

VOCABULARY EXTENSION UNIT 1

WORD PARTNERS Expressions with *living*

Below are definitions for common expressions with the word *living*.

standard of living: the level of wealth someone has

cost of living: the average cost of the basic necessities of life

living the dream: experiencing the achievement of all your career or life goals

make a living: to earn enough money from a job to pay for housing, food, etc.

do (something) for a living: to have a job or career

A Complete each sentence using an expression from the box above.

1. It is hard to _____ as a waiter because wages are often quite low.
2. The well-educated generally enjoy a high _____.
3. The _____ in cities like San Francisco and New York is higher than in rural areas. One of the reasons is that housing is so expensive.
4. She has the job she has always wanted—she is _____!
5. He just finished college but is not sure yet what he wants to _____.

WORD FORMS Words as Nouns and Verbs

Some words can be both nouns and verbs. Some examples are *offer*, *pick*, and *taste*. If a word follows an adjective, it is more likely to be a noun.

NOUN

She is the most hardworking **volunteer** at the hospital.

VERB

She **volunteers** at the local hospital every week.

B Read the sentences below. Write **N** for *noun* or **V** for *verb* above each underlined word.

1. Many young adults get financial support from their parents when buying their first house.
2. Many homeless shelters need volunteers to help in the kitchen.
3. After three interviews, the company offered me the job.
4. People tend to be happier when they have easy access to good, affordable healthcare.
5. The supermarket rewards customers who shop regularly in the store by giving them a discount.

VOCABULARY EXTENSION UNIT 2

WORD PARTNERS adjective + *power*; *power* + noun

Below are definitions for common collocations with the word *power*.

full power: the maximum amount of power that something can produce

solar power: electricity produced using energy from the sun

power failure: a loss of the electric power to a particular area

power line: a cable that carries electricity into a building

power plant: a building or group of buildings where electricity is produced

A Match the sentence parts in the columns to complete each sentence.

- | | |
|--|-------------------|
| _____ 1. Some countries are building large nuclear | a. full power. |
| _____ 2. The storm brought down trees that cut several | b. solar power. |
| _____ 3. It takes a few minutes for the machine to reach | c. power plants. |
| _____ 4. The lights aren't working—there must be a | d. power failure. |
| _____ 5. A popular form of renewable energy is | e. power lines. |

WORD LINK *-able* and *-ible*

Some adjectives end with the suffix *-able* or *-ible*, which means "able to." Adjectives formed from nouns and verbs often end in *-able* (e.g., *comfort*—*comfortable*). If the noun or verb ends in *-e*, drop the *-e* and add *-able* (e.g., *advise*—*advisable*).

Other adjectives not formed from nouns and verbs usually end in *-ible* (e.g., *incredible*).

B Circle the correct form of the word to complete each sentence.

- Advances in technology have made many low-cost innovations **possable** / **possible**.
- A patent—the exclusive legal right to make or sell an invention for a limited period of time—can be a very **valueable** / **valuable** business asset.
- Most mobile apps are **compatable** / **compatible** with different smartphone models.
- The baby-warmer invention is an **affordable** / **affordible** solution for developing countries.
- Space travel became technologically **feasable** / **feasible** in the twentieth century.

VOCABULARY EXTENSION UNIT 3

WORD PARTNERS adjective + contribution

Some collocations are in adjective + noun form. Adding an adjective before the word *contribution* gives more information about the kind of contribution being described. Below are some common collocations with *contribution*.

positive contribution

small contribution

scientific contribution

large contribution

financial contribution

generous contribution

A Circle the correct word to complete each sentence.

1. Most crowdsourcing participants are not professional scientists. However, projects are carefully designed so that anyone can make a **generous** / **scientific** contribution.
2. By taking part in scientific online experiments, participants feel like they are making a **positive** / **financial** contribution to advancing human knowledge.
3. Crowdfunding projects raise money through **financial** / **positive** contributions from a large number of people.
4. Anyone who makes a contribution to a crowdfunding campaign, even if it is a **small** / **large** contribution, can make a difference.
5. People who make **scientific** / **large** contributions to crowdfunding campaigns receive certain rewards. For example, donors who gave over \$2,299 to one campaign received a 3D printer.

WORD LINK -al

The suffix *-al* can mean "relating to." Add *-al* to some nouns to make them adjectives. For example, *global* means "relating to the whole world" (i.e., the globe).

B Complete each sentence using a word from the box below.

environmental global normal tribal virtual

1. Greenpeace and other _____ groups use the Internet to inform the public about pollution issues.
2. For many teenagers today, it is _____ to communicate with each other mainly through social media websites.
3. Some researchers think that _____ communities are not a good substitute for meeting people face-to-face.
4. English has become a(n) _____ language—there are English speakers in most countries around the world today.
5. Some _____ groups are concerned about the threat of logging to their traditional way of life.

VOCABULARY EXTENSION UNIT 4

WORD FORMS Changing Nouns into Adjectives

Some nouns can be made into adjectives by adding *-ial*, which means "connected or related to." For nouns ending in *-e* or *-y*, drop the *-e* or *-y* and add *-ial*.

NOUN	ADJECTIVE
commerce	commercial
industry	industrial

A Complete each sentence using the adjective form of a word from the box below.

commerce face finance manager office

1. The government's _____ definition of unemployment includes people who are "jobless, actively seeking work, and available to take a job."
2. According to one estimate, _____ fishing has wiped out 90 percent of large fish in the ocean.
3. A key _____ skill is the ability to motivate employees.
4. A(n) _____ advisor gives clients advice on how to manage their money.
5. _____ expressions are an important form of nonverbal communication.

WORD PARTNERS verb + on

Many collocations are formed with prepositions like *in*, *on*, or *out*. Below are definitions for common collocations with the preposition *on*.

rely on: to depend on someone or something

get on: to have a good relationship with someone

build on (success): to continue to achieve more success

take on (work): to begin to deal with more work

move on: to progress or become more modern

B Complete each sentence using the correct form of a collocation from the box above.

1. We _____ the ocean for many things including food and oxygen.
2. In the past, local fishermen used traditional gear like spears and hooks to catch fish. Modern fishing technology has _____ a great deal since then.
3. Many well-known chefs _____ their success by publishing cookbooks and presenting cooking shows on TV.
4. Waiters who _____ well with customers often receive a bigger tip.
5. Since becoming the office manager, she has had to _____ new responsibilities.

VOCABULARY EXTENSION UNIT 5

WORD FORMS Changing Nouns and Adjectives into Verbs

The suffix *-ize* means “cause to become.” Add *-ize* to some nouns and adjectives to make them into verbs. For nouns and adjectives ending in *-y*, drop the *-y* and add *-ize*.

ADJECTIVE

visual

VERB

visualize

NOUN

memory

VERB

memorize

A Complete each sentence using the verb form of a word from the box below.

hospital memory modern social summary

1. I have a history test tomorrow. I need to _____ a lot of dates and names of places.
2. The community center is a good place for people to _____ with their neighbors.
3. The business will lose money if it doesn't _____ and adopt new technology.
4. A good reading comprehension strategy is to _____ the article in your own words.
5. A doctor may quickly _____ a patient if that patient needs immediate medical care.

WORD PARTNERS Expressions with *state*

Below are definitions for common expressions with the word *state*.

state of affairs: a situation or set of circumstances

state of emergency: a severe situation in which the government has increased powers to deal with a problem

state of repair: the physical condition of something (e.g., a building)

state of shock: the condition of being very upset because of something unexpected

state-of-the-art: the best available or the newest

B Complete the information using the expressions from the box above.

According to a recent report, the average age of a typical American public school building is 44 years. Some of these schools are in a bad ¹ _____—broken roofs, doors, and windows. Other schools have poor lighting and heating systems. This ² _____ can lead to poor student performance.

Many people are in a ³ _____ over the poor condition of American public schools. The cost of improving these schools is estimated to be about \$145 billion. Unfortunately, many school districts already face funding shortfalls. Some authorities have declared a ⁴ _____ in their school districts. More investment is needed to turn these public schools into modern, ⁵ _____ centers of learning.

VOCABULARY EXTENSION UNIT 6

WORD LINK *en-*

The prefix *en-* means “putting or causing to be in a certain condition.” For example, if an animal is *endangered*, it is put in danger.

A Complete the paragraph using the correct form of the words from the box below.

enact encourage endanger enrich ensure

In 1973, the U.S. ¹ _____ a law to protect animals and plants threatened by extinction. The law ² _____ local authorities to look after a species before it becomes threatened. Scientists think this law has saved more than 200 critically ³ _____ species. For example, the law helped ⁴ _____ that there was adequate habitat for grizzly bears—today there are over five times as many grizzlies as in 1975. Conservationists think these amazing animals and plants ⁵ _____ our environment and our lives in many ways.

WORD WEB Adjectives for Emotion

Using a variety of adjectives to accurately describe emotion can make your writing more interesting and effective. For example, instead of using *excited*, use *thrilled* to express more excitement or *pleased* to express less excitement.

B Complete the chart with the adjectives from the box below. Use a dictionary to help you.

annoyed distressed furious nervous overjoyed satisfied

LESS	EMOTION	MORE
	worried	
	angry	
	happy	

VOCABULARY EXTENSION UNIT 7

WORD LINK *ex-*

The prefix *ex-* can mean “from” or “out of.” For example, *extend* means “to stretch out from one place to another.”

A Complete each sentence using the correct form of a word from the box below.

exit explain explore export extend

1. After the airplane landed, the passengers _____ the plane through the front door.
2. The Amazon River _____ from the mountains of Peru to the coast of Brazil.
3. Many cavers have _____ the Krubera Cave—the world’s deepest cave—in Georgia.
4. Scientists cannot fully _____ why some storms form into massive hurricanes and other storms don’t.
5. Japan manufactures a large number of cars. In 2016, it _____ over \$90 billion worth of cars to other countries around the world.

WORD FORMS Changing Adjectives into Adverbs

Many adverbs are formed by adding *-ly* to the end of adjectives. For adjectives ending in *-le*, replace the final *-e* with *-y*. For adjectives ending in *-y*, remove the final *-y* and add *-ily*.

ADJECTIVE

frequent

appropriate

possible

easy

ADVERB

frequently

appropriately

possibly

easily

B Circle the correct adjective or adverb in each sentence to complete the paragraph.

A ¹**particular** / **particularly** bad winter storm hit Argentina in July 2007. Snow fell in Buenos Aires for the first time in 89 years—an ²**extreme** / **extremely** rare event. In ³**remote** / **remotely** areas of the country, over 60 cm of snow fell. Temperatures were also ⁴**significant** / **significantly** below normal. In the province of Rio Negro, temperatures dropped to -22 degrees Celsius. The storm left at least 46 people ⁵**dead** / **deadly** in Argentina.

VOCABULARY EXTENSION UNIT 8

WORD PARTNERS adjective + style

Some collocations are in adjective + noun form. Adding an adjective before the word *style* gives more information about the kind of style being described. For example, if an item of clothing is in the *latest style*, that means it is up-to-date and popular.

A Circle the correct word to complete each sentence.

1. Many of architect Zaha Hadid's buildings have a **classical** / **modern** style. They feature unusual curves and non-traditional shapes.
2. Homeowners usually decorate their houses according to their own **personal** / **modern** style.
3. According to a recent survey, ranches—single-level homes—are the most **popular** / **regional** style of home for sale in the U.S. One reason people like them is because of their affordability.
4. The Southern house design is a **regional** / **personal** style developed in reaction to the hot, humid Southern climate of the United States.
5. The Parthenon, an ancient temple in Athens, Greece, is a good example of the **popular** / **classical** style of architecture.

WORD LINK trans-

The prefix *trans-* can mean "across" or "beyond." For example, to *transport* something means "to move it from one place to another." *Trans-* can also mean "to change completely." For example, *translate* means "to change from one language to another."

B Complete each sentence using the correct form of a word from the box below.

transact transition translate transplant transport

1. With the discovery of oil in the 1950s, Abu Dhabi _____ from a traditional economy to a global, oil-based economy.
2. The Abu Dhabi Crude Oil Pipeline can _____ up to 1.5 million barrels of oil per day.
3. When _____ from Arabic, *Abu Dhabi* means "Father of the Gazelle."
4. Abu Dhabi has a thriving healthcare sector. A new organ _____ center is scheduled to open in Abu Dhabi in 2018.
5. In a recent survey, Abu Dhabi ranked as one of the world's best cities to live, work, and _____ business in.

VOCABULARY EXTENSION UNIT 9

WORD PARTNERS adjective + *advantage*

Some collocations are in adjective + noun form. Adding an adjective before the word *advantage* gives more information about the kind of advantage being described. Below are some common collocations with *advantage*.

<i>competitive advantage</i>	<i>full advantage</i>
<i>unfair advantage</i>	<i>main advantage</i>
<i>clear advantage</i>	<i>financial advantage</i>
<i>added advantage</i>	<i>mutual advantage</i>

A Circle the correct word to complete each sentence.

1. With lower costs and higher profit margins, online booksellers have a **competitive** / **mutual** advantage over small bookstores.
2. A(n) **financial** / **added** advantage for online bookstores is that they also have a much larger range of books.
3. Some people like getting advice when they choose a book—a **clear** / **full** advantage for small bookstores that usually employ helpful staff.
4. Customers do not have to pay tax on purchases made at some online booksellers. Small bookstores are unhappy about this because it gives online booksellers a(n) **mutual** / **unfair** advantage.
5. Many customers take **main** / **full** advantage of days such as Cyber Monday when online booksellers offer big discounts.

WORD LINK *pro-*

The prefix *pro-* can mean “forward in place or time.” For example, a *process* is a series of steps that lead to a particular result. Most of these kinds of *pro-* words include root words that do not typically mean anything on their own (e.g., the *-cess* in *process*).

B Match each word to its definition. Use a dictionary to help you.

- | | |
|------------------|---|
| _____ 1. promote | a. to assure someone that something will happen in the future |
| _____ 2. project | b. to defend against possible future harm |
| _____ 3. promise | c. to estimate or predict something based on current trends |
| _____ 4. proceed | d. to raise someone to a higher position or rank |
| _____ 5. protect | e. to start or continue an action or process |

VOCABULARY EXTENSION UNIT 10

WORD PARTNERS Expressions with *challenge*

Below are some common expressions with the word *challenge*.

If a task **presents a challenge**, it appears to be difficult.

If you **meet a challenge**, you overcome or complete a difficult problem.

If a task is a **big challenge**, it is very difficult to do.

If you are looking for a **fresh challenge**, you are looking for something new and difficult to do.

A Complete each sentence using the correct form of a word from the box below.

big fresh meet present

1. Climbing Mount Everest _____ a challenge for many climbers.
2. Edmund Hillary and Tenzing Norgay _____ that challenge when they became the first people to climb Everest in 1953.
3. Climbing a 40-foot vertical rock at the top of Everest was a _____ challenge for Hillary and Norgay.
4. After climbing Everest, Hillary wanted a _____ challenge, so he started an organization to build schools and hospitals for the Sherpa people of Nepal.

WORD PARTNERS Expressions with *quality*

Below are some common expressions with the word *quality*.

Quality of life is how good or bad a person's life is.

Air quality is the degree to which the air in a particular place is pollution-free.

Star quality is a special ability that makes someone seem better than other people.

If you spend **quality time** with someone, you give them all of your attention.

B Write a sentence in response to each prompt. Use the **bold** expressions in your answers.

1. One way to improve your **quality of life**

2. One way to improve **air quality** in your city

3. Someone you think has **star quality**

4. Someone you like to spend **quality time** with



Independent Student Handbook

TIPS FOR READING FLUENTLY

Reading slowly, one word at a time, makes it difficult to get an overall sense of the meaning of a text. As a result, reading becomes more challenging and less interesting. In general, it is a good idea to first skim a text for the gist, and then read it again more closely so that you can focus on the most relevant details. Use these strategies to improve your reading speed:

- Read groups of words rather than individual words.
- Keep your eyes moving forward. Read through to the end of each sentence or paragraph instead of going back to reread words or phrases.
- Skip functional words (articles, prepositions, etc.) and focus on words and phrases carrying meaning—the content words.
- Use clues in the text—such as **bold** words and words in *italics*—to help you know which parts might be important and worth focusing on.
- Use section headings, as well as the first and last lines of paragraphs, to help you understand how the text is organized.
- Use context clues, affixes and parts of speech—instead of a dictionary—to guess the meaning of unfamiliar words and phrases.

TIPS FOR READING CRITICALLY

As you read, ask yourself questions about what the writer is saying, and how and why the writer is presenting the information at hand.

Important critical thinking skills for academic reading and writing:

- **Analyzing:** Examining a text in close detail in order to identify key points, similarities, and differences.
- **Applying:** Deciding how ideas or information might be relevant in a different context, e.g., applying possible solutions to problems.
- **Evaluating:** Using evidence to decide how relevant, important, or useful something is. This often involves looking at reasons for and against something.
- **Inferring:** “Reading between the lines”; in other words, identifying what a writer is saying indirectly, or *implicitly*, rather than directly, or *explicitly*.
- **Synthesizing:** Gathering appropriate information and ideas from more than one source and making a judgment, summary, or conclusion based on the evidence.
- **Reflecting:** Relating ideas and information in a text to your own personal experience and viewpoints.

TIPS FOR NOTE-TAKING

Taking notes will help you better understand the overall meaning and organization of a text. Note-taking also enables you to record the most important information for future uses—such as when you are preparing for an exam or completing a writing assignment. Use these techniques to make your note-taking more effective:

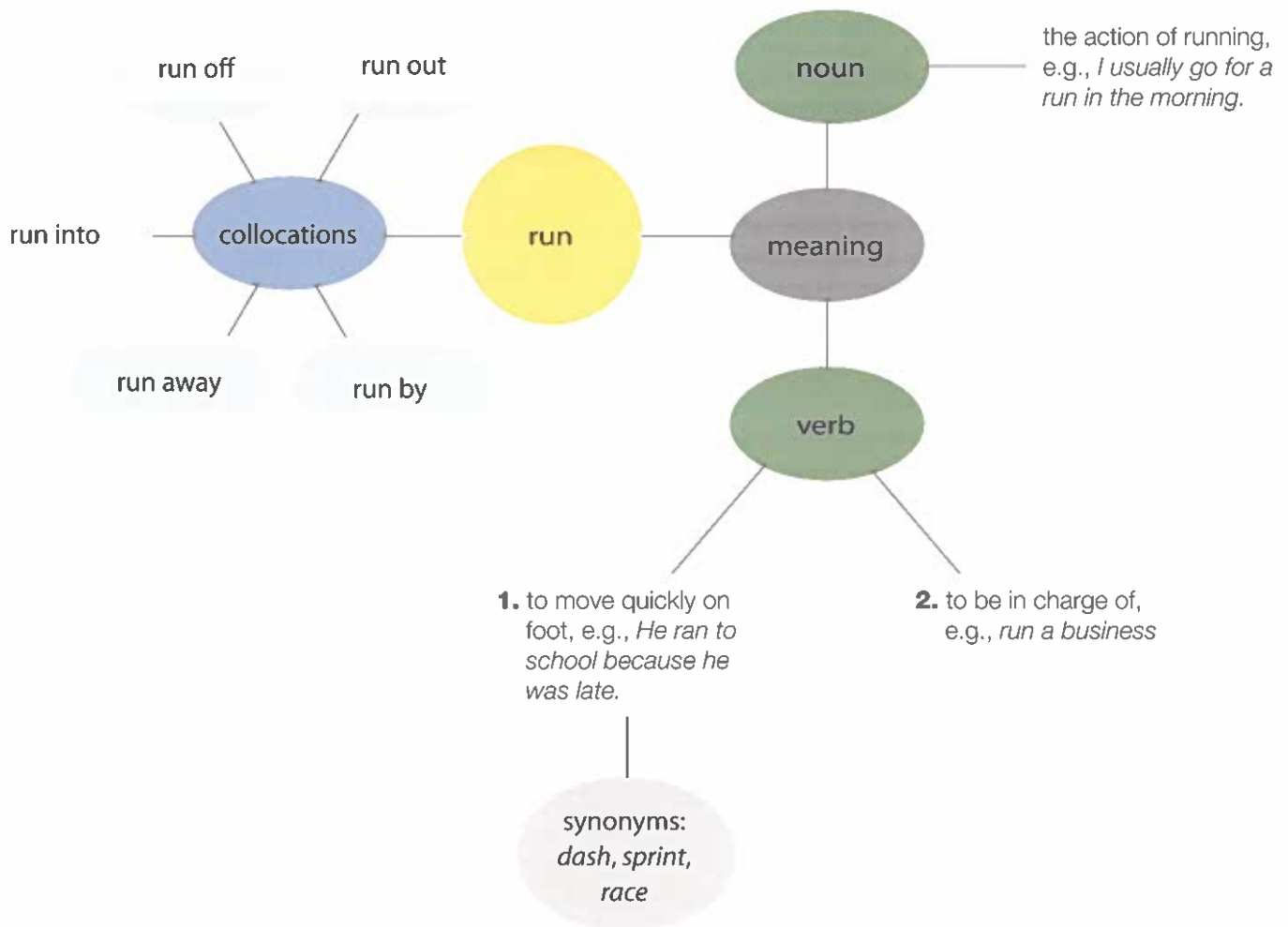
- As you read, underline or highlight important information such as dates, names, and places.
- Take notes in the margin. Note the main idea and supporting details next to each paragraph. Also note your own ideas or questions about the paragraph.
- On a separate piece of paper, write notes about the key points of the text in your own words. Include short headings, key words, page numbers, and quotations.
- Use a graphic organizer to summarize a text, particularly if it follows a pattern such as cause-effect, comparison-contrast, or chronological sequence. See page 48 for more information.
- Keep your notes brief by using these abbreviations and symbols. Don’t write full sentences.

<i>approx.</i>	approximately	→	leads to / causes
<i>e.g./ex.</i>	example	↑	increases / increased
<i>i.e.</i>	that is / in other words	↓	decreases / decreased
<i>etc.</i>	and others / and the rest	& or +	and
<i>Ch.</i>	Chapter	<i>b/c</i>	because
<i>p. (pp.)</i>	page (pages)	<i>w/</i>	with
<i>re:</i>	regarding, concerning	<i>w/o</i>	without
<i>incl.</i>	including	=	is the same as
<i>excl.</i>	excluding	>	is more than
<i>info</i>	information	<	is less than

TIPS FOR LEARNING VOCABULARY

You often need to use a word or phrase several times before it enters your long-term memory. Here are some strategies for successfully learning vocabulary:

- Use flash cards to test your knowledge of new vocabulary. Write the word you want to learn on one side of an index card. Write the definition and/or an example sentence that uses the word on the other side.
- Use a vocabulary journal to note down a new word or phrase. Write a short definition of the word in English and the sentence where you found it. Write another sentence of your own that uses the word. Include any common collocations (see *Word Partners* in the Vocabulary Extensions).
- Make word webs or word maps. See below for an example.
- Use memory aids, or mnemonics, to remember a word or phrase. For example, if you want to learn the idiom *keep an eye on someone*, which means “to watch someone carefully,” you might picture yourself putting your eyeball on someone’s shoulder so that you can watch the person carefully. The stranger the picture is, the more likely you will remember it! See page 88 for more on mnemonics.



TIPS FOR ACADEMIC WRITING

There are many types of academic writing (descriptive, argumentative/persuasive, narrative, etc.), but most types share similar characteristics. Generally, in academic writing, you should:

- write in full sentences.
- use formal English. (Avoid slang or conversational expressions such as *kind of*.)
- be clear and coherent—keep to your main point; avoid technical words that the reader may not know.
- use signal words or phrases and conjunctions to connect your ideas. (See examples below.)
- have a clear point (main idea) for each paragraph.
- use a neutral point of view—avoid overuse of personal pronouns (*I, we, you*) and subjective language such as *nice* or *terrible*.
- use facts, examples, and expert opinions to support your argument.
- avoid using abbreviations or language used in texting. (Use *that is* rather than *i.e.*, and *in my opinion*, not *IMO*.)
- avoid using contractions. (Use *is not* rather than *isn't*.)
- avoid starting sentences with *or, and, or but*.

Signal Words and Phrases

Use signal words and phrases to connect ideas and to make your writing more academic.

Introducing supporting ideas	Giving details and examples
First (of all), ...	One ...
Secondly, ...	An example of this is ...
Another ...	For example, ...
Furthermore, ...	For instance, ...
Presenting similar ideas	Presenting contrasting ideas
Similarly, ...	However, ...
Both ...	On the other hand, ...
Like ...	In contrast, ...
Describing cause and effect	Describing a process
Therefore, ...	First (of all), ...
As a result, ...	Then / Next / After that, ...
Because of this, ...	As soon as ... / Once ...
If ..., then ...	Finally, ...

TIPS FOR EDITING

Capitalization

Remember to capitalize:

- the first letter of the word at the beginning of every sentence.
- proper nouns such as names of people, geographical names, company names, and names of organizations.
- days, months, and holidays.
- the word *I*.
- the first letter of a title such as the title of a movie or a book.
- the words in titles that have meaning (content words). Don't capitalize *a*, *an*, *the*, *and*, or prepositions such as *to*, *for*, *of*, *from*, *at*, *in*, and *on*, unless they are the first word of a title (e.g., *The Power of Creativity*).

Punctuation

- Use a period (.) at the end of any sentence that is not a question. Use a question mark (?) at the end of every question.
- Exclamation marks (!), which indicate strong feelings such as surprise or joy, are generally not used in academic writing.
- Use commas (,) to separate a list of three or more things. (*She speaks German, English, and Spanish.*)
- Use a comma after an introductory word or phrase. (*However, William didn't let that stop him.*)
- Use a comma before a combining word—*and*, *but*, *so*, or *or*—that joins two sentences. (*Black widow spider bites are not usually deadly for adults, but they can be deadly for children.*)
- Use an apostrophe (') for showing possession. (*James's idea came from social networking websites.*)
- Use quotation marks (" ") to indicate the exact words used by someone else. (*"Our pleasures are really ancient," says psychologist Nancy Etcoff.*)

Other Proofreading Tips

- Print out your draft and read it out loud.
- Use a colored pen to make corrections on your draft so you can see them easily when you write your next draft.
- Have someone else read your draft and give you comments or ask you questions.
- Don't depend on a computer's spell-check. When the spell-check suggests a correction, make sure you agree with it before you accept the change.
- Check the spelling and accuracy of proper nouns, numbers, and dates.
- Keep a list of spelling and grammar mistakes that you commonly make so that you can be aware of them as you edit your draft.
- Check for frequently confused words:
 - *there*, *their*, and *they're*
 - *its* and *it's*
 - *your* and *you're*
 - *then* and *than*
 - *to*, *too*, and *two*
 - *whose* and *who's*
 - *where*, *wear*, *we're*, and *were*
 - *affect* and *effect*

EDITING CHECKLIST

Use the checklist to find errors in the second draft of your writing task for each unit.

	Unit				
	1	2	3	4	5
1. Is the first word of every sentence capitalized?					
2. Does every sentence end with the correct punctuation?					
3. Do your subjects and verbs agree?					
4. Are commas used in the right places?					
5. Do all possessive nouns have an apostrophe?					
6. Are all proper nouns capitalized?					
7. Is the spelling of places, people, and other proper nouns correct?					
8. Did you check for frequently confused words (see examples on page 217)?					

	Unit				
	6	7	8	9	10
1. Is the first word of every sentence capitalized?					
2. Does every sentence end with the correct punctuation?					
3. Do your subjects and verbs agree?					
4. Are commas used in the right places?					
5. Do all possessive nouns have an apostrophe?					
6. Are all proper nouns capitalized?					
7. Is the spelling of places, people, and other proper nouns correct?					
8. Did you check for frequently confused words (see examples on page 217)?					