

Lucia Miškulin Saletović / Vedrana Vojković Estatiev / Adrian Beljo

ENGLISH ACADEMIC VOCABULARY FOR SOCIAL SCIENCES AND HUMANITIES

MANUALIA

Sv. 9

Nakladnik:
Hrvatski studiji Sveučilišta u Zagrebu
Borongajska cesta 83d, Zagreb

Za nakladnika:
Josip Talanga

Izvršni urednik:
Branko Ivanda

Lektorica:
Iva Andraga

Korektorica:
Ivana Špiranec

Priprema i tisak:
TOP DAN d.o.o.

CIP zapis dostupan u računalnom katalogu Nacionalne i sveučilišne knjižnice u Zagrebu pod brojem 819305.

ISBN 978-953-7823-33-7

Temeljem odluke Povjerenstva za izdavačku djelatnost Hrvatskih studija objavljivanje je odobrilo Znanstveno-nastavno vijeće Hrvatskih studija 4. rujna 2012. U skladu s člankom 22. Pravilnika o izdavačkoj djelatnosti Hrvatskih studija pribavljene su dvije pozitivne recenzije.

Lucia Miškulin Saletović
Vedrana Vojković Estatiev
Adrian Beljo

ENGLISH ACADEMIC VOCABULARY FOR SOCIAL SCIENCES AND HUMANITIES

1. izdanje

HRVATSKI STUDIJI SVEUČILIŠTA U ZAGREBU

Zagreb, 2012.

AUTORI PO POGLAVLJIMA

1. Dictionary work

Vedrana Vojković Estatiev

mojoj obitelji

2. Multiple meanings

3. Formal and informal vocabulary

4. Collocations

5. Suffixes

6. Prefixes

7. Prepositions

8. Introductions and conclusions

9. Reference

Lucia Miškulin Saletović

mojim dečkima Karlu, Jakovu i Kristianu

10. Describing changes and interpreting data, charts and graphs

Adrian Beljo

mojoj obitelji

TABLE OF CONTENTS

	Preface	6
1.	Dictionary work	8
2.	Multiple meanings	14
3.	Formal and informal vocabulary	22
4.	Collocations	28
5.	Suffixes	39
6.	Prefixes	45
7.	Prepositions	50
8.	Introductions and conclusions	55
9.	Reference	60
10.	Describing changes and interpreting data, charts and graphs	63
	Glossary of terms	69
	List of sources	75
	Suggestions for further reading and consultation	79

PREFACE

This practice book is primarily intended for undergraduate students of the Centre for Croatian Studies of the University of Zagreb. However, it will also be useful for graduate and postgraduate students of the Centre for Croatian Studies, as well as other students of social sciences and humanities, particularly those presenting and preparing written assignments in English, those planning to study in an institution where English is the medium of instruction and those planning to attend and participate in international conferences. In other words, it will be helpful for all those interested in improving their English for academic purposes.

The aims of the practice book are to familiarise students with the main features of academic vocabulary, to enrich students' academic vocabulary, to enable students to use dictionaries and other reference books efficiently and to equip students with metalanguage and learning strategies needed for independent acquisition of academic vocabulary. Apart from broadening students' academic vocabulary, strong emphasis is placed on language depth, i.e. on words in context, on using words students are already familiar with in a more appropriate and natural way, as well as on exploring some differences between the English and Croatian language, and by doing so, avoiding common mistakes native speakers of Croatian tend to make when using academic English.

Academic vocabulary used in academic writing and speech is presented in this practice book. It includes words and expressions like *address an issue*, *furnish an example*, *conduct research*, *to some extent* and *bar chart*. Although some specialist vocabulary is present, it is not dealt with in great detail. In the units of this practice book British English spelling conventions have been used, even when quoting texts that originally used American spelling. The vast majority of the vocabulary practised has been selected from academic, professional and specialist books and articles on subject areas related to the undergraduate study programmes offered at the Centre for Croatian Studies of the University of Zagreb, including Sociology, Psychology, Philosophy, History, Communication Sciences, Croatology and Croatian Latinity. The example sentences and paragraphs can be used to initiate discussions on various topics ranging from visual communication and semiotics to criminology and the role of English, depending on students' interests and field of study. The complete list of books and articles the examples have been taken and adapted from is available in the reference section. In addition to academic vocabulary, some units also present vocabulary related to being a student, including topics like enrolling at university, lectures, exams and degrees. Considerable attention is devoted to words and expressions that tend to be confusing, misleading or difficult for students, for instance prepositions that differ in English and Croatian (*introduction to*), false friends (*actual*), fixed expressions (*in terms of*) and the like.

The practice book is comprised of ten units. The first unit serves as an introduction to different types of dictionaries and efficient dictionary use. The following six units are devoted to basic aspects of academic vocabulary and to how words typically combine with one another. The last three units have a functional focus, including introductions, conclusions, backward and forward reference, describing changes and interpreting data, charts and graphs. The reference section includes a glossary of terms, a list of sources and suggestions for further reading and consultation.

The practice book is suitable for classroom use and self-study. The first two or three tasks in each unit are best completed in class, since students might need help and guidance from the teacher, whereas the rest of the tasks may be done independently at home and subsequently checked and discussed in class.

We hope that students will find the topics and material covered useful and enjoyable. Moreover, we believe it might provide them with an excellent starting point for working on their English for academic purposes on a regular basis in order to have a successful and fulfilling academic life in English.

1. DICTIONARY WORK

Task 1

a) Match the various types of dictionary with the **excerpts** from dictionary entries¹ for **'carry'** or **'case'** which you would expect to find in each.

a) BILINGUAL DICTIONARY

_____ **carry out** carries, carrying, carried

carry out sth or **carry sth out**

1 to do or complete something, especially something important • *A survey of ten schools in the area will be carried out next year...*

b) GENERAL MONOLINGUAL DICTIONARY

_____ **carry** /'kæri/ verb ...**(b)** to vote to approve;

the motion was carried = the motion was approved after a vote...

c) DICTIONARY OF LAW (SPECIALIST TERMS)

_____ **carry**² [↑] vt nositi; podupirati, biti nosilac; prenositi, zanesti, nanijeti; držati se (glava, tijelo)...

d) COLLOCATIONS DICTIONARY

_____ **carry** verb

1. = convey, take, move, bring, bear, lift, transfer, conduct, transport, haul, fetch, relay, cart...

e) PHRASAL VERBS DICTIONARY

_____ **case** noun

1. Example

ADJ. **classic, textbook, typical** | **clear, obvious, simple** ◇ *It was a simple ~ of mistaken identity...*

f) THESAURUS (DICTIONARY OF SYNONYMS)

_____ **carry** ** /kæri/ verb (car•ries, carry•ing, car•ried, car•ried)...

b) Do you use any of these types of dictionary – online or in print? Can you think of an appropriate situation to consult each one?

¹ The dictionary entries have been taken from the following sources: the Cambridge International Dictionary of Phrasal Verbs (1997), the Dictionary of Law (2000), Bujas (2001), Roget's Thesaurus of English Words and Phrases (2004), the New Oxford Collocations Dictionary (2009) and the Oxford Advanced Learner's Dictionary (2010).

Task 2

a) What does a dictionary entry contain? Look at the entries² below and decide what kind of information is being provided. Choose from the list in the box.

DEFINITION / PRONUNCIATION / NUMBER OF SYLLABLES / PART OF SPEECH / STRESS / IRREGULAR FORMS / COUNTABLE or UNCOUNTABLE / EXAMPLES OF USAGE / IDIOMS / ETYMOLOGY / REGISTER (LEVEL OF FORMALITY) / REGISTER / FREQUENCY OF USE / TRANSITIVE or INTRANSITIVE / COLLOCATION

1. **sleep**¹ /sli:p/ v past tense and past participle **slept** /slept/ 1 >REST< [I] to rest your mind and body by being asleep: *I normally sleep on my back.* *You're welcome to stay if you don't mind sleeping on the floor.* | **sleep well/soundly** *Did you sleep well?* | **sleep like a log/top** informal (=sleep very well) | **sleep late** (=sleep until late in the morning) *We usually sleep late on Sundays.*
2. **sur-vey**¹ /'sɜ:veɪ||'sɜ:r-/ n [C] 1 a set of questions that you ask a large number of people in order to find out about their opinions or behavior: **to carry out/conduct a survey** (=do a survey) *a recent survey conducted by Manchester university into children's attitudes to violence on television* 2 an examination of a house or other building done especially for someone who wants to buy it 3 an examination of an area of land in a map of order to make it 4 a general description or report about a particular subject or situation: *a survey of modern English literature*
3. **where-as** /weər'æz||wer-/ conjunction 1 used to say that although something is true of one thing, it is not true of another: *Why are some cancers cured by chemotherapy alone, whereas others are unaffected by drugs?* 2 **law** used at the beginning of an official document to mean because of a particular fact

² The dictionary entries have been taken from the Longman Dictionary of Contemporary English (2001).

b) What kind of information was not provided in the dictionary entries above? Can you think of any situations where these pieces of information would be useful?

Task 3

Look at the underlined words and circle the **part of speech** they belong to.

- | | |
|--|-------------------------------------|
| 1. Enrolling at <u>university</u> was quite stressful. | pronoun / conjunction / noun |
| 2. My high school grades were less than <u>perfect</u> . | adjective / verb / pronoun |
| 3. Also, I couldn't <u>decide</u> which subject to major in. | noun / verb / preposition |
| 4. I thought <u>seriously</u> about going abroad. | conjunction / adjective / adverb |
| 5. But I didn't qualify <u>for</u> a scholarship. | preposition / adverb / interjection |
| 6. My parents said <u>they</u> couldn't help. | pronoun / verb / adjective |
| 7. So I stayed here <u>and</u> applied to this university. | noun / conjunction / preposition |
| 8. When I was accepted, I thought – <u>yes!!</u> | adverb / preposition / interjection |

Do any of the steps remind you of how you enrolled at university?

Task 4

The following sentences³ contain mistakes. Study the dictionary entries for the words in bold and correct the mistakes.

1. Our **analyses** has ignored the possibility that learners might not perceive *am* and *were*, for example as variants of BE, but rather as quite separate words.
2. Furthermore, it is likely that transition from ethnic preference to ethnic prejudice in children may also be **dependent** about their perception of threat or conflict from another ethnic outgroup, just as appears to be the case with adults.
3. This can be achieved, for example, by inviting people to share their sociocultural knowledge in the school assemblies and informal meetings, encouraging and funding teachers to **attend** to relevant seminars, and/or independent teacher association meetings to exchange ideas.
4. Borrowing from Brunner (1996), she suggests that education is in fact an agent of enculturation through which learners are imparted not only with **knowledges** but also with beliefs, know-how, and values.
5. A further 21 children (2.6%) who **failed** completing more than 90% of the test were also excluded from further analyses.
6. However, it is suggested here that much routine classroom teaching activity allows teachers to make decisions about their learners – e.g., how much a learner knows, and how much **progress** a learner is doing – and may be influential in determining what is taught next and how that material is taught, thereby constituting an important core in classroom assessment practice.
7. The teacher must be willing to make changes based on the students' suggestions, and also be **allowed** make suggestions based on their experiences.

³ The example sentences have been taken from the following sources: 1. Meara, Lightbown and Halter (1997: 42), 2. Nesdale (2001: 105), 3. Berry and Williams (2004: 131), 4. Rubinfeld, Clément, Vinograd, Lussier, Amireault, Auger and Lebrun (2007: 185), 5. Schoonen and Verhallen (2008: 225), 6. Rea-Dickins (2001: 434) and 7. Bloom (2007: 99).

Task 5

Using a dictionary of your choice, find the answers to the following questions.

1. What are the past simple and past participle forms of **learn**? Is it a regular or an irregular verb? _____

2. Are the following nouns countable, uncountable, or both? If both, what is the difference between the countable and uncountable noun?

advice: _____

homework: _____

time: _____

3. How many plural forms does the noun **person** have?

4. What is important to note regarding the use of **look forward to** in a sentence?

5. What is the meaning of **actual**?

Task 6

Discuss the following questions.

1. Which type of dictionary mentioned in this chapter have you not had the opportunity to use yet? Do you think you will do so in the future?

2. Which kind of information have you previously looked up in a dictionary? In your opinion, what else is useful to know and why?

2. MULTIPLE MEANINGS

Task 1

Look at the dictionary entries⁴ for *figure*. Write the number of the entry which corresponds to each use of *figure* in the following sentences⁵.

1. During the 1950s and 1960s when the study of small groups was at its height, Bales was a major **figure** in exploring the dynamics of group life.
2. Many social phenomena are perhaps too complex to be adequately measured by **figures**.
3. In mental pathology which has sprung up in recent years, the question of the role of sex has **figured** very prominently.
4. As summarised in **Figure 1**, crying may theoretically be considered a unique coping behaviour, because it unites in itself both emotion-focused and problem-focused coping strategies.
5. Copper was used in the production of jewellery and sculpted animal and human **figures** that were probably used in religious rituals.

figure¹ noun

NUMBERS

1. [C, usually pl.] a number representing a particular amount, especially one given in official information: the latest trade/sales/unemployment, etc. figures

2. figures [pl.] (informal) the area of mathematics that deals with adding, multiplying, etc. numbers: Are you any good at figures?

PERSON

3. [C] a person of the type mentioned: a leading figure in the musical industry, a political figure

4. [C] the shape of a person seen from a distance or not clearly: a tall figure in black

SHAPE OF BODY

5. [C] the shape of the human body, especially a woman's body that is attractive: She's always had a good figure.

STATUE

6. [C] a statue of a person or an animal: a bronze figure of a horse

PICTURE / DIAGRAM

7. [C] (abbr. fig.) a picture, diagram, etc. in a book, that is referred to by a number: The results are illustrated in figure 3.

GEOMETRY

8. [C] a particular shape formed by lines or surfaces: a five-sided figure

figure² verb

BE IMPORTANT

1. [I] to be part of a process, situation, etc. especially an important part: It did not figure high on her list of priorities.

THINK / DECIDE

2. [T] (informal) to think or decide that something will happen or is true: We figured the sensible thing to do was to wait.

CALCULATE

3. [T] (North American English) to calculate an amount or the cost of something: We figured the attendance at 150000.

⁴ The dictionary entries have been taken from the Oxford Advanced Learner's Dictionary (2010).

⁵ The example sentences have been taken from the following sources: 1. Turner (2006: 31), 2. Turner (2006: 609), 3. McDougall (2001: 260), (Vingerhoets and Bylsma) (2007: 282) and Olson (2010: 212).

Task 2

a) Which part of speech do the words in bold in the following sentences⁶ belong to? Match them with their definitions.

1. a) Augustus died in 14 C.E., and during a period that **lasted** until 192 C.E. a relatively peaceful Rome was ruled by a series of Emperors with varying abilities.

b) The **last** section forms the basis for subsequent Western traditions of doctor-patient confidentiality.

2. a) Road crashes not only **claim** lives and inflict injuries but also create an economic burden to the society due to loss of productivity.

b) The central **claim** of socio-biology was also that an organism has evolved to interact and compete for resources to maximise its "success" in spreading genes to later generations.

c) Evolutionary psychology **claims** to have advanced beyond socio-biology.

⁶ The example sentences have been taken from the following sources: 1. a) Olson (2010: 24), 1. b) Olson (2010: 24), 2. a) Rifaat, Tay and de Barros (2011: 276), 2. b) Turner (2006: 181), 2. c) Turner (2006: 181), 3. a) Turner (2006: 381), 3. b) Turner (2006: 648), 3. c) (Swan, Matthews, Bogle, Boles and Day 2012: 81), 4. a) Kress and van Leeuwen (2006: 5), 4. b) Kress and van Leeuwen (2006: 21), 4. c) Kress and van Leeuwen (2006: 59), 4. d) Olson (2010: 241), 5. a) Hinde (2003: 476), 5. b) Turner (2006: xi), 6. a) Brown, George, Sintzel and Arnault (2009: 1019), 6. b) Turner (2006: 298), 7. a) Turner (2006: 319), 7. b) Kress and van Leeuwen (2006: 176), 8. a) Olson (2010: 233) and 8. b) Turner (2006: 198).

3. a) He was the **master** of discerning to learn or understand sth completely the hidden behind the apparent.

- b) One need not **master** or accept a second university level Weber's methodology to grasp the gist of his solution to the problem of value freedom.

- c) This paper reports on preliminary a person who is very skilled at sth findings from ongoing design-based research being conducted in the fully online **Master** of Arts in Teacher Leadership (MTL) program.

4. a) The influence of Asian forms of to show or describe sth / sb in a particular visual design is becoming more and more **present** in the "West". way /**pri'zent**/

- b) All **present** alphabetic scripts are existing or happening now /**'preznt**/ developments of that initial step from Egyptian iconic hieroglyphic representation to the Phoenician alphabet.

- c) Narrative passages serve to **present** being in a particular place /**'preznt**/ unfolding actions and events, processes of change and spatial arrangements.

- d) It allows us to find passages in any the time now /**'preznt**/ scholarly edition from the mid-19th century to the **present**.

5. a) Similar scams have been directed at a number of New Zealand banks where customers were asked to provide **account** numbers, passwords and other details.
- _____

_) an explanation or a description of an idea, a theory or process

- b) It aims to give a precise, informative, and objective **account** of the discipline.
- _____

_) an arrangement that sb has with a bank to keep his/her money there and to take it out

6. a) The couple in question **fostered** children who had the same values, beliefs and traditions as they did, whereas ...
- _____

_) to encourage sth to develop

- b) The Internet **fosters** opportunities for satisfying individual interests while providing collective benefits to society.
- _____

_) to take another person's child into your home for a period of time, without becoming his or her legal parents

7. a) The prescriptive model **faced** powerful theoretical and empirical critiques.
- _____

_) the front part of the head

- b) Her white clothes and the light on her pale **face** draw attention to her.
- _____

_) to deal with sth/sb, usually sth/sb difficult or unpleasant

8. a) In most ancient civilizations, copper, bronze, and iron were often used to produce **objects** of greater secular use and/or size. _____
_) to say or state that you disagree with, disapprove of or oppose sth /əb 'dʒekt/

b) Many **objected** that such was the authority of the father that the nuclear family was actually a form of domination requiring the subordination of women and children. _____
_) a thing that can be seen and touched, but is not alive /'ɒbdʒɪkt/

b) Can you think of the appropriate Croatian equivalents for the above words with multiple meanings?

1. a) _____

b) _____

2. a) _____

b) _____

c) _____

3. a) _____

b) _____

c) _____

4. a) _____

b) _____

c) _____

d) _____

5. a) _____
b) _____
6. a) _____
b) _____
7. a) _____
b) _____
8. a) _____
b) _____

Task 3

- a) Complete the sentences⁷ using each word twice. Make sure to use the correct form of the word.

OBJECTIVE REFUSE (!) PLANT

1. The lack of investment in public goods (schools, parks, roads and _____ disposal) created a world of private affluence and public squalor.
2. Labour process can be studied at particular sites, for example individual _____, offices, shops, or universities.
3. Many have been concerned that the US will _____ and even try to subvert cosmopolitan institutions.
4. Although they cannot be used as _____ sources for ancient Egyptian history, the annals constitute a rich source of information about early kingship.
5. The man holds a branch or a _____ in one hand and is depicted in a stooping posture, probably paying homage to the Egyptian king.
6. Some authors insist that the main _____ of the social science is to provide understanding, i.e. to make sense of different practices or cultural artefacts.

⁷ The example sentences have been taken from the following sources: 1. Turner (2006: 10), 2. Turner (2006: 320), 3. Turner (2006: 95), 4. Wilkinson (1999: 187-188), 5. Wilkinson (1999: 131) and 6. Turner (2006: 258).

b) Explain the meaning of the words you added in each particular sentence.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

c) Can you account for the exclamation mark next to the word *refuse*?

Task 4

a) Complete the sentences⁸ using each word three times. Make sure to use the correct form of the word.

ADDRESS STUDY

1. The critical functions of the public health system are to assess potential problems, develop policies to _____ these risks, and institute monitoring to assure the health safety of the public.
2. Aristotle believed that one might learn about humans by _____ other animals.
3. During his _____ at the University of Kentucky, he served as a teaching assistant and research assistant under close supervision of Dr. Steinberg.

⁸ The example sentences have been taken from the following sources: 1. Turner (2006: 258), 2. Olson (2010: 163), 3. Turner (2006: 14), 4. Turner (2006: 574), 5. Kress and van Leeuwen (2006: 211) and 6. Turner (2006: 8).

4. The variable use of second person singular and plural forms when _____ a single other person is typically explained in terms of horizontal and vertical social distance.
5. The book opens with the name and _____ of the author, on the first left-hand page.
6. He _____ philosophy, psychology and musicology at the University of Frankfurt where he received his PhD in 1924.

b) Explain the meaning of the words you added in each particular sentence.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

c) Are you familiar with other meanings of the words *address* and *study*?

3. FORMAL AND INFORMAL VOCABULARY

Task 1

- a) Take a look at the following pairs of sentences⁹ and for each pair decide which sentence is more formal. Underline the words or expressions that helped you decide. If possible, provide an explanation for your choice.

1. His health was deteriorating and he died in 1881.

His health was getting worse and worse and he died in 1881.

2. We hope our work will continue to provide some ideas and concepts for the study of visual communication.

We hope our work will go on to provide some ideas and concepts for the study of visual communication.

3. Population density grew and stratified societies showed up.

Population density increased and stratified societies emerged.

4. This has numerous advantages: firstly, it ...

This has many pros: firstly, it ...

5. In a letter to his wife he provided the first known discussion of the isolation of persons with contagious diseases.

In a letter to his better half he gave the first known discussion of the isolation of persons with contagious diseases.

⁹ The example sentences have been taken or slightly modified from the following sources: 1. Turner (2006: 363), 2. Kress and van Leeuwen (2006: 4), 3. Olson (2010: 17), 4. Kress and van Leeuwen (2006: 4), 5. Olson (2010: 129) and 6. Kress and van Leeuwen (2006: viii).

6. Linguistics cannot furnish a ready-made model for the description of all semiotic modes. Linguistics can't give a ready-made model for the descriptions of all semiotic modes.
-

b) Take a look at the following statements and decide whether they are true, false or partly true. Provide an explanation for your choice.

1. The English language has a very rich vocabulary derived from many languages. As a result, there are various ways to express an idea.
-
-

2. In academic writing, there is a tendency to use words and expressions that are less formal.
-
-

3. Phrasal verbs and expressions containing the verb *get* are usually less formal than single verbs with the same meaning.
-
-

4. In one piece of writing formal and informal vocabulary should not be mixed. Uniformity and consistency are needed.
-
-

5. A dictionary entry can help us decide whether a word or expression is formal or informal.
-
-

6. The level of formality is not a matter of right or wrong, it is rather a matter of appropriate, less appropriate or inappropriate for certain situations.

7. Words of Latin, Greek or French origin are usually more formal than words of Anglo-Saxon origin with the same meaning.

8. Idioms are usually formal.

Task 2

Fill in the table with the words with the same or similar meaning, but different level of formality.

NONETHELESS DROP VACANT CEASE ENCOUNTER
COMMON LEAVE OUT CONDUCT BEHAVIOUR THEREFORE
COMPREHENSION

INFORMAL /LESS FORMAL	FORMAL
VERBS	
STOP	
	OMIT
	DECLINE
CARRY OUT	
COME ACROSS	

INFORMAL /LESS FORMAL	FORMAL
NOUNS	
	CONDUCT
UNDERSTANDING	
ADJECTIVES	
EMPTY	
	PREVALENT
CONJUNCTIONS	
HOWEVER	
	THUS

Task 3

Choose a verb from the list to reduce the informality of the sentences¹⁰. Make sure to use the correct form of the verb.

COMMENCE CONCEDE EXAMINE OBTAIN
RETURN RESEMBLE

1. On the one hand the European Parliament has **got** more power; on the other hand there is a democratic deficit.

2. Developments in reproductive technologies raise the question when a new life **begins**.

3. Political sociology **looks into** inequalities in the distribution of power.

¹⁰ The example sentences have been taken or slightly modified from the following sources: 1. Turner (2006: 68), 2. Turner (2006: 267), 3. Turner (2006: 286), 4. Turner (2006: 506), 5. Wilkinson (1999: 323) and 6. Wilkinson (1999: 9).

4. Marx and Engels **admitted** that religion has inspired some rebellions against injustice.

5. It is a symbol found on royal monuments **looking like** a flower with six or seven petals.

6. He reviewed his project when he **came back** to England.

Task 4

Reduce the formality of the sentences¹¹ by adding a suitable preposition. If necessary, consult a dictionary.

1. Marriage might be **postponed** or it may happen when children are born.

Marriage might be **put** _____ or it may happen when children are born.

2. He **sought** a scientific basis for understanding human history.

He **looked** _____ a scientific basis for understanding human history.

3. The theory could not **explain** the rise of fascism.

The theory could not **account** _____ the rise of fascism.

4. People have different abilities and are **raised** in different circumstances.

People have different abilities and are **brought** _____ in different circumstances.

5. It was a way of providing educational opportunity to **overcome** cultural disadvantage.

It was a way of providing educational opportunity to get _____ cultural disadvantage.

6. It has **exceeded** expectations we had at the beginning.

It has **gone** _____ expectations we had at the beginning.

¹¹ The example sentences have been taken or slightly modified from the following sources: 1. Turner (2006: 357), 2. Turner (2006: 372), 3. Turner (2006: 478), 4. Turner (2006: 86), 5. Turner (2006: 160) and 6. Csikszentmihalyi (2009: 203).

Task 5

In an academic text of your choice find five additional formal words or expressions and explain their meaning and usage.

1. _____

2. _____

3. _____

4. _____

5. _____

4. COLLOCATIONS

Task 1

Translate the underlined parts of the following sentences into Croatian.

1. I did a course in German last year. _____
2. He did a crossword before he came to work. _____
3. Did you do German at school? _____
4. When are you going to do your Christmas shopping? _____
5. Were you really doing 120 kilometres per hour? _____
6. When they were in Europe they did Paris and Rome. _____
7. Who would like to do the translation? _____

Task 2

How many and which Croatian verbs did you use to translate the verb **do** into Croatian? How can you account for that?

Task 3

Translate the following expressions from Croatian into English. Make sure to use a verb and a noun. If necessary, use the table below to help you choose the appropriate verb.

1. donijeti odluku _____
2. obećati _____
3. pokušati _____
4. pisati bilješke _____
5. pogriješiti _____

- 6. preuzeti vodstvo (npr. u utrci) _____
- 7. odrijemati _____
- 8. duboko udahnuti _____
- 9. roditi _____
- 10. povesti nekoga (npr. automobilom) _____

Task 4

Is there a difference between the following pairs of sentences and the underlined expressions?
Please explain!

1. He made some very convincing arguments.
We had an argument about what we should buy.

2. He took a shower yesterday.
He had a shower yesterday.

3. He made a speech on the economic growth in Eastern Ontario.
He gave a speech on the economic growth in Eastern Ontario.

4. He took detailed notes of his travels.
He took no notice of her.

Collocations with common verbs

do	make	have	take	give
business	an appointment	an accident	action	advice
a course in Spanish	an argument for sth	an argument	a bath / a shower (<i>esp. AE</i>)	birth
a crossword	an attempt	a bath / shower (<i>esp. BE</i>)	a bite	sb a chance
damage	the bed	a break	a break	sb a choice
your duty	a cake	breakfast	the bus	an example
an exam (<i>esp. BE</i>)	changes	cancer	control	an idea
an experiment	a choice	a cold	a course in Spanish	an insight into sth
German at school (<i>esp. BE</i>)	a contribution	fun	a deep breath	a lecture
good	a decision	a guess	a decision(<i>BE</i>)	sb a lift(<i>BE</i>) / ride(<i>AE</i>)
your homework	an effort	a heart attack	a dislike to sb / sth	your opinion
your job	a film / movie	a holiday(<i>BE</i>) / vacation(<i>AE</i>)	an exam	a party
80 kilometres per hour	friends	an interest in sth	German at school	a priority to sth
an operation	a guess	a look	a guess (<i>AE</i>)	a speech
Berlin (<i>visit the sights</i>)	a mess	a meeting	a holiday(<i>BE</i>) / vacation(<i>AE</i>)	
research	a mistake	a party	an interest in sth	
the shopping	money	a nap	the lead	
a test	a noise	patience	a look	
a tour	notes	a snack	a nap	
a translation	progress	a swim	notes	
the washing (<i>BE</i>) / the laundry	a promise	time	notice of sth	
some work	a speech	trouble	a photo / picture	
	a suggestion		a risk	
	a trip		a sip	
	your will		a swim	
			a walk	

Task 5

Use the table to answer the following questions!

1. Which verb is most often used for talking about tasks and duties? Are there any exceptions in the above table?

2. Which expressions in the table are connected with speaking?

3. Which expressions in the table are connected with experiencing something?

Task 6

Complete each of the sentences using **do**, **make**, **have**, **take** or **give**. In some of the examples more than one answer is possible. If the noun in the example is not in the table, look for a similar noun or consult a collocation dictionary.

1. Everybody else was _____ notes in the class, but Sue has forgotten her notebook and her pen.
2. A TV company is visiting our faculty to _____ a documentary about tertiary education.
3. The student was not sure how to answer the last exam question, so he _____ a guess.
4. After retiring he _____ a fortune on the stock market.
5. The housing committee will _____ priority to senior citizens.
6. She has never _____ an interest in Croatian medieval literature.

Task 7

Can you think of any other verbs with the same and/or similar meaning that collocate with the nouns from the previous task? If necessary, consult a dictionary.

1. _____ notes
2. _____ a documentary
3. _____ a guess
4. _____ a fortune
5. _____ priority
6. _____ an interest

Task 8

Put each of the following adjectives into one of the sentences in Task 6, before a noun that it collocates with.

wild substantial top forty-minute keen copious

1. _____ notes
2. _____ documentary
3. _____ guess
4. _____ fortune
5. _____ priority
6. _____ interest

Task 9

Cross out any of the words in italics that do not form common collocations related to education.

1. Not many students have *joined / enrolled on / undertaken* the course on the History of Medieval Philosophy.
2. She received *full / top / maximum* marks in the reading comprehension test.
3. He received a *failing / passing / winning* grade in archeology.
4. Yesterday we *sat / took / attended* an exam in pedagogy.
5. Do you have to *make / take / sit* a test every week?
6. Undoubtedly, I will *fall / fail / flunk* the exam.
7. After finishing high school she went to Cambridge where she *did / make / took* a degree in communication sciences.
8. How many students *visited / attended / went to* the lecture on the Role of the New Media?

Task 10

- a) Fill in the gaps with the appropriate verbs to form collocations used in academic texts¹². Make sure to use the correct tense.

provide foster gather stir pay exhibit owe

1. All mankind _____ **a great debt to** those cultures that have in one or another way _____ **the growth** of the sciences.
2. So far Positive Psychology has _____ comparatively less **attention to** the conditions that _____ **positive experiences**.
3. We have to find ways to make the job of helping ... as enjoyable as a game, as a great adventure as something that can _____ **the imagination**.

¹² The example sentences have been taken from the following sources: 1. Robins (1997: 1), 2. Csikszentmihalyi (2009: 205), 3. Csikszentmihalyi (2009: 210), 4. Robins (1997: 196), 5. Stephenson, Reese and Beadle (2005: 133).

4. Two or more languages diverging from the same source language _____ both lexical and structural **similarities**.
 5. News interviews are specifically designed to _____ **information** about a news event, a person in the news, or a current issue.
- b) Can you think of any other verbs with the same and/or similar meaning that collocate with the above nouns? If necessary, consult a dictionary.

1. _____ growth
2. _____ attention
_____ experiences
3. _____ the imagination
4. _____ similarities
5. _____ information

Task 11

- a) Fill in the gaps with the appropriate nouns to form collocations used in academic texts¹³. Make sure to use the correct form.

end example expectation feature goal impact
interview issue origin standard

1. Advertising **furnishes** a good _____ **of** this notion.
2. In order not to **impose** the _____ of linguistics today **on** the decision about what to admit as linguistic work from the past, there is the additional subjective element.

¹³ The example sentences have been taken from the following sources: 1. Chandler (2007: 21), 2. Robins (1997: 4), 3. Csikszentmihalyi (2009: 203), 4. Csikszentmihalyi (2009: 204), 5. Csikszentmihalyi (2009: 207), 6. Robins (1997: 7), 7. Robins (1997: 14), 8. Robins (1997: 14), 9. Kulmar (2010: 149) and 10. Stephenson, Reese and Beadle (2005: 133).

3. I think that in every aspect, what we started there has **exceeded** any _____ we had at the time.
4. The main _____ I want to **address** at this point is whether Positive Psychology should be mainly concerned about how to make people feel ...
5. The second _____ to **accomplish** in the next decades is to develop rules for a new social contract.
6. They and their achievements will be described at the period wherein they **made** their first significant _____ **on** European linguistics.
7. The intellectual life of Europe as a whole, its philosophical, moral, political, and aesthetic thought, **finds** its _____ **in** the work of Greek thinkers.
8. The Aristotelian age **marked** the _____ **of** an era in Greek history.
9. As such it was a state that **retained** many _____ of a military democracy.
10. Radio announcers often **conduct** celebrity _____ on the air.

b) Can you think of any other verbs with the same or similar meaning which can be used instead of the words in bold?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
8. _____
9. _____
10. _____

Task 12

Which adjectives collocate with the following nouns? Some of them collocate with two or more listed nouns.

pertinent over-worked in-depth facial current

1. _____ issue
2. _____ information
3. _____ fact
4. _____ expression
5. _____ phrase

Task 13

Fill in the gaps with the appropriate adverbs to form collocations used in academic texts¹⁴. Some of the adverbs collocate with two adjectives.

easily purely particularly inherently outstandingly

1. This is _____ **valuable** when you find yourself with a guest who is prone to short answers.
2. Readers should be aware that this essay is not a survey of sociological rational choice in its entirety, for it ignores the _____ **theoretical** developments.
3. In doing so it has accepted that common-sense premise that there is something _____ **deviant** about acts that break social rules.
4. It is _____ **observable** that different groups judge different things to be deviant.
5. Some female photographers are _____ **successful** in getting their female models into a state of visible sexual arousal.

¹⁴ The example sentences have been taken from the following sources: 1. Stephenson, Reese and Beadle (2005: 138), 2. Hechter and Kanazawa (1997: 195), 3. Becker (1966: 3), 4. Becker (1966: 4) and 5. Collins (2004: 232).

Task 14

Fill in the gaps with the appropriate adverbs to form collocations in academic texts¹⁵. Some of the adverbs collocate with two verbs.

primarily widely rapidly readily substantially

1. If your audience **consists** _____ **of** young families with both parents working, an interview on child care would be of interest to them.
2. To appreciate just how _____ its influence has **spread**, consider political science, a discipline in many respects similar to sociology.
3. The appeal of rational choice in sociology is unlikely to **increase** _____ until the approach provides demonstrable empirical payoffs in a wide variety of substantive areas.
4. Many critics _____ concede that rational choice may be appropriate for the analysis of voluntary exchanges in the *Gesellschaft*, which constitutes the traditional terrain of economics.
5. The simplest view of deviance is essentially statistical, defining as deviant anything that **varies** too _____ **from** the average.

Task 15

Find ten collocations in an academic text of your choice. Find three collocations consisting of a verb and a noun, three consisting of an adjective and a noun, two consisting of an adverb and an adjective, and two consisting of a verb and an adverb.

verb + noun

1. _____
2. _____
3. _____

¹⁵ The example sentences have been taken from the following sources: 1. Stephenson, Reese and Beadle (2005: 138) 2. Hechter and Kanazawa (1997: 191-192), 3. Hechter and Kanazawa (1997: 195), 4. Hechter and Kanazawa (1997: 196) and 5. Becker (1966: 4).

adjective + noun

4. _____

5. _____

6. _____

adverb + adjective

7. _____

8. _____

verb + adverb

9. _____

10. _____

5. SUFFIXES

Task 1

Underline the suffixes and match them with the part of speech they are used to form.

adequately	advancement	fundamental	operation
moralist	awareness	childhood	relationship
perpetrator	regrettable	important	needless
decisive	analyst	primarily	manager
	assistance	cheerful	

NOUNS	ADJECTIVES	ADVERBS

Can suffixes used to form nouns be further divided and in which way?

Task 2

Fill in the table by forming abstract nouns and in some cases verbs or adjectives.

Verb	Abstract noun	Adjective
OMIT		
SIMPLIFY		
EXIST		
		WEAK
TREAT		
ATTEMPT		
CLARIFY		
		CONSCIOUS
INTRODUCE		
ENFORCE		

Task 3

a) Match the words with their definitions.

PERSON	DEFINITION
historian	a person who studies anthropology
anthropologist	a person who is in charge of a newspaper, magazine or a person who prepares a book to be published
observer	an expert in history
editor	a person who attends a meeting or a conference to listen and watch but not to take part

b) Write the appropriate words denoting people and/or their professions that match the following definitions.

1. a person who studies sciences

2. a person who collects and writes stories for newspapers, magazines, radio or TV

3. a person who studies and is trained in archaeology

4. a person who studies and is trained in languages

5. a person answering questions in an interview

6. a person and/or company that prepares and prints books, magazines, newspapers or electronic products and makes them available to the public

7. a person who studies and is trained in sociology

8. a person asking questions in an interview

9. a person who studies or writes about and is trained in philosophy

10. a person who is being tested to see how much he or she knows about a certain subject or a person who is sitting an exam

11. a person who studies and is trained in psychology

12. a person who writes the questions for or marks a test of knowledge or ability

Task 4

a) Match the following adjectives with the appropriate definitions.

useful	that can be used, in good enough condition to be used
useless	helping you to do or achieve what you want
usable	not useful or effective in any way

b) Explain the meaning of the suffixes in bold.

...ful	_____
...less	_____
...able / ... ible	_____

c) Form adjectives and complete the sentences¹⁶ by adding one of the following suffixes *ful*, *less* or *able/ible* to the words offered below.

TIME STATE TRUTH HELP APPLY COMPARE

1. I am inclined to favour the idea that _____ artefacts or arguments have independent origins in different cultures unless a strong case can be made for cultural borrowing.
2. He views religion not as an objective set of _____ truths, but as an attempt to find meaning in the modern world.

¹⁶ The example sentences have been taken from the following sources: 1. Olson (2010: 12), 2. Turner (2006: 35), 3. Turner (2006: 80), 4. Turner (2006: 108) and 5. Kress and van Leeuwen (2006: viii).

3. The only societies to which this definition is empirically _____ have been pre-agrarian (hunter and gatherer) societies or early agrarian _____ societies.
4. Culture is deemed _____ to the extent that it “reflects” the material world in an accurate way.
5. In our first attempt we had thought that to show how visual communication works in comparison to language might be _____ in understanding either and both.

Task 5

Fill in the gaps by using the correct form of the word in brackets.¹⁷

1. The two pictures differ not only in what each includes and excludes, they differ also in structure: they relate their elements to each other _____. (**differ**)
2. The important point at this stage is the _____ that the semiotic modes of writing and visual communication have their own particular means of realizing what may be quite similar semantic relations. (**observe**)
3. Personal meanings are surely as _____ as social and cultural meanings and are related to them. (**signify**)
4. The _____ of the verbal, written medium is firmly coded in conventional histories of writing. (**dominate**)
5. Our work on visual _____ is set within the framework of social-semiotics. (**represent**)

¹⁷ The example sentences have been taken from the following sources: 1. Kress and van Leeuwen (2006: 45), 2. Kress and van Leeuwen (2006: 45), 3. Kress and van Leeuwen (2006: 193), 4. Kress and van Leeuwen (2006: 21) and 5. Kress and van Leeuwen (2006: 6).

Task 6

Complete the paragraphs with the correct form of the word in brackets. If necessary, use the table above with common suffixes.

1. We may pass on to consider other theories of _____ (**act**); and we may notice first the only remaining theory which makes any claim to be _____ (**apply**) to human _____ (**behave**) of all types and levels.¹⁸
2. Hjelmslev's framework allows us to analyse texts according to their _____ (**vary**) dimensions and to grant each of these the potential for _____ (**signify**). Such a matrix provides a _____ (**use**) framework for the _____ (**system**) _____ (**analyse**) of texts and _____ (**broad**) the notion of what constitutes a sign, and reminds us that the materiality of the sign may in itself signify.¹⁹
3. This book is about the rules that influence the _____ (**decide**) that people make when organising the text _____ (**visual**). It is concerned with the interplay between _____ (**prescribe**) and practice, and the _____ (**centre**) focus is in documents and messages produced by non-expert _____ (**design**). The question that _____ (**particular**) interests me is what influences the _____ (**choose**) of graphic conventions.²⁰

¹⁸ McDougall (2001: 253).

¹⁹ Chandler (2007: 56-57).

²⁰ Walker (2001: 1).

6. PREFIXES

Task 1

Underline the prefixes in the following words and add the correct prefix next to its definition.

incorrect intramuscular coexist interpersonal postgraduate imbalance
 multifunctional irrational non-smoking subfield monorail prejudice
 unpredictable malfunction polymath outlive illegible disrespect microclimate
 reread bilingual

Prefix	Definition
1.	not
2.	many
3.	
4.	together with
5.	the opposite of
6.	
7.	
8.	
9.	
10.	
11.	between, from one to another
12.	two
13.	outward, away from (with nouns and adjectives) greater, better, longer (with verbs)
14.	again

15.	below, under, a smaller part of sth
16.	before
17.	bad or badly not correct or correctly
18.	after
19.	inside, within
20.	small, on a small scale
21.	one

Task 2

Can you guess the meaning of the following words? Explain the meaning in English. The above table with prefixes can help you. If necessary, consult a dictionary.

1. a polyglot

2. a monoglot

3. subdivide

4. outperform

5. multilingual

6. a preview

Task 3

a) Write the adjective of the opposite meaning by using the appropriate prefix.

1. mature _____
2. legal _____
3. formal _____
4. conventional _____
5. possible _____
6. regular _____
7. polite _____
8. appropriate _____
9. relevant _____
10. moral _____
11. plausible _____
12. convenient _____
13. accessible _____

b) Write the noun of the opposite meaning by using the appropriate prefix.

1. interest _____
2. parity _____

c) Write the verb of the opposite meaning by using the appropriate prefix.

1. agree _____
2. approve _____

Task 4

Complete the words, using a suitable prefix from the table.

1. ____gain

to get back something you no longer have, especially an ability or a quality

2. ____practice

careless, wrong or illegal behaviour while in a professional job

3. ____lateral

involving two groups of people or two countries

4. ____author

a person who writes a book or an article with somebody else

5. ____script

an extra message that you add at the end of the letter after the signature

6. ____title

a second title of the book that appears after the main title and gives more information

Task 5

Complete the sentences²¹, using a form of the word in brackets and a suitable prefix.

1. In the years that followed, research into Egyptian _____ continued in the form of field work. (**history**)

2. Birth preparation classes are invaluable, especially for the first time mother, but focusing on the physical aspect of the birth can mean that little time is spent thinking about the _____ period. (**natal**)

²¹ The example sentences have been taken from the following sources: 1. Midant-Reynes (2002: 6), 2. Bertram (2008: 85), 3. Bertram (2008: 26), 4. Bertram (2008: 40), 5. Becker (1966: 9) and 6. Ornstein, Levine, Gutek and Vocke (2010: 57).

3. Another study indicates that by early childhood, children of depressed mothers have a 29% chance of developing an emotional _____ compared to 8% of children with a medically ill mother. (**order**)
4. Although the facilitator will act in a _____ manner, prejudice between group members may emerge. (**judgemental**)
5. They cannot assume that these people have actually committed a deviant act or broken some rule, because the process of labelling may not be _____. (**fallible**)
6. Although we live in a time when information is stored and retrieved electronically, an examination of _____ education can help us understand why schools often resist change as they train the young in essential survival skills. (**literate**)

7. PREPOSITIONS

Task 1

- a) Underline the prepositions in the following text on the Positivist School. Decide which of them are parts of fixed expressions and which of them are parts of combinations consisting of a verb, noun or adjective and a preposition.

Apart from examining body types and their connections to criminality, the Positivist School focused on isolating the differences between criminals and non-criminals in terms of psychological, social and economic factors. Positivists disregard the notion of free will in favour of the idea that an array of social factors impacted behaviour. In other words, a range of social factors caused or determined the course of action an individual took.²²

FIXED EXPRESSIONS

1. _____
2. _____
3. _____

COMBINATIONS CONSISTING OF A VERB, NOUN OR ADJECTIVE AND A PREPOSITION

1. _____
2. _____
3. _____

- b) Match the fixed expressions with their meanings.

used to introduce an explanation of something or to express sth differently, often more simply	_____
with respect to or in relation to	_____
to support or agree with sth / sb	_____

²² Turner (2006: 103).

Task 2

- a) Complete the sentences²³ using each preposition once.

TO BY WITH IN ON FOR

1. It will also be important to detail _____ **great precision** which properties of linguistic stimuli provide them their conceptual force in the first year of life.
2. How can Positive Psychology help _____ **this regard**?
3. In certain cultures, namely those that are _____ **certain reasons** credited with the title of civilization, curiosity of and awareness of one's environment have been able to grow into a science.
4. Many quantitative researchers are aware that statistics are, _____ **some extent**, social constructions.
5. There is the connotation that the process is _____ **the whole** a progressive development, since the "West is best."
6. Sample error is a special case of random error produced _____ **chance** owing to the sampling procedure.

- b) Complete the sentences²⁴ using each preposition twice.

AT TO ON

1. Further **attempts** _____ a classification of the languages of the world known to contemporary Europeans were made by seventeenth-century scholars.
2. It makes us think that we do not have to play by the rules that the rest of the world lives by and we can **impose** our will _____ other nations, other groups.

²³ The example sentences have been taken from the following sources: 1. Bloomfield (1933: 25), 2. Csikszentmihalyi (2009: 208), 3. Robins (1997: 1), 4. Turner (2006: 122), 5. Turner (2006: 669) and 6. Turner (2006: 530).

²⁴ The example sentences have been taken from the following sources: 1. Robins (1997: 193), 2. Csikszentmihalyi (2009: 207), 3. Robins (1997: 195), 4. Bloomfield (1933: 4), 5. Wilkinson (1999: 133) and 6. Olson (2010: 163).

3. This essay can still be read as an **introduction** _____ the study of comparative and historical linguistics.
4. The ancient Greeks had the gift of **wondering** _____ things that other people take for granted.
5. The preservation of such a monopoly may have been one of the factors which **contributed** _____ the further centralisation of the state.
6. The **emphasis** _____ diet and exercise in this passage reflects the gymnastic background of Hippocratic medicine.

Task 3

Complete the sentences²⁵ using each preposition three times.

IN ON

1. The article examines the influence of words and tones on object categorization _____ infants at 12 and 16 months.
2. *Der Turm von Babel* treats in great detail the history of men's ideas and beliefs _____ origin and diversity of languages.
3. In Israel presses such as that shown _____ Figure 9.4 were used to press olives.
4. Inflation refers to an overall increase _____ the price of goods and services so that the purchasing power of money declines.
5. Interviewers are presented as people who ask questions _____ behalf of the viewers.
6. Paintings such as those of Kandinsky had their effect _____ the layout of European newspapers such as the *Bildzeitung* and *The Sun*.

²⁵ The example sentences have been taken from the following sources: 1. Robins (1997: 196), 2. Robins (1997: 9), 3. Olson (2010: 198), 4. Turner (2006: 290), 5. Kress and van Leeuwen (2006: 184) and 6. Kress and van Leeuwen (2006: 223).

Task 4

a) Complete the sentences²⁶ using the appropriate preposition.

1. Young women feel a lack _____ self-esteem when confronted with cultural norms.
2. All mankind owes a great debt to those cultures that have _____ one or another way fostered the growth of the sciences.
3. Scientists are not alike _____ ability, motivation and inspiration.
4. Throughout the history of linguistics all these factors can be seen _____ work in different ages and among different groups, as the science experienced changes in its objectives, its methods, and its theoretical positions.
5. The importance of the controversy is due _____ its place in the early development of linguistic theory and _____ the stimulus it provided to more detailed examination of the Greek language.
6. We will comment on this _____ more detail later.
7. It consists of eight pages, and _____ the exception of front and back covers, the pages contain no words whatsoever.
8. Two independent translators listened simultaneously _____ nine of the recorded conversations.
9. Positive Psychology has demonstrated its usefulness _____ studying and contributing to individual well-being.
10. In addition _____ his academic work, he wrote articles for various publications.
11. We looked at people in various professions, ranging _____ journalism _____ genetic research.

²⁶ The example sentences have been taken from the following sources: 1. Turner (2006: 615), 2. Robins (1997: 1), 3. Robins (1997: 5), 4. Robins (1997: 6), 5. Robins (1997: 24), 6. Kress and van Leeuwen (2006: 160), 7. Kress and van Leeuwen (2006: 23), 8. McMenamin (2002: 257), 9. Csikszentmihalyi (2009: 203), 10. Turner (2006: 387), 11. Csikszentmihalyi (2009: 205), 12. Hechter and Kanazawa (1997: 199), 13. Turner (2006: 43), 14. McMenamin (2002: 329) and 15. McMenamin (2002: 34).

12. Thin rational choice models are unconcerned _____ the particular values (or goals) which individuals pursue.

13. Her research drew attention _____ the social invisibility and powerlessness of older women.

14. I do this because it is part of my job and I am good _____ it.

15. Some morphemes have various allomorphs, depending _____ their source and history.

b) How many mistakes have you made? Which examples were incorrect? Can you think of any particular reason(s) for that?

8. INTRODUCTIONS AND CONCLUSIONS

Task 1

- a) Read the introduction to the research article entitled *English as an international language of scientific publication: a study of attitudes* and mark the three main parts that introductions to professional and scientific texts are usually comprised of:

1. TOPIC
2. PURPOSE OF WRITING
3. CONTENT AND SEQUENCE

Recent years have seen a growing output of publications expressing concern over the dominance of English in scientific publications and academic exchange. Attention has focused on two main sets of issues. First, fears over the potential loss of academic, scientific, and cultural domains to English leading to the attrition of national languages. Second, there are strongly voiced anxieties that the dominance of English unfairly advantages native speakers of English while hampering non-native academic efforts to secure publication in high impact, international journals, almost all of which publish in English. It is this second set of concerns that is the main focus of this paper. We are not so much interested in the cause of the current dominance of English as in its effects on equity and access in scientific publications. Our paper is thus structured as follows: in the first part we discuss the evidence for possible linguistic inequality before moving on to a discussion of our empirical study of attitudes to possible linguistic disadvantage in scientific communication.²⁷

- b) Underline the expressions used to introduce the topic and indicate the content and sequence of writing.

²⁷ Adapted from Ferguson, Perez-Llantada and Plo Alastrue (2011: 41-42).

Task 2

Fill in the gaps in the paragraphs on the topic and/or content of writing with the appropriate forms of the words offered below.

FORWARD EXAMINE CONCERN PERSPECTIVE REFLECT

The *Dictionary* _____ key intellectual figures in both European and American sociology, and also _____ different substantive, theoretical, and methodological _____. Although there are important differences that are the product of separate historical developments, the *Dictionary* also looks _____ to new influences that are the common _____ of sociologists everywhere.²⁸

TENET FORMER INVESTIGATE LATTER STRESS

Chapter 3 _____ Giddens's theory of action and agency. Giddens _____ two fundamental _____ in regard to actors: their *knowledgeability* and their *capability*. The _____ is demonstrated in terms of the actor's discursive and practical consciousness. The _____ is indicated by the power of the agent "to always do otherwise" as a result of his/her transformative capacity.²⁹

Task 3

Fill in the gaps in the paragraph on the purpose of writing with the words offered below.

FIRSTLY AIM SECONDLY TWOFOLD

My principal _____ in this article is therefore _____: _____, to show that while the empirical inaccuracy, historical obsolescence and general ignorance of the popular repertoire, when taken together, undoubtedly compromise Adorno's analysis of popular music, and _____, to show that one can productively draw on second-generation critical theory in order to correct Adorno's one-sided model.³⁰

²⁸ Turner (2006: xiii-xiv).

²⁹ Loyal (2003: 2).

³⁰ Hooper (2007: 93).

Task 4

Fill in the gaps with the appropriate forms of the words offered below.³¹

PAY DISCUSS ARGUE INTRODUCE DEAL

1. The first part of this essay therefore _____ rational choice as a general theoretical perspective, or family of theories.
2. Particular attention is _____ to studies on the family, gender and religion.
3. Taking a global historical perspective, this chapter _____ educational origins, purposes, and developments in Chinese, Egyptian, Hebraic, Arabic, and European cultures.
4. Chapter 7 _____ with the materiality of visual signs: the tools we make them with and the materials we make them on.
5. In this paper it is _____ that these concepts represent a particular way of perceiving the social world and cannot provide the basis for a general sociology.

Task 5

In academic texts of your choice find five additional expressions frequently used in introductions to state the topic and purpose or to indicate the content and sequence of writing.

1. _____
2. _____
3. _____
4. _____
5. _____

³¹ The example sentences have been taken from the following sources: 1. Hechter and Kanazawa (1997: 191), 2. Hechter and Kanazawa (1997: 191), 3. Ornstein, Levine, Gutek and Vocke (2010: 56), 4. Kress and van Leeuwen (2006: 15) and 5. Loyal (2003: 2).

Task 6

Read the conclusion of the research article entitled *Crying and Health: Popular and Scientific Conceptions* and mark the parts that conclusions to professional and scientific texts usually comprise:

1. **SUMMARY AND / OR RESULTS**
2. **IMPLICATIONS OF RESULTS AND /OR COMMENT(S) ON THE RESULTS**, i.e. need for further research, need to re-examine or modify existing theories, practices and policies, practical application of results and the like.

In the present contribution, we have summarised and contrasted the popular lore and the research evidence that has examined the relationship between crying and health. We have demonstrated that there is a wide gap between what the general public and clinicians believe and what actually has been scientifically demonstrated. More specifically, there is little empirical evidence supporting the popular idea that crying brings relief and the inhibition of crying may be damaging for one's health. Crying may have been neglected in behavioural sciences, because it has been considered merely a symptom of sadness or depression. However, upon closer examination it appears that crying is much more than just a symptom of a negative mood state. In actuality, it is a complex behaviour with unique evolutionary and developmental features, as well as remarkable intra- and inter-individual differences. For an adequate understanding and appreciation of this complex phenomenon, the collaboration of scientists with different backgrounds, including neurobiologists, ethnologist, clinical, cross-cultural and developmental psychologists, as well as psychiatrists is greatly needed.³²

³² Adapted from Vingerhoets and Bylsma (2007: 291)

Task 7

Underline the words and phrases which indicate a conclusion.³³

1. In conclusion, the general predictions of the evolutionary account of sex differences between males and females in what caused the most distress or what was most upsetting were supported.
2. In summary, humour is a universal human activity that most people experience many times over the course of a typical day and in all sorts of social contexts.
3. Petrographic analyses have led to the conclusion that some of the vessels may have come from northern Israel and the Lebanon.
4. The results of this study suggest that attitudes to the disadvantages inflicted by the dominance of English may be more complex than is sometimes supposed.
5. To recapitulate, the present study produced several important findings.
6. The essential difference between local and state temples can be summarised as follows:
...
7. Recent excavation has shown that the monument was built in several phases.
8. As shown in the case study, the product development process is based on a massive army, organised for mundane, labour-intensive tasks such as ...

Task 8

In academic texts of your choice find five additional expressions frequently used in conclusions.

1. _____
2. _____
3. _____
4. _____
5. _____

³³ The example sentences have been taken from the following sources: 1. Mellgren, Hromatko, McArthur and Mann (2010: 928-929), 2. Martin (2006: 29), 3. Wilkinson (1999: 34), 4. Ferguson, Perez-Llantada and Plo Alastrue (2011: 54), 5. Pasquarella, Chen, Lam, Luo and Ramirez (2011 :37), 6. Wilkinson (1999: 264), 7. Wilkinson (1999: 204-205) and 8. Lee and Cole (2003: 646).

9. REFERENCE

Task 1

- a) Look at the following sentences³⁴ and underline expressions used to refer to something that is going to be mentioned or that has already been mentioned in a text.
1. As we have seen throughout this book, the relatively simple, non-verbal models that animals live by and normal human infants likewise employ ...
 2. We will outline and discuss both the Saussurean and Peircean models of the sign in the next chapter
 3. As we have noted, we are dealing with symbolic, iconic and indexical modes of relationship rather than with types of signs.
 4. In this chapter I have given a very brief outline of some current authorship studied, including a description of methodology where appropriate.
 5. This is an issue to which we will return in Chapter 5 when we discuss whether photography is “a message without a code”.
 6. The two dominant contemporary models of what constitutes a sign are those of Saussure and Peirce. These will be discussed in turn.
 7. There are two such integration codes; the mode of spatial composition, with which we will be concerned in this chapter; and rhythm, the mode of temporal composition.
 8. As I will illustrate, the tropes differ in the nature of these substitutions.
 9. In the previous chapter it was pointed out that the symptom was a rudimentary sign connected intrinsically with bodily processes.
 10. In this chapter a brief demonstration of author profiling was given.

³⁴ The example sentences have been taken from the following sources: 1. Sebeok (2001: 148), 2. Chandler (2007: 4), 3. Chandler (2007: 44), 4. Olsson (2004: 27), 5. Chandler (2007: 44), 6. Chandler (2007: 12), 7. Kress and van Leeuwen (2006: 177), 8. Chandler (2007: 125), 9. Sebeok (2001: 65) and Olsson (2004: 105).

b) Add the expressions you have underlined to the table.

FORWARD REFERENCE	BACKWARD REFERENCE
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Task 2

Fill in the gaps with the appropriate forms of the words offered below and underline the expressions used for forward reference.³⁵

RETURN FOLLOW EXTENSIVE ENCOUNTER

1. In the subsequent chapters we will _____ many of the modern-day founders of the theory of signs.
2. We will _____ later to the issue of post-Saussureian “rematerialization” of the sign.
3. In what _____, we will begin by considering how ancient minerals and metals were acquired.
4. I will return to discuss these circumstances more _____ in chapter 7.

³⁵ The example sentences have been taken from the following sources: 1. Sebeok (2001: 5), 2. Chandler (2007: 16), 3. Olson (2010: 212) and 4. Olson (2010: 53).

Task 3

Fill in the gaps with the appropriate forms of the words offered below and underline the expressions used for backward reference.³⁶

BRIEF INDICATE POSE ACCOUNT

1. As already _____, Saussure saw both the signifier and the signified as a non-material "psychological" form of a sign.
2. Recall the _____ of variation in Section 1.3.3. where ...
3. The intention of this chapter has been to _____ background questions relating to the existence of a unique language style in each individual.
4. In the last chapter we _____ discussed some aspects of evidence acceptability in the court environment.

Task 4

In academic texts of your choice find four additional expressions used for forward and backward reference.

1. _____
2. _____
3. _____
4. _____

³⁶ The example sentences have been taken from the following sources: 1. Chandler (2007: 51), 2. McMenamin (2002: 44), 3. Olsson (2004: 36) and Olsson (2004: 51).

10. DESCRIBING CHANGES AND INTERPRETING DATA, CHARTS AND GRAPHS

Task 1

a) Read a passage from the chapter named *Introduction: Radio and the Digital Age* and underline all the expressions used to describe changes and interpret data, charts and graphs.

Time spent listening to the radio while surfing the internet is also increasing. According to the EIAA Report (2006) radio has the highest level of parallel media use, in comparison with other media, particularly the internet. Among those who “mainly use” the internet as many as 40% listen to the radio. According to ComScore MediaMatrix (2000) traditional radio listening decreases as online activities increase, and in some territories about one-fifth of listening may be via the internet. Some surveys report increases in the use of radio, although in the United Kingdom listening to the radio via the internet is comparatively low.³⁷

b) Apart from the verbs **increase** and **decrease** the verbs offered below are often used to describe changes and interpret data, charts and graphs.

drop	plummet	rise	peak	soar	fluctuate
decline	rocket	fall	level off	boom	grow

Answer the following questions about them. If necessary, consult a dictionary.

1. Which **five** verbs can be used to describe an upward trend?

2. Of these verbs, which **three** mean go up suddenly / a lot?

3. Which **four** verbs can be used to describe a downward trend?

³⁷ Gazi, Starkey and Jedrzejewski (2011: 12).

4. Which verb means to reach the highest level?

5. Which verb means remain the same?

6. Which verb means go up and down?

c) Fill in the table.

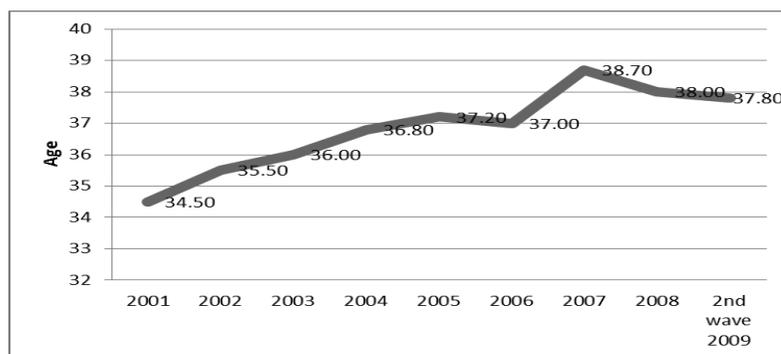
VERB	PAST SIMPLE	PAST PARTICIPLE	NOUN
decline			
decrease			
fall			
grow			
increase			
rise			

Task 2

a) Identify different types of graphs and charts shown below.

PIE CHART BAR CHART LINE GRAPH

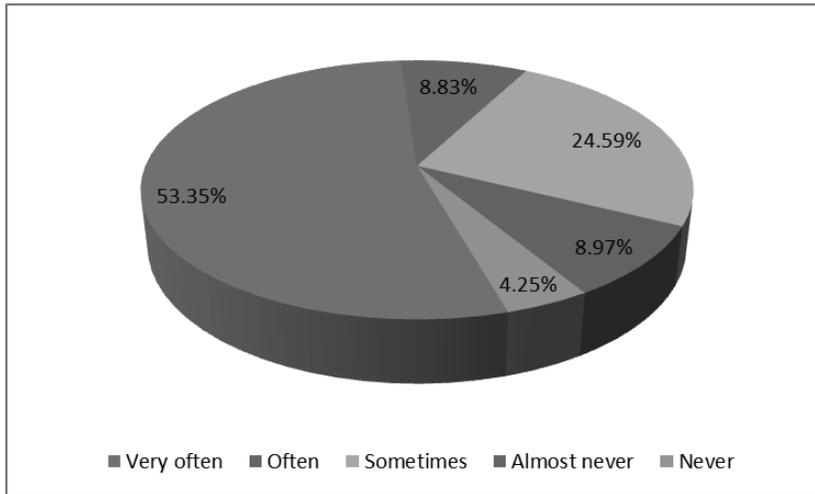
1. _____



Average age profile of radio listeners in Catalonia (2001 – 2009)³⁸

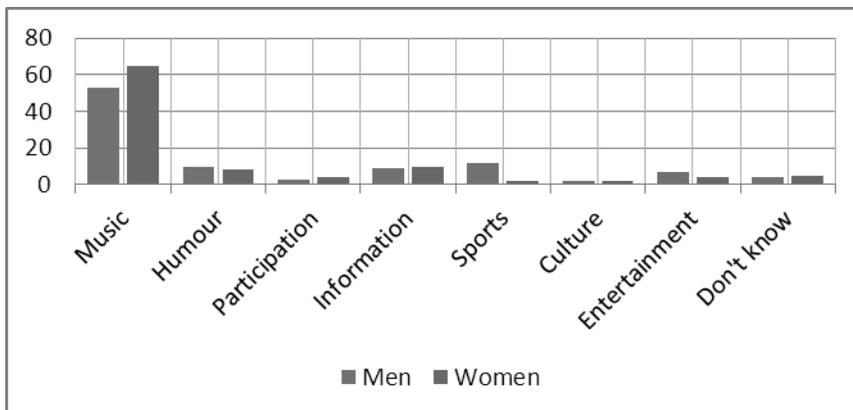
³⁸ Marti, Ribes, Gutierrez, Martinez and Monclus (2011: 143).

2. _____



Visits to radio stations websites ³⁹

3. _____



Most-preferred broadcasting content among Catalan youngsters aged fourteen to twenty-four years, by gender ⁴⁰

b) How are the above shown graphs and charts named in Croatian?

pie chart _____

bar chart _____

line graph _____

³⁹ Marti, Ribes, Gutierrez, Martinez and Monclus (2011: 157).

⁴⁰ Marti, Ribes, Gutierrez, Martinez and Monclus (2011: 154).

c) Answer the questions about the above graphs and charts.

1. What can be seen on the line graph?

2. What time period does the line graph cover?

3. How can the general trend in the average age of radio listeners in Catalonia be described in one sentence?

4. What is shown in the pie chart?

5. How often do the majority of users visit radio stations websites?

6. Is the number of users who almost never visit radio stations websites slightly under the number of users who often visit radio stations websites?

7. Compare the number of users who never use radio stations websites with the number of those who do so sometimes.

8. What does the bar chart present?

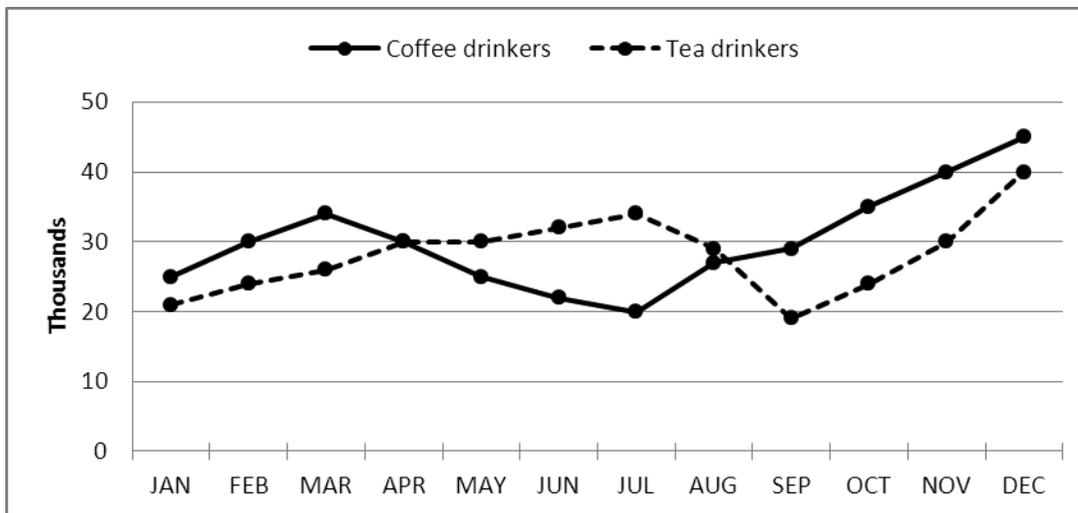
9. What is the least preferred broadcasting content among Catalan youngsters?

10. Are there any gender differences in preferences?

Task 3

Modifying a verb with an adverb can be used to describe changes more accurately. Use a verb from box A and an adverb from box B to form sentences describing changes represented on the graph.

- | | |
|---|--|
| A fall decline increase fluctuate
decrease drop rise | B sharply slightly gradually dramatically
steadily steadily slowly rapidly |
|---|--|



Number of Coffee and Tea Drinkers over 12 months⁴¹

⁴¹ Schwartz (2010: 31).

Task 4

In academic texts of your choice find five additional expressions used to describe changes and interpret data, charts and graphs that you find useful.

1. _____

2. _____

3. _____

4. _____

5. _____

GLOSSARY OF TERMS

adjective – a part of speech used to describe a noun or a pronoun (*important, decisive*)

adverb – a part of speech used to add additional information about place, time, manner, cause or degree to a verb, an adjective, another adverb or a whole sentence (*primarily, unfortunately*)

article – a part of speech used to indicate a noun and to specify its function (*a, the*)

bar chart – a diagram that uses lines or narrow rectangles (= bars) of different heights and equal widths to illustrate comparisons in trends; called also bar graph

collocation – a group of two or more words that belong to different parts of speech and usually appear together; common collocations include combinations of verb + noun (*sit an exam*), adjective + noun (*oral exam*), verb + adverb (*listen attentively*) and adverb + adjective (*widely available*); knowing strong and frequent collocations is essential for accurate, natural English, since collocations differ from one language to another

conclusion – the final part of a piece of writing; in professional and scientific texts it usually consists of a summary and/or results and implications of results and/or comments on the results; no new arguments, examples or pieces of information are to be provided in a conclusion to a professional or scientific text

conjunction – a part of speech used to connect words, phrases, clauses and sentences (*and, but, or, while*)

countable noun – see under *NOUN*

dictionary – a book or, site or CD that provides a list of the words and/or expressions of a language in alphabetical order and explains what they mean, or gives a word and/ or expression for them in a foreign language

bilingual dictionary – a type of dictionary that provides words in two languages and is used to translate words or expressions from one language to another

collocations dictionary – a type of specialised dictionary that provides words and their most frequent collocations

dictionary of specialist terms – a type of specialised dictionary that provides technical or professional terms in a particular discipline or subject, i.e. dictionary of law, dictionary of military and associated terms , dictionary of sociology

monolingual dictionary – a type of dictionary that provides words, their definitions and additional information on the words in the same language

phrasal verbs dictionary – a type of specialised dictionary that provides phrasal verbs, their meanings and usage

thesaurus – a type of dictionary that lists words in groups that have similar meanings; called also dictionary of synonyms

dictionary entry – an entry in a dictionary containing various pieces of information about a word, such as definition, pronunciation, stress, number of syllables, part of speech, common collocations, idioms, etymology, register, additional grammar information and the like

etymology – origin and history of a particular word

formal – see under *REGISTER*

idiom – an expression whose meaning cannot be understood or derived from the conjoined meanings of its elements (*get the hang of sth* means to become familiar with sth and to know how to do it)

informal – see under *REGISTER*

interjection – a part of speech used to express strong emotions without naming them and it usually does not have any grammatical connection with the rest of the sentence; called also exclamation (*no, oh, yes*)

intransitive – see under *VERB*

introduction – the first part of a piece of writing; in professional and scientific texts it usually includes information on topic, purpose of writing, as well as content and sequence of writing

line graph – a graph in which line segments join points representing different values and which is used to show specific trends in data, often on a time line

morpheme – the smallest unit of meaning in the grammar of a language (*un – count – able, over – work – ed*)

multiple meanings – one and the same word in English, as well as in other languages, can have more than just one meaning (*fair hair and fair play*), can belong to different parts of speech (set an *objective* - a noun and *objective* assessment - an adjective) and can have different meanings, if pronounced differently (*to present /pri'zent/survey results and present /'preznt/ situation*)

noun – a part of speech that denotes a person, place, thing, activity or a quality or idea (*student, university, reading, knowledge*)

abstract noun – a noun that denotes an idea or a general quality, not a physical object (*awareness, assistance, childhood*)

countable noun – a noun that can be counted; it has both a singular and plural form (*dictionary- dictionaries*)

uncountable noun – a noun that cannot be counted and has no plural forms (*information, decisiveness*)

part of speech – a category of traditional classification of words according to their morphological and syntactical behaviour, including nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, interjections and articles; called also word class

phrasal verb – see under *VERB*

pie chart – a diagram consisting of a circle divided into sections to show the size of particular amounts in relation to the whole

prefix – a morpheme that is added to the beginning of a word and that changes the meaning of a word (*bi-lingual, pre – test, multi – functional*)

preposition – a part of speech used in front of a noun or pronoun to show place, position, time or method (*in, from, to, under, after*)

pronoun – a part of speech used instead of a noun or noun phrase (*I, she, him, them*)

pronunciation – the way in which a word or a sound is pronounced /pri'zent/

reference – (in a piece of writing) denotes referring to sth that has already been mentioned or is going to be mentioned in a particular piece of writing (*as we have seen throughout this book, as I will illustrate in Chapter 5*); one of the means of achieving cohesion

backward reference – used to refer to sth that has already been mentioned in a particular piece of writing (*in the previous chapter it was shown that*)

forward reference – used to refer to sth that is going to be mentioned in a particular piece of writing (*which will be discussed in the next chapter in greater detail*)

register – any of the varieties of language including words, style and grammar used by speakers and writers in a particular situation or in a particular type of writing; usually appropriate to the situation and type of writing

formal – suitable for official or important situations

informal – appropriate for everyday conversation and writing to friends and family members rather than for serious and official speeches, as well as types of writing



stress – an extra force used when pronouncing a particular word or syllable /pri'zent/

suffix – a morpheme that is added to the end of a word; it can change the grammatical status of the word (ask – asked, book – books) or the word class (help – helpless, helpful, broad – broaden)

syllable – a unit into which a word is divided consisting of a vowel sound and usually one or more consonants (*lan·guage, uni·ver·sity*)

synonym – a word or expression which has the same or similar meaning as another word or expression in the same language (*decrease* and *decline*); synonyms cannot always be used in the same context

transitive – see under *VERB*

uncountable noun – see under *NOUN*

verb – a part of speech used to describe an action, experience or state (*read, experience, sleep*)

intransitive verb – a verb that cannot have a direct object (*to sleep* in class)

phrasal verb – a complex verb that consists of a single verb and a particle (usually a preposition or adverb) that modifies or changes the meaning of the single verb; it represents a complete syntactic and semantic unit (*put off, carry out*)

transitive verb – a verb used with a direct object (*to ask* a question)

LIST OF SOURCES

The list of sources includes books and articles that the examples for each unit have been taken or, in rare cases, slightly modified or adapted from. The reference for individual sentences, paragraphs or longer parts of a text that have been taken, slightly modified or adapted has been provided in the unit itself.

Becker, H.S. 1966. *Outsiders: Studies in the Sociology of Deviance*. New York: The Free Press.

Berry, R. S. Y. and Williams, M. 2004. *In at the Deep End: Difficulties Experienced by Hong Kong Chinese ESL Learners at an Independent School in the United Kingdom*, in: *Journal of Language and Social Psychology*, Vol. 23, No.1, 118-134.

Bertram, L. 2008. *Supporting Postnatal Women into Motherhood*, Abingdon: Radcliffe Publishing.

Bloom M. 2007. *Tensions in a non-traditional Spanish classroom*, in: *Language Teaching Research*, 11, 1, 85-102.

Bloomfield, L. 1933. *Language*, New York: Holt, Rinehart and Winston.

Brown, J. D., George, N., Sintzel, J. and Arnault, D. St. 2009. *Benefits of cultural matching in foster care*, in: *Children and Youth Service Review*, Volume 31, Issue 9, 1019-1024.

Bujas, Ž. 2001. *Veliki englesko-hrvatski rječnik*, Zagreb: Nakladni Zavod Globus.

Cambridge International Dictionary of Phrasal Verbs 1997. Cambridge: Cambridge University Press.

Chandler, D. 2007. *Semiotics: The Basics*, London, New York: Routledge.

Collins, R. 2004. *Interaction Ritual Chains*, Princeton: Princeton University Press.

Csikszentmihalyi, M. 2009. *The Promise of Positive Psychology*, in: *Psychological Topics* 18 (2009), 2, 203-211.

Dictionary of Law 2000. London: Peter Collin Publishing Ltd.

Ferguson, G., Perez-Llantada, C. and Plo Alastrue, R. 2011. *English as an international language of scientific publication: a study of attitudes*, in: *World Englishes*, Vol.30, No.1, 41-59.

- Gazi, A., Starkey, G. and Jedrzejewski, S. 2011. *Radio Content and the Digital Age*, Bristol, Chicago: intellect.
- Gazi, A., Starkey, G. and Jedrzejewski, S. 2011. *Introduction: Radio and the Digital Age*, in: *Radio Content and the Digital Age*, 9-21.
- Goleman, D. 2004. *What makes a leader*, in: *Harvard Business Review* 2004 January, 1-10.
- Greenwood, C. A. 2010. *Evolutionary theory: The missing link for conceptualizing public relations*, in: *Journal of Public Relations Research* 22(4), 456-476.
- Hechter, M. and Kanazawa, S. 1997. *Sociological Rational Choice Theory*, in: *Annual Review of Sociology* (1997), 23, 191-214.
- Hinde, S. 2003. *Spam: the evolution of a nuisance*, in: *Computers & Security*, Volume 22, Issue 6, 474-478.
- Hooper, G. 2007. *Nevermind Nirvana: A Post-Adorninan Perspective*, in: *IRASM*, 38 (2007) 1, 91-107.
- Kress, G. and van Leeuwen, T. 2006. *Reading Images, The Grammar of Visual Design*, London / New York: Routledge.
- Kulmar, T. 2010. *About the Comparison of the State Authority and Social Organization by Incas and Aztecs*, in: *Folklore; Electronic Journal of Folklore* 45/2010, 137-150.
- Lee, G. K. and Cole, R. E. 2003. *From a Firm-Based to a Community-Based Model of Knowledge Creation: The Case of the Linux Kernel Development*, in: *Organization Science*, Vol.14, No.6, 633-649.
- Longman Dictionary of Contemporary English* 2001. Harlow: Pearson Education Limited.
- Loyal, S. 2003. *The Sociology of Anthony Giddens*, Sterling: Pluto Press.
- Marti, J. M., Ribes, X., Gutierrez, M., Martinez, L. and Monclus, B. 2011. *Music Radio in the Age of Digital Convergence: A Case Study of the Catalan Context*, in: *Radio Content and the Digital Age*, 139-165.
- Martin, R. A. 2006. *The Psychology of Humor: An Integrative Approach*, Burlington: Academic Press.
- McDougall, W. 2001. *An Introduction to Social Psychology*, Kitchener: Batoche Books.

McMenaim, G. R. 2002. *Forensic Linguistics: Advances in Forensic Stylistics*, Boca Raton, London, New York, Washington: CRC Press.

Meara, P., Lightbown, P.M. and Halter, R.H. 1997. *Classrooms as lexical environments*, in: Language Teaching Research, Vol.1, 1, 28-46.

Mellgren, R. L., Hromatko, I., McArthur, D. and Mann, M. A. 2010. *A Test of Evolutionary Explanation of Jealousy in the United States and Croatia*, in: Društvena istraživanja, 19 (2010) 6, 915-931.

Midant-Reynes, B. 2002. *The Prehistory of Egypt: From the First Egyptians to the first Pharaohs*, Oxford: Blackwell Publishers.

Nesdale, D. 2001. *Language and the Development of Children's Ethnic Prejudice*, in: Journal of Language and Social Psychology, Vol.20, Nos. 1&2, 90-110.

New Oxford Collocations Dictionary 2009. Oxford: Oxford University Press.

Olson, G.R. 2010. *Technology and Science in Ancient Civilizations*, Santa Barbara: ABC-CLIO.

Olsson, J. 2004. *Forensic Linguistics: An Introduction to Language, Crime and the Law*, London, New York: Continuum.

Ornstein, A.C., Levine, D.U., Gutek, G.L. and Vocke, D.E. 2010. *Foundations of Education*, Belmont: Wadsworth.

Oxford Advanced Learner's Dictionary 2010. Oxford: Oxford University Press.

Pasquarella, A., Chen, X., Lam, K., Luo, Y. C. and Ramirez, G. 2011. *Cross-language transfer of morphological awareness in Chinese-English bilinguals*, in: Journal of Research in Reading, Volume 1, Issue 1, 23-42.

Rea-Dickins, P. 2001. *Mirror, mirror on the wall: identifying processes of classroom assessment*, in: Language Testing, 18, (4), 429-462.

Rifaat, S. M., Tay, R. and de Barros, A. 2011. *Effect of street pattern on the severity of crashes involving vulnerable road uses*, in: Accident Analysis & Prevention, Volume 43, Issue 1, 276-283.

Robins, R. H. 1997. *A Short History of Linguistics*, London, New York: Longman.

Roget's Thesaurus of English Words and Phrases 2004. New York: Penguin Reference.

Rubinfeld S., Clément R., Vinograd J., Lussier D., Amireault, V., Auger, R. and Lebrun, M. 2007. *Becoming a Cultural Intermediary: A Further Social Corollary of Second-Language Learning*, in: *Journal of Language and Social Psychology*, Vol. 26, No.2, 182-203.

Schoonen, R. and Verhallen, M. 2008. *The assessment of deep word knowledge in young first and second language learners*, in: *Language Testing*, 25, (2), 211-236.

Schwartz, J. 2010. *GED Basics: Math*, Lawrenceville: Peterson's Nelnet Company.

Sebeok, T. A. 2001. *Signs: An Introduction to Semiotics*, Toronto, Buffalo, London: University of Toronto Press.

Stephenson, A. R., Reese, D. E. and Beadle, M. E. 2005. *Broadcast Announcing Worktext: Performing for Radio, Television, and Cable*, Burlington: Focal Press.

Swan, K., Matthews, D., Bogle, L., Boles, E. and Day, S. 2012. *Linking online course design and implementation to learning outcomes: A design experiment*, in: *The Internet and Higher Education*, Volume 15, Issue 12, 81-88.

Turner, B. S. 2006. *The Cambridge Dictionary of Sociology*, Cambridge: Cambridge University Press.

Vingerhoets, A. and Bylsma, L. 2007. *Crying and Health: Popular and Scientific Conceptions*, in: *Psychological Topics* 16 (2007), 2, 275-296.

Walker, S. 2001. *Typography and Language in Everyday Life: Prescriptions and Practices*, Harlow: Pearson Education Limited.

Wilkinson, T. A. H. 1999. *Early Dynastic Egypt*, London, New York: Routledge.

SUGGESTIONS FOR FURTHER READING AND CONSULTATION

The objective of this list is to provide the interested student with suggestions of reasonably accessible additional resources and no attempt is made at a complete bibliography on English for Academic Purposes.

1. Bratulić, M. 2010. *Found in Translation, Handbook with exercises*, Zagreb: Hrvatska sveučilišna naklada.
2. Gačić, M. 2009. *Gramatika engleskoga jezika struke*, Zagreb: Školska knjiga.
3. Jordan, R. R. 2003. *Academic Writing Course*, London: Longman.
4. McCarthy, M. and O'Dell, F. 2008. *Academic Vocabulary in Use*, Cambridge: Cambridge University Press.
5. Swales, J. M. and Feak, C. B. 2009. *Academic Writing for Graduate Students*, Ann Arbor: The University of Michigan Press.
6. Swales, J. M. and Feak, C. B. 2011. *Creating Contexts, Writing Introductions across Genres*, Ann Arbor: The University of Michigan Press.
7. Zwier, L. J. 2002. *Building Academic Vocabulary*, Ann Arbor: The University of Michigan Press.

In addition to the above listed books it is advised that students have access to a comprehensive monolingual dictionary, a dictionary of collocations and a dictionary of specialist terms related to their field of study.

It is strongly recommended that students read as much English as possible in the subject areas relevant to their field of study. The more they read academic materials such as textbooks, research articles etc., the faster they will acquire academic vocabulary. While reading, it is advisable to record vocabulary adequately and with great precision, that is a word or expression along with examples of usage, special features, word families, multiple meanings, collocations and the like.

