

English
for
academic
study:

Sample unit

Vocabulary

Study Book

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Book map

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Introduction

The aims of this book are:

- to clarify what you need to know in order to use words correctly;
- to introduce over 350 key word families and provide you with extensive practice in their use;
- to clarify the type of information that dictionaries can give you on how to use words appropriately and effectively;
- to provide you with systematic practice in the use of dictionaries.

1. Aims of the book

This book will give you systematic practice in using words that commonly occur in academic texts. On completing the exercises in Units 1 to 10, we hope you will be able to use these words accurately and with confidence in both your writing and speaking.

We hope that when you have finished the exercises in the book you will be able to apply this knowledge, in conjunction with your dictionary skills, to your ongoing vocabulary development.

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

2. The structure of the book

- **Part 1:** These five units, 1 to 5, provide you with an introduction to vocabulary development, based on words from the General Service List (see below). Each unit focuses on *one* aspect of the effective learning of vocabulary. For example, Unit 2 looks at word classes, i.e., the different grammatical classes that words belong to, *nouns, verbs*, etc. Unit 5 looks at word grammar, i.e., how individual words are used in sentences and how they connect with other words, or with other parts of the sentence.
- **Part 2:** These five units, 6 to 10, provide practice in using key academic words, building on the practice in Units 1 to 5. Each unit practises the five aspects of vocabulary learning that were covered in Part 1, starting with multi-meaning words and ending with word grammar.
- **Appendices:** In the appendices there are answer keys to all the exercises. There is also a full list of the academic words that are dealt with in Units 6 to 10.

Also in the Appendices you will find an Achievement test. This test is made up of sentences taken from Units 6 to 10. You can *either* do this test when you have finished all the exercises in the book, *or* you can do the test twice; once before you start the exercises in the book, and the second time after you have finished the exercises in the book. In this way you will be able to see how much progress you have made in your understanding of words and your knowledge of how words work.

3. The vocabulary in the book

- **General Service List (GSL):** This contains over 2,000 word families that are frequently used in a wide variety of contexts. These are words you will use in both general and academic texts. You may already be familiar with many of these words, but there are many you will be less familiar with or not know at all. In addition, you may not have *all* the information you need in order to use even the familiar words correctly and with confidence.

In Units 1 to 5, you will practise words from about 150 of the most important GSL word families.

- **Academic Word List (AWL):** This word list contains 570 word families based on words that occur frequently in different academic subjects. They are words that you will need when speaking and writing during your course of academic study. These are not technical words, but ones that you will meet in texts regardless of the subjects you study.

The full Academic Word List is divided into ten sublists. The first nine lists contain 60 word families each and the last list contains 30 word families. In this book we introduce word families from the first five sublists. Unit 6 introduces words from AWL, Sublist 1; Unit 7 introduces word families from AWL, Sublist 2 and so on. In total, you will practise words from 300 word families from the AWL.

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

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

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

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

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

4. How to use the book

In order to help you use this book effectively, we have included questions below that you may be asking yourself, together with our recommendations.

- *Should I do all the units in the order they appear?*

It is recommended that you work through the units in this book in the order they appear.

- *Should I do all the exercises?*

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

- *Is it enough just to do the exercises?*

At the end of each unit, there is an activity which encourages you to *review* all the exercises you have done in the unit, and to write down new phrases or new words that you have learnt.

Reviewing vocabulary, i.e., looking again and again at words you have met, is an essential part of learning vocabulary. It is not enough to see words *once* in order to remember them; if you only meet a word once you will not have all the information you need to use it fully and correctly.

It is also useful to record whole phrases or sentences with new words in them rather than just the words by themselves, as this will help you to be able to use the words when speaking or writing.

- *Do I need a dictionary to do the exercises?*

For some exercises the instructions tell you to use a dictionary, but even in cases where there is no explicit instruction to use a dictionary, a good monolingual dictionary will be of great help to you.

It is important to stress that a good monolingual dictionary will not only be useful in doing the exercises in this book, but will also help you during your continuing language studies.

- *When should I use the answer keys?*

You should check your answers when you finish each exercise. If you have made a mistake, notice the correct answer and go back and look at the exercise again. If you still cannot understand why this is the correct answer, ask one of your teachers.

- *What other vocabulary work do I need to do?*

You will meet many of the words from this book in your other classes as well and further vocabulary work will help you remember them. In your other classes and in your work outside class you will also meet many other words that are not in this book but which are on the General Service List.

It is important that you keep a vocabulary notebook and make a record of these words and how they are used.

It is also important that you review the words you learn in a regular and systematic way, for example, by reviewing words at the end of each day, then again at the end of each week and again after two weeks.

5

Word grammar

In this unit you will:

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

Introduction

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

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

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



Task 1: Combining nouns

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

1.1 Look at the following text and answer the questions.

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

Source: Slaughter, J., Harben, P., & Pallant, A. (2006). *Economics Focus: On the Move. English for Academic Study: Reading and Writing Source Book*. Reading: Garnet Education.

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

Example: the discovery of America

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

Example: migrant's passage

- c) What examples are there of noun + noun combinations without a preposition?

Example: transport costs



Study tip

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

Task 2: Noun followed by noun complement clause

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

- *It is my **belief (that)** we will find a solution to this problem.*
- *He had a **theory that** many medical conditions were caused by viruses.*

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

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

Study tip

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

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

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

Source: Atkinson, R.L. *et al.* Interaction between nature and nurture. *Hildegard's Introduction to Psychology*, 13th edition, quoted in Slaght, J., Harben, P., & Pallant, A. (2006). *English for Academic Study: Reading and Writing Source Book*. Reading: Garnet Education.

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

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

Task 3: Other noun patterns

3.1 Look at the nouns in bold in the following sentences. Identify which of the four types each one is, depending on whether it is followed by:

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

Write the number in the box provided.

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



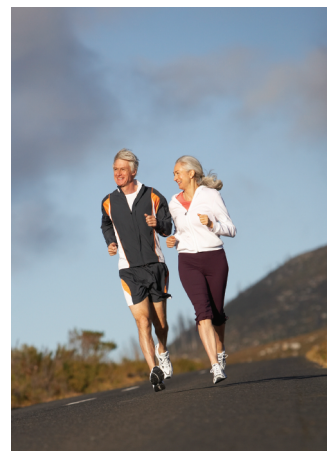
Study tip

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

3.2 Look at the type 1 sentences in Ex 3.1 and circle the preposition used to connect the highlighted noun to the following noun or gerund.

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

- a) One **solution** to this problem is for animals to be vaccinated against the disease.
- b) All **attempts** to control the spread of the disease have failed.
- c) Many people have a **suspicion** that the government is attempting to cover up the truth about the extent of the problem.
- d) There is a **risk** that the outbreak may spread further and affect other parts of the country.
- e) Regular exercise can help reduce the **risk** of heart disease.
- f) Poor diet combined with lack of exercise is the **root** of many people's health problems.
- g) You need formal **permission** to take copies of certain books out of the library.
- h) The government has announced its **intention** to introduce a new peace plan in an attempt to end more than 20 years of conflict in the region.
- i) The proposed peace plan includes a **mechanism** to share power between the two main parties.
- j) They have now examined the **extent** of the damage caused by the floods.
- k) The **way** that some people react to members of the other community varies greatly.
- l) At the present time there seems to be no **way** to bring the two sides together.



3.4 Look at the type 1 sentences in Ex 3.3 and circle the preposition used to connect the highlighted noun to the following noun or gerund.

Task 4: Noun + noun combinations

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

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

Study tip

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

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

Example: government figures, employees, spokesman, policy

- a) market _____
- b) computer _____
- c) problem _____
- d) company _____
- e) figure/figures _____
- f) rate _____

Task 5: Adjectives and what follows them

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

- *The experience taught him an **important** lesson.*
- *Good health is more **important** than money.*
- *It is **important** to explain the risks of the operation to the patient.*
- *It is **important** that everyone understands the dangers involved.*

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

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

Study tip

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

5.1 Look at the adjectives in bold in the sentences below. Identify which of the three types they are, depending on whether they are followed by:

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

Write the number in the box provided.

- a) Different vitamins are **necessary** for a healthy diet.
- b) The new situation made it **necessary** to rethink the whole plan.
- c) It's **difficult** to see how we can save more money without cutting jobs.
- d) That's rather **difficult** for me to explain.
- e) The Internet makes it **possible** for many people to work from home.
- f) It is **possible** that one day humans might live on other planets.
- g) It soon became **clear** that the situation was out of control.
- h) It was **clear** to all of us that it was becoming dangerous.
- i) The building of wind farms is **likely** to be unpopular with local residents.
- j) It seems **likely** that supplies of natural gas will run out in the near future.



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

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

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

common certain customary bound useful

a) Which of the adjectives can be used in this pattern?

It is _____ for someone to do something.

b) Which of the adjectives can be used immediately before a noun?

c) Which of the adjectives can be used with *that* + clause?

d) Which of the adjectives can be immediately followed by *to* + infinitive?

Study tip

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

Task 6: Verbs and verb patterns

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

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

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

Source: Atkinson R.L. et al. Interaction between nature and nurture. *Hildegard's Introduction to Psychology*, 13th edition, quoted in Slaght, J., Harben, P., & Pallant, A. (2006). *English for Academic Study: Reading and Writing Source Book*. Reading: Garnet Education.

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

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

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

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

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

Study tip

A noun phrase is a phrase with a noun (or pronoun) as head. Examples:

- *a substance*
- *this substance*
- *a chemical substance*

Study tip

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

Task 7: Transitive and intransitive verbs

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

Transitive verbs can be used in the following two ways:

- With a direct object: *Many British children spend hours **watching** television.*
- In the passive: *The rugby match **was watched** by over 60,000 people.*

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

Example:

You can say: *It exists.*

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

7.1 Look at the verbs in bold in the text and decide whether they are transitive or intransitive.

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

Source: Atkinson, R.L. et al. *Interaction between nature and nurture. Hildegard's Introduction to Psychology*, 13th edition, quoted in Slaght, J., Harben, P., & Pallant, A. (2006). *English for Academic Study: Reading and Writing Source Book*. Reading: Garnet Education.

Verb	Transitive	Intransitive
spurred	✓	
a) took place		
b) are flowing		
c) including		
d) offering		
e) answer		
f) come up with		
g) improve		
h) accomplish		
i) gain		



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

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

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

~~appear~~ belong describe exist ~~include~~ interfere
lack mention ~~present~~ remain result rise suggest

Transitive	Intransitive
present include	appear

Study tip

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

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

- a) These cars look as if they belong _____ a different era.
- b) Anxiety can interfere _____ children's performance at school.

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

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

Example: They questioned the prime minister's ability to **govern**. (VI)

- a) The disease quickly **spread** from animals to humans.
- b) Under the current economic conditions, the reform programme simply cannot **succeed**.
- c) People **tend** to save more money as they get older.
- d) A team of paramedics **tended** the most seriously injured.
- e) I **believed** everything they told me.
- f) There are new laws which **govern** the import of animal products.
- g) They are hiring extra staff to **spread** the workload.

Task 8: Verbs followed by *that* + clause

8.1 Study the following example sentences.

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

Use your dictionary to check these verbs in your dictionary and indicate which of them can be followed by *that* + clause. Good monolingual dictionaries normally give you the information explicitly, like this:

believe [V (that)]: People used to believe (that) the world was flat.

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

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

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



Task 9: Verbs followed by *wh~* words

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

- We need to **discover what** our competitors are doing.
- The police asked him to **explain what** he was doing in the victim's apartment.
- Psychologists began to **ask whether** learning and experience play an important role in such differences.
- It is sometimes difficult to **decide whether** to invest money or save it.

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

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

Study tip

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

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

Question:

What are our competitors doing?

wh~ word + auxiliary verb + subject + verb

Verb followed by *wh~* word:

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

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

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

Example: will explain / The secretary / the forms / you have to / fill in / how

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

a) We / for next year / we want / to discuss / what kind of strategy / need

b) existed / the document / doubted / They / whether / had ever

c) why / will also describe / difficult / I still find it / I / to accept his explanation

d) We / we should update / our advice to visitors / whether / are considering

e) People / have / what / with their own money / a right to decide / they should do

Task 10: Review

10.1 Follow the instructions and write the words.

- a) Write three verbs that can be followed by *that*.

- b) Write three verbs that can be followed by *wh~* words.

- c) Write three nouns that can be followed by *that*.

- d) Write three adjectives that can be followed by *that*.

- e) Write three adjectives that can be followed by *to* + infinitive.

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

Example:

Word

dissatisfaction

Example phrase

express dissatisfaction with

Make your own notes here.

For web resources relevant to this unit, see:

www.englishforacademicstudy.com/student/vocabulary/links

These weblinks will give you access to: a comprehensive guide to verb patterns; a range of vocabulary quizzes.