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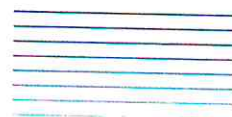
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Vocabulary for Writing

PART 4



International students may be understandably concerned by the quantity and complexity of vocabulary required for reading academic texts. But developing an effective vocabulary in English involves more than learning lists of words. The units in Part 4, arranged alphabetically, provide a variety of approaches to improving students' understanding in this area, from learning abbreviations to recognising synonyms.

UNIT
4.1

Approaches to Vocabulary

This unit examines some of the key difficulties students face when reading academic texts, such as processing new vocabulary, avoiding confusion with similar words, and recognising phrases from other languages. Some of the vocabulary needed to discuss language features is also practised.

1 Vocabulary issues

- This paragraph illustrates some of the vocabulary difficulties students face when reading and writing academic texts. Read it carefully, paying particular attention to words in bold.

Going to extremes?

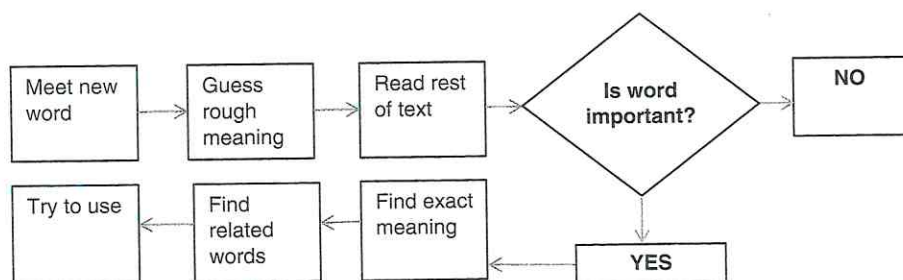
Muller (2012) **maintains** that the increased frequency of extreme weather events is linked to global warming, **in particular** to rising sea temperatures. **However**, McKenzie (2013) **insists** Muller has **a bee in his bonnet** on this topic, caused by using a **dysfunctional** model, and that there is no real evidence that **phenomena** such as flooding and hurricanes are becoming more common. He considers that the **key** issue is the growing population in areas vulnerable to events such as floods. Muller's **principal** concern is a rise in the temperature of the North Pacific Ocean of 0.5° C since 1968, which McKenzie regards as being within the normal range of historical **fluctuation**. But Javez (2009) and Simmonds (2011), *inter alia*, have argued for an international research programme under the **auspices** of **UNESCO** to monitor these events, given the threefold rise in the cost of insurance claims since 2000.

- Study the following table, which shows where these vocabulary issues are dealt with more fully in Part 4.

Line	Item	Vocabulary issue	Unit
1 3	maintains insists	referring verbs for summarising ideas	4.4
2	in particular however	conjunctions	4.5
3	a bee in his bonnet	idiom	4.1
4	dysfunctional	can be understood by the prefix	4.6
4	phenomena	approximate synonym for 'events'	4.8
6	key	metaphor	4.1
7	principal	often confused with 'principle'	4.1
9 10	fluctuation auspices	formal or technical vocabulary	4.1
9	<i>inter alia</i>	phrase from another language	4.1
10	UNESCO	abbreviation	4.2

2 Dealing with new vocabulary

Students will meet two vocabulary areas when reading: subject-specific and general academic. For example, in the text on page 179 students of Environmental Studies may know 'fluctuation' but not understand 'auspices'. Instead of trying to learn all the new vocabulary you encounter, you should screen it to select which words are worth learning. It can be a mistake to attempt to learn too many new words: for most students, subject-specific language will have priority. This can be seen as a process:



When you have selected a word or phrase to learn, make a note of its part of speech and any useful related words, along with its meaning:

fluctuation (noun) – variation

to fluctuate (verb) – to vary

You should also check the register of the word or phrase. Most vocabulary you read in academic work will be standard English, but 'under the auspices' (meaning 'with the authority of'), for instance, is rather formal, while 'a bee in his bonnet' is idiomatic. It is generally better to use standard English in your own written work.

3 Language features

The following words (all nouns) are used to describe common features of language.

- Discuss the words in the list with a partner. Try to think of an example sentence for each.

Ambiguity	<i>Where more than one interpretation is possible; lack of clarity</i>
Anecdote	<i>A story told to illustrate a situation or idea</i>
Cliché	<i>An overused idea or phrase; lacking in freshness</i>
Euphemism	<i>A word or phrase used to avoid naming something unpleasant directly</i>
Idiom	<i>A phrase used in colloquial speech, the meaning of which is not obvious</i>
Metaphor	<i>A word used to refer to something but that literally means something else</i>
Paradox	<i>An idea that seems wrong but yet may be true</i>
Proverb	<i>A traditional statement or rhyme containing advice or a moral</i>
Saying	<i>An often-repeated comment that seems to contain some truth</i>
Simile	<i>A comparison of two things, using 'like' or 'as'</i>
Slogan	<i>A frequently repeated phrase used in advertising or politics</i>
Statement	<i>A rather formal comment on a situation</i>
Synopsis	<i>A summary of something</i>

4 Practice

- Working with a partner, study the following sentences and decide which of the features listed above list is illustrated by each one.
 - The President said she regretted the loss of life in the typhoon and sympathised with the survivors. (*statement*)
 - At the beginning of the lecture Professor Chang told them about an accident she had seen that morning. (_____)
 - There's no such thing as a free lunch, he warned them. (_____)
 - The author of the report passed away on November 21st. (_____)

- e) He told the class that their law course was a voyage over an uncharted ocean.
(_____)
- f) She said that the older she got, the less she seemed to know. (_____)
- g) After the price rise, sales fell like a stone. (_____)
- h) It is said that the early bird catches the worm. (_____)
- i) Their teacher explained that the novel consisted of two parts; the first historical, the second contemporary. (synopsis)
- j) He was over the moon when he won the scholarship. (_____)
- k) 'Finger lickin' good' has sold millions of chicken meals. (_____)
- l) His feelings towards his old school were a mixture of love and hate.
(_____)
- m) Paris is the capital of romance; the city for lovers. (_____)

5 Confusing pairs

Certain common words can cause confusion because they have similar but distinct spellings and meanings:

*The drought **affected** the wheat harvest in Australia.*

*An immediate **effect** of the price rise was a fall in demand.*

'Affect' and 'effect' are two different words. 'Affect' is a verb, while 'effect' is commonly used as a noun.

- Study the differences between other similar confusing pairs (most common form of use in brackets).

accept (verb)/except (prep)

*It is difficult to **accept** their findings.*

*The report is finished **except** for the conclusion.*

compliment (noun/verb)/complement (verb)

*Her colleagues **complimented** her on her presentation.*

*His latest book **complements** his previous research on South African politics.*

economic (adj)/economical (adj)

*Inflation was one **economic** result of the war.*

*Sharing a car to go to work was an **economical** move.*

its (possessive pronoun)/it's (subject pronoun + verb)

*The car's advanced design was **its** most distinct feature.*

***It's** widely agreed that carbon emissions are rising.*

led (verb – past tense of lead)/lead (noun)

*His research **led** him to question the orthodox opinion.*

***Lead** (Pb) is a valuable mineral.*

lose (verb)/loose (adj)

*No general ever plans to **lose** a battle.*

*He stressed the **loose** connection between religion and psychology.*

principal (adj/noun)/principle (noun)

*Zurich is the **principal** city of Switzerland.*

*All economists recognise the **principle** of supply and demand.*

rise (verb – past tense rose)/raise (verb – past tense raised)

*The population of Sydney **rose** by 35% in the last century.*

*The university **raised** its fees by 10% last year.*

site (noun)/sight (noun)

*The **site** of the battle is now covered by an airport.*

*His **sight** began to weaken when he was in his eighties.*

tend to (verb)/trend (noun)

*Young children **tend to** enjoy making a noise.*

*In many countries there is a **trend** towards smaller families.*

■ Choose the correct word in each sentence.

- The company was founded on the principals/principles of quality and value.
- Millions of people are attempting to lose/loose weight.
- Sunspots have been known to affect/effect radio communication.
- Professor Poledna received their compliments/complements politely.
- The ancient symbol depicted a snake eating it's/its tail.
- Both social and economical/economic criteria need to be examined.
- It took many years for some of Einstein's theories to be accepted/excepted.

6 Words and phrases from other languages

When reading academic texts, you may meet words and phrases from other languages, usually Latin, German or French. They are generally used because there is no exact English equivalent, and they are often printed in italics:

He argued for the *de facto* independence of the states.

You are not expected to use these phrases in your own writing, but it is useful to understand them when you read. They can be found in a dictionary, and some of the more common ones are listed here:

Latin

<i>ad hoc</i>	unplanned
<i>de facto</i>	as it really is
<i>de jure</i>	according to law
<i>inter alia</i>	among others
<i>in vitro</i>	studies conducted on isolated organs (in Biology)
<i>pro rata</i>	proportional

French

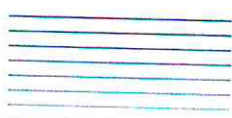
<i>à propos de</i>	on the subject of
<i>ancien régime</i>	old ruling system
<i>coup d'état</i>	military takeover
<i>déjà vu</i>	sensation of having seen something before
<i>fait accompli</i>	accomplished fact
<i>raison d'être</i>	reason for living

German

<i>Bildungsroman</i>	a story of growing-up
<i>Mitteleuropa</i>	central Europe
<i>Realpolitik</i>	political reality
<i>Schadenfreude</i>	pleasure from another's misfortune
<i>Zeitgeist</i>	spirit of the times

UNIT 4.2

Abbreviations



Abbreviations are an important and expanding feature of contemporary English, widely used for convenience and space-saving. Students need to be familiar with both general and academic abbreviations.

1 Types of abbreviation

Abbreviations take the form of shortened words, acronyms, or a set of letters, as shown here.

- a) **Shortened words** are often used without the writer being aware of the original form. 'Bus' comes from 'omnibus', which is hardly used in modern English, and 'disco' is more common than 'discothèque', while 'refrigerator' is still better in written English than the informal 'fridge'. Yet 'lab' for 'laboratory', 'memo' for 'memorandum' and 'vet' for 'veterinary surgeon' are quite acceptable.
- b) **Acronyms** are made up of the initial letters of a name or phrase (e.g. AIDS = Acquired Immune Deficiency Syndrome). They are pronounced as words. In some cases, users have forgotten that these are acronyms and they are treated as ordinary words (e.g. 'radar' comes from 'radio detection and ranging').
- c) **Other abbreviations** are read as sets of individual letters. They include names of countries, organisations and companies (US/BBC/IBM), and also abbreviations which are only found in written English (e.g. PTO means 'please turn over'). Note that in many cases abbreviations are widely used without most users knowing what the individual letters stand for (e.g. DNA, DVD).

2 Common abbreviations

There are thousands of abbreviations in standard English, but these are some of the most frequently used in an academic context.

AGM	annual general meeting
ASAP	as soon as possible
BA	Bachelor of Arts
BCE	before the common era (previously BC)
BSc	Bachelor of Sciences
CAD	computer-aided design
CE	common era (previously AD)
CV	curriculum vitae
DIY	do-it-yourself
ETA	estimated time of arrival (for journeys)
EU	European Union
FE	further education (non-university study above 16/18)
GM	genetically modified
GNP	gross national product
HE	higher education (university study above 18)
HR(M)	human resource (management)
ICT	information and communications technology
IMF	International Monetary Fund
LLB	Bachelor of Laws
MA	Master of Arts
MSc	Master of Science
PG	Postgraduate
PGCE	Postgraduate Certificate of Education
PhD	Doctor of Philosophy
PLC	public limited company
PR	public relations
UCAS	Universities and Colleges Admissions Service (UK)
UG	undergraduate
UN	United Nations
URL	uniform resource locator (website address)
VC	Vice-Chancellor
WTO	World Trade Organisation

However, writers often employ more specialised, subject-specific abbreviations:

Starting from the resource-based view (RBV) of the firm, it is argued that. . .

The Technology Readiness Index (TRI) was introduced by Parasuraman (2000).

Note that the first time a phrase is used it must be written in full with the abbreviation appearing after it in brackets, but on subsequent occasions the abbreviation can be used alone.

3 Punctuation

There are many standard abbreviations which have a full stop after them to show that it is a shortened form of a word (e.g. Tues. = Tuesday). Other examples are govt. (government), co. (company) and Oct. (October). With acronyms and other abbreviations it is now normal to write the letters without full stops (e.g. BBC, ABS).

4 Duplicate abbreviations

Abbreviations can be confusing. PC, for example, may stand for 'personal computer' but also 'politically correct' or 'Police Constable'. It is useful to be aware of these potential confusions. A good dictionary should be used to understand more unusual abbreviations.

5 Abbreviations in writing

While all academic subjects have their own abbreviations, there are certain abbreviations common to most types of academic writing. They include:

anon.	anonymous (no author)
c.	<i>circa</i> (in dates – about)
cf.	compare
ed.	editor/edition
e.g.	for example
<i>et al.</i>	and others (used for giving names of multiple authors)
etc.	<i>et cetera</i> (and so on – do not use this in formal academic work)
Fig.	figure (for labelling charts and graphs)
<i>ibid.</i>	in the same place (to refer to source mentioned immediately before)
i.e.	that is
K	thousand
NB:	take careful note
nd.	no date (i.e. an undated source)
No.	number
<i>op. cit.</i>	in the source mentioned previously
p.a.	yearly (per annum)
pp.	pages
PS	postscript
re:	with reference to
<i>sic</i>	in quotations, used to show a mistake in the original
vs	versus

- See Units 1.8 References and Quotations and 3.5 Punctuation

6 Practice

- Explain the abbreviations in the following sentences.
- a) The failure rate among ICT projects in HE reaches 40% (Smith *et al.*, 2015).
 - b) GM technology is leading to advances in many fields (e.g. forestry).
 - c) The world's most populous country (i.e. China) joined the WTO in 2001.
 - d) NB: CVs must be submitted to HR by Sep. 30th.
 - e) The city seems to have been destroyed c. 2500 BCE.
 - f) The EU hopes to achieve a standard rate of VAT.
 - g) Her PhD thesis examined the threat of TB in SE Asia.
 - h) Fig. 4 – Spanish GNP 2008–2016.
 - i) The VC is meeting the PGCE students.
 - j) Director of PR required – salary approx. \$75K.
 - k) Re: next month's AGM: the report is needed ASAP.
 - l) Dr Wang argued that the quality of MSc and MA research was falling.

UNIT
4.3

Academic Vocabulary

Nouns and Adjectives

To read and write academic papers effectively, students need to be familiar with the rather formal vocabulary widely used in this area. This unit focuses on nouns and adjectives; Unit 4.4 looks at verbs and adverbs.

1 Introduction

The quantity and complexity of vocabulary needed to read academic texts often concern international students. But it is worth remembering that much of that vocabulary is specific to your subject area, for example, in the sentence:

The effectiveness of this malaria vaccine has been a subject of controversy.

'Malaria vaccine' will be understood by medical students, while 'effectiveness' and 'controversy' are general academic vocabulary which all students need to understand. The focus of this unit is on the general vocabulary common to most disciplines.

2 Nouns

- Study the following list of common academic nouns with examples of use. With a partner, discuss the meaning of each noun.

accuracy	Repeating the experiment will improve the accuracy of the results.
analysis	His analysis of the alloy showed a high percentage of copper.
approach	Professor Han has brought a new approach to the study of genetics.
assessment	She failed the first module assessment but passed the final one.
assumption	He made the assumption that all the students spoke French.
authority	Dr James is our leading authority on marine law.

category	Her work established two categories of local governance.
claim	Their claim that the island was first inhabited in 550 BCE is false.
controversy	Climate change is an issue that has caused much controversy .
correlation	They found a correlation between height and health.
deterrent	The harsh climate of the desert acted as a deterrent to exploration.
emphasis	Their teacher put an emphasis on practical research.
evidence	The X-ray provided evidence of his lung infection.
exception	The Tesla is an exception to the idea of slow, small electric cars.
extract	He read a short extract from his paper on Hegel to the class.
ideology	Military power was at the heart of Roman ideology .
implication	The implication of the report is that we need to do more research.
innovation	Steam power was a significant innovation in the eighteenth century.
intuition	Intuition has been described as 'a gut feeling'.
motivation	Money is often claimed to be the primary motivation for most workers.
perspective	Sigmund Freud's work opened a new perspective on human behaviour.
phenomenon	Earthquakes are an unusual phenomenon in Britain. (NB: Irregular plural – phenomena)
policy	The university has a zero-tolerance policy on plagiarism.
preference	Her preference was criminal law, but other fields were more profitable.
process	The drug trials involved a three-stage process that took two years.
proposal	The professor's proposal for more seminars was rejected.
provision	The library has increased its provision of computer terminals by 100%.
sequence	Writing is a sequence of reading, note-taking, planning and drafting.
strategy	Swimming every day was part of his strategy for getting fit.
substitute	To what extent can natural gas be a substitute for oil?
technique	She developed a new technique for collecting the beetles.
validity	Events confirmed the validity of his prediction.

■ Complete each sentence with a suitable noun.

- The excavation found no _____ of human settlement before 1250 BCE.
- The tutor asked the class for their _____ for next semester's topics.
- Many great discoveries were based on _____ rather than logic.

- d) Due to the rising birth rate _____ was made for more school places.
- e) Few believed Galileo's _____ that the earth went round the sun.
- f) Hurricanes and typhoons are both weather _____
- g) The new _____ for making steel boosted production by 60%.
- h) They looked for a _____ between birth month and longevity.

3 Nouns and adjectives

A simple way of expanding vocabulary is to learn related parts of speech. Many of the nouns in the list on pages 189–90 have a related adjective (e.g. accuracy/accurate).

- Write example sentences to show the meaning of the following related adjectives.

accurate	<i>The arrival of railways created a demand for <u>accurate</u> timekeeping.</i>
analytical	
approachable	
authoritative	
controversial	
emphatic	
exceptional	
ideological	
innovative	
intuitive	
motivational	
phenomenal	
preferential	
provisional	
sequential	
strategic	
technical	
valid	

4 Confusing nouns and adjectives

It is easy to confuse the noun and adjective form of words such as 'possible' and 'possibility'.

- Compare these sentences:

The efficiency of the machine depends on the precision of its construction.

Precise construction results in an efficient machine.

The first sentence uses the nouns 'efficiency' and 'precision'. The second uses the adjectives 'precise' and 'efficient'. Although the meaning is similar, the first sentence is more formal. Effective academic writing requires accurate use of both nouns and adjectives.

■ Complete the gaps in the following table.

Noun	Adjective	Noun	Adjective
<i>approximation</i>	approximate		particular
superiority		reason	
	strategic		synthetic
politics		economics/economy*	
	industrial		cultural
exterior		average	
	high		reliable
heat		strength	
	confident		true
width		probability	
	necessary		long
danger		relevance	

* Compare the three nouns:

Economics is a demanding undergraduate degree course. (academic subject)

The Greek **economy** is heavily in debt. (national economy, countable)

Economy is needed to reduce the deficit. (saving money, uncountable)

5 Practice A

■ Insert a suitable noun or adjective from the table into each sentence.

- The students were _____ their project would be successful.
- One of Tokyo's _____ is its excellent transport system.
- There is a strong _____ that fees will rise next year.

- d) The students complained that the lecture was not _____ to their course.
- e) The results are so surprising it will be _____ to repeat the experiment.
- f) The _____ household size in Turkey is 4.1 people.
- g) Regularly backing up computer files reduces the _____ of losing vital work.
- h) Revising for exams is a tedious _____
- i) These data appear to be _____ and should not be trusted.
- j) The _____ date of the founding of Rome is 750 BCE.
- k) The _____ consequences of the war were inflation and unemployment.
- l) They attempted to make a _____ of all the different proposals.

6 Similar adjectives

Certain common adjectives have two forms with slightly different meanings:

High inflation is an economic problem. (related to the economy)

It is more economical to travel by bus than train. (saving money)

Martin Luther King made his historic speech in Washington. (memorable or significant)

Cleopatra was a historical character, born in 69 BCE. (real person in past)

The electric guitar was developed in the 1930s. (worked by electricity)

Electrical engineering was a popular course. (relating to electricity)

7 Academic adjectives

The following adjectives are best understood and learnt as pairs of opposites:

<i>absolute</i>	<i>relative</i>
<i>abstract</i>	<i>concrete</i>
<i>accurate</i>	<i>inaccurate</i>
<i>ambiguous</i>	<i>unambiguous</i>
<i>analytic</i>	<i>synthetic</i>

<i>effective</i>	<i>ineffective</i>
<i>exclusive</i>	<i>inclusive</i>
<i>logical</i>	<i>illogical</i>
<i>metaphorical</i>	<i>literal</i>
<i>precise</i>	<i>vague or approximate or rough</i>
<i>rational</i>	<i>irrational</i>
<i>reliable</i>	<i>unreliable</i>
<i>relevant</i>	<i>irrelevant</i>
<i>specific</i>	<i>non-specific</i>
<i>subjective</i>	<i>objective</i>
<i>theoretical</i>	<i>practical or empirical or pragmatic</i>

*Inflation is an **abstract** concept.*

*The **metaphorical** use of the word 'key' is probably more common than its **literal** one.*

*The study of engineering is very **relevant** to architecture.*

*Her paper on women in education was criticised for being too **subjective**.*

*In Europe, **empirical** research began in the sixteenth century.*

8 Practice B

■ Complete each sentence with a suitable adjective from the list in 7).

- The teacher complained that the quotes were _____ to the title.
- His _____ approach led him to ignore some inconvenient facts.
- _____ examples are needed to make the argument clear.
- It is sufficient to give _____ figures for national populations.
- Poverty is usually regarded as a _____ concept.
- They approached the task in a _____ way by first analysing the title.
- The students preferred examining case studies to _____ discussion.
- The results were _____: the victims had definitely been poisoned.

9 Practice C

- Underline the adjective in each sentence and write the related noun in brackets.

Example:

Several steel producers are likely to shut down next year. (likelihood)

- a) The HR team have just completed a strategic review of pay. (_____)
- b) Dr Lee adopted an analytical approach to the inquiry. (_____)
- c) Nylon was one of the earliest synthetic fibres. (_____)
- d) Her major contribution to the research was her study of antenatal care. (_____)
- e) All advertising must respect cultural differences. (_____)
- f) Some progress was made in the theoretical area. (_____)
- g) A frequent complaint is that too much reading is expected. (_____)
- h) We took a more critical approach to marketing theory. (_____)
- i) The Department of Social Policy is offering three courses this year. (_____)
- j) Finally, the practical implications of my findings will be examined. (_____)

Students wishing to develop their academic vocabulary should study the Academic Word List (AWL). This is a list of 570 items commonly found in academic texts across various disciplines created by Averil Coxhead.

See: <https://canvas.bham.ac.uk/courses/12947/pages/vocabulary-and-the-academic-word-list> for links to various websites on this subject.

UNIT
4.4

Academic Vocabulary

Verbs and Adverbs

When reading a text, it is useful to identify and understand the main verb: this is often the key to understanding the whole sentence. This unit looks at the more formal verbs used in academic writing, the verbs of reference used to introduce summaries, and outlines the use of adverbs.

1 Understanding main verbs

- Study the following sentence and underline the main verbs:

The author concludes that no reasonable alternative is currently available to replace constitutional democracy, even though he does not completely reject the possibility of creating a better political system in the future.

To follow the writer's meaning, the reader needs to be clear that 'conclude' and 'reject' are the main verbs in the two parts of the sentence.

Academic writing tends to use rather formal verbs to express the writer's meaning accurately:

*In the last decade the pace of change **accelerated**.*

*Could Darwin have **envisaged** the controversy his work would cause?*

In spoken English we are more likely to use 'speed up' and 'imagined'.

- Study the following list and find a synonym in each case.

(Some of these verbs (e.g. 'hold') are used in academic writing with a special meaning).

Verb	Example of use	Synonym
to adapt	the health system has been adapted from France	<i>modified</i>
to arise	a similar situation arises when we look at younger children	
to conduct	the largest study was conducted in Finland	
to characterise	developing countries are characterised by . . .	
to clarify	the project was designed to clarify these contradictions	
to concentrate on	that study concentrated on older children	
to be concerned with	the programme is concerned primarily with . . .	
to demonstrate	further research has demonstrated that few factors . . .	
to determine	the water content was experimentally determined	
to discriminate	a failure to discriminate between the two species	
to establish	the northern boundary was established first	
to exhibit	half of the patients exhibited signs of improvement	
to focus on	her work focused on female managers	
to generate	a question which has generated a range of responses	
to hold	Newton's Second Law, $F=ma$, holds everywhere	
to identify	three main areas have been identified	
to imply	his absence implies a lack of interest	
to interact	understand how the two systems interact	
to interpret	the result can be interpreted as a limited success	
to manifest	as manifested in antisocial behaviour	
to overcome	both difficulties were overcome in the first week	
to propose	they propose that social class is the main factor	
to prove	the use of solar power is proving successful	
to recognise	he is now recognised as a leading expert	
to relate to	the pattern was related to both social and physical factors	
to supplement	the diet was supplemented with calcium and iodine	
to undergo	the system underwent major changes in the 1980s	
to yield	both surveys yielded mixed results	

2 Using verbs of reference

Referring verbs are used to summarise another writer's ideas:

*Previn **argued** that global warming was mainly caused by the solar cycle.*

*Bakewell (1992) **found** that most managers tended to use traditional terms.*

They may also be used to introduce a quotation.

*As Scott **observed**: 'Comment is free, but facts are sacred'.*

Most of these verbs are followed by a noun clause beginning with 'that'.

- a) The following mean that the writer is presenting a case:

argue claim consider hypothesise suggest believe think state

*Melville (2007) **suggested** that eating raw eggs could be harmful.*

- b) A second group describe a reaction to a previously stated position:

accept admit agree with deny doubt

*Handlesmith **doubts** Melville's suggestion that eating raw eggs could be harmful.*

- c) Others include:

assume conclude discover explain imply indicate maintain presume
reveal show

*Patel (2013) **assumes** that inflation will remain low.*

3 Practice A

- Write a sentence referring to what the following writers said (more than one verb may be suitable). Make sure you use the past tense.

Example:

Z: 'My research shows that biofuels are environmentally neutral'.

*Z **claimed/argued** that biofuels were environmentally neutral.*

- A: 'I may have made a mistake in my calculations on energy loss'.
- B: 'I did not say that women make better doctors than men'.
- C: 'Small firms are more dynamic than large ones'.
- D: 'I support C's views on small firms'.
- E: 'I'm not sure, but most people probably work to earn money'.
- F: 'After much research, I've found that allergies are becoming more common'.

- g) G: 'I think it unlikely that electric cars will replace conventional ones'.
 h) H: 'There may be a link between crime and sunspot activity'.

4 Further verbs of reference

A small group of verbs is followed by the pattern (somebody/thing + for + noun/gerund):

blame censure commend condemn criticise

*Lee (1998) **blamed** the media for creating uncertainty.*

NB: All except 'commend' have a negative meaning.

Another group is followed by (somebody/thing + as + noun/gerund):

assess characterise classify define describe
 evaluate identify interpret portray present

*Terry **interprets** rising oil prices as a result of the Asian recovery.*

- See Unit 1.8.3 References and Quotations – Reference verbs

5 Practice B

- Rewrite the following statements using verbs from the lists in (4).

Example:

K: 'Guttman's work is responsible for many of the current social problems'.

*K **blamed** Guttman's work for many of the current social problems.*

- a) L: 'She was very careless about her research methods'.
 b) M: 'There are four main types of children in care'.
 c) N: 'That company has an excellent record for workplace safety'.
 d) O: 'The noises whales make must be expressions of happiness'.
 e) P: 'Wind power and biomass will be the leading green energy sources of the future'.
 f) Q: 'Darwin was the most influential naturalist of the nineteenth century'.

6 Using adverbs

In the following sentence, adverbs are used to give information about time (currently) and degree (completely).

The author concludes that no reasonable alternative is currently available to replace constitutional democracy, even though he does not completely reject the possibility of creating a better political system in the future.

- 1 Adverbs are used in academic writing in a variety of ways. Among the most important are:
 - a) to provide more detail, with verbs and adjectives:

Reasonably good data are available for only the first two years.

Decomposition eventually ceases in modern landfills.

- b) individually, often at the beginning of sentences, to introduce new points or link sentences together:

Currently, the Earth's atmosphere appears to be warming up.

Alternatively, the use of non-conventional renewable energies is worth exploring.

NB: Adverbs used individually need to be employed with care. It is dangerous to overuse them, since they can be like the author commenting on the topic. As an academic writer aims to be objective, adverbs such as 'fortunately' or 'remarkably' may be unsuitable.

- 2 Adverbs linked to verbs and adjectives usually fall into three groups.

- a) Time (when?)

previously published

retrospectively examined

- b) Degree (how much?)

declined considerably

contribute substantially

- c) Manner (in what way?)

medically complicated

remotely located

Further common examples include:

Time	Degree	Manner
<i>recently</i>	<i>clearly</i>	<i>(un)surprisingly</i>
<i>increasingly</i>	<i>particularly</i>	<i>factually</i>
<i>originally</i>	<i>broadly</i>	<i>politically</i>
<i>presently</i>	<i>highly</i>	<i>locally</i>
<i>currently</i>	<i>wholly</i>	<i>alternatively</i>
<i>traditionally</i>	<i>crucially</i>	<i>similarly</i>
<i>continuously</i>	<i>emphatically</i>	<i>psychologically</i>

- See Unit 3.4.4 Passive and Active – adverbs with passives

7 Practice C

- Insert suitable adverbs from the preceding table into the gaps in the sentences.

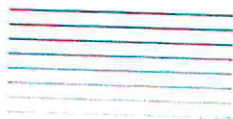
- Most houses do not have electricity. _____, then, there is little chance of improving living standards.
- _____, the internet was mainly used for academic purposes.
- Some courses are assessed purely by exams. _____, course-work may be employed.
- _____, there has been growing concern about financing the health service.
- Many birds use bright colours to attract a mate. _____, flowers advertise their position to fertilising insects.
- _____, the development should be acceptable environmentally.
- Despite some disagreement, the team were _____ united on the next step.
- Although _____ correct, many details were missing from the report.

8 Practice D

- Complete the text by inserting a suitable adverb from the box into each gap.

virtually conventionally basically originally recently illicitly significantly substantially

_____, the earliest keys were made by the Egyptians from wood, and _____ improved by the Romans, who used metal. Today's keys are _____ the same: a piece of metal with teeth, _____ produced by cutting and stamping. But _____ a new technology, 3D printing, has made it possible to manufacture much more intricate designs which are _____ impossible to copy _____. Although _____ more expensive, these hi-tech keys offer remarkable security.



Conjunctions are words or phrases which join sections of text together. Effective reading and writing requires clarity about the specific meaning of conjunctions. This unit describes the different functions of conjunctions and practises their use. Other ways of linking sections of text are explained in Unit 3.1 Cohesion.

1 How conjunctions work

When reading a text, conjunctions are like signposts, helping the reader to follow the ideas.

- Read the following paragraph and study the functions of the conjunctions (in bold).

BIOFUELS

Newly published research examines some important questions about the growing use of biofuels, **such as** ethanol made from maize. The production of these has increased sharply recently, **but** the replacement of food crops with fuel crops has been heavily criticised. **Although** initially seen as a more environmentally friendly type of fuel, the research shows that producing some biofuels, **for instance** biodiesel palm oil, is more polluting than using conventional oil. The ethanol produced from sugar cane, **however**, can have negative emissions, **in other words** taking carbon dioxide from the atmosphere, which is a beneficial process. **Consequently**, it can be seen that the situation is rather confused, **and** that biofuels are **neither** a magical solution to the energy problem, **nor** are they the environmental disaster sometimes suggested.

Note that some conjunctions link parts of sentences together:

The production of these has increased sharply recently, but the replacement of food crops with fuel crops has been heavily criticised.

While others join a new sentence to the previous one:

... carbon dioxide from the atmosphere, which is a beneficial process. Consequently, it can be seen that the situation is rather confused ...

2 Types of conjunctions

Note the way conjunctions work in the following sentences:

Demand for food is increasing because the population is growing.

Mechanisation has increased crop yields, yet production is still inadequate.

In the first sentence 'because' introduces a reason, in the second 'yet' indicates opposition between the two parts of the sentence.

■ Underline the conjunctions in the following sentences.

- A few inventions, for instance television, have had a major impact on everyday life.
- Furthermore, many patients were treated in clinics and surgeries.
- The definition of 'special needs' is important since it is the cause of some disagreement.
- The technology allows consumers a choice, thus increasing their sense of satisfaction.
- Four hundred people were interviewed for the survey, then the results were analysed.
- However, another body of opinion associates globalisation with unfavourable outcomes.

■ There are six main types of conjunction. Match each of the following types to one of the preceding sentences.

- Addition (6)
- Result ()
- Reason ()
- Opposition ()
- Example ()
- Time ()

■ Read the paragraph on biofuels on page 202 and decide what the function of each conjunction is (i.e. types i – vi in this section).

Conjunction	Type	Conjunction	Type
a) <i>such as</i>	<i>example</i>	f)	
b)		g)	
c)		h)	
d)		i)	
e)			

► See Unit 2.2 Cause and Effect

3 Common conjunctions

- Working with a partner, complete the table with as many examples of conjunctions as possible.

Addition	Result	Reason	Opposition	Example	Time
<i>and</i>	<i>consequently</i>	<i>since</i>	<i>yet</i>	<i>such as</i>	<i>then</i>

4 Practice A

- Insert a suitable conjunction into each gap.

- _____ checking the equipment the experiment was repeated.
- _____ most people use the train, a minority walk or cycle.
- Brick is a thermally efficient building material. It is, _____, cheap.
- Demand has increased for summer courses, _____ extra ones are offered this year.
- Many writers, _____ Chekhov, have been doctors.
- _____ the increase in residence fees more students are moving out.
- _____ teaching at the Sorbonne she was writing a novel.
- _____ he was studying Italian he spent a semester in Bologna.

5 Practice B

- Insert a suitable conjunction into each gap.

Geoengineering

Geoengineers believe that it may be possible to counteract the effects of global warming by large-scale engineering projects, a) _____ the 'solar umbrella' designed to reflect sunlight back into space. b) _____ no major schemes have yet been attempted, there is already controversy about the risks involved.

Two different approaches are suggested: c) _____ to block incoming sunlight, d) _____ alternatively to take carbon dioxide out of the atmosphere. One proposal, e) _____, consists of putting iron into the sea in order to encourage the growth of the tiny sea creatures which absorb carbon dioxide. f) _____ this second approach is unlikely to create major problems, blocking sunlight is potentially dangerous, g) _____ the risk of affecting rainfall patterns h) _____ even ocean currents. i) _____ bioengineers are anxious to establish clear guidelines before any large-scale experiments are carried out.

6 Confusing conjunctions

In a few cases conjunctions have two meanings:

While there were risks with the drug, he thought they were minor. (opposition)

While listening to the lecture, she was planning the essay. (time)

He has been in Washington since Tuesday. (time)

Since she couldn't read Russian she had the paper translated. (reason)

7 Conjunctions of opposition

In some ways these are the most important type of conjunction, and can be the most difficult to use accurately. Note the position of the conjunctions in the following examples:

Although/While there are frequent strikes, the economy is strong.

In spite of/Despite the frequent strikes, the economy is strong.

There are frequent strikes. However/Nevertheless, the economy is strong.

The economy is strong, but/yet there are frequent strikes.

■ Write two sentences in each case.

Example: The equipment was expensive/unreliable

The equipment was expensive but unreliable.

Although the equipment was expensive, it was unreliable.

a) The government claimed that inflation was falling. The opposition said it was rising.

i) _____

ii) _____

b) This department must reduce expenditure. It needs to install new computers.

i) _____

ii) _____

c) Sales of the new car were poor. It was heavily advertised.

i) _____

ii) _____

8 Practice C

■ Finish the sentences in a suitable way.

a) In contrast to America, where gun ownership is common,

b) Despite leaving school at the age of 14,

c) The majority displayed a positive attitude to the proposal, but

d) While the tutor insisted that the essay was easy,

e) Although the spring was cold and dry,

f) He finished the project before the deadline, yet

g) She prefers speaking French, nevertheless

h) Since it was nearly dark

UNIT
4.6

Prefixes and Suffixes

Prefixes and suffixes are the first and last parts of certain words. Understanding the meaning of prefixes and suffixes can help you work out the meaning of a word and is particularly useful when you meet specialist new vocabulary.

1 How prefixes and suffixes work

'Unsustainable' is an example of a word containing a prefix and suffix. Words like this are much easier to understand if you know how prefixes and suffixes affect word meaning.

Prefixes change or give the meaning.

Suffixes show the meaning or the word class (e.g. noun, verb).

Prefix	Meaning	STEM	Suffix	Word class/Meaning
un-	negative	sustain	-able	adjective/ability

*The rate of growth was **unsustainable** (i.e. could not be continued).*

- Find the meaning of the words in bold:

***Prefabrication** of the flats speeded up the building process.*

*He was **revitalised** by the holiday in the mountains.*

pre-	before	fabric	-ation	noun
re-	again	vital	-ise	verb

2 Prefixes

- a) Negative prefixes: NON-, UN-, IN-, IM-, MIS-, DE- and DIS- often give adjectives and verbs a negative meaning: **nonsense**, **unclear**, **incapable**, **impossible**, **mishear**, **decrease**, **disagree**.

NB. There are a few exceptions (e.g. 'invaluable' means very useful).

- b) A wide variety of prefixes define meaning (e.g. PRE- usually means 'before', hence **prefer**, **prehistory** and, of course, **prefix**)!

Common prefixes of meaning

- Find the meaning(s) of each prefix (NB: some prefixes have more than one meaning).

Prefix	Example	Example sentence	Meaning
anti	antidepressant	Antidepressant drugs are often overprescribed.	<i>against</i>
auto	automatically	Over-18s automatically have the right to vote.	
co	co-ordinator	The co-ordinator invited them to a meeting.	
ex	ex-president	The ex-president gave a speech on climate change.	
ex	exclusive	It is difficult to join such an exclusive club.	
fore	forecast	The long-term forecast is for higher inflation.	
inter	intervention	Early medical intervention saves lives.	
macro	macroeconomics	Keynes focused on macroeconomics .	
micro	microscope	She examined the tiny animals with a microscope .	
multi	multinational	Ford is a multinational motor company.	
non	nonfiction	They specialise in publishing nonfiction .	
over	oversleep	He missed the lecture because he overslept .	
poly	polyglot	She was a true polyglot , speaking five languages.	
post	postpone	The meeting is postponed until next Monday.	
pro	promote	Their website promoted the college's facilities.	
re	retrain	The firm retrained staff to use the new software.	
sub	subtitle	Chinese films often have subtitles in the West.	

tele	televis	Parliament was first televised in 1989.	
trans	transmitter	Early radio transmitters were short-range.	
under	undergraduate	Most undergraduate courses last three years.	
under	undercook	Eating undercooked meat can be dangerous.	

3 Practice A

Prefixes allow new words to be created (e.g. 'unfriend' [to delete a 'friend' from social media]).

■ Suggest possible meanings for the recently developed words in bold.

- Criminal activity seems to be very common among the **underclass**.
- Some passengers found the plane was **overbooked** and had to wait for the next flight.
- The **microclimate** in this district allows early vegetables to be grown.
- It is claimed that computers have created a **post-industrial** economy.
- Most film stars have **ex-directory** phone numbers.
- The class was **underwhelmed** by the quality of the lecture.
- The couple decided to draw up a **prenuptial** agreement.
- The company is looking for a **proactive** manager.

4 Suffixes

- Some suffixes like -ION, -IVE or -LY help the reader find the word class (e.g. noun, adjective or adverb).
- Other suffixes add to meaning (e.g. -FUL or -LESS LESS after an adjective has a positive or negative effect [thoughtful/careless]).

Word class suffixes

- Nouns**
- ER often indicates a role: *teacher, gardener*
 - EE can show a person who is the subject: *employee, trainee*
 - ISM and -IST are often used with belief systems and their supporters: *socialism/socialist*
 - NESS converts an adjective into a noun: *sad > sadness*
 - ION changes a verb to a noun: *convert > conversion*
- Adjectives**
- IVE *effective, constructive*
 - AL *commercial, agricultural*
 - IOUS *precious, serious*

- Verbs** -ISE/-IZE to form verbs from adjectives: *private* > *privatise*
 NB: In the US only -ize spelling is used, but both forms are accepted in the UK
- Adverbs** -LY most (but not all) adverbs have this suffix: *happily*

Meaning suffixes

A few suffixes contribute to the meaning of the word:

- -ABLE has the meaning of 'ability': *a watchable film, changeable weather*
- -WARDS means 'in the direction of': *the ship sailed northwards, he walked homewards*
- -FUL and -LESS: *hopeful news, a leaderless team*

5 Practice B

- Give the word class and suggest possible meanings for:

- | | |
|--------------------|------------------|
| a) cancellation | f) unpredictable |
| b) coincidental | g) saleable |
| c) uncooperatively | h) interviewee |
| d) evolutionary | i) consumerism |
| e) protester | j) symbolically |

6 Practice C

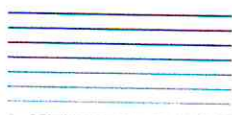
- Study each sentence and find the meaning of the words underlined.

- The film is an Anglo-Italian co-production made by a subsidiary company.
- When the car crashed, she screamed involuntarily but was unharmed.
- Using rechargeable batteries has undoubted benefits for the environment.
- They rearranged the preschool tests.
- The unavailability of the product is due to the exceptional weather.
- The miscommunication led to a reorganisation of their software system.
- Her incorrect pronunciation was laughable.
- He was told to rewrite his unreadable essay.

- See Unit 4.3 Academic Vocabulary: Nouns and Adjectives

UNIT 4.7

Prepositions



Prepositions are generally short words such as 'by' or 'at' which have a variety of uses. They are important because different prepositions can change the meaning of a sentence. This unit explains how they can be understood and learnt by linking them to nouns, adjectives and verbs. Students should consult a standard English grammar for a full list of prepositional combinations.

1 Using prepositions

Many international students find the use of prepositions confusing. This is because, although they are mainly short words, a different preposition can change the meaning of a sentence.

a) ■ Compare:

Essays must be handed in on January 15th.

Essays must be handed in by January 15th.

In the first sentence essays have to be submitted on the exact date, but in the second the date is the final deadline and essays can be submitted earlier.

b) ■ Study the use of prepositions in the following text (ignoring to + infinitives).

The **purpose of** this paper is to examine the **development of** the textile industry **in Catalonia in the period** 1780–1880. This clearly **contributed to** the region's industrialisation and was **valuable for** stimulating exports. **In conclusion**, the paper attempts to demonstrate the **relationship between** the **decline in** agricultural employment and the **supply of** cheap labour **in the factory context**.

c) ■ These are the main ways of using prepositions. Find examples of each in the text.

Noun + preposition	_____
Verb + preposition	_____
Adjective + preposition	_____
Preposition of place	_____
Preposition of time	_____
Phrase	_____

Note that prepositions linked to nouns, verbs and adjectives normally **follow** the word they are connected with, while prepositions of time and place generally come **before** the word.

2 Practice A

■ Study these further examples of prepositional use and decide on their type.

- a) There are a number **of** limitations to be considered. . . (noun +)
- b) The results would be applicable **to** all children. . . (_____)
- c) . . . the data were gathered **from** a questionnaire (_____)
- d) All the items were placed **within** their categories.. (_____)
- e) The results **of** the investigation are still pertinent. . . (_____)
- f) The respondents had spent **on** average 4.9 years. . . (_____)
- g) . . . most countries **in** sub-Saharan Africa. . . (_____)
- h) . . . **within** a short spell of four years (_____)

3 Prepositions and nouns

■ Insert a suitable preposition with the nouns in the following sentences.

- a) Evidence is presented in support _____ the value of women's work.
- b) A small change _____ wind direction can lead to large temperature changes.
- c) Many examples _____ tax evasion were found.
- d) The answer _____ the problem was 0.585.
- e) The head _____ the council has just resigned.
- f) The second point is their impact _____ developing countries.

4 Prepositions in phrases

■ Complete the following phrases with the correct preposition.

- | | |
|---------------------|--------------------------|
| a) _____ the whole | e) in support _____ |
| b) point _____ view | f) _____ the other hand |
| c) in respect _____ | g) _____ order to |
| d) _____ spite of | h) standard _____ living |

5 Prepositions of place and time

Note the difference between 'among' and 'between':

Among 14 students in the class, only two were from Africa. (large group)

He divided his time between the offices in Barcelona and Madrid. (limited number)

■ Complete the following sentences with suitable prepositions of place or time.

- _____ the respondents, few had any experience of working abroad.
- The illiteracy rate declined gradually _____ 1976 _____ 1985.
- Most workers _____ the European Union retire before the age _____ 60.
- Leonardo da Vinci was born _____ Florence _____ 1452.
- Chocolate sales fall _____ summer and peak _____ Christmas.
- _____ the surface, there is no difference _____ male and female responses.
- The countries _____ the Mediterranean held a meeting _____ May 20th.
- _____ 15 and 20 students study chemical engineering every year.

► See Unit 3.8 Time Markers

6 Practice B

■ Complete the following text with suitable prepositions.

This study attempts to answer the controversial question a) _____ whether increased food supply b) _____ a country makes a significant contribu-

tion c) _____ reducing malnutrition d) _____ children. It uses data collected e) _____ 75 countries f) _____ 1995 and 2005. The findings are that there was a considerable improvement g) _____ the majority h) _____ countries, despite increases in population i) _____ the period. However, a clear distinction was found j) _____ the poorest countries (e.g. k) _____ South Asia), where the improvement was greatest, and the wealthier states such as those l) _____ North Africa. Other factors, notably the educational level m) _____ women, were also found to be critical n) _____ improving childhood nutrition.

7 Verbs and prepositions

The following verbs are generally used with these prepositions:

<i>Verb + prep.</i>	<i>Example</i>
add to	The bad weather added to the team's difficulties.
agree with	Yu (1997) agrees with Martin and Jenks (1989).
associate with	Monetarism is an economic policy associated with Mrs Thatcher.
believe in	The survey showed that 65% believed in life after death.
blame for	He blamed unfair questions for his poor exam results.
concentrate on (also: focus on)	She dropped all her hobbies to concentrate on her work.
consist of	Parliament consists of two Houses: the Commons and the Lords.
depend on (also: rely on)	The company depends on ICT for a rapid flow of sales data.
derive from	Modern computers derive from wartime decoding machines.
divide into	Trees are divided into two main types: conifers and deciduous trees.
invest in	Far more money needs to be invested in primary education.
learn from	All successful students learn from their mistakes.
pay for	Goods delivered in April must be paid for by June 30 th .
point out	Goodson (2001) points out the dangers of generalisation.
specialise in	This department specialises in French poetry.

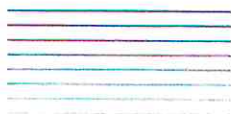
8 Practice C

■ Complete the following with suitable verbs and prepositions.

- a) The enquiry _____ the cause of the accident, not the consequences.
- b) Dr Cracknell _____ that there were only two weeks before the deadline.
- c) After graduating he _____ designing security software.
- d) Albert Einstein is commonly _____ the theory of relativity.
- e) A football pitch is _____ two halves.
- f) A series of strikes were _____ the decline in production during May.
- g) Millions of men died for the cause they _____
- h) She _____ French _____ her mother, who came from Rouen.

UNIT
4.8

Synonyms



Synonyms are different words with a similar meaning, such as 'figures' and 'numbers'. A good writer uses synonyms to avoid repetition and thus provide more interest for the reader. Synonyms should also be used when paraphrasing or note-making to avoid plagiarism.

1 How synonyms work

- Underline the synonyms in the following text and complete the table.

Royal Dutch Shell is the largest oil company in the world by revenue, with a significant share of the global hydrocarbon market. The giant firm employs over 100,000 people internationally, including over 8,000 employees in Britain. Shell produces about 13% of the UK's oil and gas.

Word/phrase	Synonym
largest	<i>giant</i>
oil	
company	
in the world	
people	
Britain	

- a) Synonyms are not always exactly the same in meaning, so that in the example on page 216 'employees' is more specific than 'people'. It is important not to change the register: 'firm' is a good synonym for 'company', but 'boss' is too informal to use for 'manager'.
- b) Many common words (e.g. culture, economy or industry) have no effective synonyms.

2 Common synonyms in academic writing

- Match the academic synonyms in each list.

Nouns		Verbs	
area	advantage	accelerate	take apart
authority	part	alter	help
behaviour	argument	analyse	question
benefit	disadvantage	assist	change
category	tendency	attach	explain
component	field	challenge	evolve
controversy	source	clarify	examine
difficulty	emotion	concentrate on	establish
drawback	target	conduct	insist
expansion	explanation	confine	speed up
feeling	conduct	develop	join
framework	topic	evaluate	decrease
goal	possibility	found	demonstrate
interpretation	production	maintain	increase
issue	research	predict	reinforce
method	increase	prohibit	focus on
option	figures	raise	forecast
results	type	reduce	ban
statistics	structure	respond	carry out
study	system	retain	limit
trend	findings	show	keep
output	problem	strengthen	reply

NB: These pairs are commonly synonymous, but not in every situation.

3 Practice A

- Find synonyms for the words and phrases underlined, rewriting the sentences where necessary.

- a) Professor Hicks questioned the findings of the research.
- b) The statistics show a steady increase in applications.
- c) The institute's prediction has caused a major controversy.
- d) Cost seems to be the leading drawback to that system.
- e) They will concentrate on the first option.
- f) After the lecture she tried to clarify her concept.
- g) Three issues need to be examined.
- h) The framework can be retained, but the goal needs to be altered.
- i) OPEC, the oil producers' cartel, is to cut production to raise global prices.
- j) The trend to smaller families has speeded up in the last decade.

4 Practice B

- Identify the synonyms in this text by underlining them and linking them to the word they are substituting for.

Example: agency – organisation

The chairman of the UK's food standards **agency** has said that a national advertising campaign is necessary to **raise** low levels of personal hygiene. The **organisation** is planning a £3m publicity programme to improve British eating habits. A survey has shown that half the population do not wash before eating, and one in five fail to wash before preparing food. There are over six million cases of food poisoning in this country every year, and the advertising blitz aims to cut this by 20%. This reduction, the food body believes, could be achieved by regular hand washing prior to meals.

5 Practice C

- In the following text, replace all the words or phrases in bold type with suitable synonyms.

Many motor manufacturers are currently introducing electric cars. Their aim is to **manufacture cars** which are cheaper to run and less polluting. But these **motor manufacturers** face several key difficulties. One **key difficulty** is the limited range of the battery, while another **difficulty** is its cost and weight. But the **motor manufacturers** predict that these **difficulties** will soon be overcome and **predict** that 10% of cars will be powered by electricity in five years' time. However, electrical **power** must be generated by something, and unless it is **generated** by renewables (e.g. wind or solar power) such **cars** may not be as 'green' as their makers claim.

- See Unit 1.7 Summarising and Paraphrasing

Progress Check 4

These exercises will help you assess your understanding of Part 4 – Vocabulary for Writing.

- 1 *Which of the following should be avoided in academic writing?*
a) a cliché b) a synopsis c) a proverb d) an idiom
- 2 *Choose the correct form in each sentence.*
a) The Democratic Liberal Party may lose/loose the election.
b) I finished the essay accept/except for the conclusion.
c) The site/sight of the accident was guarded by police.
- 3 *Explain the following:*
a) The IMF has revised its GDP forecast for next year.
b) cf. *The Legend of Layla* (anon.) c. 550 BCE.
c) His MSc dissertation was on the trials of GM strawberries.
- 4 *Give the opposite adjectives:*
a) relative
b) literal
c) objective
d) vague
e) concrete
- 5 *Give the nouns related to these adjectives:*
a) high
b) synthetic

- c) long
- d) probable
- e) relevant

6 Rewrite the sentences using verbs of reference.

- a) X: I have found that eating spiders keeps you healthy.
- b) Y: I don't agree with X's theory; it is based on poor research.
- c) Z: I support Y's opinion of X's work.

rarely particularly traditionally locally increasingly continuously obviously

7 Add a suitable adverb from the box above to each sentence.

- a) The site of London has been occupied _____ since Roman times.
- b) As central government was weak, decisions were taken _____.
- c) In the past, there was a high mortality rate among children, _____ the youngest.
- d) Young adults are _____ delaying marriage until their late twenties.
- e) _____, becoming a carpenter required a seven-year apprenticeship.

8 Complete the paragraph with suitable conjunctions.

- a) _____ she was tired, she had to finish the essay that night, b) _____ the deadline was 9 a.m. next morning. c) _____ she made a cup of coffee d) _____ sat down to write. e) _____ she could not write a word, f) _____ she was feeling so hungry. g) _____ she remembered she had not eaten all day, h) _____ she had been on the train. i) _____ she cooked an omelette, ate it with some salad, j) _____ felt much better.

9 State the word class of the following:

- a) saleable
- b) salvation
- c) privatise
- d) attendee
- e) agnosticism

10 *Link the words on the left to the meanings on the right, based on the prefixes.*

antidote	under the skin
correspondent	preliminary section of book
foreword	relation of one thing to another
polytechnic	institute where many scientific subjects are taught
proportion	assess worth of something too cheaply
subcutaneous	medicine to counter effects of poison
undervalue	person you write to regularly

11 *Find the correct prepositions to complete the text.*

a) _____ the eighteenth century, news travelled as fast as a horseman or sailing ship. It could take weeks b) _____ news c) _____ a battle d) _____ Europe to reach America. e) _____ the mid-nineteenth century railways had accelerated the distribution f) _____ newspapers, so that they reached distant provinces g) _____ hours, and then the telegraph allowed news to be sent h) _____ seconds. Today we can be overwhelmed i) _____ the volume j) _____ news k) _____ all over the world which we can continuously receive l) _____ our phones and laptops.

12 *Find synonyms for the underlined words, rewriting the sentence where necessary.*

- Their research methods caused serious argument.
- The statistics demonstrate the benefits of increased investment.
- There is a possibility of studying the family records.
- Her findings reinforce Jung's theory.
- Her area of research was Catherine the Great.
- They conducted a survey into the behaviour of international students.