

**Reading:** Read the following text, and fill in the blank spaces [1 - 24] with the correct preposition.

### Tropical cyclones

#### Introduction

Tropical cyclones are defined [1] \_\_\_\_\_ intense cyclonic storms that originate over warm tropical seas. In North America, the term 'hurricane' is used because cyclone refers [2] \_\_\_\_\_ an intense, counterclockwise rotating, extra-tropical storm. In Japan and south-east Asia tropical cyclones are called 'typhoons'. The hazards relating [3] \_\_\_\_\_ 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 [4] \_\_\_\_\_ loss [5] \_\_\_\_\_ life through drowning, inundation of low-lying coastal areas, erosion of coastline, loss [6] \_\_\_\_\_ soil fertility due [7] \_\_\_\_\_ intrusion by ocean salt-water and damage to buildings and transport networks. High-wind velocities can directly cause substantial property damage and loss [8] \_\_\_\_\_ 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 [9] \_\_\_\_\_ loss [10] \_\_\_\_\_ life, property damage and crop destruction from flooding, especially on densely populated floodplains. Contamination of water supplies can lead [11] \_\_\_\_\_ serious disease outbreaks weeks after the cyclone. Heavy rain in hilly or mountainous areas is also responsible [12] \_\_\_\_\_ 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 [13] \_\_\_\_\_ 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 [14] \_\_\_\_\_ their occurrence during cyclones. Pressure can vary dramatically [15] \_\_\_\_\_ a matter of hours with the passage of a cyclone, bringing about a consequentially large decrease [16] \_\_\_\_\_ the weight of air above the Earth's surface. The deloading can be as much as 2-3 million tonnes km<sup>-2</sup> over a matter of hours. In addition, tidal waves or surges in the order of 10-12 m in height can occur [17] \_\_\_\_\_ shallow seas with a resulting increase [18] \_\_\_\_\_ pressure on the Earth's surface of 7 million tonnes km<sup>-2</sup>. 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<sup>-2</sup>. In areas where the Earth's crust is already under strain, this pressure change may be sufficient to trigger an earthquake. The classic example [19] \_\_\_\_\_ a cyclone-induced earthquake occurred [20] \_\_\_\_\_ the Tokyo Earthquake of 1923. A typhoon swept through the Tokyo area on 1 September, and was followed [21] \_\_\_\_\_ 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 [22] \_\_\_\_\_ 2 September. In all, 143.000 people lost their lives, mainly through incineration. There is also evidence that tropical cyclones have triggered earthquakes [23] \_\_\_\_\_ other places along the western margin of the Pacific plate and along plate boundaries [24] \_\_\_\_\_ 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.

#### Vocabulary Building – Cause – Effect Markers:

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 previous text 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

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.

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

- CZENGLISH** → the phrase “thanks to” is NOT a commonly used Academic English cause / effect marker. It is more often used ‘sarcastically’ 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.”

The **Cause and Effect** relationship can be expressed in many ways:

### 1) SIMPLY

#### Emphasising cause:

- The death rate from cancer is increasing because people are smoking more.  
owing to the fact that

#### Emphasising effect:

- As
- Because people are smoking more, the death rate from cancer is increasing.
- Since

- People are smoking more. Therefore,  
So,  
Thus,  
Hence,  
Consequently,  
Because of this,  
For this reason,  
As a consequence,  
As a result,  
the death rate from cancer is increasing.
- People are smoking more. as a result of which  
as a consequence of which  
with the result that

### 2) WITH SOME GRAMMATICAL CHANGES

#### Emphasising cause:

- The fact that the death rate from cancer is increasing is due to people smoking more.  
may be due to
- The/One reason for the death rate from cancer increasing is that people are smoking more.  
The/One cause of could be that
- An increase in the death rate from cancer is one effect of  
may be one result of  
one consequence of  
caused by  
due to people smoking more.  
because of
- An increase in the death rate from cancer results from  
arises from

#### Emphasising effect:

- Owing to people smoking more, the death rate from cancer is increasing.
- The/One effect of is that the death rate from cancer is increasing.  
The/One result of people smoking more, is to increase the death rate from cancer.  
The/One consequence of
- People smoking more results in  
leads to  
produces  
causes  
is the cause of  
gives rise to  
brings about  
an increase in the death rate from cancer.
- People smoke more, (so)  
(thus)  
(thereby) resulting in  
leading to  
producing  
causing  
giving rise to  
bringing about  
an increase in the death rate from cancer.
- If people smoke more the death rate from cancer will increase.

## More about Cause and Effect PRACTICE:

[Page 5]

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

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...)

## PRACTICE 1 - Cause and Effect

Match the following causes (1 - 5) to the effects (a - e).

Write the number 1, 2, 3, 4, or 5 on the line in front of the letters a, b, c, d, or e.

...or, Write the letter a, b, c, d, or e on the line in front of the numbers 1, 2, 3, 4, or 5.

- |              |   |
|--------------|---|
| <u>  e  </u> | 1) An economic crisis hit the country.                                  |
| <u>     </u> | 2) In 2010, there was an ash cloud from a volcano in Iceland.           |
| <u>     </u> | 3) There was huge foreign direct investment into the country last year. |
| <u>     </u> | 4) There was a ban on cigarette advertising.                            |
| <u>     </u> | 5) Agricultural prices were depressed after the First World War.        |
| <u>     </u> | a) There were major disruptions in air transport.                       |
| <u>     </u> | b) The economy of the country grew by 15% last year.                    |
| <u>     </u> | c) The number of smokers rapidly decreased.                             |
| <u>     </u> | d) Farmers intensified their demands for government assistance.         |
| <u>  1  </u> | e) There was a change in government.                                    |

## PRACTICE 2 - Cause and Effect

Combine the sentences above using a variety of cause-effect expressions from the chart.

EXAMPLE(s):     1 + e = An economic crisis hit the country, **bringing about** a change in government.  
                              The change in government **was brought about by** the economic crisis that hit the country.

## 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:

1) Comparison, contrast, and indicating that something is unexpected

### CONJUNCTIONS:

1A) although  
whereas  
even though  
while  
yet

### SENTENCE CONNECTORS:

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 Czenglish.

**LANGUAGE NOTE:** The words *after*, *before* and *so* can be conjunctions as well as sentence connectors. There are also sentence connectors (e.g. *too*, *as well*) which are not used in the initial position. Generally speaking, sentence connectors are followed by a comma, but conjunctions are not.

**PRACTICE:****[Page 7]**

Use the following words / phrases to connect the beginnings and endings below (1 - 12).  
Sometimes more than one answer might be possible.

AFTER / AS A CONSEQUENCE / AS A RESULT / AS LONG AS / IF NOT / ON THE OTHER HAND  
OTHERWISE / PROVIDED THAT / SO THAT / SUBSEQUENTLY / UNLESS / WHEREAS

- (1) The speakers were positioned in the classroom \_\_\_\_\_ everyone could hear clearly.
- (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.
- (3) A BSc degree takes three years in England, \_\_\_\_\_ in Scotland it usually takes four.
- (4) The population explosion will continue \_\_\_\_\_ death rates are significantly lower than birth rates.
- (5) The company paid below-average wages. \_\_\_\_\_, employee motivation was low.
- (6) Through films and television, children are exposed to violence in the form of entertainment. \_\_\_\_\_, they grow up believing that aggression is acceptable.
- (7) All the subjects in the experiment had to be between the ages of 20 and 30. \_\_\_\_\_, they were excluded from the research.
- (8) Anyone can stand for parliament, \_\_\_\_\_, they are over 18 years of age.
- (9) Climbers need to acclimatise gradually. \_\_\_\_\_, they run the risk of suffering from altitude sickness.
- (10) Many Koreans entered the United States in the late 1960s \_\_\_\_\_ changes to the immigration laws in 1965.
- (11) My husband likes classical music – I, \_\_\_\_\_, like all kinds.
- (12) Do not call me \_\_\_\_\_ it is a real emergency.

## Language for Writing: Comparing and Contrasting

[Page 8]

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.



## 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 COLLOCATIONS from the TEXT:

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

### Basic Collocations:

Complete the common collocations below (1 - 15) with the word DO, HAVE, MAKE or TAKE.

- |   |                         |                        |
|---|-------------------------|------------------------|
| (1) _____ sb (somebody) a favor         | (6) _____ a break       | (11) _____ a good time |
| (2) _____ friends with sb               | (7) _____ your homework | (12) _____ progress    |
| (3) _____ sth (something) right / wrong | (8) _____ a mistake     | (13) _____ notes       |
| (4) _____ a difference                  | (9) _____ lunch         | (14) _____ business    |
| (5) _____ sth in common with sb         | (10) _____ your best    | (15) _____ a taxi      |

## MORE on COLLOCATIONS

### Noun and Verb Collocations

Some nouns can collocate with several different verbs with no difference in meaning. For example, we can say "have a party", "hold a party" and "throw a party". The meaning is the same. Similarly, we can say "do a test" (or exam), "take a test" (or exam) and "sit a test" (or exam). English language learners quite often say "write a test" because that is how they say it in their language. It is wrong in English because "write" and "test" do not collocate. They do not go together.

### Noun and Noun Collocations

Some other basic collocations involve nouns that go together. We tend to say things in a particular order and it sounds very strange if we say them around the wrong way. For example, it would be very unusual to say "dogs and cats", "pepper and salt", "chips and fish" or "white and black". We say "cats and dogs", "salt and pepper", "fish and chips" and "black and white".

### Numbers in Basic Collocations

When we put numbers together in a collocation, we always say the smaller number first. We say "It will take two or three hours", not "three or two hours". We say "I'll be back in five or ten minutes", not "ten or five minutes".

At the beginning of a formal speech, people usually say "Ladies and gentlemen". However, we normally say "boys and girls". With these collocations, the order is important simply because it sounds unusual if we say it in the wrong way. There isn't really a good reason. As with many other aspects of grammar and vocabulary, a really good strategy is to read and listen to as much English as possible and copy the phrases that you hear and see.

## MORE on Basic Collocations

Complete the following sentences (1 - 12) by filling in the blank spaces with one of the following words. Use each word ONLY ONCE. DO NOT change the form of the word.

BREAK / CATCH / COME / DO / GET / GO / HAVE / KEEP / MAKE / PAY / SAVE / TAKE

- (1) Can you fill in for me at the meeting? I can't go, and someone must \_\_\_\_\_ my place.
- (2) My therapist tells me I \_\_\_\_\_ a problem with intimacy, I just cannot trust anyone.
- (3) Why did you have to go and tell Bob about my illness? You just can't \_\_\_\_\_ a secret, can you?
- (4) Without treatment, the patient will \_\_\_\_\_ blind.
- (5) This type of fine serves as an indication to drivers who \_\_\_\_\_ the law that they will be punished.
- (6) I'm telling you this in strict confidence – Bob and Sally are going to \_\_\_\_\_ divorced.
- (7) We \_\_\_\_\_ business with a number of Italian companies.
- (8) In order to \_\_\_\_\_ time, students will be examined in groups of three.
- (9) You'll never learn to speak another language unless you're prepared to \_\_\_\_\_ an effort.
- (10) You'd better zip up your jacket so you don't \_\_\_\_\_ a cold.
- (11) \_\_\_\_\_ attention to what she's saying because she won't explain it a second time.
- (12) We added up all the advantages and disadvantages and tried to \_\_\_\_\_ to a decision.

**Academic Collocations:**

Put ONE of the following words in front of the words below to make academic collocations.  
You need to use one of the words twice.

ACHIEVE / ACQUIRE / BRIEF / CONDUCT / DEEP / DRAW / GIVE / HIGHLY /  
MAKE / SATISFY / SIGNIFICANT / TACKLE / TAKE / VAST

- |                         |                          |                         |
|-------------------------|--------------------------|-------------------------|
| (1) _____ problems      | (6) _____ progress       | (11) _____ amount       |
| (2) _____ action        | (7) _____ decisions      | (12) _____ majority     |
| (3) _____ controversial | (8) _____ knowledge      | (13) _____ description  |
| (4) _____ needs         | (9) _____ research       | (14) _____ a conclusion |
| (5) _____ a goal        | (10) _____ understanding | (15) _____ feedback     |

**PRACTICE - Collocations:**

Complete the sentences below (1 - 15) by filling in the blank space with ONE of the following words.

ACHIEVE	CONDUCT	GIVE	MAKE	TACKLE
ACQUIRE	DEEP	HAVE	SATISFY	TAKE
BRIEF	DRAW	HIGHLY	SIGNIFICANT	VAST

- (1) If we can \_\_\_\_\_ a conclusion about the character of Ishmael in *Moby Dick*, it would be simply that went to sea to find his place among men.
- (2) The \_\_\_\_\_ majority of nations have agreed to unite their efforts to bring peace.
- (3) The booklet gives a \_\_\_\_\_ description of each place.
- (4) I \_\_\_\_\_ a lot in common with my sister.
- (5) I feel that we're just beginning to \_\_\_\_\_ progress, and that it would be wrong to stop now.
- (6) Take full advantage of your mistakes to \_\_\_\_\_ your goals and aspirations.
- (7) Museum trustees argue that a parking garage must be built to \_\_\_\_\_ the needs of their vehicle-dependent patrons.
- (8) The Faculty offers opportunities to study and \_\_\_\_\_ research in most branches of law and legal scholarship.
- (9) Not all readers of English literature have a \_\_\_\_\_ understanding of Shakespeare.
- (10) Under the new regulations, coach drivers must \_\_\_\_\_ a break every four hours.
- (11) You have all invested a \_\_\_\_\_ amount of time and energy in making this project the success that it is.
- (12) It is harder to conceal ignorance than to \_\_\_\_\_ knowledge.
- (13) The government has brought forward new proposals to \_\_\_\_\_ the problem of increasing crime.
- (14) Abortion is a \_\_\_\_\_ controversial issue.
- (15) They hope the charter will let patients know their rights and \_\_\_\_\_ feedback if the service is not working.

Academic writing can be one of the hardest things to perfect in English.

This advanced skill requires perfect grammar, pin-point vocabulary usage and a deep understanding of the subject you are writing about. **What it also requires is a very specific register (level of formality) which can be difficult to get right for non-native English speakers (and quite a few native speakers as well).**

One way to improve and transform academic English writing is by learning some useful collocations which will make you sound self-assured, knowledgeable and bring just the right level of formality to your dissertation or thesis.

The following are some of the most useful academic collocations as well as definitions and some examples taken from genuine academic papers.

- 1) **Accurate assessment** - correct and precise evaluation of something or someone  
*"**Accurate assessment** of head motion can be a useful tool in clinical studies".*
- 2) **Address the issue** - consider or deal with the matter at hand  
*"To help **address this issue**, a previous study has been extended and a detailed examination of the..."*
- 3) **Adversely affect** - change in a negative way  
*"A literature search was performed to determine whether non-steroidal anti-inflammatory drugs (NSAIDs) **adversely affect** the healing of stress fractures".*
- 4) **Become apparent** - to be suddenly clear or obvious  
*"This **becomes apparent**, however, when a new molecular species is introduced into the atmosphere..."*
- 5) **Brief overview** - a non-detailed look at the subject as a whole  
*"Their paper offered a **brief** but broad **overview** of the field of individual of language learning".*
- 6) **Broad range** - of extensive scope  
*"The colour produced from this reaction is stable and increases in a proportional fashion over a **broad range** of increasing protein concentrations".*
- 7) **Causal link** - one thing being responsible for another  
*"A **causal link** between high need for achievement and small business ownership is not found".*
- 8) **Characteristic feature** - a feature which distinguishes or defines something or someone  
*"The **characteristic feature** of the book is the effort to explain the mathematical origins of the most widely used statistical formulas in terms that persons with comparatively little mathematical training can easily follow".*
- 9) **Deeply rooted** - firmly implanted or established  
*"This book describes efforts to develop an approach to teaching and teacher education that is **deeply rooted** in the study of practice".*
- 10) **Detailed analysis** - an in-depth study  
*"The major difference between this book and others is its coverage of the **detailed analysis** of experiments".*
- 11) **Essential component** - a vital part of something  
*"It is shown here that these proteins are an **essential component** of the cell surface receptor".*
- 12) **Establish a relationship** - to prove or show a link between two things  
*"The aim of the study was to **establish the relationship** between aortic stiffness and stroke death in hypertensive patients".*
- 13) **Existing research** - previous academic work on the same subject  
*"This working paper reviews the **existing research** evidence about the additional costs or deprivation that disabled people face".*
- 14) **Fundamental principle** - principle from which other principles can be derived  
*"The authors argue for the restoration of beneficence to its place as the **fundamental principle** of medical ethics".*
- 15) **General consensus** - the majority opinion on a topic  
*"There is a **general consensus** that forward exchange rates have little, if any power as forecasts of future spot exchange rates".*
- 16) **Gain insight** - achieve a more profound understanding  
*"Through this comparison we hope to **gain insight** into the way they perform specific tasks".*
- 17) **Highly controversial** - tending to provoke fierce disagreement  
*"A **highly controversial** issue in financial economies is whether stocks overreact".*
- 18) **Immediately apparent** - obvious and clear at that moment  
*"The reasons for this are not **immediately apparent** and deserve further investigation".*
- 19) **Increase the likelihood** - to make more likely or plausible  
*"Numerous students engage in behaviours that **increase** their **likelihood** of death from these four causes".*

- 20) **Key element** - a main or fundamental component  
*"Provisional restorations represent a **key element** in the realization of extensive esthetic rehabilitations".*
- 21) **Largely confined (to)** - focussed in a particular area  
*"The metabolic syndrome is **largely confined to** overweight and obese adults".*
- 22) **Major challenge** - a large or fundamental problem  
*"Keeping up with the population increase is a **major challenge** for urban areas".*
- 23) **Markedly different** - noticeably distinct  
*"The spectrum of pyridine coordinately bonded to the surface is **markedly different** from that of the pyridinium ion".*
- 24) **Negative connotation** - suggesting something bad or wrong  
*"The label placebo was avoided because of its **negative connotation**".*
- 25) **Newly emerging** - novel or original concept first being introduced  
*"This is a book about a **newly emerging** area of research in instructional technology".*
- 26) **Offer insight (into)** - present a deep or original analysis  
*"This study reveals what those practices are and may **offer insight into** how they fit the future workplace".*
- 27) **Particular emphasis (on)** - stressing one aspect of something  
*"The first chapter, a review of some of the principal social surveys carried out in the last half-century or so, with **particular emphasis on** British experience, has been entirely rewritten".*
- 28) **Positive feature** - something good  
*"The great chemical diversity is a **positive feature** in that it indicates the likelihood that a variety of approaches can be made to prevention".*
- 29) **Qualitatively different** - differences relating to quality as opposed to quantity  
*"Current methods for generating **qualitatively different** plans are either based on simple randomisation of planning decisions".*
- 30) **Quantitative study** - a study which focuses on aspects of quantity  
*"Qualitative and **quantitative studies** were performed on pulmonary blood vessels in lung tissue obtained by biopsy, pneumonectomy, or autopsy".*
- 31) **Raise a question** - necessitates an obvious enquiry  
*"At the same time, it also **raises the question** of whether a single reform can meet the very different objectives of different supporters".*
- 32) **Rapid expansion** - to grow larger at a fast rate  
*"It has been suggested that the **rapid expansion** could be the result of human activities causing habitat disturbances or stresses such as pollution".*
- 33) **Reach a consensus** - develop a general agreement  
*"A conference was organized to evaluate the data and **reach a consensus** on optimal treatment protocols".*
- 34) **Seem plausible** - appear possible or likely  
*"Again, even though the results **seem plausible**, they are hard to interpret in the absence of a theory".*
- 35) **Specific examples** - focussed examples  
*"The **specific examples** used are shown to have a substantial biasing effect on diagnostic accuracy".*
- 36) **Theoretical approach** - focussing on theories rather than practical application  
*"A new **theoretical approach** to language has emerged in the past 10–15 years that allows linguistic observations about form–meaning pairings, known as 'constructions', to be stated directly".*
- 37) **Typical example** - an example which is common or expected in its outcome  
*"A **typical example** would be the design of a trial to evaluate the benefits of specialist stroke units".*
- 38) **Underlying assumption** - a belief which dictates other beliefs  
*"Much of ecological theory is based on the **underlying assumption** of equilibrium population dynamics".*
- 39) **Universally accepted** - an assumption which is not commonly disputed  
*"The idea of a biological root to human nature was almost **universally accepted** at the turn of the century".*
- 40) **Vary considerably** - to be widely different in form or features  
*"The results of these procedures **vary considerably** among patients".*
- 41) **Vast majority** - an overwhelming amount  
*"The **vast majority** of cases occur in developing countries, mainly because of lack of screening".*
- 42) **Well documented** - evidence from numerous or reliable sources  
*"Although CNS depression and analgesia are **well documented** effects of the cannabinoids, the mechanisms responsible for these and other cannabinoid-induced effects are so far known".*

**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.