

Vocabulary: Match the following words (1 - 5) to the correct definition (a - e).

- | | | |
|------------------|-----|--|
| (1) exacerbate | ___ | (a) the process of burning something completely |
| (2) incineration | ___ | (b) to make something that is already bad even worse |
| (3) induce | ___ | (c) a flood, or the fact of being flooded with water |
| (4) intrusion | ___ | (d) to cause something to happen |
| (5) inundation | ___ | (e) the act of going into a place or becoming involved in a situation where one is not wanted or does not belong |

Skimming & Scanning: Scan the text below and find words 1 – 5.

Reading:

Tropical cyclones

Tropical cyclones are defined as intense cyclonic storms that originate over warm tropical seas. In North America, the term 'hurricane' is used because cyclone refers to an intense, counterclockwise rotating, extra-tropical storm. In Japan and south-east Asia tropical cyclones are called 'typhoons'. The hazards relating to tropical cyclones can be grouped under three headings: storm surge, wind and rain effects. Storm surge is a phenomenon whereby water is physically piled up along a coastline by low pressure and **strong winds**. This leads to loss of life through drowning, inundation of low-lying coastal areas, erosion of coastline, loss of soil fertility due to intrusion by ocean salt-water and damage to buildings and transport networks. High-wind velocities can directly cause **substantial** property **damage** and loss of life, and constitute the main agent for crop destruction. Surprisingly, **strong winds** – simply because they are so strong – can also exacerbate the spread of fires in urban and forested areas, even under **heavy rainfall**. Rainfall is responsible for loss of life, property damage and crop destruction from flooding, especially on **densely populated** floodplains. Contamination of water supplies can lead to serious **disease outbreaks** weeks after the cyclone. **Heavy rain** in hilly or mountainous areas is also responsible for landslides or mud flows as floodwaters in stream and river channels mix with excess sediment brought down slopes. The destruction of crops and saline intrusion can also result in famine that can kill more people than the actual cyclone event. This was especially true on the Indian subcontinent during the latter part of the nineteenth century.

Earthquakes are not an obvious consequence of cyclones; however, there is **substantial evidence** for their occurrence during cyclones. Pressure can vary dramatically in a matter of hours with the passage of a cyclone, bringing about a consequentially large decrease in the weight of air above the Earth's surface. The deloading can be as much as 2-3 million tonnes km⁻² over a matter of hours. In addition, tidal waves or surges in the order of 10-12 m in height can occur in shallow seas with a resulting increase in pressure on the Earth's surface of 7 million tonnes km⁻². In total the passage of a cyclone along a coast can induce a change in load on the Earth's crust of 10 million tonnes km⁻². In areas where the Earth's crust is already under strain, this pressure change may be sufficient to trigger an earthquake. The classic example of a cyclone-induced earthquake occurred with the Tokyo Earthquake of 1923. A typhoon swept through the Tokyo area on 1 September, and was followed by an earthquake that evening. The earthquake caused the rupture of gas lines, setting off fires that were fanned by cyclone-force winds through the city on 2 September. In all, 143.000 people lost their lives, mainly through incineration. There is also evidence that tropical cyclones have triggered earthquakes in other places along the western margin of the Pacific plate and along plate boundaries in the Caribbean Sea. In Central America the coincidence of earthquakes and cyclones has **a higher probability** of occurrence than the joint probability of each event separately.

Introduction to COLLOCATIONS

Collocation refers to a natural combination of words that are closely affiliated with each other. Some examples are "pay attention" "fast food" "make an effort" and "powerful engine". Collocations may seem natural to native writers and speakers but are not as obvious to non-native English speakers.

KEY (ACADEMIC) COLLOCATIONS from the TEXT:

a high(er) probability / densely populated / disease outbreaks / heavy rain / heavy rainfall / strong winds / substantial damage / substantial evidence

When we talk about a situation that makes another situation happen, we talk about **cause and effect**. In English, we use certain expressions such as **because, due to, since, and as** to talk about **causes and effects**. Throughout the text on page 1 there are other words and phrases used to link the causes and effects:

CAUSE

...storm surge
...high wind velocities
...strong winds
...rainfall
...contamination of water supplies
...heavy rain in hilly areas
...the destruction of crops
...the passage of a cyclone along a coast
Pressure can vary dramatically...
...tropical cyclones
The earthquake

→

leads to
can cause
can (also) exacerbate
is responsible for
can lead to
is (also) responsible for
can (also) result in
can induce
bringing about
have triggered
caused

EFFECT

loss of life through drowning
substantial property damage
the spread of fires
loss of life
serious disease outbreaks
landslides
famine
a change in load
a [...] decrease in
earthquakes
the rupture of gas lines

EFFECT

Earthquakes

→

are not an obvious consequence of

CAUSE

cyclones

More about Cause and Effect:

Look at the chart below – what are the causes and what are the effects in the example sentences?

CAUSE

EFFECT

EXAMPLE: The Caribbean sugar boom brought about a steady decline in world sugar prices.

STRUCTURE:

verbs (+ prepositions)

bring about; cause; give rise to;
produce; result in;

is caused / produced / brought
about by; result from

nouns (+ prepositions)

consequence (of);
result of

conjunctions

because; so that;
thereby

prepositional expressions

because of; due to;
on account of

sentence connectors

as a consequence; as a result;
consequently; therefore

-ing form

e.g. producing

EXAMPLES:

The Caribbean sugar boom **brought about** a steady decline
in world sugar prices.

Food poisoning can **result from** eating food contaminated
with bacteria or toxins.

The Scramble for Africa was the **result of** conflicting European
claims to African territory.

Adjacent areas often merge into each other **so that** the boundaries
are blurred.

He had to retire early **on account of** deafness.

The region is largely rural and **therefore** does not have a dense
transport network.

With modern machinery farmers can look after larger fields,
producing more food with less effort.
(= **as a result**, they can produce more food...)

Language for Writing: Comparing and Contrasting

[Page 4]

In academic writing we often compare or contrast two or more definitions, situations, events, etc., or what two writers do, find or think. Listed below are 3 ways of comparing and contrasting.

1) Similarities and differences are signalled using linking expressions (e.g. *similarly, whereas*).

EXAMPLES: *In North America and northwest Europe business relationships are typically instrumental and all about achieving objectives. **But** further south and in many other cultures, business is a human affair and the whole range of emotions are deemed appropriate.*

***Although** approximately 60% of the world's food supply comes from rice, wheat, and corn (Wilson 1998), as many as 20,000 other plant species have been used as food.*

2) Differences are highlighted using comparative adjective or adverb phrases (with *more / less / -er ...than*) or the words *more* or *less*.

EXAMPLES: *The current level of crime in the country is **much less than** accounts in the popular press might lead us to believe.*

*The universalist approach is roughly: "What is good and right can be defined and always applies." In particularist cultures **far greater attention** is given to the obligations of relationships and unique circumstances.*

3) Similarities and differences are not highlighted with any particular words or phrases. In this case, clauses or sentences often contain the same phrases or have the same structure.

EXAMPLES: ***Some cultures** believe that suicide might be permissible under some circumstances. **Other cultures** may regard it as a sin or even as a crime.*

***Achievement means** that you are judged on what you have recently accomplished and on your record. **Ascription means** that status is attributed to you by birth, kinship, gender or age, and also by your connections and your educational record.*

PRACTICE: Use the following words to fill in the gaps in the sentences below (1 - 10).

ALTHOUGH	MEANS / MEANS	MUCH / LESS	MUCH / THAN
SIMILARLY (2X)	SOME / OTHER	SOME / OTHERS	WHEREAS (2X)

(1) Cars must stop at red traffic lights: _____, bicycles have to stop too.

(2) Tesla is a _____ faster car _____ the other electric cars on the market.

(3) _____ he had only entered the contest for fun, he won first prize.

(4) He thought he knew better than I did, though he was _____ experienced.

(5) Politic _____ wise or prudent (rozumný / prozíravý / opatrný). Political _____ 'connected with politics'.

(6) A mother recognizes the feel of her child's skin when blindfolded. _____, she can instantly identify her baby's cry.

(7) While _____ people simply dream of success, there are _____ people who wake up and work hard at it.

(8) In Los Angeles, a chief cause of this pollution is paved-road dust, _____ in San Diego, it's smoke from fireplaces.

(9) "_____ books are to be tasted, _____ to be swallowed, and some few to be chewed and digested."
- Francis Bacon

(10) He is a globalist, _____ we are nationalists who will put our country first.

Transition signals are connecting (or linking) words or phrases that strengthen the internal cohesion of your writing. Transition signals act like bridges between parts of your writing. They link your sentences and paragraphs together smoothly so that they flow and there are no abrupt jumps or breaks between ideas.

Broadly speaking, transition signals can be divided into three types:

- 1) **Sentence connectors** are used to connect two sentences together. They are joined by a full-stop (period) or semi-colon, and are followed by a comma. The following are examples of sentence connectors:
 - Transition signals are very useful. **However**, they should not be used to begin every sentence.
 - Transition signals are very useful; **however**, they should not be used to begin every sentence.
 - Contrast signals are one type of transition signal. **In addition**, there are others such as compare signals and addition signals.
 - There are three main ways to improve cohesion in your writing. **First**, you can use transition signals.
- 2) **Clause connectors** are used to connect two clauses together to form one sentence. They are joined by a comma. The following are examples of clause connectors.
 - Transition signals are very useful, **but** they should not be used to begin every sentence.
 - **Although** transition signals are very useful, they should not be used to begin every sentence.
 - Contrast signals are one type of transition signal, **and** there are others such as compare signals and addition signals.
- 3) **Other connectors** follow different grammar patterns. Many are followed by noun phrases. Some are verbs and should therefore be used as verbs in a sentence. The following are examples of other connectors.
 - **Despite** their importance in achieving cohesion, transition signals should not be used to begin every sentence.
 - Good cohesion **is the result** of using repeated words, reference words, and transition signals.
 - **It is clear that** careful use of transition signals will improve the cohesion in your writing.
 - Contrast signals are one type of transition signal. **Another** type is comparison signals.

Other Examples:

To introduce a **cause / reason**:

SENTENCE CONNECTORS

- *for this reason*

CLAUSE CONNECTORS

- *for*
- *because*
- *since*
- *as*

OTHER

- *results/result from*
- *is/are the result of*
- *due to*
- *because of*
- *is/are the effect of*
- *is/are the consequence of*
- *as a result of*
- *as a consequence of*

To introduce an **effect / result**:

SENTENCE CONNECTORS

- *as a result*
- *as a consequence*
- *consequently*
- *hence*
- *thus*
- *therefore*

CLAUSE CONNECTORS

- *so*

OTHER

- *results/result in*
- *causes/cause*
- *has/have an effect on*
- *affects/affect*
- *the cause of*
- *the reason for*

To **compare / contrast**:

Compare

- *similarly*
- *likewise*
- *also*
- *both... and...*
- *not only... but also...*
- *neither... nor...*
- *just like (+ noun)*
- *similar to (+ noun)*
- *is/are similar (to)*
- *is/are the same as*
- *is/are alike*
- *to compare (to/with)*

Contrast

- *however*
- *in contrast*
- *in comparison*
- *by comparison*
- *on the other hand*
- *while*
- *whereas*
- *but*
- *differs/differ from*
- *is/are different (from)*
- *is/are dissimilar to*
- *is/are unlike*

Examples

- Computers can be used to communicate easily, for example via email. **Similarly/Likewise**, the mobile phone is a convenient tool for communication.
- **Both** computers **and** mobile phones can be used to communicate easily with other people.
- **Just like** the computer, the mobile phone can be used to communicate easily with other people.
- The computer **is similar to** the mobile phone in the way it can be used for easy communication.

Examples

- Computers, although increasingly small, are not always easy to carry from one place to another. **However**, the mobile phone can be carried with ease.
- Computers are generally not very portable, **whereas** the mobile phone is.
- Computers **differ from** mobile phones in their lack of portability.
- Computers **are unlike** mobile phones in their lack of portability.

Linking Parts of a Text: Conjunctions and Sentence Connectors

Conjunctions (e.g. **ALTHOUGH** and **WHENEVER**) link clauses within a sentence:

- **Although** approximately 60% of the world's food supply comes from rice, wheat, and corn (Wilson 1998), as many as 20,000 other plant species have been used as food.
- You should provide a reference to the source **whenever** you quote or paraphrase another writer.

Sentence connectors (e.g. **IN ADDITION** and **HOWEVER**) link two sentences:

- Mental labour has usually been valued more highly than physical labour. **In addition**, work performed outside the home is judged to be more valuable than work done in the home.
- Around 200 plant species have been domesticated for food. **However**, at present more than 75% of the food supply of the human population is obtained, directly or indirectly, from just 12 kinds of plants.

Look at the following table which shows the TYPE OF LINK (1 - 6) along with the CONJUNCTIONS (A) and SENTENCE CONNECTORS (B) used for each.

TYPE OF LINK:	CONJUNCTIONS:	SENTENCE CONNECTORS:
1) Comparison, contrast, and indicating that something is unexpected	1A) although whereas even though while yet	1B) however on the contrary even so meanwhile on the other hand*
2) Reasons and results	2A) as so that because since insofar as	2B) as a consequence as a result therefore hence
3) Adding information	3A) and	3B) above all in addition too furthermore
4) Condition	4A) as long as if unless provided (that)	4B) if not otherwise if so
5) Time: one event at the same time as another	5A) as whenever when while	5B) at that time at the same time meanwhile
6) Time: one event before or after another	6A) after before as soon as since	6B) afterwards earlier later subsequently

* NOTE: There is **NO SUCH** (conjunction / connector) **PHRASE** as "on the other side" in English – it is Czenlish

PRACTICE – Transition Signals

[Page 7]

Choose the correct answer (a, b, c or d) for each of the following questions (1 - 15).
There is ONLY ONE correct answer for each question. **CIRCLE** your answer (a, b, c or d).

- (1) _____ the bad weather, he went out for a walk.
a) In spite b) Because c) Despite d) Although
- (2) Lightning is _____ by clouds discharging electricity.
a) resulted b) consequently c) brought d) caused
- (3) _____ if you finish all the tasks on time, you still have to work overtime.
a) Even b) Although c) Despite d) Due to
- (4) A water main downtown broke this morning, _____ several businesses had no water for hours.
a) however b) so c) because d) causing
- (5) High fuel costs _____ in higher food prices and the loss of many jobs.
a) induce b) result c) affect d) cause
- (6) The essay is really quite good; _____, there are just a few tiny mistakes.
a) however b) therefore c) moreover d) consequently
- (7) Jack is a very poor basketball player; _____, he should be taken off the team.
a) moreover b) because c) therefore d) since
- (8) There are thousands of thoughts that might enter your conscious mind at any given moment; _____, those thoughts are in some way related to your interests, hopes, needs, and desires.
a) for this reason b) despite c) to cause d) moreover
- (9) The accident happened _____ of bad weather.
a) due to b) consequence c) as a result d) therefore
- (10) They decided to buy a new car _____ they were having problems with their old one.
a) since b) hence c) due to d) so
- (11) We have deducted money from your wages _____ the fact that you have been late every morning this week.
a) resulting in b) due to c) thanks to d) as a consequence
- (12) _____ the task was difficult, she solved it with ease.
a) Despite b) Even c) However d) Although
- (13) The heat _____ about a chemical reaction, and oxygen is liberated.
a) triggers b) causes c) results d) brings
- (14) Some people in New Jersey built their houses very close to the shoreline. _____, they have had to spend a lot of money trying to protect their property from the sea.
a) Consequently b) Although c) Due to d) Even if
- (15) She cannot go out _____ she finishes her homework.
a) since b) because c) then d) until

← NOTICE . . . the word is 'UNTIL'
. . . NOT 'til / till' → which are
INFORMAL / SPOKEN Only

CZENGLISH → the phrase "thanks to" is NOT a commonly used Academic English cause / effect marker.

It is more often used 'sarcastically' in SPOKEN ENGLISH for saying that you blame someone or something for something bad that happened: "The railway system is in chaos, thanks to the government's incompetence."

PRACTICE 2:**[Page 8]**

Choose the correct answer (a, b, c or d) for each of the following questions (1 - 12).

There is ONLY ONE correct answer for each question. **CIRCLE** your answer (a, b, c or d).

- (1) The speakers were positioned in the classroom _____ everyone could hear clearly.
a) so that b) because c) despite d) otherwise
- (2) The Industrial Revolution refers to the transformation in Britain from a predominantly agricultural to industrial society, beginning around 1750. _____, other nations went through a similar change.
a) Whereas b) After c) Subsequently d) In spite of
- (3) A BSc degree takes three years in England, _____ in Scotland it usually takes four.
a) despite b) whereas c) as a result d) otherwise
- (4) The population explosion will continue _____ death rates are significantly lower than birth rates.
a) if not b) so that c) whereas d) provided that
- (5) The company paid below-average wages. _____, employee motivation was low.
a) Provided that b) As a result c) Whereas d) After
- (6) Through films and television, children are exposed to violence in the form of entertainment. _____, they grow up believing that aggression is acceptable.
a) Otherwise b) On the other hand c) As a consequence d) Unless
- (7) All the subjects in the experiment had to be between the ages of 20 and 30. _____, they were excluded from the research.
a) Otherwise b) So that c) Furthermore d) Unless
- (8) Anyone can stand for parliament, _____ they are over 18 years of age.
a) if not b) as long as c) subsequently d) moreover
- (9) Climbers need to acclimatise gradually. _____, they run the risk of suffering from altitude sickness.
a) If not b) On the other hand c) Unless d) Provided that
- (10) Many Koreans entered the United States in the late 1960s _____ changes to the immigration laws in 1965.
a) so that b) as a consequence c) unless d) after
- (11) My husband likes classical music – I, _____, like all kinds.
a) otherwise b) in spite of c) on the other hand d) as a result
- (12) Do not call me _____ it is a real emergency.
a) while b) as long as c) despite d) unless

Academic Vocabulary / Word Formation

Complete the following sentences (1 - 20) by filling in the blank spaces with **the proper form of the word given for that sentence**. Use ONLY ONE word per blank space: DO NOT add any words [e.g. prepositions].

- (1) COINCIDENCE Her arrival _____ with our departure.
- (2) CONSEQUENTIALLY Many believe that poverty is a direct _____ of overpopulation.
- (3) CONSTITUTE This action _____ a violation of international law.
- (4) DRAMATICALLY Environmentalists are alarmed by the _____ increase in pollution.
- (5) EXACERBATE Her allergy was _____ by the dust.
- (6) IMPORTANT The report emphasizes the _____ of improving safety standards.
- (7) INCINERATION A device for burning things that are no longer wanted is called an _____.
- (8) INDUCE Pills for seasickness often _____ drowsiness.
- (9) INTRUSION He had no wish to _____ on their privacy.
- (10) INUNDATION If the dam breaks it will _____ large parts of the town.
- (11) OCCUR Street-fights are an everyday _____ in this area of the city.
- (12) OCCUR A new outbreak of smallpox _____ in 1928.
- (13) ORIGINATE The family _____ came from France.
- (14) PARTICULAR We're _____ interested in hearing from people who are fluent in both Spanish and English.
- (15) PROBABILITY The doctor said that the most _____ cause of death was heart failure.
- (16) REFER My old headteacher said he would write me a letter of _____.
- (17) SATISFY She obtained great _____ from helping other people.
- (18) SIGNIFICANT The number 30 on a road sign _____ that the speed limit is 30 miles an hour.
- (19) SIMILARLY While there are _____ in the two cultures, there are also great contrasts.
- (20) STRATEGY Malta was of vital _____ importance during the war.

Prepositions

Complete the following sentences (1 - 10) by filling in the blank spaces with the proper preposition. You may use ONLY ONE word for each blank space.

- (1) A language is often defined _____ a conventional system for communication, a system for conveying messages.
- (2) Most of the problems were due _____ human error.
- (3) In English, the letter Q is always followed _____ the letter U.
- (4) There has been an increase _____ the number of mature entrants to higher education.
- (5) Cuts in funding for the arts has led _____ the closure of several theatres.
- (6) She suffered temporary loss _____ vision after being struck on the head.
- (7) The term 'Arts' usually refers _____ humanities and social sciences.
- (8) Anything relating _____ maths is a complete mystery to me.
- (9) To what degree can parents be held responsible _____ a child's behaviour?
- (10) An increase in cars has resulted _____ the decline of public transport.

Read the following passage - then choose the best answer (a, b, c, or d) for each of the questions below(1 - 8).

On January 3, 1961, nine days after Christmas, Richard Legg, John Byrnes, and Richard McKinley were killed in a remote desert in eastern Idaho. Their deaths occurred when a nuclear reactor exploded at a top-secret base in the National Reactor Testing Station (NRTS). Official reports state that the explosion and subsequent reactor meltdown resulted from the improper retraction of the control rod. When questioned about the events that occurred there, officials were very **reticent**. The whole affair, in fact, was not discussed much, and seemed to disappear with time.

In order to grasp the mysterious nature of the NRTS catastrophe, it helps to know a bit about how nuclear reactors work. After all, the generation of nuclear energy may strike many as an **esoteric** process. However, given its relative simplicity, the way in which the NRTS reactor functions is widely comprehensible. In this particular kind of reactor, a cluster of nine-ton uranium fuel rods are positioned lengthwise around a central control rod. The reaction begins with the slow removal of the control rod, which starts a controlled nuclear reaction and begins to heat the water in the reactor. This heat generates steam, which builds pressure inside the tank. As pressure builds, the steam looks for a place to escape. The only place this steam is able to escape is through the turbine. As it passes through the turbine on its way out of the tank, it turns the giant fan blades and produces energy.

On the morning of January 3, after the machine had been shut down for the holidays, the three men arrived at the station to restart the reactor. The control rod needed to be pulled out only four inches to be reconnected to the automated driver. However, records indicate that Byrnes yanked it out 23 inches, over five times the distance necessary. In milliseconds the reactor exploded. Legg was impaled on the ceiling; he would be discovered last. It took one week and a lead-shielded crane to remove his body. Even in full protective gear, workers were only able to work a minute at a time. The three men are buried in lead-lined coffins under concrete in New York, Michigan, and Arlington Cemetery, Virginia.

The investigation took nearly two years to complete. Did Byrnes have a dark motive? Or was it simply an accident? Did he know how **precarious** the procedure was? Other operators were questioned as to whether they knew the consequences of pulling the control rod out so far. They responded, "Of course! We often talked about what we would do if we were at a radar station and the Russians came. We'd yank it out." Official reports are oddly **ambiguous**, but what they do not explain, gossip does. Rumors had it that there was tension between the men because Byrnes suspected the other two of being involved with his young wife. There is little doubt that he, like the other operators, knew exactly what would happen when he yanked the control rod.

- (1) As used in paragraph 1, which is the best antonym for the word '**reticent**'?
a) nosy b) talkative c) reserved d) concerned
- (2) As used in paragraph 2, which is the best definition for the word '**esoteric**'?
a) risky or dangerous b) highly scientific c) kept secret d) understood by few
- (3) According to the paragraph 2, which of the following is directly responsible for energy production?
a) the turning of the turbine blades b) the escape of pressurized steam
c) the removal of the control rod d) the positioning of the uranium fuel rods
- (4) Based on information in the passage, it can be inferred that, after the explosion and subsequent meltdown, the reactor was...
a) ...not mentioned in any official documents about the incident
b) ...contaminated with toxic elements
c) ...completely annihilated
d) ...honored as a memorial to the tragic incident
- (5) As used in paragraph 4, which is the best synonym for the word '**precarious**'?
a) slow b) difficult c) risky d) involved
- (6) The tone of the author can best be described as...
a) ...neutral b) ...dejected c) ...sarcastic d) ...ominous
- (7) As used in paragraph 5, which is the best synonym for the word '**ambiguous**'?
a) vague b) disturbing c) detailed d) strange
- (8) Based on information in the final paragraph, which of the following statements would the author likely agree with?
a) Official reports about the disaster were detailed and conclusive.
b) Legg, Byrnes, and McKinley were best friends.
c) Byrnes deliberately yanked the control rod.
d) Rumors about the disaster are dubious and uninteresting.