UNIT 3
PHRASES AND COLLOCATIONS

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Study Tip!

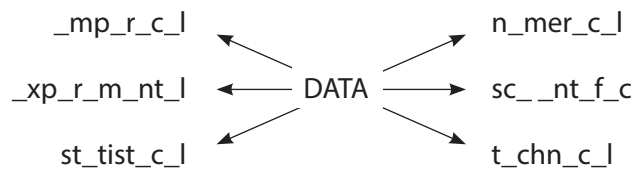
Collocations (i.e. common word combinations) are listed in collocations dictionaries. Always learn collocations instead of single words. Look up some key words to see how they collocate with other parts of speech. Recommended online dictionaries include:
http://www.ozdic.com
http://www.freecollocation.com

Now at your fingertips!

TASK 1a. Complete the missing letters. All the words collocate with DATA.

***adjective* + DATA**

r_ _ data = unprocessed DATA
ac_ _ _ _ _ _ data = reliable DATA
co _ _ _ _ _ _ _ _ _ ve data = extensive DATA



***verb* + DATA**

to ac_ _ _ _ _ = capture DATA
to am_ _ _ = collect = g _ _ _ _ r DATA
to get = ob _ _ _ _ DATA
to enter = f_ _ d in DATA
to r_ _ _ _ _ _ _ = restore DATA
to analyse = ex _ _ _ _ _ = in_ _ _ _ _ _ _ DATA
to h_ _ _ le = process DATA
to m_ _ _ _ _ _ _ _ _ = falsify DATA
to exchange = s_ _ _ _ DATA
to p_ _ _ _ nt (sb with) = provide (sb with) DATA
DATA may indicate sth = DATA may r_ _ _ _ ct sth

DATA + *noun*

DATA entry = DATA i_ _ _ _
DATA handling = DATA pr _ _ _ _ _ ing

UNIT 6
EXEMPLIFICATION

6

TASK 1. WARM UP and INTERNET RESEARCH.

a) Can you think of some ways of introducing examples in the running text of an article? Provide examples. Make a list of phrases that can replace *for example*. Can all of them be used in academic discourse?

b) What is the abbreviated form of *for example*? Do you know its origins?

Study Tip!

Online thesauri provide a simple way of finding synonyms and help learners expand their vocabulary. You may try out:
https://www.collinsdictionary.com/dictionary/english-thesaurus
https://en.oxforddictionaries.com/thesaurus

Now at your fingertips!

TASK 2. Match the halves.

1	a case	**a**	being...
2	a good	**b**	illustrated by
3	an example that	**c**	the main example
4	this can be	**d**	mention
5	let these above examples suffice	**e**	in point
6	taking x as	**f**	the case with...
7	X and Y being the	**g**	suggests itself
8	suffice it to	**h**	illustration
9	as is	**i**	to show that...
10	an example	**j**	classic examples

1 – e	**2 –**	**3 –**	**4 –**	**5 –**
6 –	**7 –**	**8 –**	**9 –**	**10 –**

UNIT 12
FREQUENTLY CONFUSED WORDS

12

TASK 1. WARM UP and INTERNET RESEARCH. Look at the pairs of words listed below. Then explain the difference between the two items in each set.

a) affect *vs.* effect
b) comprise *vs.* compose
c) conclusion *vs.* conclusions
d) content *vs.* contents
e) contain *vs.* cover
f) consist of *vs.* consist in
g) economic *vs.* economical
h) electric *vs.* electrical
i) imply *vs.* infer
j) include *vs.* involve
k) its *vs.* it's
l) less *vs.* fewer
m) leak *vs.* leakage
n) mean *vs.* means
o) precede *vs.* proceed
p) use *vs.* usage

Suggested online dictionaries:
https://dictionary.cambridge.org/dictionary
https://www.oxforddictionaries.com
https://www.merriam-webster.com

TASK 2. Read the definitions and complete the gaps with the words provided. Then write a sentence or phrase illustrating the meaning of the word.

a) **affect *vs.* effect**
_____ – (noun) a cause of change brought about by an agent
_____ – (verb) to have an influence on

b) **comprise *vs.* compose**
_____ – (verb) to consist of, to have as parts or members
_____ – (verb) to make up the constituent parts of

c) **conclusion *vs.* conclusions**
_____ – (noun) the final part of something
_____ – (noun) the opinion after considering all the information about something

Grammar Review cont.

UNREAL CONDITIONALS – imaginary / untrue situations

SECOND CONDITIONAL

If past, would / could / might + bare infinitive.

Use: situations impossible in the present and / or unlikely to happen in the future

THIRD CONDITIONAL

If past perfect, would / could / might have + past participle.

Use: situations impossible in the past

MIXED CONDITIONAL (type 2 + 3)

If past simple, would / could / might have + past participle.

Use: present unreal condition, past result

MIXED CONDITIONAL (type 3 + 2)

If past perfect, would / could / might + bare infinitive.

Use: past unreal condition and present result

10 COMMON CONJUNCTIONS USED INSTEAD OF 'if':

- provided (that) / providing (that)
- as long as
- on condition that
- even if
- in case
- until
- after / before
- unless
- when
- once

TASK 2. Complete the gaps. Use different conditionals.

a) Applications of RFID chips are still being tested and developed. If they _____ (**be**) widely adopted, it _____ (**mean**) that credit card number or key card information could not be stolen.

b) This software is undeniably advanced. If anything _____ (**go**) wrong, the application _____ (**keep**) the user informed.

c) If a username _____ (**be entered**) correctly, it _____ (**be recognized**) automatically.

d) Hypothetically speaking, if you _____ (**develop**) an algorithm, _____ (**you, be able to assess**) the probability of software failure?

e) If the memory module _____ (**be**) installed properly, the user _____ (**not have to verify**) now that the cards have been seated correctly.

f) If the burners _____ (**be lit**) when the vessel is cold, the vessel's temperature _____ (**rise**) until it reaches the burner temperature.

g) I'm sure the password was divulged; the system _____ (**not be**) immediately compromised if the password _____ (**not be**) shared.

h) If a battery _____ (**be exposed**) to high temperature, its lifespan _____ (**become reduced**) to less than 1 year.

Grammar Review cont.

Sometimes a possessive form seems more appropriate and therefore *noun + 's noun* is used instead. The genitive form is usually used with:

- people, cities and countries (Thomson's article, London's leading companies, Britain's natural resources);
- institutions and companies (IBM's campaign, Samsung's know-how).

Various constructions frequently used in academic writing along with examples and a brief explanation are presented below.

Pattern	*noun 's + noun*
Example	a robot's arm / people's choice
Use	singular or plural irregular nouns
Pattern	*noun + s' + noun*
Example	machines' applications
Use	plural nouns
Pattern	*name A + name B's + noun*
Example	Brown and Smith's book
Use	something done or written jointly by two (or more) researchers
Pattern	*name A's + name B's + noun*
Example	Brown's and Smith's books
Use	something done or written by two researchers separately
Pattern	*the + name of person + noun*
Example	The Newton Theory of Gravity
Use	formal construction used in academic writing instead of the genitive
Pattern	*name (used attributively / adjectively) + noun*
Example	a Turing machine, an Erlenmeyer flask, a Bunsen burner
Use	when referring to a piece of equipment
Pattern	*name used attributively / adjectively (*e.g.: *name + -ian / -ean) + noun*
Example	a Cartesian coordinate system, a Boolean domain
Use	the emphasis placed on the concept or its application rather than a person
Pattern	*name (used attributively / adjectively) + noun* OR *name's + noun*
Example	a Fisher exact test, Fisher's exact test
Use	both constructions used when referring to a test or an analysis named after a scientist. Please note that *name's + noun* is more frequent in academic writing
Pattern	*the name A-name B + noun*
Example	The Shapiro–Wilk test, Bose–Einstein statistics
Use	frequent construction used when two scientists were involved in a study
Pattern	*name ending in -s + 's* OR *name ending in -s + '*
Example	James's (or James'), Archimedes' principle
Use	pattern *name ending in -s + '* is used more frequently as by convention the possessive of classical names ending in *-s* and *-es* is formed in this way