

The Word Combination Card A Writer's Reference

❧ Instructor's Guide ❧ & Exercise Packet



Berman ♦ Gonzales ♦ Alves

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INTRODUCTION AND ACKNOWLEDGMENTS

Introduction

The Word Combination Card is the result of a year and a half of research and hard work combined with our decades of ESL/EAP classroom teaching. From a teaching/learning perspective, the Card is designed to do the following:

- Improve students’ written fluency, precision, and clarity by demonstrating and exemplifying academic word combinations
- Teach students to identify and use language patterns effectively in written academic English
- Help students build high-frequency academic vocabulary

We are particularly proud of the publishing model for *The Word Combination Card*. It is a uniquely affordable resource that, when combined with this Instructor’s Guide and Exercise Packet, can serve as a substantive piece of any academic writing class for college-bound ESL students.

In the following pages, you will find dozens of exercises and activities – including many photocopiable materials– that will make teaching and learning with this guide easy, efficient, and effective. You can select from the wide variety of exercises included in these pages in order to use this card in your particular class or curriculum. Please let us know if you have any questions or suggestions (email: info@LanguageArtsPress.com). We would love to hear from you!

Acknowledgements

We wish to thank our families, first of all, who permitted our long work sessions in the evenings and on weekends, and who supported us in our endeavor even though they were not entirely clear about what we were creating! Secondly, we are extremely grateful to our colleagues at Montgomery College, many of whom read manuscript for this Card at various stages and helped us refine and improve the content. We are extremely fortunate to have such committed and generous workmates.

Ray Gonzales
Michael Berman
Mark Alves

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HOW TO USE THIS GUIDE

Presenting the concept of collocations: It is essential that learners understand the concept and importance of collocations. A collocation is a combination of two or more words that appear together naturally in language. There are different types of collocations such as **annual salary** (adj. + n.), **implement a policy** (v. + n.), and **firmly believe** (adv. + adj.). Some are more “grammatical” in nature: **advise against doing sth** (v. + prep. + gerund + object). Collocations or word combinations help language learners to express their ideas more clearly, accurately, and efficiently. This card contains high-frequency vocabulary in basic college/academic writing with high-frequency, functional collocations highlighted and illustrated. Instructors should guide students through samples in the card to introduce the concept.

Familiarize students with the content and organization of the card: In order to use this card and acquire basic academic expression, students must become familiar with the content and organization of the card. Thus, instructors should introduce the sections of card and highlight ways that the information about collocations is presented. Instructors are encouraged to have students complete various activities, such as those included in this Instructor’s Guide, to become familiar with the content and collocations and to learn to navigate the sections of the card.

Train students to use the card: Instructors should have students notice target language features in the Card. This involves typical collocation combinations, such as those described above, but also noticing the connection between, for example, the combination of “by” and a past time with past perfect in the main clause (e.g., *By the end of the 1970s*, the U.S. and Soviet space programs *had completed* over a dozen missions.) We have tried to provide such examples frequently and in context, and many of these examples will naturally rise to the surface in class discussion as students complete the exercises herein. These exercises include a variety of progressive tasks directly related to the content of the card, including noticing, fill-in-the-blank, editing, and open production.

Types of activities:

- *Noticing activities:* These receptive activities introduce target language in the Card and model this language in rich, authentic contexts. Allow students time to work alone or in pairs. Review together as a class.
- *Using the words and phrases:* These fill-in-the-blank activities familiarize students with the targeted collocations and their contexts.
- *Editing:* These challenging exercises provide editing practice with the target language structures within short readings.
- *Sentence production:* These minimally scaffolded exercises provide students with authentic writing practice on a variety of topics highlighted in the Card.

Assign writing tasks: Finally, students should use the card to write and edit their writing. Students should be guided to relevant sections of the card before and during writing as well as when students need to rewrite. In instructor feedback, words or sentence patterns that are in the card could be highlighted, indicating to students that they need to rewrite and improve according to the information in the card.

NOUNS AND VERBS

The Key Academic Collocations List

The first section of the Card – the Key Academic Collocations list – is a reference list of must-know academic vocabulary and its usage. Because all of the nouns and verbs in this Key Collocations list are high-frequency, students would benefit greatly by acquiring proficiency with all of these core academic words and collocations.

The exercises on pages 8 to 16 provide a first step in this acquisition process. They will help familiarize students with this section of the Card, give students practice in using the collocations in academic sentences, and give teachers the opportunity to review the sentences with students and discuss issues of usage and grammar.

Here are a few additional suggestions for using this section to develop students' comfort and fluency with these words.

1. **Sentence writing:** Choose sections of the Key list –the “A words” or “B words,” for example – and have students write ten sentences for homework, with each sentence containing at least one item from the list. This works well as an in-class pair/group activity as well. Always debrief as a class, reviewing as many example sentences as possible.
2. **Grammar focus:** Have students write sentences in which they must incorporate one word/collocation from the Key list as well as a given grammar structure. For example, you could have students write ten sentences, with each sentence containing an adjective clause and at least one word from the Key list.
3. **Theme focus:** Preview the Key Collocations list and identify a subset of words which relate to a particular theme of the class (or better, have *the students* identify these words!). The word lists included at the end of this guide may help you to form these vocabulary subsets more easily. You can use these subsets as lists for the exercise types above or the games below.
4. **Games:**
 - i. **Sentence writing game:** Have teams review a given subset of the Key Collocations list (e.g., the “A” and “B” words). Announce words from this subset one by one, giving students a minute (or less) to compose a correct original sentence with that word. Debrief. Correct sentences earn a point. Adding a theme or a grammar structure into the mix adds to the challenge.
 - ii. **Sentence completion game:** For a faster moving activity than the above game, use only the verbs from the Key Collocations List, and start the sentence for the students. For example, you can begin the sentence with “The teacher...” or “The president...” and add a verb from the Key Collocations list in the tense of your choice (e.g., “The teacher advised...” or “The teacher decided...” or “The teacher prefers...”). The students, in teams, complete the sentence in writing. You can award points based on speed (i.e., the first team with a correct sentence wins a point) or correctness (i.e., all teams who composed a correct sentence within the time limit earn a point).
 - iii. **Scavenger hunt:** Divide students into teams. Announce a word that is not one of the red “headwords” in the Key Academic Collocations section but rather is an important collocate such as *about* or *avoid*. The teams must find a headword that contains “about” or “avoid” among its collocations, and then the teams must compose a correct/acceptable original sentence using that headword-collocate combination. For example, for the above items, a team might write:

“She wrote a *report about* the effect of cold climates on life expectancy” (the headword is *report*), or “He *avoids* health *problems* by exercising and eating well” (the headword is *problem*). Here are some collocates that would work well for this game:

1. Prepositions: of, for, on, by, about, to, from, between, against, at
 2. Noun clause starter words: that, who, how, why, whether
 3. Adjectives: important, serious, basic, main, strong, violent, professional, financial, long-term
 4. Verbs: avoid, conduct, cause, ask for, be
- iv. Scavenger hunt II: For another type of scavenger hunt, have students read an article (from their textbook, a newspaper, etc.) and find as many words/collocations from the list as they can. You can have students compete individually or in teams. This game is especially good for working on word forms since students will have to make sure that the word in the article matches the form of the headword in the Key Collocations list (or you could allow students to use alternate parts of speech). This game reinforces the importance of these words in academic writing.

Name: _____

Date: _____

Using the Words and Phrases: Nouns and Verbs – Business and Finance

Instructions: Complete these sentences. Use words from the *Nouns and Verbs* section of the Card. In some cases, more than one correct answer may be possible.

Examples:

The investor lost a large sum of **money** as a result of bad investments.

The corporation's chief executive officer (CEO) wants to hold a **meeting** to discuss expansion plans.

1. The _____ **goal** of all businesses is to _____
huge **profits**.
2. The _____ **growth** of the company allowed it to hire more employees.
3. The government's plan to **cut** _____ was very popular with the
country's workers.
4. The store is dealing with serious _____ **troubles** because of the lack of
customers.
5. Because of the firm's poor _____ **report**, it lost many of its investors.
6. An **analysis** of the economic _____ indicates that the recession has
ended.
7. The _____ **source** of revenue for most electronics companies over the
past two decades has been from the sale of computers.
8. Investors need _____ **information** about the financial markets.

Name: _____

Date: _____

Using the Words and Phrases: Nouns and Verbs – Culture and Society

Instructions: Complete these sentences. Use words from the *Nouns and Verbs* section of the Card. In some cases, more than one correct answer may be possible.

Examples:

She demonstrated great artistic **ability** in her beautiful paintings.

Technological **changes** often result in major social changes.

1. The loss of a family member is a _____ **experience**.
2. With so many friends, he has a very active _____ **life**.
3. Better health is often cited as a _____ **benefit** of marriage.
4. Her family is experiencing _____ **trouble** because her father was laid off.
5. In rural societies, each _____ **member** is expected to contribute to the work on the farm.
6. Citizens in more open societies are allowed to freely _____ their political **opinions**.
7. _____ **homes** often have more _____ **difficulties** because there is only one income.
8. Those who travel to other countries _____ an **opportunity** to learn about new cultures.
9. In her _____ **marriage**, her husband was not as loving as her current spouse.
10. The population's **situation** _____ after the arrival of emergency aid intended to temporarily provide food and shelter after the earthquake.

Name: _____

Date: _____

Using the Words and Phrases: Nouns and Verbs – Education

Instructions: Complete these sentences. Use words from the *Nouns and Verbs* section of the Card. In some cases, more than one correct answer may be possible.

Examples:

College students who lack **experience** in research may have difficulties in their classes.

Confident students firmly **believe** that they can achieve their academic goals.

1. Teachers, like other professionals, need to _____ new **skills** throughout their careers, especially in regards to the use of educational technology.
2. Successful students often _____ **support** from their parents in terms of help with their homework and continuous encouragement.
3. My friend is able to _____ math **problems** very quickly.
4. The professor told her student that his _____ **topic** was too general.
5. Each student must give a _____ **report** no longer than a few minutes about their research project.
6. The librarian said that many websites are not _____ **sources** of information.
7. Students who are struggling in their classes should go to the tutoring center to _____ **help**.
8. Children whose parents are heavily involved in their education have a _____ **advantage** over their peers.

Name: _____

Date: _____

Using the Words and Phrases: Nouns and Verbs – Environment

Instructions: Complete these sentences. Use words from the *Nouns and Verbs* section of the Card. In some cases, more than one correct answer may be possible.

Examples:

In an attempt to reduce global warming, a few countries are placing limits on carbon emissions.

An increase of global temperature by just a few degrees can lead to dramatic changes in the environment.

1. Those who suffer from asthma may _____ **difficulty** breathing in cities with a great deal of air pollution.
2. The world's nations have had _____ **success** in reducing carbon emissions, so global warming is expected to worsen.
3. Global warming can lead to _____ **problems** including asthma and heat-related illnesses.
4. _____ **growth** has sometimes resulted in environmental damage.
5. Environmentalists have tried to make a _____ **argument** for tougher environmental protection laws.
6. Governments sometimes request the _____ **advice** of scientists when formulating environmental policies.
7. As the water scarcity problem becomes more serious, a growing number of governments are starting to _____ this major **issue**.
8. Some believe that the increasing scarcity of fresh water will eventually lead to _____ **conflict** between nations competing over this resource.

Name: _____

Date: _____

Using the Words and Phrases: Nouns and Verbs – Health

Instructions: Complete these sentences. Use words from the *Nouns and Verbs* section of the Card. In some cases, more than one correct answer may be possible.

Examples:

In hospital emergency rooms, trauma cases **take priority** over all other cases.

Obese people often suffer from a variety of **health problems**.

1. _____ **cuts** in health care funding may lead to lower life expectancy over the long term.
2. Listening to loud music over long periods of time can result in _____ **loss**.
3. In some traditional cultures, _____ **marriage** is a common custom.
4. Family members of patients on life support must make a very _____ **choice**.
5. His doctor _____ **advised** him to take off work and rest for several weeks.
6. Those who have a family history of _____ **trouble** should have their cholesterol levels checked annually.
7. She _____ a healthy **life** by eating nutritious foods and exercising regularly.
8. Medical students often **receive** _____ in psychology to better understand what their patients are experiencing emotionally.

Name: _____

Date: _____

Using the Words and Phrases: Nouns and Verbs – Crime and Law

Instructions: Complete these sentences. Use words from the *Nouns and Verbs* section of the Card. In some cases, more than one correct answer may be possible.

Examples:

A police officer may have to risk his or her **life** to protect the citizens of the community.

The lawyer has had a great deal of **success** in prosecuting criminals.

1. The city police **cut** _____ by 10% partly as a result of better training.
2. The rise in violent crime is a _____ **concern** for the community.
3. The most distinguishing _____ **characteristic** of the criminal was the long scar on his face.
4. The police are concerned that more youth are becoming involved in _____ **activities**.
5. Research indicates that many teens who join gangs come from _____ **homes**.
6. Teens _____ gang **members** for a variety of reasons.
7. The police officer made a _____ **mistake** when he arrested an innocent person.
8. My friend received a ticket because he _____ the speed **limit**.

Name: _____

Date: _____

Using the Words and Phrases: Nouns and Verbs – Politics and Government

Instructions: Complete these sentences. Use words from the *Nouns and Verbs* section of the Card. In some cases, more than one correct answer may be possible.

Examples:

Smaller countries try to avoid military **conflict**.

The tax cuts were intended to boost economic growth but instead increased the budget deficit.

1. The _____ **conflict** resulted in a massive **loss** of _____.
2. The President had to _____ his **plans** to visit Europe because of the new crisis.
3. During the debate, the candidates _____ their **opinions** on a number of issues.
4. Nowadays, many political candidates in the U.S. receive strong _____ **support** from the business community.
5. Political scientists often _____ detailed **analyses** of election results.
6. The new political reforms are unpopular because they _____ **limits** on various freedoms.
7. The war resulted in _____ **damage** to the nation's infrastructure.
8. The country's political leaders were defeated in the last election because they had _____ **success** in reducing unemployment.

Name: _____

Date: _____

Using the Words and Phrases: Nouns and Verbs – Science and Technology

Instructions: Complete these sentences. Use words from the *Nouns and Verbs* section of the Card. In some cases, more than one correct answer may be possible.

Examples:

The use of modern technology in industry often leads to stronger economic growth.

A growing number of people are **paying** their bills online.

1. Many scientists have also **received** _____ in mathematics.
2. Passwords prevent others from _____ **access** to one's personal information stored on a computer or website.
3. Modern **home** _____ such as refrigerators and ovens are becoming more technologically advanced.
4. _____ **skills** are essential in post-industrial societies where information gathering and management is performed digitally.
5. The pharmaceutical company _____ new **plans** to conduct research using the latest genetic technology.
6. Some scientists are worried that new technologies such as nanotechnology may _____ unforeseen **problems**.
7. Nations should _____ strong financial **support** for emerging technologies.
8. The proliferation of nuclear weapons poses a _____ **danger** to society.
9. One _____ **benefit** of advanced technology is increased productivity.

Name: _____

Date: _____

Using the Words and Phrases: Nouns and Verbs – Technology (Computers)

Instructions: Complete these sentences. Use words from the *Nouns and Verbs* section of the Card. In some cases, more than one correct answer may be possible.

Examples:

He is under **pressure** at work. (prep.)

Mr. Long has had financial **problems** since he lost his job. (adj)

1. There are many **benefits** _____ computers.
2. With computers, we _____ the **ability** _____ work efficiently.
3. Moreover, computers **offer** a tremendous amount of information _____ users.
4. The main **function** _____ computers is to manage information.
5. However, they also _____ **damage** _____ the environment.
6. Computer users want to _____ **access** _____ the fastest computers.
7. It is difficult to **prevent** users _____ get _____ rid of old computers.
8. This has led to the _____ **growth** _____ the computer industry.
9. Many people _____ **difficulty** _____ make _____ their old computers function well.
10. Perhaps if computer users _____ accurate **information** _____ the problems, they may change computers less frequently.
11. _____ **lack** _____ renewable energy is a significant problem.
12. The sun is a(n) _____ **source** _____ energy.
13. Using the sun to power computers could _____ **problems** caused by computers.

Name: _____

Date: _____

Using the Words and Phrases: *Do, Get, Give, Have, Make, and Take* in Academic Writing

Part A. Complete the sentences with words from the box. Consult the Card (*Do, Get, Give, Have, Make, and Take*) as necessary.

research	difficulty	responsibility
risk	assumption	resources

Many traditional artists **have** _____ devoting time to their art because it can be hard to earn a living in the traditional arts. Some fans of the arts **make** the _____ that traditional artists do not have a job except for their art. The truth is that most traditional artists do not **have** the _____ to devote themselves entirely to their art, and many of those who try to be full-time artists are **taking** a big _____ by pursuing their art because of the economic uncertainty involved. Fortunately, many regional and national governments **take** _____ for preserving their traditional arts and culture. They often support artists as well as those who **do** _____ on the traditional arts.

Part B. Complete the sentences with *do, get, give, have, make, and take*. Use appropriate verb tenses. The first one has been done as an example.

The president of the National Arts Committee will give a **speech** next week to honor several of the country's traditional artists. The speech will focus on the **contributions** that these artists _____ . The Committee _____ **permission** to the TV networks to broadcast the speech, so the whole country _____ the **opportunity** to watch the speech and enjoy some of the artists who _____ **part** in the ceremony. This moving event _____ **place** every year. Hopefully, the Committee _____ the **money** to continue this tradition far into the future. To help assure that funds will be available, the president of the Committee _____ a **recommendation** that a "National Traditional Arts Day" be created that would coincide with this annual event



Woven jute hemp fabric produced by Great Plains American Indian tribes such as the Cheyenne and Arapahoe

Name: _____

Date: _____

Noticing Prepositions of Place and Time and Prepositions for Academic Writing

Part A. Review the *Prepositions* section of the Card. Then, in the reading below, circle the prepositions of place, underline the prepositions of time, and draw a box around the prepositions for academic writing. The first one has been done for you.

The Colosseum was a famous arena in ancient Rome. It was built in the first century AD. 50,000 people could fit in the arena. For 400 years, sword fights, battles between men and animals, and other such contests were held there. By the time the last contest took place in the year 523, many earthquakes had damaged the building and ancient Rome had begun its decline. Since then, the building has decayed, but visitors can still imagine its old grandeur, energy, and importance. As for modern times, the Colosseum has been among the most popular tourist destinations in Europe for the past several decades. According to most travel websites, more than four million people visit the Colosseum each year.



Part B. Match each clause on the left with the correct prepositional phrase on the right.

- | | |
|---|-------------------------|
| 1. The Colosseum has been standing _____ | a. by the year 523 AD. |
| 2. The Colosseum was damaged by an earthquake _____ | b. since the year 80 AD |
| 3. The Roman Empire had started to decline _____ | c. for many years. |
| 4. The Colosseum has been a popular tourist destination _____ | d. in 477 AD. |

Name: _____

Date: _____

Using the Words and Phrases: Prepositions 1

Instructions: Complete the sentences with prepositions from the Card. Use only one word for each space. More than one correct answer is sometimes possible. The first one has been done as an example.

Prepositions of Place

1. The company headquarters is located at 32 Roosevelt St. in New York City.
2. The information _____ some websites is not always reliable. Similarly, information _____ some newspapers is not reliable either.

Prepositions of Time

3. The director needs the report _____ the end of the day.
4. The new president will begin his term _____ January.
5. The teacher was interrupted _____ the middle _____ her lesson by a student's loud cell phone ringer. The student apologized to the teacher _____ the end _____ the class.
6. _____ the future, the country hopes to become more energy efficient. _____ the moment, however, we waste a lot of energy.

Prepositions of Academic Writing

7. The baseball coach talked to his players _____ respect _____ the dangers of performance-enhancing drugs.
8. The recent article _____ psychologist Sam Martin explains the newest studies on human happiness. _____ Martin, people can generally choose to be happy, or they can choose not to be.

Mixed

9. The meeting will be held _____ Tuesday _____ 3 p.m.

10. The mayor promised to build the new subway system _____ the year 2015. However, many citizens have questions _____ the cost and feasibility of this project.

11. The association has been holding their annual conference _____ Beijing _____ 2005. Before 2005, the conference had been held _____ Munich _____ many years.

Name: _____

Date: _____

Using the Words and Phrases: Prepositions 2

Instructions: Complete the sentences logically. Add punctuation and capital letters when necessary.

Example:

Time

The writer William Faulkner was born at the end of the 19th century.

Place

1. _____ at _____

2. _____ on _____

3. _____ in _____

Time

4. _____ in 2009.

5. _____ by 2009.

6. _____ since 2009.

7. _____ in two years.

8. _____ for two years.

Academic Writing

9. According to _____

10. In terms of personal security, the internet _____

Name: _____

Date: _____

Noticing Cause-Effect Language

Instructions: Review the *Cause-Effect* section of the Card. Then, in the reading below, circle the phrases that express cause or effect. Then underline the effect. The first one has been done for you.

Using Cell Phones while Driving



Driving while using cell phones can cause serious problems. Using cell phones while driving can lead to general traffic problems. For example, using cell phones may have an impact on a person's driving speed, and this causes people to drive more slowly. Therefore, traffic congestion tends to become worse. Using a cell phone may also influence a driver's ability to concentrate. In fact, some studies indicate that because of cell phones, thousands of deaths are caused each year. Clearly, cell phones are harmful to people while driving. People should not be allowed to use cell phones while driving. In sum, banning cell phone usage while driving will definitely have a positive impact on safety and traffic congestion.

Name: _____

Date: _____

Editing Cause-Effect Language

Instructions: Review the *Cause-Effect* section of the Card. Then, in the reading below, find and correct the four errors in the language and punctuation that provide examples.

Examples:

have many harmful effects on

A lack of exercise may ~~cause many harmful effects to~~ people.

to have

A lack of exercise may cause people ~~have~~ health problems.

Using Cell Phones while Driving

Driving while using cell phones can **cause** serious problems happen. Using cell phones while driving can **lead** general traffic problems. For example, using cell phones may have an **effect** a person's driving speed, and this **makes** people to drive more slowly, **therefore** traffic congestion tends to become worse. Using a cell phone may also **influence** on a driver's ability to concentrate. In fact, some studies indicate that **because of** people use cell phones, thousands of deaths are caused each year. Clearly, cell phones are **harmful** on people while driving. People should not be **allowed** use cell phones while driving. In sum, banning cell phone usage during driving can positively **influence** on safety and traffic congestion.

Name: _____

Date: _____

Using the Words and Phrases: Expressing Cause and Effect

Instructions: Refer to the *Cause-Effect* section of the Card. Use that vocabulary to complete the sentences below. Add punctuation, conjugate verbs, and capitalize letters when necessary.

Examples:

People's job satisfaction is influenced by the amount of independence they have at work.

Mr. Lu works independently on many interesting projects. As a result, he usually enjoys his job very much.

1. Colors _____ people's moods and attitudes.
2. Children _____ good parenting.
3. Sara has lost over 10 kilos since the beginning of the year. _____ her blood pressure has also dropped.
4. The new movie about the French Revolution has been successful _____ its excellent acting and directing.
5. New discoveries sometimes _____ more questions than answers.
6. Receiving a college degree can _____ graduates to have higher overall life satisfaction.
7. Receiving a college degree generally _____ graduates have higher overall life satisfaction.
8. Martha's chances of winning the scholarship _____ her poor grades in math.
9. The city's big investment in public transportation _____ a 20% reduction in air pollution.
10. Necessity often _____ new inventions.
11. Stress is sometimes _____ difficult decisions or new responsibilities.

Comparison-Contrast

Name: _____

Date: _____

Using the Words and Phrases: Expressing Ideas – Comparison and Contrast 1

Instructions: Write five sentences using the words in parentheses. In the sentences, compare or contrast two countries in size and/or climate. Refer to the “Comparison-Contrast” section of the card.

1. (Different) _____

2. (Than) _____

3. (While) _____

4. (Similarly OR In contrast) _____

5. (Similar) _____

Name: _____

Date: _____

Using the Words and Phrases: Expressing Ideas – Comparison and Contrast 2

Instructions: Write sentences comparing or contrasting the following pairs of items. Use words or phrases from the *Expressing Ideas: Comparison-Contrast* section of the Card.

college / high school

Eastern culture / Western culture

extended families / nuclear families

fast food / home-cooked meals

Hinduism / Christianity

desktop computers / notebook computers

developing countries / developed countries

urban society / rural society

Example:

college / high school: In college, there is a wide variety of courses to choose from, whereas in high school, students have a much more limited choice of courses.

1. _____

2. _____

3. _____

4. _____

Name: _____

Date: _____

Noticing Classification Language

Instructions: Review the *Classification* section of the Card. Then, read the quotes below. For each quote, underline the "classification word," circle the "topic" and its accompanying preposition (if given), and draw an arrow → toward all colons (":").

Example:

There are basically two types of people people who accomplish things, and people who claim to have accomplished things. The first group is less crowded.

Mark Twain

1. Objects can be divided into three major categories: those that don't work, those that break down and those that get lost.
Russell Baker
2. There are three types of baseball players: those who make it happen, those who watch it happen, and those who wonder what happened.
Tommy Lasorda
3. There are two types of poor people: those who are poor together and those who are poor alone. The first are the true poor. The others are rich people out of luck.
Jean-Paul Sartre
4. Man consists of two parts: his mind and his body. The body has more fun.
Woody Allen
5. Boredoms can be divided into two classes, namely, those who have their own particular subject, and those who do not need a subject.
A. A. Milne
6. People who truly love us can be divided into two categories: those who understand us, and those who forgive us for our worst sins. Rarely do you find someone capable of both.
Jonathan Carroll
7. Most foods can be improved by adding either cheese or chocolate. These are the two primary categories of food. A tiny third category exists but is not worth discussing.
M. Berman

Name: _____

Date: _____

Using the Words and Phrases: Classification I

Instructions: Review the "Classification" section of the Card. Then complete the sentences below with words and phrases from the box. Each word can be used only once.

fall	main	three	divided	of
categories	into	consist	are	there

1. There are five _____ hurricanes. These categories are based on wind speed, barometric pressure, and storm surge.
2. Crimes in the U.S. justice system _____ categories: petty crimes, misdemeanors, and felonies. These three categories are based on the level threat to public order and safety.
3. Energy can be _____ into six forms: chemical, electrical, radiant, mechanical, nuclear, and thermal.
4. _____ thousands of varieties of apples worldwide.
5. Math test problems _____ of two primary varieties: those requiring straightforward mathematical ability to carry out mathematical calculations, and numerical problem solving ability, which requires you to work out what mathematical calculations you should apply, rather than just telling you.
6. A joint is a point the body where two or more bones meet. There are three _____ types of joints: fibrous (immovable), cartilaginous (partially moveable) and synovial (freely moveable).

Name: _____

Date: _____

Using the Words and Phrases: Classification 2

Instructions: Choose any three sentences from the previous two exercises and rewrite them. Use different classification words or sentence patterns.

Example:

ORIGINAL SENTENCE: ***There are three types of baseball players:*** those who make it happen, those who watch it happen, and those who wonder what happened.

MODIFIED SENTENCE: ***Baseball players fall into three categories:*** those who make it happen, those who watch it happen, and those who wonder what happened.

1. _____

2. _____

3. _____

Name: _____

Date: _____

Noticing Exemplification Language

Instructions:

Part A: Review the *Exemplification* section of the Card. Then, in the reading below, circle the phrases that introduce examples. Then underline the examples after them. The first one has been done for you.

Types of Writing

Writing can be divided into a number of categories, including informal, academic, and newspaper writing. First, informal writing is writing that is used in non-professional or non-academic situations such as email correspondence between friends. The vocabulary is generally not academic. For instance, in informal writing, writers might use slang, such as “cool.” Academic writing, on the other hand, must have precise, academic vocabulary, for example, “accurate grammar” instead of “good grammar.” Another type of writing is newspaper writing. In this category of writing, the authors must provide specific information, such as describing events and explaining reasons why the events occurred.

Part B:

1. Which exemplification phrases in the reading introduce complete sentences?

2. Which exemplification phrases in the reading introduce complete sentences?

Name: _____

Date: _____

Using the Words and Phrases: Exemplification Language

Instructions: Complete these sentences using the words and phrases from the *Exemplification* section of the card. Add punctuation when necessary. When the sentences are repeated, use different words and phrases for each.

Examples:

Cancer can be caused by chemicals in the environment such as air pollution and chemicals in household products.

Cancer can be caused by chemicals in the environment, including air pollution and chemicals in household products.

1. There are several parts of speech in English _____ nouns, verbs, adjectives, and adverbs.
2. There are several parts of speech in English _____ nouns, verbs, adjectives, and adverbs.
3. There are several parts of speech in English _____ nouns, verbs, adjectives, and adverbs.
4. Traffic creates many problems _____ it can cause stress.
5. Traffic creates many problems _____ it can cause stress.
6. Entering college requires several steps _____ applying, registering, and attending orientation.
7. Entering college requires several steps _____ applying, registering, and attending orientation.
8. Entering college requires several steps _____ applying, registering, and attending orientation.

Name: _____

Date: _____

Editing Exemplification Language

Instructions: Review the “Exemplification” section of the Card. Then, in the reading below, find and correct the four errors in the language and punctuation that provide examples.

Example:

dogs, for example, collies

There are many types of ~~dogs~~. For example, collies and German shepherds.

Writing Systems

Writing systems in the languages of the world consist of several types. Alphabets are among the most common in the world. In alphabets, sounds are represented by distinct symbols. Such as, “a” to represent the vowel /a/ or “m” to represent the consonant /m/. Other languages use alphabets which are not related to western alphabets. For example, the alphabets of Korean and Thai. Another type of writing system is based on syllables, for example, in the Japanese Kana writing system, syllables which represent sounds are put together to form single words. Finally, in a few languages, single characters represent entire words. Such as, the symbol 花 in Chinese is pronounced /hwa/ and means “flower.”



Name: _____

Date: _____

Noticing Sentence Starters

Instructions. Review the *Sentence Starters* section in the Card. Then read the paragraph below and underline the sentence starters. The first one has been done as an example.

What Makes a Good Film?

Many people attribute great movies to the actors' performances on the screen. However, several other characteristics are equally as critical. One key aspect of any good film is the script. It is essential for the script to be interesting and believable because even the best actors cannot overcome an unrealistic situation, a confusing series of events, or dialogue that does not seem authentic. Another significant factor in making a great film is carefully planned backgrounds and set pieces. This characteristic is the job of the cinematographer, who focuses on lighting, colors, shapes, scenery, and costumes, among other elements. A film has good cinematography when these elements work together to enhance the film. A third crucial characteristic of a great film is the editing process. This process is often the difference between a good film and an exceptional one. It is important that the editing is carefully considered and precisely executed so that it does not seem like a movie is missing an important scene or has an unnecessary scene that should have been cut out. Finally, excellent films are the products of excellent directors. The director puts all the pieces together and gives the movie its overall style or feel. A director's role in a movie can often be seen in its particular camera angles, the flavor of character interaction, or its creative music. In conclusion, when good acting is combined with these other elements, the result is often an unforgettable film that can change how people view themselves and the world around them.



Name: _____

Date: _____

Using the Words and Phrases: Sentence Starters

Instructions. Review the *Sentence Starters* section in the Card. Then read the article below and complete the sentences that follow it.

Health Care Across Cultures

Do people around the world treat a cold or the flu the same way? Not really. In fact, different cultures sometimes have very different ideas about illness and health care. Illnesses in one culture might not exist in another, and a treatment in one culture might not exist in another. Health care providers—people such as doctors and nurses who take care of sick people—work with many different cultural groups and need to know about these differences in health care. They can now get help from EthnoMed, a medical information organization in Seattle, Washington. EthnoMed collects information on health care practices among different ethnic groups. Some of the groups include Vietnamese, Somali, and Cambodian. EthnoMed answers questions such as: What causes certain illnesses in Cambodian culture? What are Somali treatments for fever? How do Vietnamese relieve pain? Here are some examples from EthnoMed:

Vietnam. There are many different Vietnamese ethnic groups, so traditional health ideas differ. The Mien and H'mong groups combine medicine and religion. Among these groups, sickness often comes from angry gods. Doctors are priests; they talk to the gods and this removes the sickness. Also, many immigrants from Vietnam use treatments from traditional Chinese medicine such as herbs, special drinks, and acupuncture.

Somalia. In Somali culture, there are “traditional doctors.” These are usually older men in the community. They use a healing practice called fire-burning— heating a small stick from a special tree until it is very hot and then touching it to the skin in order to cure the illness. Other treatments include herbal remedies. For example, traditional doctors treat stomachaches and backaches with *habakhedi*—a traditional Somali herb. They treat pneumonia, a serious lung disease, with herbs and fire-burning.

Cambodia. Cambodians traditionally treat illness through self-care and self-medication – treatments without health-care providers. In many Cambodian communities, people use herbal remedies, special rituals, and other practices to cure illness. In Cambodia, people grow herbs in a home garden. In other cases, they sometimes find a Khru Khmer, a traditional healer. This person will travel into the jungle for healing plants such as herbs and roots. To many Cambodians, spirits can cause illness. Spiritual healers perform special rituals to cure this kind of illness. Another Cambodian practice involves massaging the skin. This practice relieves many common illnesses – for example, headaches, muscle pains, sinusitis, colds, sore throat, coughs, difficulty breathing, diarrhea, and fever.

Complete the sentences.

Examples:

One important characteristic of Vietnamese medicine is that its health practices differ depending on the ethnic group.

The main aspect of the Mien and H'mong groups' approach to health care is its combination of medicine and religion.

1. _____ is its focus on traditional doctors.
2. A common example _____ is fire-burning.
3. The most important characteristics of Cambodian health care _____

4. _____ sometimes necessary for Cambodians to _____

5. _____ is that many Cambodians believe the spirits can have an effect on their health.
6. A/An _____ between the Somali and Cambodian approaches to health care _____
7. It is clear that EthnoMed _____
8. _____ for health care practitioners to know about cultural differences in health care.

Name: _____

Date: _____

Noticing Language to Report Information

Instructions: Review the *Reporting Information* section and the *Prepositions for Academic Writing* section (see “Citing Sources”) of the Card. Then, in the reading below, circle the language which reports information and underline the information which has been reported. The first one has been done for you.

Part A:

The World Health Organization (WHO) reports that cancer is a major cause of death around the world. According to the WHO, in 2004, 7.4 million people died from cancer globally. There are many types of cancer, including lung and stomach cancer. Data shows that lung cancer is the leading killer, causing 1.3 million deaths. Experts are concerned that the number of cancer-related deaths will continue to increase. They claim that in 2030, as many as 12 million people may die from cancer. However, medical research suggests that cancer can be prevented by changes in lifestyle and diet. For example, it has been demonstrated that losing weight and eating more fruits and vegetables reduce the chances of getting cancer. Danae and other researchers assert in an article that 30% of cancer-related deaths could be avoided.

SOURCE: World Health Organization - “Cancer” - <http://www.who.int/mediacentre/factsheets/fs297/en/print.html>

Part B: Refer to the Reporting Information section of the card, and then write the verbs from the paragraph above in the appropriate category below, like the first sample.

State: “report” _____

Argue: _____

Show: _____

Others: _____

Name: _____

Date: _____

Noticing Degrees of Certainty and Frequency

Instructions. Review the *Degrees of Certainty and Frequency* section in the Card. Then read the paragraph below and underline the hedging words and phrases. The first two have been done as examples.

Video Games: Negative and Positive Effects

Many American teens play video games. These games are often violent in nature. According to some studies, playing violent video games may result in aggressive behavior. For example, teens who play video games that involve combat or martial arts are more likely to fight with classmates. However, teens also appear to benefit from playing video games. For example, gamers typically have better problem solving skills than their non-gaming peers. Although makers of violent video games tend to depend on them for most of their profits, perhaps they can be persuaded to develop more games that promote problem solving in non-violent yet exciting ways.



Name: _____

Date: _____

Using the Words and Phrases: Degrees of Certainty and Frequency

Instructions: Complete these sentences. Use words from the *Degrees of Certainty and Frequency* section of the Card. In some cases, more than one correct answer may be possible. Use only one word in each answer.

Examples:

Having a college education may/can/might **increase** a person's annual income.

Having a college education generally/typically/frequently **increases** a person's annual income.

Having a college degree tends **to** increase an individual's annual income.

Attending college **is** likely **to** increase one's annual income.

1. In the past, businesses _____ had very few restrictions on how much pollution they created.
2. If the government has stricter environmental laws, pollution _____ be reduced.
3. If the government has stricter environmental laws, pollution is _____ to be reduced.
4. Climate change _____ to be related to human activity.
5. People who are concerned about the environment _____ produce less pollution.
6. _____ people who have knowledge about the harms of chemicals try to reduce the amount of chemicals in their food.
7. Countries where recycling is encouraged are more _____ to have fewer problems with pollution.
8. Exhaust from cars _____ cause pollution and health problems.
9. It is _____ that the climate will change in the future.
10. Worldwide temperature changed by _____ 1 degree in the 20th century.
11. If the climate changes, _____ people will suffer the effects.
12. Changes in society _____ prevent future environmental problems.

Name: _____

Date: _____

Using the Words and Phrases: Expressing Quantity

Instructions: Complete these sentences using words from the *Expressing Quantity* section of the Card. In some cases, more than one correct answer may be possible.

1. Driving while using cell phones results in a _____ **number** of accidents each year.
2. In some colleges, there has been a 10% **increase** _____ tuition in the past few years.
3. A _____ **rate** of unemployment can cause voters to vote against politicians.
4. The **amount** of _____ that people spend on luxury items should not be excessive.
5. **Statistics** _____ that the number of female smokers has increased.
6. There is a _____ **variety** of religions in the U.S.
7. Due to traffic problems, there has been a(n) _____ in the **amount** of traffic congestion.
8. The **number** _____ deaths caused by cars has increased significantly around the world.
9. The portion of the U.S. population that smokes has **decreased** _____ 20% in the past 40 years.
10. They predict that their profits will grow _____ a **rate** of 3% in the coming years.

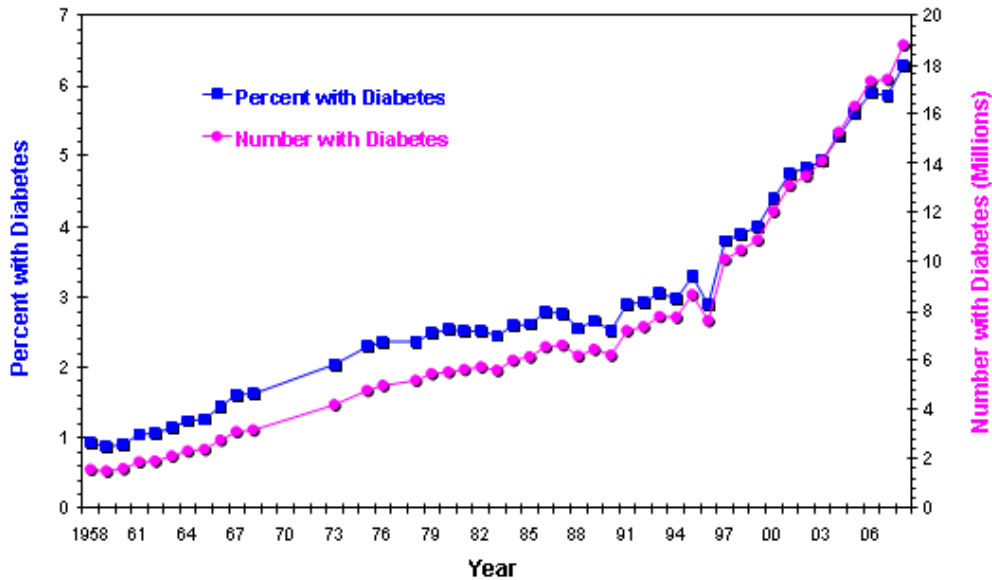
Name: _____

Date: _____

Using the Words and Phrases: Expressing Quantity – “Rates of Diabetes”

Instructions: Use words from the *Expressing Quantity* section of the Card to complete the sentences. Refer to the chart below which shows the percentages of Americans with diabetes from 1958 to 2006. In some cases, more than one correct answer may be possible.

Number and Percentage of U.S. Population with Diagnosed Diabetes, 1958–2008



CDC's Division of Diabetes Translation. National Diabetes Surveillance System available at <http://www.cdc.gov/diabetes/statistics>



1. The _____ **percentage** of Americans with diabetes is a major concern.
2. According to the chart above, there has been a _____ **increase** since 1958.
3. The **rise** _____ the number of diabetics has been most severe in the last 10 years.
4. In 1958, the _____ of Americans with diabetes was only about half a million.
5. Between the 1960s and 1970s, the number of diabetics in the U.S. **rose** _____.
6. By 2000, the number had _____ to about 12 million.
7. Since the late 1990s, there has been an increase in the number of Americans with diabetes _____ a **rate** of about one percent every few years.
8. In the chart, there was only one _____ in the number between 1996 and 1997.
9. Over the past 50 years, the percentage of Americans with diabetes has **risen** _____.

Name: _____

Date: _____

Using the Words and Phrases: Selected Topics – Business and Finance

Instructions: Complete these sentences. Use words from the *Business and Finance* section of the Card. In some cases, more than one correct answer may be possible.

Examples:

Part-time **employees** often do not receive health benefits.

He rejected the job **offer** because the salary was too low.

1. The government is facing a **budget** _____ because tax revenues are down.
2. _____ **trade** has helped to bring foreign products to even the remotest regions of the world.
3. The _____ **rate** rose dramatically as a result of the recession.
4. The store has _____ the **price** of its goods to attract customers.
5. Supporters of the free market believe that _____ **competition** between businesses leads to lower prices.
6. The new restaurant is so _____ in **debt** that it may have to declare bankruptcy.
7. The company needs to _____ more **funds** before it can begin its project.
8. Banks will not _____ **money** to those with low credit ratings.
9. The _____ **industry** is gradually making a transition to electric-powered cars.
10. For most people, it takes many years to _____ their home **loans**.

Name: _____

Date: _____

Using the Words and Phrases: Selected Topics – Culture and Society

Instructions: Complete these sentences. Use words from the *Culture and Society* section of the Card. In some cases, more than one correct answer may be possible.

Examples:

It is easier for second generation immigrants to assimilate into the new **culture**.

Ethnic minorities are sometimes the victims of discrimination.

1. A _____ **family** consists of parents and their child(ren).
2. Islam is the _____ **religion** of many Middle Eastern countries.
3. Rapid **population** _____ is a problem for numerous developing countries.
4. Martin Luther King used nonviolent methods to fight for **racial** _____.
5. In _____ **societies**, the economy depends on the success of the farming season.
6. He took a class in **art** _____ to learn more about the great painters of the Renaissance era.
7. One of the goals of the city's government is to reduce **urban** _____.
8. A majority of Indians _____ the Hindu **religion**.
9. A _____ **lifestyle** in addition to the consumption of high-calorie foods are the two main causes of obesity.
10. Immigration involves learning about the _____ **customs** of the new culture.

Name: _____

Date: _____

Using the Words and Phrases: Selected Topics - Education

Instructions: Complete these sentences. Use words from the *Education* section of the Card. In some cases, more than one correct answer may be possible.

Examples:

Students who earn excellent **grades** in high school are more likely to receive scholarships for college.

Most colleges and universities require new students to take a(n) entrance **exam** before admitting them.

1. It is important to _____ all **assignments** on time.
2. In college, students _____ new **skills** that they will benefit from throughout their lives.
3. Those who _____ an excellent **education** have a significant advantage over others when applying for jobs.
4. My friend was _____ **class** because her bus did not come on time.
5. He is _____ a **degree** in biology with the hope of eventually becoming a doctor.
6. Most **university** _____ must have a Master's degree or Ph.D.
7. She was forced to _____ **school** because her parents were laid off and could no longer pay for her education.
8. After raising their children, a small percentage of mothers _____ **courses** at community colleges or even four-year schools.

Name: _____

Date: _____

Using the Words and Phrases: Selected Topics - Environment

Instructions: Complete these sentences. Use words from the *Environment* section of the Card. In some cases, more than one correct answer may be possible.

Examples:

He is under pressure at work. (prep.)

Mr. Long has had financial problems since he lost his job. (adj)

1. Because the global oil supply is limited, it is important to begin investing in _____ **energy** now.
2. _____ **species** sometimes ruin their new environments by consuming or overrunning native species that have no natural defenses against the newcomers.
3. Nations that _____ natural **resources** must import them from other countries.
4. Communities that suffer from **water** _____ often pass laws requiring its citizens to conserve this precious resource.
5. Large corporations sometimes dispose of their _____ **waste** by dumping it into local rivers, thereby destroying the marine life in them.
6. One of the President's main goals is to _____ **pollution** by passing new laws that limit auto emissions.
7. **Air** _____ in the town has been adversely affected by the construction of new factories that emit large amounts of sulfur and other pollutants.
8. The current generation must _____ the **environment** so that it can be enjoyed by future generations.

Name: _____

Date: _____

Using the Words and Phrases: Selected Topics - Health

Instructions: Complete these sentences. Use words from the *Health* section of the Card. In some cases, more than one correct answer may be possible.

Examples:

Anti-virus **software** can remove malware such as worms and trojan horses.

Today's laboratory **experiment** involved mixing various chemicals.

1. The patient must take medication to _____ the **pain** caused by her severe injuries.
2. The villagers who had contracted the _____ **disease** were isolated by the hospital staff to prevent it from spreading.
3. Exercise is a good way to _____ **stress**.
4. Many immigrants _____ **weight** after moving to the United States because of the abundance of cheap high-calorie foods.
5. After recent reports linking pesticides to various forms of cancer, more people are buying _____ **food**.
6. The tennis player has to take several months off to _____ her knee **injury**.
7. Consumption of high-cholesterol foods _____ the **risk** of heart disease.
8. My father received excellent **medical** _____ at the hospital.
9. A _____ **diet** can increase one's **life** _____.
10. A significant number of heavy smokers later _____ lung **cancer**.

Name: _____

Date: _____

Using the Words and Phrases: Selected Topics – Crime and Law

Instructions: Complete these sentences. Use words from the *Crime and Law* section of the Card. In some cases, more than one correct answer may be possible.

Examples:

Smoking in public places is against the **law** in many American states.

The **court** case lasted for months.

1. The police arrested several **gang** _____ suspected in a robbery.
2. Drug gangs often _____ **violence** to intimidate rival groups.
3. Sometimes citizens fail to _____ the **police** after they witness a crime.
4. The _____ **victim** was found alive several weeks after he was taken from his home.
5. The **drug** _____ has resulted in the death of many _____ **victims**.
6. The young man who _____ the **crime** is now in prison.
7. The politician is _____ **trial** for accepting bribes.
8. The **prison** _____ in most countries consists mostly of people from the lower economic classes.
9. The defense attorneys _____ new crucial **evidence** that helped to prove their client innocent.
10. The rise in _____ **crime** worries many parents and school officials.

Name: _____

Date: _____

Using the Words and Phrases: Selected Topics – Politics and Government

Instructions: Complete these sentences. Use words from the *Politics and Government* section of the Card. In some cases, more than one correct answer may be possible.

Examples:

One of the candidate's **campaign** promises is to reduce taxes.

The U.S. holds Presidential **elections** every four years.

1. The two nations signed a(n) _____ **treaty** banning the production of chemical weapons.
2. Healthcare reform is one of the main **political** _____ in this year's elections.
3. The government's **war** _____ drugs has not been successful.
4. The military leaders who govern the country are worried because the **protest** _____ is growing larger and larger each week.
5. Political leaders who _____ their **power** are often voted out of office.
6. The government must now _____ the **policy** that it recently formulated.
7. Volunteering to help in a candidate's political campaign is one way to be _____ **politics**.
8. Because the public is _____ immigration **reform**, the government is likely to pass a new law soon.

Name: _____

Date: _____

Using the Words and Phrases: Selected Topics – Science and Technology

Instructions: Complete these sentences. Use words from the *Science and Technology* section of the Card. In some cases, more than one correct answer may be possible.

Examples:

Anti-virus **software** can remove malware such as worms and trojan horses.

Today's laboratory **experiment** involved mixing various chemicals.

1. In order to _____ a **computer**, one often needs a password.
2. He _____ **software** from a website onto his computer that allows him to play various games.
3. Public stations sometimes air educational **television** _____ for children.
4. The pharmaceutical company is _____ **research** on new treatments based on genetic technologies.
5. News organizations must continuously _____ their **websites**.
6. Regions in which there is no **internet** _____ are not able to benefit from the global economy.
7. Nations must _____ new **technologies** to remain leaders in the world economy.
8. More and more professors are creating their own **web** _____ for their courses.

PUTTING IT ALL TOGETHER: WRITING PROMPTS WITH KEY VOCABULARY AND SENTENCE PATTERNS

SUGGESTED APPROACH: Below are sample language prompts listed together with relevant key sentence patterns and vocabulary from the Card. Students should refer to those sections and words before and during writing. The writing activities can range from sentence-level to essay-length writings. These are only samples and may be changed according to an instructor's curriculum.

Short Writing Tasks

Topic: Effects of Receiving a College Education

Writing prompt: Write three sentences with three different sentence patterns that describe the effects of receiving a college education.

Sentence patterns: cause-effect

Vocabulary from the Nouns and Verbs Section: *ability, advantage, allow, apply, attend, benefit, experience, goal, knowledge, opportunity, participate, prepare, provide, skill, success, succeed* (also see "Education" in the Selected Topics section)

Topic: Contrasting two countries

Writing prompt: Write two sentences with two different sentence patterns that compare or contrast two countries in size or climate.

Sentence patterns: comparison-contrast

Vocabulary from the Nouns and Verbs Section: *characteristic, focus, growth, issue, provide, require* (also see "Environment" in the Selected Topics section)

Topic: Contrasting two careers

Writing prompt: Describe two important differences between two careers. Answer in a few sentences.

Sentence patterns: sentence-starters, comparison-contrast

Vocabulary from the Nouns and Verbs Section: *ability, activity, advantage, benefit, characteristic, contribute, experience, focus, function, goal, opportunity, pay, provide, require* (also see "Education" and "Business and Finance" in the Selected Topics section)

Topic: Difficulties for college students

Writing prompt: What are the main difficulties that college students face? Describe them and provide examples. Answer the in three or more sentences.

Sentence patterns: sentence starters, exemplification, degree of certainty and frequency

Vocabulary from the Nouns and Verbs Section: *attend, conflict, difficulty, experience, family, involve, issue, knowledge, lack, learn, lifestyle, pay, plan, prepare, problem, question, situation, stress, trouble* (also see "Education" and "Business and Finance" in the Selected Topics section)

Paragraphs

Topic: Effects of stress

Writing prompt: Answer the following question in a paragraph. What kinds of problems does stress cause?

Sentence patterns: cause-effect, exemplification, degrees of certainty and frequency

Vocabulary from the Nouns and Verbs Section: *ability, behavior, concern, conflict, damage, danger, difficulty, energy, experience, lack, lose, loss, problem, stress, trouble* (also see “Health” in the Selected Topics section)

Topic: Effects of religion on society

Writing Prompt: Answer the following question in a paragraph. How important is religion in your country’s society and government? Describe the effects a specific religion or religion in general has there. Mention one or more religions as examples.

Sentence patterns: cause-effect, degree of certainty and frequency, exemplification, sentence starters

Vocabulary from the Nouns and Verbs Section: *allow, assist, assistance, attend, behavior, believe, benefit, country, follow, group, help, life, marriage, member, problem, prohibit, protect* (also see “Culture and Society” and perhaps “Politics and Government” or “Education” in the Selected Topics section)

Topic: Effects of Cell Phones

Writing prompt: Answer the following two questions in several sentences. For each, describe the benefit or harm, and provide an example. What is one benefit of cell phone technology? What is one way that cell phones are harmful?

Sentence patterns: cause-effect, degree of certainty and frequency, sentence starters, exemplification

Vocabulary from the Nouns and Verbs Section: *ability, allow, assist, benefit, business, communicate, communication, danger, depend, economic, economy, help, information, issue, problem*

VOCABULARY LISTS

SUGGESTED APPROACH: Below are the complete wordlists from the card, including (a) *Nouns and Verbs*, (b) *Selected Topics* sections, (c) a combined list of all words, and (d) sublists of words divided according to semantic categories. Skimming over these lists can aid instructors in selecting words according to writing topics or generating topics for class assignments with a lexical and collocational focus.

LIST OF NOUNS AND VERBS

ability, accept, access, action, activity, addition, advantage, advice, advise, age, agree, allow, analysis, appear, apply, argue, argument, ask, assist, assistance, attend, behavior, belief, believe, benefit, change, characteristic, choice, choose, communicate, communication, concept, concern, conflict, consider, contribute, contribution, country, cut, damage, danger, decide, demonstrate, depend, describe, difficulty, discuss, experience, fear, feature, focus, follow, force, function, goal, group, growth, help, home, hope, include, information, intend, involve, issue, knowledge, lack, learn, let, life, limit, list, look, lose, loss, marriage, meeting, member, method, mistake, nation, offer, opinion, opportunity, option, order, participate, pay, permit, plan, point, prefer, prepare, pressure, prevent, principle, priority, problem, prohibit, protect, provide, purpose, question, realize, receive, report, require, rule, sense, situation, source, stop, succeed, success, support, topic, trouble, use, view (119 words)

LIST OF VOCABULARY FROM SELECTED TOPICS

account, accuse, air, art, assignment, atmosphere, budget, business, campaign, cancer, candidate, class, climate, college, company, competition, computer, course, court, crime, culture, custom, debt, degree, diet, disease, drug, economic, economy, education, elect, election, employee, energy, environment, ethnic, evidence, exam, exercise, expense, experiment, family, food, funding, funds, gang, government, grade, health, illness, income, industry, injury, internet, invest, investment, law, leader, legislation, life, lifestyle, loan, market, medical, medicine, money, music, negotiate, pain, party, payment, police, policy, political, politics, pollution, population, power, price, prison, product, profit, proposal, protest, racial, rate, reform, religion, religious, research, resource, revenue, right, risk, rural, salary, sale, sales, school, skill, society, software, species, spend, stock, stress, student, supply, technology, television, test, trade, tradition, treatment, treaty, trial, university, urban, victim, violence, vote, wage, war, waste, water, web, website, weight, write (129 words)

COMBINED WORDLISTS

ability, accept, access, account, accuse, action, activity, addition, advantage, advice, advise, age, agree, air, allow, analysis, appear, apply, argue, argument, art, ask, assignment, assist, assistance, atmosphere, attend, behavior, belief, believe, benefit, budget, business, campaign, cancer, candidate, change, characteristic, choice, choose, class, climate, college, communicate, communication, company, competition, computer, concept, concern, conflict, consider, contribute, contribution, country, course, court, crime, culture, custom, cut, damage, danger, debt, decide, degree, demonstrate, depend, describe, diet, difficulty, discuss, disease, drug, economic, economy, education, elect, election, employee, energy, environment, ethnic, evidence, exam, exercise, expense, experience, experiment, family, fear, feature, focus, follow, food, force, function, funding, funds, gang, goal, government, grade, group, growth, health, help, home, hope, illness, include, income, industry, information, injury, intend,

internet, invest, investment, involve, issue, knowledge, lack, law, leader, learn, legislation, let, life, lifestyle, limit, list, loan, look, lose, loss, market, marriage, medical, medicine, meeting, member, method, mistake, money, music, nation, negotiate, offer, opinion, opportunity, option, order, pain, participate, party, pay, payment, permit, plan, point, police, policy, political, politics, pollution, population, power, prefer, prepare, pressure, prevent, price, principle, priority, prison, problem, product, profit, prohibit, proposal, protect, protest, provide, purpose, question, racial, rate, realize, receive, reform, religion, religious, report, require, research, resource, revenue, right, risk, rule, rural, salary, sale, sales, school, sense, situation, skill, society, software, source, species, spend, stock, stop, stress, student, succeed, success, supply, support, technology, television, test, topic, trade, tradition, treatment, treaty, trial, trouble, university, urban, use, victim, view, violence, vote, wage, war, waste, water, web, website, weight, write (247 words)

COMBINED WORDLISTS IN SEMANTIC GROUPS

People: candidate, student, view, employee, family, gang, group, leader, member, party, police, population, victim,

Places: class, college, company, course, court, country, home, internet, nation, prison, school, society, university, web, website,

Attitudes/Ideas: argue, argument, behavior, belief, believe, concept, concern, conflict, opinion, point

Fields of study/abstract concepts: art*, business*, communication*, competition*, computer*, crime*, culture*, disease*, economic*, economy**/, education*, energy*, environment**/, experience*, fear*, government**/, health*, information*, knowledge*, law*, legislation*, marriage*, medicine*, music*, policy*, politics*, pollution*, reform*, religion*, research*, technology*, television*, violence*, war*

Verbs plus (that): agree, appear, argue, believe, decide, demonstrate, hope, learn, realize

Verb plus "Wh-" words: ask, consider, decide, demonstrate, describe

Problems/negative nouns: danger*, difficulty*, injury, issue, loss*, mistake, pain*, pressure*, problem, stress*, trouble*, waste*

Helping/positive actions: advise, agree, allow, assist, assistance, benefit, help, offer, participate, protect, provide, succeed

Not doing/negative actions: damage, lack, prevent, prohibit, protest, stop

Other actions: accept, access, accuse, action, activity, analysis, appear, apply, ask, attend, change, choose, communicate, consider, contribute, cut, decide, demonstrate, depend, describe, discuss, elect, focus, follow, force, hope, include, intend, invest, involve, learn, let, limit, look, lose, negotiate, pay, plan, prefer, prepare, purpose, realize, receive, require, spend, use, vote, write

Other nouns: ability*, account, addition, advantage, advice*, age*, air*, assignment, atmosphere**, budget, campaign, cancer*, characteristic, choice, climate*, contribution, custom, debt*, degree, diet, drug, election, environment**, evidence*, exam, exercise*, expense, experiment, feature, food*, function, funding, funds, goal, grade, growth, illness*, income*, industry*, investment, life*, lifestyle, limit, list, loan, market, meeting, method, money, opportunity*, option, order, payment, permit, plan, power*, price, principle, priority, product, profit*, proposal, question, rate, report, resource, revenue, right, risk*, rule, salary*, sale, sales, sense*, situation, skill, software*, source, species, stock, success, supply, support*, test, topic, trade*, tradition*, treatment*, treaty, trial, wage, water*, weight*

*=Can be used as uncountable nouns

**=generally preceded by "the"

ANSWER KEY

Using the Words and Phrases: Nouns and Verbs – Business and Finance

1. main **goal**; earn/make huge **profits**
2. significant/rapid **growth**
3. **cut** taxes
4. financial **troubles**
5. financial **report**
6. **analysis** of the economic data
7. primary **source**
8. accurate/up-to-date **information**

Using the Words and Phrases: Nouns and Verbs – Culture and Society

1. painful **experience**
2. social **life**
3. long-term **benefit**
4. financial **trouble**
5. family **member**
6. express their political **opinions**
7. single-parent **homes**; financial **difficulties**
8. have an **opportunity**
9. first/previous **marriage**
10. **situation** improved

Using the Words and Phrases: Nouns and Verbs – Education

1. acquire/develop new **skills**
2. have/receive **support**
3. solve math **problems**
4. essay/research **topic**
5. brief **report**
6. reliable/valuable **sources**
7. receive/ask for/get **help**
8. significant/great **advantage**

Using the Words and Phrases: Nouns and Verbs – Environment

1. have **difficulty**
2. little/no **success**
3. health **problems**
4. economic **growth**
5. strong/persuasive **argument**
6. expert/professional **advice**
7. address this major **issue**
8. military/violent **conflict**

Using the Words and Phrases: Nouns and Verbs – Health

1. deep/severe/substantial **cuts**
2. hearing **loss**
3. arranged **marriage**
4. difficult **choice**
5. strongly **advised**
6. heart **trouble**
7. lives a healthy **life**
8. **receive** training

Using the Words and Phrases: Nouns and Verbs – Crime and Law

1. **cut** crime
2. major/serious **concern**
3. physical **characteristic**
4. illegal **activities**
5. single-parent/broken **homes**
6. become gang **members**
7. terrible **mistake**
8. exceeded the speed **limit**

Using the Words and Phrases: Nouns and Verbs – Politics and Government

1. military/regional/violent **conflict**; **loss** of life
2. cancel his **plans**
3. express their **opinions**
4. financial **support**
5. do/conduct detailed **analyses**
6. impose/place **limits**
7. serious/extensive **damage**
8. little/no **success**

Using the Words and Phrases: Nouns and Verbs – Science and Technology

1. **received** training
2. gaining **access**
3. home **appliances**
4. computer **skills**
5. has/is making new **plans**
6. cause unforeseen **problems**
7. provide strong financial **support**
8. serious/great **danger**
9. major **benefit**

Using the Words and Phrases: Nouns and Verbs – Technology (Computers)

1. **benefits** of
2. have the **ability** to
3. **offer** a tremendous amount of information to users
4. **function** of
5. cause **damage** to
6. have/get/gain **access** to
7. **prevent** users from getting
8. rapid **growth** of
9. have **difficulty** in making
10. have accurate **information** about
11. the **lack** of
12. excellent **source** of energy
13. solve **problems**

Using the Words and Phrases: *Do, Get, Give, Have, Make, and Take* in Academic Writing

Part A: have difficulty, make the assumption, have the resources, taking a big risk, take responsibility for, do research

Part B: will give a **speech**, the **contributions** that these artists have made, has given/gave **permission**, will have/is going to have (or get) the **opportunity**, will take/are going to take **part**, takes **place**, will have/is going to have (or get) the **money to continue**, has made/made/will make/is going to make a **recommendation**

Noticing Prepositions of Place and Time and Prepositions for Academic Writing

Part A.

The Colosseum was a famous arena in ancient Rome. It was built in the first century AD. 50,000 people could fit in the arena. For 400 years, sword fights, battles between men and animals, and other such contests were held there. By the time the last contest took place in the year 523, many earthquakes had damaged the building and ancient Rome had begun its decline. Since then, the building has decayed, but visitors can still imagine its old grandeur, energy, and importance. As for modern times, the Colosseum has been among the most popular tourist destinations in Europe for the past several decades. According to most travel websites, more than four million people visit the Colosseum each year.

☞ **Note:** Although the preposition *between*, in line two above, is not marked in this exercise, students should note that this preposition is common and frequently combines with verbs such as *battle, war, fight* and *struggle*, as in this example.

Part B.

1. The Colosseum has been standing...since the year 80 AD. (Completion **b**)
2. The Colosseum was damaged by an earthquake...in 477 AD. (Completion **d**)
3. The Roman Empire had started to decline...by the year 523 AD. (Completion **a**)
4. The Colosseum has been a popular tourist destination...for many years. (Completion **c**)

Using the Words and Phrases: Prepositions

1. The company headquarters is located **at** 32 Roosevelt St. **in** New York City.
2. The information **on** some websites is not always reliable. Similarly, information **in** some newspapers is not reliable either.
3. The director needs the report **by** the end of the day.
4. The new president will begin his term **in** January.
5. The teacher was interrupted **in** the middle **of** her lesson by a student's loud cell phone ringer. The student apologized to the teacher **at** the end **of** the class.
6. **In** the future, the country hopes to become more energy efficient. **At** the moment, however, we waste a lot of energy.
7. The baseball coach talked to his players **with** respect **to** the dangers of performance-enhancing drugs.
8. The recent article **by** psychologist Sam Martin explains the newest studies on human happiness. **According to** Martin, people can generally choose to be happy, or they can choose not to be.
9. The meeting will be held **on** Tuesday **at** 3 p.m.
10. The mayor promised to build the new subway system **by** (or possibly **in**) the year 2015. However, many citizens have questions **concerning/regarding/with regard to/with respect to** the cost and feasibility of this project.
11. The association has been holding their annual conference **in** Beijing **since** 2005. Before 2005, the conference had been held **in** Munich **for** many years.

Using the Words and Phrases: Prepositions 2

Answers will vary.

Using the Words and Phrases: Expressing Cause and Effect

1. Colors **influence/affect/impact/have an effect on/have an impact on/have an influence on** people's moods and attitudes.
2. Children **benefit from/are helped by** good parenting.
3. Sara has lost over 10 kilos since the beginning of the year. **As a result/Consequently/Therefore/Thus,** her blood pressure has also dropped.
4. The new movie about the French Revolution has been successful **as a result of/due to/because of** its excellent acting and directing.
5. New discoveries sometimes **create/cause/lead to/result in** more questions than answers.
6. Receiving a college degree can **help/allow** graduates to have higher overall life satisfaction.
7. Receiving a college degree generally **helps** graduates have higher overall life satisfaction.
8. Martha's chances of winning the scholarship **were harmed by/were affected by/were impacted by** her poor grades in math. (Other verb tenses are possible.)
9. The city's big investment in public transportation **have caused/have created/have led to/have resulted in** a 20% reduction in air pollution. (Other verb tenses are possible.)
10. Necessity often **leads to/results in** new inventions.
11. Stress is sometimes **created by/caused by/due to** difficult decisions or new responsibilities.

Noticing Cause-Effect Language Using Cell Phones while Driving

Driving while using cell phones can cause serious problems. Using cell phones while driving can lead to general traffic problems. For example, using cell phones may have an impact on a person's driving speed, and this causes people to drive more slowly. Therefore, traffic congestion tends to become worse. Using a cell phone may also influence a driver's ability to concentrate. In fact, some studies indicate that because of cell phones, thousands of deaths are caused each year. Clearly, cell phones are harmful to people while driving. People should not be allowed to use cell phones while driving. In sum, banning cell phone usage while driving will definitely have a positive impact on safety and traffic congestion.

Editing Cause-Effect Language Using Cell Phones while Driving

Driving while using cell phones can **cause** serious problems **to** happen. Using cell phones while driving can **lead to** general traffic problems. For example, using cell phones may have an **effect on** a person's driving speed, and this **makes** people ~~to~~ drive more slowly, ~~therefore~~ **Therefore**, traffic congestion tends to become worse. Using a cell phone may also **have an influence** on a driver's ability to concentrate. In fact, some studies indicate that **because of** people use cell phones, thousands of deaths are caused each year. Clearly, cell phones are **harmful to** people while driving. People should not be **allowed to** use cell phones while driving. In sum, banning cell phone usage during driving can positively **influence** ~~on~~ safety and traffic congestion.

Comparison-Contrast Answers will vary.

Noticing Classification Language

Objects can be divided into three major categories: those that don't work, those that break down and those that get lost.

1. There are three types of baseball players: those who make it happen, those who watch it happen, and those who wonder what happened.
2. There are two types of poor people: those who are poor together and those who are poor alone. The first are the true poor. The others are rich people out of luck.
3. Man consists of two parts: his mind and his body. The body has more fun.
4. Boreds can be divided into two classes, namely, those who have their own particular subject, and those who do not need a subject.
5. People who truly love us can be divided into two categories: those who understand us, and those who forgive us our worst sins. Rarely do you find someone capable of both.
6. Most foods can be improved by adding either cheese or chocolate. These are the two primary categories of food. A tiny third category exists but is not worth discussing.

Using the Words and Phrases: Classification I

1. There are five **categories of** hurricanes. These categories are based on wind speed, barometric pressure, and storm surge.
2. Crimes in the U.S. justice system **fall into three** categories: petty crimes, misdemeanors, and felonies. These three categories are based on the level threat to public order and safety.
3. Energy can be **divided** into six forms: chemical, electrical, radiant, mechanical, nuclear, and thermal.
4. **There are** thousands of varieties of apples worldwide.
5. Math test problems **consist** of two primary varieties: those requiring straightforward mathematical ability to carry out mathematical calculations, and numerical problem solving ability, which requires you to work out what mathematical calculations you should apply, rather than just telling you.
6. A joint is a point in the body where two or more bones meet. There are three **main** types of joints: fibrous (immoveable), cartilagenous (partially moveable) and synovial (freely moveable).

Using the Words and Phrases: Classification II

Answers will vary.

Editing Exemplification Language

Writing Systems

Writing systems in the languages of the world consist of several types. Alphabets are among the most common in the world. In alphabets, sounds are represented by distinct symbols. ~~Such as, such as~~ “a” to represent the vowel /a/ or “m” to represent the consonant /m/. Other languages use alphabets which are not related to western alphabets. ~~For, for~~ example, the alphabets of Korean and Thai. Another type of writing system is based on syllables. ~~for. For~~ example, in the Japanese Kana writing system, syllables which represent sounds are put together to form single words. Finally, in a few languages, single characters represent entire words. ~~Such as, such as~~ the symbol 花 in Chinese is pronounced /hwa/ and means “flower.”

Noticing Sentence Starters

What Makes a Good Film?

Many people attribute great movies to the actors’ performances on the screen. However, several other characteristics are equally as critical. One key aspect of any good film is the script. It is essential for the script to be interesting and believable because even the best actors cannot overcome an unrealistic situation, a confusing series of events, or dialogue that does not seem authentic. Another significant factor in making a great film is carefully planned backgrounds and set pieces. This characteristic is the job of the cinematographer, who focuses on lighting, colors, shapes, scenery, and costumes, among other elements. A film has good cinematography when these elements work together to enhance the film. A third crucial characteristic of a great film is the editing process. This process is often the difference between a good film and an exceptional one. It is important that the editing is carefully considered and precisely executed so that it does not seem like a movie is missing an important scene or has an unnecessary scene that should have been cut out. Finally, excellent films are the products of excellent directors. The director puts all the pieces together and gives the movie its overall style or feel. A director’s role in a movie can often be seen in its particular camera angles, the flavor of character interaction, or its creative music. In conclusion, when good acting is combined with

these other elements, the result is often an unforgettable film that can change how people view themselves and the world around them.

Using the Words and Phrases: Sentence Starters

1. The main characteristic of Somali health care is its focus on traditional doctors.
2. A common example of a traditional Somali approach is fire-burning.
3. The most important characteristics of Cambodian health care are self-care and self-medication.
4. It is sometimes necessary for Cambodians to find a Khru Khmer.
5. An underlying aspect of Cambodian health care is that many Cambodians believe the spirits can have an effect on their health.
6. A significant similarity between the Somali and Cambodian approaches to health care is their use of herbs.
7. It is clear that EthnoMed values the understanding of diverse health care practices.
8. It is important for health care practitioners to know about cultural differences in health care.

Noticing Language to Report Information

Part A

The World Health Organization (WHO) reports that cancer is a major cause of death around the world. According to the WHO, in 2004, 7.4 million people died from cancer globally. There are many types of cancer, including lung and stomach cancer. Data shows that lung cancer is the leading killer, causing 1.3 million deaths. Experts are concerned that the number of cancer-related deaths will continue to increase. They claim that in 2030, as many as 12 million people may die from cancer. However, medical research suggests that cancer can be prevented by changes in lifestyle and diet. For example, it has been demonstrated that losing weight and eating more fruits and vegetables reduce the chances of getting cancer. Danae and other researchers assert in an article that 30% of cancer-related deaths could be avoided.

Part B

State: report, claim

Argue: suggest, assert

Show: show, to be demonstrated

Other: according to, be concerned that

Using the Words and Phrases: Degrees of Certainty and Frequency

1. businesses typically/generally/often/frequently had
2. pollution can/may/might be
3. pollution is likely to
4. Climate change appears/seems to be
5. environment typically/generally/often/frequently produce less pollution.
6. Some/many/a large number/most/a majority of people
7. are more likely to
8. cars can/may/might cause
9. is possible/likely/probable that

10. by approximately/about/roughly 1 degree
11. Some/many/a large number/most/a majority of people
12. Changes in society can/may/might prevent

Noticing Degrees of Certainty and Frequency

Video Games: Negative and Positive Effects

Many American teens play video games. These games are often violent in nature. According to some studies, playing violent video games may result in aggressive behavior. For example, teens who play video games that involve combat or martial arts are more likely to fight with classmates. However, teens also appear to benefit from playing video games. For example, gamers typically have better problem solving skills than their non-gaming peers. Although makers of violent video games tend to depend on them for most of their profits, perhaps they can be persuaded to develop more games that promote problem solving in non-violent yet exciting ways.

Using the Words and Phrases: Expressing Quantity

1. a high/large **number** of accidents
2. a 10% **increase** in tuition
3. a high **rate** of unemployment
4. the **amount** of money
5. **statistics** suggest/indicate/show/demonstrate
6. a large/wide/rich **variety** of religions in the U.S.
7. a(n) increase/rise in the amount of traffic congestion
8. the **number** of deaths
9. the portion of the U.S. population that smokes has **decreased** (by) 20% in the past 40 years
10. at a **rate** of 3%

Using the Words and Phrases: Expressing Quantity – “Rates of Diabetes”

1. the high/large **percentage**
2. a significant/sharp/dramatic **increase**
3. the **rise** in
4. the number of Americans
5. **rose** by about 1%/gradually
6. had risen/increased to
7. at a **rate**
8. one decrease/drop/fall/decline in the number
9. **risen** by 6%/significantly/sharply/dramatically

Using the Words and Phrases: Selected Topics – Business and Finance

1. **budget** deficit
2. global **trade**
3. unemployment **rate**
4. lowered/reduced the **price**
5. intense/fierce **competition**

6. heavily/deeply in **debt**
7. raise more **funds**
8. lend **money**
9. automobile **industry**
10. repay/pay off their home **loans**

Using the Words and Phrases: Selected Topics – Culture and Society

1. nuclear **family**
2. official **religion**
3. **population** growth
4. **racial** equality
5. agricultural **societies**
6. **art** history
7. **urban** poverty
8. practice/follow/belong to the hindu **religion**.
9. sedentary **lifestyle**
10. traditional **customs**

Using the Words and Phrases: Selected Topics – Education

1. complete/turn in all **assignments**
2. acquire new **skills**
3. receive/get an excellent **education**
4. late for **class**
5. pursuing a **degree**
6. **university** professors
7. drop out of **school**
8. take/register for **courses**

Using the Words and Phrases: Selected Topics – Environment

1. alternative/renewable **energy**
2. invasive **species**
3. lack natural **resources**
4. **water** pollution/shortages
5. industrial/toxic/hazardous **waste**
6. reduce **pollution**
7. **air** quality
8. protect/save/clean up the **environment**

Using the Words and Phrases: Selected Topics – Health

1. relieve/manage the **pain**
2. infectious/fatal **disease**
3. reduce/cope with/manage **stress**
4. gain **weight**

5. organic **food**
6. recover from her knee **injury**
7. increases the **risk**
8. **medical** treatment/care
9. a healthy/nutritious/balanced **diet**; **life** expectancy/span
10. suffer from/die from lung **cancer**

Using the Words and Phrases: Selected Topics – Crime and Law

1. **gang** members
2. engage in/resort to/use **violence**
3. call/notify the **police**
4. kidnap **victim**.
5. **drug** war/violence; innocent **victims**.
6. committed the **crime**
7. on **trial**
8. **prison** population
9. obtained new crucial **evidence**
10. juvenile/violent **crime**

Using the Words and Phrases: Selected Topics – Politics and Government

1. arms **treaty**
2. **political** issues
3. **war** against
4. **protest** movement
5. abuse their **power**
6. implement the **policy**
7. active in **politics**.
8. pushing for/supporting immigration **reform**

Using the Words and Phrases: Selected Topics – Science and Technology

1. log onto a **computer**
2. downloaded **software**
3. **television** programs/shows
4. conducting **research**
5. update their **websites**
6. **internet** access
7. develop new **technologies**
8. **web** pages

Using the Words and Phrases: Selected Topics – Health

1. relieve/manage the **pain**
2. infectious/fatal **disease**
3. reduce/cope with/manage **stress**
4. gain **weight**

5. organic **food**
6. recover from her knee **injury**
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