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FOCUS ON **VOCABULARY 2**

Mastering the Academic Word List



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Other times, the link may be unexpected, as when we say *bright child* or *heavy heart*. Here are some typical collocation patterns.

Example:

noun + verb	<i>birds sing</i>
verb + noun	<i>deliver babies</i>
adjective + noun	<i>specific information</i>
verb + adverb	<i>breathe heavily</i>
noun + noun	<i>bear market</i>

Because collocations are not based on rules of grammar, the patterns for each word are one of a kind. Therefore, you must build up your knowledge of collocations one at a time. This section introduces a sample of the patterns you need to know in your academic reading and writing. Apply your growing understanding of collocations to new words and words you already know.

The following exercise asks you to use collocations in sentences of your own. Study the way the collocations are used in the example sentences. Pay close attention to the words around the collocations, particularly articles and prepositions. For example, in item 1, notice the prepositions *for* and *of* after **damaging consequences**. *For* indicates the receiver (effect) of **damaging consequences**. *Of* indicates the creator (cause) of the **damaging consequences**. Imitate the patterns you observe when you use the collocations in your own sentences.

Each item contains three sentences with the same collocation. Write a fourth sentence of your own using the same word partners. The first one has been done for you.

1. a. The news report resulted in **damaging consequences** for the company.
 b. Pollution in the oceans can have very **damaging consequences** for ocean life.
 c. The **damaging consequences** of unemployment affect all levels of society.
 d. The failure of the bank will have damaging consequences for its customers.
2. a. The **rapid decline** in housing prices had a negative effect on the economy.
 b. The team's failure to win any games led to a **rapid decline** in fan support.
 c. Because of the **rapid decline** in the patient's health, the doctor had to perform an emergency operation.
 d. _____
3. a. There is **mounting evidence** that some types of fish will disappear completely from the North Sea if overfishing is not stopped.
 b. The education department has **mounting evidence** that the newly introduced tests are not leading to higher standards of teaching and learning.
 c. There is **mounting scientific evidence** that global warming is damaging Earth's atmosphere.
 d. _____
4. a. University **sources confirmed** that tuition prices would rise next year.
 b. Government **sources confirmed** that the president would travel to the Far East in early spring.
 c. Media **sources confirmed** that fighting had restarted in the war zone.
 d. _____
5. a. The **basic elements** of an enjoyable movie are a good story and interesting characters.
 b. Soy products are a **basic element** of many Chinese and Japanese recipes.

- c. A **basic element** of the new economic plan was a reduction in taxes for the poor and elderly.
- d. _____
6. a. The United Nations issued a resolution to **protect** the **environment**.
 b. Every country needs to do its part to **protect** the **environment**.
 c. We can **protect** the **environment** by using nonpolluting sources of energy, such as wind power.
 d. _____
7. a. The **earning capacity** of a woman in her lifetime is generally much less than that of a man.
 b. Government officials argue that the cost of tuition for college students is offset by increased **earning capacity** after graduation.
 c. Variations in the **earning capacity** of stocks and bonds are related to rises and falls in the market.
 d. _____
8. a. There is often a **marked contrast** between the cost of living in cities and the cost of living in rural areas.
 b. Voters observed a **marked contrast** between the politician's pre-election promises and his voting record in Congress.
 c. Teachers have noticed a **marked contrast** in behavior between children who do not have breakfast before school and those who do.
 d. _____

Expanding the Topic

An important part of academic study is forming and supporting opinions about the topic you are studying. Read the statements and indicate whether you agree (A) or disagree (D). Then discuss your opinions and reasoning with a partner.

- _____ 1. The **globalization** of **contemporary** culture will **eventually** destroy the uniqueness of **diverse** societies.
- _____ 2. It is no longer realistic for the members of one **generation** to expect their standard of living to be significantly better than that of the previous generation.
- _____ 3. All governments should cut back on military spending. **Furthermore**, the money saved should be used to support the neediest members of society.
- _____ 4. Governments should charge higher taxes on luxury **items** so that necessities such as heating oil and clothing can be sold tax free.
- _____ 5. There is not enough **interaction** between teenagers and their parents these days.
- _____ 6. Taking a position of **neutrality** in times of disagreement is a sign of weakness.
- _____ 7. Newspapers unfairly **manipulate** public opinion by printing one-sided news stories.
- _____ 8. Young people today are likely to **encounter** more difficulties in their lives than their parents did a **generation** ago.



Choose one of the statements from *Expanding the Topic* and write a personal essay about it. Express your opinions and reasoning, and be sure to provide support for your opinions.

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5. a. The **basic elements** of an enjoyable movie are a good story and interesting characters.
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7. a. The supermarket was popular with international students because it stocked an **extensive range** of ethnic foods.
 b. The restaurant could only offer a **restricted range** of meals because the electricity had gone out earlier in the day.
 c. The college was able to offer a **surprising range** of degrees given its small size.
 d. The toys were only suitable for a(n) _____ age _____ as they had many small parts that could be swallowed by young children.
8. a. The goal of today's lecture is to **examine the concept** of culture in today's multicultural society.
 b. Efforts to **develop the concept** of a global village are being held back by ongoing ethnic and regional conflicts.
 c. The staff development workshop aimed to **introduce the concept** of relationship marketing to the sales team.
 d. During the first class, the teacher _____ of social change and handed out a list of required readings on the subject.

Expanding the Topic

Complete the passage by filling in the blanks with the target words in the box. Use each word only once.

affects	aspects	gender	style
apparent	conform	media	varies

Emotions in Global Perspective: Do We All Feel the Same?

- 1 We know that the people in our family, school, and peer group affect the person we become. In addition, the mass (1) _____, particularly TV, affects our social development. Since every person's experiences and environment are somewhat different, does this mean that all people are completely distinct from one another? Or are there some (2) _____ that all people share? For example, do people the world over share similar feelings, and do they express them in the same way?
- 2 In fact, scientists have concluded that people throughout the world experience six basic emotions: anger, fear, disgust, happiness, surprise, and sadness. Moreover, people everywhere can easily recognize these emotions in the same distinctive facial expressions. This seeming, or (3) _____, similarity means that much of our emotional life is universal—rather than culturally variable—and that the display of emotion is biologically programmed rather than determined by our environment.

5. compute	calculate	figure	attain	estimate
6. format	arrangement	design	policy	setup
7. principal	main	approximate	primary	fundamental
8. implicit	mutual	unspoken	implied	hidden
9. theme	subject	attitude	topic	idea
10. objective	purpose	aim	goal	recruitment

Word Tip

- The word **principal** is an adjective that means "most important."

The **principal** reason for the American Revolution was that the colonists wanted a say in how they were governed.

- In its noun form, **principal** has the more common meaning "someone who is in charge of a school."

The **principal** is responsible for the smooth running of a school.

- This word is commonly mistaken for a similarly spelled word, **principle**, which is a noun that means "a belief or idea on which a set of ideas is based." (See Chapter 5 for more on this target word.)

A key **principle** of democracy is free speech.

Expanding the Topic

Read the statements and indicate whether you agree (A) or disagree (D). Then discuss your opinions and reasoning with a partner.

- _____ 1. The vast amount of nuclear material in the world **constitutes** a clear danger to the future of humankind.
- _____ 2. Famous **authors** deserve to be paid as much as famous movie stars.
- _____ 3. The world would be a better place if the use of motor **vehicles** was severely reduced.
- _____ 4. Governments should **proceed** to make tobacco illegal in the interest of public health.
- _____ 5. The wealth gap between developed and developing countries requires a **revolutionary** solution, in which developed countries voluntarily give up some of their quality of life to help those who are less fortunate.
- _____ 6. **Classical** music has more artistic merit than rock music.
- _____ 7. People who wear unusual clothes and have extreme hairstyles usually hold **radical ideological** beliefs.
- _____ 8. People who **violate** the law repeatedly should automatically receive long prison terms.



Choose a song or other piece of music that you equate with a social/political issue. Listen carefully to the point of view expressed by the musicians. Research the social/political issue that the music describes and write an essay on the results of your investigation. Clearly indicate whether or not you support the point of view taken in the music.

CHAPTER

22

Noise Hurts

Getting Started

Discuss the questions with your classmates.

- ◆ Have you ever been annoyed by noise? What caused the noise, and how did the noise make you feel?
- ◆ What are some places that are particularly noisy? List several of them.
- ◆ How can you protect yourself from noise?

Assessing Your Vocabulary Knowledge: TARGET WORDS

Look at the words in the box. These are the target words for this chapter. Use the scale to score yourself on each word. After you finish the chapter, score yourself again to check your improvement.

- 1 I don't know this word.
- 2 I have seen or heard this word before, but I am not sure of the meaning.
- 3 I understand this word when I see it or hear it in a sentence, but I don't know how to use it in my own speaking and writing.
- 4 I know this word and can use it in my own speaking and writing.

TARGET WORDS

___albeit	___convinced	___equivalent	___parameter
___ambiguous	___correspond	___file	___passive
___amend	___credit	___formula	___preliminary
___clause	___deviation	___grade	___protocol
___consent	___distorted	___index	___route
___consultation	___draft	___integral	___tense

