

Vocabulary UNIT 1

SECTION 5

Stative verbs

1 NOT NORMALLY USED IN THE CONTINUOUS

Some verbs are not normally used in the Continuous. They describe states that stay the same rather than actions or events that change. The most common stative verb is *be*. Others include:

- emotional states (e.g. *love, doubt, care*), and senses (e.g. *smell*):
*I only **want** to ask you a simple question.*
*Do you **prefer** to travel **by** bus or by train?*
- mental processes (e.g. *believe, feel, remember*):
*Do you **realise** / ~~are you realising~~ what they're doing?*
*I **suspect** / ~~am suspecting~~ we're not making as much profit as we should.*
*I **understand** / ~~am understanding~~ everything you're saying.*
- verbs that describe a sense of permanence because they are not actions:
*How many cars **does** / ~~is~~ your family **own** / ~~owning~~?*
*I think what we **need** / ~~are needing~~ for the trip **depends** / ~~is depending~~ on the weather.*
*Who **is** / ~~does~~ this book **belong** / ~~belonging~~ to?*
*This dress **fits** / ~~is fitting~~ me perfectly.*
*What **is** / ~~does~~ that lorry **contain** / ~~containing~~?*
- We use *can* or *could* with *see, hear, taste, smell, understand* and *remember* to describe what is or was happening at the time:
*That's strange: I **couldn't** **smell** anything burning when I went to bed last night.*

1 Tick (✓) the verbs underlined below if they are stative.

- The summary included all the main points contained in the article.
- In my opinion she deserves all the criticism she gets.
- I prefer to use my old computer at home to the ones at work.

2 WHEN STATIVE VERBS CAN BE USED IN THE CONTINUOUS

We can use some stative verbs in the Continuous:

- when they have an active meaning:
*I'm **tasting** this to see if there is enough salt.*
*She's **being** rather obstinate at the moment.*
- when they emphasise change or development:
*More schools **will be including** Shakespeare on their syllabuses.*
- Sometimes using Simple or Continuous involves a change in meaning:
*I'm **thinking** about going to see Hamlet.* (= trying to reach a decision)
*I **think** Shakespeare's brilliant.* (= my opinion)
*I'm **seeing** her later.* (= I have an appointment)
*I **see** what you're on about.* (= I understand)
- We use verbs that refer to physical feelings (e.g. *hurt, ache, feel*) in the Simple or Continuous with little or no difference of meaning:
*My head **aches** / **is aching**.*
*How **are** you **feeling** / **do** you **feel** now?*

2 Tick (✓) if the verb forms in these sentences are acceptable:

- I think I'm now recognising the extent of the task we have taken on.
- Shakespeare's plays are involving a relatively small number of female parts.

WATCH OUT!

A small group of verbs with meanings related to mental activity, e.g. *admit, agree, deny, promise*, etc., act like stative verbs. We don't use them in the Continuous except for emphasis.

*Are you actually **denying** that you took my pen?*

PRACTICE 5

1 In the following pairs of sentences decide if one or both are acceptable. Tick (✓) those that are and put a cross (X) by those that are not.

Example: I'm owning over 200 CDs. X

I own over 200 CDs. ✓

- 1 a I'm not liking ice-cream.
b I don't like ice-cream.
- 2 a The verdict depends on whether the jury believed the key witness.
b The verdict is depending on whether the jury believed the key witness.
- 3 a I can see somebody moving in the trees over there.
b I keep seeing somebody moving in the trees over there.
- 4 a He is believing that aliens kidnapped his daughter.
b He believes that aliens kidnapped his daughter.
- 5 a She has a baby boy.
b She's having a baby boy.
- 6 a Are you still feeling sick?
b Do you still feel sick?
- 7 a I've been thinking about you for some time.
b I think about you all the time.
- 8 a This box is containing all the relevant documents.
b This box contains all the relevant documents.
- 9 a He's an idiot.
b He's being an idiot.
- 10 a Understanding how to use the computer is essential in this job.
b I understand how to use computers and so I can do this job.

2 Decide whether the underlined verbs are in the best tense. Tick (✓) those that are acceptable and correct those that are not.

Topic: Describe someone you like or dislike

I don't like to admit to disliking anyone, but I have to confess that there is one of my classmates who I am particularly disliking (1). We have studied (2) together in the same class for the last few years and I begin (3) to feel that I have been having (4) enough. It's not that he is an unpleasant person, in fact in other circumstances I am feeling (5) sure that we would get on fine. It is just that when you have sat (6) next to someone for so long in such an artificial environment as a classroom, you find (7) that the smallest thing can start to get on your nerves. I thought (8) about this only the other day after the person in question - let us call him George, though that is not his real name - had been trying (9) to help me with an exercise in our text book. I was realising (10) immediately that he really wasn't knowing (11) what he talked (12) about. This was not a problem but what annoyed (13) me was the fact that he refused (14) to listen to my explanations. The exercise was consisting (15) of reading a text and answering questions on it and I am not thinking (16) that he had been reading (17) the text. I didn't know what to say. I was going to tell (18) him to stop being so

stupid but that would have been sounding (19) rude. So in the end I just sat (20) and said nothing.

3 For each of the following sentences, write a new sentence as similar as possible in meaning to the original sentence but using the word given. This word must not be altered in any way.

Example: I may go to work overseas. /thinking/

I'm thinking of going to work overseas.

a I was wondering whether to ask Richard to help me out.
suppose

b Reading between the lines, I think the honeymooners are enjoying themselves.
sounds

c I can't possibly finish this work without your help.
depending

d The new receptionist certainly has plenty of confidence.
lack

e My young niece was always tired because she was found to be without enough iron.
lacking

4 Tick (✓) the word or phrase that best completes each sentence.

1 After so many years, it is great to see him his ambitions.

a get b realise c possess d deserve

2 The review committee three practising lawyers and a retired businessman.

a consists b comprises c is made up d encloses

3 Don't worry: this is nothing that you.

a matters b entails c concerns d complicates

4 As always, I am with everything you say.

a agree b agreeing c agreeable d in agreement

5 I doubt whether he will actually carry out his threats.

a highly b deeply c absolutely d seriously

6 It may be raining, but I'm enjoying myself.

a thoroughly b highly c extremely d desperately

7 I hope there won't be a repetition of these unfortunate events.

a deeply b strongly c sincerely d thoroughly

8 That voice sounds: I'm sure I know her.

a known b usual c familiar d remembered

9 He finally got the reward he so richly

a owes b earns c deserves d justifies

10 What happens next entirely on you.

a depends b revolves c trusts d relies

"Doing ordinary things in an extraordinary way"

SECTION 6

Collocation: an introduction

1 WHAT IS COLLOCATION?

Words that occur together frequently 'collocate'.

Words that don't collocate never occur together. If we try, they sound unnatural and wrong:

X *Time speeds/travels/rides/moves.* (= they don't collocate)

✓ *Time flies/goes by/wears on/passes.* (= they collocate)

- There are no rules we can use to learn collocations. There is often no logical reason why some words are possible and others are not:
We can talk about an academic year. (but not ~~a studying year~~) *Discussions can be productive or fruitful.* (but ~~prolific~~)
- We learn a collocation by discovering it, learning it and using it - in the same way as other vocabulary.

2 FIXED COLLOCATIONS

In 'fixed' collocations, particular words occur together, and the combination has a special meaning. Other words are not possible and so we can learn these compounds and common phrases as a combination of words. We can also think of idiomatic expressions and dependent prepositions as types of collocation:

I had to go on a crash course to learn Spanish. The children arrived safe and sound. My boss usually arrives at 8 o'clock on the dot. I'll be back in a flash.

- We can sometimes choose between fixed collocations that mean the same thing:
She was back in a flash or: *She was back (as) quick as a flash.*
- Fixed collocations can be changed by using different grammatical forms or making additions:
You're in danger of pricing yourself out of the property market. I want you back here on the precise dot of eleven. Will they honour their election pledges?

1 Circle the only word that completes the fixed collocation in this sentence.

Please arrive in time for the meeting.

a fine b great c best d good

3 OPEN COLLOCATIONS

In 'open' collocations, we can choose from a limited set of words to combine with another word. We need a full understanding of the meanings of individual words, but there is often no logical reason why some words collocate and others don't:

We can talk about a fragile peace, or an uneasy peace. (but not ~~a tender peace, an unsteady peace or a weak peace~~)

Sometimes choosing which collocation to use depends on the position of the word in the sentence:

We may agree unconditionally, but we don't normally unconditionally agree.

2 Circle any words we can combine with *timing* in this sentence:

The police arrived with timing just as the gang were leaving the bank.

a best b perfect c immaculate d total e exquisite

4 GRAMMATICAL FORMS

- adjective + noun: *I remember my formative years.*
- adverb + adjective: *I'm hopelessly addicted to coffee.*
- noun + noun: *The government have just unveiled their policy review.*
- verb + noun: *We will honour our pledge to reduce unemployment.*
- dependent preposition: *Personally, I think they should be ashamed of themselves.*
- part of a longer phrase: *It's always interesting to delve into the past.*

3 Circle the word which fills the gap.

1 People were moved by the photographs in the newspapers.

a genuinely b totally c earnestly d lovingly

2 Nothing you say will make a of difference to my decision.

a fragment b scrap c gram d grain

3 Paul is a real introvert in contrast his brother Andrew.

a with b by c to d against

PRACTICE 6

1 Underline the words (a or b) that collocate in these sentences.

- 1 There's a time for completing this task.
a barrier b limit
- 2 Wine growers in Bordeaux recorded a Harvest this year.
a bumper b boom
- 3 I'd better you on the latest developments.
a update b acquaint
- 4 I recall learning about such things in the and distant past.
a dark b dim
- 5 1989 was a year for Europe.
a monumental b momentous
- 6 They all watches before setting off in different directions.
a standardised b synchronised
- 7 I agree with everything you said.
a whole-heartedly b unconditionally
- 8 I'm satisfied your progress so far.
a for b with
- 9 I think her performance was affected by the behaviour of the crowd.
a adversely b wrongly
- 10 I'm committed to the idea of equality of opportunity.
a lovingly b passionately

2 Put one of the following words in each of the sentences below.

next time-consuming matter surely twinkling
nick immemorial kill long-standing time

- 1 Let's leave it at that for the being and continue tomorrow.
- 2 Slowly but the band is becoming more and more popular.
- 3 In the of an eye the swindler had vanished, never to return.
- 4 In to no time they had become the best of friends.
- 5 The Whittington family have lived there since time
- 6 I arrived in the of time to prevent a potential disaster.
- 7 I wandered around the city centre to time before my appointment.
- 8 Cooking good French food can be a very job.
- 9 They had a agreement to keep each other fully informed of developments.
- 10 In a of minutes the whole building had been razed to the ground.

3 In the following text, circle the underlined word that collocates with those around it.

For the past eight years or so, Lecturer in Zoology Tim Guilford and his colleagues have spent / used (1) a lot of time anxiously scrutinising / scanning (2) the horizon, stopwatch in hand, waiting for the return of a pigeon to the loft at the University Field Station in Wytham. The research is devoted / allocated (3) to understanding the clues that pigeons use to enable them to navigate around their home land / territory (4). The experiments involve releasing / discharging (5) pigeons from a variety of sites up to 35 kilometres away, and measuring how long it takes them to get home / go home (6) under different conditions. They are not studying the pigeon for what it's traditionally famed in / for (7), which is its navigation abilities from unfamiliar areas. Rather, it seems there is a huge space / gap (8) between what we know about birds and other large vertebrates migrating over very long distances, and what we know about how rats and birds get their bearings / positions (9) in small areas. It seems we do not know much about what most animals fill / pack (10) their time with that is, finding their direction / way (11) around their familiar area in relation to each other and to home.

4 Choose the word or phrase that best completes each sentence.

- 1 The team won the championship four years
a running b passing c following
d rotating
- 2 I still see my old classmates now and
a occasionally b then c sometimes
d here
- 3 My watch seems to be several minutes a day.
a forwarding b gaining c progressing
d moving on
- 4 I'm afraid I'm really for time at the moment.
a hurried b short c pulled
d pressed
- 5 This iniquitous system of taxation is unlikely to change in the future.
a far b close c predictable
d foreseeable
- 6 The music increases in towards the end of the movement.
a tempo b time c rhythm
d beat
- 7 He was wounded in the stages of the battle.
a closing b middle c intermediate
d end
- 8 The performance will start on six.
a exactly b punctually c dead d just

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