

# 21 Language building 1

## Using a dictionary, word families

### Using a dictionary

#### 1.1 Answer these questions about your dictionary.

- 1 What type of dictionary do you have?  
A English → English      B English → your language      C Your language → English
- 2 When do you use it?  
A When reading.      B When writing.      C Whenever I am studying.
- 3 Which of the following is true for you?  
A I just look up words online or use a translation tool.  
B I stop and look up every word I don't know.  
C I only use a dictionary to check words after I have done an exercise.  
D I rarely use a dictionary.

#### Study Tip



Whether you look up words in an online dictionary, or a printed version, or just use an online translation tool, it is important to make sure you are using a reliable source of information. If possible, use a monolingual dictionary as this will help you to practise your English more. The best dictionaries not only contain the words you need to look up but they will also give you example sentences and information about words and how they are used. If you would like to buy a dictionary, exercises 1.3 and 1.4 might help you to assess the different dictionaries you find.

You cannot use a dictionary in the IELTS test so, when you are using this book, don't use your dictionary to look up every new word. Instead, use the context to work out the meaning of a word as you complete the exercises. Only use your dictionary when you have finished. When you are writing, use your dictionary to help with spellings as well as the correct usage of words and make a note of any words you repeatedly need to look up.

#### 1.2 The words in column A are all related to dictionaries. Match the words to the correct meaning in column B.

A	B
1 monolingual	A a large amount of written material organised to show how language works
2 bilingual	B written in only one language
3 corpus	C a word that means the same
4 synonym	D a dictionary containing synonyms and antonyms
5 antonym	E the sound and pronunciation of words
6 thesaurus	F written in two different languages for translation purposes
7 phonology	G the origin of words
8 etymology	H a word that means the opposite

### 1.3 Do you know how your dictionary is organised?

- 1 How can you tell whether the word is a noun/verb/adjective etc?
- 2 How does it tell you the pronunciation of the word?
- 3 Does it give you other words in the same family?
- 4 Does it give you example sentences?
- 5 Does it tell you whether a word is informal, slang or taboo?
- 6 Does it show differences between the US and UK version of the word?
- 7 Does it tell you which other words can / need to be used with this word?
- 8 A printed dictionary often has information at the beginning. Does your dictionary give:
  - information about measurements?
  - information about grammar?
  - hints on how to use the dictionary?
  - an explanation of the phonetic script used?
  - a list of abbreviations used?

#### Study Tip



If you look up a verb in your dictionary, you should see the following in brackets after it: *vt* or *vi* (sometimes simply *t* or *i*). This tells you whether the verb is *transitive* or *intransitive*. A transitive verb needs, or can have, an object, e.g. *put*: *I put the vase on the table*. *Put* is transitive because it must have an object (the vase). **NOT** *I put on the table*.

An intransitive verb does not need, or cannot have, an object, e.g. *rise*: *The sun rises every morning*. *Rise* is intransitive because it has no object. Not *I rise the table*. Some verbs can be transitive or intransitive, e.g. *carry*: *I carried the table to another room*. (Transitive, the object = *the table*.) *His voice carried across the room*. (Intransitive, his voice didn't carry anything.)

### 1.4 Look up the words *develop*, *exist*, *swerve* and *vanish* in your dictionary and then answer these questions.

- 1 Which verb(s) are transitive and which are intransitive? .....
- 2 Which verb(s) can be either transitive or intransitive? .....
- 3 Which verb(s) can have an object and which verb(s) cannot have an object? .....
- 4 Which verb(s) has the following meaning?  
 A move uncontrollably ..... B be .....  
 C disappear? ..... D change or grow
- 5 Which word does the verb *swerve* rhyme with    A curve    B halve    C mauve? .....

### 1.5 Abbreviations are often used in a dictionary to give you information about words. What do the following abbreviations stand for? Choose a word from the box that you might find these abbreviations next to.

1 adj = adjective: <i>good</i> .....	because	of	good	well	traffic	differ
2 conj .....						
3 vi .....						
4 U .....						
5 adv .....						
6 prep .....						

**1.6** Some words can have more than one meaning so don't assume the first reference you find is the meaning you are looking for. Match the words in column A to two possible meanings in column B. Use a dictionary to help you if necessary.

**A**

chink  
minute  
outlook  
material

**B**

view  
information  
future situation  
60 seconds  
narrow crack  
cloth  
light ringing sound  
very small

**1.7**  21 A dictionary can also help you to pronounce words correctly using phonetic symbols. Listen to the recording and then match the vowel sounds that are underlined with the correct phonetic symbol.

put these in some ball choose word about guest what attack hard

### Phonetic symbols

i: <u>these</u>	u: <u>u</u>	ɜ: <u>ɜ</u>	ə: <u>ə</u>	ɔ: <u>o</u>	e <u>ɪ</u>
ɒ	ʌ	æ	ə	ʊ	ɪ

### Study Tip



A good dictionary will also tell you which other words can or need to be used with the word you are checking. This is called *collocation*. Collocation will help you to use new words accurately in a sentence. When you look up a new word in your dictionary, make a note of the words that collocate with it. The example sentences can help with this. Study the following extract from the *Cambridge Advanced Learner's Dictionary*. You will see that the word *choice* can be used in several different ways and have a variety of collocations.

#### WORDS THAT GO WITH *choice* ACT

have a choice • make a choice • give/offer sb a choice  
• be faced with a choice • an informed choice • a choice between [two things or people] • a choice of sth • by/ from choice

**choice** ACT  /tʃɔɪs/ noun [C or S U] an act or the possibility of choosing: *If the product doesn't work, you are given the choice of a refund or a replacement.* ◦ *It's a difficult choice to make.* ◦ *It's your choice/The choice is yours* (= only you can decide). ◦ *It was a choice between pain now or pain later, so I chose pain later.* ◦ *Now you know all the facts, you can make an informed choice.* ◦ *I'd prefer not to work but I don't have much choice* (= this is not possible). ◦ *He had no choice but to accept* (= He had to accept). ◦ *Is she single by choice?*

#### WORDS THAT GO WITH *choice* VARIETY

a bewildering/excellent/wide choice • offer a choice of sth • a choice of sth

**choice** VARIETY  /tʃɔɪs/ noun [S or U] the range of different things from which you can choose: *There wasn't much choice on the menu.* ◦ *The evening menu offers a wide choice of dishes.* ◦ *The dress is available in a choice of colours.*

## Word families

### V Vocabulary note

A prefix is a letter, or group of letters, that can be added to the beginning of a word to make a new word. Prefixes can help you to work out the meaning of unknown words. The prefix *re* means to do again, e.g. *use*, **reuse** = to use again. A suffix is a letter, or group of letters, that can be added to the end of a word to form a new word. The suffix *able* means it is possible to do something, e.g. *assess*, **assessable** (= it is possible to assess). In your dictionary, a prefix will be shown with a hyphen after it (*re-*); a suffix will be shown with a hyphen in front of it (*-able*).

**2.1** Use your dictionary to check other words that can be made from the same base word. Put the following words into the correct columns to make new words.

approach assess assume create define distribute establish identify interpret represent vary

-ment	-tion	-able	mis-	re-	un-
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
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.....	.....	.....	.....	.....	.....

**2.2** Consider one of the longest words in the English language: *antidisestablishmentarianism*. Base form = *establish* (+ *-ment*) = *establishment* (+ *dis-*) = *disestablishment* (+ *-arian*) = *disestablishmentarian* (+ *-ism*) = *disestablishmentarianism* (+ *anti-*) = *antidisestablishmentarianism*.

Which of the groups of letters in column A are prefixes and which are suffixes? Match them to the meanings in column B.

A	B
1 anti-	A used to form a noun referring to an action, a process or its result
2 dis-	B a person who has a connection with, or belief in, the stated subject
3 -ment	C used to form nouns which describe social, political or religious beliefs
4 -arian	D opposed to, or against
5 -ism	E used to form the opposite or negative

**2.3** Think of an example word for each of the prefixes and suffixes in column A above.

# 22 Language building 2

## Learning vocabulary, collocation

### Learning vocabulary

#### 1.1 Create a list.

Each week, try to build up a list of new words you have seen or read. These may be words you are familiar with but don't know well enough to use actively or accurately. Don't make the list too long – ten should be enough. Here are ten useful words for this week.

1 analysis	6 environment
2 benefit	7 occur
3 consistent	8 period
4 create	9 significant
5 define	10 theory

#### 1.2 Check the meaning.

Make sure you understand the meaning of each of the words in 1.1. Which of them is closest in meaning to each of the following?

A happen .....	F length of time .....
B make .....	G advantage .....
C reliable; unchanging .....	H opinion or explanation .....
D close examination .....	I explain the meaning or limits of something .....
E important .....	J surroundings .....

#### 1.3 Find out the different forms of each word.

- 1 Look again at the words 1–10 in 1.1. Write N next to the nouns, V next to the verbs and A next to the adjectives.
- 2 Which word can be a noun or a verb? .....
- 3 Which of the words can have the following prefixes: *in*, *re*?

#### 1.4 WORD BUILDING Complete the table with the different forms of each of the words in 1.1.

	<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>		<b>Noun</b>	<b>Verb</b>	<b>Adjective</b>
1				6			
2				7			
3				8			
4				9			
5				10			

## 1.5 Learn how to pronounce the words.

- 1  22a Listen and practise saying each word.
- 2  22b Now listen to ten sentences (a–j). Each contains a word from 1.1, but in a different form. Write down each word and its form (noun, verb etc).

A environmentalist (noun) .....

B .....

C .....

D .....

E .....

F .....

G .....

H .....

I .....

J .....

- 3  22b Now listen to the sentences again and mark the stress on each of the words you have written. Practise saying the sentences.

## 1.6 Know how to spell the words.

Study the spellings of words 1–10 in 1.1, then cover up the words. Now underline the correct spellings below.

1 analasis analysis analisis  
 2 beneficial beneficial benefisial  
 3 consistent consistant concistent  
 4 recretion recreation recration  
 5 defined defin defende

6 enviroment environment environement  
 7 occurred ocurred ocured  
 8 periodicaly periodically periodically  
 9 sinificant singificant significant  
 10 theoretical theretical theorrethical

## 1.7 Use the words.

Complete this text with the correct form of the words in 1.1.

Nowadays we hear the word 'sustainable' being used a great deal in academic journals and <sup>1</sup>periodicals. <sup>2</sup> in particular are very concerned that any development should be 'sustainable'. They argue that sustainable practices have great <sup>3</sup> for us and can have a <sup>4</sup> impact on the future of our planet.

However, the word 'sustainable' needs to be clearly <sup>5</sup>. Sustainable development <sup>6</sup> in exploiting our natural resources without destroying them. We need to establish whether this can be put into practice or whether it is a mere <sup>7</sup>. There needs to be a thorough <sup>8</sup> of any development plans before they are allowed to proceed, as once an area has been destroyed it is almost impossible to <sup>9</sup> it. We should do our best to ensure that there is no <sup>10</sup> of the logging and land clearing that destroyed so many forests at the start of the twentieth century.

### Study Tip

When you are learning new words, look carefully to see if there are any spelling rules that can help you. Make a note of any double letters. It is sometimes easier to break the longer words up, e.g. *en-vi-ron-ment*.



### Study Tip

Try to use new words as often as possible when speaking and writing. They should start to become part of your active vocabulary. Look back at new words as often as you can and test yourself on the meaning, pronunciation and spelling.



## 1.8

## 22b Remember the context.

Look at the following ideas or contexts, which were all used in the sentences in 1.4. Which words from 1.4 do you associate them with? Listen again to check your answers.

1 very bad storms .....	7 video games and violence .....
2 global warming .....	8 space exploration and Mars .....
3 the student council .....	9 a teacher commenting on an essay .....
4 growing plants .....	10 young children and the impact of school .....
5 eating fish .....	
6 studying chemistry .....	

## Study Tip



When you are trying to remember a word, it often helps to think about the context in which you last heard or read it. Think about where you were and what you were doing, or try to remember what the reading or listening text was about.

## 1.9 Use spelling rules to help you edit your work.

1 Change these words by adding the endings in brackets.

A surprise .....	(ing)	F worry .....	(ing)
B true .....	(ly)	G unplug .....	(ed)
C advance .....	(ment)	H stop .....	(ed)
D happy .....	(est)	I slope .....	(ed)
E worry .....	(ed)	J change .....	(able)

2 Add an appropriate prefix (*dis*, *im*, *in* or *un*) to these words.

A suitable .....	F patient .....
B appropriate .....	G ability .....
C similar .....	H organised .....
D noticed .....	I polite .....
E interested .....	J employment .....

## Collocation

## 2.1 Learn important collocations. Correct the collocation errors in these sentences.

1 After a careful analysis from the situation we decided to cancel the trip.

2 Regular exercise can be to benefit for people with asthma.

3 These results are consistent to the ones we obtained last month.

4 We need to create for a new design.

5 I am looking up the definition from this word.

6 We should use products that are environmentally good.

### 2.2 Complete the sentences with the correct prepositions from the box.

1 The president refused to comment ..... the problem.      about    for    in    on    to    with    of

2 I found out about the hotel ..... the Internet.

3 I would like to apply ..... the position of head chef.

4 The students were allowed ..... participate ..... the basketball tournament.

5 I was completely satisfied ..... the service at your hotel.

6 My mother is concerned ..... the amount ..... money I spend each week.

7 The cost ..... living has increased by 5 per cent this year.

8 There are several reasons ..... this increase.

### 2.3 Which word in each list cannot collocate with the word in bold?

1 difficulty / knowledge / need / opportunity / problem	arise
2 draw / work / need / pay / receive / seek	attention
3 assess / cause / inflict / repair / take	damage
4 attract / develop / excite / feign / give / lose	interest
5 acquire / learn / speak / tell / use	language
6 control / an exam / a law / judgment / the time	pass



#### Vocabulary note

When using an adverb with an adjective, note the following:

*extremely* = 'to a large degree' so it should not be used with adjectives that have an extreme meaning, e.g. *terrified*. You need to use a neutral adverb, e.g. *completely, really, completely terrified*. NOT *extremely terrified*.  
*slightly* = 'to a small degree', so cannot be used with extreme adjectives: *slightly scared*. NOT *slightly terrified*.

*significantly* is often used with comparative adjectives: *significantly greater*. NOT *significantly great*.

Other collocations just have to be learned.

### 2.4 Choose the correct adverb in each sentence.

1 I was completely / utterly satisfied with my test result.

2 It is highly likely / possible that the president will resign today.

3 The machine was slightly / utterly useless.

4 I am extremely / totally concerned about your behaviour.

5 It was bitterly / completely cold in the winter.

6 I was absolutely / totally freezing by the time we arrived.

7 The oil spill had a big / heavy impact on the surrounding environment.

8 It is absolutely / very impossible to predict the future with any certainty.

#### Study Tip



Once you have done all of these things, you should be able to say that you *know* a word.