

ADVANCED ENGLISH VOCABULARY

WORKBOOK 2-A

UNITS 1—5

Helen Barnard

ADVANCED ENGLISH VOCABULARY
WORKBOOK 2-A (Units 1-5)

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INTRODUCTION

The students for whom this course is intended fall into three main categories:

- (a) Students in non-English speaking countries proceeding to non-English medium universities, who need the non-technical vocabulary which will enable them to read English textbooks and other material on their professional subjects (i.e. the physical sciences, mathematics, technology, and the social sciences*).
- (b) Students in non-English speaking countries preparing to take professional courses at English-medium universities at home or abroad.
- (c) Students of overseas origin in English speaking countries taking courses in English preparatory to entering universities or institutions in their host countries.

The students for whom the course was originally produced, and who over the past four years have served as an experimental group for the development and revision of the course material, belong to the third category. They are Colombo Plan students from various countries taking a three months' intensive English course at the English Language Institute in Wellington, preparatory to entering New Zealand universities and technical colleges. Some of the course material has also been used by groups of students in the Wellington Polytechnic, Canterbury University (Christchurch), the University of the South Pacific (Suva), and by a group of Peace Corps teachers assigned to teach the English needed for science and mathematics in Fijian schools.

The needs of the three groups of learners listed above identify the purpose of the course. Its purpose is to teach the vocabulary which will enable these students to read English books and periodicals on their subjects and understand what they hear in lectures and seminars where English is used. It aims to teach this vocabulary not merely by introducing it into the course material but by explaining it and making the students thoroughly familiar with it.

The course consists of seven workbooks (each divided into sections) which can be covered in three months of intensive study, or spread out over a longer period. The workbooks are mainly self-instructional. A self-instructional course is essential for isolated students, and the workbooks are equally useful for pre-University classes. Individual learning activities for large classes can only be provided by workbooks, in the absence of expensive equipment. Even in a situation where classes are smaller it has been found that a 'do-it-yourself' system produces better results, since it enables a student

to define his own objectives, programs a sequence through which he can attain them, and establishes him as the navigator of his own progress.

The Basis of the Course

The course is based on a two thousand word vocabulary called the 'second thousand' and 'third thousand' word lists. A 'first thousand' word list of 1,000 content words, together with about 275 structural words and phrases, is assumed to be known in advance. The complete list will be published in the book *3,500 Word English* (Newbury House). Words taught in each book are indexed at the back.

The first thousand word list takes into account the results of a previous study (especially M. West's 'Minimum Adequate' and 'General Service' lists, Basic English, Riewald's lists, and H. Bongers K list). The usefulness of each item was also checked, over a period of four years, by observation of overseas teachers at the English Language Institute (Wellington) who used the vocabulary for paraphrasing, speech-making, teaching and defining words not in the vocabulary.

The second and third thousand word lists were compiled on the basis of counts of non-technical vocabulary in university science and social science textbooks prescribed in Osmania University, Hyderabad, India, and in Victoria University, Wellington. The glossary of 'The Structure of Technical English' (A. J. Herbert, Longman) was also consulted, and a few high frequency words included from counts of words issued of 'The New Scientist' and the Indian 'Statesman'. Technical words were excluded because these words form part of the subject-matter of professional disciplines, and are therefore best taught through these disciplines.

How to use the Course

Each of the thirty sections of the course is divided into five subsections; (a) word-study, (b) dictation exercises and dictations, (c) section vocabulary, (d) reading passages, (e) a short word-completion test on the section vocabulary, which can be corrected by the student himself.

The word-study subsections include explanation and definition of words, explanatory diagrams and drawings, programmed learning passages, and exercises on the structure and syntax when words present such problems. The student can complete the word-study tasks and exercises either on his own or under the supervision of a teacher. The dictation exercises and dictations require the aid of a good speaker of English or a tape-recorder.

INTRODUCTION (cont.)

When he has worked through the Word-Study and dictation subsections, the student will have some familiarity with the section vocabulary which follows them. The reading passages can then be read without recourse to a dictionary or any other aid, and therefore offer the experience of an achievement. If the reading passages are studied in class they can be used as a basis for oral or written exercises and tests. Samples of such exercises and tests are given at the end of the first workbook. Finally a short word-completion test (d) will help the student to assess his familiarity with the vocabulary of the section.

Vocabulary is taught in the workbooks by cumulative techniques, i.e. by explanation followed by planned *repetition* of the words in a variety of typical contexts. The main condition for the attainment of the objectives of the course is therefore the careful completion of all the tasks and exercises it contains.

*For present purposes, 'the social sciences' include economics, political science, anthropology, sociology, psychology and geography.

October, 1971
Victoria University of Wellington
New Zealand

The Teacher's Guide to ADVANCED ENGLISH VOCABULARY

A complimentary copy of the Teacher's Guide will be sent upon receipt of an order for five or more copies of the workbook.

INSTRUCTIONS FOR STUDENTS

1. You learn the words in this course by reading them and hearing them and saying them again and again in natural situations and contexts. So you should do *every part* of the course carefully. *Do not leave out anything.* Follow all instructions carefully.
2. When you study the items in Word Study you will see blank spaces, but read each sentence softly to yourself, *including* the missing words. The blank spaces should be filled in by your mind's eye, but not with pen or pencil. The reason for this is that as soon as you *write* the words, you have lost your chance of revising this part of the work.
3. After you have gone through the Word Study items once, turn to the vocabulary list at the beginning of the unit. Read through the list and put a mark (✓) against the words you are sure that you know. If you do not feel sure about any word, turn back to the Word Study pages and study that word again. The reading passages and the little test at the end of the unit will also show you that there are some words you need to review (i.e. study again).
4. Notice that for the Dictation Exercises and Dictations you will need the tapes that are provided with this course *or* the help of someone who can speak English well.
5. You will find that you can read the Reading Passages without much difficulty, because you will be familiar with the vocabulary they contain. Try to understand the ideas and information in each passage. After reading a passage three or four times, write the *title* of the passage on a piece of paper and shut your book. Then try to write one or two paragraphs on the same topic (=subject), using ideas and sentences that you remember from your reading.

TABLE OF CONTENTS

UNIT I	
1.1	Vocabulary 1
1.2	Word Study 3
1.3	Dictation Exercises and Dictation Passages 18
1.4	Reading Passages 21
1.5	Vocabulary Test 25
UNIT II	
2.1	Vocabulary 26
2.2	Word Study 28
2.3	Dictation Exercises and Dictation Passages 43
2.4	Reading Passages 48
2.5	Vocabulary Test 54
UNIT III	
3.1	Vocabulary 55
3.2	Word Study 57
3.3	Dictation Exercises and Dictation Passages 71
3.4	Reading Passages 75
3.5	Vocabulary Test 79
UNIT IV	
4.1	Vocabulary 80
4.2	Word Study 82
4.3	Dictation Exercises and Dictation Passages 100
4.4	Reading Passages 105
4.5	Vocabulary Test 109
UNIT V	
5.1	Vocabulary 110
5.2	Word Study 112
5.3	Dictation Exercises and Dictation Passages 129
5.4	Reading Passages 134
5.5	Vocabulary Test 142
ALPHABETICAL INDEX 143	

Unit I

1.1 VOCABULARY

These are the words you will practice in this unit:

VERBS

absorb	(ab·sorb')	(+ noun)
advance	(ad·vance')	
behave	(be·have')	
bend		
bent		
bent		
bend		(+ noun)
combine	(com·bine')	(+ noun plural)
combine		(+ noun + with + noun)
combine		
confuse	(con·fuse')	(+ noun + with)
construct	(con·struct')	(+ noun)
create	(cre·ate')	(+ noun)
fit		(+ noun)
fit into		(with impersonal subject)
fit		(+ noun + together)
		(with personal subject)
look at		(+ noun)
magnify	(mag·ni·fy)	(+ noun)
perform	(per·form')	(+ noun)
polish	(pol·ish)	(+ noun)
reflect	(re·flect')	(+ noun) (concrete sense)
reflect		(+ noun) (abstract sense)
sail		(+ to, for, etc.)

NOUNS

absence	(ab·sence)	a piston	(pis·ton)
an advance	(ad·vance')	polish	(pol·ish)
an advantage	(ad·van·tage)	presence	(pres·ence)
attention	(at·ten·tion)	a principle	(prin·ci·ple)
behavior	(be·hav·ior)	production	(pro·duc·tion)
(a) combination	(com·bi·na·tion)	psychology	(psy·chol·o·gy)
a computer	(com·pu·ter)	a ray	
(a) condition	(con·di·tion)	a reflection	(re·flec·tion)
confusion	(con·fu·sion)	a sail	
(a) construction	(con·struc·tion)	a sailor	(sail·or)
a cylinder	(cyl·in·der)	a screen	
a disadvantage	(dis·ad·van·tage)	a screw	
energy	(en·er·gy)	a sound	
a function	(func·tion)	a technique	(tech·nique')
an image	(im·age)	technology	(tech·nol·o·gy)
a lens		thickness	(thick·ness)
a microscope	(mi·cro·scope)	a type	

UNIT 1

1.1 VOCABULARY

ADJECTIVES

advanced	(ad·vanced')	psychological	(psy·cho·log'·i·cal)
combined	(com·bined')	simultaneous	(si·mul·ta'·ne·ous)
confused	(con·fused')	slight	
driven by	(driv'·en)	smooth	
enlarged	(en·larged')	technical	(tech'·ni·cal)
inner	(in'·ner)	technological	(tech·no·log'·i·cal)
invisible	(in·vis'·i·ble)	thick	
loose		tight	
outer	(out'·er)	transparent	(trans·par'·ent)
physical	(phys'·i·cal)	visible	(vis'·i·ble)
polished	(pol'·ished)		

ADVERBS

finally	(fi'·nal·ly)
loosely	(loose'·ly)
simultaneously	(si·mul·ta'·ne·ous·ly)
smoothly	(smooth'·ly)
tightly	(tight'·ly)
westwards,	(west'·wards)
eastwards, etc.	(east'·wards)

PHRASES

as well as	
in combination	(com·bi·na'·tion)
(with)	
in confusion	(con·fu'·sion)
in the absence (of)	(ab'·sence)
in the presence (of)	(pres'·ence)
on principle	(prin'·ci·ple)

Unit I

1.2 WORD STUDY

INSTRUCTIONS: Study the following words and the uses of them:

finally = in the end, lastly. This is the adverb formed from "final."

Examples: He f_____ly decided to remove his son from the school. They f_____ly agreed to pay him for the invention.

First the raw cotton is separated from the plant. Then it is spun into thread. The thread is woven into cloth. F_____, the cloth is made into the clothes we wear.

**(a) condition
conditions**

The *condition* of a thing or a place is what it is like at a particular time, e.g. clean or dirty, tidy or untidy, ready for use or not ready. The condition of a person is what he or she is like at a particular time, e.g. healthy or unhealthy, strong or weak, drunk or not drunk.

The *conditions* in (or under) which people live or work, children grow up, etc. are the houses and places they live in, the food they eat, the society they live in, their relations with other people and the way people act towards them. The conditions under which people live, work or grow up are **all the things and people around them which have an effect on them** by making them rich or poor, happy or unhappy, etc., or which have an effect on their health. We can speak in the same way about the conditions under which animals live.

We can also speak of conditions which are suitable or unsuitable for people or their work, or for starting or developing a school or an industry. Schools, industries, etc. depend on certain c_____s for their growth, development and success.

Examples: This room is in a terrible c_____n; it is very dirty and untidy. You cannot go out in this c_____n. (You are too ill or too untidy, etc.) My uncle was not in a c_____n to walk home. (He was too drunk.) I stopped at the hospital to ask about his c_____n. (His health.) The way you cook this fruit will depend on its c_____n (i.e. whether it is hard or soft). This ship is not in a c_____n to go very far. (Can you give a reason?) Everything arrived in good c_____n. (Can you give a reason?)

Many books have been written about the c_____s of the poor in the nineteenth century. You cannot expect children to learn anything under these c_____ns. Before taking the job she asked about the working c_____ns. Most political parties promise to improve the c_____ns of the workers when they get into power. Conditions in the students' hostel are not as good as they ought to be. C_____s are just right now for planting potatoes. The government will start new industries wherever c_____ns are suitable. The size of the new schools will depend on local c_____ns. The plan will be operated only when c_____s are su_____ble.

physical

A *physical* thing, object or substance is one which does not exist only in the mind or through features given to it by the mind, but can be touched, seen or weighed.

Physical laws are laws of physics and of nature which govern all physical things and substances. A physical possibility is something which is possible according to physical laws. A p_____cal impossibility is something which, according to these laws, is impossible.

The physical features of a place or of a country are its natural features. The physical geography of a country is the geography of its natural features; p_____cal geography is distinguished from political geography.

Examples: Thought is an activity or a process, not a ph_____l thing, though it may have a p_____l basis. When light touches a p_____l object the direction of the light is changed.

1.2 WORD STUDY

All movement is governed by p_____l laws. It is a p_____l impossibility for a man to be in India and England at the same time. Mary's illness is not p_____ but psychological. The p_____ features of a country have an effect on its political history. I want a p_____ map of New Zealand, not a political map.

psychology
psychological

Psyche was the ancient Greek word for the mind or the spirit, and *psychology* is the science and study of the mind and its activities, especially human behavior. A man's psy_____logy is the way he thinks, feels and looks at the world, especially when considered in relation to his behavior. A psychological textbook is a textbook of psy_____gy. A disease is ps_____cal or has ps_____al causes when its origin is not physical, i.e. when its origin is in the mind, not in the body. A problem is ps_____l when its origin is a person's thoughts or feelings and not a physical or "real" situation which he has to face.

Examples: Proust's great novel was a ps_____l novel; it was a novel about inner-life. Social scientists are interested in the ps_____y of groups and crowds. For some people fashions in dress have a historical interest; for others their interest is ps_____al. Ps_____gy is a subject in most universities. An important branch of ps_____ is the ps_____ of learning.

behave
behavior
(uncountable)

When we observe how a person *behaves* (in a particular situation), we observe how he *acts*, what he *does* (in that situation). When we observe how a person behaves, i.e., what he does in a particular situation, we observe his *behavior*. When we study what animals do in various situations, we study their be____r, we study how they be____e. When we observe what happens to a liquid when it is heated, we observe the be____r of that liquid when it is heated. Originally, the words *behave*, *behavior*, only referred to what people did or the way in which they acted, but in modern English these words can also refer to the way **things** or **substances** move or change in particular situations or under certain conditions.

Examples: Psychologists are interested in the ways human beings be____e and in the causes of their b____or. Children often b____ve differently at school and at home. Scientists have made a close study of the b____vior of monkeys living together in groups in the forest. It is not always possible to predict how a particular person will b____ve in a new situation. Mr. X does not know how to *behave** to old people. He *behaved** very badly at the party. I could not forgive his *behavior*.*

attention

Attention is the act of directing one's thoughts to something. When we *give attention* or *pay attention* to something or someone, we turn our thoughts towards a thing or a person, or to what a person is saying or doing.

Examples: Please pay a_____n to what you are doing; don't look out of the window. I saw John in the crowd and tried to attract his a_____, but he did not notice me. She paid very little a_____n to my advice. Now I want you to give your a_____ to this diagram on the blackboard. Children who do not get enough a_____n at home sometimes dem____d a lot of a_____ at school.

look at

When we *look at* a thing or a person, we look in the direction of that thing or person and pay attention to it (or to him or to her).

* Originally, the words *behave*, *behavior*, applied only to human beings and referred to standards of what was right or wrong, or conventionally proper or acceptable. The words are still often used in this way, but are now also used without reference to such standards.

1.2 WORD STUDY

Examples: Please l_____ the blackboard. The teacher asked Tom to _____ the blackboard, but he _____ed _____ Mary instead. I want you to _____ my car; there is something the matter with it. She _____ed _____ the photograph carefully but could not find her sister in it.

combine

Two things or substances (or more than two) *combine* when they come together, or join together, and form something—often a new thing. People c_____ne for a special purpose when they work together for a special purpose.

When we c_____ne two or more things or substances, we bring them together to form something. When we c_____ activities, skills, etc. we practice them at the same time.

Examples: Hydrogen and oxygen c_____ to form water. If the workers want higher wages, they must c_____e.

To make a cake we c_____ eggs, flour, sugar and butter. It is not always possible to c_____ work and pleasure. The man who thought of c_____ing a gas engine with wheels was the inventor of the automobile.

**a combination
in combination**

A *combination* is the result of combining things or (in special contexts) people. *In combination* means “together.”

Examples: Mud is a c_____tion of earth and water. Technology is the c_____n of scientific knowledge with practical skills and operations. Mathematical ability and practical ability are not always found in c_____n.

combined

= joined together, mixed together, thought of together, or effective together in producing a single result.

Examples: When c_____ed, red and yellow produce orange. Their c_____ed incomes do not amount to more than 1000 dollars a year. The c_____d population of the two countries is approximately twelve million. An automobile is produced by the c_____ed skills of many different people.

**an advantage
a disadvantage**

When we think of *an advantage* possessed by a thing, an activity, a course of action, a plan, a method, etc., we think of a useful, convenient, valuable or helpful feature which we find in it. We often compare the advantages of one thing, course of action, etc. with the advantages of another; or we compare the advantages of a thing, a plan, etc. with its *disadvantages*. A disadvantage of a thing, a plan, etc., is a feature which prevents it (or may prevent it) from being useful, helpful, convenient or successful in relation to our purposes or requirements.

Examples: One ad_____ge of living in a large town is that its shops can supply most of the things we need. The ad_____ges of a good education are obvious. The main ad_____ge of air travel is speed; its main disad_____e is its high cost, and it is neither safer nor more comfortable than other forms of travel. My apartment has ad_____,s, and dis_____,s. It is warm, well-designed and has a beautiful view, but it is not on the bus route and gets a lot of noise from the road as well as from the apartment above it. The ability to understand and ac____pt other people's feelings is a psy_____al adv_____ge.

**production
(uncountable)**

Production is the process of producing or a quantity which is produced.

Examples: We must try to improve our methods of p_____. In some countries agricultural p_____tion has been completely mechanized. In the last two months there has been a sharp fall in the p_____n of automobiles. We cannot increase p_____tion by building new factories, because we do not have sufficient workers. Industrialists sometimes form comb_____ns to limit p_____ion.

1.2 WORD STUDY

a type	<p>A <i>type</i> is a class, group or kind which has its own clearly distinctive character or features*</p> <p><i>Examples:</i> This t_____ of wine is not produced in New Zealand. I do not like houses of this t_____.</p> <p>In a university you will find teachers of many different t____s; those who are interested in their subjects and in doing research, those who are interested in their students, those who are mainly interested in politics, and those who are mainly interested in earning enough money to have a peaceful life.</p>
polish polish (uncountable) polished	<p>We <i>polish</i> a surface when we rub it to make it smooth and to make it shine. <i>Polish</i> (n., uncountable) is a substance used for polishing, to make a surface shine. A surface is <i>polished</i> when it is smooth and shining after being polished by a person or a machine.</p> <p><i>Examples:</i> Today I will p_____ the furniture. This p_____ is only suitable for metal surfaces. A highly p_____ed surface reflects light. Wood and many types of plastic can be given a p_____ed surface.</p>
simultaneous simultaneously	<p>Events are <i>simultaneous</i> when they happen at the same time. They occur <i>simultaneously</i> when they occur at the same time.</p> <p><i>Examples:</i> The moment when light leaves a distant star and the moment when it reaches our eyes are not s_____eous; they may be separated by millions of years. The telephone bell and the front door bell rang s_____eously.</p>
slight the slightest (usually used with <i>not</i> , <i>never</i> , etc.)	<p>We say that something is <i>slight</i> when it is not large enough to be important or serious or to have much effect.</p> <p><i>Examples:</i> There is a s_____t improvement in the patient's health today. The mistakes in your essay are only s_____, and I am sure you can correct them yourself. This year there was a s_____t increase in production. She does not have the s_____est difficulty in making herself understood. In an examination like this one a good memory is only a s_____t advantage. He made a s_____ error in his calculations.</p>
confusion (uncountable) confused confuse confuse	<p>A statement, a sentence, a message, a telegram, an explanation, etc. is <i>confused</i> when it is unclear in a particular way. It is confused when the meanings, ideas, facts, reasons, etc. which it tries to express are mixed up or in the wrong order, though they can only be understood when they are kept separate or are expressed in the right order. For example, the telegram BOB ILL COMING MARY is confused because it is impossible to tell from this telegram whether Bob is coming or Mary (who sent the telegram) is coming, or both of them are coming. A writer's use of a word is confused when the word has two or more meanings and his context does not make it clear which of these meanings he wants to express.</p> <p>A person's ideas (on a particular subject) are confused when he has two or more ideas which a person cannot possibly have at the same time, according to standards of truth, logic, etc.; or when he mixes up causes and effects, general facts and examples, etc., so that he does not really understand his own ideas and nobody else can understand them. A person's feelings (e.g. sympathy and self-interest) may be confused in such a way that he does not know what to do or why he is doing something. In this case he is c_____ed because these feelings are mixed and he is unable to separate them. But without separating them and knowing what they are, he will either be unable to act or he will act without knowing the cause of his action.</p> <p>A person may be c_____sed, or feel con_____ed, for various reasons. A student will be conf_____ed if a teacher gives him a sentence-pattern to learn that looks very like the sentence-pattern he had to learn the day before, but is also different in some important way. A student feels c_____d in this situation because when things are alike it is easy to get them mixed up and confuse them. For</p>

* Note: A *type* is never used to refer to a scientific classification of plants or animals.

1.2 WORD STUDY

example, when John looks very much like Peter, we sometimes c_____se John with Peter. Students often c_____se words which look alike and are alike in meaning, for example the noun ADVICE and the verb ADVISE. They c_____se ADVICE with ADVISE. The spelling of these two words is often con_____ed in students' minds.

A person will be confused, or feel c_____, if he is given a c_____ed message, explanation, etc. He will also be c_____ed if he is given c_____ed instructions, and will not know what to do. For example, if a mother sometimes tells her child not to talk when grown-up people are talking and at other times tells him that he should talk to grown-up visitors, the child may feel c_____ed and may not know what he should do. The situations are alike but the instructions are different, so the child is c_____ed.

People are c_____ed or feel c_____d when they receive c_____ed instructions, messages, explanations, etc.

Con_____ed instructions, messages, explanations, etc. cause *confusion* or produce confusion in people's minds. Things, faces, words, etc. which look alike but which are not really alike may also be a cause of mental c_____n.

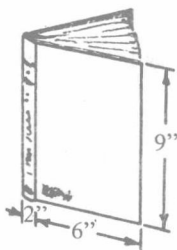
A c_____ed noise is a noise in which separate sounds cannot be distinguished. A c_____sed battle is a battle in which friends cannot be distinguished from enemies and so nobody knows who is winning and who is losing. In a battle of this kind everything is in confusion. We also say that a room is in c_____ion when everything in it is mixed up and nothing is in its proper place. A class is in c_____ion when the students are not learning, the teacher is not teaching, everyone is making a noise and nobody is paying any attention to anyone else. In a class like this no one can say what is happening.

smooth smoothly

A surface is *smooth* when it is free from roughness, like the surface of glass. A smooth surface can usually be polished. A surface can often be made smoother by polishing. A smooth liquid is well mixed and does not have bits of solid floating in it. When something (e.g. a car) moves or goes sm_____, it moves quietly without a break in its movement, without shaking from side to side or up and down.

Examples: The sea was as s_____th as a mirror. The roads in our district are not very s_____th. This paint is not s_____th and should be mixed again. To make a cake, you must first combine the butter and sugar s_____. My car is not running s_____ly today; there must be something wrong with the engine. This pen does not write s_____ly, because the tip is bent.

thick thickness



Here is a book. Its length is nine inches. Its width is six inches. Its *thickness* is two inches. It is nine inches long. It is six inches wide. It is two inches *thick*. Here the adjective thick and the noun thickness refer to a *dimension* of the book, the dimension which is usually the smallest. The word thick comes after the measurement (e.g. "two inches thick"), and enables us to distinguish this dimension from the other two dimensions.

But we can also say that this is a **thick book**. When we say this we are giving a second meaning to thick, which should not be confused with the first. When we say that this is a th_____ book, or that this book is th_____, we mean that its thickness is greater than the average th_____ness of a book. Any book which is more than one inch th_____ is a thick book, because most books are thinner than this.

What about a th_____k piece of paper? Will it be more than one inch th_____? Of course not! It will be less than one-inch thick. A piece of paper which is 1/60 inch th_____ (or more) is a th_____ piece of paper, because the average thickness of paper is usually less than this.

1.2 WORD STUDY

Here is a thin line. _____

Here is a thick line. _____

Is this a thick line? _____

No, it is not a line at all! It is a narrow black rectangle drawn on the paper.

We can compare thin wires with thin wires. But if the thickness of a wire is very much greater than the average, we will probably not refer to it as a wire any more. We will call it a cable, or a rod, or a cylinder. A thin wire is thinner than a thin metal rod and a thick rod is thicker than a metal cylinder. A thin book is certainly thinner than a thick piece of paper.

Do not confuse the two meanings of thick. The words *long*, *wide*, *deep*, *high*, also have two meanings in the same way. This skirt is 48 inches *long*. It is a *long* skirt. But we can also say that another skirt is 14 inches *long*, though it is a short skirt.

This table is five feet *wide*. It is a *wide* table. But we can also say that another table is 12 inches *wide*, though it is not a *wide* table but a *narrow* one.

This hole is 40 feet *deep*. It is a *deep* hole. But we can also say that another hole is two feet *deep*, though it is not a *deep* hole but a shallow one.

This building is a hundred feet *high*. It is a *high* building. But we can also say that another building is 12 feet *high*, though it is not a *high* building but a *low* one.

inner
outer

Inner means "nearest to the middle or to the inside of a thing; belonging to the inside; used for the inside; or hidden, not appearing on the surface."

Outer means "farthest away from the middle or inside of a thing; belonging to the outside of a thing; or used for the outside part of a thing."

These two adjectives are often used to make a distinction between two parts or surfaces of the same thing. (Outer should not be used to describe what is completely outside a thing or a person and does not belong to it, or to him.)



Here is a cup. A cup has an *inner* and an *outer* surface. The inner surface of this cup is *blue*. The outer surface is *white*.

A bicycle tire has two tubes. The *inner* tube is made of smooth, thin, elastic rubber and is filled with air at high pressure. The *outer* tube has to be stronger because it touches the rough surface of the road. It is made of thicker material.

The stars in *outer* space beyond the solar system are very far away from us. (Here "outer" space means the part of space which is beyond the solar system.)

The London underground railway has an *inner* circle and an *outer* circle.

I do not understand the meaning of this poem. Perhaps it has an *inner* meaning. (An inner meaning is a hidden or secret meaning which does not appear on the surface.)

(an) advance
(countable or
uncountable)
advance
advanced

When an army *advances*, it moves forward towards the enemy's positions or towards the enemy's land. When important scientific discoveries are made which add to human knowledge and which help our knowledge to move forward to further discoveries, we say that science advances. *To advance* is to move forward or cover fresh ground.

Advance (uncountable noun) is progress or forward movement in general, movement towards the future or towards a better situation, better conditions, further knowledge, etc.

1.2 WORD STUDY

An advance (countable noun) is a movement forwards in a particular direction or in a particular field of study, towards a better situation, better conditions, further knowledge, etc.

Advanced studies, courses or ideas are those which require a long preparation or training before they can be studied, learned or understood.

Examples: Yesterday the sixth army ad_____ed two miles. Our preparations for the holiday have not ad_____ed very far.

The nineteenth century was an age of scientific and technological ad_____. A_____ in human society is not possible unless people learn to respect those whose ways of life, customs and forms of society are very different from their own.

A_____s in medical science have lengthened human life. The country's industrial a_____ce has been rapid. Nothing can stop the enemy's a_____ce.

He will take an a_____ed course in physics next year. This textbook is too a_____d for you. His ideas are a_____d, and only a few people can understand them.

a technique

A technique is a skill or a method (practical, mechanical or artistic) of a special kind, required for a particular job, operation or activity. People often acquire *techniques* as a result of special training.

Examples: Engineering techn_____s can be acquired either by studying at a university or an institute, or by working in a factory.

Modern artists use a great variety of t_____. Some of the new tech_____s in art are necessitated by new materials and new instruments.

Someone has invented a new t_____e for keeping babies dry at night.

technology
(uncountable)
technological

Technology is the study or science of industrial methods and techniques. The most famous *technological* institute is probably M.I.T., the Massachusetts Institute of Technology. We live in a period of tech_____l advance. Nowadays farmers need t_____l training. My son is studying computer tech_____gy.

technical

We describe something as *technical* when it relates to, refers to, or requires special methods or techniques (mechanical, industrial or artistic), or a type of practical knowledge which must be specially acquired and is not possessed by everybody.

A technical word is a word referring to something studied as part of a special field of knowledge, and is not well understood by a person who has no knowledge of that branch of study.

Examples: An engineer must learn mathematics and physics as well as t_____l skills. The t_____l problem of bringing a space-ship back from the moon has been solved. The last fifty years has been a period of rapid t_____ advance in all branches of technology.

The advanced vocabulary course does not contain many technical words, because these are best taught in scientific and technical courses. "Isotope" is a t_____l word, which will probably be understood only by those of you who have studied physics or chemistry. "Mullion" is a t_____l term in architecture and "starboard beam" is a t_____l term for part of a ship; sailors will know what it means.

create
created

Create may mean **cause, produce, cause to exist**. When it has this meaning, the subject of this verb may be either a person or a thing. (Note that when the verb is used in this sense it is often followed by a noun like "trouble," "interest," "problem," "difficulty," "confusion," "opportunity," referring to the psychological features of a situation.)

Create may mean **make something new or original**. When it has this meaning, the subject of this verb is a person or people. Note that when the verb is used in this sense it is often followed by a

1.2 WORD STUDY

noun referring to something which can be made or formed by a **decision**, for example an organization, a post or an institution.

Examples: God c_____ed the world. The use of pictures and games helps to c_____e interest in a class. She c_____es trouble for her teachers. The new outbreak of foot-and-mouth disease has cr_____ed serious problems.

Several new states have been c_____ed in Africa. To house all the people we must c_____te new towns and cities. New universities must be cr_____ted to educate all these young people. Several new posts have been c_____ted in our College. If we want people to co-operate, we must c_____e the conditions under which they can co-operate. New opportunities for training should be cr_____ed.

Exercise on CREATE meaning CAUSE or PRODUCE

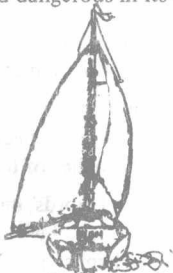
Make **sensible** sentences from the following table.

I	II	III	IV	V
This	will create	a lot of	difficulties	
This situation	may create	further	problems	
Her arrival	has created	real	trouble	
His absence		great	interest	
Their action		widespread*	confusion	
Your book		serious**	violence	
The Queen's visit			unhappiness	
The housing plan			dissatisfaction	
The new law				
The economic crisis				
The President's speech				
The new traffic system				
The increase in population				
The arrival of the Beatles				
The reorganization of the timetable				

* **widespread** should be used only before uncountable nouns.

** The meaning of **serious** depends on the context. In these contexts it may mean either "real" or "bad and dangerous in its (or their) effect." (See Section 4.)

a sail
sail
a sailor



A Sailor

This is a **sailing-boat**. It has **sails**. Sails are sheets of cloth which enable boats and ships to travel by using wind power.

In earlier times to sail meant "to travel in a boat or ship which had sails." Nowadays large ships do not have sails, and the verb sail has now come to mean **travel by water**. It can now be used for any boat or ship, even one which goes by steam. A **sailor** is a man who works on a ship or on a boat.

Examples: In 1492 Columbus s_____ed to America. When does your ship s_____l? He sailed for New York on July the 27th. Mr. Alec Rose s_____ed round the world alone in a small boat.

Note: He sailed to America = he **reached** America on a ship.

1.2 WORD STUDY

He sailed for America on July the 27th = he started his journey by ship to America on July the 27th.

Make sentences from the following table. All sentences will be correct.

I	II	III	IV	V	VI
He	left	for	Spain	on Monday	
Mr. Smith	started		Sydney	on April the first	
The President	sailed		England	on February the eighteenth	
The Beatles	set off		New York	last week	
Mr. Chichester			Singapore	yesterday	
My aunt			Bangkok	two days ago	
			Capetown	a few days ago	
			Europe	this morning	
				last night	

westwards
eastwards
northwards
southwards
-wards
towards

The suffix *-wards* shows *direction*, as in the adverbs *upwards*, *downwards*, *backwards*, *forwards*, *inwards*, *outwards*. The preposition *towards* also shows direction.

When a ship sails *westwards*, it sails *towards the west*.

Examples: In 1492 Columbus sailed w____s. My plane flies e____s as far as Singapore, then it changes its direction and goes s____s. A pendulum moves b____s and f____s. This door opens i____s, but the other doors open o____s. Rivers flow d____s to____s the sea.

a sound

A *sound* is anything which is heard or which can be heard.

Examples: We heard the s____d of voices in the next room. These s____s are difficult for you; you must practice them. S____ waves travel more slowly than light waves.

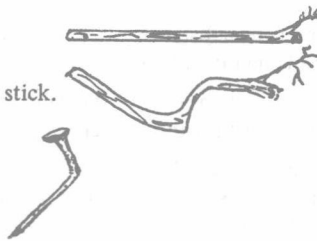
bend
bend
bent

We *bend* a straight thing (e.g. a rod) when we force it into the shape of a curve or an angle. A straight thing, for example a metal rod or a sheet of metal, *bends* when it curves or takes a shape which is not straight or flat. Then it is *bent*.

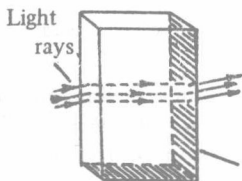
This is a straight stick.

This stick is b____t. It is a b____t stick.

This nail is b_____.



When rays of light pass through a piece of glass, the rays b____d.



This diagram shows how rays of light b____d when they pass through a rectangular piece of glass.