

English for
Academic Study

New edition

Vocabulary

Study Book

Colin Campbell

Book map

	Unit	Skills focus
1	Multi-meaning words	<ul style="list-style-type: none"> ■ Choosing meaning from context ■ Different word class, different meaning ■ Review
2	Word classes – nouns, verbs, adjectives and adverbs	<ul style="list-style-type: none"> ■ Identifying word classes in context ■ Words belonging to one class only ■ Words belonging to two or more classes ■ Review
3	Word families and word parts	<ul style="list-style-type: none"> ■ Words that do not change form ■ Understanding word families through suffixes ■ Understanding meaning through prefixes ■ Negative prefixes ■ Family members that look different from each other ■ Complete word families ■ Cohesion: Using nouns and verbs to connect ideas ■ Word parts ■ Review
4	Collocations	<ul style="list-style-type: none"> ■ Learning from texts ■ Using a dictionary to learn collocations ■ Verb + noun combinations ■ Verb + noun + preposition combinations ■ Adjective + noun combinations ■ Adverb + verb, adverb + adjective combinations ■ Review
5	Word grammar	<ul style="list-style-type: none"> ■ Combining nouns ■ 'Noun followed by noun' complement clauses ■ Other noun patterns ■ Noun + noun combinations ■ Adjectives and what follows them ■ Verbs and verb patterns ■ Transitive and intransitive verbs ■ Verbs followed by <i>that</i> + clause ■ Verbs followed by <i>wh</i>- words ■ Review
6–10	AWL – Sublists 1–5	<ul style="list-style-type: none"> ■ Meanings of words ■ Multi-meaning words ■ Word classes ■ Word families ■ Collocations ■ Word grammar ■ Review

Aims of the course

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

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

Structure of the course

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

Additional materials

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

Answer key: Answers for all the exercises are provided.

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

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

The vocabulary in the book

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

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

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

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

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

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

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

How to use this book

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

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

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

3 Word families and word parts

In this unit you will:

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

Introduction

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

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

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

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

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

Study tip

Learning vocabulary linked to one topic helps memorization.

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

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

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

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

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

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



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

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

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

Task 1 Words that do not change form

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

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

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

Task 2 Understanding word families through suffixes

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

Examples:

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

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

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

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

Nouns	Verbs	Adjectives	Adverbs
	activate	appropriate	

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

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

Nouns	Verbs	Adjectives	Adverbs
~ion ~ment			

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

Task 3 Understanding meaning through prefixes

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

Example: *prerequisite, preconceive, prefix*

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

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

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

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

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

- again, back *re~* _____
- after, later _____
- exactly half, not complete _____
- connected with heat _____
- extremely small _____
- between _____
- under, a less important person or thing _____
- connected with (the) Earth _____
- against, opposed to _____
- two, twice _____
- one, singular _____

Task 4 Negative prefixes

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

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

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

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

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

Task 5 Family members that look different from each other

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

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

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

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

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

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

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

Task 6

Complete word families

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

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

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

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

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



Task 7

Cohesion: using nouns and verbs to connect ideas

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

different explain difficult argue ~~believe~~ develop

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

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



Task 8 Word parts

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

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

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

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

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

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

Study tip

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

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

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

Task 9

Review

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

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

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



Example:

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

Example sentences:

General Motors employs over 2,000 people.

Mexican law prohibits the employment of children under 14.

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

1. compete _____

2. compare _____

3. direct _____

4. prepare _____

5. depend _____

Add further word families and example sentences using words in this unit.

For web resources relevant to this book, see:

www.englishforacademicstudy.com

These weblinks will give you access to an online graphical dictionary, which uses coloured diagrams and mind maps to show how word families are linked together and a comprehensive series of lists clarifying the meanings of prefixes, suffixes and root forms, with example sentences and interesting exercises.