

## LEXICAL COMPETENCE: FURTHER DEVELOPMENT AND CONSOLIDATION

### Do the following exercises:

- ◆ **VOCABULARY GAP-FILL:** Fill in each of the numbered blanks in the following passage with ONE suitable word:

#### Spoken and Nonverbal Communication

Despite amazing findings in research on communication between animals, their ability to communicate effectively may come (1) \_\_\_\_\_ fire given the supposed superiority of human speech over other forms of communication. Even when experts have proved that animals belonging to the same species in different parts of the world may be heard (2) \_\_\_\_\_ off in different dialects, or that the same species of birds may be able to communicate in the singing (3) \_\_\_\_\_ that their neighbours use, animal varieties or bilingualism does not seem to be enough to show that human beings are actually behind in terms of communication. Evolutionary (4) \_\_\_\_\_ is thus not only denied, but the superiority of verbal communication is upheld and affirmed.

Verbal communication is further enhanced by nonverbal communication, which, again, seems to be “human-only” in nature. A substantial portion of our communication is nonverbal, and our verbal messages are enriched by thousands of nonverbal (5) \_\_\_\_\_ and behaviours, which tend to be so (6) \_\_\_\_\_ that we do not even realise they exist. Nonverbal communication is not universal, though, since it can (7) \_\_\_\_\_ dramatically among cultures, and gestures tend to be (8) \_\_\_\_\_ and once again, culture-bound. Still, and in the name of culture and civilization, we deem our forms of communication to be overly better than any others in the animal world.

- ◆ Go to [http://www.nytimes.com/2010/04/06/books/06language.html?\\_r=1&](http://www.nytimes.com/2010/04/06/books/06language.html?_r=1&). Read the article “Indian Tribes Go in Search of Their Lost Language.” Then work on the exercises below.

A- List the negatively connoted words, their meanings and provide an example of your

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own.

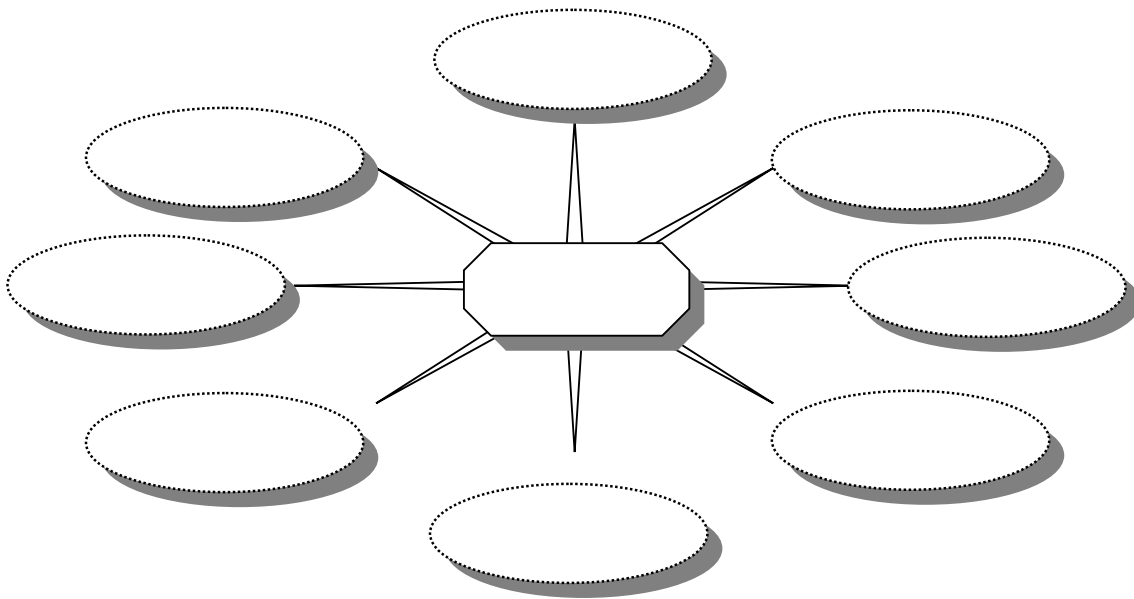
| NEGATIVELY CONNOTED                                |              |                  |  |
|--|--------------|------------------|--|
|  | LEXICAL ITEM | MEANING          | EXAMPLE  |
| <b>L<br/>A<br/>N<br/>G<br/>U<br/>A<br/>G<br/>E</b> | extinct      | Not now existing | Many tribal languages became <b>extinct</b> when they came into contact with western civilizations |
|  | .....        | .....            | .....  |
|  | .....        | .....            | .....  |
|  | .....        | .....            | .....  |
|  | .....        | .....            | .....  |
|  | .....        | .....            | .....  |
|  | .....        | .....            | .....  |
|  | .....        | .....            | .....  |
|  | .....        | .....            | .....  |
|  | .....        | .....            | .....  |

B- List the words that convey the idea of recovering a dead language. Provide examples of your own to illustrate meaning.

|                | Lexical item | Meaning   | Example  |
|----------------|--------------|---|--|
| <b>L<br/>A</b> | Bring back   | to <b>start</b> to do or use something that was done or used in the past: | Linguists are working hard to bring Irish back into life |
|                | .....        | .....   | .....  |

|          |       |       |       |
|----------|-------|-------|-------|
| <b>N</b> | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
| <b>G</b> | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
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|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
| <b>U</b> | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
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|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
| <b>A</b> | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
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|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
| <b>G</b> | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
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|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
| <b>E</b> | ..... | ..... | ..... |
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|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
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|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |
|          | ..... | ..... | ..... |

◆ **Word formation:** Use the following diagram to elicit different kinds of adjectives which may collocate with the word "language":



◆ **SENTENCE BUILDING:**  
 Combine the structures on the left with TWO of the lexical items on the right so as to form grammatically correct, stylistically appropriate, and logically meaningful sentences. You may not change the words given (Exception: You MUST put all verbs in their correct forms).

**EXAM TIP:** The sentence building exercise is an evaluation instrument which allows your teachers to test your ability to produce sentences spontaneously making use of a range of correct syntactical structures and content-specific lexis. As regards the lexical items you use, make an effort to demonstrate word knowledge, placing them in self-explanatory contexts. If a lexical item in your sentence could be replaced by countless others without any significance, this situation might be an indication that you need to polish your sentence so that the latter brings out the full range of the word's meaning, connotation, potential for allegiance to other items, and the like.

The first one has been done as an example.

1)

|                                |   |
|--------------------------------|---|
| <b>Begin with “regardless”</b> | <ul style="list-style-type: none"> <li>• innately</li> <li>• to build</li> <li>• novel</li> </ul> |
|--------------------------------|---|

.....  
 .....

**MODEL SENTENCE:** *Regardless of the opinion held by his colleagues, Chomsky insisted that children must be innately equipped with a plan common to all grammars of all languages, a UG, to build up a repertoire of novel sentences they have never encountered before.*

2)

|  |  |
|--|--|
| <b>Start your sentence using “despite”</b> | <ul style="list-style-type: none"> <li>• deplore</li> <li>• deny</li> <li>• lingua franca</li> </ul> |
|--|--|

.....  
 .....

3)

|   |   |
|---|---|
| <p>Start your sentence using “only now”</p> | <ul style="list-style-type: none"> <li>• globish</li> <li>• to catch</li> <li>• comprehensible</li> </ul> |
|---|---|

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 .....

4)

|  |   |
|--|---|
| <p>Use “whereas” in a suitable structure</p> | <ul style="list-style-type: none"> <li>• to pass down</li> <li>• use “looking glass” in a suitable context</li> <li>• idiosyncrasy</li> </ul> |
|--|---|

.....  
 .....

5)

|  |  |
|--|--|
| <p>Begin your sentence with “not only”</p> | <ul style="list-style-type: none"> <li>• embedded</li> <li>• to undergo</li> <li>• plain view</li> </ul> |
|--|--|

.....  
 .....

◆ **COLLOCATIONS:** Look at the following grid of verbs and nouns. Which of the words along the top collocate with the nouns down the side? In what grammatical patterns do the sets of collocates typically appear?

|              | DWINDLE | THREATEN | VANISH | CONQUER | ENCROACH | UNDERMINE | SURPASS | RECEDE | IMPERIL | DIE OUT |
|--------------|---------|----------|--------|---------|----------|-----------|---------|--------|---------|---------|
| expectations |         |          |        |         |          |           |         |        |         |         |
| populations  |         |          |        |         |          |           |         |        |         |         |
| species      |         |          |        |         |          |           |         |        |         |         |
| achievements |         |          |        |         |          |           |         |        |         |         |
| languages    |         |          |        |         |          |           |         |        |         |         |
| habitats     |         |          |        |         |          |           |         |        |         |         |
| stability    |         |          |        |         |          |           |         |        |         |         |
| memories     |         |          |        |         |          |           |         |        |         |         |
| army         |         |          |        |         |          |           |         |        |         |         |
| economy      |         |          |        |         |          |           |         |        |         |         |
| security     |         |          |        |         |          |           |         |        |         |         |
| floodwaters  |         |          |        |         |          |           |         |        |         |         |
| legitimacy   |         |          |        |         |          |           |         |        |         |         |
| efficiency   |         |          |        |         |          |           |         |        |         |         |

◆ Match the words with their definitions:

|   |            |  |
|---|------------|--|
| 1 | Attitude   | A. Statement that something is true even though it has not been proved or others might not agree |
| 2 | Belief     | B. An idea of something  |
| 3 | Claim      | C. The calculation of how good, important, valuable something is                                 |
| 4 | Concept    | D. Opinions and feelings that you usually have about something                                   |
| 5 | Evaluation | E. Trust or confidence in someone or something   |
| 6 | Faith      | F. The unproven feeling that something is definitely true or exists                              |

◆ VOCABULARY GAP-FILL: Fill in each of the numbered blanks in the following passage with ONE suitable word:

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**Native and Non-Native Speakers in English Language Teaching**

With the growing numbers of non-native speakers of English, and the undeniable status of English as a lingua franca, concerns as to the validity of the native speaker model are starting to be raised. In fact, the main aim in teaching English today is seldom focused on the absolute (1)\_\_\_\_\_ of the language, i.e. knowledge of fine (2)\_\_\_\_\_ of native speaker language use, and is instead moving forward towards the development of international (3)\_\_\_\_\_, i.e. mutual understanding among non-native speakers of English whereby English works as a ‘(4)\_\_\_\_\_ language’ between persons who do not share a common native background. Even when native speakers are intuitively still regarded as (5)\_\_\_\_\_ over what is right or wrong in English, the key objective in language teaching is avoiding (6)\_\_\_\_\_ or communication breakdown. English as a global language still needs to be fully looked into if it is to gain (7)\_\_\_\_\_ alongside English as a native language, and this depends on political decisions, i.e. language (8)\_\_\_\_\_, and language teaching.

◆ **VOCABULARY GAP-FILL:** Fill in each of the numbered blanks in the following passage with ONE suitable word:

**Language: Is It Always Spoken?**

Most of us know a little about how babies learn to (1)..... From the time infants are born, they hear (2)..... because their parents talk to them all the time. Between the ages of seven and ten months, most infants begin to make sounds. They (3)..... the same sound over and over again. For example, a baby may repeat the sound “dadada” or “bababa”. This activity is called (4)..... (...)

What happens, though, to children who cannot (5).....? How do deaf children learn to (6).....? Recently, doctors have learned that deaf babies babble with their hands. Laura Ann Petitto, a psychologist at McGill University in Montreal, Canada, has studied how children (7)..... language, she observed three (8)..... infants and two deaf infants. The three hearing infants had English-(9)..... parents. The two deaf infants had deaf mothers and fathers who used American Sign Language (ASL) to communicate with (10)..... other and with their babies. Dr. Petitto studied the babies three times: at 10, 12 and 14 months. During this time, children really begin to develop their language (11)..... (...)

The capacity for language is **(12)**..... human. More studies in the future may prove that the **(13)**..... system of the deaf is the **(14)**..... equivalent of speech. If so, the old theory that only the **(15)**..... word is language will have to be changed. The whole concept of human **(16)**..... will have a very new and different meaning.

Source: The previous passage has been adapted from Smith, L. and N. Mare (2011). *Issues for Today*. Boston: Heinle.

- ◆ Fill in the gaps in the following text with words you learned in the section “The Power of Language.” In each case, the first letter has been provided for you:

There are many phenomena which attest to the (1) **u**..... power of language. The fact that emerging communities may (2) **e**..... a dialect or a language in order to communicate their personal experiences or to transmit certain facts and ideas that make up their (3) **d**..... cultural identity is a clear example of how it is the (4) **i**..... of language that can empower individuals to (5) **f**..... binding ties with other individuals or communities. Language naturally provides the means to (6) **a**..... ideas and thoughts, and without this tool, individuals and communities would be (7) **v**....., thus, your (8) **c**..... of a certain language or dialect will give you the chance of speaking your mind. The power of language goes beyond communication into the social arena: it shapes your sense of (9) **s**..... and, in purely social terms, at times you may even be (10) **i**..... perceived as someone you are not or even left out of a group if you fail to deploy (11) **s**..... language skills.

- ◆ Complete the following text using collocation sets made up of two lexical items taken from the text “Vanishing Voices: Aka, The Respect of Mucrow.” The first letter is provided for easier recognition.

Every language provides a unique cultural and social framework for the world as we know it; in fact, we see the world through the **l**..... **g**..... of the language we learned as children. Language is thus preserved and **p**..... **d**..... from one generation to the following as a precious cultural treasure. The analogy that binds the environment and languages together is quite revealing in this respect: in parallel to diverse areas and unique natural places,



linguists have identified a host of **l**..... **h**....., which makes it imperative for us to try and preserve the **l**..... **d**..... or richness of many of the languages on the brink of extinction. This richness should also be further looked into as the importance of language variety remains a **b**..... **h**..... in linguistics, namely an area that has not been explored in depth. Today's obsession with technological knowledge and the acquisition of a lingua franca should not undermine the **l**.....**l**..... which is totally essential to remain functional in our own **m**..... **t**..... Furthermore, we should aspire to become proficient in those areas in which our first language excels, as may be the case of an **e**..... **v**..... which will furbish us with names and references to that unique, highly rich outlook on the world our language provides.

- ◆ Read the following sentence and infer the meaning of the underlined phrasal verb. Provide a definition in the space provided below:

## LOOK

❖ *I used to think there wasn't much more to Canadian Literature than Margaret Atwood, but I already learnt we should not **look down on** CanLit as if we were more important or better. When I went to study in Montreal and I began to tackle my required readings, I realized my Canadian colleagues were unequivocally correct in their rejection of Americanness: Canadians are quietly and deservedly smug about their rich and distinctive culture, which includes a distinguished literary canon.*

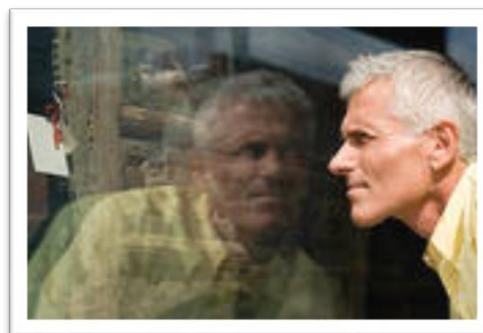
**Definition:**

.....  
 .....  
 .....

◆ Match each phrasal verb with its corresponding meaning.

|                                    |   |
|------------------------------------|---|
| ▪ <b>look into (sth.)</b>          | To read sth. quickly. To search for sth. among a lot of things  |
| ▪ <b>look through (sth)</b>        | To admire and respect someone   |
| ▪ <b>look through (so.)</b>        | To think that you're better or more important than someone else. To think sth. is not good enough for you |
| ▪ <b>look up</b>                   | To try to discover the facts about something such as a problem or crime.                                  |
| ▪ <b>look up to</b>                | To examine quickly. To visit a place in order to examine it.  |
| ▪ <b>look back</b>                 | To not recognize or to pretend not to recognize someone you know  |
| ▪ <b>look down on (so or sth.)</b> | To walk around a room, building or place to see it.   |
| ▪ <b>look round/around sth.</b>    | To try to find a particular piece of information by looking in a book or on a list.                       |
| ▪ <b>look to (sth.)</b>            | To direct your thoughts or attention to something.  |
| ▪ <b>look over</b>                 | To think about a time or event in the past  |
| ▪ <b>look to (so.) for (sth)</b>   | To hope or expect to get help, advice, etc, from someone.   |

◆ Study the following situations and describe each one using an appropriate phrasal verb:



◆ Match each phrasal verb with the corresponding definition.

## SEE

|                                 |   |
|---------------------------------|---|
| <b>see off</b>                  | To recognize that something is not true and not be tricked by it, what so. is really like and not be tricked by them. |
| <b>see off</b>                  | To deal with or take responsibility for someone or something  |
| <b>see through (sth.) (so.)</b> | To deal with or organize something  |
| <b>see sth. through</b>         | To go somewhere such as a station or airport  |

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|                        |  |
|------------------------|--|
| <b>see to (sth.)</b>   | with someone in order to say goodbye to them<br>To go with someone to the door when they are leaving in order to say good bye. |
| <b>see about (sth)</b> | To continue doing sth, until it is finished, esp. sth. difficult or unpleasant.  |
| <b>see (so.) out</b>   | To make someone go away or leave a place, especially by chasing them   |

- ◆ Study the following situations and make up brief descriptive stories based on them using an appropriate phrasal verb.



- ◆ Write the stories you have just come up with using the phrasal verbs studied and making sure the meaning of each one of the phrasal verbs is clear from the context.

- ◆ Complete the gaps in the following sentences with suitable phrasal verbs formed with the base form "look" in the correct form:

1. Police ..... the deaths of at least three patients under the care of a surgeon who was allowed to operate despite being under investigation.
2. Some people consider that the police search powers need to be reviewed since it is not really appropriate for the police to ..... people's mobile phones or other electronic equipment.
3. For many Latin Americans, Europe remains a mirror in which to take a good look at themselves. But that mirror looks misty and

- remote. Today, Latin America's view is that they can't.....  
 ..... Europe anymore.
4. According to the government, the NHS plan will ensure that patients take a more active roll in managing their own healthcare by providing citizens with their own electronic health record. Thus, every patient will be able to ..... their medical record online.
  5. In countless ways up and down the east coast of US, survivors of hurricane Sandy ....., a year after superstorm caused at least 182 deaths.
  6. In an interview singer W. Brown said she had recently started to see a therapist who had really helped her. She added that people ..... therapy but it is great to have someone to talk to that is not close to you.
  7. Senior vice-president said he saw the arrival of a new production team at Paramount as providing the chance to ..... Paramount's library to see if there were any potential remakes on the shelves.
  8. If you are looking for a school for your child, it is important to see the school in action during daytime. So, go to ..... during the daytime and look very carefully at what's going on and note the atmosphere.
  9. A new survey has revealed that more and more new parents ..... TV shows for baby names.
  10. Bolivia under President Evo Morales is seeing a radical development model based on equality and environmental sustainability and there are lessons the world can learn if they ..... Bolivia for inspiration.

◆ **Complete the gaps in the following sentences with suitable phrasal verbs formed with the base form "see" in the correct form:**

1. He didn't know when he was going to meet her again so he decided to leave the office earlier to go to the airport to ..... Lucy ..... although he had promised her not to do that.
2. We saw her on the verge of tears and we could ..... her apparent calm that she was harassed by an unfronted fear
3. Although well aware of the fact that out of the many languages spoken in that remote area of the planet half are no longer being whispered into the ears of children, the linguists decided not to go

on with the preservation project as they knew they were not going to be around to ..... It .....

- 4. The international organization ..... it that all the political prisoners were released after the peace treaty was signed by all the parties involved in the armed conflict.
- 5. It was impossible for the local authorities to ..... all the demands the refugees had made as regards housing, health care and job opportunities.
- 6. The young lady was hospitalized during a bout of anxiety provoked by the chaos that enveloped the city and meanwhile her husband ..... the children and the house.
- 7. He was overwhelmed by the whole situation that the unwelcomed guests had provoked, yet, he tried to be polite and ..... the guests ..... to the door.

◆ Rewrite each of the following sentences using the word provided and keeping the meaning of the original sentence:

- 1. While many people fear a long period of decline, let us not quickly and easily start to think old age just means being a burden to others.

**SLIP**

.....  
.....

- 2. Edward Snowden’s hopes for finding refuge appeared to become fewer as country after country denied the U.S. whistleblower’s request to seek political asylum.

**DWINDLE**

.....  
.....

- 3. Greece has a strong tradition of family responsibility and now many crisis-hit Greeks turn to their families for help to cope with stress and anxiety.

**FALL**

.....  
.....

4. A dense security network that has as its purpose the defense of “normal life” will surround /cover?? Not only counties but also the soul of each individual

**ENVELOPED (use a Passive Voice construction)**

.....  
.....

5. The under-30s are struggling to break free emotionally and financially from their parents and even expect from them basic, practical help with cleaning.

**RELY**

.....  
.....

6. I had been invited to go back to see for myself the unpleasant conditions in which the many Christian refugees who are flooding across the Syrian/Lebanese border live.

**PLIGHT**

.....  
.....

7. I am perhaps over sensitive to any attempts to make an artist’s name disappear because of his morals or political actions.

**OBLITERATE**

.....  
.....

8. Talking against the advertising industry, the graffiti artist Bansly insisted that in a culture which is filled with advertisements, our choices might not be our own.

**SATURATED**

.....  
.....

9. Among the languages that may soon not exist we can mention the secret language of the Kallawaya in Bolivian Andes, Amurdag in Australia, and Mednyj Aleut in Eastern Siberia.

**ENDANGERED**

.....  
.....

10. Determining how a given risk could change into a major loss-generating event for any organization, can be daunting.

**MORPH**

.....  
.....

◆ Fill in the gaps in each of the sentences below with a suitable way of looking:

- a) Gently touching the golden chain and the sparkling egg-shaped pendant, the young boy ..... at the treasure he had uncovered before he buried it to protect it from his followers.
- b) Even though at the time I was an awkward overgrown boy of thirteen, I realised that the new neighbour, Mr. Kinks, had come not to talk business with dad but to ..... my sister Rose, who was then fifteen and almost of marriageable age.
- c) The child hostage’s little wrists and ankles were held together by a rope. He was left alone, scared and confused after he was kidnapped. He didn't know how many days went by, but he knew he was hungry and dehydrated. He felt himself drifting off to sleep when the door opened. He had to ..... because even through the blindfold the beaming sunrays bothered his eyes, now so used to pitch darkness.
- d) George could smell whiskey on his son’s breath but knew that he was not intoxicated. Anyway, he gave his son no opportunity to speak or explain and did not allow his wife to serve dinner to the late comer because his house was not a “a public inn that serves meals at all hours.” As George continued to ..... at his son across the living room, his wife, intent on keeping the peace,made a very silly remark about the weather.
- e) The mansion on the hill had a special beauty and an irresistible appeal for Mark. The house kept pulling him back, so he began a series of formal visits to the new owner, whom he made all kinds of efforts to acquaint. On each of his visits, he tried to ..... farther into the house and was more and more intrigued because the house looked strangely familiar.



◆ Fill in the gaps in each of the sentences below with a suitable way of walking:

- a) As an explorer, he has had lots of accidents and strange adventures. Once he almost cooked himself into jelly on Death Valley’s sand dunes. At another time, he got lost in a maze of gulleys and forest brooks, and he had to ..... all his way to a highway and hitchhike into town because he failed to find his car.
- b) I remember spending my summers at my grandparents’ farmhouse. One of the things I enjoyed most was to ..... around the lake in the evenings and watch the flowers slowly bend down soon after sunset.
- c) Everybody recognised the infamous gambler because of the way in which he ..... into the casino as if he owned the place.
- d) Once out of the mountains, Hannibal found his way blocked by the wide and flooded Arno River marshes. His troops had to ..... through deep water, at times sinking over their heads in swirling eddies.
- e) The violence of the impact knocked John over backward and sent the dog scabbling to maintain its balance. The comatose body of Alfred slid gently across the deck. John crashed against the side of the ship as he fought desperately against tremendous unseen forces pressing on him, holding him plastered to the wood. At last the ship righted itself somewhat and he was able to ..... forward. Grabbing hold of the shoulder of the man lying at his feet, John shook him viciously, trying to wake him up.

◆ Fill in the blanks with the correct form of the words below. Use each word only once. You may have to do additional research about other “ways of doing things”:

**STAMP PACE SHUFFLE HUM GRUNT SQUINT STALK**

**STARE SNEAK GAZE WADE**

1- As the ..... of feet began to fade into a low ..... of voices, Sarah found herself ..... at John, unable to draw her eyes away from him. Proud of his position as the officer in command, he ..... around the circle of men ..... his feet against the ground as if the leather boots were not warm enough to keep out the chill.

|              |               |                |               |             |
|--------------|---------------|----------------|---------------|-------------|
| <b>CLING</b> | <b>SQUINT</b> | <b>GLISTEN</b> | <b>GRIP</b>   | <b>SNAP</b> |
| <b>CHEEP</b> | <b>DANGLE</b> | <b>GLIMPSE</b> | <b>FLASH</b>  |             |
|              | <b>SQUEAK</b> | <b>RUSTLE</b>  | <b>STRIDE</b> |             |
|              | <b>CLENCH</b> |                | <b>SPRAWL</b> |             |

2- The mist darkened the faint path ahead, but that did not matter, she had known these woods since childhood and found her way by instinct. The cool darkness embraced her as she listened to the ..... of birds and the ..... of small animals. The ..... of the stream over the stones drifted through the setting silence as she ..... purposefully to the thatched cottage, her long skirt ..... about her ankles. Once she reached the cottage, her fingers ..... the door handle tightly as she turned for a last ..... of the view and one more breath of summer-scented air. The mist ..... to the firs and pines, concealing the mountain peaks, and a ..... white moisture covered the grass and trees. The beauty of the valley would never change, no matter how much happiness or pain she felt. The secrets of the hills could not be altered by human feelings.

◆ Choose the verb that best completes the sentence:

**A NEIGHBORHOOD FIRE**

Yesterday a house on Stafford Street caught fire. A teenage boy across the street called the fire department the minute he saw the smoke. As soon as the fire trucks arrived, the firefighters jumped out and **(rambled / hurried)** to the back of the truck to get the hoses. The fire chief quickly checked around the outside of the house and made sure no one was in the house. Then he **(hastened / shuffled)** into the house with one of the fire hoses.

It was 5:30 P.M. and people were starting to come home from work. A crowd was gathering outside the house. A very young child was watching the fire and started to **(tiptoe / toddle)** toward one of the firefighters. His mother quickly grabbed the child and picked him up. A reporter from the local paper arrived on the scene. There were so many people watching the fire that it wasn't easy for her to **(slouch / edge)** her way through the crowd.

One of the firefighters injured his ankle when he fell from a ladder. He **(prowled / hobbled)** back to the truck. He yelled in pain when he also **(stumbled / sauntered)** over a child's bicycle that was lying on its side

in the front yard. Another firefighter inhaled too much smoke while she was fighting the fire inside the house. She **(stuttered / staggered)** back to the truck and sat down next to the other injured firefighter.

The water from the hoses turned the grass to mud. It became more and more difficult for the firefighters to walk through it. They **(plodded / strolled)** back and forth through the mud until the fire was out.

The next day, many people from the neighbourhood **(waddled / wandered)** by the wreckage of the house. Inside they could see the fire investigator who was **(inching / marching)** carefully through each room of the house. He was trying to find the cause of the fire. The neighbors felt sorry for the family that had lost its home.

Source of the previous exercise: Trump, K. Trechter, S. and Holisky, D. A. (1992). *Walk, amble, stroll*. Boston: Thomson and Heinle.

◆ Replace the phrases in bold with a suitable verb corresponding to ways of walking, speaking and looking:

She walked up to the window and ..... **(looked with some difficulty)** in through the net curtains. He was there, she knew he would be. She .....**(entered quickly and quietly)** the café. He wouldn't be able to see her unless he turned round. She could smell coffee brewing. She watched the waiter, the only other person in the place, quickly jotted down something, probably the bill, and passed it to the man. The man looked up, .....**(smiled)** at the waiter and ..... **(said something indistinctly)** something to him, then opened the package in his lap and carefully read its contents replacing them and turning to ..... **(look abstractedly)** out of the window. She had seen that faraway look before. Unable to stand it any longer, she ..... **(walked in a slow and casual way)** over to his table, looking for all the world as if she had just happened to have been passing and, on the spur of the moment, had decided to walk in. He began to ..... **(look for something)** in his coat pocket until, with hands that were now trembling, he fished out a sealed envelope. He ..... **(look with some difficulty)** at the contents of the package once again and placed them together with the sealed envelope, on the table. He pushed them towards her and left the café. She picked up the note. It read: "these photos and this life insurance policy cheque are for my daughter, Sadie." "But father, "

she..... **(said quietly)** to the door that had already closed, "I'm Sadie".

Source: The previous exercise has been adapted from Skipper, M. (2002). *Advanced grammar and vocabulary*. Melbourne: Express Publishing.

◆ **Fill in the blanks with the correct form of some of the words provided. Use them only once.**

**PLOP PEEP SWISH STAMP WHEEZE SNIFF HAUM CLICK**  
**PAD ROAR BANG WADDLE CREAK CROUCH GAPE**  
**POUND**  
**CLANK BOW BUZZ CREEP**

1- People swarmed around her. She shrank into the comforting familiarity of the bed, clutching the hem of the bedspread. The strangers moved closer, so close that she could hear the pattern of their breathing and a rough asthmatic..... Heels..... on the floor, a knee ..... the bed frame. They ..... down at her in surprise, their mouths wide open, their fingers pointing down at her. She closed her eyes and slipped further down into the bedclothes.

2- Straightening her back, she plucked up her long skirt and ..... softly barefoot to her door, opening it slowly. It ..... in the unnatural silence. Her heart sped up, ..... with anticipation. She ..... quietly down the shadowy hallway, past the stairway that led to her parents' bedroom. At the wide, open foyer, she stopped, her head ..... listening. A low, droning ..... of conversation came from the parlour. Her brothers were arguing again. She wrenched open the front door and darted outside.

◆ **SENTENCE BUILDING:** Combine the structures on the left with **TWO** of the lexical items on the right so as to form grammatically correct, stylistically appropriate, and logically meaningful sentences. You may not change the words given (Exception: You **MUST** put all verbs in their correct forms).

1)

|                                 |  |
|---------------------------------|--|
| Use the phrase “in addition to” | <ul style="list-style-type: none"> <li>• <b>compelling</b></li> <li>• <b>to conduct</b></li> <li>• <b>cognitive benefit</b></li> </ul> |
|---------------------------------|--|

.....  
 .....

2)

|                                  |   |
|----------------------------------|---|
| Begin like this: “Because of...” | <ul style="list-style-type: none"> <li>• <b>to strengthen</b></li> <li>• <b>juggling</b></li> <li>• <b>tip of the tongue</b></li> </ul> |
|----------------------------------|---|

.....  
 .....

3)

|                            |  |
|----------------------------|--|
| Use a passive construction | <ul style="list-style-type: none"> <li>• <b>to perform</b></li> <li>• <b>task</b></li> <li>• <b>conflict management</b></li> </ul> |
|----------------------------|--|

.....  
 .....

4)

|                             |  |
|-----------------------------|--|
| Use the phrase “along with” | <ul style="list-style-type: none"> <li>• <b>brain regions</b></li> <li>• <b>to alternate</b></li> <li>• <b>imaging techniques</b></li> </ul> |
|-----------------------------|--|

.....  
.....

5)

|  |  |
|--|--|
| <b>Begin your sentence with<br/>“beyond”</b> | <ul style="list-style-type: none"><li>• <b>tangible</b></li><li>• <b>to stave off</b></li><li>• <b>cognitive decline</b></li></ul> |
|--|--|

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