and government departments, interest groups and research organisations, consumer or trade associations, or expert bodies. Sometimes a piece of legislation is introduced 1)

..... Government departments also think ahead by commissioning research, seeing how other countries tackle similar problems, and holding discussions with relevant European Union bodies and international organisations.

The Cabinet decides what the priorities are for each legislative session. A session lasts about a year, usually starting around November. 2)

....., generally about 15-20. The Cabinet has to balance manifesto commitments, the demands of individual government departments and other priorities. Once the decision has been taken to go ahead with a particular proposal, the next step of writing the Bill can begin.

Ministers and their civil servants are responsible for the content of Bills. 3); civil servants are responsible for working out the detail. Government lawyers known as Parliamentary Counsel draft the Bill. They have to make it as precise and clear as possible so that everyone knows what it means and it does not contain any loopholes.

Before starting to draft a Bill, the government often organises a period of formal consultation. Either a 'Green Paper' or a 'White Paper' is published, and the general public and interested organisations can submit their comments and suggestions. A White Paper is a statement of fairly definite legislative intentions. A Green Paper (or consultation document) is more exploratory, and is often issued 4)

..... Sometimes a White Paper follows a Green one and both may be debated in Parliament before the government proceeds to legislation.

The Bill does not take shape in isolation. Ministers and civil servants carry out extensive informal consultations to ensure that it covers everything and works in practice. The people and 5) They generally include experts, trade organisations, unions, MPs and other politicians, the Treasury and other government departments and international agencies.

A controversial Bill may go to the Cabinet, or to one of its Committees, for further discussion. Bills are increasingly being published in draft form to allow more time for public scrutiny and consultation.

12. Look up the following words and then group them under the general headings below.

vandalism tax evasion perjury armed robbery treason fraud
shoplifting affray speeding assault kidnapping burglary

| serious | less serious |
|---------|--------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

law (RULE) noun [C][U]

a rule, usually made by a government, that is used to order the way in which a society behaves, or the whole system of such rules:

There are laws **against** drinking in the street.

The laws **governing** the possession of firearms are being reviewed.

They led the fight to impose laws **on** smoking.

They have to provide a contract **by** law.

She's going to study law at university.

[+ ing form of verb][+ to infinitive] Many doctors want to see a law **banning/to ban** all tobacco advertising.

See also bylaw; lawsuit; lawyer.

the law noun [S]

the system of rules of a particular country:

What does the law say about having alcohol in the blood while driving?

Of course robbery is **against** the law!

The judge ruled that the directors had knowingly **broken** the law.

You can't take that course of action and remain **within** the law.

Cambridge Advanced Learner's Dictionary © Cambridge University Press, 2003 <dictionary.cambridge.org/>

13. The Process of Criminal Prosecution

a) Reorder the words below so that they correspond to the process of criminal prosecution. Some words may be used more than once.

find guilty charge arrest cross-examine commit sentence

b) Now decide how the following nouns are commonly used with the words above.

crime police prosecution jury judge police station prison

14. In the boxes below, match the words in the column on the left with their meanings on the right.

| | | |
|---|---------------------|---|
| 1 | terrorism | A when an innocent person is found guilty by a court of law, also known as a miscarriage of justice |
| 2 | inhumane | B something which discourages people from doing something by making them fear the consequences |
| 3 | vengeance | C used to describe an action which is extremely cruel |
| 4 | deterrent | D the legal killing of someone who has committed a very serious crime (not legal within the EU) |
| 5 | capital punishment | E wanting to hurt or punish somebody because they have hurt you |
| 6 | wrongful conviction | F using violence against innocent civilians to achieve political goals |

15. Speaking Activity

In groups of three or four, study the cases below and decide on appropriate punishments for each.

- Phillip Jones seriously injured a man after being discovered during a burglary. The man had gone to investigate some strange noises coming from next door.
- Tom Cook broke into the home of a 20 year old student, threatened her with a knife, and then robbed her.
- Martha Riley stole \$35,000 from the bank which employed her. She did this by setting up false accounts and transferring money in other people's names.
- Celine Smith sold information about the company she worked for to a foreign competitor.
- Tony Martin shot and killed a young burglar who had broken into his isolated farmhouse.

Exchange information with other groups in the class to determine which crimes the class as a whole consider to be the most and least serious.

16. Writing Task

Write a short discussion essay on the arguments for and against the reintroduction of the death penalty. You could use some of the following words: *issue, debate, argument, consequence, controversial*. Initially, you might like to work in small groups to list the arguments that are used for and those that are used against.

You should write between 250 and 300 words.

1. Discuss what the following words and phrases mean to you. What are the differences between those words with an article and those words without?

culture a culture an art the arts humanity the humanities film a film

2. Now pair these words with their correct definition.

| | | |
|---|----------------|---|
| 1 | an art | A a cinema film, video recording, computer game or any other medium with moving images |
| 2 | the Arts | B the art or business of making cinema films |
| 3 | Culture | C to show an understanding and kindness towards other people |
| 4 | a culture | D a group of academic subjects or areas such as history, languages, philosophy, linguistics, law, religion, politics and sociology |
| 5 | Film | E a way of describing how a group of people live and work together, including food, clothes, rules for getting on with one another, and how they use and understand the world around them |
| 6 | a film | F a particular craft or skill that you can be taught |
| 7 | humanity | G creative activity in visual art, music, literature and the performing arts of theatre and dance |
| 8 | The humanities | H the cultivation of the human intellect and aesthetic sensibilities to their maximum potential |

3. Use the following words to fill in the gaps in the sentences below.

aspect culture culture debate film Humanities humanities trends

- Teenagers and their a) are influencing their parents' popular b), say experts, and retailers such as Gap are targeting both groups.
- The c) Consortium, created in 1996, cultivates new ways of addressing the most pressing issues in the d) and develops substantial e) across academic disciplines.
- Ultimately, however, no matter how good or bad a particular f) was, the most intriguing and rewarding g) of the festival was a unique perspective on a different h)

4. a) Match the following pairs of phrases from instructions given to undergraduates for completing a course at an American university.

| | | |
|---|---------------|-----------------|
| 1 | how the story | A what criteria |
| 2 | According to | B study |
| 3 | a serious | C qualifies as |

- b) Now use the phrases you have formed to fill in the gaps in the first part of the text.

English 225: Science Fiction: Professor Wayne Berninger

There will be a term paper (seven pages, typed) due on the last day of class. Your paper will be 1) of a short work of science fiction. Your term paper will constitute 40% of your course grade. I imagine this project as follows: first, you must provide a definition and a context. What is your subject? How is it generally categorized and discussed? 2)? In this case, you should discuss 3) science fiction, according to the criteria we discuss in class and other criteria you discover in your reading of critical materials.

- c) Match the following pairs of phrases.

| | | |
|---|-----------------|---------------------------|
| 1 | place the story | A science fiction |
| 2 | to define | B within the framework |
| 3 | a part of | C this initial discussion |

- d) Now use the phrases you've just formed to fill in the gaps in this second part of the text.

As 1) , you will need 2) You will also need to 3) of the historical development of science fiction as a genre. This part of the paper will provide your reader with a context for understanding your subsequent critical argument.

In the area of culture, it is important to recognize the style of the writing.

5. Look at the following short texts in the right hand column. Match them to the descriptions of the text style in the left hand column.

| | | |
|---|----------------|---|
| 1 | financial | A First I don't think you should feel so down about it; a brief review of your successes when we were sitting at a table in Swindon revealed rather more success than you were prepared to admit! The big guns are fighting shy - that's all. |
| 2 | academic | B Take advantage of these great offers and escape to some of Europe's romantic, vibrant and exciting cities. Why not treat your loved one to a romantic break in magical Paris or historic Rome? |
| 3 | journalistic | C Each member of staff will have a signed contract of employment, including a written statement of terms and conditions, which will provide reasonable terms for such areas as may contribute to the effective operation of the organisation. |
| 4 | personal | D The Bank of England said on Wednesday that the sluggish global economy and the continued buoyance of consumer spending and house prices posed risks to its projections for the British economy. Releasing its quarterly inflation report, the Bank said that inflation would drop back over the next year before edging back up above its 2.5 per cent target in about two years' time. |
| 5 | administrative | E It blazed a soft yellow, a lambent light under a film of velvet; it filled the caverns behind the eyes with light. All that inner darkness became a hall, leaf smelling, earth smelling, of yellow light. |
| 6 | advertising | F They that are endued with sincerity and faithfulness should associate with all the peoples and kindreds of the earth with joy and radiance, inasmuch as consorting with people hath promoted and will continue to promote unity and concord, which in turn are conducive to the maintenance of order in the world and to the regeneration of nations. |
| 7 | religious | G First Vaughan, then Smith held court in the Trent Bridge Long Room on the eve of today's Third Test - one which Vaughan, wounded by crushing defeat at Lord's in his first Test as captain, needs to win. |
| 8 | poetic | H Research on death and adolescent bereavement was sparse prior to 1981, but a substantial body of scholarship pertaining to adolescent grief experiences has emerged in the past decade. On the whole, however, adolescent bereavement has not caught the attention of the mainstream of researchers in adolescence. |

6. Put the following words and phrases into two groups, the first group for 'high' culture and the second for 'low' culture.

| | | | | |
|-------------------|------------------------------|-----------------------|-----------------------|----------------|
| <i>broadsheet</i> | <i>Artbouse</i> | <i>fish and chips</i> | <i>Neo-classical</i> | <i>tabloid</i> |
| <i>cartoons</i> | <i>Definitive</i> | <i>high-brow</i> | <i>Contemporary</i> | |
| <i>Classic</i> | <i>dumbing-down</i> | <i>intellectual</i> | <i>rap-music</i> | |
| <i>Classical</i> | <i>English football fans</i> | <i>low-brow</i> | <i>romantic novel</i> | |
| <i>Cult</i> | <i>Las Vegas</i> | <i>Mickey Mouse</i> | <i>Romantic</i> | |

| 'High' culture | | 'Low' Culture | |
|----------------|-------|---------------|-------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

- Why have you put the words in the columns that you have?
- What do the terms 'high' culture and 'low' culture mean to you, and what do they mean in the culture of your first language?
- Are there any of the terms that did not fit into either column?
- Can you add any more words to the lists?

7. a) Match the words and phrases on the left with their antonyms on the right.

| | | |
|---|----------------|-----------------|
| 1 | post-colonial | A mainstream |
| 2 | rare | B common |
| 3 | on the margins | C colonial(ism) |

- b) Now use some of the words to fill the gaps in the following sentences – note that there are six words above and only five gaps.

- We will discuss some themes in African literature, such as the experience of , independence, and the question of identity in a context.
- Broadcasting gave African American jazz and blues artists a new level of exposure, bringing aspects of a 'culture ' to the attention of the

8. a) Match the words and phrases on the left with their antonyms on the right.

| | | |
|---|-------------------|----------------|
| 1 | regional | A host culture |
| 2 | immigrant culture | B free |
| 3 | banned | C central |

- b) Now use some of the words in Exercise 8a to fill the gaps in the following sentences – note that there are six words and only four gaps.

- During this period the major academies of fine art were removed from the authority of the Academy of Fine Arts and placed under the control of their native provinces. Decentralization thus encouraged the development of art styles.
- Acculturation is defined as the immigrant's acquisition of traits (Laroche et al, 1998). There is a tendency to see acculturation as the opposite of ethnic identity and see them as independent from each other.
- One critic has written of the situation of Hungarian literature since the early 1990s: "Intense interest in literature lasted approximately one year. Then it quickly decreased."

9. Look at the collocations below. Can you identify the least likely collocation in each set?

| | |
|---|--|
| 1 ethical context medium context contemporary context alternative context liberal context | 3 thriller fiction crime fiction mystery fiction genre fiction non-fiction |
| 2 exhibit the hallmarks exhibit topics exhibit the behaviour exhibit a trend exhibit at a gallery | 4 media junky media attention media icon media inattention media empire |

10. Now use one of the collocations from each group above to fill the gaps in each of these sentences.

- The course presents the main social and for computer science development into the twenty-first century.
- Many people feel that in the current news climate you have to be a , buying all the newspapers and watching a lot of television, in order to get any real news.
- The film portrays relationships and friendships as our lifeline to humanity. It's only when we are caring for others that we of human beings.
- may be: science fiction, romantic novels, historical novels, murder mysteries, children's and young adult fiction.

11. Look at the collocations below. Can you identify the least likely collocation in each set?

| | |
|--|--|
| 1 alternative culture alternative comedian alternative source alternative scenario alternative academy | 3 classical allusion classical text classical civilisation classical styles classical phenomenon |
| 2 feminine stereotype work stereotype convenient stereotype traditional stereotype racial stereotype | 4 historical drama domestic drama Renaissance drama happy drama social drama |

12. Now use one of the collocations from each group in Exercise 11 to fill the gaps in each of these sentences.

- Greek and Roman coins provide information about almost every aspect of
- Some people argue against a 'Mother's Day' in order to combat the of women in the noble role of mother.
- In November 1995 the Archive of opened at the Department of European Ethnology. The archive is a collection of literary, artistic and political records referring to the 'new social movements' in Germany since the 1960s.
- Alan Parker's *Shoot the Moon* (1992) is a powerful but sometimes sentimental about a failing marriage.

13. Speaking Activity

What does the word 'culture' mean to you as an individual? How does your own first language culture show itself either in the place you live in, or in you yourself? Prepare to give a five-minute informal talk on this topic. Form groups of three or four, preferably with students of different cultural backgrounds, and give your talks.

14. Writing Task

Write a short essay describing what 'culture' means to you.

You should write between 250 and 300 words.

1. Put the following words into groups of nouns, verbs and adjectives. Discuss your groupings with a partner.

| | | | | |
|-------------------|---------------------|------------------|---------------------|-----------------|
| <i>fatal</i> | <i>outbreak</i> | <i>diagnosis</i> | <i>ailment</i> | <i>tissue</i> |
| <i>infect</i> | <i>practitioner</i> | <i>disorder</i> | <i>chronic</i> | <i>transmit</i> |
| <i>injure</i> | <i>prognosis</i> | <i>remedy</i> | <i>side effects</i> | <i>vaccine</i> |
| <i>medication</i> | <i>contagious</i> | <i>scar</i> | <i>symptom</i> | <i>virus</i> |

| Nouns | Verbs | Adjectives |
|-------|-------|------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

> Are there other groupings for these words?

2. Look at the following words and synonyms for illness. Match them with their definitions.

| | | |
|---|-----------|---|
| 1 | ailment | A an illness that is caused by a particular infection rather than by an accident |
| 2 | allergy | B an illness which does not seem serious although it may be painful and last for a long time |
| 3 | condition | C a slight illness, esp. of the stomach |
| 4 | disease | D feeling ill as though you were going to vomit * This can also be used as a synonym for 'ill'. |
| 5 | upset | E illness which prevents a part of your body or mind from working properly |
| 6 | sick | F the condition of becoming ill when you eat, breath, or contact a particular substance, although that substance is harmless to most people |

3. Fill the gaps using the following words: *disease, upset, sick*

- Malaria is probably the most devastating on the African continent.
- Five well-known products were assessed by a panel of experts for treating a combined headache and stomach on the basis of their ingredients.
- He told his bosses that everyone who was had eaten eggs.

4. Fill the gaps using the following words: *ailment, allergy, condition*

- Bernard had been with the company for some nine years but unfortunately developed a heart which left him unable to drive at work.
- The family suffered tragic losses; three of the youngest having died of measles or some childish involving a rash and a cough.
- Explain that you have an to certain foods and that these will trigger a reaction.

5. You are going to read a passage from a press release about the relationship between literacy (the ability to read and write) and health levels.

a) Before you read the passage match the words on the right with the words on the left.

| | | |
|---|---------------|-------------------------------------|
| 1 | an underlying | A 90 million people at risk |
| 2 | puts | B body of evidence |
| 3 | studies | C factor in |
| 4 | unveiled | D have shown |
| 5 | addresses | E predictor |
| 6 | an increasing | F the growing public health problem |
| 7 | a stronger | G an aggressive action agenda |

b) Now read the passage and insert the phrases from above into the passage. Answer the questions in the right hand column as you are reading.

- WASHINGTON - Literacy skills are 1) of an individual's **health status** than age, income, employment status, education level, or racial/ethnic group, according to the Partnership for Clear Health Communication. The group, a new coalition of 19 of the nation's top health and civic organizations, today 2) that 3) of low 'health literacy,' or the ability to read, understand and act on health information.
- 4) indicates that low health literacy may be 5) high use of some health care services as well as influencing **health outcomes**. This pervasive but, until now, relatively hidden **issue** is estimated to cost the U.S. health care system up to \$73 billion annually and 6) for poor health outcomes.
- 15 The **difficulty** may be due to poor reading comprehension skills, the complexity of medical information, or the **format** in which it is delivered. Certain groups are more vulnerable due to age, language skills, cultural **factors** or reading skills; however, anyone can have difficulty understanding health care information. 7)
- 20 that even people who are college educated and can understand complicated words prefer to have medical information stated simply.

What does 'health status' mean?

.....
.....
.....
.....

What does 'health outcomes' mean?

.....
.....
.....
Which 'issue'?

Which 'difficulty'?

.....
What does 'format' mean here?

What does 'factors' mean here?

.....
.....

With many health adjectives you may want to use *very*, but there are other words with a similar meaning which are stronger or more precise. For example:
severely ill deeply wounded

6. Put the following words which mean '*very*' into correct pairs with the following words. Use only one adverb with each adjective.

A *extremely greatly severely*

a benefit from

c dangerous

b addicted to

Now put the phrases in the following sentences. Use each phrase once only.

- I never dreamed I could be to nicotine.
- Diving is an sport if not done properly.
- It has been proved that even a short stay helps not only the carers but the patients, who from a change of scenery and the use of the many facilities there.

B *fully profusely severely*

a conscious

c bleeding

b affected

Now put the phrases in the following sentences. Use each phrase once only.

- She dashed out into the road, where she saw Ann's inert and body.
- The crash victim is again, five weeks after the car accident that put him in a coma.
- They were advised to use topical steroids only on areas of skin.

C *deeply severely utterly*

a exhausted

b damaged

c depressed

Now put the phrases in the following sentences. Use each phrase once only.

- On a trip to America in 1872 his sight was in an accident.
- But after critics attacked his third string quartet, Neumann became and never wrote another major work.
- In the summer, she became pregnant yet again and,, went into hospital for observation.

7. One verb in each line does not collocate with the noun at the end of the list. Cross out the one which does not fit.

- 1 Take, control, use, need, stop, donate, receive, reduce – **medication**
- 2 Produce, grow, cause, experience, have, reduce, suffer – **side effects**
- 3 Apply, sleep, need, take, use, suggest, choose, lack, supply – **a remedy**
- 4 Infect with, treat for, pick up, pass on, contract, take on – **a virus**
- 5 Receive, develop, use, treat, license, search for, – **a vaccine**
- 6 Cope with, confirm, suffer, infect, control, investigate, prevent – **an outbreak**

8. Use five of the possible phrases from Exercise 7 to complete the following sentences.

- 1 As the disease spread, governments across the world devised strategies to the
- 2 Studies showed that patients who were prescribed the drug from severe
- 3 The can only be through physical contact.
- 4 The therapist was unable to a for the condition.
- 5 His mental illness returned after he stopped the which his doctor had prescribed.

9. You will now read a passage about the effects of modern diet on lung diseases. Add the following adverbs and adjectives to the passage. Put each adverb and adjective in the correct place in the numbered gaps.

single partly stark clearly relatively significantly closely
distinctly clear major closely genetically actually

Asthma – the (1) most important cause of illness in children in Europe – could be (2) blamed on a diet of junk food and not enough fresh fruit and vegetables. Anthony Seaton, head of environmental and occupational medicine at Aberdeen University, led a study of children in Saudi Arabia where rural communities live in (3) contrast to those in westernised Jeddah. "What we were able to demonstrate (4) is that, after taking into account social factors and any family history of allergies, a diet (5) poor in vegetables and the nutrients contained in them, (6) increased the risk in Saudi children," he said. This (7) matched an earlier study among adults in Scotland. Professor Seaton and Saudi colleagues looked at communities with (8) different lifestyles and rates of allergies. They report in the journal *Thorax* today that they compared 100 children, with an average age of 12 and with wheezing or asthmatic symptoms, with 200 non-asthmatic children. "There is now (9) evidence that diet is a (10) factor in (11) determining whether or not a (12) predisposed individual (13) develops the disease.

10. One adjective in each line does not collocate with the noun at the end of the list. Cross out the one which does not fit.

- 1 critical, heart, poor, small, satisfactory, stable, weak – **condition**
- 2 chronic, common, deadly, fatal, incurable, infectious, popular, wasting – **disease**
- 3 eating, digestive, hereditary, mental, neural, poor – **disorder**
- 4 brief, imaginary, mysterious, recurrent, ear, severe, terminal – **illness**
- 5 acute, complicated, formidable, heavy, intractable, recurrent, tricky – **problem**

11. Now use a phrase from the collocations in Exercise 10 to complete the following sentences.

- 1 After undergoing major surgery, he was described as being in a
- 2 Her dramatic loss of weight since December has been put down to an
- 3 Finding a cheap and effective cure for AIDS is a
- 4 The patient made a rapid recovery but the medical staff were unable to identify the
- 5 Ebola in one of the most dangerous known to man.

12. Can you suggest some situations where the following idiomatic expressions might be used?

give someone a taste of their own medicine *back on one's feet* *a bitter pill to swallow*
a clean bill of health *under the weather* *on the mend*
run down

13. Speaking Activity

What are the main health problems in the country and culture you come from? Prepare and present a short speech on this topic to the rest of the class.

14. Writing Task

Describe the main health problems in your country and suggest some possible solutions to those problems. You might like to use the problem/solution text in Unit 4 as a model for your essay.

You should write between 250 and 300 words.

1. Describing the scientific process

Match the words on the left with the definitions on the right.

| | | |
|---|-------------------------------|--|
| 1 | phenomenon | A a possible explanation, usually in the form of a <i>statement</i> , for a particular situation or condition, but which has not yet been tested |
| 2 | to subject something to tests | B to show, with evidence, that a theory or hypothesis is <i>false</i> |
| 3 | hypothesis | C something which is observed to happen or to exist; used especially when the <i>cause is unknown</i> |
| 4 | delineate | D to show that something is <i>true</i> by careful examination or testing |
| 5 | verify | E to provide <i>additional</i> evidence to show that something is true |
| 6 | corroborate | F to present a list in a <i>clear order</i> |
| 7 | refute | G a <i>question</i> which needs to be answered or solved |
| 8 | problem | H to test something <i>scientifically</i> |

2. The scientific process

Outlined below are the main steps of the standard experimental method; however, the order of the steps has been changed. Based on your own understanding of the process, see if you can correctly reorder the steps.

| | |
|--|--|
| The scientific method can be delineated into a number of steps, the exact formulation of which may vary. The general pattern is: | |
| a a design is developed to test the hypothesis | |
| b a question is formulated based on the observation | |
| c the hypothesis is verified or refuted | |
| d relationships and patterns are tentatively identified | |
| e certain phenomena are observed | |
| f the conclusions are integrated with the previous concepts of science | |
| g a more or less formal hypothesis is developed | |
| h the results are subjected to further tests and refinements | |
| The process involves such subsidiary steps as the review of relevant experience, the control of factors, the measurement of quantities and variables, and the analysis and interpretation of data. | |

3. The scientific process

Can you say which of the verbs below collocate with the nouns in the table? Some of the verbs collocate with more than one noun.

- a) set up c) note e) obtain g) interview i) record
b) carry out/conduct d) observe f) tabulate h) select

| | | |
|----|-------|---------------|
| 1 | ..... | research |
| 2 | ..... | a survey |
| 3 | ..... | an experiment |
| 4 | ..... | instruments |
| 5 | ..... | apparatus |
| 6 | ..... | subjects |
| 7 | ..... | interviews |
| 8 | ..... | responses |
| 9 | ..... | data |
| 10 | ..... | results |

4. Use the phrases in the column on the left to complete the sentences on the right.

| | |
|-------------------------|--|
| 1 scientific instrument | A The new alarm is a for protecting against theft of electronic equipment such as computers. |
| 2 clever device | B A good, sharp pocket knife is a for every gardener or camper. |
| 3 heavy machine | C Smith designed and built a that could cut 1" stainless steel plate. |
| 4 laboratory apparatus | D The telescope is a that is used for viewing far-away objects like planets and stars. |
| 5 handy tool | E A diagram of the used in the experiment is shown in Figure 4. |

5. The microscopic world

Match the words on the left with the definitions on the right.

| | | |
|---|----------|--|
| 1 | molecule | A is a basic unit of life that maintains all necessary functions in order to stay alive. |
| 2 | electron | B is an elementary particle assumed to be a constituent of every atom. It carries the smallest known electric charge. |
| 3 | cell | C is a member of a group of sub-microscopic agents which can infect plants and animals, usually manifesting their presence by causing disease. |
| 4 | virus | D is a quantum of light, or the smallest possible packet of light at a given wavelength. |
| 5 | photon | E is the smallest unit of a substance that retains all the properties of that substance. |

6. Words associated with research

Match the words on the left with the definitions on the right.

| | | |
|---|-------------|--|
| 1 | Research | A is a measure of how well an instrument works in obtaining the same response over time. |
| 2 | Science | B is the degree to which an assessment process or device measures what it is intended to measure. |
| 3 | Reliability | C is a representative part of something that is larger. |
| 4 | A sample | D is a body of knowledge derived from documented methodologies that lead to verifiable results and conclusions. |
| 5 | Validity | E is a systematic process which consists of three elements or components: (1) a question, problem, or hypothesis, (2) data, and (3) analysis and interpretation of data. |

7. Scientific disciplines

Match the words on the left with the definitions on the right.

| | | |
|---|--------------|--|
| 1 | Biology | A may broadly be defined as the study of the complex and basic interactions of matter, energy, space and time. |
| 2 | Physics | B is the study of living things and their vital processes. |
| 3 | Chemistry | C is a branch of Mathematics concerned with the collection, analysis, interpretation and presentation of masses of numerical data. |
| 4 | Epidemiology | D is the study of matter and its properties, the changes that matter undergoes, and the energy associated with the changes. |
| 5 | Statistics | E is the study of the distribution and prevalence of diseases and of the determinants of health and disease risk in human populations. |

8. Scientific specialisations

Match the words on the left with the definitions on the right.

| | | |
|---|-----------------|---|
| 1 | Neurologist | A a person who specialises in the study of water, especially its characteristics, control and conservation |
| 2 | Geologist | B a person who specialises in the study and treatment of diseases of the nervous system |
| 3 | Hydrologist | C a person who studies the forms of life that existed in former geologic periods, chiefly by studying fossils |
| 4 | Cosmologist | D a person who specialises in the study of the nature, formation and origin of the earth's crust and its layers |
| 5 | Palaeontologist | E a person who specialises in the study of the nature and origins of the universe |

9. The scale of things

Put the words below in order of scale.

| | | |
|---------------------|----------------|--------------------|
| atom | galaxy | planet |
| cluster of galaxies | solar system | man |
| city | microbe | subatomic particle |
| DNA | water molecule | universe |

10. Match the adjectives on the left with their antonyms on the right.

| | | |
|---|-------------|----------------|
| 1 | random | A expected |
| 2 | empirical | B marginal |
| 3 | abstract | C quantitative |
| 4 | qualitative | D systematic |
| 5 | significant | E tangible |
| 6 | surprising | F theoretical |
| 7 | simple | G certain |
| 8 | tentative | H complex |

11. Types of research

Put the following words and phrases under the headings with which they *tend* to be associated.

personal experiences measurements figures and graphs recorded interviews statistics
 correlations numbers words subjects' views

| Qualitative | Quantitative |
|-------------|--------------|
| | |
| | |
| | |
| | |

12. Scientific words elements

Prefexis and suffixes from Greek and Latin

Match the pairs of elements on the left with their meanings on the right.

| | | |
|----|-------------------|-----------------------------|
| 1 | omni-/pan- | A above, higher |
| 2 | anthropo-/homo- | B air |
| 3 | aqua-/hydro- | C all, every |
| 4 | geo-/terra- | D below, lower |
| 5 | hyper-/super- | E early, first |
| 6 | somn-/dorm- | F earth, land |
| 7 | hypo-/infra-/sub- | G half |
| 8 | semi-/hemi- | H language, tongue |
| 9 | iso-/homo- | I life |
| 10 | photo-/lumen- | J light |
| 11 | poly-/multi- | K man, human |
| 12 | gloss-/lingua- | L many |
| 13 | uni-/mono- | M not |
| 14 | sonic-/phono- | N old, ancient |
| 15 | bio-/viv- | O one, only |
| 16 | glob-/sphere- | P round shape/ball |
| 17 | in-/a(n)- | Q same, similar |
| 18 | -elle/-ule | R sleep |
| 19 | bi-/du(o)- | S small |
| 20 | stell-/astr- | T sound |
| 21 | -graphy/-ology | U star(s) |
| 22 | paleo-/arche- | V the study of/knowledge of |
| 23 | prim-/proto- | W two |
| 24 | pneuma-/aero- | X water |

Now work in groups and find words in your dictionary which are composed of the word elements listed above. Can you think of any other word elements of classical origin?

13. Put the following phrases in the appropriate gaps in the following text which is about research into psi*.

terms of probabilities
a single critical study

empirical sciences
on the basis of a single experiment

purely by chance

In the early days of psi* experiments, sceptics insisted that "it would be sufficient ... to convince them of ESP if a parapsychologist could perform successfully a single fraud-proof experiment". But even the sceptics soon saw that this was a mistake, because no experiment is perfect, and a flaw in 1) might be overlooked. In addition, experimental results in the 2) are often reported in 3), or as odds against chance for one or another hypothesis. Thus, if a single experiment contained odds against chance of a thousand to one, that seems pretty impressive, but such results could have occurred, by definition, 4) one in a thousand times. Most scientists would not be willing to change their beliefs about the nature of the world 5) that produced odds against chance of a thousand to one. Or would they?

*psi: A letter of the Greek alphabet (ψ) used as a neutral term for all ESP - type and psychokinetic phenomena.

14. Speaking Activity

Discussing scientific developments

- List what you think are the three most important scientific developments of the twentieth century.
- When you have done this compare your list with that of another student, and together decide on a new list.
- Be prepared to defend your list using well-supported arguments, but also make sure you listen to the arguments of your partner.
- Then join another pair of students and compare the new lists. In this larger group, try to come up with a list that you can all agree on.
- Once again defend your list using well-supported arguments, but also make sure that you listen to the arguments of others.
- Finally, you can compare your group lists with those of other groups in the class.

15. Writing Task

Write a short discussion essay on the following topic.

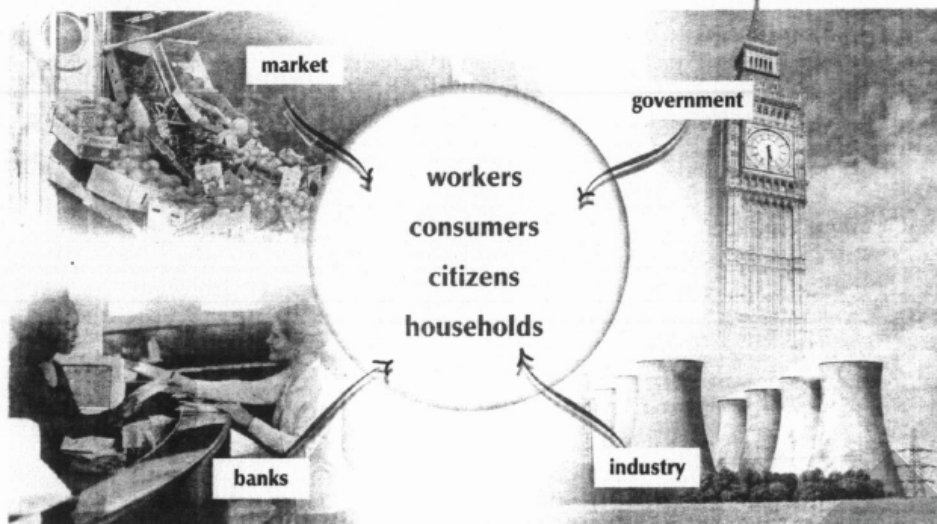
Over the last hundred years science has improved our lives enormously, but it has also brought great dangers

You should write between 250 and 300 words.

1. The Economic System

Complete the sentences using words and phrases given in the box.

loans and mortgages products revenue salaries and wages income tax
benefits and services goods and services subsidies capital and financial services



| | | | |
|---|-------------------------|-------|------------------------|
| 1 | Banks provide | ..... | to industry. |
| 2 | Consumers obtain | ..... | from the market. |
| 3 | The government obtains | ..... | from taxes. |
| 4 | Consumers take out | ..... | from the banks. |
| 5 | Industry pays | ..... | to the workforce. |
| 6 | The government provides | ..... | for its citizens. |
| 7 | Industry sells its | ..... | in the market. |
| 8 | Workers pay | ..... | to the government. |
| 9 | The government gives | ..... | to certain industries. |

2. Match the verbs on the left with the nouns on the right.

| | | |
|---|-----------|---------------------|
| 1 | deduct | A benefits |
| 2 | invest in | B charity |
| 3 | give to | C stocks and shares |
| 4 | claim | D fees |
| 5 | charge | E interest rates |
| 6 | take out | F mortgage |
| 7 | cut/raise | G tax |

3. Place the following words before or after the word TAX in the box below.

haven incentive evasion inheritance
income indirect cuts import

| | | |
|-------|-----|-------|
| ..... | TAX | ..... |
| | | |
| | | |
| | | |

4. Now complete the sentences below with an appropriate phrase from the box above.

- are taxes on all of the assets that a person owns at the time of death.
- A is a reduction in the taxes paid in order to encourage a particular kind of behaviour.
- A is a country or territory that does not levy taxes, or that levies them at very low rates.
- is the intentional and illegal avoidance of paying mandatory taxes to the government.
- are generally taxes levied on what people buy or pay for.

5. Look at the definition below.

A company is an organisation which is formed to sell or produce something, and has a separate identity to the persons who own it.

Now make similar definitions by joining the words on the left with the meanings on the right.

| | | |
|---|-----------------|---|
| 1 | A warehouse | A is a large business or company (often used in the USA). |
| 2 | A multinational | B is a large building where goods are produced. |
| 3 | A corporation | C is a company which has branches in many different countries. |
| 4 | A firm | D is a large building where goods are stored. |
| 5 | A plant | E is a basic unit of business which varies in size from one person to thousands. |
| 6 | A subsidiary | F is all the people and activities involved in making a type of product or in providing a particular service. |
| 7 | A factory | G is a company which is part of a larger more important company. |
| 8 | An industry | H is a large complex building or set of buildings where goods are produced or power is generated. |

6. Decide which words collocate with poverty and which words collocate with wealth.

widespread urban extreme vast inherited grinding
absolute oil concentrated personal relative abject

| Poverty | Wealth |
|---------|--------|
| | |
| | |
| | |
| | |

7. Fill the gaps below with the following verbs.

alleviate accumulate cause generate redistribute

- The new government promised to introduce new measures to wealth to the poor.
- The organisation is working to poverty in urban and rural areas.
- Opening up mineral resources can wealth, which can then be reinvested in the economy.
- Natural disasters such as droughts, floods and strong winds also poverty in many countries.
- He great wealth by devoting his intellect and energy to imaginative, profitable enterprises.

The United Nations Development Programme defines poverty from a sustainable human development perspective. Poverty is the denial of various choices and opportunities basic to human development. These include the ability to lead a long, creative and healthy life, to acquire knowledge, to have freedom, dignity, self-respect and respect for others, and to have access to the resources needed for a decent standard of living.

8. Fill the gaps below with the following words.

reduction developing growth barriers illiteracy

- Landlocked countries are generally among the poorest, with the weakest growth rates.
- Trade are laws, regulations, policies, or practices that protect domestic products from foreign competition.
- It has been argued at some length that manufacturing industry is pivotal for economic
- Undoubtedly, the one issue central to the development debate is the issue of poverty
- Studies show a strong correlation between high levels of and low life expectancy.

9. Fill the gaps below with the following words.

industrialised free indebtedness gap commodity

- When prices fell in the 1980s, it was the poorer countries that suffered most.
- Many critics say that trade policies are benefiting the rich western nations at the expense of the poorer nations.
- The between rich and poor countries is increasing.
- Over two-thirds of U.S. trade and investment is with other advanced countries.
- Poor countries in Africa need both debt reduction and aid in order to escape the cycle of poverty and

10. Fill the gaps below with the following words.

economic economical economy economist economics economise

- It is usually more to buy goods in larger quantities than in smaller quantities.
- is the study of the way in which money, industry and trade are organised within a country or society.
- Adam Smith was a famous
- The German only grew by 0.5% last year.
- If I had to I'd be happy to give up my car and take the bus instead.
- The new government has set out the details of its policy.

11. Write the negative forms of these adjectives using the correct prefix: (un-, in-, im-, il-, a-)

| | |
|----------------------|-----------------------|
| 1 productive | 13 necessary |
| 2 dependent | 14 exhaustible |
| 3 economic | 15 relevant |
| 4 developed | 16 legal |
| 5 accurate | 17 profitable |
| 6 equal | 18 effective |
| 7 literate | 19 permanent |
| 8 important | 20 typical |
| 9 efficient | 21 satisfactory |
| 10 political | 22 stable |
| 11 active | 23 sufficient |
| 12 appropriate | 24 reversible |

12. Can you suggest in what situations the following idiomatic expressions might be used?

| | | |
|--|------------------------------------|----------------------------|
| <i>opposite sides of the same coin</i> | <i>the poverty trap</i> | <i>from rags to riches</i> |
| <i>throw good money after bad</i> | <i>the grass is always greener</i> | <i>white elephant</i> |
| <i>money talks</i> | <i>rolling in money</i> | |

13. Complete the sentences below using the following words.

effects *steps* *activities* *process* *trend*

- Depopulation is most commonly understood as the where the number of inhabitants of a region is decreasing.
- However, we may also consider the "depopulation" of certain segments of the workforce and the population (well educated, young etc), which may have similar on the conditions for economic growth as an absolute depopulation.
- These two processes often go hand in hand where the latter may be the first that lead ultimately to an absolute decrease in the number of inhabitants of a region.
- The other side of the depopulation issue is the continuing concentration of the population and economic in urban areas.
- Such a, if persistent, will increase regional disparities and counteract measures put in place to promote economic and social cohesion.

14. Complete the sentences below using the following words.

industrial *circle* *an issue* *development* *the situation*

- Regions across Europe are facing the problems created by depopulation. This forms part of a vicious where decline in traditional sectors for employment leads to mobility and depopulation.
- This in turn creates problems, such as lack of market and workforce, for the of businesses.
- The depopulation problem exists across Europe especially in the south of Europe and in the northern member states (Finland and Sweden) as well as in regions and areas characterised by decline.
- Depopulation of regions, as it is understood above, should be seen as that needs to be addressed as a priority within future European policies for economic and social cohesion.
- There is a possibility that access to information technologies may improve the of those regions by providing new opportunities for employment, education and businesses.

15. Speaking Activity

List what you think are the three most important causes of poverty in the world (consider: lack of education, natural disasters, disease, substance abuse, large families, low wages, globalisation, corruption, lack of resources, war, trade policies, debt)

- When you have done this compare your list with that of another student, and together decide on a new list.
- Be prepared to defend your list using well-supported arguments, but also make sure you listen to the arguments of your partner.
- Then join another pair of students and compare the new lists. In this larger group, try to come up with a list that you can all agree on.
- Once again defend your list using well-supported arguments, but also make sure that you listen to the arguments of others.
- Finally, you can compare your group lists with those of other groups in the class.

16. Writing Task

Write a short discussion essay on the following topic.

All countries need to develop their economies, but economic development alone will not solve poverty.

You should write between 250 and 300 words.

Language for Discussions

| | |
|----------------------------------|--|
| Saying what you have listed | I've listed the following:... What I listed was:.... |
| Disagreeing | But what about ...? But surely ...? Have you considered ...? I see what you mean, but ... Yes, but don't you think that ...? |
| Interrupting | If I could just come in here, I'd like to say that ... |
| Asking for agreement | Are we agreed then? Can we all agree on this? |
| Expressing agreement | Yes, I think that's right. Yes, I'm happy with that. Yes, I'll go along with that. |
| Expressing lack of understanding | Sorry, I don't quite follow what you're saying. Sorry, you've lost me. |
| Giving clarification | Let me put it another way, ... |

Unit 1

abortion
 access
 adapting
 advance
 affect
 agenda
 alternative
 animated
 appropriate
 area
 argument
 aspect
 assume
 benefit
 breakdown
 campaigns
 censorship
 collocate
 compulsory
 concede
 conclusion
 congest
 congestion
 continuation
 contribute
 contributory
 controversial
 created
 critics
 crucial
 curb
 curtail
 debate
 definitions
 determine
 discourage
 discussion
 divorce
 draw
 environment
 environmental
 euthanasia
 examine
 executed
 fact
 factor
 feature
 financially
 furthermore
 genes
 graduates
 identify
 innocent
 intelligent
 issue
 key
 logical

make
 moot
 negligence
 obvious
 orbit
 partner
 penalty
 persuasive
 phrase
 point
 policy
 previous
 proposal
 provoked
 question
 raise
 range
 referendum
 restrict
 restrictions
 salient
 schemes
 sequence
 solution
 submitted
 suggestion
 thereby
 thorny
 traffic
 transport
 underlying
 unpopular
 unrealistic
 usage
 vital

Unit 2

abnormality
 access
 accurate
 achieve
 acknowledge
 acquire
 adapt
 aspect
 attitude
 barbarism
 benefit
 biomass
 breeding
 burdens
 carnivores
 celebrated
 cell
 childcare
 civilisation
 combustion
 comment
 complex

confine
 contradict
 contrast
 contribute
 creation
 criteria
 criticism
 culture
 defects
 deformity
 demographic
 density
 deteriorated
 developmental
 diet
 discourse
 discrimination
 disperse
 distribution
 element
 endangered
 enumerator
 establishment
 evidence
 evolution
 evolve
 factor
 feature
 focus
 fossil
 function
 fused
 gene
 habitat
 heritage
 hormone
 identified
 images
 indicate
 inexact
 infectious
 ingrained
 innovative
 inspired
 instance
 interact
 internal
 intervention
 issue
 kinship
 lowland
 maintain
 majority
 mammals
 maturity
 methods
 modifies
 muscular
 nonetheless

pesticides
 physiology
 plague
 planet
 policy
 pollinate
 predict
 prey
 promotion
 protein
 pursuit
 rainforest
 readiness
 reasons
 reinforce
 reliable
 research
 rhythms
 role
 scheme
 selection
 sequence
 shrinkage
 similarly
 species
 speculation
 stress
 subdivided
 subtle
 technological
 therapist
 tissues
 traditional
 tribulation
 tropical
 underlying
 unprecedented
 varying
 vital
 vulnerable

Unit 3

achieve
 adapted
 adopt
 afar
 alarmist
 apocalypse
 apparently
 appropriate
 archaeologist
 astrology
 astronomer
 attitude
 ban
 belief
 blind
 blunt

calculation
 claim
 community
 concept
 conclude
 consequently
 corruption
 criticism
 current
 definitely
 disintegrated
 dispute
 emotional
 emphasises
 engaging
 entertainment
 environmental
 evaluation
 evidence
 evolution
 expertise
 faith
 fascinating
 geometry
 government
 guarantee
 harden
 horoscope
 hypothesis
 ideational
 impression
 improve
 indelible
 inevitable
 information
 insight
 integration
 intentions
 irrational
 issue
 judgement
 maintain
 major
 management
 naked
 normally
 objective
 occurred
 official
 opinions
 overriding
 perspective
 planetary
 polar
 positive
 potential
 prevailing
 prohibited
 promote

proposal
psychotherapy
rational
reconsider
relativity
relieve
rely
responsibility
revelations
rooted
rudimentary
scandal
sceptical
secure
shift
sideways
similar
so-called
solution
source
subjective
submit
subtle
suicide
suitable
superstition
sympathetic
tentative
theory
tilt
treatment
triumph
trust
tutor
ultimate
understanding
unmistakably
valid
variables
viable
view
volcano
vulnerable

Unit 4

access
accurate
administrative
affect
agriculture
alternatives
analysis
apparent
appropriate
aspect
awareness
campaigns
circumstances
civil
complex

conference
consume
consumption
contamination
contributed
creator
crisis
debt
defect
defuse
degradation
delay
demolish
demonstrator
destroy
deteriorate
dilemma
disadvantage
disseminating
drawback
drift
effective
embryo
encouraged
especially
ethical
evolutionary
exacerbate
examination
expansion
expedition
explosive
exposure
extremely
fault
flaw
formulate
funds
gear
generated
genetic
global
harmful
healthcare
herbicides
hitch
humanitarian
humanity
indicate
individuals
insufficient
investigated
investigator
investing
irreversible
limitation
marital
murder
mystery
obstacle

oceans
opponent
organic
origin
original
outweighed
overcome
packaging
participating
patterns
policy
pollution
predicament
premises
principal
procedure
process
projects
protests
puzzle
quandary
query
rectify
recycle
referring
refugees
renewable
require
rescue
restricted
reversal
risk
ruined
series
serious
setback
settings
severe
shortcoming
significant
situation
sources
subsiding
sustainable
tackle
technical
tensions
theory
topic
transport
treatment
unexpected
universe
unsupported
unsustainable
waste

Unit 5

aback
abuse

accident
accommodation
accompanying
achievement
adapt
aftermath
alcohol
alcoholic
analogous
appropriate
association
atmosphere
attributable
behave
blame
bring about
celebrity
chronic
cognitive
composed
confidence
consequence
consequential
contextualise
correlation
correspond
correspondence
couple
decline
deficiency
dependence
depression
diet
disastrous
disorder
diversity
effect
emotional
emotions
environment
environmental
eternal
evidence
factor
feminist
fiancée
figurative
fruitful
function
geographically
girlfriend
godfather
grave
habits
illegal
impairment
implications
impression
initiating
injury

irrespective
irreversible
leak
malnutrition
metaphor
mineral
mistook
mobile
mobility
monolingual
motivation
nausea
norm
nuclear
organs
origin
outcome
paradoxically
parents
partner
patient
period
persuasive
physicians
placebo
policy
polygamy
polyandry
predict
preoccupation
psychological
psychologist
radiation
ramifications
relationship
repercussions
represent
representational
resemblance
respectively
risk
screen
sequence
side-effect
sign
simile
spouse
starvation
statistical
symbol
symbolic
symptom
syndrome
tablets
tends
theory
traditional
transport
treatment
trigger

unambiguous
unconscious
underlying
undermining
violence
visible
vital
vitamin

Unit 6

abundant
accurate
agricultural
allege
ambient
approached
appropriate
article
association
atmosphere
attempt
authentic
authorities
categorical
chemicals
climate
commentator
concentrations
constriction
contextualise
controversial
conviction
declined
defects
definite
diagnosis
discuss
discussions
distinct
divinely
document
documented
economic
emission
environment
essence
establish
evidence
exceed
expansion
expectation
exposure
financial
flimsy
forecast
genuine
gloomy
goal
government

hazy
heaters
hedging
impact
inconsistent
industrialised
inescapable
infection
inspired
instruments
insubstantial
irrefutable
irrigation
irritant
licence
located
logical
logically
magnitude
measurements
memory
meteorologists
mobile
molecules
objective
precursor
prospect
persecution
photochemical
pollutants
pollution
positive
possibility
precise
predominate
preliminary
previous
processing
reactive
provisional
rapport
realistic
recollection
rejected
relationship
reliable
resistance
respiratory
satellites
severity
significant
similar
smog
souvenir
statement
stationery
surprising
technology
tentative
thermal

tissue
unambiguous
undeniable
unexpected
universe
unregulated
unshakeable
untenable
urban
valid
varied
vehicle
widespread

Unit 7

abstract
adapt
adjust
adolescence
advanced
alter
attitude
balance
breakdown
calibrate
changeable
chemical
classic
classical
complexity
conceivable
concepts
conservative
contemporary
conversely
convert
cultural
cycle
decade
democratic
demonstrator
deteriorated
development
dimension
disruption
distribution
dramatically
elderly
electoral
erosion
ethnic
evident
flexible
frontiers
frequency
growth
identity
implications
imposed
improve

inconsistent
indicated
individual
induced
infrastructure
innovative
institution
instrument
intellectual
intensity
interrelated
intuitive
involve
irrelevant
liberal
linguistic
modern
modification
modify
negative
nuclear
nutrient
nutrition
occur
old-fashioned
contemporary
oppose
opposition
orbit
original
orthodox
output
overhaul
overthrow
patterns
peak
performance
period
permissible
physical
political
precipitation
premises
process
production
project
public
publication
qualify
radical
reaction
reactionary
redistribution
reform
refurbish
regime
regional
renovate
respond
restructuring

revise
revolution
seek
shape
sharply
shifting
significant
simultaneous
sparse
stable
statistics
steady
strategy
structure
system
taxation
technical
technology
temporary
traditional
tragic
transform
transformation
translate
trend
upgrade
vigorous
volatile
voltage
vulnerability
vulnerable
watershed
welfare

Unit 8

abolition
achieve
agenda
aid
alliances
alternative
blueprint
booking
cerebellum
civil
close-knit
committed
communicate
communication
community
complex
compliment
component
conceptual
conferences
consensus
consist
constellation
constitution
contact

corps
create
crucial
crux
democracy
design
designers
diagram
dialect
disasters
distribution
efficiently
ego
emerging
entitled
establish
fabric
facilities
foundations
framework
governance
governmental
graduates
guidelines
hazardous
hierarchical
illustrative
indicated
infrastructure
institution
institutional
intricate framework
investment
involves
liberal
liberalisation
link
membrane
mitochondria
model
molecules
mould
network
neutrons
normal
norms
nucleus
objectives
organisation
partnerships
pattern
plan
plot
policy
predict
primitive
principles
procedure
redefined
reforms

rehabilitation
research
roles
route
security
senior
set
shift
significant
stable
stigma
strategy
structural
structure
style
sustainability
technology
television
theoretical
traditional
underclass
underlying
undertaken
universal

Unit 9

absorb
accessories
accumulate
affect
agreement
airborne
alien
allocate
amass
analyse
analysis
antibodies
appetites
approach
aspect
assemble
assessment
atmosphere
atomic
benefit
calories
carbohydrates
carriers
category
ceasefire
charities
chemical
classify
collate
collocation
communication
compile
component
comprehensive

comprise
concentrated
concerted
concordance
consequences
consist
constitute
contact
corporate
courts
craft
creating
department
disintegrated
donations
dramatic
economy
embrace
empire
encompass
entire
evidence
exhibition
expansion
explicit
exposed
extraneous
extrinsic
facilities
faction
factor
federal
fraction
fracture
fragment
function
furnishings
identity
idiomatic
implicit
indicate
inessential
inherent
initiative
integral
integrated
interconnecting
interior
interpret
intrinsic
league
magnetism
magnified
maintaining
major
majority
marginalise
mental
microscopic

nervous
network
nuclear
nutrients
objectives
oceanic
overall
particle
phases
phenomenon
physics
policy
polling
primary
procedure
project
promotion
protein
radiators
reference
released
religious
researchers
responding
role
scheduled
scheme
section
sects
security
site
software
supreme
symphony
synonymous
synthesise
system
theory
undertaking
unified
uniformly
valid
venture

Unit 10

abusive
adept
alienation
analyse
assimilate
attention
authority
behave
behaviour
blame
breakdown
circumstances
communicate
communication
community

comparison
comprehensive
conference
consequently
context
continual
conversant
convincing
cooperative
curious
deadline
decreases
definition
demand
dependable
depressive
diabetes
diagnosed
differential
diligent
discriminatory
displays
distribution
dominant
education
eligible
emotions
ensured
episode
evidence
evidently
exceptional
excerpt
excessive
exemplary
exhibits
external
feature
final
focussed
formal
generated
hygiene
ideal
identify
imaginative
immune
impact
improvements
inadequate
incident
incisive
independent
informal
information
insightful
instrumental
insurance
integrative
intended

intensity
interaction
internal
interrupted
intrinsic
isolated
literacy
maintain
membrane
mention
method
meticulous
monolingual
mortality
motivation
natural
perform
permanent
persistence
personable
phenomenon
popular
practice
proceed
proportion
pursue
qualified
questionnaire
quotation
radical
range
rapport
reactions
recommendations
refer
referees
reference
referential
referral
refuge
resistant
resource
resourcefulness
response
scale
semi-skilled
supportive
survey
team
tendency
tense
therapy
tolerant
tornado
transformation
translated
treatise
tremendous
unassuming
undergraduate

unexpected
unprotected
varying

Unit 11

affray
amendment
arrest
assault
balance
ban
burglary
bylaw
cabinet
campaigners
censor
civilians
collection
commit
commitment
compensation
conference
conflict
congress
constitution
consultation
consumer
contested
contract
conviction
corporate
correspond
counsel
criminal
definite
democratic
deterrent
dilemma
directive
discourages
discrimination
draft
emergency
ethical
evasion
exploratory
financial
fine
firearms
generated
goods
governing
guidelines
guilty
identity
illegal
immigration
impose
imprisoned
indicate

informal
inhuman
innocent
inspiration
insurance
intellectual
intentions
investigate
irregular
isolation
judicial
jury
juvenile
kidnapping
knowingly
lawsuit
legal
legislation
legislative
lenient
left-wing
licence
loopholes
manifesto
miscarriage
monarchy
nationalised
opposition
overseas
parliament
parliamentary
participate
peaceable
pensions
perjury
petty
physical
policy
poses
precise
priorities
privatisation
prohibit
promotion
prosecution
protesters
published
punish
punishment
recycled
referendum
referred
reform
regulate
reintroduction
rejected
relevant
resignation
resolution
responsible

restrict
revenue
right-wing
robbery
scope
scrutiny
seize
shoplifting
sophisticated
sponsorship
statutory
steal
submission
suspended
terrorism
theocracy
tighten
tolerated
totalitarian
transferring
treasury
treaty
tribunal
undergo
vandalism
vengeance
violence
welfare
wrongful

Unit 12

academy
acculturation
acquisition
adolescent
aesthetic
allusion
alternative
archive
arthouse
aspect
attention
balk
bereavement
blazed
blues
broadcasting
broadsheet
highbrow
lowbrow
cartoons
categorised
censorship
century
civilisation
classical
coinage
comedian
conducive
consorting

consortium
contribute
convenient
craft
creative
criteria
critic
crushing
cult
cultivation
culture
decentralisation
definitive
disciplines
domestic
drama
dumbing down
emerge
ethical
ethnic
ethnology
exciting
exhibit
experts
exposure
faithfulness
fans
feminine
festival
fiction
financial
gallery
genre
hallmarks
handbook
host
humanities
humanity
icon
identify
images
imagine
immigrant
inattention
inflation
instructions
intellect
intellectual
intense
intriguing
jazz
journal
journalistic
junky
liberal
lifeline
magical
mainstream
maintenance
margins

maximum
media
medium
mickey
novel
performing
perspective
pertaining
phenomena
phenomenon
philosophy
poetic
portrays
potential
projections
qualifies
racial
radiance
rap
rare
regeneration
releasing
renaissance
retailers
revealed
rewarding
risks
romance
romantic novels
scenario
scholarship
sensibilities
sentimental
sluggish
sociology
sparse
stereotype
style
subsequent
successes
tabloid
target
teenagers
tendency
theatre
themes
thriller
topics
traditional
traits
treat
trend
unique
vibrant
visual

Unit 13

accident
acute
addicted
advise
agenda
aggressive
ailment
allergy
annually
assessed
asthmatic
bitter
blamed
carers
chronic
coalition
colleagues
coma
combined
communities
complexity
complicated
confirm
conscious
contagious
cope
critical
cure
damaged
dashed
deadly
deliver
demonstrate
depressed
devastating
devised
diagnosis
diet
digestive
disease
disorder
donate
drug
evidence
examination
exhausted
experts
facilities
fatal
formidable
genetically
harmless
hereditary
hidden
identify
imaginary
income
incurable

indicates
inert
infection
infectious
ingredients
injure
intractable
investigate
involving
journal
junk
lifestyles
lung
malaria
measles
medical
medication
medicine
mend
mental
miscarriage
mysterious
neural
nicotine
nutrients
occupational
outcomes
panel
patient
pervasive
physical
pick
pill
practitioner
precise
predictor
predisposed
pregnant
prescribed
profusely
prognosis
rash
reaction
recovery
recurrent
release
remedy
risk
scar
search
severe
sick
significantly
slight
stable
staff
stark
status
stomach
strategies

surgery
swallow
symptom
terminal
therapist
tissue
topical
tragic
transmit
treat
treating
tricky
trigger
trip
undergoing
underlying
unveiled
utterly
vaccine
victims
virus
vomit
vulnerable
wasting
weak
weight
westernised
wheezing

Unit 14

abstract
alarm
analysis
apparatus
appropriate
assessment
assumed
biology
cell
chemistry
cluster
collection
components
composed
concepts
conclusions
connected
conscious
conservation
constituent
convince
correlations
corroborate
cosmologist
crust
data
defined
delineate
derived
design

determinants
device
diagram
disciplines
discrete
distribution
documented
electron
element
elementary
empirical
epidemiology
equipment
evidence
exact
examination
false
flaw
formulated
formulation
fossils
fraud
galaxy
geologist
graphs
hydrologist
hypothesis
impressive
instrument
integrated
interactions
interpretation
interview
investigation
laboratory
layers
maintains
manifesting
marginal
mathematics
method
methodologies
microbe
microscopic
molecule
nervous
neurologist
neutral
odds
origin
conduct
outlined
overlooked
palaeontologist
parapsychologist
perform
periods
phenomenon/a
photon
physics

planet
plate
pocket
prevalence
probabilities
processes
psychic
psychokinetic
qualitative
quantitative
quantum
random
refinements
refute
relevant
reliability
research
review
risk
sample
scale
significant
similar
sceptics
solar
solved
specialisations
specialises
sphere
stainless
statistics
subatomic
subsidiary
sufficient
suffixes
survey
tabulate
tangible
telescope

tentatively
theoretical
theory
tool
treatment
undergoes
universe
validity
variables
vary
verifiable
verified
verify
virus
vital
wavelength

Unit 15

abject
absolute
access
accumulate
accurate
acquire
aid
alcohol
alleviate
appropriate
areas
argument
assets
avoidance
barriers
behaviour
benefiting
benefits
charity
cohesion

commodity
compare
competition
complex
consumers
consumption
corporation
correct
corruption
counteract
creative
critic
cycle
debate
debt
decline
decrease
deduct
defend
denial
depopulation
disparities
domestic
droughts
economic
economical
economics
economise
economist
economy
enterprises
evasion
exhaustible
fees
financial
gap
generate
globalisation
goods

grinding
households
identity
illegal
illiteracy
imaginative
import
incentive
income
indebtedness
industrialised
inhabitants
inheritance
inherited
intellect
intentional
invest
investment
involved
landlocked
legal
levied
levy
literate
loan
mandatory
mineral
mobility
mortgage
multinational
obtain
partner
permanent
persistent
perspective
pivotal
policy
practice
priority

promote
rags
redistribute
region
regional
regulations
reinvested
relevant
resources
revenue
reversible
rural
salaries
sectors
segments
stable
subsidiary
subsidies
sufficient
sustainable
takeout
technologies
territory
topic
traditional
trap
trend
typical
ultimately
urban
vary
vast
vicious
warehouse
widespread
workforce