

VOCABULARY FOR ENGLISH

CHECK YOUR VOCABULARY FOR
ENGLISH FOR THE

IELTS

EXAMINATION

A WORKBOOK FOR STUDENTS

by Rawdon Wyatt



PETER COLLIN PUBLISHING

CHECK YOUR VOCABULARY FOR ENGLISH
FOR THE

I E L T S

E X A M I N A T I O N

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by

Rawdon Wyatt

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About this workbook

Introduction

This workbook has been written for students who are planning to sit either the general training or the academic modules of the IELTS exam. It covers some of the main vocabulary points that you will need for, or come across in, the listening, reading, writing and speaking sections of the exam.

We hope that you find the modules in this book useful and that the vocabulary you acquire will help you to achieve the grade you want in the IELTS.

Good luck!

Structure of the IELTS Workbook

Each vocabulary area is presented in the form of a self-contained module with task-based activities which present each vocabulary item in a real context.

- Pages 1-48 focus on general vocabulary items which can be used in all aspects of your English. Some of these are relevant to specific tasks in the IELTS exam (for example, describing how something works, writing a letter or describing a table).
- Pages 49-95 focus on topic-specific vocabulary areas which may be required in the exam (for example, education, business and industry or global problems). Each module consists of three tasks: the first two present vocabulary items in context, and the third gives you the opportunity to review the vocabulary in the form of a gap-fill exercise.

Using the IELTS Workbook

You should not go through the modules mechanically. It is better to choose areas that you are unfamiliar with, or areas that you feel are of specific interest or importance to yourself.

Vocabulary Record Sheet

Remember that you should keep a record of new words and expressions that you learn, and review these from time to time so that they become an active part of your vocabulary. There is a vocabulary record sheet at the back of the book which you can photocopy as many times as you like and use to build up your own personal vocabulary bank.

Extending Your Vocabulary

Also remember that there are other methods of acquiring new vocabulary. For example, you should read as much as possible from a different variety of authentic reading materials (books, newspapers, magazines, etc).

Using an English dictionary

To help you learn English, you should use an English dictionary that can clearly define words, provide information about grammar and give sample sentences to show how words are used in context. You can use any good learner's English dictionary with this workbook, but it has been written using the material in the *English Dictionary for Students* (ISBN 1-901659-06-2), published by Peter Collin Publishing (www.petercollin.com).

International English Language Testing System (IELTS)

This workbook has been written to help you improve your vocabulary when working towards the *International English Language Testing System* (IELTS) examination. The IELTS English examination is administered by the University of Cambridge Local Examinations Syndicate, The British Council and IDP Education Australia. For further information, visit the www.ucles.org.uk website.

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Condition

A. Look at these sentences. They all use 'if'. Rewrite each sentence, replacing 'if' with the words in *bold*. You may need to remove some of the other words.

1. You can borrow my dictionary if you return it before you go home.
providing that
2. You can't go to university if you don't have good grades.
unless
3. Pollution will get worse if we continue to live in a throwaway society.
as long as
4. Many developed countries are willing to waive the Third World debt if the money is reinvested in education and medicine.
on condition that
5. Some countries will never be able to rectify their deficits even if they work very hard.
no matter how
6. Computers are difficult things to understand, even if you read a lot of books about them.
however many
7. Crime is a problem, even if you go to relatively safe countries.
wherever

B. Now rewrite each sentence beginning with the words in *bold*. For example:

Providing that you return it before you go home, you can borrow my dictionary.

C. Complete these sentences using an appropriate word or expression from above and your own ideas.

1. British universities will accept students from abroad _____
2. Working for a large company can be a fulfilling experience _____
3. Most banks are happy to lend customers money _____
4. The government will reduce income tax _____
5. The environmental situation will continue to worsen _____
6. There will always be long waiting lists at our hospitals _____
7. Travelling helps you understand more about the world around you _____

D. Some nouns can be used to express condition. Complete these sentences 1-3 with one of the words from A, B or C.

1. Being able to drive is one of the _____ of the job of salesman.
~~A. prerequisites~~ **B. prerequisites** C. prescriptions
2. Before you accept a job, it is important that you agree with the _____ of the contract.
A. conditionals **B. conditions** C. conditioners
3. It is a _____ of the university that you attend an interview.
A. requirement B. requisite C. requiem

Changes

Look at the pairs of sentences in 1-20 and choose a verb from the box which can be used with both sentences. In some cases, the meaning of the verb may change slightly. Then use a dictionary to find other objects which can be used with the verbs.

- adapt • adjust • alter • cure • demote • disappear • dissolve
 exchange • expand • fade • increase • promote reduce • renew
 renovate • replace • swell • switch • transform • vary

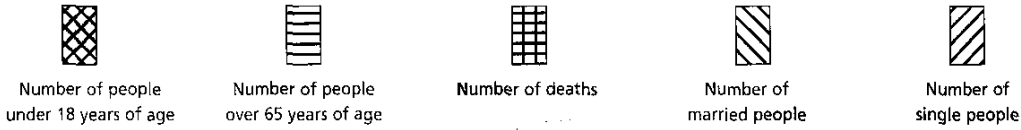
- | | |
|--|---|
| 1. We need to _____ these cars so disabled people can drive them. | The country found it hard to _____ to the new government |
| 2. If the trousers are too tight, take them back to the shop and ask them to _____ them. | He found it hard to _____ to living in a tropical country. |
| 3. You must _____ the voltage or the system will blow up. | He decided to _____ his appearance by having plastic surgery. |
| 4. Our bills will be less if we _____ from gas to electricity. | They had to _____ flights at Heathrow Airport. |
| 5. You can't _____ the terms of the contract once it has been signed. | He wants to _____ his appearance. |
| 6. It will help your digestion if you _____ your diet. | Prices of flats _____ from a few thousand to millions of pounds. |
| 7. We need to _____ our pounds for dollars. | You can usually _____ goods which are faulty if you show the receipt. |
| 8. We have had to _____ our sales force to cope with the extra demand. | Water will _____ when it is frozen. |
| 9. The price of oil will _____ next year. | Most bosses refuse to _____ salaries when they are asked. |

Changes

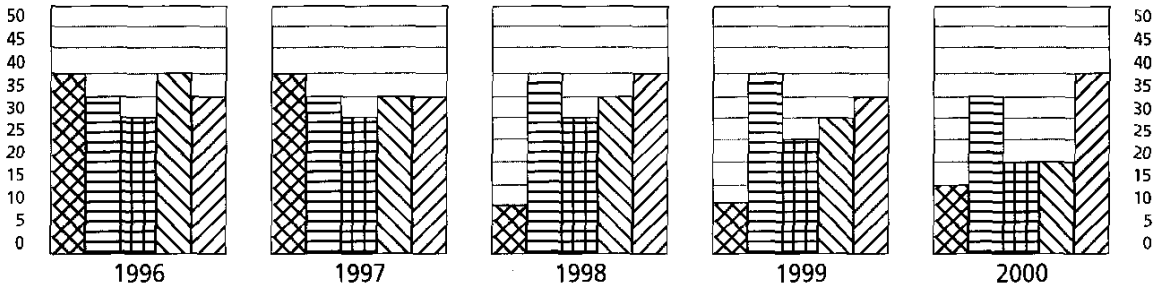
10. The management decided to _____ the company and sell the offices. _____ the sugar in boiling water.
11. More and more people are moving to cities to _____ the population there. The wasp sting caused his leg to _____ up.
12. The market for typewriters will probably _____ completely in the next few years. The police are baffled by the increasing number of people who _____ each year.
13. The old contract ran out and we had to _____ it. Many people argue that it's futile to _____ old hostilities.
14. They have received funds to _____ the old buildings. We need to _____ the central heating as it is old and worn out.
15. The boss offered to _____ him from salesman to manager. Our main aim is to _____ tourism in the country.
16. They wanted to _____ me from manager to salesperson. If we _____ you, you will lose a large part of your salary.
17. If you wash it too much, the colour will _____ . We watched the islands _____ away into the distance.
18. The company decided to _____ the permanent staff with freelancers. You must _____ the books on the shelf when you have finished with them.
19. The doctors were unable to _____ her illness. _____ the meat in salt water for between three and five days.
20. Governments are trying to _____ pollution. The best way to save money is to _____ the number of staff.

Describing & analysing tables

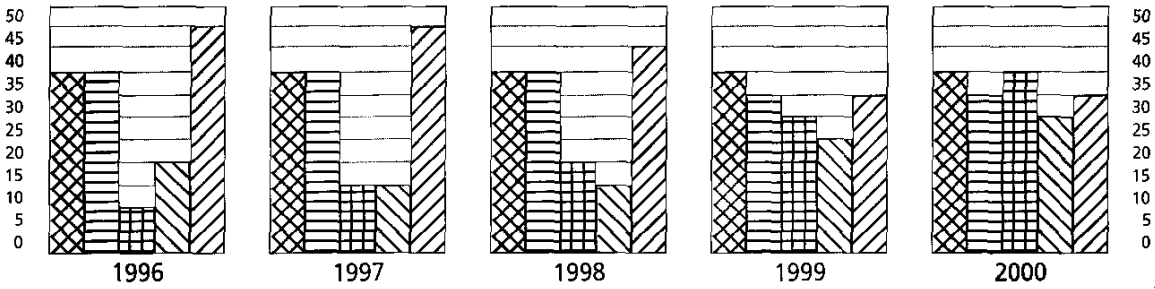
A. Look at the four tables below. These show demographic trends in four different countries between 1996 and 2000. The numbers on the left and right of each table show the number of people in millions. Using the information in these tables, match sentences 1-13 on the next page with the appropriate country. Use the words and expressions in **bold** to help you.



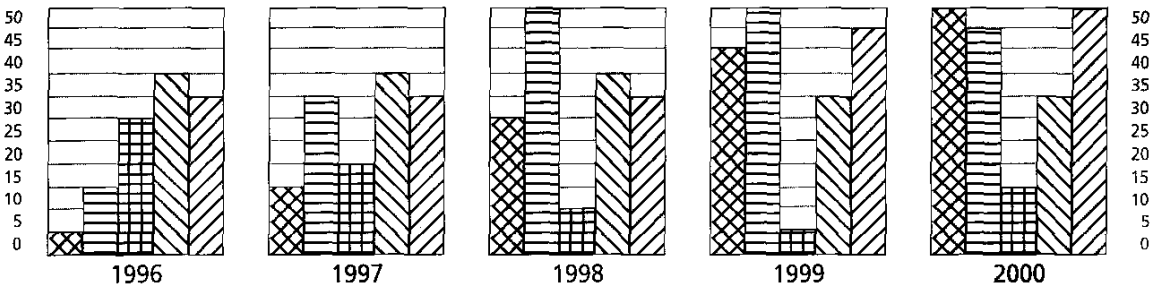
Country 1: Lycia



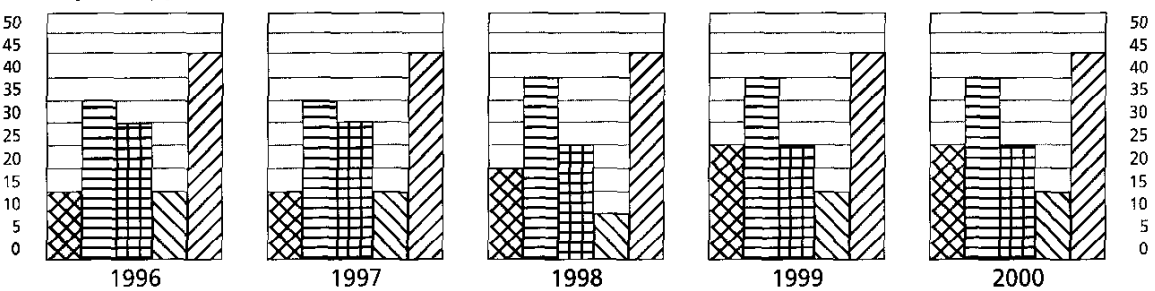
Country 2: Cilicia



Country 3: Moesia



Country 4: Cappadocia

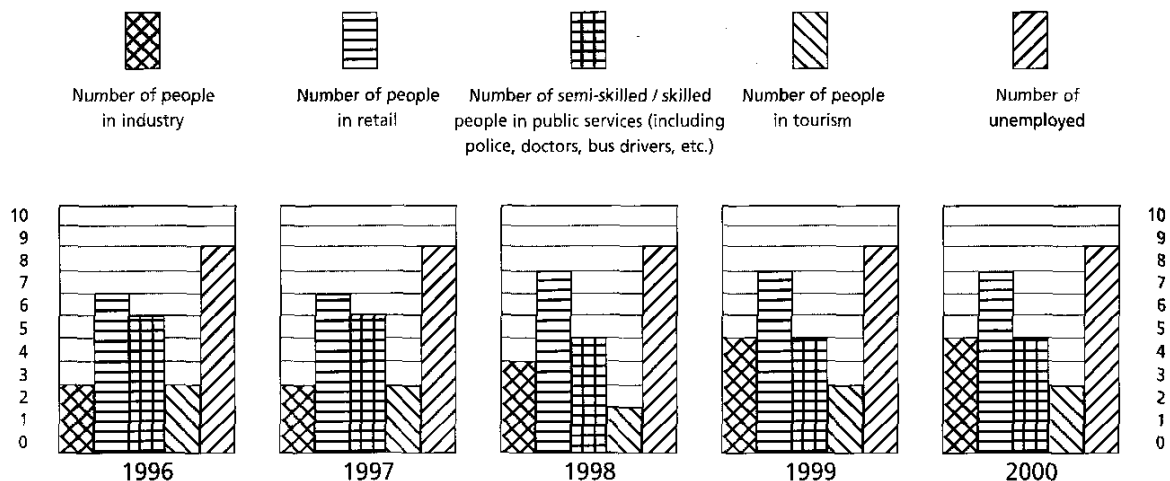


Describing & analysing tables

1. In which two countries was there a *considerable discrepancy* between married and single people between 1996 and 1998?
2. In which country was there a *constant* and *considerable discrepancy* between married and single people over the five-year period?
3. In which country was there a *sudden* and *noticeable difference* between those under 18 and those over 65 in 1998?
4. In which country did the number of under-18s *rise dramatically* between 1996 and 2000?
5. In which country did the number of under-18s *increase slightly* between 1996 and 2000?
6. In which country did the number of over-65s *go up sharply* between 1996 and 1998?
7. In which country did the number of married people *decline* over the five-year period?
8. In which country did the number of deaths *decrease significantly* between 1996 and 1999?
9. In which country was there a *slight decline* in the number of married people between 1998 and 1999?
10. In which country was there a *sharp drop* in the number of under-18s between 1997 and 1998?
11. In which country was there a *slight reduction* in the number of deaths over the five-year period?
12. In which country was there a *significant increase* in the number of deaths between 1998 and 2000?
13. In which country did the number of deaths *remain constant* over the five-year period?

B. Now look at the table below, which shows the changes in economic activity in a town over a period of five years. The figures on the left and right show the number of people involved in these activities, in thousands. Write your own sentences to describe the situation in the town regarding the number of:

1. People employed in industry between 1996 and 2000.
2. People employed in retail between 1996 and 2000.
3. People employed in public services between 1999 and 2000.
4. People employed in tourism between 1996 and 2000.
5. Unemployed between 1998 and 2000.
6. People employed in industry compared with those in tourism in 1996.
7. People employed in industry between 1998 and 1999.



How something works

A. Look at these sentences and decide which object is being described in each one. Use the words in **bold** to help you. You will find the objects hidden in the word grid at the bottom of the page.

- The most important part of this object is a strip of two different metals, one on top of the other. As they **heat up**, both metals **expand**, but one does it faster than the other. The strip **bends** and **connects** with a switch, which turns off the power supply. When the strip **cools down**, the metals **contract** and the switch is **disconnected**. (1 word)
- This object has several **component parts**, most of which are made of plastic. A disc inserted into the object **spins** quickly. At the same time a thin beam of light **strikes** the disc and **converts** digital symbols into sounds. These sounds can be **increased** or **decreased** in volume by means of a button or dial. (3 words)
- Liquid and gas are **compressed** in a hard metal tube. This can be **released** by **pushing** or **squeezing** a button which **opens** a valve. When the liquid-gas combination **leaves** the tube and is mixed with oxygen, it rapidly **expands**. (1 word)
- This object is mainly **made of** aluminium. As it **moves** forward, air **flows** over two horizontal sections. As it **accelerates**, a vacuum is **formed** over the horizontal sections and the object is pulled into the air by the force of this vacuum. (1 word)
- This object consists of two main parts; one is made mainly of plastic and metal, the other is made mainly of glass. Light **enters** the glass section and a small door in the device **opens** up when a button is **pressed**. At the same time, a smaller window called an aperture **adjusts** itself to control the amount of light. The light is then **absorbed** by a sheet of plastic coated in a special chemical. An image is **formed** and this can then be **processed** and **developed** into a two-dimensional paper-based object. (1 word)
- A sharp blade inside a plastic container **rotates** very quickly. It **chops** or **grinds** anything it touches, which we can then use to **produce** soup, sauces and dressing. (2 words)
- This is a very simple object which originated in China. A small piece of paper is **lit** with a match. It **burns** away until the flame **ignites** the chemical compound inside a cardboard tube. The result is a display of light and colour. (1 word)

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Q | C | A | R | E | N | G | I | N | E | W | E | R | T | T | Y | U |
| A | S | D | F | G | H | J | K | L | Z | X | C | V | B | O | N | M |
| B | A | L | L | P | O | I | N | T | P | E | N | A | Q | A | C | W |
| Q | W | E | R | F | O | O | D | P | R | O | C | E | S | S | O | R |
| B | T | Y | U | I | O | P | A | D | S | A | G | R | K | T | M | J |
| I | A | M | N | B | K | E | T | T | L | E | V | O | C | E | P | T |
| C | E | C | X | Z | L | K | J | H | G | F | D | S | S | R | U | H |
| Y | R | S | A | P | O | I | U | Y | T | R | E | O | E | W | T | E |
| C | O | M | P | A | C | T | D | I | S | C | P | L | A | Y | E | R |
| L | P | L | K | J | H | G | F | D | S | A | Q | W | E | R | R | M |
| E | L | I | G | H | T | B | U | L | B | M | N | B | V | C | X | O |
| C | A | M | E | R | A | I | F | I | R | E | W | O | R | K | U | S |
| L | N | K | J | H | G | F | D | S | A | Q | W | E | R | T | Y | T |
| T | E | L | E | V | I | S | I | O | N | T | Y | U | I | O | P | A |
| M | I | C | R | O | W | A | V | E | O | V | E | N | N | G | E | T |

B. There are nine more objects hidden in the grid. Choose **four** of them and write a brief description of how they work, using the bold words and expressions above.

Writing a letter

A. Below, you will see eleven common situations that people encounter when they are writing a formal letter. Choose the sentence or phrase (A, B or C) that would be most appropriate in each situation.

1. You are writing a letter to the headteacher of a school or college, but you don't know their name. How do you begin your letter?
 A. *Dear headteacher* **B. Dear Sir / Madam** C. *Dear Sir*
2. You have received a letter from the manager of a company which buys computer components from your company, and you are now replying. What do you say?
A. Thank you for your letter. B. *Thanks a lot for your letter.* C. *It was great to hear from you.*
3. You recently stayed in a hotel and were very unhappy with the service you received. You are now writing to the manager. What do you say?
 A. *I had a horrible time at your hotel recently.* B. *I would like to say that I am unhappy about your hotel.* **C. I would like to complain about the service I received at your hotel recently.**
4. You have sent a letter of application to a college, together with your curriculum vitae which the college requested. What do you say in the letter to explain that your curriculum vitae is attached?
 A. *You asked for my curriculum vitae, so here it is.* B. *As you can see, I've enclosed my curriculum vitae.* **C. As you requested, I enclose my curriculum vitae.**
5. You have applied for a job, but you would like the company to send you more information. What do you say?
A. I would be grateful if you would send me more information. B. *I want you to send me more information.* C. *Send me some more information, if you don't mind.*
6. In a letter you have written to a company, you tell them that you expect them to reply. What do you say?
 A. *Write back to me soon, please.* B. *Please drop me a line soon.* **C. I look forward to hearing from you soon.**
7. In a letter you have written, you want the recipient to do something and are thanking them in advance of their action. What do you say?
A. Thank you for your attention in this matter. B. *Thanks for doing something about it.* C. *I am gratified that you will take appropriate action.*
8. The company you work for has received an order from another company and you are writing to them to acknowledge the order and let them know when you can deliver. What do you say?
 A. *About the order you sent on 12 January for...* B. *I would like to remind you of the order you sent on 12 January for...* **C. I refer to your order of 12 January**
9. In a letter, you explain that the recipient can contact you if they want more information. What do you say?
 A. *Give me a call if you want some more information.* **B. If you would like any more information, please do not hesitate to contact me.** C. *If you would like any more information, why not get in touch?*
10. You began a letter with the recipient's name (e.g., Dear Mr. Perrin). How do you end the letter?
 A. *Yours faithfully* **B. Yours sincerely** C. *Best wishes*
11. You did not begin the letter with the recipient's name (see number 1 above). How do you end the letter?
A. Yours faithfully B. *Yours sincerely* C. *Best wishes*

B. Look at these sentences and decide if they are true or false.

1. Formal letters are always longer than informal letters.
2. In a formal letter it is acceptable to use colloquial English, slang and idioms.
3. In a formal letter it is acceptable to use contractions (e.g., I've instead of I have)
4. In a formal letter you should include your name and address at the top of the page.
5. In a formal letter, you should always write the date in full (e.g., 1 April 2000 and not 1/4/00).
6. In a formal letter, you should always put your full name (e.g., James Harcourt and not J. Harcourt) after your signature at the bottom of the letter.
7. Formal letters do not need to be broken into paragraphs. It is acceptable to write them as one continuous paragraph.

Presenting an argument

A. Read the text below, in which somebody is trying to decide whether to go straight to university from school, or spend a year travelling around the world. Put their argument into the correct order, using the key words and expressions in *italics* to help you. The first one and last one have been done for you.

- A. (1) I'm really in two minds about what to do when I leave school. Should I go straight to university or should I spend a year travelling around the world?
- B. *It is often said that* knowledge is the key to power, and I cannot disagree with this.
- C. *On the one hand,* I would experience lots of different cultures.
- D. Unfortunately, *another point is that* if I spent a year travelling I would need a lot of money.
- E. And I'm not alone in this opinion. *Many consider* a sound career and a good salary to be an important goal.
- F. *However,* it could be argued that I would also meet lots of interesting people while I was travelling.
- G. *Secondly,* if I go straight to university, I'll learn so many things that will help me in my future life.
- H. *First of all,* there are so many benefits of going straight to university.
- I. But *I believe that* it would be easy to make a bit while I was travelling, giving English lessons or working in hotels and shops.
- J. *Moreover,* I'll be able to take part in the social activities that the university offers, and meet lots of new friends who share the same interests.
- K. *The most important point is that* the sooner I get my qualifications, the quicker I'll get a job and start earning.
- L. *Nevertheless,* these inconveniences would be an inevitable part of travelling and would be greatly outweighed by the other advantages.
- M. *In my opinion,* starting work and making money is one of the most important things in life.
- N. *On the other hand,* I could end up suffering from culture shock, homesickness and some strange tropical diseases.
- O. *Furthermore,* if I spent a year travelling, I would learn more about the world.
- P. (16) All right, I've made my mind up. Now, where's my nearest travel agency?

B. Using the key words and expressions in *italic* from the last exercise, present an argument for *one of the following issues*:

1. A government's main priority is to provide education for its people.
2. The only way to save the environment is for governments to impose strict quotas on the energy we use (for example, by restricting car ownership, limiting the water we use).
3. Satisfaction in your job is more important than the money you earn.
4. Living in a town or city is better than living in the countryside.
5. It is our responsibility to help or look after those less fortunate than ourselves (for example, the homeless, the mentally ill).

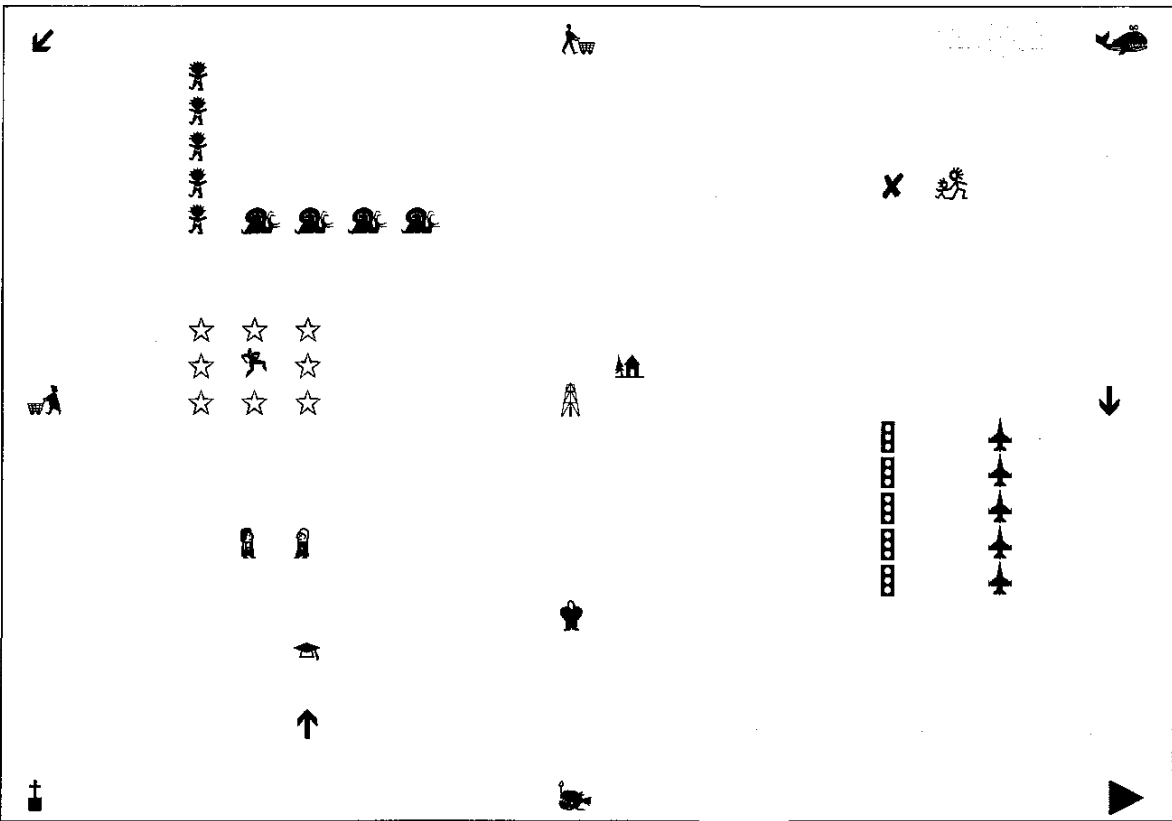
Contrast & comparison

Complete these sentences with the most appropriate word or expression from A, B or C.

1. The two machines _____ considerably. One has an electric motor, the other runs on oil.
 A. differ B. differentiate C. differential
2. The _____ in weather between the north and the south of the country is very noticeable.
 A. comparison B. contrast C. compare
3. Many people cannot _____ between lemon juice and lime juice.
 A. differ B. differentiate C. contrast
4. Children must be taught to _____ between right and wrong.
 A. differ B. contrast C. distinguish
5. There is a _____ between being interested in politics and joining a political party.
 A. distinguish B. distinctive C. distinction
6. Can you tell the _____ between a good boss and a bad one?
 A. difference B. differentiate C. contrast
7. The management must not _____ between male and female applicants.
 A. differ B. contrast C. discriminate
8. Asia covers a huge area. _____, Europe is very small.
 A. By way of contrast B. By ways of comparing C. By similar means
9. The new model of car is very _____ to the old one.
 A. same B. similar C. common
10. Her political opinions are _____ to mine.
 A. same B. exactly C. identical
11. Some political parties have such similar manifestos that they are difficult to _____.
 A. tell apart B. say apart C. speak apart
12. My friends and I enjoy doing many of the same things. In that respect, we have a lot _____.
 A. in similar B. in particular C. in common
13. There seems to be a large _____ between the number of people employed in service industries, and those employed in the primary sector.
 A. discriminate B. discretion C. discrepancy
14. British and Australian people share the same language, but in other respects they are as different as _____.
 A. cats and dogs B. chalk and cheese C. salt and pepper
15. Britain's economy is largely based on its industry, _____ a few hundred years ago it was an agrarian country.
 A. wherefore B. whereas C. whereby


























Location

A. Look at this diagram and complete the sentences opposite using the expressions listed below. In some cases, more than one answer is possible.



- | | |
|--|---|
| ...directly opposite... | ...stands outside... |
| ...on the right-hand side of... | ...halfway between... |
| ...in close proximity to... | ...in the bottom left-hand corner of... |
| ...to the left of... | ...at right angles to/perpendicular to... |
| ...to the right of... | ...roughly in the middle of... |
| ...at the bottom of... | ...on the left-hand side of... |
| ...in the bottom right-hand corner of... | ...parallel to... |
| ...surrounded by... | ...at the top of... |
| ...in the top left-hand corner of... | ...in the top right-hand corner of... |
| ...exactly in the middle of... | |

Location

- | | |
|--|---|
| <p>1. The  are _____ the </p> <p>2. The  is _____ the </p> <p>3. The  is _____ the diagram</p> <p>4. The  is _____ the diagram</p> <p>5. The _____ is _____ the _____</p> <p>6. The  is _____ the  and the </p> <p>7. The  is _____ the diagram</p> <p>8. The  is _____ the diagram</p> <p>9. The  is _____ the diagram</p> | <p>10. The  are _____ the diagram</p> <p>11. The  is _____ the </p> <p>12. The  are _____ the </p> <p>13. The  is _____ the </p> <p>14. The  is _____ the diagram</p> <p>15. The  is _____ the diagram</p> <p>16. The  is _____ the </p> <p>17. The  is _____ the diagram</p> <p>18. The  is _____ the diagram</p> <p>19. The _____ is _____ the diagram</p> |
|--|---|

B. How well do you know your country? Write the name of a city, town, village or island which...

1. _____ is situated in the middle of your country.
2. _____ is built on the slopes of a mountain.
3. _____ is located on the coast.
4. _____ stands on a cape or peninsula.
5. _____ is built on the edge of a river or lake.
6. _____ is a two-hour journey by car or bus from the capital.
7. _____ is a short distance off the coast.
8. _____ is about 10 miles (approximately 16 kilometres) from your home town.

Don't forget to keep a record of the words and expressions that you have learnt, review your notes from time to time and try to use new vocabulary items whenever possible.

Joining/becoming part of something bigger

The sentences below all contain a word or expression in *italics* which is related to joining two or more things, sometimes with the result of becoming part of something bigger. However, the words and expressions have all been put into the wrong sentence. Put them into their correct sentence. In some cases, more than one answer is possible.

A. Move the verbs into the right sentences.

1. His salary is *merged* to the cost of living, and increases on an annual basis.
2. The International Book Association *blended* with Universal Press in 1999 to form the International Press.
3. To get a better finish, he *swallowed up* the two paints together.
4. The firm *integrated* with its main competitor in the battle to win more customers.
5. The suggestions from all the committees were *took over* into the main proposal.
6. The immigrants faced hostility when they were first *incorporated* into the community.
7. A lot of students had problems before they *amalgamated* into college life.
8. When the large international college *got together* the smaller school, a lot of people lost their jobs.
9. The students *linked* one evening and decided to protest about their situation.
10. A large international company *assimilated* our firm last month and started making immediate changes.

B. Move the nouns into the right sentences.

1. The *ally* between England and France came close to breaking down many times during the nineteenth century.
2. The *synthesis* between England and Scotland is over 300 years old.
3. The company has ten directors who provide a *blend* of different expertise.
4. Brass is a well-known *alliance* of copper and zinc.
5. Water is a *coalition* of hydrogen and oxygen.
6. The plan is a *unification* of several earlier proposals.
7. The *merger* of Italy did not occur until the second half of the nineteenth century.
8. The company made its fortune by selling a popular *union* of coffee.
9. The proposed *federation* of the Liberal and Labour Parties in the election was cause for much ridicule.
10. As a result of the *compound* with the other company, Flax International became the largest in its field.

Reason & result

A. Join the first part of a sentence in the left-hand column with a second part from the right-hand column, using an appropriate expression showing reason or result from the central column. In some cases, more than one of the expressions from the middle is possible.

| | | |
|---|---------------------------|--|
| 1. The police asked him his... | ...ensued... | ...pass his exams. |
| 2. He failed his exam... | ...effects of... | ...wake anyone. |
| 3. A persistent cough... | ...prompted him to... | ...was unable to enroll for the course. |
| 4. She started haranguing the crowd... | ...on account of... | ...upsetting me like that? |
| 5. He spent the whole weekend revising... | ...as a consequence... | ...his lack of revision. |
| 6. They came in quietly... | ...affect... | ...starting a riot. |
| 7. He refused to lend anyone money... | ...owing to... | ...its low turnover and poor sales history. |
| 8. The bank manager refused to lend the company more money... | ...on the grounds that... | ...its action. |
| 9. The school was forced to close... | ...so as not to... | ...when the police officers on trial were acquitted. |
| 10. What were your... | ...with the aim of... | ...a large earthquake? |
| 11. What are the... | ...in order to... | ...people rarely repay a loan. |
| 12. Stress and overwork can... | ...consequences of... | ...seek professional medical help. |
| 13. The army attacked without considering the... | ...motives in... | ...different people in different ways. |
| 14. He failed to send off his application form and... | ...due to... | ...poor student attendance. |
| 15. Riots and street fighting... | ...reason for... | ...speeding through the town. |

B. Now complete these sentences with an appropriate expression from the central column of the table above.

1. Panic buying _____ when the stock market crashed.
2. People often do things without considering the _____ their actions.
3. The government raised the income tax rate _____ curb inflation.
4. The government raised the income tax rate _____ curbing inflation.
5. The government raised the income tax rate _____ the rapidly rising rate of inflation.
6. When questioned, many racists cannot give a logical _____ their attitudes towards other racial groups.
7. The soaring crime rate alarmed the police superintendent and _____ adopt a zero-tolerance policing policy.
8. He was arrested _____ he was a danger to others and himself.
9. The family was forced to economise _____ go heavily into debt.
10. The fumes from motor traffic _____ people in many different ways.

Generalisations & specifics

A. Match the sentences in the list below with an appropriate sentence in the list opposite. The underlined expressions in the first list should have a similar meaning to the words or expressions in *bold* in the second list.

FIRST LIST

1. Small items of information are very important in a curriculum vitae.
2. I need to have precise information about your new proposals.
3. The plan was unable to go ahead because of a small important detail which is important in order to make something happen.
4. He demanded to know the small, precise and sometimes unimportant details.
5. When you read a piece of text in the exam, you should read it quickly first to get the general idea.
6. Before you write an essay, you should plan it first and give a broad description without giving much detail.
7. Odd features or details which make something different make the world a more interesting place.
8. Saying that all seventeen-year-olds take drugs is a bit of a general statement.
9. Many cars have very similar typical features.
10. The huge rise in computer sales is a good example of the direction in which technology is heading.
11. Normally, most students sitting the exam manage to pass with a good grade.
12. The new library shows a good example of British architecture at its best.
13. Before you travel somewhere, it is important to make a detailed list of things that you need to take.
14. French fries with mayonnaise is a dish which is an odd feature or detail of Belgian cuisine.
15. The article shows as an example his views on the way the company should develop.

Don't forget to keep a record of the words and expressions that you have learnt, review your notes from time to time and try to use new vocabulary items whenever possible.

Generalisations & specifics

SECOND LIST

- A. Please let me have the **specifics** as soon as possible.
- B. It's very frustrating when a minor **technicality** puts a stop to your plans.
- C. In the same way, kimchii is a concoction of cabbage, chilli and garlic which is **peculiar** to Korea.
- D. You should include full **details** of your past experience.
- E. Once you have an **outline**, you will discover that your work is easier to organise.
- F. We must be careful not to make too many **generalisations**.
- G. **Itemise** everything in order of importance, beginning with your passport and visa.
- H. As far as he was concerned, the **minutiae** could not be overlooked.
- I. Most manufacturers are aware that these **characteristics** are what help sell their product.
- J. It also provides us with an **accurate** illustration of the advances we have made in the last twenty years.
- K. It **illustrates** his preference for increased automation.
- L. Once you have the **gist**, it should be easier to understand it.
- M. It **exemplifies** the style that is becoming increasingly popular with town planners.
- N. In **general**, the average result is a B or C.
- O. For example, it is a **peculiarity** of the British system that judges and lawyers wear wigs.

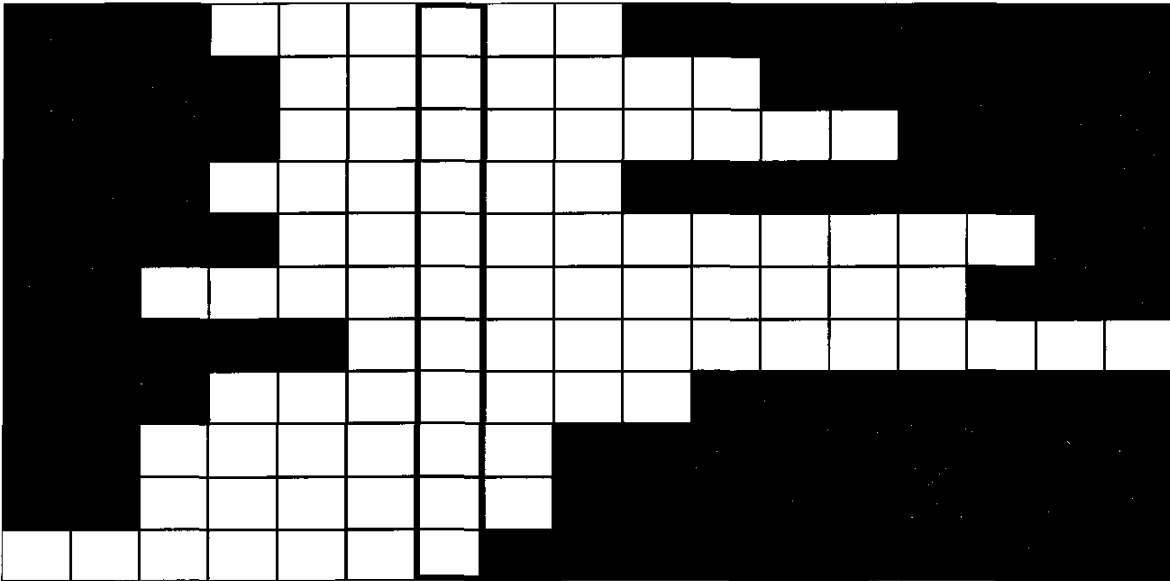
B. Write a list of the words and expressions in bold above. Put them into two groups based on whether they are talking about general things or specific things. Try to give examples of each word in a sentence of your own.

Don't forget to keep a record of the words and expressions that you have learnt, review your notes from time to time and try to use new vocabulary items whenever possible.

Focusing attention

A. Rearrange the letters in **bold** to form words which are used to focus attention on something. They all end with the letters **-LY**. Write the words in the grid underneath. If you do it correctly, you will find another word used to focus attention in the bold vertical box.

1. They reduced pollution **pislmy** by banning cars from the city centre during the rush hour.
2. The strange weather at the moment is **gaerlly** due to El Niño.
3. We're examining **iilmprary** the financial aspects of the case.
4. People **ilnamy** go on holiday in the summer.
5. The library is **veceslxuily** for the use of students and staff.
6. It's a **ilaptarrucly** difficult problem which we hope to resolve as soon as possible.
7. The advertisement is **elcificpsaly** aimed at people over 50.
8. Some western countries, **otbanly** Canada and the United States, have a very high standard of living.
9. The staff are **stomly** women of about twenty.
10. Our trip to Poland was **rpeluy** an educational visit.
11. My home town is famous **hfiely** for its large number of schools and colleges.



The word in the in the bold vertical box fits into this sentence:

The company trades _____ in the Far East.

B. Divide the words above into two groups, one group being the words which mean **only** or **solely**, and one group being the words which **mean in most cases**, **normally** or **the main reason for something**.

| Only or solely | In most cases, normally or the main reason for something |
|----------------|--|
| | |

Opinion, attitude & belief

A. The words in *italics* in the following sentences are all used to talk about opinion and belief. However, the words are grammatically incorrect (for example, a noun has been used instead of an adjective, or a verb has been used instead of a noun, etc.) or sometimes a noun has been used which has the wrong meaning. Put the words into their correct form.

1. In my *opinionated*, technology is moving too quickly.
2. As far as I am *concerning*, happiness is more important than money.
3. Scientists are *convincingly* that human degradation of the environment is causing thousands of species to become extinct. → *become extinct*
4. The government are *regardless* the Third World debt as a major problem to global economic development.
5. Hundreds of people called the television station to register their *disapprove* of the presenter's behaviour.
6. She *maintenance* that most young people would rather work than go to school.
7. Do you *reckoning* that there will be an election in the next two years?
8. We strongly *suspicion* that the proposal to develop the computer facilities will not go ahead.
9. I *doubtful* that the new government will keep all its promises.
10. Do you *disapproval* of smoking?
11. I take strong *except* to people coming late or cancelling appointments at short notice.
12. A lot of people are *fanatic* about sport in general and football in particular.
13. British health inspectors are *obsession* about cleanliness in restaurant kitchens.
14. After years of struggle, the *moderations* have gained control of the party.
15. He has very *conservatism* views and disapproves of change.
16. The government are *commitment* to the struggle to end institutional racism in the police force.
17. She was *dedication* to her family and would do anything to protect them.
18. They come from a strongly *tradition* family who still believe in arranged marriages.

B. Put these nouns and adjectives, which describe people's beliefs, under the most appropriate heading in the table. Can you think of any other words or expressions that you could add?

opinionated • a republican • pragmatic • a Muslim • an intellectual
 a revolutionary • tolerant • a moralist • narrow-minded • bigoted
 open-minded • a vegan • left-wing • right-wing • a socialist • a royalist
 a buddhist • a conservative • a liberal • a communist • a vegetarian • dogmatic
 moral • a fascist • religious • a Hindu • middle-of-the-road • an anarchist • a stoic

| Political beliefs | Personal convictions and philosophies |
|-------------------|---------------------------------------|
| | |

Stopping something

A. For each of the examples 1-15, choose an appropriate verb from the box which best fits the description and can be used in the sample sentence.

back out • sever • quash • suppress • deter • dissuade • give up • cancel
 remove • turn down • put an end to • delete • repeal • rescind • deny

1. To cut out part of a document, a computer file, etc.
To stop your hard disk becoming too full, you should _____ any unwanted programmes.
2. To officially end a law so that it is no longer valid.
The new government bill seeks to _____ the existing legislation.
3. To discourage someone from doing something.
The threat of severe punishment didn't _____ the thieves from striking again.
4. To persuade someone not to do something.
The college tries to _____ students from entering exams which are not suitable for them.
5. To annul or cancel a contract or agreement.
The committee decided to _____ its earlier resolution on the use of its premises.
6. To limit something, such as a person's freedom.
The military government attempted to _____ the democracy movement by arresting its leaders.
7. To end something suddenly and finally.
The Cornucopian government decided to _____ relations with Utopia.
8. To refuse something which is offered.
You should never _____ a good job when it's offered to you.
9. To decide not to support or be part of a project or activity after you have agreed to do so.
We decided to _____ when we discovered the company was in financial difficulty.
10. To state that something is not correct.
Before his trial, his lawyer advised him to _____ embezzling company funds.
11. To stop something which has been planned.
There is no refund if you _____ your holiday less than three weeks before the date of the departure.
12. To make a judging or ruling no longer valid.
He applied for a judicial review to _____ the verdict.
13. To stop doing something that you have done for quite a long time.
You should _____ smoking if you want to feel healthier.
14. To stop something which has been going on for a long time.
They agreed to _____ their long-standing dispute.
15. To take something away.
I would be grateful if you would _____ my name from your mailing list.

Time

A. Use the time clauses in the boxes to complete the sentences. Pay particular attention to the words that come before or after the time clause.

Part 1: One action or situation occurring before another action or situation

prior to • previously • earlier • formerly • precede • by the time

1. _____ the advent of the Industrial Revolution, pollution was virtually unheard of.
2. _____ the army had restored order, the city had been almost completely devastated.
3. _____ known as Burma, the republic of Myanmar is undergoing a slow and painful political transformation.
4. A sudden drop in temperature will usually _____ a blizzard.
5. It was my first trip on an aeroplane. _____ I'd always gone by train.
6. The Prime Minister made a speech praising charity organisations working in Mozambique. _____ that day he had promised massive economic aid to stricken areas.

Part 2: One action or situation occurring at the same time as another action

while/as/just as • during/throughout • at that very moment • in the meantime/meanwhile

1. _____ the minister was making his speech, thousands of demonstrators took to the streets.
2. _____ the speech they jeered and shouted slogans.
3. The minister continued speaking. _____ the police were ordered onto the streets.
4. He finished the speech with a word of praise for the police. _____ the sun came out and shone down on the assembled crowd of happy supporters.

Part 3: One action or situation occurring after another action or situation

afterwards • as soon as / once / the minute that • following

1. _____ the earthquake, emergency organisations around the world swung into action.
2. _____ the stock market collapsed, there was panic buying on an unprecedented scale.
3. The Klondike gold rush lasted from 1896 to 1910. _____ the area became practically deserted overnight.

B. Look at these words and expressions and decide if we usually use them to talk about (1) the past, (2) the past leading to the present, (3) the present or (4) the future. Try to write a sentence for each one.

for the next few weeks • as things stand • ever since • in medieval times
 nowadays • from now on • back in the 1990s • over the past six weeks
 over the coming weeks and months • in another five years' time • one day
 in those days • a few decades ago • lately • at this moment in time
 at the turn of the century • in my childhood / youth • at this point in history
 by the end of this year • for the foreseeable future • for the past few months
 last century • these days • from 1996 to 1998 • sooner or later

Objects & actions

A. The words in the box describe the actions of the things in 1-37. Match each action with the thing it describes.

evaporate • explode • change • melt • fade • bounce
 crumble • trickle • rise • sink • ring • contract • crack • escape
 stretch • wobble • congeal • burn • spill • smoulder • erupt • spin
 revolve • set • flow • slide • rotate • spread • erode • meander
 turn • subside • freeze • grow • expand • vibrate • float

1. The planet Earth moving round on its axis. _____
2. A washing machine in its final stage of a wash. _____
3. The moon moving around the Earth. _____
4. The CD-ROM tray on a computer base unit. _____
5. A house slowly sinking into soft ground. _____
6. *Water slowly being converted into vapour.* _____
7. Cooking fat becoming solid on an unwashed plate. _____
8. Traffic moving smoothly along a motorway. _____
9. Water changing from a liquid to a solid because of the cold. _____
10. Glass changing from a solid to a liquid in very high heat. _____
11. A loose wheel on a car. _____
12. Gas coming out of a faulty valve. _____
13. A rubber ball hitting the ground and going back into the air. _____
14. Loose windows in a window frame when a large vehicle passes nearby. _____
15. The population of a town becoming bigger. _____
16. A T-shirt which has been washed so often it has lost its colour. _____
17. The sun coming up in the morning. _____
18. The sun going down in the evening. _____
19. A wheel on a slow-moving train. _____
20. Traffic lights going from red to amber to green. _____
21. Cliffs being slowly destroyed by the sea. _____
22. Documents being laid out on a table. _____

Objects & actions

23. A wide river winding through the countryside. _____
24. The sun turning people on a beach bright red. _____
25. An incense stick in the entrance to a temple. _____
26. A lump of dry earth being rubbed between somebody's fingers. _____
27. Cold metal as it gets hotter. _____
28. Hot metal as it gets cooler. _____
29. A piece of elastic being pulled so that it becomes longer. _____
30. A window being hit by a stone so that a long, thin break is formed. _____
31. Coffee falling out of a cup by mistake. _____
32. A bomb suddenly blowing up. _____
33. An alarm clock suddenly going off. _____
34. A boat going to the bottom of a river. _____
35. Dead fish lying on the surface of a polluted lake. _____
36. A volcano throwing out lava and ash. _____
37. Orders for a new product arriving at a company very slowly. _____

B. Several of the words in the box above can have more than one meaning. Use your dictionary to check which ones, then complete these sentences below with an appropriate word. You will need to change the form of some of the words.

1. The queues for the embassy were so long they _____ all the way down the street.
2. "What do you think you're doing?" he _____ angrily.
3. The government decided that the best economic course would be to let the dollar _____.
4. Prices have been _____ steadily all year.
5. The light from the torch began to _____ as the batteries ran out.
6. The twig _____ loudly as he stood on it.
7. After the rainstorms passed, the floodwaters gradually _____.
8. The discussion _____ around the problem of student accommodation.
9. The doctor _____ his broken arm.
10. The car _____ out of control on the icy road.

Likes & dislikes

A. Look at the words and expressions in the box and decide if they have a positive connotation (for example, they tell us that somebody *likes* something) or a negative connotation (for example, they tell us that somebody *dislikes* something).

loathe • yearn for • passionate about • fond of • captivated by
 fancy • keen on • look forward to • dread • long for
 appeal to • detest • cannot stand • repel • attracted to
 fascinated by • tempted by • disgust • revolt • cannot bear

B. Now look at these pairs of sentences. Sometimes, both sentences are correct, sometimes one of them is wrong (for example, the construction is wrong) or it does not sound natural. Decide which ones.

1. A. It was well-known that he was loathed by the other teachers.
 B. It was well-known that the other teachers loathed him.

2. A. Sometimes I yearn for some time on my own.
 B. Sometimes some time on my own is yearned for.

3. A. Sport is passionate about by a lot of people.
 B. A lot of people are passionate about sport.

4. A. Animals are quite fond of by British people.
 B. British people are quite fond of animals.

5. A. The first time I visited Venice, I was captivated by the city.
 B. The first time I visited Venice, the city captivated me.

6. A. Going to the cinema tonight is fancied by me.
 B. I fancy going to the cinema tonight.

7. A. From a young age, the idea of travelling was keen on me.
 B. From a young age I was keen on the idea of travelling.

8. A. I look forward to hearing from you soon.
 B. To hearing from you soon I look forward.

9. A. It is a well-known fact that students dread exams.
 B. It is a well-known fact that exams are dreaded by students.

Likes & dislikes

10. A. Most children long for the long summer holiday to arrive.
B. The long summer holiday is longed for by most children.
11. A. His sense of humour is appealed to by watching other people suffer.
B. Watching other people suffer appeals to his sense of humour.
12. A. Racism is really detested by me.
B. I really detest racism.
13. A. A lot of people cannot stand the long British winters.
B. The long British winters cannot be stood by a lot of people.
14. A. The idea of living in a cold country repels me.
B. I am repelled by the idea of living in a cold country.
15. A. She was attracted to the tall, handsome man who had helped her.
B. The tall, handsome man who had helped her attracted her.
16. A. I have always been fascinated by information technology.
B. Information technology has always fascinated me.
17. A. Were you tempted by his offer of a job in Australia?
B. Did his offer of a job in Australia tempt you?
18. A. His mannerisms and habits disgusted me.
B. I was disgusted by his mannerisms and habits.
19. A. Bigoted, arrogant people revolt me.
B. I am revolted by bigoted, arrogant people.
20. A. Getting up early in the morning cannot be born by me.
B. One thing I cannot bear is getting up early in the morning.

Don't forget to keep a record of the words and expressions that you have learnt, review your notes from time to time and try to use new vocabulary items whenever possible.

Obligation & option

A. Look at sentences 1-10 and decide if the explanation which follows each one is true or false. Use the words and expressions in **bold** to help you decide.

1. During the exam, a pencil and eraser are **required**.
The people organising the exam will provide you with a pencil and an eraser.
2. Parents can be made **liable for** their children's debts.
Parents may be legally responsible for the money their children owe.
3. He was **obliged** to pay back the money that he had won.
He had the choice whether or not to pay back the money that he had won.
4. Students doing holiday jobs are **exempt** from paying income tax.
Students doing holiday jobs pay a smaller amount of income tax than other people.
5. The United Nations voted to impose **mandatory** sanctions on the country.
The United Nations imposed legally-binding sanctions which had to be obeyed by everyone, without exception.
6. The doctors **forced** him to stop smoking.
The doctors asked him to stop smoking.
7. It was an emergency and she pressed the red button; there was **no alternative**.
There was nothing else she could do; she had to set off the alarm by pressing the red button.
8. Classes on Wednesday afternoons are **optional**.
It is necessary to attend classes on Wednesday afternoons.
9. It is **compulsory** to wear a crash helmet on a motorcycle.
It is your choice whether or not to wear a crash helmet when you ride a motorcycle.
10. The museum is asking visitors for a **voluntary** donation of £2.
You don't need to pay £2 to visit the museum.

B. Complete these sentences with an appropriate word or expression from the exercise above. In some cases, more than one answer may be possible.

1. Visitors to the country are _____ to declare any excess tobacco or alcohol imports to the customs officer.
2. I'm afraid I have _____ but to resign from the committee.
3. If you are caught speeding, you will be _____ the payment of the fine.
4. Attendance at all classes is _____, otherwise you may not get a certificate at the end of the course.
5. Many retired people do _____ work in their local community.
6. In some countries, there is a _____ death sentence for all drug traffickers.
7. For visitors to Britain from outside the European Union, a visa may be _____.
8. He said he was innocent, but the police _____ him to confess.
9. Most new cars come with _____ air-conditioning.
10. Children's clothes are _____ from VAT.

Don't forget to keep a record of the words and expressions that you have learnt, review your notes from time to time and try to use new vocabulary items whenever possible.

Success & failure

A. Match the first part of each sentence in the left-hand column with its second part in the right-hand column using an appropriate word from the central column. These words should collocate with the underlined words in the right-hand column. In most cases, it is possible to use the words in the central column with more than one sentence.

SUCCESS

| | | |
|--|------------------|--|
| 1. The two warring countries managed to... | ...secure... | ...his <u>ambitions</u> of being promoted to marketing manager. |
| 2. During his first year as President he managed to... | ...accomplish... | ...my <u>aims</u> of doing well at school and then going to university. |
| 3. The company couldn't afford to move to new premises but were able to... | ...attain... | ...an <u>agreement</u> for a new lease. |
| 4. He worked hard at his job and was soon able to... | ...achieve... | ...its <u>targets</u> - those of free education and healthcare - within eight years. |
| 5. The country badly needed to increase its overall standard of living and attempted to... | ...fulfil... | ...his <u>obligations</u> to his current employer. |
| 6. After four years of hard work, the motor racing team managed to... | ...realise... | ...their <u>goal</u> of becoming millionaires. |
| 7. He wanted to start a new job, but first of all he had to... | ...reach... | ...their <u>dreams</u> of winning the Monaco Grand Prix. |
| 8. Many people want to be rich but few... | | ...a <u>lot more</u> than his predecessor had in the previous five. |
| 9. I have a lot of plans, and one of them is to... | | ...a <u>compromise</u> over the terms for peace. |

B. Complete these sentences with an appropriate word or expression from A, B or C.

FAILURE

- The People's Foundation Party decided to _____ its plans to establish a coalition government with the Democratic Liberal Party.
A. abate **B. abandon** **C. abhor**
- Peace talks between the two countries _____, with neither side able to agree on terms.
A. collapsed **B. collaborated** **C. collared**
- Progress in the talks _____ when the inevitable impasse was reached.
A. faulted **B. faltered** **C. fondled**
- Our planned visit to the Czech Republic _____ because we were unable to get the visas.
A. fell over **B. fell down** **C. fell through**
- The company _____ with debts of over £1 million.
A. faulted **B. folded** **C. foiled**
- Their plans to impose stricter import quotas _____ when the European Bank declared their actions illegal.
A. mistook **B. mislead** **C. misfired**