

I Learning vocabulary – general advice

A What do you need to learn?

- 1 How many words are there in English? At least:
a) 10,000 b) 100,000 c) 250,000 d) 500,000
- 2 Winston Churchill was famous for his particularly large vocabulary. How many words did he use in his writing?
a) 10,000 b) 60,000 c) 100,000 d) 120,000
- 3 How many words does the average native English speaker use in his/her everyday speech?
a) 2,500 b) 5,000 c) 7,500 d) 10,000
- 4 How many words make up 45% of everything written in English?
a) 50 b) 250 c) 1,000 d) 2,500

To sum up, there are many words you don't need at all and there are other words that you simply need to understand when you read or hear them. Finally, there are words which you need to be able to use yourself. Clearly you need to spend most time learning this last group.

In the text below mark the words you'd like to be able to use.

English vocabulary has a remarkable range, flexibility and adaptability. Thanks to the periods of contact with foreign languages and its readiness to coin new words out of old elements, English seems to have far more words in its core vocabulary than other languages. For example, alongside *kingly* (from Anglo-Saxon) we find *royal* (from French) and *regal* (from Latin). There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style.

You probably marked many words that you would like to be able to use. Unless you are studying linguistics, however, you probably need only to understand, rather than to use, the verb 'coin' as used in the context above.

What does knowing a new word mean?

- It is not enough just to know the meaning of a word. You also need to know:
 - a) what words it is usually associated with
 - b) whether it has any particular grammatical characteristics
 - c) how it is pronounced
- Try to learn new words not in isolation but in phrases.
- Write down adjectives together with nouns they are often associated with and vice versa, e.g. *royal family*; *rich vocabulary*.
- Write down verbs with the structure and nouns associated with them, e.g. to add to our knowledge of the subject; to express an opinion.
- Write down nouns in phrases, e.g. in contact with; a train set; shades of opinion.
- Write down words with their prepositions, e.g. at a high level; thanks to your help.
- Note any grammatical characteristics of the words you are studying. For example, note when a verb is irregular and when a noun is uncountable or is only used in the plural.
- Make a note of any special pronunciation problems with the words you're learning.

- How could you record the following?
a) chilly b) dissuade c) king d) up to the ears e) independent f) get married
- What would you record beside the following words?
a) scissors b) weather c) teach d) advice e) lose f) trousers
- What might you note beside the following words?
a) comb b) catastrophe c) photograph/photographer

C

Can you learn just by reading or listening to English?

You will certainly help yourself to learn English vocabulary not only by studying with this book but also by reading and listening to English. Give each of the items on the lists below a mark from 0 to 4 describing how important this way of learning vocabulary could be for you personally. *Example: newspapers 3*

newspapers TV (cable / subtitled) cinema magazines video
radio (e.g. BBC World Service) academic or professional literature fiction
simplified readers (with or without cassettes)
music or other cassettes talking to native speakers

D

What should you do when you come across new words?

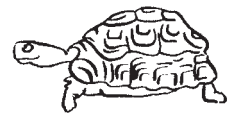
When you are reading something in English, don't look up every new word or expression or you will soon get fed up. Only look up something that is really important for understanding the text. When you have finished reading, look back at what you have read and then perhaps look up some extra words and write down new expressions that interest you.

Similarly when you listen to English don't panic when you hear some words or expressions that you don't know. Keep listening and the overall meaning will often become clear.

When you read or listen to English it is sometimes possible to guess the meaning of a word you don't know before you look up or ask its meaning. Decide first what part of speech the word is and then look for clues in its context or form.

Before you read the text below, check whether you know what the underlined words mean.

A tortoise is a shelled reptile famed for its slowness and longevity. The Giant Tortoise of the Galapagos may attain over 1.5 metres in length and have a lifespan of more than 150 years. Smaller tortoises from Southern Europe and North Africa make popular pets. They need to be tended carefully in cool climates and must have a warm place in which they can hibernate.



Which of the marked words can you perhaps guess from the context or from the way the word is formed? Guess and then check whether you were correct by using a dictionary. Some words are impossible to guess from context or the structure of the word. In such cases, ask someone or go to a dictionary for help.

E

How are you going to plan your vocabulary learning?

- How many words and expressions do you intend to learn each week?
a) 5 b) 10 c) 15 d) more than 15
- Where and when are you going to learn them?
a) on your way to school or work b) before dinner c) in bed d) other
- How often are you going to revise your work?
a) once a week b) once a month c) before a test d) once a year

2 Learning vocabulary – aids to learning

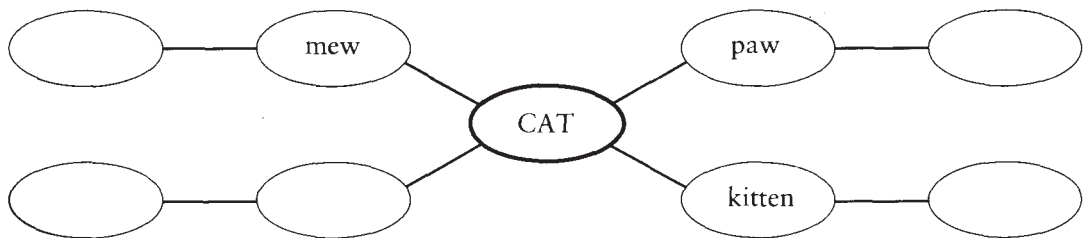
A

Help yourself to learn by learning associated words together

Learn words with associated meanings together.

Learning words together that are associated in meaning is a popular and useful way of organising your vocabulary study.

- 1 Complete this network for the word CAT. Add as many other bubbles as you like.



If possible, compare your network with those done by other students. Add any of their ideas that you like to your network.

Learn words with a grammatical association together.

- 2 Here are some groups of words, each of which has a grammatical connection. Can you see what the connection is? What other words could you add to these groups?

a) child tooth ox b) cut split burst c) information furniture food

Learn together words based on the same root.

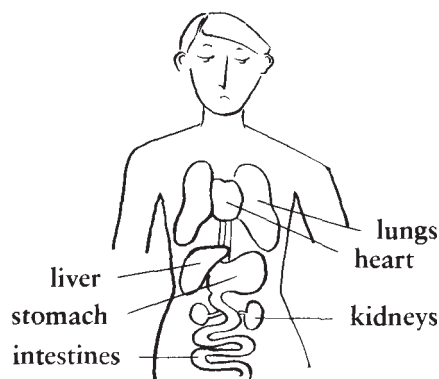
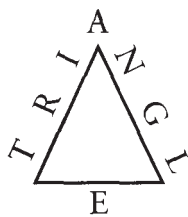
- 3 Can you add any words or expressions to these two groups?

a) price priceless overpriced
b) handy single-handed give me a hand

B

Pictures and diagrams can help you learn

Here are some ways in which pictures might help you to remember vocabulary.

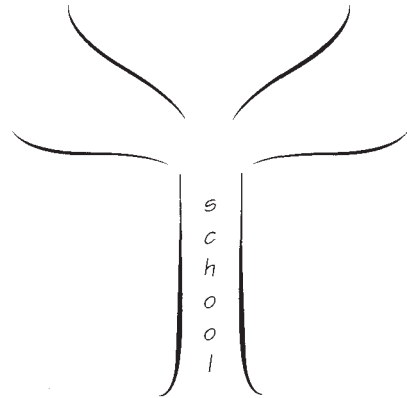
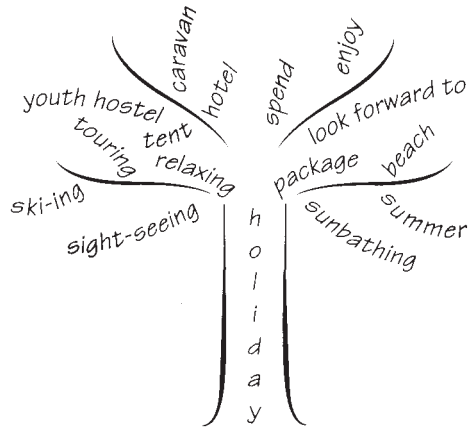


Can you draw any pictures that would help you remember the following vocabulary?

a circle to look a gift horse in the mouth screwdriver

Word trees can be useful.

1 Look at the word tree for holiday. Now complete a tree for school.



Word forks are good ways of learning adjectives and verbs.

2 Look at the complete word forks below. Finish the others.

original		shoot		magnificent		kick	
brilliant		edit		breathtaking		hit	
unusual	idea	direct	a film	superb	view	bounce	a ball
great		star in					
excellent		review					

Matrices can also clarify collocations.

This book will sometimes use matrices to help to clarify word associations. Look at the following example of a matrix:

	a car	a motorbike	a train	a horse	a plane
to fly					+
to drive	+		+		
to ride		+		+	

3 Now complete the following sentences.

- She has always wanted to have the chance to a train.
- Russian women are not allowed to passenger aircraft.
- a motorbike can be very dangerous.

You will do more practice with these and other ways of writing down vocabulary in Unit 3.

3 Organising a vocabulary notebook

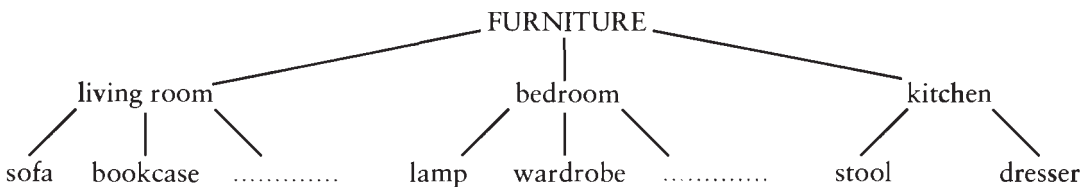
There is no one correct way to organise a vocabulary notebook, but it is a good idea to think about possible ways of doing so. Here are some possibilities and examples.

A Organising words by meaning

This book divides vocabulary into a large number of different topics, probably far too many for a notebook, but you could try dividing your book into different broad sections, with sections for words for feelings, words to describe places, words for movement, words for thinking, etc. In this way you can build families of words related in meaning.

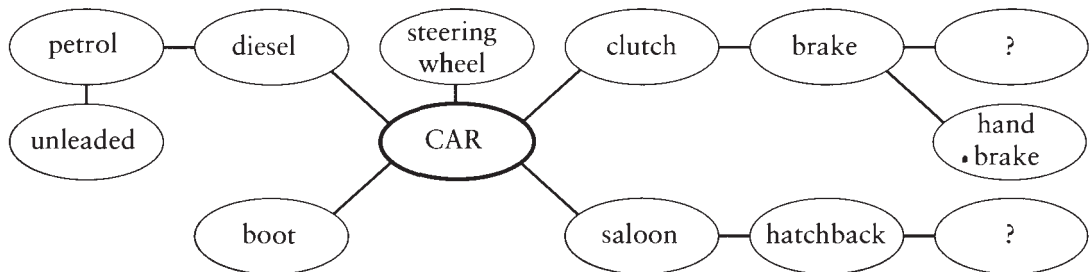
B Using various types of diagrams

Words that can be grouped under a heading or a more general word can be drawn as a tree-diagram. (See also Unit 2.)



The dotted lines mean that you can add more words to the tree as you meet them.

A bubble-network is also useful, since you can make it grow in whatever direction you want it to. (See Unit 2.)



C Organising by word-class

A Spanish learner of English, Angeles, gave us an interview on how she marks word-class in her personal notebook. This is what she said:

“What I have just started doing is to write them depending on if they are verbs or nouns or adjectives or phrases. If they are phrases I write them in red and also the definition. If they are verbs, in black, and blue if they are nouns... And if I write the Spanish translation I write it in another colour, so it’s easy to see... I draw some pictures too.”

D When you meet a synonym or an antonym of a word you already have in your book, enter it next to that word with a few notes:

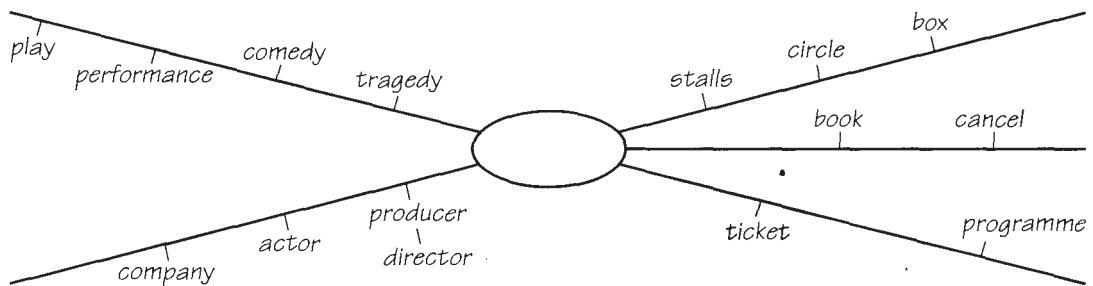
urban ≠ rural stop = cease (more formal)

Exercises

- 3.1** Here is a list of words a Spanish learner of English has made in her vocabulary notebook. How could she improve them and organise them better?

dock - reloj
tell the time - decir la hora
rush - darse prisa
office - despacho
beneath }
under }
I must rush - tengo prisa / tengo que correr
drowsy - the room was hot and I got drowsy
wristwatch - reloj de pulsera
What time do you make it?
next to - junto a / al lado de
hands - the minute-hand (minutero)
wide-awake (fully awake)

- 3.2** Here is a word-map, a variation on the bubble-network. What word do you think should go in the middle of the diagram?



- 3.3** One learner we interviewed said he tested himself regularly with his notebook, covering up the word and trying to guess it from the translation he had written or from any other notes he had made. This was his system:

- 1 If the notes and/or translation were clear but he could not get the word, he made a small red mark in the margin. If any word got three red marks, then it needed extra attention and a special effort to learn it.
- 2 If the notes and/or translation could not help him guess what the word might be, then the word got a blue mark. A blue mark meant 'Write more information about this word!'

What is your testing system? Try to make one if you have not got one, or ask other people what they do. Try your system out and decide whether it needs improving.

- 3.4** Making tables for word-classes is a good idea, since you can fill in the gaps over time. What do you think this learner will put in the remaining gaps in the table?

<i>noun</i>	<i>verb</i>	<i>adjective</i>	<i>person</i>
production	produce	producer
industry	industrial
export

4 The names of English language words

A The names of basic parts of speech in English

article adjective noun verb adverb preposition conjunction pronoun gerund
A good student works hard at her books and she enjoys learning.

B Words relating to nouns

Look at the sentence *An artist loves beauty*; *artist* is **countable**, i.e. it has a plural form (artists), but *beauty* is **uncountable**; *artist* is the **subject** of the verb as it describes who does the verb; *beauty* is the **object**, i.e. what is affected by the verb.

C Words relating to verbs

infinitive (to go) -ing form (going) past participle (gone)

Go (go, gone, went) is an **irregular verb** whereas *live* (live, lived, lived) is **regular**. *Go* is also **intransitive** because it does not need an object, e.g. *Has Luis gone?* *Make* is **transitive** because it is followed by an **object** – you make something.

D Words relating to the construction of words

In the word, *irregularity*, *ir-* is a **prefix**, *regular* is a **root** and *-ity* is a **suffix**. *Fat* is the **opposite** or **antonym** of *thin* and *plump* is a **synonym** of *fat*. A **word family** is a set of words based on one root, e.g. *word*, *wordy*, *to reword*. A **phrase** does not include a **main verb** – ‘in a word’ is an example of a **phrase**. A sentence has a **main verb**; it begins with a **capital letter** and ends with a **full stop**.

E Words relating to pronunciation

A **syllable** is the minimum sound unit of a language consisting of one vowel and any consonants on either side. There are three **syllables** in the word ‘minimum’ (the first is *mi*, the second is *ni* and the third is *mum*) and the **stress** is on the first **syllable**. **Onomatopoeia** means forming words that sound like their meaning, e.g. *moo*, *buzz*.

F Words and their associations

Register means a style of speaking or writing appropriate to a particular social situation. Thus, **slang** is an extremely informal **register** and is only used by people who know each other very well. **Colloquial** is an adjective referring to language that is suitable mainly for conversation, e.g. *He’s a nice guy*. **Pejorative** describes words which have a negative association. *Pig-headed* is **pejorative** whereas *determined*, which is very close in meaning, is not. **Collocation** refers to words which frequently occur together, e.g. *torrential rain*, *auburn hair*.

G Words describing punctuation

.	full stop	,	comma	;	semi-colon	'	apostrophe
-	hyphen	-	dash	!	exclamation mark	?	question mark
()	brackets	“ ”	inverted commas	ANNE	block capitals		

Exercises

4.1 Look at the paragraph about register in F opposite. Find at least three examples of each of the following:

- 1 nouns
- 2 verbs
- 3 adjectives
- 4 adverbs
- 5 prepositions

4.2 Considering the words in their context in F opposite, mark the nouns you've written in 4.1 with a *C* (countable) or *UC* (uncountable). Mark the verbs *R* (regular) or *IR* (irregular) and *T* (transitive) or *IT* intransitive.

4.3 Complete the following table.

<i>verb</i>	<i>infinitive</i>	<i>-ing form</i>	<i>past participle</i>
define
mean
write

4.4 Think about the word *informal*.

- 1 What is its root, its prefix and its suffix?
- 2 What is its opposite or antonym?
- 3 Has it got any synonyms?
- 4 What words are included in its word family?
- 5 Use it in (a) a phrase and (b) a sentence.

4.5 Look at all the words in bold in sections E, F and G opposite. In each case mark which syllable is stressed.

4.6 Match the following colloquial words with their more formal equivalents below.

- 1 chat (verb) 2 loo 3 chap 4 put up with 5 fiddle (noun)
 man violin lavatory converse tolerate

4.7 The following pairs of words are close in meaning but one word in each case is pejorative. Which?

- 1 terrorist / freedom-fighter 3 fluent / wordy 5 cunning / shrewd
 2 slim / skinny 4 mean / thrifty 6 generous / extravagant

4.8 Give examples of collocations based on the words *noun*, *word* and *colloquial*.

Example: uncountable noun

4.9 Cover the left-hand page and write the names of the following punctuation marks.

- () ? '
 ; — -
 , “ ”

5 Using your dictionary

A

Good dictionaries can tell you a lot more about a word than just its meaning, including (among other things):

- Synonyms and their differences, e.g. **mislay** and **lose**
- Antonyms (opposites), e.g. **friend** ≠ **enemy/foe**
- Collocations (how words go together), e.g. **auburn** combines only with **hair** (or connected words, e.g. **curls**)
- Pronunciation: this will mean learning some symbols which are different from the letters of the English alphabet.

θ	th in thick	ð	th in then	tʃ	ch in church
ʃ	sh in she	dʒ	j in jam	ʒ	s in pleasure
ŋ	ng in ring	æ	a in bad	ɒ	o in top
ɔː	o in form	ʊ	u in put	ə	a in about
ʌ	u in up	ɜː	i in bird		

Most other symbols look just like ordinary letters of the English alphabet and their pronunciation is not so hard to guess. But check the table given in the index.

- Word stress: often shown by a mark before the syllable to be stressed or by underlining, e.g. **əd'ventʃə/**, **/wɛs tən/**. Make sure you know how your dictionary marks stress.
- Usage: how a word is used and any special grammatical pattern that goes with it, e.g. **suggest** + clause (not an infinitive) – I suggest you ring her right away.
- Whether a word is used for people and/or things. For example, look at this entry for **malignant**:

ma·lig·nant /mə'liɡnənt/ *adj* 1 (of people or their actions) feeling or showing great desire to harm others: malevolent: *a malignant slander, attack, thrust.* 2 (a) (of a tumour) growing uncontrollably, and likely to prove fatal: *The growth is not malignant.* (b) (of diseases) harmful to life.
 ▷ **ma·lig·nancy** /-nənsi/ *n* 1 [U] state of being malignant. 2 [C] malignant tumour.
ma·lig·nantly *adv.*

- Word-class (usually abbreviations **n**: noun, **adj**: adjective, etc.), whether a noun is countable or uncountable, and whether a verb is normally transitive (needs an object) or intransitive (doesn't need an object).

B

Don't forget that most words have more than one meaning. In this example, only the second meaning corresponds to the way **hairy** is used in this sentence:

It was a really **hairy** journey on the mountain road.

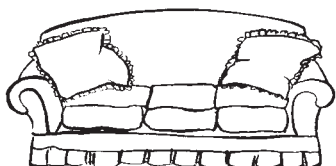
hairy /'heəri/, **hairier**, **hairiest**. 1 Someone or something that is **hairy** is covered with hair. EG ...a plump child with hairy legs... ...a big, hairy man... The function of a mammal's hairy coat is to insulate the body.
 2 If you describe a situation as **hairy**, you mean that it is exciting, worrying, and rather frightening; a very informal use. EG It got a little hairy when we drove him to the station with less than two minutes to spare. ADJ QUALITY = nerve-racking, scary

Exercises

- 5.1** With a *bilingual* dictionary, try a double search: look up a word in your language; the dictionary may give several possibilities in English. Look up each of those possibilities in the English section of the dictionary to see how they translate back into your language. This may help you to separate synonyms.

If you own a dictionary, make a little mark in the margin each time you look a word up. If a word gets three or more marks, it is worth an extra effort to learn it. What other learning techniques are there for dictionaries?

- 5.2** Small, bilingual dictionaries often just give three or four translations for a word you look up, without any explanation. Here are some pictures with translations you might find in such a dictionary. Which ones fit in the sentences? You may need to use a monolingual dictionary.



sofa divan
couch settee



boots bootees
wellingtons



sailing boat ketch
dinghy yacht

- Come and sit on the and relax a while.
- She bought a huge, luxury and went off round the world.
- If you're going to stand in the water you should take your
- It's not a proper yacht; it's just a tiny little

- 5.3** Which definition of *casual* fits which sentence?

casual /kæʒjuəl/, **casuals**. 1 Something that is casual 1.1 happens or is done by chance or without planning. EG Her casual remark caused a political storm... a casual meeting. ◊ casually. EG ...a casually acquired object. 1.2 is rather careless and done without much interest. EG I had a casual glance at the papers... a casual friendship. ◊ casually. 2 If you are casual, you are, or you pretend to be, calm and not very interested in what is happening or what you are doing. EG He tried to appear casual as he asked her to dance... a casual wave. ◊ casually. ◊ ADV WITH VB

EG I walked casually into his room. ◊ casualness. EG With studied casualness he mentioned it to Hilary. 3 Casual clothes are clothes that are suitable for when you are at home or doing things other than working, but are not suitable for work or formal occasions. EG ...a casual shirt. ► used as a plural noun. EG ...smart casuals. ◊ casually. EG He was dressed casually. 4 Casual work is done for only a short time, and not on a permanent or regular basis. EG They employ casual workers to pick the fruit... a casual job. ◊ N UNCOUNT

- It was quite a casual outfit, just right for such an informal occasion. (definition no.)
- I only said it casually, but it shocked her. (.....)
- I don't get a salary; I'm just a casual. (.....)
- It was just a casual encounter, but it changed my life. (.....)

- 5.4** Pronunciation. What English words are these?

- | | |
|-----------------------|--------------------|
| 1 /edʒə'keɪʃən/ | 4 /'lɪbətɪ/ |
| 2 /'pæspɔ:t/ | 5 /rə'vɪʒən/ |
| 3 /'leɪθ/ | 6 /'brʌðə/ |

- 5.5** In the dictionary entry for *hairy* opposite how many synonyms can you see for the different meanings?

6 Revising vocabulary

Here is an extract from a psychology book on the importance of revising in an active way.

Probably the commonest fault among students is failure to realise that learning is essentially an active process. Too many students sit for hours passively reading and re-reading notes and textbooks, without ever attempting actively to recall what they have read. The fallacy of this method has been amply shown by experiments.

The same principles apply to more advanced forms of learning: for effective memory, some form of active expression is essential. The student, therefore, should read through the material he wants to master with close attention and should then reproduce the main points aloud or produce a written summary...An hour's concentrated work of this kind is more effective than three hours' passive reading.

(From *A Modern Introduction to Psychology*, Rex and Margaret Knight)

B Revising with this book

When you revise a unit, first read it through. Then look at anything you wrote in your vocabulary notebook connected with the unit.

Then, and most importantly, try to do something different with the new words and expressions in that unit in order to help fix them in your memory.

Here are some suggestions:

- Highlight (or underline) any words and expressions that you had forgotten or were not sure about.
- Look at the unit and choose ten words and expressions that you particularly want or need to learn. Write them down.
- Look up any words that you selected in an English-English dictionary. Do these words have any other uses or associations that might help you learn them? Looking up the verb, **wish**, for example, might lead you to **wishbone** or **wishful thinking**. Write anything that appeals to you in an appropriate phrase or sentence.
- Perhaps the dictionary can also help you find some other words based on the same root. Looking up the noun, **employment**, will lead you to the verb, **employ**, to the nouns, **employer** and **employee**, and, perhaps, to the adjectives **employable**, **unemployed** and **self-employed**.
- Write down the words and expressions you wish to learn in phonetic script. Use a dictionary to help you.
- Write down the words and phrases from a unit in your notebook in a different way – put them into a network or a table, perhaps.
- The next day, ask yourself again: How much can I remember?
- Test yourself. Cover part of a word or phrase. Can you remember the complete word or phrase?

When you have done all the steps above that you feel will be useful to you, close your book and notebook and remind yourself of what you have been studying. How much can you remember?

C**Making the new words active**

One of the great advantages of revising vocabulary is that it should help you to make the step from having something in your passive vocabulary to having it in your active vocabulary.

Encourage this process by:

- writing the words and expressions you are trying to learn in a sentence relating to your life and interests at the moment.
- making a point of using the new words and expressions in your next class or homework.
- keeping a learning diary in which you note down things that particularly interest you about the words you have learnt.
- watching out for the words and expressions you are trying to learn in your general reading of English. If you come across any of them in use, write them down in their context in your diary or notebook.
- writing a paragraph or story linking the words and expressions you want to learn.

D**What can you remember?**

- 1 What do you remember now from the first six units in this book? Answer without looking back at the units.
- 2 Now read through the units again.
- 3 How much do you remember about the units now?
- 4 Choose at least one word and expression from each unit and work through all the suggestions made in B and C above. It may not always be appropriate in your future study to do all the steps in B but try them now for practice.

E**Some plans for your work with this book**

- 1 How often are you going to revise what you have done? (Every week? Every five units?)
- 2 Which techniques are you going to use for revising?
- 3 Now write yourself some notes to remind yourself of when you are going to revise. You might like, for instance, to write *revise vocabulary* in your diary for the next eight Fridays, if you decided to revise every week. Alternatively you could write **REVISE** in capital letters after, say, every five units in the book.

7 Formal and informal words

Formality is all about your relationship with the person you're speaking or writing to. If you use formal language, it may be because you wish to show respect, politeness, or to put yourself at a distance (for example, 'official' language). Informal language can show friendliness, equality or a feeling of closeness and solidarity with someone. You should *never* use informal language just to sound fluent or clever.

A Scales of formality

Some groups of words can be put on a scale from (very) formal to (very) informal.

<i>very formal</i>	<i>neutral</i>	<i>very informal</i>
offspring	children	kids
abode/residence	house/flat	place
alcoholic beverages	drink	booze

B Short, monosyllabic informal words

Informal versions of words are often short and monosyllabic, as we can see in the right-hand column in the table in A. They include slang words. (Unit 95 has more examples.)

- It cost me ten **quid**. [pounds]
- I'll help you peel the **spuds**. [potatoes]
- My **bike**'s been stolen. [bicycle]
- I always go by **tube**. [word used for the London Underground]
- Come and meet my **Mum** and **Dad**. [mother and father]
- Hi!** Can't stop; see you, **bye!** [hello; goodbye]
- The milk's in the **fridge**. [refrigerator]

C Clippings

Shortening a word tends to make it less formal, as in **fridge** and **bye** in B.

- I'll meet you in the **lab**(oratory). What's on **telly** tonight? [television]
- We should put an **ad**(vertisement) / an **advert**(isement) in the (news)**paper**.
- Shall I (tele)**phone** them?
- Her sister's a **vet**(erinary surgeon).

D Formality in notices, instructions, etc.

You will often see rather formal words in notices and suchlike. Make sure you know the meaning of the words used so that you could tell someone what the notice says using less formal words.

**THIS PUBLIC HOUSE
IS CLOSED UNTIL
FURTHER NOTICE**

**DO NOT ALIGHT WHILE
THE BUS IS IN MOTION**

**DO NOT ADDRESS THE
DRIVER UNLESS THE BUS
IS STATIONARY**

**ARTICLES DEPOSITED MUST
BE PAID FOR IN ADVANCE**

**We regret we cannot
accept cheques**

**Tickets must be purchased
before boarding the train**

Exercises

- 7.1** If you look up an informal word in a monolingual dictionary, you will often find a neutral equivalent as part of the definition or explanation. For example, the Collins COBUILD dictionary entry for *kid* says: A *kid* is a *child*; an informal use.

Use a monolingual dictionary to find neutral or more formal words for these:

1 kip 2 a pal 3 a chap 4 cheerio 5 swot 6 ta! 7 brainy

- 7.2** Make this conversation more *informal* by changing some of the words. Refer to the left-hand page if necessary.

JIM: Annie, can you lend me five pounds?

ANNIE: What for?

JIM: Well, I have to go and visit my mother and father, and my bicycle's not working, so I'll have to take a taxi.

ANNIE: Can't you telephone them and say you can't come?

JIM: Well, I could, except I want to go because they always have lots of food, and the refrigerator at our flat is empty, as usual.

ANNIE: Can't you go by Underground?

JIM: Erm...

ANNIE: Anyway, the answer's no.

- 7.3** Say whether you feel the following remarks/sentences are *okay*, *too formal* or *too informal* for each situation described. If the remark/sentence is unsuitable, suggest what the person might say instead.

1 (*Teenage boy to teenage girl at disco*): D'you fancy an appointment one night next week?

2 (*Parent to another parent at a school parents meeting*): How many offspring do you have at the school?

3 (*Dinner-guest to host/hostess*): No thanks, I never consume alcoholic beverages when I'm driving.

4 (*Student to University Professor*): Will there be lab demonstrations next week?

5 (*Business letter to a newspaper office*): Dear Sir/Madam, I should like to enquire about the current charges for ads in your paper. My company is considering... etc.

- 7.4** Mini-quiz: Find words on the left-hand page for the following.

1 The opposite of stationary.

2 The opposite of to board.

3 a) to be sorry b) to buy c) to speak to

4 Informal versions of Greetings! and Farewell!

- 7.5** Express these notices in neutral or informal language.

1

Children are requested not to deposit litter in the play-area

2

Expenses can only be reimbursed upon production of dated receipts

(See also Units 95 and 96 for other informal and formal words and expressions.)