

The ESP eWorkBook (I)

SILVIA OSMAN

English for Specific Purposes

The ESP eWorkBook (I)

Continuous Evaluation Seminar Workbook



EDITURA UNIVERSITARĂ
București

Redactor: Gheorghe Iovan
Tehnoredactor: Ameluța Vișan
Coperta: Monica Balaban

Editură recunoscută de Consiliul Național al Cercetării Științifice (C.N.C.S.) și inclusă de Consiliul Național de Atestare a Titlurilor, Diplomelor și Certificatelor Universitare (C.N.A.T.D.C.U.) în categoria editurilor de prestigiu recunoscut.

Descrierea CIP a Bibliotecii Naționale a României

OSMAN, SILVIA

The ESP eWorkBook / Silvia Osman. - București : Editura Universitară, 2021

2 vol.

ISBN 978-606-28-1359-8

Semestrul 1 : The ESP eWorkBook. - 2021. - ISBN 978-606-28-1355-0

37

DOI: (Digital Object Identifier): 10.5682/9786062813550

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Editura Universitară
Editor: Vasile Muscalu
B-dul. N. Bălcescu nr. 27-33, Sector 1, București
Tel.: 021.315.32.47
www.editurauniversitara.ro
e-mail: redactia@editurauniversitara.ro

Distribuție: tel.: 021.315.32.47 / 0745 200 718/ 0745 200 357
comenzi@editurauniversitara.ro
www.editurauniversitara.ro

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The ESP eWorkbook

Într-o lume în care toate (ni) se întâmplă cu iuțeala gândului, iar rezultatele e bine să se ivească imediat, dacă nu încă de ieri, practicile de învățare și predare a limbilor străine trebuie să se adapteze și să țină pasul cu mersul firesc al lucrurilor. Studenții secolului XXI sunt exigenți și obișnuiți cu ritmul trepidant al informației care curge spre ei continuu din mediile virtuale și au nevoie de metode, instrumente și practici care să le faciliteze achiziția unei limbi străine în ritmul în (și cu) care sunt obișnuiți să trăiască.

The ESP eWorkbook este un instrument de lucru eficient, care, împreună cu ***eGlossary (Academic Vocabulary and ESP Terms)***, sunt destinate studenților Facultății de Științe Politice, specializările Științe Politice, Drept, Relații Internaționale, Sociologie și Psihologie, care studiază *Limbaje de specialitate / ESP* (i.e. English for Specific Purposes).

Blended Learning și *Flipped Classroom*, împreună cu **ITEM** (Interactive Transformational Educational Model) și **CLI** (Controlled Linguistic Immersion) sunt metode, modele și practici pe care cursul de ESP le propune ca *modus operandi* pe întreaga durată a cursurilor de ESP, unde ***eWorkbook*** și ***eGlossary*** reprezintă instrumentele de lucru.

Structura unitară a acestui ***eWorkbook*** urmărește cultivarea unor aptitudini multiple și dezvoltarea unui model de studiu individual (self-study), stimulând procesului de învățare continuă (continuous / life-long learning processes), fără de care achiziția unei limbi străine și a unui vocabular de specialitate, este - din păcate - imposibilă.

The ESP eWorkbook conține **noțiuni de gramatică**, prezentate succint în fiecare capitol. Acestea sunt menite să aducă un plus de informație și noțiuni practice privind structurile limbii engleze, subliniază importanța clarității și a conciziei exprimării în limba engleza, *lingua franca* a zilelor noastre, revizitează noțiuni privind verbele frazale și expresiile idiomatice, toate, fiind însoțite de exerciții aplicative.

Dobândirea unui **vocabular academic**, formal, important, din domenii cât mai diverse de activitate, asigură calitatea exprimării în limba străină studiată și o bază solidă a comunicării, în general.

Nu ne putem împărtăși clar gândurile și vehicula liber ideile, în conversație sau în scris, dacă nu stăpânim îndeajuns de bine limba în care dorim să ne exprimăm. De aceea, *The ESP eWorkbook* propune, pe lângă vocabularul academic, formal și termeni de ESP (studiați la curs, regăsiți în *eGlossary*) din diferite domenii de interes, o sumă de **exerciții de sinonimie**, ca sursă de studiu și de cunoaștere suplimentară a lexicului limbii engleze, studiată ca limba a doua (ESL). Înțelegem, studiind sinonimia, importanța evitării **redundanței** în exprimare și reușim să ocolim astfel, în discursul oral și / sau scris, erori gramaticale.

Activitățile propuse pentru **temele de portofoliu săptămânale** sunt complexe, urmărind dezvoltarea unor aptitudini specifice în abordarea exprimării în scris a unei varietăți de topici, iar indicațiile teoretice, tiparele, discuțiile și modelele oferite la curs ajută la clarificarea acestora. Instrucțiunile oferite sunt concise și aduc un plus de practicalitate studenților, pe care îi ajută să învețe scriind. Stilul personal, propriu fiecărui cursant, se formează, se șlefuește și se cizează în timp, dacă scrisul este privit mai degrabă ca o aventură sau ca experiență personală, care se prelungește în timp, decât ca o aptitudine care necesită mult efort și ani buni de studiu în perfecționare.

Sperând că utilizarea acestui instrument de învățare va stimula dorința de cunoaștere prin studiu temeinic și statornic, doresc mult succes tuturor!

Conf.dr. Silvia Osman
București, 5 septembrie 2021

UNIT 1

All the great things are simple, and many can be expressed in a single word: freedom, justice, honor, duty, mercy, hope.

Winston Churchill

1.1. ESP Vocabulary Research

Reading Comprehension Skills: Article Link

.....

Listening Comprehension Skills: Video Link

.....

1.2. Grammar Skills –Practice and Exercises

Affixation: Prefixes and Suffixes

Through affixation, new meanings are created.

Preposition-based prefixes have different meanings:

Over- may indicate (a) an excess of something, or (b) something that covers or dominates something, or (c) the crossing of some kind of barrier.

(a) Excess:

- That film was overrated in my view, [people said it was better than it really was]
- It was a bad restaurant, with an overpriced menu.

(b) Cover:

- In this program, you can choose to overwrite the existing file or to save it as a new file, [cover/replace the old text with the new text]
- Our garden is overshadowed by the block of flats next door, [the flats cast a shadow over our garden]
- She always felt overshadowed by her older, more successful, sister. [metaphorical use, felt less important than]

(c) Cross:

- He overstepped the mark when he said that, [crossed a barrier into offensive/unacceptable behaviour]
- Will you be staying overnight? [from one day to the next]

Under - may indicate (a) less than the desired amount, or (b) something below another thing, or (c) some kind of negative behaviour.

(a) LESS

- Don't underestimate the time it will take, [think it will be less than it really is]
- The company is seriously understaffed, [lacking staff]

(b) BELOW

- It's quite wet underfoot. Did it rain last night? [on the ground, beneath your feet]
- The underlying question is a very difficult one. [the deeper question]

(c) NEGATIVE

- I wish you would not undermine everything I do. [attack, weaken]
- He did it in a very underhand way. [secretly and possibly dishonestly]

Up - can suggest a change of some kind, often positive:

- The airline upgraded me to business class, [changed my ticket to a better class]
- There has been an upturn in the economy, [sudden change for the better]

Cross - (from *across*) usually indicates a link between two separated things:

- Cross-border cooperation has led to a number of arrests of drug smugglers. [across the frontiers of two or more countries]
- Cross-cultural misunderstandings often happen, [between people of different cultures]

Less frequent prefixes

Con-/com-

- Often suggests mixing things together.
- It often occurs in verbs of communication.

Ex: converse commiserate condolences congeal contaminate

E- can give the idea of something coming out of something:

- They were ejected from the restaurant for bad behaviour, [formal: thrown out]
- The machine emitted a loud noise and then stopped working, [formal: gave out]

A(d)~ often means adding something to something or that things are connected.

Sometimes, the 'd' is replaced by doubling the following consonant.

- The building is adjacent to / adjoins the hotel, [formal: is next to]
- She gave me an annotated edition of Shakespeare's works, [with notes added]

Pro- can often suggest pushing something forward or increasing it:

promote proliferate; procrastinate; procreate

Suffixation: Productive suffixes

Some suffixes are productive¹. You therefore need to understand their **meaning** if you are reading contemporary English. You might also feel adventurous enough to try coining² some words of your own!

The meaning or the example words below is clear from the meanings of the root and the suffix. (In the word washable, wash is the root and able is the suffix.)

-able can be used productively, whereas **-ible** never is. It combines with verbs to form adjectives. Note that -able means 'can be': a washable jacket is one that can be washed, disposable nappies, predictable results, avoidable problems, a manageable situation

-conscious combines with nouns to form adjectives that describe people who consider one aspect of their lives especially

¹ used to create new words

² creating

important: health-conscious person, class-conscious society, safety-conscious company, time-conscious workforce

-esque combines with the names of famous people to form adjectives that describe something or someone similar in style: Picassoesque paintings; picturesque scenes

-free combines with nouns describing something undesirable to form adjectives to describe nouns without that undesirable aspect: stress-free life, tax-free shop, additive-free food

-rich combines with nouns (often chemical or organic substances) to form adjectives to describe nouns with a lot of that substance: fibre-rich diet, calcium-rich foods

-led combines with nouns and nationality adjectives to form adjectives describing things that are controlled or influenced by the original noun or nationality: community-led initiative, student-led protest, worker-led uprising

-minded combines with adjectives or nouns to form new adjectives describing people with particular characters, opinions or attitudes: like-minded friends [with similar interests], career-minded young women, money-minded managers

-proof combines with nouns to form adjectives describing things that can resist the damage or difficulty caused by that noun: ovenproof dish, waterproof jacket, soundproof room, idiot-proof instructions

-related combines with nouns to form adjectives to describe one thing as connected with another: stress-related absence from work, age-related earnings, tobacco-related illness

-ridden combines with nouns to form adjectives describing people or things with a lot of that noun: guilt-ridden person, crime-ridden city. Note that if a person is bedridden, they have to stay in bed because they are ill.

-worthy combines with nouns to form adjectives that describe people or things that merit whatever the original noun refers to: newsworthy incident [worth reporting in the news], praiseworthy action/pupil [deserving praise]

Different Word Classes

-ly is not only an adverb ending, it also forms quite a few adjectives: lively children [full of energy], costly holiday [expensive], leisurely walk [relaxed], miserly man [mean with money]

-ant is most familiar as an adjective ending (relevant information, distant hills) but it can also make nouns from verbs to describe a person: an applicant for a job, an insurance claimant, a police informant, a quiz contestant, an occupant of a house

-en makes adjectives from nouns (woollen jumper, golden hair) but it also makes verbs from adjectives: to moisten your lips, to sweeten tea, a situation worsens, a face reddens

1.3. Boost Your Vocabulary!

Letter A

abate *verb*

to become less strong

The storm/wind/rain has started to abate.

to help or encourage someone to do something wrong or illegal

*His accountant had **aided and abetted** him in the fraud.*

abhor *verb*

to hate a way of behaving or thinking, often because you think it is not moral

I abhor all forms of racism.

abject *adjective* FORMAL

1. **abject misery/poverty/terror, etc.**

when someone is extremely unhappy, poor, frightened, etc
They live in abject poverty.

abject *adjective*

2. showing no pride or respect for yourself

an abject apology

He is almost abject in his respect for his boss.

absorb *verb*

4. If someone's work, or a book, film, etc. absorbs them, or they are absorbed in it, their attention is given completely to it

*Simon was so absorbed **in** his book, he didn't even notice me come in.*

accost *verb*

to go up to or stop and speak to someone in a threatening way

I'm usually accosted by beggars and drunks as I walk to the station.

acrid *adjective*

describes a smell or taste that is strong and bitter and causes a burning feeling in the throat

*Clouds of acrid **smoke** issued from the building.*

adjacent *adjective*

very near, next to, or touching

They work in adjacent buildings.

admonish *verb*

1. [T] to tell someone that they have done something wrong

*His mother admonished him **for eating** too quickly.*

2. [T + to infinitive] to advise someone to do something
*Her teacher admonished her **to** work harder for her exams.*

adroit *adjective*

very skilful and quick in the way you think or move
an adroit reaction/answer/movement of the hand
*She became adroit **at** dealing with difficult questions.*

affluent *adjective*

having a lot of money or owning a lot of things; rich
affluent nations/neighbourhoods

aglow *adjective*

bright; shining with light and colour
*a city at night, aglow **with** lights*
*His face was **all** aglow **with** excitement.*

ailment *noun*

an illness
*Treat **minor** ailments yourself.*

ajar *adjective*

describes a door that is slightly open
*We **left** the door ajar so that we could hear what they were saying.*

akin *adjective*

similar; having some of the same qualities
*They speak a language akin **to** French.*

albino *noun plural albinos*

a person or animal with white skin and hair and pink eyes

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Descrierea CIP a Bibliotecii Naționale a României

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The ESP eWorkbook / Silvia Osman. - București : Editura Universitară, 2021

2 vol.

ISBN 978-606-28-1359-8

Semestrul 2 : The ESP eWorkbook. - 2021. - ISBN 978-606-28-1356-7

37

DOI: (Digital Object Identifier): 10.5682/9786062813567

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Editura Universitară
Editor: Vasile Muscalu
B-dul. N. Bălcescu nr. 27-33, Sector 1, București
Tel.: 021.315.32.47
www.editurauniversitara.ro
e-mail: redactia@editurauniversitara.ro

Distribuție: tel.: 021.315.32.47 / 0745 200 718/ 0745 200 357
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www.editurauniversitara.ro

UNIT 9

“Hope begins in the dark, the stubborn hope that if you just show up and try to do the right thing, the dawn will come. You wait and watch and work: you don’t give up.”

Anne Lamott
Contemporary U.S. Writer

9.1. ESP Vocabulary Research

Reading Comprehension Skills: Article Link

.....

Listening Comprehension Skills: Video Link

.....

9.2. Grammar Skills - Practice and Exercises

Idioms and Fixed Expressions (General)

Idioms are fixed expressions with meanings that are usually not clear or obvious. The individual words often give you no help in deciding the meaning. The expression to feel under the weather, which means 'to feel unwell'- is a typical idiom. The words do not tell us what it means, but the context usually helps.

Tips for dealing with idioms

Think of idioms as being just like single words; always record the whole phrase in your notebook, along with information on grammar and collocation.

This tin opener has seen better days... [it is rather old and broken down; usually of things, always perfect tense form]

Idioms are usually rather informal and include an element of personal comment on the situation. They are sometimes humorous or ironic. As with any informal 'commenting' single word, be careful how you use them. Never use them just to sound 'fluent' or 'good at English'.

In a formal situation with a person you do not know, don't say:

- 'How do you do, Mrs Watson. Do take the weight off your feet.' - [sit down].

Instead, better say 'Do sit down' or 'Have a seat'.

Idioms can be grouped in a variety of ways. Use whichever way you find most useful to help you remember them.

Here are some possible types of grouping:

Grammatical

get the wrong end of the stick [misunderstand]

pull a fast one [trick/deceive somebody] verb + object

poke your nose in(to) [interfere]

be over the moon [extremely happy/elated]

feel down in the dumps [depressed/low]

be in the red [have a negative bank balance] verb + preposition phrase

By meaning

e.g. idioms describing people's character/intellect

He's as daft as a brush, [very stupid/silly]

He takes the biscuit, [is the extreme / the worst of all]

You're a pain in the neck, [a nuisance / difficult person]

By verb or other key word

e.g. idioms with *make*

I don't see why you have to make a meal out of everything,
[exaggerate the importance of everything]

I think we should make a move. It's gone ten o'clock. [go/leave]

Most politicians are on the make. I don't trust any of them.
[wanting money/power for oneself]

Grammar Tips for Dealing with Idioms

It is important when using idioms to know just how flexible their grammar is. Some are more fixed than others.

For instance, *barking up the wrong tree* [be mistaken] is always used in continuous, not simple form, e.g. I think you're barking up the wrong tree.

A good dictionary may help but it is best to observe the grammar in real examples.

Practice Exercises

Complete the idioms in these sentences with one of the key words given, as in the example. If you are not sure, try looking up the key word in a good dictionary.

clanger¹ shot ocean plate block handle² pie

1. All the promises these politicians make! It's just pie in the sky. (big promises that will never materialize)

¹ clanger = informal – something that you say by accident that embarrasses or upsets someone

² handle = the part of an object designed for holding, moving or carrying the object easily

2. The small amount of money donated is just a drop in the..... compared with the vast sum we need, (tiny contribution compared with what is needed)
3. You really dropped a..... when you criticized the Americans last night; that man opposite you was from New York! (said something inappropriate/embarrassing)
4. I can't do that job as well; I've got enough on my..... as it is. (have more than enough work)
5. When I told her she just flew off the.....and shouted at me. (lost her temper)
6. His father was a gambler too. He's a real chip off the old.....(just like one's parents/grandparents)
7. I wasn't really sure; I guessed it; it was just a..... in the dark, (a wild guess)

Use a good general dictionary or a dictionary of idioms to see if it can help you decide which version of these sentences is in the normal grammatical form for the idiom concerned, as in the example above. Check the meaning too, if you are not sure.

Example: You bark / (are barking) up the wrong tree if you think I did it.

1. Holland is springing / springs to mind as the best place to go for a cycling holiday; it's very flat.
2. That remark is flying / flies in the face of everything you've ever said before on the subject.

3. He was innocent after all. It just goes / is just going to show that you shouldn't believe what you read in the papers.
4. You sit / 're sitting pretty! Look at you, an easy job, a fantastic salary, a free car!
5. His attitude is leaving / leaves a lot to be desired. I do wish he would try to improve a little.

How would you organize this selection of idioms into different groups?

Use some of the ways suggested above, plus any other ways you can think of.

be in a fix child's play rough and ready be up to it
hold your tongue be out of sorts hold your horses
a fool's errand odds and ends stay mum give or take

.....

Without using a dictionary, try to guess the meaning of these idioms from the context:

- 1 It is almost midnight. Time to hit the sack.
- 2 This is just kid's stuff. I want something challenging!
- 3 He was down and out for two years, but then he got a job and found a home for himself.

9.3. Boost Your Vocabulary!

Letter I

impromptu *adjective*

done or said without earlier planning or preparation
an impromptu party/performance

incessant *adjective*

never stopping, especially in an annoying or unpleasant way
incessant rain/noise/complaints

incidental *adjective*

less important than the thing something is connected with or part of
Try not to be distracted by incidental details.

incisive *adjective*

expressing an idea or opinion in a clear and direct way which shows good understanding of what is important
incisive questions/comments

indictment *noun*

1. a reason for giving blame
*This seems to me to be a **damning** indictment of education policy.*
2. LEGAL a formal statement of accusing someone
The charges on the indictment include murder and attempted murder.

indie *adjective*

describes music or films made by small companies which are not owned by larger companies
an indie movie/film/record label
The popularity of indie bands has soared in recent years.

inquisitive *adjective*

wanting to discover as much as you can about things,
sometimes in a way that annoys people

an inquisitive child

an inquisitive mind

*She could see inquisitive faces looking out from the
windows next door.*

intrepid *adjective*

extremely brave and showing no fear of dangerous
situations

a team of intrepid explorers

intricate *adjective*

having a lot of small parts or details that are arranged in a
complicated way and are therefore sometimes difficult to
understand, solve or produce

*The watch mechanism is extremely intricate and very
difficult to repair.*

intrude *verb*

to go into a place or situation in which you are not wanted
or not expected to be

*I didn't realize your husband was here, Dr. Jones: I hope
I'm not intruding.*

Letter J

jeopardy *noun*

in jeopardy

in danger of being damaged or destroyed

*The lives of thousands of birds are in jeopardy as a result of
the oil spillage.*

jerk *verb*

1. to make a short sudden movement, or to cause someone or something to do this

*The car made a strange noise and then jerked **to a halt**.*

2. to (force or cause someone or something to) suddenly behave differently, usually by understanding something or becoming active again

*The shock of losing his job jerked him **out of** his settled lifestyle.*

jest *noun* FORMAL

1. something which is said or done in order to be funny

His proposal was no jest - he was completely sincere.

2. **in jest**

intended as a joke and not said seriously

I only said it in jest - you're obviously not fat.

jettison *verb*

1. to get rid of something or someone that is not wanted or needed

The station has jettisoned educational broadcasts.

2. to decide not to use an idea or plan

We've had to jettison our holiday plans because of David's accident.

3. to throw goods, fuel or equipment from a ship or aircraft to make it lighter

The captain was forced to jettison the cargo and make an emergency landing.

jibe, US USUALLY **gibe** *noun*

an insulting remark that is intended to make someone look stupid

*Unlike many other politicians, he refuses to indulge in **cheap** jibes at other people's expense.*

jiffy *noun* INFORMAL

a very short time

*I'll be with you **in a jiffy**.*

jigger *verb*

to change something, especially unfairly or illegally

The ruling party jiggered the election results to stay in power.

jihad *noun*

1. a holy war which is fought by Muslims against people who are a threat to the Islamic religion or who oppose its teachings

2. a spiritual fight against the evil in yourself

jocular *adjective* FORMAL

1. funny or intended to make someone laugh

a jocular comment

2. describes someone who is happy and likes to make jokes

*Michael was in a very jocular **mood** at the party.*

jostle *verb*

to knock or push roughly against someone in order to move past them or get more space when you are in a crowd of people

As we came into the arena, we were jostled by fans pushing their way towards the stage.

juxtapose *verb*

to put things which are not similar next to each other

*The exhibition juxtaposes Picasso's early drawings **with** some of his later works.*

9.4. Vocabulary Exercises

Synonyms

1. A cut in the budget put 10 percent of the state employees' jobs in jeopardy.
 - a) range
 - b) review
 - c) perspective
 - d) danger

2. When baseball players became impatient with their contracts, they went on strike, causing most of the 1981 season to be lost.
 - a) alarmed
 - b) enthusiastic
 - c) exasperated
 - d) organized

3. In the past, energy sources were thought to be boundless.
 - a) without limits
 - b) inexpensive
 - c) natural
 - d) solar

4. It will be necessary for the doctor to widen the pupils of your eyes with some drops in order to examine them.
 - a) massage
 - b) treat
 - c) dilate
 - d) soothe

5. Several theories of evolution had historically preceded that of Charles Darwin, although he expounded upon the stages of development.
 - a) found fault with
 - b) explained in detail
 - c) outlined briefly
 - d) offered in published form

6. Cruel treatment of inmates instigated a riot in one of the Indiana prisons.

- a) Tolerant
- b) Reliable
- c) Brutal
- d) Dubious

7. A laser beam is used to penetrate even the hardest substances.

- a) light up
- b) repair
- c) identify
- d) pass through

8. Ralph Nader always speaks out about everything.

- a) declares his opinion
- b) agrees
- c) quarrels
- d) has an interest

9. If the teams were not so evenly matched, it would be easier to foretell the outcome of the Superbowl.

- a) argue
- b) predict
- c) discuss
- d) influence

10. Keep two pencils handy while taking the examination.

- a) extra
- b) secret
- c) near
- d) sharp

9.5. Writing Skills: Writing a Report

Writing a **report** is a little more than the summary we just discussed in the previous unit. In a report, or a reaction paper, you are expected to do two things: summarize the material and detail your reaction to it.

The **main points of writing a report** might be the following:

1. Identify the author and the title or the work, and include in parentheses the publisher and the publication date; with magazines, give the date of the publication;
2. Write an informative summary of the material, condensing its content by highlighting its main points and key supporting points;
3. Express your reaction to the material you read, by focusing on some of the following questions:
 - How is the assigned work related to ideas and concerns discussed in class?
 - How is the work related to the world nowadays?
 - How is the work related to your life, experiences, feelings, ideas, etc?
 - Did it increase your understanding of an issue or change your perception of it or your perspective?
4. Evaluate the merit of the work you are writing about: the importance of its points, its accuracy, completeness, and organization, and so on and so forth. You should also indicate here if you recommend the work to others, and why.

Don't forget to:

- **To apply the basic standards of effective writing:** unity, support, coherence, and error-free sentences.

- Make sure that each major paragraph presents and then develops a **single** main point;
- Support with specific reasons and details any general points or attitudes you express;
- Organize the material in the paper following your basic organization plan (**the map of your essay**);
- Use transitions / connectors to link the parts of your paper;
- Proofread the paper for grammar, mechanics, punctuation and words use.
- Document quotations from all works you cited by giving the page number in parentheses after the quoted material. Use quotations sparingly, only to emphasize key ideas.

Portfolio 9: Choose one of the articles (or books) you recently read and liked and write a report on it. Include an introductory part, a one paragraph summary, a reaction (consisting of one or more paragraphs), and a brief conclusion.

You may, if you like, quote briefly from the article. Be sure to enclose the words that you take from the article in quotation marks and put the page number in parentheses at the end of the quoted material.

Prepare your Portfolio for peer review and final revision!

9.6. Building ESP Vocabulary

A. Choose 5 (five) ESP terms you have learned during class and write their definitions below, using the ESP Glossary:

1.
2.
3.
4.
5.

B. Research and find a recent online publication / article, written by a native English speaker, in which **at least one of the ESP terms** selected above is used. Share the link of the article below, in the workbook, for further reference and post it on Moodle activity zone as well.