

ADVANCED ENGLISH VOCABULARY

WORKBOOK 2-B

UNITS 6-10



Helen Barnard

ADVANCED ENGLISH VOCABULARY
WORKBOOK 2-B (Units 6-10)

by Helen Barnard
Victoria University of Wellington



Newbury House Publishers

Rowley, Massachusetts

NEWBURY HOUSE PUBLISHERS, Inc.



Language Science
Language Teaching
Language Learning

68 Middle Road, Rowley, Massachusetts 01969

ADVANCED ENGLISH VOCABULARY
Workbook 2-B (Units 6-10)

Copyright © 1972 by Helen Barnard. All rights reserved. No part of this publication may be reproduced in any form without permission from the author.

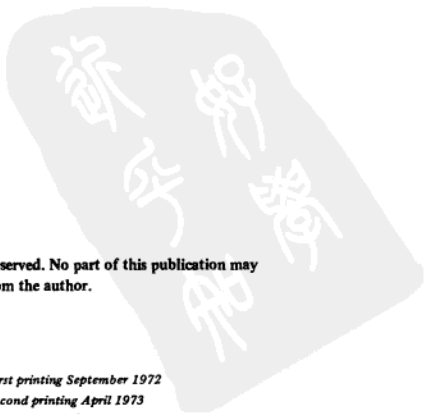
ISBN: 0-88377-038-5

Printed in the United States of America

First printing September 1972

Second printing April 1973

Third printing January 1975



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 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 VI	
6.1 Vocabulary	143
6.2 Word Study	145
6.3 Dictation Exercises and Dictation Passages	165
6.4 Reading Passages	171
6.5 Vocabulary Test	178
UNIT VII	
7.1 Vocabulary	180
7.2 Word Study	182
7.3 Dictation Exercises and Dictation Passages	203
7.4 Reading Passages	208
7.5 Vocabulary Test	217
UNIT VIII	
8.1 Vocabulary	218
8.2 Word Study	220
8.3 Dictation Exercises and Dictation Passages	244
8.4 Reading Passages	250
8.5 Vocabulary Test	262
UNIT IX	
9.1 Vocabulary	263
9.2 Word Study	265
9.3 Dictation Exercises and Dictation Passages	296
9.4 Reading Passages	303
9.5 Vocabulary Test	313
UNIT X	
10.1 Vocabulary	314
10.2 Word Study	316
10.3 Dictation Exercises and Dictation Passages	338
10.4 Reading Passages	347
10.5 Vocabulary Test	359
ALPHABETICAL INDEX	361

Unit VI

6.1 VOCABULARY

These are the words you will practice in this unit:

VERBS

apply for (a post)	ap-ply'	(+ noun)
appoint	ap-point'	(+ noun)
award	a-ward'	(+ noun + noun)
bring up		(+ noun)
claim		(+ noun)
communicate	com-mu'ni-cate	(+ noun)
dismiss	dis-miss'	(+ noun)
disturb	dis-turb'	(+ noun)
fold		(+ noun)
interfere	in-ter-fere'	(+ with [or in] + noun)
offer	of'-fer	(+ noun)
offer to	of'-fer	(+ verb)
refuse	re-fuse'	(+ noun)
refuse	re-fuse'	(+ to + stem)
register	reg'-is-ter	(+ noun)
respond	re-pond'	(+ to + noun)
satisfy	sat'-is-fy	(+ noun)
squeeze	squeeze	(+ noun)
transmit	trans-mit'	(+ noun)

NOUNS

access	ac'-cess	a goal	
(an) appointment	ap-point'-ment	an individual	in-di-vid'-u-al
a background	back-ground'	information	in-for-ma'-tion
a career	ca-reer'	interference	in-ter-fer'-ence
a cell		the interior (of)	in-te'-ri-or
a channel	chan'-nel	an island	is'-land
a choice		a message	mes'-sage
a claim		a motive	mo'-tive
a coast		an offer	of'-fer
a column	col'-umn	an organ	or'-gan
comfort	com'-fort	an organism	or'-gan-ism
(a) communication	com-mu'ni-ca-tion	a post (= job)	
(a) concentration	con-cen-tra'-tion	a ratio	ra'-tio
a continent	con'ti-nent	a response	re-sponse'
(a) disturbance	dis-turb'-ance	satisfaction	sat'-is-fac'-tion
an environment	en-vi'-ron-ment	a sense (of a word)	
a factor	fac'-tor	a term (a word)	
a favorite	fa'-vor-ite	(a) transmission	trans-mis'-sion
(a) frequency	fre'-quen-cy	upbringing	up'-bring-ing
a gesture	ges'-ture	a voyage	voy'-age

6.1 VOCABULARY

ADJECTIVES

accessible	ac-ces'-si-ble	inaccessible	in-ac-ces'-si-ble
coastal	coast'-al	independent	in-de-pend'-ent
comfortable	com'-fort-a-ble	individual	in-di-vid'-u-al
compressed	com-pressed'	infrequent	in-fre'-quent
concentrated	con'-cen-trat-ed	inorganic	in-or-gan'-ic
drowned		inverted	in-vert'-ed
favorite	fa'-vor-ite	organic	or-gan'-ic
firm		satisfactory	sat-is-fac'-to-ry
flexible	flex'-i-ble	satisfied	sat'-is-fied
flooded	flood'-ed	uncomfortable	un-com'-fort-a-ble
frequent	fre'-quent		

ADVERBS

abroad	a-broad'
elsewhere	else'-where
frequently	fre'-quent-ly
immediately	im-me'-di-ate-ly
independently	in-de-pend'-ent-ly
individually	in-di-vid'-u-al-ly

PHRASES

in response to	re-sponse'
in terms of	
in the background	back'-ground
in these terms	

Unit VI
6.2 WORD STUDY

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

a career

A man's *career* is (a) his progress through life, or (b) his life work, the work which he does and which interests him. We do not use the word *career* for work in which no development of skills or progressive achievement is possible.

Examples: Mr. X had an unusual c____r. He was first a newspaper boy, then a sailor, then a journalist, and he ended up as a schoolteacher.

There are many c____rs open to women. The war interrupted Peter's scientific c____r. In India many students do not choose their own c____rs; their c____rs are chosen for them by their parents. In the West, students are not always inf____ced by their p____nts in their ch____ice of a c____r.

apply for

appoint

a post

dismiss (from)

(an) appointment

(to a post)

an appointment

(to meet someone)

by appointment

vacant

(a) *A post* is a job or a position in an office, a business, a factory, a school, etc. A man who *holds a post* (in an office, a school, etc.) is paid w____es or a s____ry for the duties he per____ms. In a school, for example, each p____t is a position (in the school system) which demands certain tasks and duties from the man who h____lds the p____t. A post may be *vacant* (i.e. empty, without anyone in it) or filled.

Suppose a man wants a p____t as a school teacher. He looks in the newspaper or in educational magazines or elsewhere for notices of v____ant p____ts, and when he finds one that suits him, he writes a letter and *applies for** the post; in other words he officially asks to be cons____ered for the p____t. We *appoint* a man to a p____t, a job, a position, etc. when we choose him for that post, job, etc. and offi____lly ask him to take it. (A man can be ap____nted to a p____t by an indi____ual or by a *committee***.) We ap____nt a man as manager when we choose him as the man____er and ask him to be the m____er. We ap____nt a comm____ee when we choose a co____ee and name its members. The *appointment* (the uncountable noun) of a man to a post is the act of ap____nting him to that post. An ap____ment (a countable noun) may mean the result of a____nting someone. A comm____ee may make several app____nts in one afternoon. A c____ee which has the duty of a____ing people is sometimes called an Appointments Committee. When a man is *dismissed* from his job, his p____t or his employ____nt, he is sent away from his job or his p____t by his employers. A worker or an em____ee may be dis____ed for one or other of several reasons; because he does not do his work properly, because he is lazy, because he is dishonest, or because he is a troublemaker. Sometimes workers are dis____ed because they are redundant (i.e. because there is no work for them to do, see Unit 7). When workers are organized in trades unions it is not easy for emp____ers to dis____ss them. They cannot dis____ss a worker without a very good reason.

* **apply for.** Note the main contexts in which this two-part verb can be used. We *apply for* admission (to a University, etc.), we *apply for* official permission to do something, we *apply for* a passport or for tickets or forms to be filled in. The context is one of asking for something officially and in a non-personal relationship, usually for something not sold but given according to rules or official decisions.

** **a committee** is a group of persons chosen or appointed to attend to special business (see Unit 8).

6.2 WORD STUDY

(b) *An appointment* (a countable noun) may have a quite different meaning from the one explained just now. When I want to visit my doctor or my dentist I must **make an appointment** with him. This means that I must make an arrangement with him to see him at a certain time. When your friend says she has an ap_____ment with her dressmaker at 10 o'clock, this means she has arr_____ged to meet her dressmaker at that time. A doctor usually has a secretary to make his a_____ments for him. A doctor is a busy man, and will only see his patients *by appointment* unless they are seriously ill.

Examples: (a) He app_____d for the p_____t of headmaster, but his **application** was not successful. She saw the advertisement (see Unit 8) and decided to a_____y for the p_____. Don't of_____r the p_____ to the first person who a_____ies for it. If I am of_____ded that p_____, I think I shall re_____se it. The p_____ requires someone with skill and tra_____ing.

Last year the University a_____ted him to the p_____ of head gardener. Herschel was a_____d Chief Astronomer early in his c_____er. Four new me_____ers of the comm_____ee were a_____ed at the last meeting. Several new a_____nts have been made in the Biology Department. The a_____ent of a woman to this p_____ came as a complete surprise. Only the A_____nts C_____ee has the right to a_____nt new staff (i.e. teachers, office workers, etc. Factory workers are not called *staff*). He promised the c_____ee that if they ac_____ted him he would c_____y out their pol_____ies. No one knows why he was dis_____ed from his p_____. Some people say he was d_____ed just because he asked for a higher s_____ry. Others say that there was s_____ious disagreement between him and the manager because he tried to intro_____ce a new sy_____m of office orga_____tation.

(b) Yesterday I had to miss my monthly a_____ment with the hairdresser because I had an examination. Mary told me not to forget to keep my a_____nt with the doctor at 4 o'clock. You should write all your a_____nts in a notebook, then you won't forget them.

favorite
a favorite

A favorite (noun), or a favorite (adj.) person or thing is one which is preferred to all others or to many others.

Examples: This book is a great f_____ite of mine. He is not one of the king's f_____tes. The students like him because he has no f_____tes. His f_____te subject is history. His f_____te economist is Keynes. My f_____e vehicle is a trolley.

comfort
(uncountable)
comfortable
uncomfortable

Comfort is the condition of freedom from ill health, pain, worry, financial difficulties, etc. A man who lives in **comfort** has everything he needs for his health and physical well-being; he has no financial troubles.

A man is *comfortable* or feels comfortable when he is free from anything which gives him pain or trouble (especially when his body is free from such things, though the word can also mean that he is free from mental troubles). A thing (e.g. a chair, a bed, a house) is comfortable when it makes the person or people who use it comfortable. A comfortable bed is one which has nothing wrong with it and is easy to go to sleep in. An *uncomfortable* bed is too hard, or does not provide sufficient support, or is uneven so that one cannot rest on it. A comfortable house is neither too hot nor too cold, has enough space for most ordinary purposes, possesses comfortable furniture, and so on. Shoes are uncomfortable if they are too tight. A chair is uncomfortable if it is too hard or if its shape does not fit the person who sits in it. Travel in an ox-cart is very un_____ble because the fri_____on between the heavy wooden wheels and the ground makes the whole veh_____le vib_____te.

6.2 WORD STUDY

satisfy
satisfied (with)
dissatisfied (with)
satisfaction
satisfactory
unsatisfactory

A man is *satisfied* or *feels satisfied* with his house, his job, etc. when he believes that they provide what he needs or requires. He is *not satisfied* with them or *feels dissatisfied* with them or is *dissatisfied* with them when, in his opinion, they do not meet his chief needs or requirements.

A thing *satisfies* us when we believe it provides what we need or require. It *satisfies* our needs or requirements when it actually provides what we need or require.

A reason, an explanation, a statement, etc. *satisfies* us (or we are *satisfied* with it) when we believe that it is a real reason, a full explanation, a true statement, etc.; we are *satisfied* with it when we find in it the features that we expect or require a reason, an explanation, a statement, etc. to have. A teacher is *satisfied* with an exercise (or it *satisfies* him) when it meets his requirements or standards.

Satisfaction = (a) the feeling or experience of being satisfied. A thing, event, etc. gives us *satisfaction* when it gives us this feeling or experience.

Satisfaction = (b) the fact or act or result of satisfying a need or requirement or demand. The satisfaction of a requirement is the action of satisfying it or the fact that it is satisfied.

A thing is *satisfactory* when it *satisfies* the need, requirement or purpose we have in mind for it. It is *unsatisfactory* when it does not *satisfy* that need, requirement, etc. A *satisfactory* reason, explanation, etc. is one which *satisfies* the person to whom it is given. An *unsatisfactory* reason, explanation, etc. is one which does not *satisfy* the person to whom it is given. A *satisfactory* plan, arrangement is one which gives *satisfaction* to the people for whom it is made, or to some of them. (Some of them may consider it *satisfactory*; others may not.) Results are *satisfactory* when they *satisfy* us, i.e. when they are results which we wished for or which meet our standards.

Examples: She is quite *satisfied* with the material you bought for her. This heater is *unsatisfactory*; it does not give enough heat, and I shall ask the shop to change it. I am sure, sir, that you will find this car *satisfactory* in every way. If you are not *satisfied* with the books you can return them and get your money back. I can show you a house which will *satisfy* all your requirements. His present post does not *satisfy* him; the work is not interesting and the salary is too low.

The *design* of the kitchen is very *unsatisfactory*; the refrigerator is next to the stove and there is not sufficient cupboard space. The government's housing policy is not likely to *satisfy* anyone with an annual income of less than \$4,000. It is *impossible* to *satisfy* everybody, but I think the *arrangements* you have made will *satisfy* most people. Are you *satisfied* with the *facilities* which have been *provided*? The students are *dissatisfied* with the *conditions* in their school. We are *dissatisfied* with our Postal Services.

Mr. Brown said he was completely *satisfied* with my essay. The judge said he found the prisoner's state *entirely* *unsatisfactory*. The reasons he gave for his absence did not *satisfy* me. They were *dissatisfied* with her examination *performance*. The results of the operation were quite *satisfactory*. My parents were not *satisfied* with my *explanation*. We are *satisfied* with his application and will *appoint* him immediately.

Your news gives me great *satisfaction*. She expressed her *satisfaction* with the *arrangements* which had been made. We want our customers to show their *satisfaction* by continuing to be our *customers*. The *satisfaction* of their requirements is our first duty. Everyone has a *right* to the *satisfaction* of his basic human needs. The workers said they were prepared to fight for the *satisfaction* of their *demands*.

6.2 WORD STUDY

Make sentences from the following table: (All sentences will be correct.)

I	II	III	IV
I am	satisfied with	the results of the experiment	
He is	pleased with	the high percentage of passes	
She is	delighted with	the new salary scales	
We are	dissatisfied with	our new employer	
		the increase in profits	
		the housing scheme	
		the change in policy	
		the engineer's report	
		the facilities provided	
		their response to our suggestion	
		the progress that has been made	
		their support for the scheme	
		the final paragraph in your book	
		the research that has been done	
		the development of the economy	
		the crops produced this year	
		your choice of a substitute	
		your behavior	

disturb
(a) disturbance

The original Latin word "disturbare" meant to put something (or someone) in disorder, to cause disorder in something (or someone). This meaning is kept in the English words,

Disturb and *(a) disturbance* are used in a great variety of contexts. We speak of something which *disturbs* a person when he is working, sleeping, or thinking. We speak of a person who *disturbs* a meeting or who *disturbs* our peace and quiet. We speak of *disturbances* in the weather, in markets, in economic conditions, in processes of natural growth. We speak of news or public events which are *disturbing* and of people who are mentally *disturbed*. We speak of papers on a desk, or laboratory apparatus, or the smooth surface of a lake, which has been *disturbed*.

The verb *disturb* and the corresponding noun *(a) disturbance* have three main elements* of meaning which are found in all senses and contexts.

(a) To *disturb* someone, or something, the action of *disturbing*, a *disturbance* is thought of as something *unwanted*, *bad* or *unpleasant*. A *disturbance* is often thought of as a problem, or as something to be put right or stopped. People do not like to be *disturbed* by anything or anyone, and *disturbances* of natural processes are thought of as harmful to normal development or continuity. Even a thief does not like to be *disturbed* at his work. When we hear on the radio that there is a *disturbed* westerly air stream flowing towards the country we expect bad or at least unreliable weather. We say that a person is *disturbed* by bad news, but we do not speak of people being *disturbed* by good news.

(b) The second element of meaning is the central meaning of the verb.

An orderly sequence, process, activity, plan, growth, etc. (i.e. an order in *time*) is *disturbed* by a force or a cause, usually external, when its *order* is broken into, i.e. when that force or that cause prevents it from continuing in its normal, natural or regular way. An arrangement, order, or regularity of form in space (e.g. papers on a table, apparatus, the smooth surface of water) is *disturbed* when it is disarranged or disordered by something. The balance between elements in a situation can be *disturbed* by the introduction or removal of something which changes this balance.

* an element of meaning is a necessary or basic part of the meaning.

6.2 WORD STUDY

(c) Thirdly: to disturb something, the action or event of disturbing something, *a disturbance* is usually thought of as *temporary*, or lasting only for a limited period; or it is something which it is *hoped* will be limited in time. A process, activity, etc. which is d_____bed does not usually mean one which is so disordered or so disarranged that it cannot return to normal again. When we say that something is d_____bed we mean that it is hoped that it will return to normal. **Final** or complete disorder or **final** or total disarrangement is **not part of the meaning of a disturbance**, though in some contexts a dis_____ance may be the beginning of a series of events leading to final disorder or disarrangement.

The main contexts and uses of disturb, a disturbance.

Examples: (A person who disturbs a person.) The manager says he will be busy for the next three hours; he does not want anybody to d_____b him. Last night when you came in late you d_____bed me. She is asleep; don't d_____her.

(A person who disturbs an activity, a process, social order, etc.): Some boys d_____ed the meeting by shouting and throwing things at the speaker. If you open the oven door you will d_____ the baking process. His ideas were important but not influential enough to _____ the main currents of thought of his time. At the time of the President's arrival there were serious dis_____ances in the city. The police were unable to prevent the occurrence of these d_____ces, although it was their duty to enforce law and order.

(The disturbance of an order in time, an orderly process or activity, etc., by impersonal factors):* My job involves the inv_____gation of diseases which d_____ plant growth. A change in the financial policy of a single nation can d_____ the world system of economic relationships. It is not known to what extent these substances can _____ the chemistry of the human body. There are dis_____ances in the upper atmosphere whose causes are not fully understood. The noise of the traffic d_____ed his work; he found it dis_____ing.

(The disturbance of an order or regularity or balance or arrangement in space): Don't d_____ the papers on my desk. Not the slightest breath of wind d_____d the surface of the lake. Someone has d_____d the furniture; perhaps a thief has been here. An earthquake is a sudden d_____ce of the earth's crust. It is risky to d_____ the b_____nce of nature. The slightest d_____ce of the liquid at this low temperature will start the freezing process.

(The disturbance of a person's feelings or peace of mind by causing anxiety or in other ways): The news from home was very di_____bing. The government's new policy has certain d_____ing features. She said she was d_____bed by his behavior. You must remain calm; don't allow these events to d_____ you. I have never seen a man so much d_____ed. Poetry has the power to d_____ our hearts (i.e. move our feelings).

(The disturbance of a person's mental balance): If a man does something wrong while the balance of his mind is d_____bed, the law does not hold him responsible. We have several hospitals for mentally d_____bed children (i.e. children whose minds are d_____bed, who are temporarily "unbalanced").

immediate
immediately

Notice the **positions** of the adverb *immediately* in the following sentences:

He imm_____ately got up and left the room. He got up and left the room imm_____ly.
His father called him and he came i_____ly. You must send for the doctor i_____ly.
He i_____y began to talk about the political situation. He decided to leave i_____y.
He i_____y decided to leave.

(Note the difference in meaning between the last two sentences; in the first of them **immediately** modifies **to leave**, and in the second, **immediately** modifies **decided**.)

* a **factor** = a cause or contributing cause; see the article on *factor* later in this unit.

6.2 WORD STUDY

A man does something immediately when he does it without any delay, i.e. when he does not wait even for a short time before he does it, or when he does it at the **earliest possible moment**.

A thing happens *i*_____ly after something else when it happens just afterwards, without any loss of time.

Immediately can also be used with certain adjectives especially after not: e.g. not immediately available, not immediately possible, not immediately obvious, etc.

Note the following uses of **immediate**:

The immediate future (= the part of the future which is nearest, i.e. the next few days or weeks).

My immediate goal, my *i*_____e purpose, their immediate policy (= a goal, purpose or policy for the immediate future, not a long-term or final goal, purpose or policy).

An immediate decision, response, answer, report, statement, benefit, profit, etc. (= one which is made or given or which has effect immediately).

Immediate attention (= attention which is given now, without delay, immediately).

An immediate risk, danger, problem (= one which faces (someone) now and needs immediate attention).

An immediate result, effect, development, etc. (= one which occurs immediately after something else).

Examples: I will open a bank account and deposit this money *i*_____y. *i*_____ly (after) I entered the house, the telephone rang. You must *i*_____ly arrange a meeting. *i*_____ly the door was opened, the crowd rushed out. He will apply for the post *i*_____y. I cannot lend you the money *i*_____y. He cannot afford to buy a car *i*_____y. He must register for military service *i*_____y.

It will not be *i*_____ly possible to appoint a new headmaster. The meaning of his statement was not *i*_____y clear.

The property recently acquired will be of no *i*_____te benefit to the community. We are faced by an *i*_____e danger of war. Their *i*_____e response to my suggestion was to cancel their meeting with the employees. You should not expect your efforts to have any *i*_____e results. Our *i*_____e policy is to solve our *i*_____e financial problems. He is unlikely to repay the loan in the *i*_____ future.

independent
independently
independence
(uncountable)

The adjective *independent* changes its sense according to the context. An independent country or nation is a self-governing country or nation. An *i*_____dent thinker is a thinker who does not rely or depend on the ideas of other people, but has his own ideas. An *i*_____ent politician is one who does not derive his ideas and policies from any political party, but puts forward his own policies. If you have a car you are *i*_____ent of buses and trains; this means that you do not need to rely on buses and trains as transport. Children become *i*_____ent when they stop depending on their parents.

A man acts *independently* when he acts alone, without help or without being influenced by others. A husband and wife take their holidays in _____ently when they do not take their holidays together. Two people reach the same decision in _____ently when they reach it separately, when they do not reach it after discussions with each other.

When a nation claims its *independence* (i.e. demands its in _____ence as a right) it demands the right to govern itself. Since the last war many nations have been given their in _____ence.

6.2 WORD STUDY

When a man says he values his in_____ence he means that he values his freedom from dependence on others or on their ideas. Independence is the condition of being independent, economically, politically or in one's ideas.

claim
claim (that)
claim (to)
a claim (to or for)

When a man *claims* something (e.g. a piece of property) he says that it lawfully belongs to him or he demands it because in his opinion it lawfully belongs to him. When he claims that something is true, he demands that other people accept that it is true. A man who claims to be a good scientist (for example) demands that people accept him as a good scientist.

A *claim* is a demand (for something, that something is true, etc.) which is put forward for agreement and acceptance with reference to authority—the authority of the law, of the truth, etc. A claim is a demand put forward with reference to some authority; it is put forward in the hope that it will be accepted. (It may or may not be accepted, as a result).

Examples: You have been in the school for six years and you can c_____m a raise in your salary. The prisoner c_____med the right to speak. No one came forward to c_____m the money. He c_____d imm_____ate poss_____ion of the house.

Most politicians c_____m that their policies will benefit large sections of the population. Newton c_____ed that he had invented the calculus. Both Watt and Trethevic c_____ed to be the inventors of the steam engine. She c_____ed that she was the ow_____r of the prop_____, but her cousin op_____sed her cl_____m.

After the storm the government received hundreds of c_____ms for money from people whose property was damaged. Pakistan does not accept India's c_____m to Kashmir. His c_____m that Rousseau had influenced Wagner was not supported by many scholars. Not everyone accepts this government's c_____m to represent the interests of the people. Your c_____m that your country fought because it was invaded is not sup_____ted by the facts.

an individual
individual
individually

An *individual* is a single human being, contrasted with society or with a group.

Individual (adjective) refers to one of a class or group as distinguished from all the others. You must consider their **individual interests** means "You must consider the interests of each one of them, separately from all the others." **Children require individual attention** means "Each child requires attention separately, because of his own particular problems and difficulties."

Individually = separately; in distinction from the others; one at a time.

Examples: Society is made up of in_____ls, and only an in_____ual can be happy or unhappy; society cannot be happy or unhappy. Are you speaking to me as an in_____ual, or as a representative of my country? There are certain in_____ls in the community who acquire great wealth at the expense of public welfare. People who read about millions killed in a war, or killed because of their nationality, color, or religious beliefs, often forget that those people are in_____ls like themselves. We cannot love or respect masses of people; we can only love or respect in_____ls.

He said that he knew M. and T. as in_____ls, and that as an in_____l he felt the murder of these two harmless in_____l human beings. The club was financed by small in_____l contributions. The economy of a country is determined by in_____l choices and decisions. He was not interested in the school's public performance in examinations but in the in_____l development of each child. They received in_____l invitations. In arranging teaching practice at the schools in our reg_____n we will bear in mind the teachers' ind_____l preferences.

6.2 WORD STUDY

I will discuss the problem with each of the staff in _____. Every house is in _____ly designed for the family which will occupy it. The staff Association will not be officially represented at the meeting, but members can attend in _____. In this factory the machines are not regulated in _____ly but are jointly controlled by a central computer system. It may not be possible to find enough people for each child to be looked after in _____ly.

a motive

A *motive* is something which causes a human being to act or behave in a certain way.

When used in a *general* sense, a *motive* is a feeling, e.g. love, fear, anger, curiosity (= the desire to know) or a physical need or drive, e.g. hunger, physical pain.

When used to refer to a particular cause, a motive may be a purpose, i.e. the idea of something which someone wants to do, a particular idea which guides his actions or behavior.

Examples: Hudson said he could not kill a living thing except from the _____ve of hunger. The _____s behind human actions are various, and not all of them are physical needs. The _____ve for scientific work is sometimes curiosity, sometimes ambition, and sometimes the love of money.

His _____ve in leaving the country was to provide a better education for his children. Even when a piece of knowledge is uninteresting in itself, a man can acquire it if he has an adequate _____ve for doing so. Their _____ve in reorganizing the timetable was to define regions of responsibility. Stupid actions often have reasonable _____s, because people can have good purposes without having the knowledge and experience to carry them out. When people take up politics as a career, their _____ve is not always the welfare of their country or community.

a goal

A *goal* is the object or result one *hopes* to reach or produce by an action or a series of actions. It is not the result itself but the result which is *hoped for and worked for*. A man may succeed or not succeed in reaching his goal.

Originally the word meant a boundary or limit, and soon came to mean an end-point or something which must be reached in a race or in a game. The word is still used in this sense; in races people run towards the *goal* post, and in football the *goal* is the two posts between which players try to send the ball.

Examples: (In games and races): One player on a hockey team is called the goal-keeper. The ball stopped two inches in front of the _____l.

(In the derived sense): His _____l was to graduate with honors. His _____ is the independence of his country, but he has not made much progress towards it. Ambition is a dangerous _____ve if its _____ is unlimited power. People with limited _____s are more likely to succeed in reaching them. Philosophers say that material wealth is a _____l which does not satisfy the people who succeed in achieving it.

a sense (of a word)
in this sense, etc.
a term (= a word or a name)
in terms of
in these terms, etc.

A *sense* of a word is one of its meanings, whether these meanings are very different from each other or related in some way. When we speak of using a word *in this sense, in another sense, etc.*, we refer to the meaning of the word which is being used.

A *term* (in the sense defined here) is a word, often a word with a precise meaning (e.g. a scientific term, a technical term, a legal term), or a word which is given a precise meaning in the context.

When we describe a region *in terms of* its geographical features, or in geographical terms, we think of its geographical features and use "geographical" words to describe it. When we describe a region in terms of its historical features, or in historical terms, we think of the places in it which

6.2 WORD STUDY

are historically important and use "historical" words to describe it. We can also describe a region in terms of its economic features, its natural beauty, and so on. When we speak of something or describe it in terms of features of a certain kind, our thoughts and our words refer to a special sphere of interest and to the features (and **only** to the features) of the thing which are related to that interest. **In terms of** may also refer to the manner in which we speak of something. **He spoke of her in terms of high praise** means "The words which he used about her showed his wish to praise her."

Examples: A "motive," in one s_____ of the word, is a feeling or physical need which drives people to act in a certain way. In another s_____ of the word it is a purpose controlling an action or a series of actions. The s_____ of the word "independent" changes according to the context. In the phrases "an independent nation" and "an independent thinker" the adjective has two different (though related) s_____. Through the historical process of their use in various situations and contexts, some words acquire quite different s_____; the later s_____ are only indirectly related to the original s_____. The word "career," for example, is derived from the Latin word *carrus* = a cart. Its original s_____ in English was a race course. Then it came to mean "the running of a horse over a short distance at full speed." From this "in full career" came to have the s_____ of "at full speed." The next s_____ of this word was "the flight of a bird." Then it came to have its first modern s_____, "the progress of a person through life" and finally its second modern s_____ "an occupation or profession allowing opportunities for development or advancement." The English words "carry," "cargo," "career," "charge," are all derived from the Latin word *carrus*, but their s_____ are very different. When a word has several different s_____, it is easy to conf_____ them.

Only a few technical t_____s are included in these workbooks, because the technical t_____s used in one field will not be useful to students whose field of study is different, and because most technical and scientific t_____s are best taught by teachers of science and technology. In philosophy, anthropology and the social sciences, special t_____s are often used, or t_____s are used in special s_____s which are defined by the writer.

When you are asked to describe a region in a geography examination you are expected to describe it in geographical t_____. You are not expected to describe it _____ its history or its natural beauty. Some teachers think that when we teach children a language (or anything else) we should introduce the subject _____ their own interests. But we should not forget that children are capable of interest in something new. We will now discuss the industrial revolution _____ its influence on world trade. Machines can be described _____ their construction or _____ the principles they involve. When you speak of your friends in these t_____, it is difficult to imagine why you want to be friends. The wealth of a country should be measured _____ the health and happiness of its people, not only _____ the material goods it can produce.

offer
offer
offer to
offered
(past tense)
an offer

When I *offer* you something, I ask you if you are willing to take it or accept it, or I hold it out to you so that you can either accept it or not accept it. When I *offer* you something I do not actually give it to you, but I show that I am ready to give it to you, if you are willing to accept it. Similarly, when I *offer to do something*, I say that I will do it if my offer is accepted, i.e. if I am asked to do what I say I am willing to do.

Examples: She o_____ me a cup of tea, but I did not accept it because I was not thirsty. He was o_____ the post of economic adviser to the islands and accepted it immediately. It was very kind of you to o_____ to help me. The employers o_____ the workers a share in the profits in return for a reduction in overtime rates of pay. If he is o_____ a post abroad at a salary equivalent to his present salary, he will take it. She o_____ them separate rooms, but they preferred to share a large room. In some countries it is a convention to _____ tea