

A full-page background image of a coastal sunset. The sky is filled with vibrant orange, red, and purple clouds. The ocean is calm, reflecting the colors of the sky. In the foreground, there are large, moss-covered rocks and seaweed, suggesting a rocky shoreline.

Practical Strategies for Building Vocabulary through Reading





karaoke

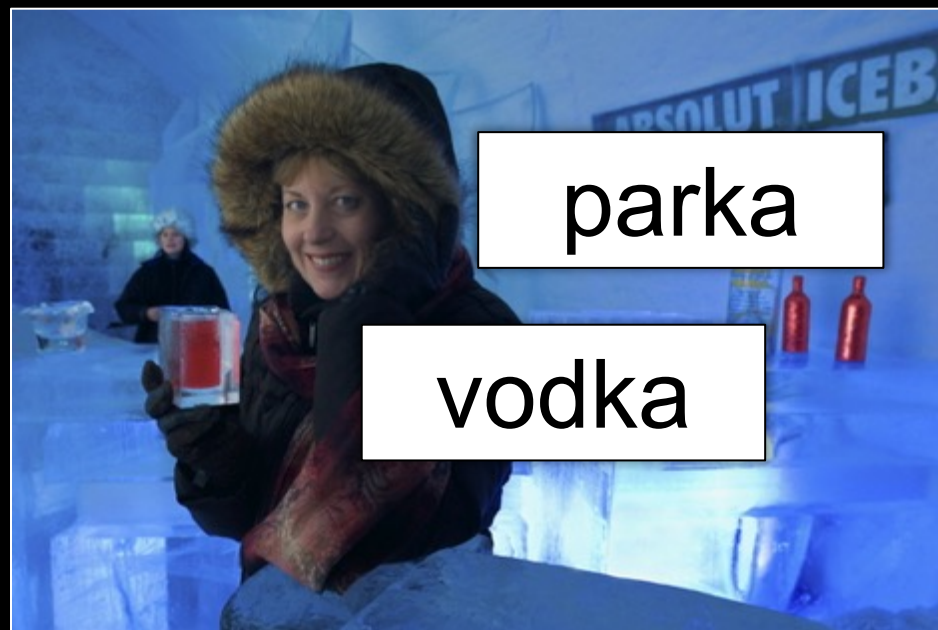
omelette



ketchup



rodeo



parka

vodka



karaoke

Japanese

omelette

French



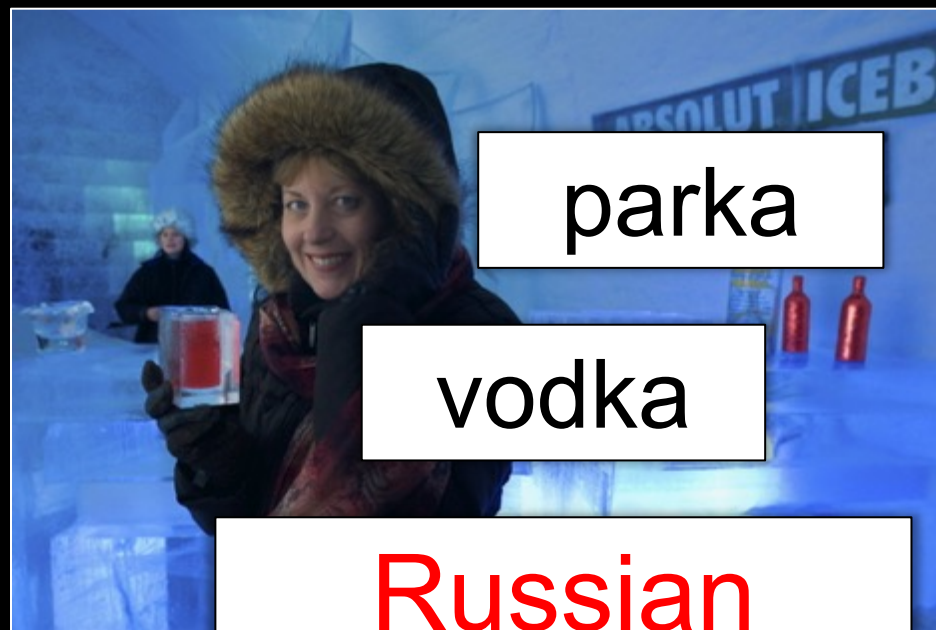
ketchup

Chinese



rodeo

Spanish



parka

vodka

Russian

Practical Strategies for Building Vocabulary through Reading

1. What are some problems that students face with English vocabulary?

- What are some of the challenges with learning English vocabulary?
 - How many words does a learner need to know?
 - What does it mean to “know” a word?

2. How can we help?

- Encouraging reading and providing texts at the right level
- Select appropriate target vocabulary and provide practice and recycling
 - Help students develop practical vocabulary strategies

What are some problems that students face with English vocabulary?

The weather was fine yesterday, so I set out for the new al fresco market at the city park. The car park there was packed and it was tough to find a parking space, but eventually I found the last one.

I spent some time shopping for groceries, as I had run out of items like soap and shampoo. Then I picked up a few snacks for the kids – some sweets, a bag of chips and a packet of crisps.

When I returned to the car park, though, I had a shock. I realized I had unintentionally parked my car in a disabled parking space. A parking inspector was noting my vehicle registration and was about to give me a fine!

I apologized and convinced her it was a mistake, and luckily she let me off with a warning. So fortunately I got away with it and I wasn't fined. I was thoroughly embarrassed, though.

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I **apologized** and convinced her it was a mistake, and luckily she let me off with a warning. So fortunately I got away with it and I wasn't fined. I was thoroughly **embarrassed**, though.

“False Friends”

English	is similar to...	which means...
<i>al fresco</i>	Italian: <i>al fresco</i>	in the cool in jail
<i>soap</i>	Spanish: <i>sopa</i>	soup
<i>apology</i>	French: <i>apologie</i>	justification excuse
<i>embarrassed</i>	Spanish: <i>embarazada</i>	pregnant

How many words does an English language learner need to know?

- In 2010, researchers at Harvard estimated there are a total of around **one million words** in English.
- According to Oxford English Dictionary, there are **200,000 words** in current use. Starting from zero, if you learnt **10 words a day**, it would take **54 years** to learn all these words.
- Most adult native speakers have a vocabulary of **20,000-35,000 words**.
- In daily conversation, most native speakers use only **2,000 words**. At a rate of 10 words a day, this would only take **200 days** to learn.
- Most researchers now recommend aiming for a basic vocabulary of **3,000 word families – up to 5,000 for academic study**.

What does it mean to “know” a word?



How can we help?

1. Encourage **reading** and provide **texts at the right level**
2. Select **appropriate target vocabulary** and provide **practice and recycling**
3. Help students develop their own practical **vocabulary strategies**

Vocabulary Acquisition through Reading

Study	Amount of Reading Content	Vocabulary gains
Pitts, White, and Krashen (1989) Experiment 1	6700 words	6.4%
Pitts, White, and Krashen (1989) Experiment 2	6700 words	8.1%
Day, Omura, and Hiramatsu (1991)	1032 words	5.8%
Dupuy and Krashen (1993)	15 pages	25%
Hulstijn (1992)	907 words	17.6%
Horst, Cobb, and Meara (1998)	21,232 words	18%
Zahar, Cobb, and Spada (1999)	2383 words	7.8%

1. Provide texts at the right level

Reading as “Comprehensible Input”

*“The best methods [for language acquisition] are ... those that supply **'comprehensible input'** in low anxiety situations, containing **messages that students really want to hear.**”*

– Stephen Krashen

1. Provide texts at the right level

How?

Adapt the...

- Sentence length
- Passage length
- Grammar complexity
- Vocabulary
- Topic complexity

... but try not to over simplify





National
Geographic
Magazine

Nov 2016

Armed With Intelligence

In number of neurons, octopuses and their relatives far exceed other invertebrates and put rodents, frogs, and many other vertebrates to shame. An octopus's nervous system processes information not just in the brain but also throughout all eight arms and the suckers that line them.

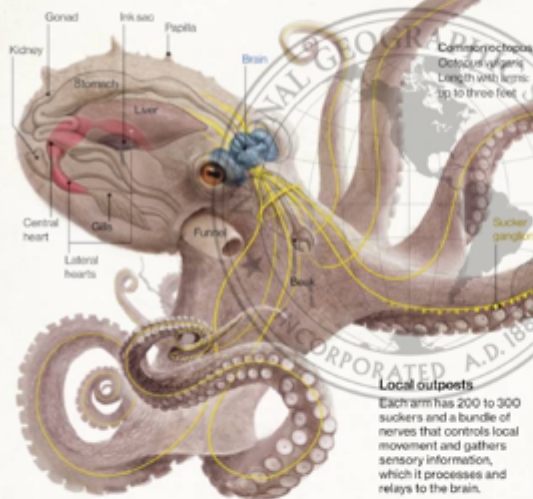
Nervous system chain of command

35 percent
Brain

65 percent
Arms

Head office

The brain contains one-third of an octopus's neurons. It handles higher executive functions, such as decision-making, learning, and memory, as well as coordination of complex movements.

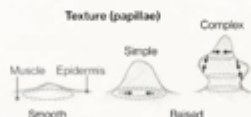


Local outposts

Each arm has 200 to 300 suckers and a bundle of nerves that controls local movement and gathers sensory information, which it processes and relays to the brain.

Hidden in plain sight

Octopuses can vary their appearance to match their surroundings nearly instantaneously. The brain signals muscles to raise ripple-like papillae, making smooth skin bumpy and expanding networks of chromatophores, changing the animal's color and texture.



PERNODIO, BAPTISTA, NGA STAFF, SHIZUKA AOKI, WESA SCHRAMMER
SOURCES: ROGER HANLON, MARINE BIOLOGICAL LABORATORY; GUY LEVY AND BENNY HOCHNER, HEREW; UNIVERSITY OF JERUSALEM; CLIFF RANGSALL, UNIVERSITY OF CHICAGO

the octopus an enormous range of possible movements; also, each arm can be doing something different. An octopus on the hunt can thus be an impressive sight. It can have every arm stretched out over the sand, each one exploring, rummaging, probing into holes. If one arm startles a shrimp, two more can reach out to catch it. Octopuses also have all those suckers that can be moved independently, not to mention the structures and mechanisms for controlling skin color and texture. At the same time, the animal has evolved the capacity to receive and process a huge amount of incoming sensory information: taste and touch from the suckers, gravity sensed by structures called statocysts, as well as all the information that its sophisticated eyes collect.

On top of this, many octopuses live in spatially complicated environments—they must navigate on, around, and through reefs. Having no body armor, they need to keep a sharp lookout for predators, and in case camouflage is not enough, they need to know where to hide. Finally, octopuses are fast, agile hunters that catch and eat a wide variety of animals, from oysters to crabs to fish. Boneless bodies, complex environments, diverse diets, avoiding predators—all factors, Godfrey-Smith suggests, that can drive the evolution of intelligence.

Yet while octopuses clearly have complex nervous systems, are they, in fact, smart? Evaluating the intelligence of other animals is tricky at the best of times, and sometimes tells us more about ourselves than about the animal in question. Markers of intelligence in birds and mammals, such as the ability to use tools, often don't make much sense for an octopus: Its whole body is a tool. It doesn't need a tool to reach into crevices—it can just reach in—or to pull oysters apart.

That being said, experiments starting in the 1950s and 1960s showed that common octopuses are good at tasks involving learning and memory—two attributes that we associate with intelligence. Indeed, a particular part of the octopus brain, the vertical lobe, is dedicated to such tasks. I'm stressing the common octopus here because it has been studied the most, by far. Octopus species do differ somewhat in the organization of their brains, and as only a few have been studied, no one knows whether all of them are equally gifted. Roy Caldwell, an octopus researcher at the University of California, Berkeley, says: "Some that I've had in the lab seem to be as dull as toast. Name names?" *Octopus bocki*, a tiny little octopus. "What makes it dull? It just doesn't seem to do much."

But perhaps whether they are smart or dull—whether they are pondering philosophy or lunch, or not thinking anything at all—is less important than the fact that they are just all around astonishing. Enchanting.

Let's go on one final dive. It's dusk in Lembeh. You're kneeling by a rocky slope. In front of you, swimming cheek to cheek, a pair of small fish are spawning. An eel is curled in a hole. A large hermit crab, in its borrowed shell, comes clunking past. And there, sitting on a rock, is a small algae octopus.

As you watch, it starts to move. One moment it seems to float, levitating like an eight-armed yogi. Another moment it appears to glide. Now it starts to crawl over the rocks—but whether it pulls itself with the arms in front or pushes with the arms behind, you cannot say. As it moves down the slope, one arm finds a tiny hole, and, one arm after another, the animal streams into it. Gone. No—not quite. The tip of an arm reaches out of the hole, feels around, grabs some small stones, and pulls them over the entrance. There. All secure for the night. □



To photograph the octopuses for this story, David Liittschwager put them in custom-fitted aquariums placed in front of white backgrounds. SUZIE RASHKIS

Original magazine paragraph

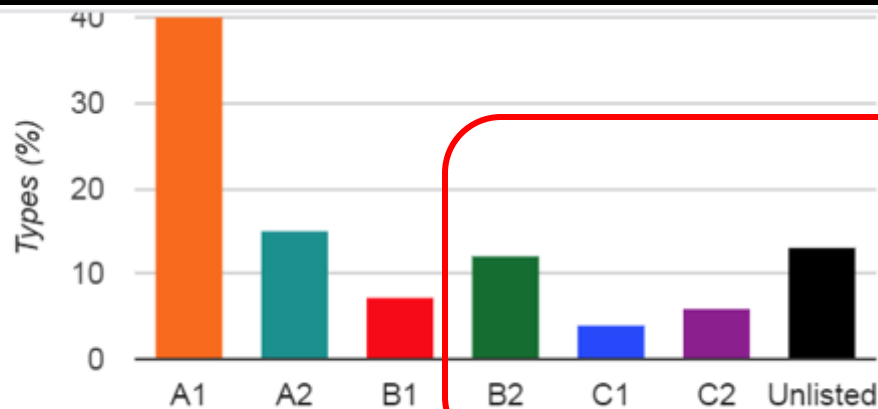


The second element of disguise is skin texture. By contracting special muscles, octopuses can change their skin from smooth to spiky. The effect can be extreme. The algae octopus, *Abdopus aculeatus*, generates temporary wispy structures that give the impression that the animal is just a piece of seaweed. The hairy octopus, a creature yet to be scientifically described, has evolved a permanently wispy look and is hard to tell apart from a scrap of red algae. The third part of disguise is posture. The way an octopus holds itself can make it more or less conspicuous. Some octopuses, for example, will ball themselves up like a lump of coral and, using just two of their arms, creep slowly across the seafloor.

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Statistics and details [\(Toggle all words\)](#)

On the main site you can process 10,000 words, and export your data. Go to www.textinspector.com. (Subscription required).

A1 34 types / 63 tokens
40.96% / 52.50%

[\(Show words\)](#)

A2 13 types / 14 tokens
15.66% / 11.67%

[\(Show words\)](#)

B1 6 types / 7 tokens
7.23% / 5.83%

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B2 10 types / 11 tokens
12.05% / 9.17%

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C1 4 types / 4 tokens
4.82% / 3.33%

[\(Show words\)](#)

C2 5 types / 5 tokens
6.02% / 4.17%

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Unlisted 11 types / 16 tokens
13.25% / 13.33%

[Back to To](#)

B2

10 types / 11 tokens

12.05% / 9.17%

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disguise (2)

element (1)

extreme (1)

generates (1)

holds (1)

impression (1)

muscles (1)

permanently (1)

scientifically (1)

structures (1)

C1

4 types / 4 tokens

4.82% / 3.33%

[\(Hide words\)](#)**Unlisted**

11 types / 16 tokens

13.25% / 13.33%

[\(Hide words\)](#)abdomus (1) [\(Amend\)](#)aculeatus (1) [\(Amend\)](#)algae (2) [\(Amend\)](#)conspicuous (1) [\(Amend\)](#)hairy (1) [\(Amend\)](#)octopus (3) [\(Amend\)](#)octopuses (2) [\(Amend\)](#)seafloor (1) [\(Amend\)](#)seaweed (1) [\(Amend\)](#)spiky (1) [\(Amend\)](#)wispy (2) [\(Amend\)](#)**C2**

5 types / 5 tokens

6.02% / 4.17%

[\(Hide words\)](#)

tracting (1)

al (1)

ep (1)

p (1)

ap (1)



MASTER OF DISGUISE

A Octopuses are famous for their round bodies, big eyes, and eight arms. There are many different types of octopuses, but all are alike in one way: They are masters¹ of disguise. Octopuses can change their **appearance** in less than a second to look like rocks, plants, or even other animals. How do they do this?

B An octopus can disguise itself in three ways. One is by using color. An octopus's skin has special cells² called *chromatophores*. These cells are filled with yellow, brown, and red pigment.³ When an octopus moves its **muscles** a certain way, the cells become large and **produce** colorful spots and other **patterns** on its skin. Chromatophores can also reflect light. In blue light, for example, an octopus's skin will look blue. In white light, its skin will look white. With these cells, an octopus can produce many different skin colors and patterns.

C An octopus can also change its skin texture.⁴ When the octopus moves its muscles, its skin can go from smooth to spiky. It might then look like a plant, or coral. Another way an octopus disguises itself is by changing its **shape**. Some, for example, roll their bodies into balls so they look like rocks. One type of octopus can change its form to look like other sea **creatures**—especially dangerous ones, such as sea snakes.

D Why are octopuses so good at disguising themselves? They have to be. The ocean is not a safe place for them. Because they have no bones in their bodies, octopuses are like large pieces of meat. Many predators want to eat them—and they can eat them whole. To **survive**, octopuses have **developed** the amazing **ability** to change their appearance very quickly in order to **hide** from predators.

¹ A **master** is very good at doing something.

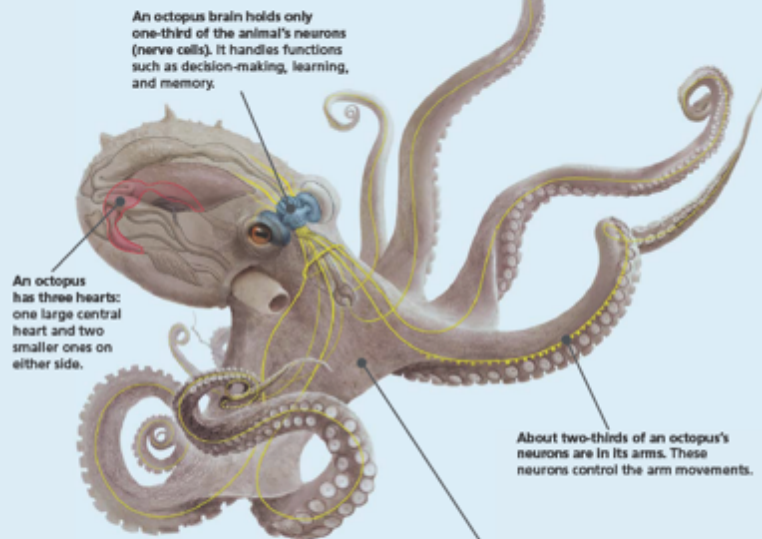
² A **cell** is the smallest living part of an animal or plant. Most animals have billions of cells in their bodies.

³ **Pigment** is a substance that gives something color. For example, green pigment makes most plants look green.

⁴ **Texture** is how something looks and feels (e.g., soft, smooth, spiky).

ALL MUSCLE, NO BONES

An octopus's body has many muscles. This makes it strong and fast. Octopuses also have no bones, so they can change their shape very quickly.



Octopuses can change their appearance to match their surroundings. Once the brain gives a signal, the octopus's muscles move in a certain way, changing its skin from smooth to spiky and producing colorful spots or stripes on its skin.



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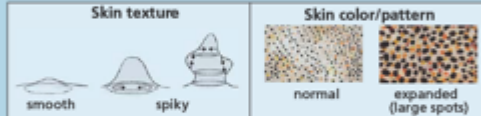
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Adapted paragraph



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A1 30 types / 40 tokens
52.63% / 54.79%

(Show words)

B2 2 types / 2 tokens
3.51% / 2.74%

(Hide words)

disguises (1)

muscles (1)

Unlisted 3 types / 6 tokens
5.26% / 8.22%

(Hide words)

octopus (4) (Amend)

ones (1) (Amend)

spiky (1) (Amend)

A2 13 types / 13 tokens
22.81% / 17.81%

(Show words)

C1 1 types / 1 tokens
1.75% / 1.37%

(Hide words)

texture (1)

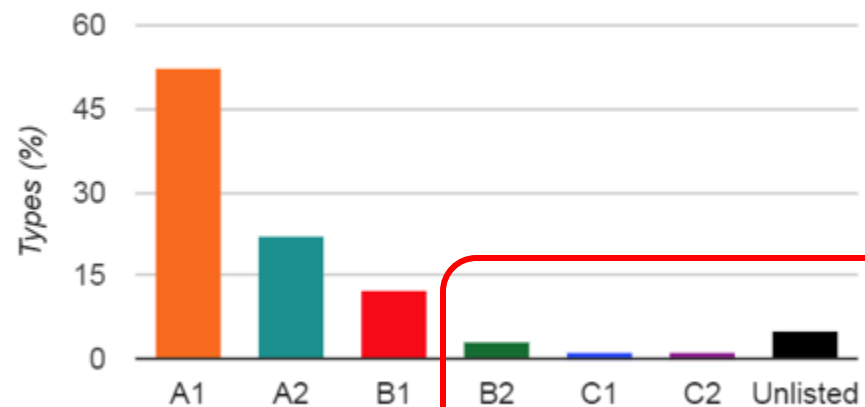
B1 7 types / 10 tokens
12.28% / 13.70%

(Show words)

C2 1 types / 1 tokens
1.75% / 1.37%

(Hide words)

coral (1)



How can we help students deal with subject-specific and lower frequency words?

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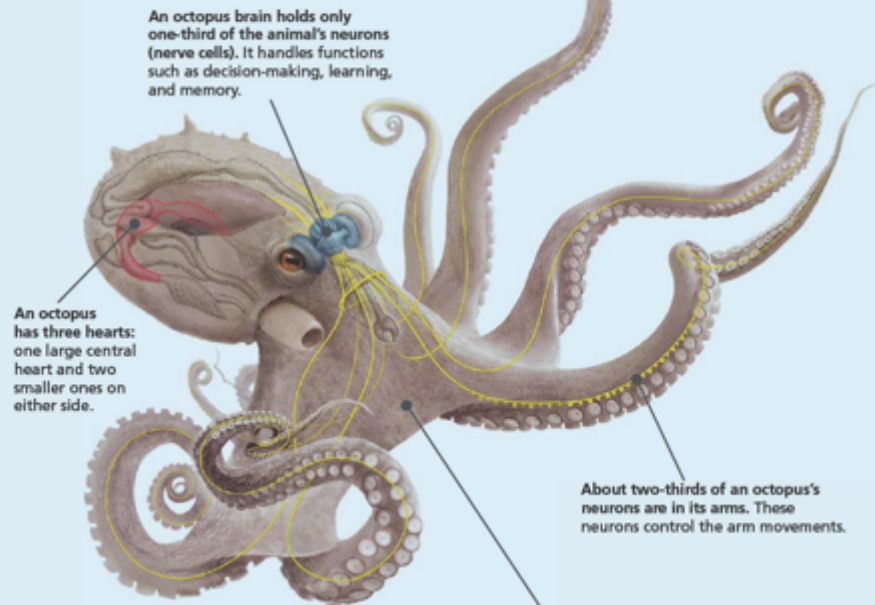
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BEFORE YOU READ

DEFINITIONS

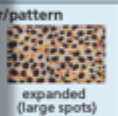
A. Read the caption below. Then circle the correct words to complete these definitions.

1. If you **disguise** yourself, you change how you look so others *know* / *don't know* who you are.

2. A predator is an animal that eats other animals / plants.



◀ Octopuses **disguise** themselves so **predators** (e.g., dolphins or sharks) don't see them. Here, the octopus **looks like** the coral nearby.



MASTER

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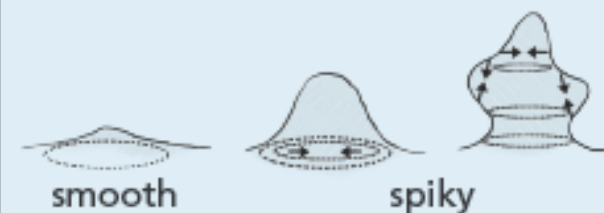
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Skin texture



How can we help?

2. Select appropriate target vocabulary and provide practice and recycling

Use a corpus or text analyzer to select target vocabulary

1. Vocabulary Profilers

<http://www.englishprofile.org/wordlists/text-inspector>



2. Academic Word Lists

<https://www.lex tutor.ca/>

3. English Corpora

<https://www.english-corpora.org/coca/>

Selecting Target Vocab (B1 level)

B1

18 types / 31 tokens

12.08% / 10.76%

(Hide words)

- A Octopuses are famous for their round bodies, big eyes, and eight arms. There are many different types of octopuses, but all are alike in one way: They are masters¹ of disguise. Octopuses can change their **appearance** in less than a second to look like rocks, plants, or even other animals. How do they do this?
- B An octopus can disguise itself in three ways. One is by using color. An octopus's skin has special cells² called *chromatophores*. These cells are filled with yellow, brown, and red pigment.³ When an octopus moves its **muscles** a certain way, the cells become large and **produce** colorful spots and other **patterns** on its skin. Chromatophores can also reflect light. In blue light, for example, an octopus's skin will look blue. In white light, its skin will look white. With these cells, an octopus can produce many different skin colors and patterns.
- C An octopus can also change its skin texture.⁴ When the octopus moves its muscles, its skin can go from smooth to spiky. It might then look like a plant, or coral. Another way an octopus disguises itself is by changing its **shape**. Some, for example, roll their bodies into balls so they look like rocks. One type of octopus can change its form to look like other sea **creatures**—especially dangerous ones, such as sea snakes.
- D Why are octopuses so good at disguising themselves? They have to be. The ocean is not a safe place for them. Because they have no bones in their bodies, octopuses are like large pieces of meat. Many predators want to eat them—and they can eat them whole. To **survive**, octopuses have **developed** the amazing **ability** to change their appearance very quickly in order to **hide** from predators.

ability (1)

alike (1)

appearance (2)

bones (1)

certain (1)

creatures (1)

developed (1)

hide (1)

look like (4)

ocean (1)

patterns (2)

produce (2)

rocks (2)

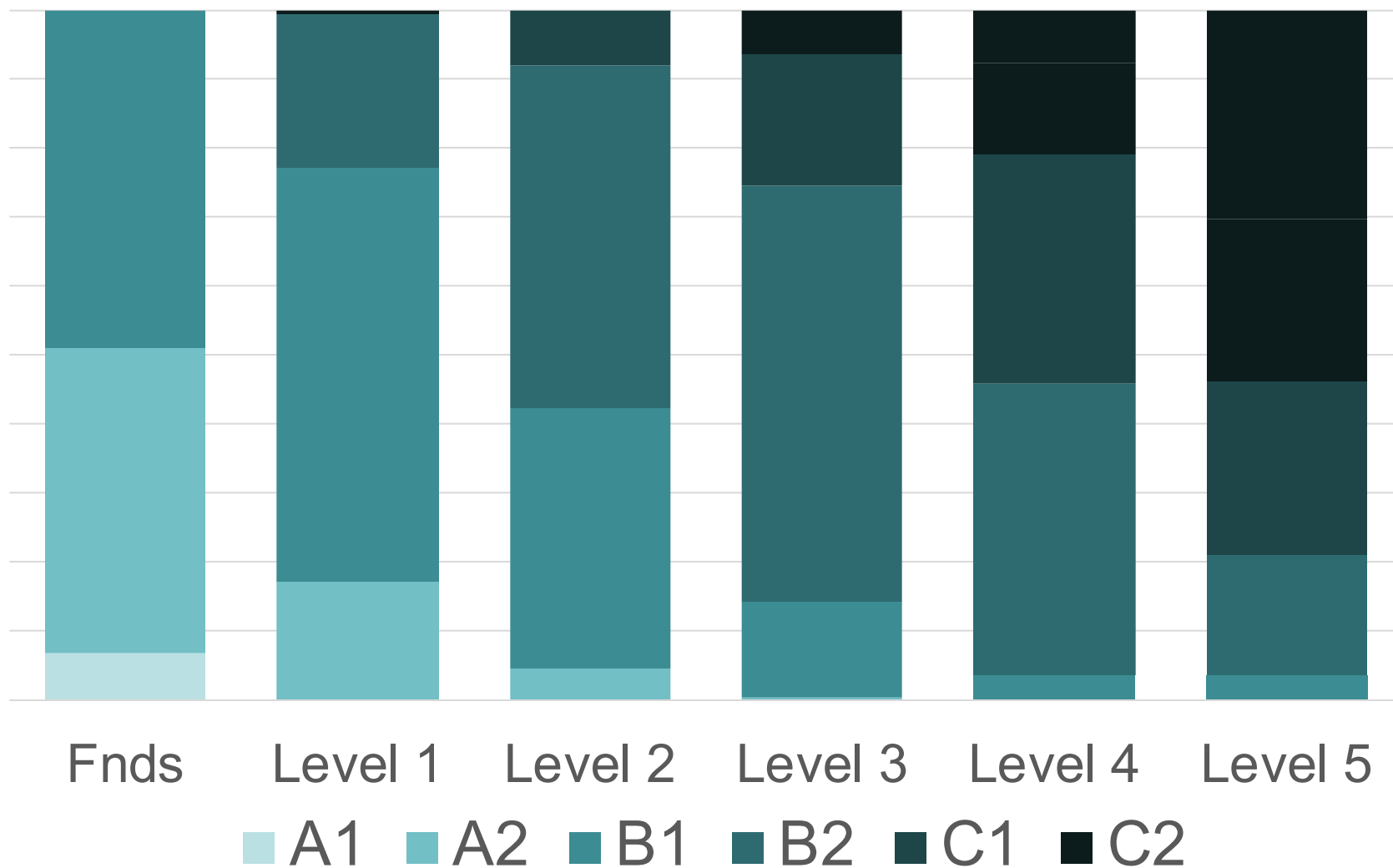
roll (1)

shape (1)

skin (7)

smooth (1)

REx 3e Target Vocabulary



Use a corpus or text analyzer to select target vocabulary

1. Vocabulary Profilers

<http://www.englishprofile.org/wordlists/text-inspector>



2. Academic Word Lists

<https://www.lex tutor.ca/>



3. English Corpora

<https://www.english-corpora.org/coca/>

Type List

type_[number of tokens] [↑]

1k types: [families 99 : types 116 : tokens 234] a_[4] ability_[1] all_[1] also_[2] an_[7] and_[6] animals_[1] another_[1] appearance_[2] are_[7] arms_[1] as_[1] at_[1] balls_[1] be_[1] because_[1] become_[1] big_[1] blue_[2] bodies_[3] but_[1] by_[2] called_[1] can_[8] certain_[1] change_[4] changing_[1] color_[1] colorful_[1] colors_[1] dangerous_[1] developed_[1] different_[2] do_[2] eat_[2] eight_[1] even_[1] example_[2] eyes_[1] famous_[1] filled_[1] for_[4] form_[1] from_[2] go_[1] good_[1] has_[1] have_[3] how_[1] in_[7] into_[1] is_[3] it_[1] its_[8] itself_[2] large_[2] less_[1] light_[3] like_[5] look_[6] many_[3] might_[1] moves_[2] no_[1] not_[1] number_[2] of_[4] on_[1] one_[3] ones_[1] or_[2] order_[1] other_[3] pieces_[1] place_[1] plant_[1] plants_[1] produce_[2] red_[1] rocks_[2] roll_[1] round_[1] safe_[1] sea_[2] second_[1] shape_[1] so_[2] some_[1] special_[1] spots_[1] such_[1] than_[1] the_[4] their_[5] them_[3] themselves_[1] then_[1] there_[1] these_[2] they_[6] this_[1] three_[1] to_[8] type_[1] types_[1] using_[1] very_[1] want_[1] way_[3] ways_[1] when_[2] white_[2] whole_[1] why_[1] will_[2] with_[2]

2k types: [15:15:22] alike_[1] bones_[1] brown_[1] creatures_[1] especially_[1] hide_[1] meat_[1] ocean_[1] patterns_[2] quickly_[1] reflect_[1] skin_[7] smooth_[1] snakes_[1] yellow_[1]

AWL types: [1:1:1] survive_[1]

Demos: [Isogram](#) | [Lit](#) (1) (2) | [Science](#) (1) (2) | [News](#) (1) (2) | [Speech](#) (1) (2) | [Rex M.](#) | List [AWL](#)

Original VP by Heatley & Nation, VUW New Zealand & B. Laufer, U Haifa, Israel; AWL by A. Coxhead VUW; WebVP adapted by T. Cobb, UQAM Canada. [How to](#)

- D Why are octopuses so good at disguising themselves? They have to be. The ocean is not a safe place for them. Because they have no bones in their bodies, octopuses are like large pieces of meat. Many predators want to eat them—and they can eat them whole. To **survive**, octopuses have **developed** the amazing **ability** to change their appearance very quickly in order to **hide** from predators.

Provide practice of target vocabulary

VOCABULARY PRACTICE

COMPLETION A. Complete the paragraph with words from the box.

ability appearance hide patterns produce

Reef squid—like their relatives, octopuses—have an amazing
 1 _____: They can quickly change their physical
 2 _____ in order to 3 _____ from
 predators. They also use this skill to send messages; they can
 even 4 _____ two messages at the same time!
 For example, a male reef squid swimming near a female squid
 can create colorful, attractive 5 _____ on the side
 of its body closest to the female. On the other side, it shows
 black and white lines that tell other male squid to stay away.



WORDS IN CONTEXT

B. Complete each sentence with the correct answer (a or b).

1. A **creature** refers to any living _____.
a. plant
b. animal
2. A circle has a _____ **shape**.
a. round
b. square
3. If you **survive** a dangerous situation, you _____.
a. live
b. don't live
4. The **muscles** in the human body control how we _____.
a. think
b. move
5. If you **develop** a skill or ability, it becomes _____.
a. better or stronger
b. worse or weaker

WORD FORMS

C. The verb **survive** can be made into a noun by adding the suffixes *-or* or *-al*. Complete the sentences with the correct words from the box.

survive survivor survival

1. The _____ of whales is connected to the health of the ocean.
2. These plants cannot _____ in very cold conditions.
3. The plane crash had only one _____.

- Completion Tasks
- Definition Tasks
- Words in Context Tasks
- Extension Tasks

Provide practice of target vocabulary

VOCABULARY PRACTICE

COMPLETION A. Complete the paragraph with words from the box.

ability appearance hide patterns produce

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 1_____: They can quickly change their physical
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b. don't live
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survive survivor survival

1. The _____ of whales is connected to the health of the ocean.
2. These plants cannot _____ in very cold conditions.
3. The plane crash had only one _____.

Suggested steps:

(Students don't check target vocab in a dictionary while reading.)

1. Students look back at the main reading passage, look at the word in context, identify its part of speech, and try to guess the meaning.
2. Students complete the activities.
3. Dictionaries only used when checking answers.

Completion tasks

COMPLETION A. Complete the information using the words in the box. One item is extra.

continue credit displayed extraordinary major noticed talent



^ *Quetzalcoatlus northropi* was a giant pterosaur.

The ¹_____ creature pictured here, *Quetzalcoatlus*, was one of the largest flying animals of all time. An American graduate student, Douglas A. Lawson, is given ²_____ for its discovery in 1971. One day, Lawson ³_____ a large wing bone on the ground during a visit to Big Bend National Park in Texas. Since then, only a few remains have been found, but scientists ⁴_____ to look for more. This life-size model will be ⁵_____ in Sheikh Jaber Al Ahmad Cultural Center, a ⁶_____ new museum project in Kuwait.

Definition tasks

DEFINITIONS A. Complete the definitions using the correct form of the words in the box.

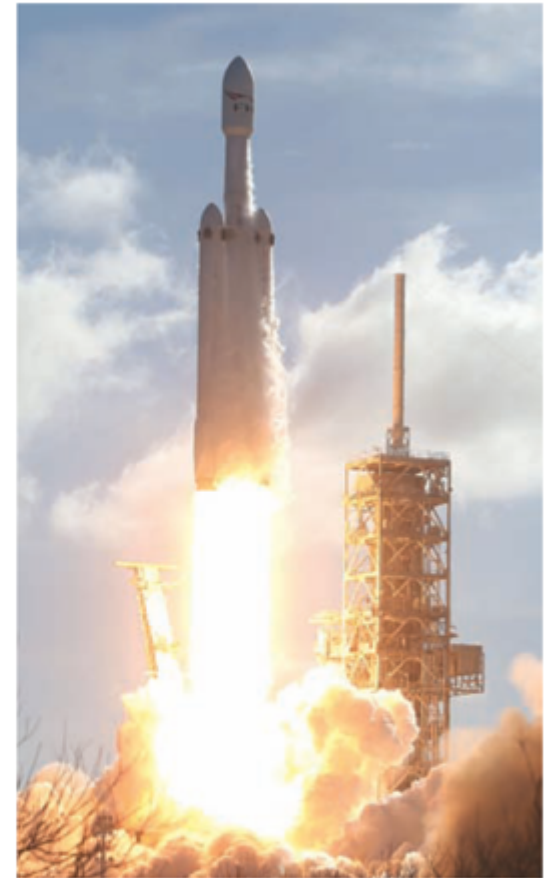
block conquer necessity out of time supplies

1. Something that _____ your way stops you from moving forward.
2. A(n) _____ is something that you must have.
3. If you go camping, you need to take _____ like food and water.
4. When you _____ something, you overcome the challenges it presents.
5. When the bell rings and you haven't finished a test, you are _____.

Words in context tasks

WORDS IN CONTEXT

- B. Complete each sentence with the correct answer (a or b).
1. We measure **distance** in _____.
 - a. kilometers (km)
 - b. kilograms (kg)
 2. Some examples of **tools** are _____.
 - a. monkeys and dolphins
 - b. cell phones and laptops
 3. If you **contact** someone, you _____ them.
 - a. meet or communicate with
 - b. research and write about
 4. If you have lived in a place your **whole** life, you have lived there _____ of your life.
 - a. some
 - b. all
 5. If a spaceship **circles** a planet, it _____ the planet.
 - a. goes around
 - b. lands on



▲ The SpaceX Falcon Heavy rocket lifted off on February 6, 2018.

What does it mean to “know” a word?



Extension Tasks

1. Collocations

collocation (n): *a word or phrase that is often used with another word or phrase, in a way that sounds correct to people who have spoken the language all their lives* (Cambridge Online Dictionary)

Use a corpus or text analyzer to select target vocabulary

1. Vocabulary Profilers

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<https://www.english-corpora.org/coca/>



Collocations

severe (adj): *very bad or very serious*

severe + _____
(noun)





What are the most common nouns that collocate with the adjective *severe*?


How to identify common collocations?

Use a corpus. For example, the Corpus of Contemporary American English (COCA)

<https://www.english-corpora.org/coca>

Corpus of Contemporary American English





SEARCH

FREQUENCY

CONTEXT

OVERVIEW

List Chart Word Browse +

[POS]


Find matching strings

Reset

☐ Sections Texts/Virtual Sort/Limit Options

 (HIDE HELP) LOGGED IN

Take a short tour, including new features in March 2020

 Download the corpus for offline use

NEW: After you do a search, you can now find links to external sources for more information on the word or phrase: web search, images, videos, books, and even translations. A few examples (click on the links at the top of the results page): [soft NOUN](#), [ADJ eye](#), [NOUN string](#), [ADJ light](#); [*heart*](#); [*head*](#); [hand*](#), collocates of [fruit](#), [basket](#), [leather](#).

The Corpus of Contemporary American English (COCA) is the only [large](#), genre-balanced corpus of American English. COCA is probably the [most widely-used corpus of English](#), and it is related to many other [corpora of English](#) that we have created, which offer unparalleled insight into [variation in English](#).

The corpus contains more than [one billion words](#) of text (20 million words each year 1990-2019) from eight genres: spoken, fiction, popular magazines, newspapers, academic texts, and (with the [update in March 2020](#)): TV and Movies subtitles, blogs, and other web pages.

Click on any of the links in the search form to the left for context-sensitive help, and to see the range of queries that the corpus offers.

There are three main ways to search the corpus:

First, you can [browse a frequency list](#) of the top 60,000 words in the corpus, including searches by word form, part of speech, ranges in the 60,000 word list, and even by pronunciation. This should be particularly useful for language learners and teachers.



SEARCH

FREQUENCY

CONTEXT

OVERVIEW

List Chart **Word** Browse +

severe



[POS]

See detailed info for word

Reset



(HIDE HELP)

LOGGED IN

You can find a wealth of information for the top 60,000 words in the corpus. As the following examples with *bread* show, you can see:

- an [overview](#) of all of the information below
- related [topics](#) (words that co-occur *anywhere* on the web page)
- [collocates](#) (automatically grouped by part of speech)
- [clusters](#) (the most frequent 2, 3, and 4 word strings)
- a resortable [Keyword in Context](#) (concordance) display
- [related words](#) (synonyms and WordNet entries), and
- [websites](#) use that word the most (can use these to create Virtual Corpora).



SEARCH

WORD

CONTEXT

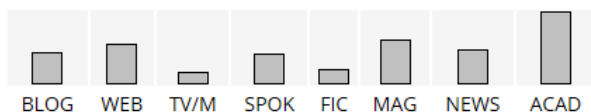
OVERVIEW

[See in iWeb](#) [Collocates](#) [Clusters](#) [Topics](#) [Dictionary](#) [Texts](#) [KWIC](#) [HELP](#)
severe

(ADJ)



#2520



1. causing fear or anxiety by threatening great harm 2. very bad in degree or extent 3. unsparing and uncompromising in discipline or judgment [DMOCG](#)

[PlayPhrase](#) [YouGlish](#) [Yarn](#)[Translate: choose language](#)**SYNONYMS** (more)

[acute](#) awful, critical, dangerous, grave, serious, severe, terrible
[harsh](#) cruel, difficult, harsh, relentless, rigorous, ruthless, severe, stern, strict [plain](#) plain, severe, simple, Spartan, stark, unadorned, undecorated, unembellished

CLUSTERS (more)

severe •	severe weather • severe disabilities • severe pain • severe mental • severe depression • severe cases • severe economic • severe storms
• severe	with severe • more severe • to severe • most severe • so severe • in severe • less severe • very severe
severe ••	severe mental illness • severe damage to • severe acute respiratory • severe brain damage • severe blow to • severe restrictions on • severe side effects • severe that it

TOPICS (more)

[symptom](#), [patient](#), [clinical](#), [acute](#), [disease](#), [complication](#), [treatment](#), [infection](#), [mild](#), [disorder](#), [diagnosis](#), [chronic](#), [severely](#), [severity](#), [eg](#), [persistent](#), [therapy](#), [duration](#), [medication](#), [intensive](#)

COLLOCATES (more)

NOUN [problem](#), [weather](#), [pain](#), [case](#), [injury](#), [disability](#), [damage](#), [illness](#)

VERB [suffer](#), [cause](#), [experience](#), [face](#), [develop](#), [result](#), [associate](#), [impose](#)

ADJ [moderate](#), [mental](#), [economic](#), [mild](#), [physical](#), [respiratory](#), [acute](#), [chronic](#)

ADV [more](#), [most](#), [less](#), [under](#), [potentially](#), [increasingly](#), [eg](#), [moderately](#)

Collocations

COLLOCATES (more)

NOUN problem, weather, pain, case, injury, disability, damage, illness

VERB suffer, cause, experience, face, develop, result, associate, impose

ADJ moderate, mental, economic, mild, physical, respiratory, acute, chronic

ADV more, most, less, under, potentially, increasingly, eg, moderately

Collocations

COLLOCATIONS

C. The nouns in the box are often used with the word **severe**. Complete the sentences using the correct form of the words in the box.

COLLOCATIONS

C. The nouns in the box are often used with the word **distinctive**. Complete the sentences with the correct words. One word is extra.

COLLOCATIONS

C. The nouns in the box are often used with the word **negative**. Complete the sentences with the correct form of the words in the box.

effect meaning response thought

1. The word *skinny* has a more negative _____ than the word *slim*.
2. There was a largely negative _____ to the government's plans to increase income tax.
3. Playing video games late at night can have a negative _____ on your sleep.
4. Sports psychologists believe that negative _____ can affect an athlete's performance.

Extension Tasks

1. Collocations

collocation (n): *a word or phrase that is often used with another word or phrase, in a way that sounds correct to people who have spoken the language all their lives* (Cambridge Online Dictionary)

2. Word Families

adjective	verb	noun	adverb
severe	-	severity	severely

WORD FORMS

C. Many nouns, such as **combination**, are formed from verbs by adding the suffix *-tion*.

1. Complete the chart below. Use a dictionary to help.

Verb		Noun
_____	→	combination
create	→	_____
evolve	→	_____

2. Complete these sentences using the correct form of the words above.

- To communicate, bees use a(n) _____ of body movements and chemical signals.
- The development of language has played an important role in human _____.
- Like bees, ants can _____ chemicals called "pheromones."
- As a language _____, the meaning of certain words can change.

Extension Tasks

1. Collocations

collocation (n): *a word or phrase that is often used with another word or phrase, in a way that sounds correct to people who have spoken the language all their lives* (Cambridge Online Dictionary)

2. Word Families

adjective	verb	noun	adverb
severe	-	severity	severely

3. Word Parts

e.g., **ensure** -> **en** - **sure**

WORD PARTS

C. As in **ensure**, the prefix **en-** means “make or cause.” It can be added to some adjectives to make verbs. Complete the sentences using the words in the box.

able

large

rich

1. Traveling abroad can **en**_____ your understanding of other cultures.
2. Learning a martial art will **en**_____ you to defend yourself better.
3. The school needed to **en**_____ its cafeteria to cope with an increase in student numbers.

Extension Tasks

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adjective	verb	noun	adverb
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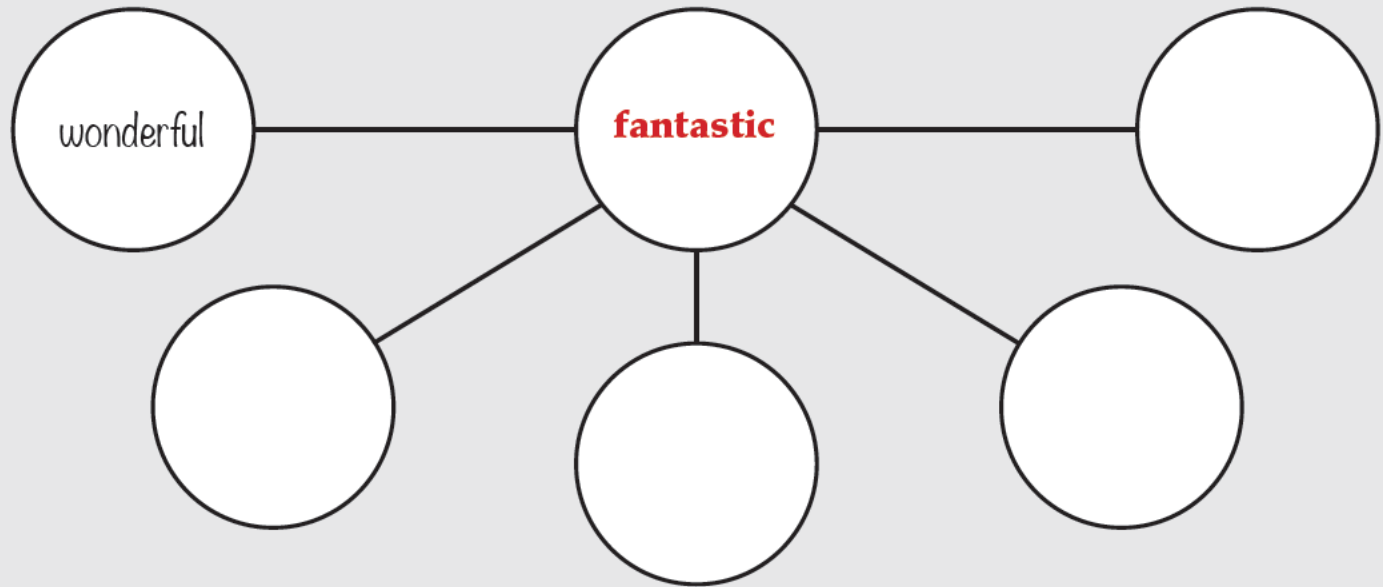
e.g., **ensure** -> **en** - **sure**

4. Synonyms

Other words with similar meanings

WORD WEB

- C. The word **fantastic** has many synonyms. Complete the word web below with more examples. Use a thesaurus if needed.



Recycling and Repetition

- **Repetition / recycling:** Studies suggest a learner needs to encounter a word **at least seven times**
- **Distributed practice is important:** e.g., testing / recycling vocab over a sequence of lessons at spaced intervals

THE SECRETS
IN THE SAND

BEFORE YOU READ

DEFINITIONS A Read the paragraph below. Match each word in bold with its

A In 1823, a young woman **noticed** a strange **creature** **uncovered** in 1823 was another long-dead sea

Fossil hunting brought in money, but it was a dangerous occupation. One day, a rock fall killed her dog and almost buried Mary. Despite the dangers, she **continued** to look for new finds. The long-necked fossil she

^ The cliffs and beach of Lulworth Cove form part of England's Jurassic Coast.

> Mary Anning with her dog, Tray. Her life inspired the famous tongue twister: "She sells sea shells on the seashore."



THE SECRETS IN THE SAND

BEFORE YOU READ

DEFINITIONS A. Read the paragraph below. Match each word in **bold** with its definition.

The "Jurassic Coast" stretches through time. Over the years, a thick forest covered the **beach**. The **coast** is now a **complete** show of **extinct** animals—animals that are no longer alive.

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

**SKIMMING /
PREDICTING** B. Read the first sentence. Predict what Mary Anning's life was like. Check your ideas.

A In 1823, a young woman **noticed** a strange fossil on a beach near Lyme Regis, England.

uncovered in 1823 was another long-dead sea reptile.² Known as a *plesiosaur*, it would inspire

E Mary Anning died in 1847, but her **contributions** have not been forgotten. Her finds are now **displayed** in museums in London and Paris. The beach near her home is a UNESCO World Heritage Site, known as the Jurassic Coast. Her life continues to inspire visitors hoping to find their own fossil wonders. According to Britain's Natural History Museum, Mary Anning was "the greatest fossil hunter the world has ever known." She was also a scientist who changed the way we think about life on Earth.



▲ The cliffs and beach at Lulworth Cove form part of England's Jurassic Coast.

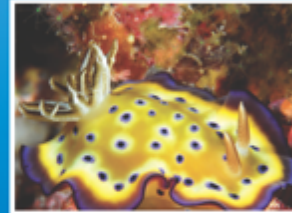
RESIDENTS OF THE REEF

Coral reefs occupy less than 1 percent of the surface area of the world's oceans, but they provide a home for 25 percent of all marine fish species. Here are some examples of the creatures that call a coral reef home.

✓ Spot-banded butterflyfish



✓ A nudibranch uses its bright colors to tell predators to stay away.



✓ A longsnout seahorse "stands" between coral branches.



Threats to Coral Reefs

- D Various human activities can cause great harm to the world's coral reefs. For example, reefs can be damaged when the coral is taken for use in building materials, jewelry-making, or to fill aquariums.²
- E Illegal fishing methods like blast and cyanide fishing also harm the reefs. These methods can help fishermen get a good catch, but their **negative** effects on the reefs are significant. Blast fishing involves setting off bombs in the water to kill as many fish as possible. This kills most living things nearby and causes damage to the reef's structure.
- F In cyanide fishing, fishermen **release** liquid cyanide—a very dangerous and deadly **chemical**—into the reef. As a result, the fish become stunned,³ which makes them easy to collect. Meanwhile, the reef is damaged by the cyanide, which kills large numbers of coral polyps. The reef is also damaged by the fishermen who break it apart looking for the stunned fish.

H In addition, global warming has caused many reefs to become sick. Warmer temperatures have turned them white, in a process known as coral bleaching. A 2018 UN Report predicted that up to 99 percent of the world's coral reefs may decline if global warming continues.

² A **blast** is a large amount of water covering an area of land that is usually dry.

AN INCREDIBLE JOURNEY

A The Polos—Marco, his father, Niccolò, and his uncle, Maffeo—had been traveling for three and a half years when they finally achieved their **objective**—a long-awaited meeting with the powerful Mongol leader

D We learn from Marco Polo that, in the administration of his empire, Kublai Khan made use of a fast and simple message system. Horse riders spaced every 40 kilometers allowed messages to cover 500 kilometers a day. As soon as one horse had run 40 kilometers, the next horse would run the next 40 kilometers, and so on. Marco also learned the secret of asbestos cloth, which is made from a mineral⁴ and doesn't catch fire. Paper money also took him by surprise, since it was not yet used in the West at that time. Homes were heated with "black stones ... which burn like logs." Those stones were coal—unknown in most of Europe—and were so plentiful that many people had a hot bath three times a week.

E Although the Khan did not want his visitors to leave, the Polos finally received **permission** to return home in 1292. Marco continued his

E Although the Khan did not want his visitors to leave, the Polos finally received **permission** to return home in 1292. Marco continued his **observations** while on the ocean **voyage** by way of Sumatra and India. After he returned home, Marco completed a book about his trip, full of details about his amazing cultural experiences. It was probably the single greatest contribution to geographical knowledge ever made to the West about the East.

broad streets of China's modern capital.

- 1 The **capital** of a country is the city where its government meets.
- 2 A **mission** is an important task, especially one that involves traveling.
- 3 Something that is an **honor** is special and desirable.

▶ A statue of Marco Polo in Zhenglan Banner, China, close to where Polo is thought to have met Mongol leader Kublai Khan





➤ Cyclists in Dubai race along the road. Research suggests that teenagers like to seek out new, sometimes wild, activities, due to natural impulses in the brain during adolescence.



THE TEENAGE
BRAIN

to be finished by about age 12. Now, scientists have **concluded** that our brains continue to change until age 25. Such changes make us better at balancing our impulses with the need to follow rules. However, a still-developing brain does this clumsily.² The result, scientists claim, is the unpredictable behavior seen in teenagers.



- 1 Foolishness refers to the behavior of someone who makes bad decisions.
- 2 If something is done clumsily, it is done in an awkward or uncontrolled way.

BEFORE YOU READ

INTERPRETING
INFOGRAPHICSReview this
reading skill
in Unit 5A

A. Look at the map on page 146 and read the caption. Use the information to complete the sentences below.

1. The map shows the change in global temperatures from _____ to _____.
2. Since the late nineteenth century, average temperatures on Earth have risen by _____.
3. While some areas off the coast of _____ have actually cooled, parts of the Arctic have seen temperatures rise as much as _____.

SCANNING

B. Scan the reading and circle all the place names. Find each place on the map on page 146. Which places have seen the greatest rise in temperature?

◀ A melting ice cap creates a waterfall in Svalbard, Norway.

THE BIG THAW

A The Chacaltaya ski area sits upon a small mountain glacier in Bolivia. Although the area is less than a kilometer long, it once **hosted** international ski competitions. In the past ten years, however, the snow has melted very quickly. As the Chacaltaya glacier melts, dark rocks are uncovered. These rocks **absorb** more heat, causing temperatures to increase, so the remaining snow melts faster. The cycle seems unstoppable. Today, the snow is almost gone, and so are Chacaltaya's days as a popular ski resort.

A Global Problem

B In recent years, scientists all around the world have come to a **terrifying** conclusion. Global warming is a real problem, and one largely caused by human activity. But as experts debate how to solve the problem, ice near the North and South Poles is melting even faster than environmentalists once feared. Ten years ago, scientists warned that the Arctic Ocean could lose all its ice in about a hundred years. Now, they think it could happen much sooner. As climate scientist Mark Serreze says, "Reality is **exceeding** expectations."

Glacier Run

C The ice sheet of Greenland is also melting more quickly than scientists predicted. One of its largest glaciers, Jakobshavn

D Some researchers believe that the melting of Greenland's ice, if it continues, could add at least a meter to global sea levels by 2100. If the ice sheet of Antarctica continues to melt at its current rate, the next few centuries could see at least

A Psychologist Dan Ariely became interested in dishonesty about 15 years ago. During a long-distance flight, he came across an IQ test in a magazine. He answered the first question and checked the answer key to see if he got it right. He then took a quick look at the next answer before looking back at the quiz. He continued in this way through the whole test. Not surprisingly, he scored very well. "When I finished, I

BEFORE YOU READ

DISCUSSION A. What are some different ways that humans can experience flying?
Work with a partner and make a list. Which of these activities have

- A For thousands of years, humans have dreamed of taking to the skies. The ancient Greeks told the legend of Icarus, a boy who flies so high that the sun melts his man-made **wings** and he crashes down to Earth. Across history, many more people have died after jumping from a tower or **cliff** with wings that didn't quite work. Flying, for humans, seemed an impossibility.
- B Yet many continued to dream of flying. One such dreamer was the great 15th-century artist and inventor Leonardo da Vinci. He studied the flight of birds and even designed his own flying machines, but they—and he—never left the ground.



< A model of a flying machine designed by Leonardo da Vinci

G Switzerland's Yves Rossy might disagree. The wings he has invented for personal flight have four small **engines**. He **steers** them just by moving his shoulders. For 10 minutes at a time, Rossy seems to fly as free as a bird, having both power and control. One of his longest flights was across the water from France to England. "It's awesome, it's great, it's **fantastic**!" says Rossy. Since then, he has continued to improve his wing design, and hopes he can "**motivate** the next generation of thinkers to do something different . . . even if it seems impossible."

^ Yves Rossy's two-meter-long wings allow him to fly at speeds of around 200 kilometers an hour.

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1 A pigeon is a common bird that usually lives in towns and cities.

2 An eagle is a large bird known for its strength, vision, and power of flight.

5A

9A

10A

INTERPRET
INFOGRAPH

12A

THE TEENAGE DRAIN

THE BIG THAW

A The Chacabaya ski area sits upon a small mountain glacier in Bolivia. Although the area is less than a kilometer long, it once **hosted** international ski competitions. In the past ten

THE DREAM OF FLIGHT

by Nancy Shute

A. For thousands of years, humans have dreamed of taking to the skies. The ancient Greeks told the legend of Icarus, a boy who flies so high that the sun melts his man-made **wings** and he crashes down to Earth. Across history, many more people have died after jumping from a tower or **cliff** with wings that didn't quite work. Flying, for humans, seemed an impossibility.

6 Yet many continued to dream of flying. One such dreamer was the great 15th-century artist and inventor Leonardo da Vinci. He studied the flight of birds and even designed his own flying machines, but they—and he—never left the ground.

C Five hundred years later, standing on a windy hill in North Carolina, in the United States, I was about to make the dream come true.

D **Unlike** Leonardo, I had the help of a hang glider—a light, modern machine that makes flying simple and safe enough even for tourist entertainment. I held on to the hang glider as **lightly** as I could. Terrified, I ran down the hill, and suddenly, I was turning in the air. I was flying! What a **thrill**! Now I wanted more.

◀ A bang gilding enthusiast in Japan enjoys a view of Mount Fuji.

Additional Vocabulary Practice

Classroom Presentation Tool: Vocabulary Quiz

WHILE YOU WATCH



GIST

A. Watch the video. Check your predictions in Before You Watch B.



MULTIPLE
CHOICE

B. Watch the video again. Choose the correct answer for each question.

- What would be a suitable alternative title for the video?
 - How to Become a Fossil Hunter
 - The Dream Job of a Dinosaur Lover
- Why did people think Roberts was unusual as a child?
 - because she had a great passion for dinosaurs
 - because she loved going on outdoor adventures
- According to Roberts, what part of the job "makes your heart leap"?
 - discovering something under a rock
 - seeing the amazing scenery for the first time
- What does Roberts say she loves about paleontology?
 - Any new discovery involves a lot of teamwork.
 - New discoveries are being made all the time.



CRITICAL THINKING Ranking Items

Imagine you are a member of a fossil-hunting expedition heading to Svalbard. Which of the following items do you think will be most useful to take with you? Check (✓) the five most useful items. Share the reasons for your choices with a partner.

- | | | |
|--|--|--|
| <input type="checkbox"/> a fishing kit | <input type="checkbox"/> a gun | <input type="checkbox"/> a jackhammer |
| <input type="checkbox"/> a small radio | <input type="checkbox"/> a map of Svalbard | <input type="checkbox"/> a magnifying glass |
| <input type="checkbox"/> a medical kit | <input type="checkbox"/> a smart phone | <input type="checkbox"/> a 5 x 5 meter plastic sheet |



VOCABULARY REVIEW

Do you remember the meanings of these words? Check (✓) the ones you know. Look back at the unit and review any words you're not sure of.

Reading A

- | | | | | |
|-----------------------------------|--|--|----------------------------------|---------------------------------|
| <input type="checkbox"/> arrange | <input type="checkbox"/> continue | <input type="checkbox"/> contribution* | <input type="checkbox"/> credit* | <input type="checkbox"/> debt |
| <input type="checkbox"/> display* | <input type="checkbox"/> extraordinary | <input type="checkbox"/> major* | <input type="checkbox"/> notice | <input type="checkbox"/> talent |

Reading B

- | | | | | |
|--------------------------------------|-------------------------------------|---------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> access* | <input type="checkbox"/> collection | <input type="checkbox"/> entire | <input type="checkbox"/> eventually* | <input type="checkbox"/> individual* |
| <input type="checkbox"/> preparation | <input type="checkbox"/> productive | <input type="checkbox"/> remote | <input type="checkbox"/> remove* | <input type="checkbox"/> soften |

* Academic Word List

Classroom Presentation Tool: Vocabulary Quiz



VOCABULARY REVIEW

Do you remember the meanings of these words? Check (✓) the ones you know. Look back at the unit and review any words you're not sure of.

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Reading B

- | | | | | |
|--------------------------------------|-------------------------------------|---------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> access* | <input type="checkbox"/> collection | <input type="checkbox"/> entire | <input type="checkbox"/> eventually* | <input type="checkbox"/> individual* |
| <input type="checkbox"/> preparation | <input type="checkbox"/> productive | <input type="checkbox"/> remote | <input type="checkbox"/> remove* | <input type="checkbox"/> soften |

* Academic Word List

INSTRUCTIONS ▲

Vocabulary Review Quiz

Complete each definition. Choose the correct option.

major

talented

in debt

1. Someone who is in debt  needs to pay back money to other people.

◀

1

2

3

4

5

6

7

8

9

10

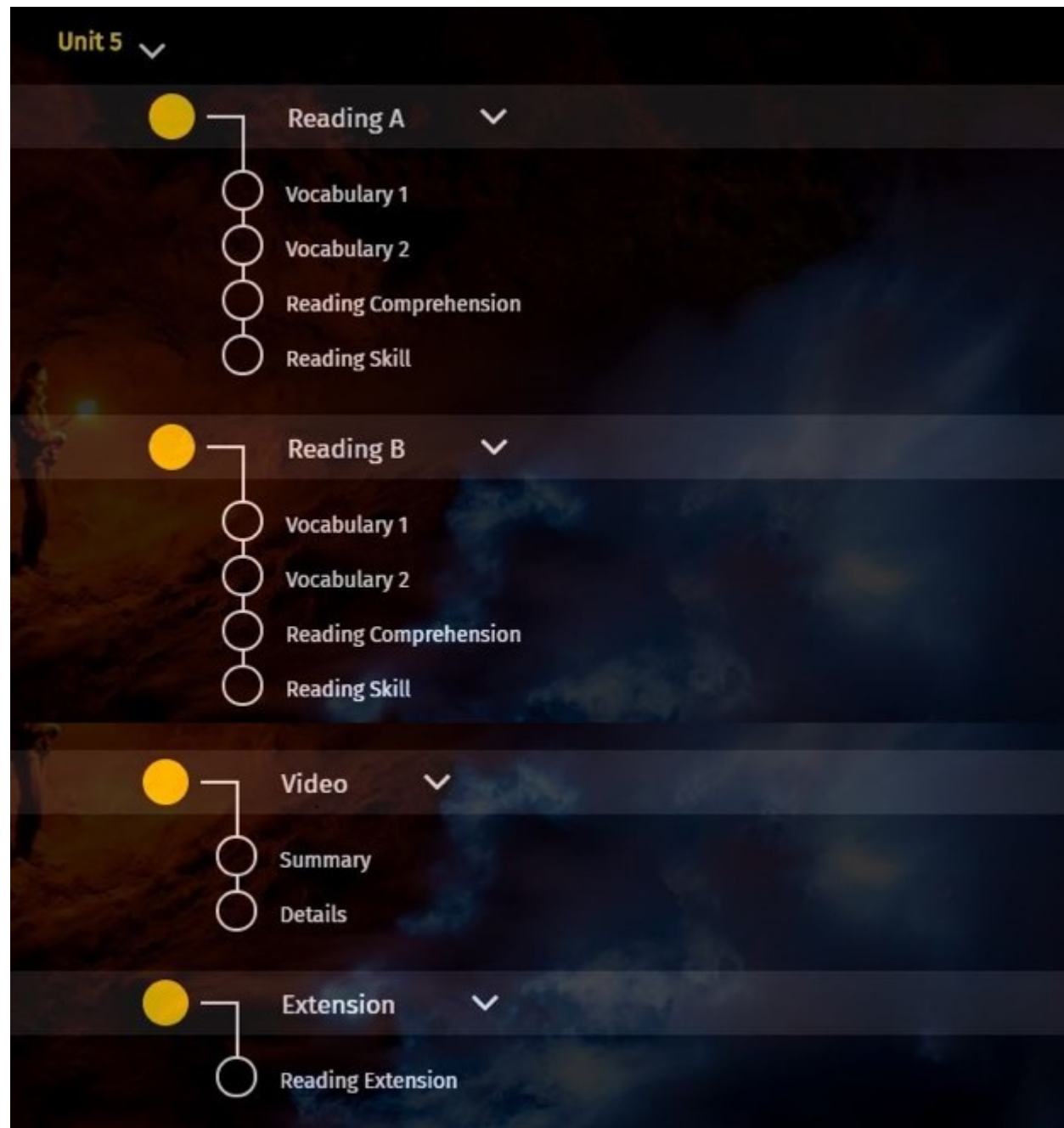
▶

Reset

Show Answers

Check All

Online Practice



Online Practice

INSTRUCTIONS ▲

Complete the passage using the words in the box.

major contributing continuing noticed arranged

A farmer in Argentina has made a(n) _____ discovery. While working in his field, he _____ some fossilized dinosaur remains in the ground. About 180 bones were found. Once the bones were separated and _____, the dinosaur was found to be 20 meters tall and 40 meters long. The newly named *Titanosaurus* may be largest dinosaur to ever walk the Earth.

Its remains have been compared to *Argentinosaurus*, which was until recently viewed as the largest dinosaur. However, *Titanosaurus* is believed to weigh about 7,000 kilograms more than *Argentinosaurus*. José Luis Carballido, who is leading the dig, has said that his team is _____ to work on "this extraordinary site," so there will be much more to discover.

Show Answers

Submit

ExamView

DIRECTIONS: Match each vocabulary word to its definition.

- a. debt
- b. credit
- c. talent
- d. contribution
- e. ~~major~~
- f. continue

- ___ 20. to carry on for a while
- ___ 21. main, most important
- ___ 22. money owed to another person
- ___ 23. helpful participation
- ___ 24. ability to do something well
- ___ 25. praise or recognition

DIRECTIONS: Select the correct vocabulary word from the box to complete each sentence.

access	collection	entire	eventually	individual
--------	------------	--------	------------	------------

- 16. It was a long journey, but _____ we reached our destination.
- 17. Each _____ dinosaur species had its own unique characteristics.
- 18. The _____ school came to support the football team.
- 19. I'd love to start my own _____ of fossils.
- 20. The new road will provide better _____ to the national park.

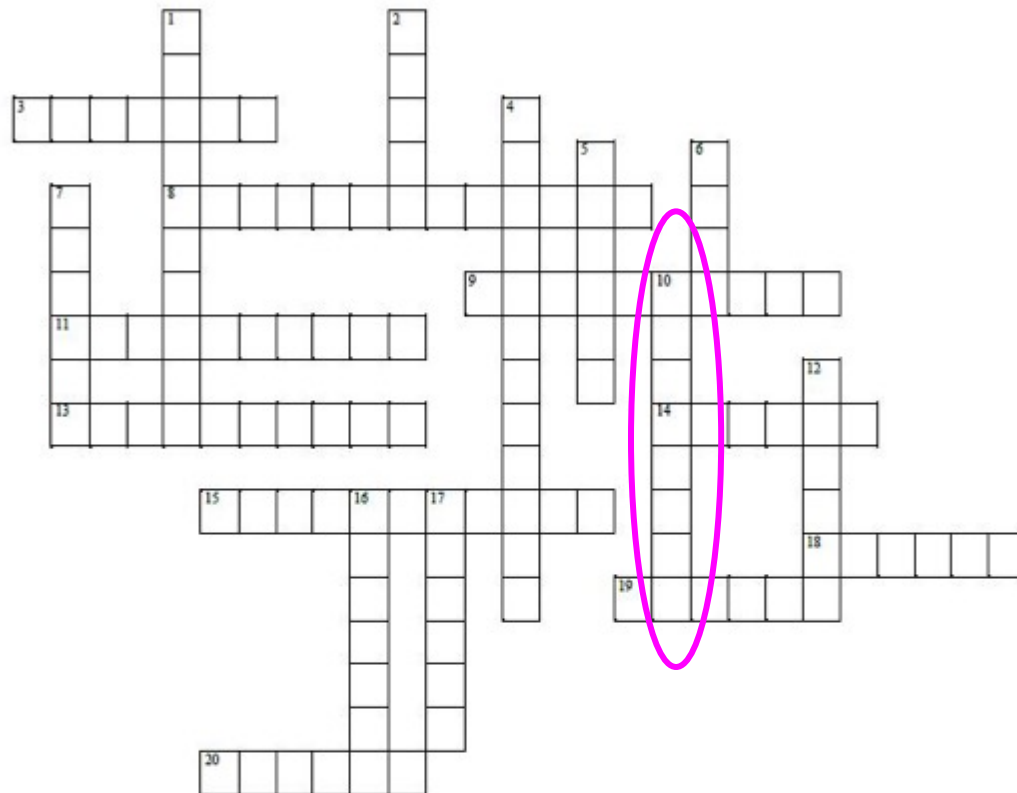
DIRECTIONS: Match each vocabulary word to its definition.

- a. preparation
- b. productive
- c. remote
- d. remove
- e. soften

- ___ 21. to take away
- ___ 22. getting ready for something
- ___ 23. to make less hard
- ___ 24. far away; difficult to reach
- ___ 25. effective; giving good results

Companion Website: Vocabulary Crosswords

Unit 5 - Finding Wonders



Across

- 3. to put something in a place where people can see it
- 8. very unusual or surprising
- 9. achieving a lot
- 11. considered separately from other things in the same group
- 13. after a long time or after many things have happened
- 14. the ability to do something well
- 15. the process of getting things ready for a particular event
- 18. to take something away from somewhere
- 19. far from towns or places where people live
- 20. to become less hard or rough

Down

- 1. a set of similar things that are kept together because they are interesting
- 2. very large or important
- 4. the help that you give to something
- 5. approval or praise given to someone for something they have done
- 6. money that is owed to other people
- 7. to realize that something exists
- 10. to keep doing something
- 12. whole, all of something
- 16. to put things in a particular order or position
- 17. the way you use to reach a place

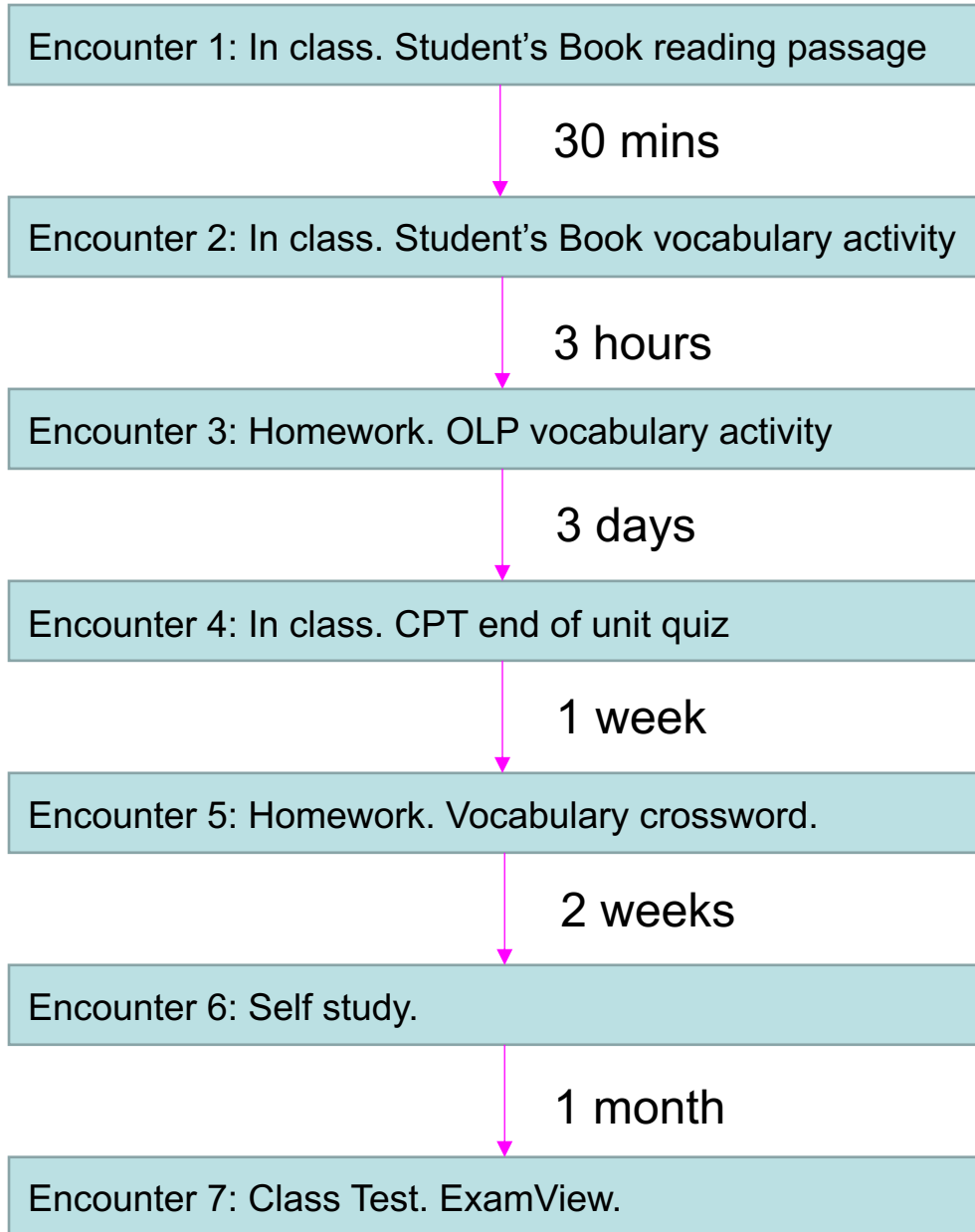
Companion Website: Communicative Activities

Unit 2

NATURAL ATTRACTION - VOCABULARY GAME

<p>descend</p> <p><i>Don't say:</i> down go up move</p>	<p>astonishing</p> <p><i>Don't say:</i> surprising shocking amazing feel</p>	<p>predator</p> <p><i>Don't say:</i> kill hunt eat animal</p>
<p>transparent</p> <p><i>Don't say:</i> light see clear window</p>	<p>invisible</p> <p><i>Don't say:</i> see view light disappear</p>	<p>absurd</p> <p><i>Don't say:</i> strange weird unique odd</p>
<p>bounce</p> <p><i>Don't say:</i> ball reflect hit return</p>	<p>commence</p> <p><i>Don't say:</i> start begin end finish</p>	<p>evolution</p> <p><i>Don't say:</i> change time adapt Darwin</p>
<p>flash</p> <p><i>Don't say:</i> light lightning camera photo</p>	<p>disturb</p> <p><i>Don't say:</i> quiet loud affect study</p>	<p>layer</p> <p><i>Don't say:</i> top above paper over</p>

Repetition at spaced intervals



Natural recycling.
Numerous encounters
in subsequent reading
and daily
conversation.

Helping Students Develop Vocabulary Strategies

A Framework for Vocabulary Study While Reading Independently

1. Read something interesting and at the right level.

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5. If necessary, use a corpus to check how common each word is.



BROWSE/RANDOM

WORD

CONTEXT

OVERVIEW

[HELP](#)[Find random words](#)

Click on any of the search types below for more information and examples. (more...)

Word form	<input type="text" value="conclude"/>
Part of speech	<input checked="" type="checkbox"/> NOUN <input checked="" type="checkbox"/> VERB <input checked="" type="checkbox"/> ADJ <input checked="" type="checkbox"/> ADV <input checked="" type="checkbox"/> OTHER <input type="checkbox"/> ALL
Range	<input type="text"/> - <input type="text"/>
Pronunciation	Rhymes with <input type="text"/> Type <input type="text" value="EXACT"/>
Syllables / stress	○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ×

[Show all words](#)[Reset](#)

	RANK	FREQ	Word	PoS	Audio	Video	Image	LANG?
1	1972	45116	conclude	VERB				

[MORE](#)



BROWSE/RANDOM

WORD

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Click on any of the search types below for more information and examples. (more...)

Word form

Part of speech

☒ NOUN ☒ VERB ☒ ADJ ☒ ADV ☒ OTHER ☐ ALL

Range

 -

Pronunciation

Rhymes with Type

Syllables / stress

○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ×

[Show all words](#)[Reset](#)

	RANK	FREQ	Word	PoS	Audio	Video	Image	LANG?
1	27569	464	dereliction	NOUN				

[MORE](#)



BROWSE/RANDOM

WORD

CONTEXT

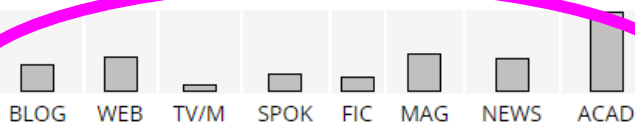
OVERVIEW

See in iWeb Collocates Clusters Topics Dictionary Texts KWIC HELP

conclude

(VERB)

#2047



1. decide by reasoning 2. bring to a close 3. reach a conclusion after a discussion or deliberation D M O C G

PlayPhrase YouGlish Yarn

Translate: choose language

SYNONYMS (more)

bring about achieve, arrange, clinch, close, complete, conclude, determine, resolve, settle deduce conclude, construe, decide, deduce, infer, presume, reckon, suppose end conclude, end, finish, halt, terminate

TOPICS (more)

summarize, finding, conclusion, substantially, assertion, statistically, methodology, researcher, subsequently, empirical, investigator, correlate, eg, selected, study, investigation, systematic, beneficial, explicitly, favorable

COLLOCATES (more)

NOUN study, report, court, author, researcher, investigation, agreement, analysis

VERB lead, tempt, premeditated, levy, randomize, must-carry

ADJ reasonable, logical, tempting, insufficient, premature, bilateral, two-day, unreasonable


ADV therefore, thus, ultimately, reasonably, successfully, correctly, reluctantly, tentatively

CLUSTERS (more)

conclude •	concludes with • concluded with • concluded in • conclude with • concluded by • conclude from • conclude by • concluded it
• conclude	he concluded • have concluded • we conclude • he concludes • they concluded • has concluded • i concluded • had concluded
conclude ••	concluded that it • concluded that there • conclude that it • conclude that there • concluded that they • concluded that he • conclude that they • conclude that he
•• conclude	we can conclude • it was concluded • can be concluded • can only conclude • have to conclude • i have concluded • reasonable to conclude • us to conclude
conclude •••	concludes with a discussion • concluded that it would • conclude with a discussion • concluded that the most • concluded that the evidence • concluded that the only • concluded that the best • concluded that he had
••• conclude	it can be concluded • i can only conclude • would have to conclude • leads me to conclude • one can only conclude • i have to conclude • seems reasonable to conclude • we can not conclude

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5. If necessary, use a corpus to check how common each word is.
6. Record the most common/useful words in a vocabulary diary.

Word	Definition / Translation	Example Sentence	Synonyms	Collocations	Visual
remote (adj.)	far from other people 외딴	She lived in a remote village high in the mountains.	distant inaccessible out-of-the-way	area location village region	

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6. Record the most common/useful words in a vocab diary.
7. Review the diary and test yourself at regular intervals. Use memorization techniques.

Vocabulary study using eBooks

- Highlight new vocabulary and make notes
- Create flashcards and use them for practice

The screenshot displays a digital reading application interface. On the left, a sidebar titled 'Mellow Yellow' contains several interactive elements: a close button (X), a share button (two people icon), a text input field labeled 'Add Note' (circled in pink), a 'Copy' button, a 'Create Flashcard' button with a right-pointing arrow (circled in pink), and a 'Read Aloud from here' button with a location pin icon. The main content area on the right features a passage of text. The first sentence is italicized: 'The study of caves and wells in Mexico's Yucatán Peninsula is shining new light on the beliefs of the ancient and modern Maya.' Below this, a paragraph begins with a blue square icon containing a white musical note. The word 'colleague' in the text 'his colleague on the surface' is highlighted in yellow and circled in pink. The text continues: 'Leaning over the mouth of the well, archeologist Guillermo de Anda hopes to hear what he has suspected for many months. "What is true, Arturo?" he shouts. And Montero yells up again, "The zenith² light, it really works! Get down here!"



3 cards



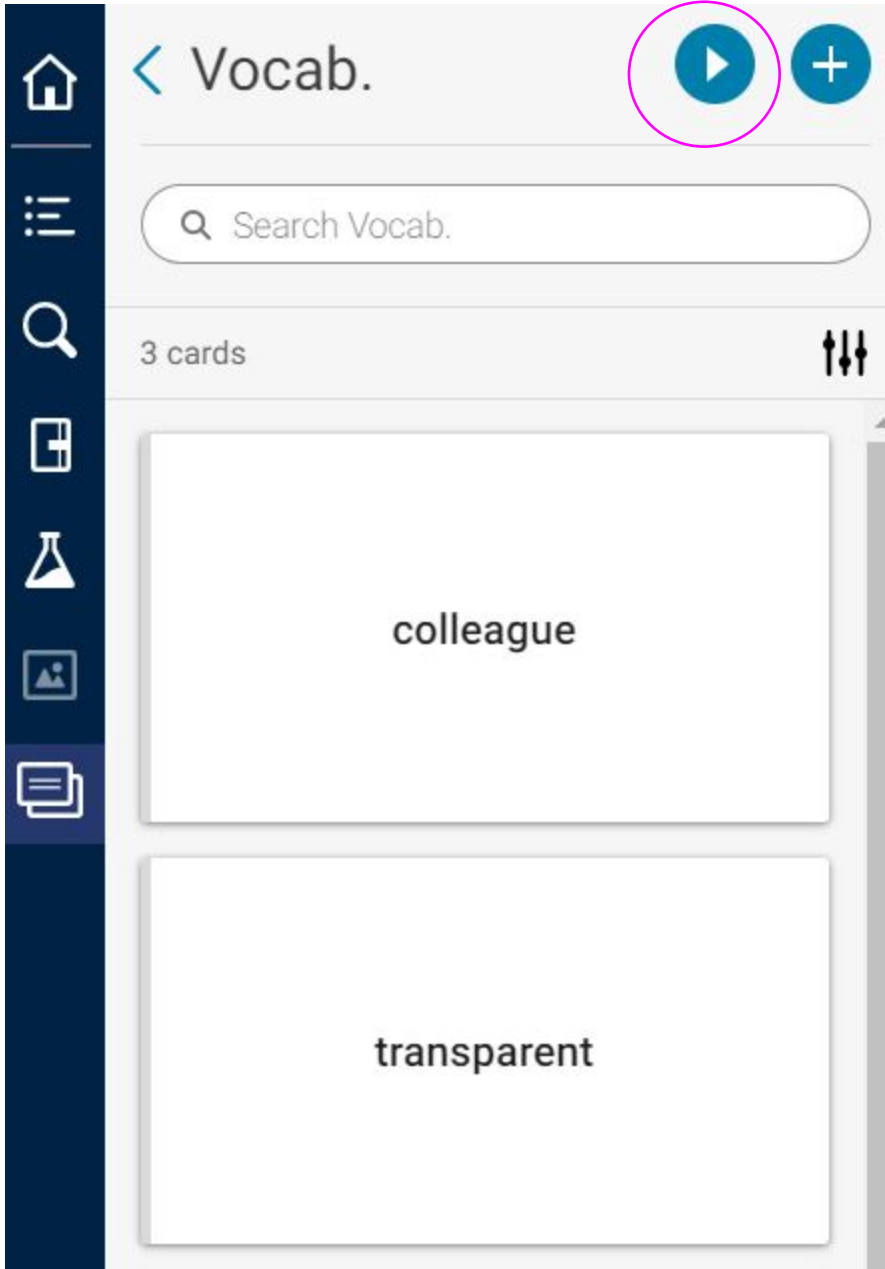
colleague



(n) someone you work with

Cancel

Save



<

(n) someone you work with

>

☹ I Don't know it

☺ I Know it



< Vocab.



Search Vocab.

3 cards



colleague

transparent

anxious

1/3

Practical Strategies for Building Vocabulary through Reading

1. What are some problems that students face with English vocabulary?

- What are some of the challenges with learning English vocabulary?
 - How many words does a learner need to know?
 - What does it mean to “know” a word?

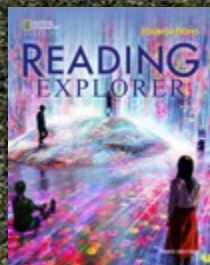
2. How can we help?

- Encouraging reading and providing texts at the right level
- Select appropriate target vocabulary and provide practice and recycling
 - Help students develop practical vocabulary strategies

THANK YOU!

christopher.street@cengage.com

If you have any questions,
please type in the chat box!



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National Geographic Learning is committed to bringing learning to life - in person, and online.

We want to help teachers continue to bring the world to their learners, no matter where they are. This site is updated regularly with new webinars, training videos, blog posts and other free professional development resources to help you make the transition to teaching online.

Free teaching resources are now available to help you talk about COVID-19 with your young learners and teens.

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