

Academic Lecture Comprehension 1

Vocabulary List One: Units Two, Four, and Five

2000 word level

Overview

This vocabulary list covers important words from your course textbook, *Academic Lecture Comprehension*. All the words in the list are included in the most frequent 2000 words of English. You will certainly see these words in everyday English many times, and for this reason you should study them well. At first sight, you may think that most of the words are ‘easy,’ because you will have probably studied them before at junior or senior high school. However, the words in the list are used in many different and sometimes unusual ways. Therefore, you should carefully study how to use the words in their different forms, and also what other words appear with them. For example, look at the following sentence:

*The lookout was **able** to see the iceberg only moments before the ship struck it.*

The keyword here is **able**. You will also see that **able** appears with *to* in the phrase **able to <VERB>**. This is the kind of pattern that you should be looking for when studying the words.

Key to Vocabulary List entries

(1) ←	1: able (éɪbəl)	Appears in unit(s): 2, 4, 5, 12	→ (4)
		Level: 1000	→ (5)
(2) ←	1. Ex1: What do we know about how babies develop their language and communication ability ?		
	2. Ex2: The lookout was able to see the iceberg only moments before the ship struck it.		
(3) ←	3. Ex3: The passengers and crew of the Andrea Doria were very lucky that another ship was able to rescue most of them.		
	4. BNC1: This may have been a difficult question for some to answer as it was an assessment of their own abilities .		
	5. BNC2: Results obtained in testing its ability to deal with the recognition problem.		
	6. BNC3: We have now been able to give immediate answers to fairly complicated questions.		

(1) entry number

(2) keyword

(3) IPA pronunciation

(4) units/(chapters) in which the keyword appears

(5) keyword level (1st 1000 words of English / 2nd 1000 words of English)

(6) examples of keyword in the textbook. Common words that appear with the keyword are marked in *italics*.

(7) examples of keyword from the British National Corpus (BNC). This is a huge database of British newspapers articles, magazine articles, television reports, and so on. Common words that appear with the keyword are marked in *italics*.

1: able (éírbəl)	Appears in Chap(s): 2, 4, 5, 12, 13
	Level: 1000
1. Ex1: What do we know about how babies develop their language and <i>communication ability</i> ?	
2. Ex2: Well, we know babies are able to <i>communicate</i> as soon as they are born even before they learn to speak their first language.	
3. BNC3: Results obtained in testing its ability to <i>deal</i> with the recognition problem.	
4. BNC4: However, your local council <i>will</i> be able to tell you if you are eligible and provide you with an application form.	
2: actual (æktʃəwəl)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: An English speaking child might say something like "Daddy, up" which actually could mean "Daddy, pick me up, please."	
2. BNC2: Video-recording can make use of tape, film or discs for the actual storage of the <i>recorded</i> material.	
3. BNC3: The first statement gives no indication of what the subroutines at 500 and 800 actually <i>do</i> .	
4. BNC4: Conservationists claim that unless the deal is actually signed a new owner may not feel bound by it.	
3: address (ædɪrəs)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: When a packet reaches a router, the router reads its destination address .	
2. Ex2: Along the way, many postal agents may look at the addresses on the postcards in order to decide the best route to send them off on to reach their destination.	
3. BNC3: The address <i>book</i> is an odd addition, given that the database is perfectly adequate for fulfilling this need.	
4. BNC4: Manufacturers usually provide relative <i>record</i> addressing which carries out these calculations for the user.	
4: adult (ədʌlt)	Appears in Chap(s): 5
	Level: 2000
1. Ex1: Now, think about some of the similarities and differences involved in the processes of child and adult language learning.	
2. BNC2: In the wild such behaviour would normally never occur because of the large size of each adult <i>cat's</i> territory.	
3. BNC3: <i>Young</i> adulthood was defined as between 18 and 30 years of age.	
4. BNC4: If you give your teenage son or daughter a sense of responsibility, they are likely to become <i>responsible</i> adults .	
5: age (éíɹɹɹ)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: Then, between two and three <i>years</i> of age , young children begin to learn more and more grammar.	
2. Ex2: Then, around four months of age they begin to babble.	
3. BNC3: Wide age and ability <i>range</i> means younger children may learn from older.	
4. BNC4: Six women and 13 <i>men</i> with ages ranging from 14 to 66 years.	
6: agent (éíɹɹɹənt)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: Along the way, many postal agents may look at the addresses on the postcards in order to decide the best route to send them off on to reach their destination.	
2. BNC2: Most large commercial corporations and <i>government</i> agencies have assembled sets of tables of this kind.	
3. BNC3: Hence consent to use a shop as an <i>estate</i> agency may well preclude its being changed to any other office use.	
4. BNC4: The crucial choice of an <i>estate</i> agent raises the question of whether one is necessary at all.	
7: ago (əgəʊ)	Appears in Chap(s): 2, 13, 14
	Level: 1000
1. Ex1: Over 2,000 years ago , many rich Romans did the same thing.	
2. BNC2: The first men might then have walked the Earth 130 <i>million</i> years ago .	
3. BNC3: Obviously we cannot know the outcome of a new project, so let's consider how we might have proceeded 31 years ago .	
4. BNC4: Twelve months ago when Graeme joined us I had hoped that we could generate enough business to justify an extra man.	

8: agree (əɡɹí)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: Instead, there are dozens of high-level networks, which agree to connect with each other.	
2. BNC2: You effectively repeat what they have <i>said</i> , agreeing with them, and then tell them what you want and expect and why.	
3. BNC3: Nothing in the agreements between <i>Britain</i> and the US justifies this statement.	
4. BNC4: Disagreement over <i>how</i> the cuts are to be implemented is also expected.	
9: air (éɹ)	Appears in Chap(s): 2
	Level: 1000
1. Ex1: Rock and ash flew through the air .	
2. BNC2: FIG. 1 TECHNICAL MANUAL GROWTH RATE WITHIN THE NAVAL AIR SYSTEMS COMMAND.	
3. BNC3: Fuel is needed if you want to stay in the air because the Epical engines consume fuel at an alarming rate.	
4. BNC4: And setting up the sound waves in the air at the other side.	
10: alive (əɹáɪv)	Appears in Chap(s): 2
	Level: 2000
1. Ex1: These unlucky <i>people</i> were buried alive under the volcanic ash.	
2. BNC2: My real aims were to get through to John and to keep him alive in <i>people's</i> minds so that he couldn't be forgotten.	
3. BNC3: He has pointed out, too, that if life is considered in this light, then some clays could be thought of as alive .	
4. BNC4: I slip through and my senses are immediately alive to a new intensity.	
11: amaze (əméɪz)	Appears in Chap(s): 4, 5
	Level: 2000
1. Ex1: But, amazingly , <i>there</i> is no one single controlling network at the top.	
2. Ex2: If we stop to think about it, actually it's quite amazing how quickly babies and children all over the world learn their language and how similar the process is for babies all over the world.	
3. BNC3: Since then the use of these systems has spread amazingly .	
4. BNC4: The other day I watched this character, uncertain whether or not he would be taken, drop instantly into an amazing role.	
12: area (éɹiə)	Appears in Chap(s): 2, 14, 15
	Level: 1000
1. Ex1: Soon archaeologists began to excavate to dig in the area .	
2. BNC2: The main area of <i>concern</i> in such a sociology of the unconscious lies in the analysis of social control.	
3. BNC3: China has now tightened up on the access of social scientists to <i>rural</i> areas .	
4. BNC4: Some of the areas mapped, however, did not feature in the published material.	
13: arrive (záɪv)	Appears in Chap(s): 4, 12
	Level: 2000
1. Ex1: The postcards would probably arrive at different times.	
2. Ex2: How does information that leaves one computer travel through all of these networks, and arrive at its destination, another computer, in a fraction of a second?	
3. BNC3: If the goods don't arrive within 28 days or <i>by</i> a specified delivery date, you have the right to cancel the order.	
4. BNC4: There is a necessary compromise which <i>can</i> only be arrived at in the context of a particular system.	
14: ask (əɹɛsk)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: To help you understand this process, I'm going to ask you to think of these packets of information as electronic postcards.	
2. BNC2: You can also record a list of questions to ask at <i>interviews</i> and also make a note of which responses you felt were weak.	
3. BNC3: These farmers were then asked <i>what</i> is the most suitable time of day.	
4. BNC4: As children we tend to work on this and practise asking for <i>what</i> we want at every available opportunity.	

15: baby (bérbi)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: What do we know about how babies develop their language and communication ability?	
2. Ex2: Well, we know babies are able to communicate as soon as they are born even before they learn to speak their first language.	
3. BNC3: Dr. Dunn believes it is important to provide positive suggestions to your older child about how to handle the new baby .	
4. BNC4: When the second baby was born she had felt completely different.	
16: background (bäckgrúnd)	Appears in Chap(s): 5
	Level: 2000
1. Ex1: By the time they are ten months old, however, the babbling of babies from different language backgrounds sounds different.	
2. BNC2: He decided to test the theory further <i>by</i> examining the background of more than 17,000 Scottish-based oil workers.	
3. BNC3: You don't need to worry about backgrounds because they <i>can</i> be loaded in if you have drawn one earlier.	
4. BNC4: The idea is to use music and sound as a background .	
17: bear (béi)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: Well, we know babies are able to communicate as soon as they are born even before they learn to speak their first language.	
2. BNC2: One of these was the diagrams that bear his <i>name</i> , which are the basis of almost every calculation in particle physics.	
3. BNC3: At present, bears regularly cross the <i>little</i> -used road at several points.	
4. BNC4: He also became very defensive and threatened human visitors in a way that he had not done before the <i>young</i> were born .	
18: beauty (bjúti)	Appears in Chap(s): 2, 15
	Level: 1000
1. Ex1: Pompeii was a beautiful city; it was located on the ocean, on the Bay on Naples.	
2. BNC2: This produces beautiful , presentation-quality calendars <i>by</i> day, week, month or year.	
3. BNC3: There's no doubt that trees <i>can</i> greatly enhance the beauty of a garden.	
4. BNC4: The beauty about those days was that you built up suites of software to suit the way you worked.	
19: bed (béd)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: For example, children often say such things as "I goed to bed " instead of "I went to bed ," or "I eated ice cream" instead of "I ate ice cream."	
2. BNC2: Depth of sleep Many parents say that they think their child <i>wets</i> the bed because of being in such deep sleep.	
3. BNC3: Waking early in the morning and coming into parents' bed .	
4. BNC4: However, while I was in hospital, I had seen a boy I vaguely knew die of leukemia in the bed opposite me.	
20: begin (bigín)	Appears in Chap(s): 2, 5, 7, 12, 14, 15
	Level: 1000
1. Ex1: The next stage of language acquisition begins around the age of 18 months, when the babies begin to <i>say</i> two word sentences.	
2. Ex2: Then, around four months of age they begin to babble.	
3. BNC3: The robot business began to <i>look</i> brighter as we built up experience in putting the machines to work.	
4. BNC4: Time and time <i>again</i> we would begin the long task of explaining who John was and what on earth we were doing.	
21: best (bést)	Appears in Chap(s): 4, 8, 13
	Level: 1000
1. Ex1: Along the way, many postal agents may look at the addresses on the postcards in order to decide the best route to send them off on to reach their destination.	
2. Ex2: The router then decides the best route to send the packet on its way to its destination.	
3. BNC3: Other issues relate to investigating how this uncertainty <i>information</i> can best be presented to the user.	
4. BNC4: One might believe that, in common with advances made in the understanding of many other diseases, we now <i>know</i> better .	

22: birth (b3θ)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: The first stage of language acquisition begins a few weeks after birth .	
2. BNC2: Birth statistics <i>can</i> be expressed by a number of different measures.	
3. BNC3: He referred me to a specialist, and shortly after my <i>twenty</i> -first birthday I went into hospital for tests.	
4. BNC4: I was thinking about black holes as I got into bed one night in 1970, shortly after the birth of my daughter Lucy.	
23: black (blæk)	Appears in Chap(s): 2, 14
	Level: 1000
1. Ex1: This black cloud rose high into the sky.	
2. BNC2: FALLING INTO A black <i>hole</i> has become one of the horrors of science fiction.	
3. BNC3: The inaccuracy is possibly due to choosing too high an exposure, so that some black cells are seen as white.	
4. BNC4: Professionals will be familiar with the company's black -bodied trade range.	
24: boat (bóut)	Appears in Chap(s): 4, 12
	Level: 1000
1. Ex1: Some might go <i>by</i> truck, some <i>by</i> train, some <i>by</i> plane, some <i>by</i> boat .	
2. BNC2: For Bernard, work was a means to an end, be it a fast car a sailing boat or a factory offering large-scale employment.	
3. BNC3: The weather still held good next day, so we opted for another, shorter, boat trip, this time out to Kidney Island.	
4. BNC4: Sea lions often follow fishing boats and take fish from hooks.	
25: book (búk)	Appears in Chap(s): 4, 8
	Level: 1000
1. Ex1: But finally, after all of the postcards had arrived, your friend would be able to put them back in the correct order and <i>read</i> the book .	
2. Ex2: Formal language is the kind of language you find in textbooks, <i>reference</i> books such as encyclopedias, and in business letters.	
3. BNC3: The <i>address</i> book is an odd addition, given that the database is perfectly adequate for fulfilling this need.	
4. BNC4: Neither issue statistics nor the study of date labels in the books <i>record</i> in-house use, which may often be substantial.	
26: bottle (bótəl)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: For example, a baby in an English speaking home may say "baba" for the word " bottle " or "kiki" for "cat."	
2. BNC2: He may prefer still mineral water to tap water, so a bottle <i>can</i> be kept near him.	
3. BNC3: This often means that several bottles of <i>medicine</i> will be used in the process of cure.	
4. BNC4: Cut the rest of the bottle to such a height that it fits under the water in the tank in which it is going.	
27: boy (bɔi)	Appears in Chap(s): 2
	Level: 1000
1. Ex1: The boy 's name was Pliny the Younger.	
2. BNC2: No one stopped to ask the boy <i>what</i> he wanted, which was to study science and work in the field of research.	
3. BNC3: The rest of the week passed and each day the boy worked just as hard and just as long, but each day he produced less.	
4. BNC4: Twice as many boys than girls are likely to be aggressive with outsiders but they equally fight in the home.	
28: break (breík)	Appears in Chap(s): 4, 14
	Level: 1000
1. Ex1: The data, or information, in an e-mail message, a Web page, or a file is first broken <i>down</i> into tiny packets.	
2. BNC2: But there is no outdoor super-track, and thus no one has tried to break the world <i>record</i> , for the 1500 metres on one.	
3. BNC3: Table 3.2 provides the former, breaking <i>down</i> , into sector groups, the key immediate suppliers.	
4. BNC4: Naturally broken sequences <i>Record</i> keys often do not start as an unbroken sequence.	

29: call (kól)	Appears in Chap(s): 5, 7, 10, 13, 14, 15
	Level: 1000
1. Ex1: The speech they produce is called "telegraphic" speech because the babies omit all but the most essential words.	
2. Ex2: Scientists call the underwater earthquake a seaquake.	
3. BNC3: With 16 telephone lines, the <i>system</i> can call 150 people, get their responses, and print out a list in under 20 minutes.	
4. BNC4: At present, so-called " <i>industrial</i> fishing" accounts for 50 per cent of the North Sea catch.	
30: cat (kǽt)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: For example, a baby in an English speaking home may say "baba" for the word "bottle" or "kiki" for " cat ."	
2. BNC2: In the wild such behaviour would normally never occur because of the large size of each <i>adult</i> cat 's territory.	
3. BNC3: Owners of deaf white cats <i>report</i> that their pets are brilliant at compensating for their genetic disability.	
4. BNC4: Modern breeds derived from northern European cats should therefore be heavier than those from the tropics.	
31: chapter (tjæptʰ)	Appears in Chap(s):
	Level: 2000
1. BNC1: Mean daily CH 4 <i>concentrations</i> in breath for each subject throughout the study are shown in Figure 1.	
2. BNC2: Soil types should be expressed in terms of the classification <i>described</i> in chapter one.	
3. BNC3: Certain key rules are repeated in different chapters throughout the <i>book</i> .	
4. BNC4: An explanation of why this should be is given in Chapter 1.	
32: charge (tjórðʰ)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: An Internet Service Provider, or ISP, is a company that provides Internet service to individuals, organizations, or companies, usually for a monthly charge .	
2. BNC2: The electric field of the radiation <i>can</i> interact with these charges and so radiation <i>can</i> be absorbed, as in common salt.	
3. BNC3: According to convention the arrows on the lines point outwards from a positive point charge .	
4. BNC4: Perhaps they expect to get the club services free of charge .	
33: child (tjáíld)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: For example, children often say such things as "I goed to bed" instead of "I went to bed," or "I eated ice cream" instead of "I ate ice cream."	
2. Ex2: The children then continue to learn other grammatical structures in the same way.	
3. BNC3: But when the parent is teaching the child to do <i>what</i> is asked, the parent needs to wait and check.	
4. BNC4: I like to give my children <i>whatever</i> they want, even if I have to go without.	
34: city (síti)	Appears in Chap(s): 2
	Level: 1000
1. Ex1: Today many people who live in large metropolitan areas such as Paris and New <i>York</i> leave the city in the summer.	
2. Ex2: They left the city of Rome in the summer.	
3. BNC3: In 100 large <i>industrial</i> cities , pollution levels averaged over 10 times the acceptable limit.	
4. BNC4: The launch of the scheme follows surveys which showed that 80 per cent of <i>cars</i> entering the city have only one occupant.	
35: cloud (kláud)	Appears in Chap(s): 2, 13
	Level: 2000
1. Ex1: It was a very large dark cloud .	
2. BNC2: The resulting cloud was observed <i>by</i> instruments on satellites and aircraft, as well as from the ground.	
3. BNC3: When it comes to humans the <i>issue</i> is more clouded .	
4. BNC4: We only want to try to run a straight line through a cloud of data points if the relationship looks linear.	

36: come (kám)	Appears in Chap(s): 2, 7
	Level: 1000
1. Ex1: Today tourists come from all over the world to see the ruins of the famous city of Pompeii.	
2. Ex2: It is not possible to hold back a tidal wave, but it is possible to warn people that a tidal wave is coming .	
3. BNC3: <i>BRITISH</i> industrialists came under fire last week for being slow to use robots.	
4. BNC4: Different parts of the lighting <i>system</i> can come on at different times.	
37: comfort (kámfət)	Appears in Chap(s): 5
	Level: 2000
1. Ex1: This crying lets their parents know when they are hungry, or unhappy, or uncomfortable .	
2. BNC2: Before you begin, make sure that you are comfortable and that you <i>feel</i> relaxed.	
3. BNC3: The excitement of the cows was not entirely a reaction to the discomfort of being <i>driven</i> along hard and dusty roads.	
4. BNC4: Many babies also find this <i>position</i> uncomfortable and will, not surprisingly, prefer the bottle.	
38: communicate (kəmjúnəkət)	Appears in Chap(s): 4, 5
	Level: 2000
1. Ex1: What do we know about how babies develop their language and communication ability?	
2. Ex2: Well, we know babies are able to communicate as soon as they are born even before they learn to speak their first language.	
3. BNC3: We have yet to learn <i>how</i> to communicate and make decisions in an electronic environment.	
4. BNC4: The enabling technologies for such an <i>information</i> and communications centre are already more or less in place.	
39: company (kámpəni)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: An Internet Service Provider, or ISP, is a company that provides Internet service to individuals, <i>organizations</i> , or companies , usually for a monthly charge.	
2. Ex2: An Internet Service Provider, or ISP, is a company that provides Internet service to individuals, organizations, or companies, usually for a monthly charge.	
3. BNC3: First products are expected early next year and will be marketed by both companies , <i>reports</i> say.	
4. BNC4: He <i>says</i> the company isn't looking for any more investors and should soon start generating cash.	
40: complete (kəmplít)	Appears in Chap(s): 4, 14
	Level: 1000
1. Ex1: After completing these steps, you would put all the postcards in the mail.	
2. BNC2: We have <i>just</i> had an extension completed and want to dry out the walls quickly so that we can use the room.	
3. BNC3: A completely specific statement of <i>document</i> content would have to be the text of the <i>document</i> itself.	
4. BNC4: Recorded data in the earlier series was incomplete and no <i>analysis</i> was attempted.	
41: compute (kəmpjút)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: Routers are specialized computers whose job is to direct the information through the networks.	
2. Ex2: In order to communicate with each other, these computers are equipped with special communication software.	
3. BNC3: The order form will help us to trace your purchase and link it to an ad in <i>What</i> Personal Computer .	
4. BNC4: Say, for example, the text as recorded in the computer's memory showed WORD WORD WORD i WORD n WORD WORD.	
42: connect (kənék)	Appears in Chap(s): 4
	Level: 2000
1. Ex1: Local ISPs connect to larger ISPs, which in turn connect to even larger ISPs.	
2. Ex2: Instead, there are dozens of high-level networks, which agree to connect with each other.	
3. BNC3: For connecting three <i>pipes</i> in, say, the corner of a room.	
4. BNC4: In this <i>system</i> the connector arrangements are used to fully describe the structure.	

43: contact (kóntækt)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: To connect to the Internet, the user instructs the computer's communication software to contact the Internet Service Provider, or ISP.	
2. BNC2: In fact you will not descend below your decision height until <i>visual</i> contact is established.	
3. BNC3: We then set out to look for contacts that <i>come</i> from sources other than the usual lake fish.	
4. BNC4: Hand contact surfaces are also the main route of infection from the toilet.	
44: continue (kəntínju)	Appears in Chap(s): 5, 13, 15
	Level: 1000
1. Ex1: The children then continue to learn other grammatical structures in the same way.	
2. BNC2: The high-tech aspects of AIDS <i>will</i> and must continue .	
3. BNC3: Growth <i>will</i> also come from continuing to build on the core brands.	
4. BNC4: A single charging of the batteries allows about 2.5 <i>hours</i> of continuous use.	
45: control (kəntróul)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: But, amazingly, there is no one single controlling network at the top.	
2. BNC2: The sex and age distribution of the healthy control group was <i>comparable</i> with that of the patient group.	
3. BNC3: This has created the need for a highly integrated network of computer <i>systems</i> and programmable logic controllers .	
4. BNC4: In the new <i>system</i> , an electronic device controls the mechanisms holding the parts.	
46: correct (kzékt)	Appears in Chap(s): 4, 5, 8
	Level: 1000
1. Ex1: You would also need to number the postcards so that your friend could put them in the correct order after he receives the postcards.	
2. Ex2: Finally, when all the packets reach their destination, they are put back into the correct order.	
3. BNC3: The highest interpretation at some point was taken to be the correct <i>answer</i> .	
4. BNC4: Two-tailed significance tests were used throughout, and continuity corrections applied where <i>appropriate</i> .	
47: course (kóʝs)	Appears in Chap(s): 4, 12
	Level: 1000
1. Ex1: This is the same way that information is sent over the Internet using the network of routers, but of course it happens much, much faster!	
2. BNC2: This isolation, of course , affects their family <i>just</i> as much.	
3. BNC3: A programme of <i>training</i> courses for the use of the information system has begun and will continue into 1994.	
4. BNC4: There are, of course , others, and most people have elements of several of these types in their nature.	
48: cover (kávʝ)	Appears in Chap(s): 2, 13, 15
	Level: 1000
1. Ex1: As he was digging, he uncovered a part of a wall of the ancient city of Pompeii.	
2. BNC2: Moreover, the farther from shore a duck sleeps the greater the distance a cat must cover in its <i>final</i> uncovered dash.	
3. BNC3: It is therefore particularly important that the <i>issues</i> covered should be sufficiently wide, and long-term.	
4. BNC4: Ensure you receive a written quotation covering all <i>aspects</i> of the job.	
49: cream (kúím)	Appears in Chap(s): 5
	Level: 2000
1. Ex1: For example, children often say such things as "I goed to bed" instead of "I went to bed," or "I eated ice cream " instead of "I ate ice cream ."	
2. BNC2: Pour the spirits <i>and</i> coffee into the glass, add sugar to taste <i>and</i> float the whipped cream on top.	
3. BNC3: Cream cleaner should always be poured onto a damp cloth and applied to dry surfaces.	
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50: cup (κúp)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: For example, if a baby holds up an empty juice cup <i>and</i> says "juice," to his father, the baby seems to be saying, "I want more juice, Daddy" or "May I have more juice, Daddy?"	
2. BNC2: During the day she was offered <i>milk</i> in a cup in small quantities with a small portion of food at meal-times only.	
3. BNC3: The paper cups preferred <i>by</i> many environmentalists are far worse offenders, according to a Canadian study.	
4. BNC4: You then go an make a cup of tea whilst the computer reads through all the files until it comes to the one you want.	
51: cut (kát)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: First, you would have to cut up each of the pages of the book to the size of postcards.	
2. BNC2: Cut the <i>pipe</i> end square using a fine-toothed saw or a <i>pipe</i> cutter.	
3. BNC3: This cuts down both the necessary search and the number of candidates found to be allowable.	
4. BNC4: Cut the <i>pipe</i> end square using a fine-toothed saw or a <i>pipe</i> cutter .	
52: dad (dæd)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: For example, if a baby holds up an empty juice cup and says "juice," to his father, the baby seems to be saying, "I want more juice, Daddy " <i>or</i> "May I have more juice, Daddy ?"	
2. Ex2: An English speaking child might say something like " Daddy , up" which actually could mean " Daddy , pick me up, please."	
3. BNC3: Whenever I went home, my mum <i>and</i> dad had asked me what was being done for John <i>and</i> why there had been no news of him.	
4. BNC4: During my wife's pregnancy, I was delighted to be invited to a dads -to-be session at our health centre.	
53: dark (dórk)	Appears in Chap(s): 2, 10, 15
	Level: 2000
1. Ex1: It was a very large dark cloud.	
2. BNC2: I think Alone In the Dark <i>just</i> happens to be one of those games.	
3. BNC3: Then two other subjects of the same area, but of different, darker <i>colours</i> were added.	
4. BNC4: In the darkness of the <i>box</i> they would sit quietly and in the morning would be ringed and released.	
54: data (déite)	Appears in Chap(s): 4
	Level: 2000
1. Ex1: The data , or information, in an e-mail message, a Web page, or a file is first broken down into tiny packets.	
2. BNC2: Where sites are distributing the data locally, in <i>whatever</i> form, they must set up their own local registration system.	
3. BNC3: Stored data is not" typed", so a" Type mismatch" error is never produced when reading files.	
4. BNC4: It is also useful to demonstrate the choice you are given for data entry in many Windows boxes.	
55: day (déi)	Appears in Chap(s): 2, 7, 12, 15
	Level: 1000
1. Ex1: The eruption lasted for about three days .	
2. Ex2: One day Pliny was looking up at the sky.	
3. BNC3: Twice daily , the tide <i>comes</i> in, and each day it will be approximately 50 minutes later than the previous day.	
4. BNC4: The rest of the <i>week</i> passed and each day the boy worked just as hard and just as long, but each day he produced less.	
56: death (déθ)	Appears in Chap(s): 2, 12, 14
	Level: 2000
1. Ex1: When the volcano first erupted, many people were able to flee the city and to escape death .	
2. BNC2: So regional death <i>rates</i> do not predict regional self-reported sickness <i>rates</i> very well.	
3. BNC3: Japan alone is <i>responsible</i> for about 100,000 dolphin deaths a year.	
4. BNC4: Yet it is often those who have been told of their own imminent death who are most able to come to terms with the idea.	

57: decide (dísáid)	Appears in Chap(s): 4, 14
	Level: 1000
1. Ex1: Along the way, many postal agents may look at the addresses on the postcards in order to decide the best route to send them off on to reach their destination.	
2. BNC2: For the first time in decades, the nation has a chance to decide <i>what</i> to do with it.	
3. BNC3: It will then switch to a new design, which is <i>yet</i> to be decided .	
4. BNC4: It means deciding <i>what</i> you need and how you feel.	
58: depend (dipénd)	Appears in Chap(s): 4, 8, 13, 14
	Level: 1000
1. Ex1: You probably have noticed that people express similar ideas in different ways, depending <i>on</i> the situation they are in.	
2. Ex2: The process depends <i>on</i> routers.	
3. BNC3: In contrast, rich households, which get wood from their own land, depend <i>on</i> logs.	
4. BNC4: This allows information to be specified which varies depending <i>on</i> the context of the message.	
59: develop (divéləp)	Appears in Chap(s): 5, 15
	Level: 1000
1. Ex1: What do we know about how babies develop their language and communication ability?	
2. Ex2: What I'd like to talk to you about today is the topic of child language development .	
3. BNC3: The World Health Organisation has called for individual developing <i>countries</i> to commit themselves to decade programmes.	
4. BNC4: <i>Technological</i> developments have been at a fast pace since the 1950s.	
60: die (dái)	Appears in Chap(s): 2, 12, 13, 15
	Level: 1000
1. Ex1: More than 2,000 <i>people</i> died .	
2. BNC2: Most of the <i>trees</i> affected die within two to three years, while a small proportion recover.	
3. BNC3: His older sister had died at the <i>age</i> of 6 months after an identical clinical course.	
4. BNC4: Many affected <i>trees</i> have been dying within a year of the condition being detected.	
61: difference (dífəəns)	Appears in Chap(s): 4, 5, 8, 10, 12, 14, 15
	Level: 1000
1. Ex1: Another difference <i>between</i> formal and informal language is some of the vocabulary.	
2. Ex2: The best way for a nonnative speaker of English to learn the difference is to <i>observe</i> the different ways English speakers speak or write in different situations.	
3. BNC3: Many of the differences <i>between</i> the findings in this study and previous ones are likely to be age related.	
4. BNC4: Software costs a lot and it should be re-usable across different <i>systems</i> .	
62: dig (díg)	Appears in Chap(s): 2
	Level: 2000
1. Ex1: In the year 1748 an Italian farmer was digging on his farm.	
2. Ex2: Soon archaeologists began to excavate to dig in the area.	
3. BNC3: While they are only following their natural instincts, digging <i>can</i> cause very serious problems in the longer term.	
4. BNC4: The introduction of the lamp allowed more <i>coal</i> to be dug and more profits to be made.	
63: direct (dɜ́ekt)	Appears in Chap(s): 4, 13, 15
	Level: 1000
1. Ex1: Routers are specialized computers whose job is to direct the <i>information</i> through the networks.	
2. BNC2: Release is expected next year, <i>marketed</i> directly and through distributors worldwide.	
3. BNC3: I remember my mother wanting me to be a personal assistant to a <i>managing</i> director .	
4. BNC4: This new push into Europe, however, will be based totally on indirect <i>sales</i> .	

64: disaster (dɪzæstə)	Appears in Chap(s): 2, 12
	Level: 2000
1. Ex1: In fact, 18,000 people escaped the terrible disaster .	
2. BNC2: A disaster begun <i>by</i> the telephone will be completed <i>by</i> the electronic network.	
3. BNC3: The <i>project</i> has been disastrous for the bank in terms of public relations, and has divided Bank's own officials.	
4. BNC4: A plentiful supply of anything is a recipe for disaster .	
65: doubt (daʊt)	Appears in Chap(s): 5, 15
	Level: 1000
1. Ex1: I doubt that it was "mama."	
2. BNC2: Often changes are marked and obvious, there being no doubt as <i>what</i> to do.	
3. BNC3: No doubt there are many, but I would like to single out just three.	
4. BNC4: The Japanese claim, first, that because whaling is uncertain the benefit of the doubt must be given to the whalers.	
66: dozen (dʒən)	Appears in Chap(s): 4
	Level: 2000
1. Ex1: Instead, there are dozens of high-level networks, which agree to connect with each other.	
2. BNC2: The organisation wants to increase its investments at the <i>rate</i> of a dozen or so per year.	
3. BNC3: As you <i>can</i> see, there are dozens of things that we <i>can</i> do.	
4. BNC4: Many operations deal with dozens or more suppliers when one or two at most could satisfy all needs.	
67: early (ɜːli)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: Do you remember anything about how you learned your first language during the early <i>years</i> of your life?	
2. BNC2: A scheme by which fishing captains report dolphins trapped in nets was introduced earlier this <i>year</i> .	
3. BNC3: First products are <i>expected</i> early next year and will be marketed by both companies, reports say.	
4. BNC4: The early conceptualization of the instinct theory was developed before the First World War.	
68: eat (iːt)	Appears in Chap(s): 5, 13
	Level: 1000
1. Ex1: For example, children often say such things as "I goed to bed" instead of "I went to bed," or "I eated ice cream" instead of "I ate ice cream."	
2. BNC2: After the killing they ate the <i>flesh</i> of their father.	
3. BNC3: You collect treasures on the way and eat any <i>food</i> found to sustain your health after being wounded.	
4. BNC4: Change the family's diet to low-fat and more <i>healthy</i> eating .	
69: empty (ɛmpti)	Appears in Chap(s): 5
	Level: 2000
1. Ex1: For example, if a baby holds up an empty juice cup and says "juice," to his father, the baby seems to be saying, "I want more juice, Daddy" or "May I have more juice, Daddy?"	
2. BNC2: We feel empty, and we are then driven <i>by</i> this emptiness .	
3. BNC3: Spare cables must be long enough to reach the empty drive <i>bays</i> .	
4. BNC4: The secret in such cases is to increase the <i>rate</i> of emptying and cleaning the litter tray.	
70: environment (ɪnváɪənmənt)	Appears in Chap(s): 5, 15
	Level: 1000
1. Ex1: These words are usually the names of things that are in the baby's environment , words for food or toys, for example.	
2. BNC2: And, last but not least, its growth and production has a huge <i>impact</i> on the environment we live in.	
3. BNC3: The first round of public consultations considered only environmental and health <i>issues</i> .	
4. BNC4: Environmentalists are <i>concerned</i> that the environment will be sacrificed in the rush to provide facilities by 1998.	

71: equip (íkwíp)	Appears in Chap(s): 4, 12
	Level: 2000
1. Ex1: In order to communicate with each other, these computers are equipped with special communication software.	
2. BNC2: One of the problems is that educational establishments <i>can't</i> renew their equipment as often as desirable.	
3. BNC3: Insist on a demonstration if you're unsure how to operate the equipment .	
4. BNC4: Disposal of existing equipment at the agreed prices had been confirmed.	
72: escape (ískéip)	Appears in Chap(s): 2
	Level: 2000
1. Ex1: Unfortunately, there was not enough time for everyone to escape .	
2. Ex2: They go to the mountains or to the seashore to escape the city noise and heat.	
3. BNC3: To abort a <i>command</i> tap Esc for Escape to re-enter the window.	
4. BNC4: This enables particles and radiation to get out through the event horizon and escape from the <i>black</i> hole.	
73: essential (ísénfæl)	Appears in Chap(s): 5
	Level: 2000
1. Ex1: The speech they produce is called "telegraphic" speech because the babies omit all but the most essential words.	
2. BNC2: If the Institute really wanted to lead in Europe, the Modular <i>System</i> was essential .	
3. BNC3: Specific measures <i>therefore</i> are essentially directed at management to improve the quality of cleaning staff.	
4. BNC4: Before such restorations take place, it is essential that the remains of the structures are fully recorded.	
74: example (ígzáempæl)	Appears in Chap(s): 5, 8, 12, 15
	Level: 1000
1. Ex1: <i>For example</i> , children often say such things as "I goed to bed" instead of "I went to bed," or "I eated ice cream" instead of "I ate ice cream."	
2. Ex2: Let me give you a couple of examples of what I mean.	
3. BNC3: Say, <i>for example</i> , the text as recorded in the computer's memory showed WORD WORD WORD i WORD n WORD WORD.	
4. BNC4: Examples of the <i>reports</i> which may be obtained by the facility are provided.	
75: fact (fáekt)	Appears in Chap(s): 2, 12, 13, 14
	Level: 1000
1. Ex1: In fact , 18,000 people escaped the terrible disaster.	
2. BNC2: As a <i>matter of fact</i> nearly all these academic predictions turn out to be true.	
3. BNC3: Data elements represent facts <i>concerning</i> people, objects, events, and so on.	
4. BNC4: Factual <i>information</i> of a variety of kinds is relatively easily collected.	
76: famous (féiməs)	Appears in Chap(s): 2, 12
	Level: 2000
1. Ex1: In the year 79 C.E., a young Roman boy who later became a very famous Roman historian was visiting his uncle in Pompeii.	
2. BNC2: In a famous library somebody found that the first two volumes had vanished.	
3. BNC3: The most famous trial in the history of science was held in April 1633.	
4. BNC4: There, the model home styles are named after lakes, springs and, more recently, famous golf courses.	
77: farm (fóʊm)	Appears in Chap(s): 2, 14, 15
	Level: 1000
1. Ex1: In the year 1748 an Italian farmer was digging on his farm .	
2. BNC2: Only a few <i>family</i> farmers have had the opportunity, or the resources, to expand the size of the farm.	
3. BNC3: Some farmers are likely to achieve this by converting to <i>organic</i> farming .	
4. BNC4: Nine farms were <i>visited</i> , four of which were full-time and five part-time.	

78: fast (fæst)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: This is the same way that information is sent over the Internet using the network of routers, but of course it happens much, much faster !	
2. BNC2: If they flow too <i>slowly</i> or too fast , deposits can be left behind.	
3. BNC3: One way is to realize that the uncertainty principle allows particles to <i>travel</i> faster than light for a short distance.	
4. BNC4: Technological developments have been at a fast pace since the 1950s.	
79: father (fóðr)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: For example, if a baby holds up an empty juice cup and says "juice," to his father , the baby seems to be saying, "I want more juice, Daddy" or "May I have more juice, Daddy?"	
2. BNC2: She transfers her affections, hitherto directed to her mother who has cared for her so far in life, on to her father .	
3. BNC3: She was very excited by the stickers and would tell her father when he came home from work.	
4. BNC4: Ideally, both father and son should attend so that they could discuss from a common base.	
80: file (fáil)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: The data, or information, in an e-mail message, a Web page, or a file is first broken down into tiny packets.	
2. BNC2: Select the file to be <i>loaded</i> using the direction keys.	
3. BNC3: <i>Electronic filing</i> would require very large storage capacities for maps and technical drawings.	
4. BNC4: If you are successful the file copy will hopefully be written in a previously unused part of the disk.	
81: final (fáinl)	Appears in Chap(s): 4, 13, 15
	Level: 1000
1. Ex1: Finally , when all the packets reach their destination, they are put back into the correct order.	
2. BNC2: This Rate will be based on the total loss of height from the final turn , or final approach fix, to 0ft at the threshold.	
3. BNC3: At press time, it was <i>said</i> to be still finalising international agreements.	
4. BNC4: Finally , <i>confirm</i> that the details are correct and that you wish to reserve the module name, and press the RETURN key.	
82: fly (flái)	Appears in Chap(s): 2, 15
	Level: 1000
1. Ex1: Rock and ash flew through the air.	
2. BNC2: Some of them have not handled light aircraft since they learned to fly , which <i>can</i> be as much as twenty years earlier.	
3. BNC3: Now imagine that you open your eyes and you <i>can</i> see a bird flying through the sky.	
4. BNC4: First flown in November 1960, it served the unit from January 1961.	
83: food (fúd)	Appears in Chap(s): 5, 13, 15
	Level: 1000
1. Ex1: These words are usually the names of things that are in the baby's environment, words for food or toys, for example.	
2. BNC2: All you need is to give them a regular <i>supply</i> of food and water.	
3. BNC3: The patient returned to <i>eating</i> only foods that had been shown to be safe.	
4. BNC4: No oral food or fluids were allowed during the trial.	
84: foot (fút)	Appears in Chap(s): 2
	Level: 1000
1. Ex1: The city of Pompeii was at the foot of Mt. Vesuvius.	
2. BNC2: She has rather long arms with slightly curved fingers, short <i>legs</i> and broad feet .	
3. BNC3: If the user has not yet assessed the DC, a message to this effect will be <i>displayed</i> at the foot of the page.	
4. BNC4: Many women, through no fault of their own, appear to start off on the wrong foot .	

85: forget (fə'ɡet)	Appears in Chap(s): 2
	Level: 1000
1. Ex1: The city of Pompeii was buried and forgotten for 1,700 years.	
2. BNC2: Once it's down in black and white, you know you <i>can't</i> forget it so you <i>can</i> put it out of your mind until the next day.	
3. BNC3: I realized that I had completely forgotten <i>what</i> he sounded like.	
4. BNC4: The technique was known in Europe in classical times but was forgotten .	
86: form (fɔ:m)	Appears in Chap(s): 4, 5, 14
	Level: 1000
1. Ex1: A hierarchy of networks is formed .	
2. BNC2: You can obtain further <i>information</i> and an application form from the address given below.	
3. BNC3: If one can discover which protein is missing, then one has a clue to its necessary role in <i>memory</i> formation .	
4. BNC4: This user also distributes the appropriate software performance and status <i>report</i> forms .	
87: fortune (fɔ:tʃən)	Appears in Chap(s): 2, 12, 15
	Level: 1000
1. Ex1: Unfortunately , there was not enough time for everyone to escape.	
2. BNC2: Fortunately parents can <i>do</i> a lot to tone down the aggressive behaviour.	
3. BNC3: The top ten largest information services companies <i>reported</i> mixed fortunes .	
4. BNC4: Unfortunately , there <i>don't</i> seem to be many around in the universe.	
88: fraction (fɹækʃən)	Appears in Chap(s): 4
	Level: 2000
1. Ex1: How does information that leaves one computer travel through all of these networks, and arrive at its destination, another computer, in a fraction of a second?	
2. BNC2: The fraction <i>can</i> be represented as a signed number by any of the methods discussed in the previous section.	
3. BNC3: In this case, only a fraction of the words from any sub-list need to be searched to find the best match.	
4. BNC4: Any floating.point number with a zero fraction represents zero.	
89: friend (frend)	Appears in Chap(s): 4, 8
	Level: 1000
1. Ex1: You would also need to number the postcards so that your friend could put them in the correct order after he receives the postcards.	
2. Ex2: Imagine that you want to send a friend a book, but you can send it only as postcards.	
3. BNC3: If you can not fit the materials yourself, ask a friend or relation you <i>trust</i> to do it for you.	
4. BNC4: Perhaps we think our friends see us as <i>calm</i> and capable while we know that we are secretly in a state of panic.	
90: fright (fraɪt)	Appears in Chap(s): 2
	Level: 2000
1. Ex1: He saw a frightening sight.	
2. BNC2: All of us, given <i>sufficient</i> fright or shock, can experience an alarm reaction.	
3. BNC3: These records <i>can</i> frighten parents because some behaviours are seen to get worse for a short period.	
4. BNC4: He would inevitably be frightened <i>by</i> the experience, because he would know that he cannot yet expect to walk safely.	
91: go (ɡóʊ)	Appears in Chap(s): 2, 4, 5, 8, 12, 14, 15
	Level: 1000
1. Ex1: For example, children often say such things as "I goed to bed" instead of "I went to bed," or "I eated ice cream" instead of "I ate ice cream."	
2. Ex2: All the packets might take the same route or they might all go different routes.	
3. BNC3: Some learn in this way for the first time about <i>what</i> goes on inside a university.	
4. BNC4: I didn't know <i>what</i> I was going to say, but I would have to come up with something.	

92: happen (háepən)	Appears in Chap(s): 4, 12, 13
	Level: 1000
1. Ex1: This is the same way that information is sent over the Internet using the network of routers, but of course it happens much, much faster!	
2. BNC2: Some parents immediately separate the children and punish both when they do not know <i>what</i> has happened .	
3. BNC3: I was suffering from diphtheria, most of the adult staff were women, and nobody was explaining <i>what</i> was happening to me.	
4. BNC4: The parent needs to learn to present food to the child and then not pay attention to <i>what</i> happens .	
93: happy (háepi)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: At this stage, babies start to make cooing noises when they are happy .	
2. BNC2: Happy <i>Chip</i> works by telling the drive to run at twice its design speed.	
3. BNC3: The fact that unhappy feelings are pushed away with food is an avoidance style of coping with stress.	
4. BNC4: She became very unhappy but could not <i>express</i> these feelings.	
94: heat (hít)	Appears in Chap(s): 2
	Level: 1000
1. Ex1: They go to the mountains or to the seashore to escape the city noise and heat .	
2. BNC2: If people cannot heat <i>water</i> in winter, they will not wash.	
3. BNC3: The <i>water</i> is heated at night and, if not used, stays hot during the day.	
4. BNC4: There is no ideal <i>system</i> of central heating , and life would be so much simpler if there were.	
95: help (hélp)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: To help you <i>understand</i> this process, I'm going to ask you to think of these packets of information as electronic postcards.	
2. BNC2: <i>Information</i> to help top management make these decisions could be provided by the decision-support system.	
3. BNC3: FOUR stamps which go on sale today celebrate the invention which helped to make <i>Britain</i> ruler of the waves.	
4. BNC4: Idea tree helps you <i>organise</i> your thoughts using this process.	
96: high (háɪ)	Appears in Chap(s): 2, 4
	Level: 1000
1. Ex1: Instead, there are dozens of high -level networks, which agree to connect with each other.	
2. BNC2: To read in such a small bar code successfully requires a very high <i>degree</i> of resolution.	
3. BNC3: But you should descend at a higher <i>rate</i> so as to reach 2500ft before you turn.	
4. BNC4: Real-time <i>performance</i> is the highest available from general purpose systems, claimed the company.	
97: history (hístʒi)	Appears in Chap(s): 2, 14, 15
	Level: 1000
1. Ex1: In the year 79 C.E., a young Roman boy who later became a very famous Roman historian was visiting his uncle in Pompeii.	
2. BNC2: However, historical <i>documents</i> are not always true records of the past.	
3. BNC3: Instead, it predicts a whole <i>family</i> of possible histories , each with its own probability.	
4. BNC4: It is important to understand something of the recent history of <i>Information Technology</i> Departments.	
98: hold (hóʊld)	Appears in Chap(s): 5, 7
	Level: 1000
1. Ex1: For example, if a baby holds up an empty juice cup and says "juice," to his father, the baby seems to be saying, "I want more juice, Daddy" or "May I have more juice, Daddy?"	
2. BNC2: The last <i>meeting</i> was held on Oki premises a few weeks ago with only a few friends of the family in attendance.	
3. BNC3: The answer is they can't, not if our normal ideas of space and time hold <i>true</i> .	
4. BNC4: The simplest form of index is one that holds the <i>address</i> of every record.	

99: home (hóum)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: For example, a baby in an English speaking home may say "baba" for the word "bottle" or "kiki" for "cat."	
2. Ex2: For example, the babbling of a baby in a Chinese?speaking home sounds different from the babbling of a baby in an English speaking home .	
3. BNC3: These kits really are a must for any home medicine cabinet.	
4. BNC4: As very few records will not be on their home tracks, this procedure is extremely efficient.	
100: hunger (háng3)	Appears in Chap(s): 5
	Level: 2000
1. Ex1: This crying lets their parents know when they are hungry , or unhappy, or uncomfortable.	
2. BNC2: While these theories <i>address</i> the problem of hunger , they do so only indirectly.	
3. BNC3: They are poor <i>and</i> often hungry but they shared what they had with us.	
4. BNC4: I would guess that most of you will have a meal this evening, but you are quite free to choose to go to bed hungry .	
101: ice (áis)	Appears in Chap(s): 5, 12
	Level: 2000
1. Ex1: For example, children often say such things as "I goed to bed" instead of "I went to bed," or "I eated ice cream" instead of "I ate ice cream."	
2. BNC2: One theory is that they were carried <i>by</i> ice sheets.	
3. BNC3: Silently, watching the proceedings from the walls were portraits of a host of 19th century presidents of the ICE .	
4. BNC4: It is this open structure which makes ice less dense than water, and accounts for the fact that it floats.	
102: imagine (imædzən)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: Imagine that you want to send a friend a book, but you can send it only as postcards.	
2. BNC2: I think that imaginary time will <i>come</i> to seem as natural as a round earth does now.	
3. BNC3: Once you can do this successfully, you can never again claim that you have a poor <i>visual</i> imagination .	
4. BNC4: Most people still imagine that all <i>cats</i> cover their droppings, but this is not so.	
103: individual (ɪndəvɪdzəwəl)	Appears in Chap(s): 4, 5, 14
	Level: 1000
1. Ex1: An Internet Service Provider, or ISP, is a company that provides Internet service to individuals , <i>organizations</i> , or companies, usually for a monthly charge.	
2. Ex2: Some verbs like "eat" are irregular, and the past tense forms for irregular verbs must be learned individually .	
3. BNC3: The World Health <i>Organisation</i> has called for individual developing countries to commit themselves to decade programmes.	
4. BNC4: Today, membership is open to all individuals or <i>organisations</i> who share the aims of the Society.	
104: inform (ɪnfɔɪm)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: Each of these packets has the address of the sender and of the receiver, and information on <i>how</i> to put the packets back together.	
2. Ex2: Routers are specialized computers whose job is to direct the information through the networks.	
3. BNC3: The Mail <i>System</i> is used to inform you when the processing has been completed.	
4. BNC4: Other issues relate to investigating <i>how</i> this uncertainty information can best be presented to the user.	
105: instead (ɪnstéd)	Appears in Chap(s): 4, 5
	Level: 1000
1. Ex1: For example, children often say such things as "I goed to bed" instead of "I went to bed," or "I eated ice cream" instead of "I ate ice cream."	
2. BNC2: They lose all interest in the initial problem and prefer, instead , to <i>concentrate</i> on further abstract programming.	
3. BNC3: Instead , he claimed they were incorporating them as part of a total information technology system.	
4. BNC4: CALMS offers similar facilities but uses the public telephone network instead of the mains for communication.	

106: instruct (instuákt)	Appears in Chap(s): 4
	Level: 2000
1. Ex1: To connect to the Internet, the user instructs the computer's communication software to contact the Internet Service Provider, or ISP.	
2. BNC2: An example of a three- <i>address</i> instruction format on an early computer is shown in Figure 3.6.	
3. BNC3: For senior posts it <i>can</i> be instructive to do the opposite to see how far the candidate <i>can</i> cope with the stress.	
4. BNC4: This is to ensure that instructors <i>can</i> modify while retaining the general path.	
107: involve (invólv)	Appears in Chap(s): 5, 14
	Level: 1000
1. Ex1: Now, think about some of the similarities and differences involved in the <i>processes</i> of child and adult language learning.	
2. BNC2: <i>How</i> much cash is involved is being treated as commercial secret.	
3. BNC3: We do this through our involvement with various <i>industry</i> -sponsored organisations throughout the world.	
4. BNC4: The first stage of the current <i>system</i> involves the process of character recognition.	
108: job (dʒób)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: Routers are specialized computers whose job is to direct the information through the networks.	
2. BNC2: This refers to job rather than employing <i>industry</i> but is very long and complicated owing to world-wide coverage.	
3. BNC3: Neither man went into any detailed argument about <i>how</i> robots will create jobs .	
4. BNC4: At the same time, other aspects of the job had changed completely.	
109: juice (dʒús)	Appears in Chap(s): 5
	Level: 2000
1. Ex1: This word " juice " is really a one?word sentence.	
2. BNC2: One of the first tasks of the day was for the girls to prepare <i>freshly</i> squeezed orange juice .	
3. BNC3: For example, your press pack on the new juicy apple should without fail find its way to the offices of The Grocer.	
-	
110: kind (káind)	Appears in Chap(s): 5, 8, 10, 14, 15
	Level: 1000
1. Ex1: They begin to use a kind of grammar to put these words together.	
2. Ex2: Babies all over the world begin to babble around the same age, and they all begin to make the same kinds of babbling noises.	
3. BNC3: He immediately realized that this was a most unusual kind of <i>cat</i> and started a breeding programme.	
4. BNC4: You may have to <i>organize</i> different kinds of help in the home, if the patient has been doing tasks and housework.	
111: know (nóu)	Appears in Chap(s): 4, 5, 7, 8, 13, 14, 15
	Level: 1000
1. Ex1: <i>What</i> do we know about how babies develop their language and communication ability?	
2. Ex2: Well, we know babies are able to communicate as soon as they are born even before they learn to speak their first language.	
3. BNC3: Yet although the problem is officially recognised, workers may not know the risks, <i>say</i> researchers.	
4. BNC4: When the package is released as a product in this way to a Client, it is known as an <i>Issue</i> of the software.	
112: language (læŋgwədʒ)	Appears in Chap(s): 5, 8
	Level: 1000
1. Ex1: What do we know about how babies develop their language and communication ability?	
2. Ex2: Well, we know babies are able to communicate as soon as they are born even before they learn to speak their first language .	
3. BNC3: The Environment will also make it possible to call up other programs faster, <i>whatever</i> language they are written in.	
4. BNC4: It is also the area in which most work has occurred in computer systems for language processing.	

113: large (lárđʒ)	Appears in Chap(s): 2, 4, 7, 10, 12, 13, 14, 15
	Level: 1000
1. Ex1: It was a very large dark cloud.	
2. Ex2: Local ISPs connect to larger ISPs, which in turn connect to even larger ISPs.	
3. BNC3: Development of the Contexts Box began in 1990 and a large number of schools assisted in its evaluation.	
4. BNC4: Such a fluid working arrangement cannot be expected to work in a larger industrial firm.	
114: last (læst)	Appears in Chap(s): 2, 10, 12, 13, 14
	Level: 1000
1. Ex1: The eruption lasted for about three days.	
2. BNC2: The well-organised firm does not just look at last year and add ten per cent.	
3. BNC3: Phase 1 started in July 1980 and lasted 3 <i>years</i> , during which 2.5 million households were visited.	
4. BNC4: Unfortunately improvement was short-lived, lasting only a few <i>weeks</i> in those with more severe forms of the disease.	
115: late (léit)	Appears in Chap(s): 2, 12, 15
	Level: 1000
1. Ex1: In the year 79 C.E., a young Roman boy who later became a very famous Roman historian was visiting his uncle in Pompeii.	
2. BNC2: Samples should be out late this <i>month</i> or early next.	
3. BNC3: This means that it will be approximately one-thirtieth in a different position 24 <i>hours later</i> .	
4. BNC4: But little of the latest technology makes its way into ordinary homes and businesses.	
116: learn (lɜn)	Appears in Chap(s): 5, 8
	Level: 1000
1. Ex1: The difference <i>can</i> be learned over time by observing and interacting with native speakers.	
2. Ex2: The children then continue to learn other grammatical structures in the same way.	
3. BNC3: Parents <i>can</i> also learn to anticipate which situations are likely to cause problems.	
4. BNC4: This is easier to learn and <i>can</i> be learnt at a young age.	
117: leave (lív)	Appears in Chap(s): 2, 4, 14
	Level: 1000
1. Ex1: Today many people who live in large metropolitan areas such as Paris and New York leave the city in the summer.	
2. BNC2: Sometimes it is necessary and <i>desirable</i> to leave hand-drawn and handwritten input as it is.	
3. BNC3: Sometimes we made shelters with leaves and <i>branches</i> to keep off the rain.	
4. BNC4: When excited by heat or light, the stable part splits off leaving the <i>desired</i> fragment.	
118: let (lét)	Appears in Chap(s): 5, 8, 10, 15
	Level: 1000
1. Ex1: Let's <i>say</i> I'm telling someone some news I heard about the police arresting a criminal.	
2. Ex2: This crying lets their parents <i>know</i> when they are hungry, or unhappy, or uncomfortable.	
3. BNC3: Obviously we cannot know the outcome of a new project, so let's consider <i>how</i> we might have proceeded 31 years ago.	
4. BNC4: A window lets you control the <i>information</i> that can be seen at any one time.	
119: life (láɪf)	Appears in Chap(s): 5, 12, 14
	Level: 1000
1. Ex1: Do you remember anything about how you learned your first language during the early years of your life ?	
2. BNC2: To me it seems inconceivable that a single human life on <i>earth</i> is the beginning and end of it all.	
3. BNC3: The company went public in 1886 inviting investors from all walks of life .	
4. BNC4: She transfers her affections, hitherto directed to her mother who has cared for her so far in life , on to her father.	

120: like (láik)	Appears in Chap(s): 4, 5, 8, 10, 12, 14, 15
	Level: 1000
1. Ex1: <i>What</i> I'd like to talk to you about today is the topic of child language development.	
2. Ex2: Some verbs like "eat" are irregular, and the past tense forms for irregular verbs must be learned individually.	
3. BNC3: We <i>said</i> we would like to ask her about males and females, and it was evident that her interest picked up.	
4. BNC4: You are the kind of person who likes to understand <i>how</i> things work and <i>how</i> they are put together.	
121: link (líŋk)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: The Internet consists of millions of computers, all linked together into a gigantic network.	
2. BNC2: As we saw earlier, this technique of setting up link <i>records</i> is used to represent networks.	
3. BNC3: Individual components are held on global "where used" files providing a linked network of <i>information</i> .	
4. BNC4: New 68040-based intelligent line modules offer high- <i>speed</i> links to local area networks.	
122: live (láiv)	Appears in Chap(s): 2, 7, 12, 15
	Level: 1000
1. Ex1: <i>Today</i> many people who live in large metropolitan areas such as Paris and New York leave the city in the summer.	
2. Ex2: Tidal waves have taken many human lives in the <i>past</i> .	
3. BNC3: But we cannot <i>expect</i> to live on this inheritance for ever.	
4. BNC4: The answer is that, for many of us, the <i>cat</i> has become a living toy rather than a real animal.	
123: local (lóukəl)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: Local ISPs connect to larger ISPs, which in turn connect to even larger ISPs.	
2. BNC2: These include not only central and local <i>government</i> but also major utility companies and transport suppliers.	
3. BNC3: For most people and jobs the whole process takes place within a localised <i>community</i> .	
4. BNC4: In some instances the idea may be implemented by the local <i>people</i> from locally found, inexpensive raw materials.	
124: locate (lóukèɪt)	Appears in Chap(s): 2
	Level: 2000
1. Ex1: Pompeii was a beautiful city; it was located on the ocean, on the Bay on Naples.	
2. BNC2: The chain is followed until the desired <i>record</i> is located or the end of the chain is reached.	
3. BNC3: This is called full indexing and provides a very rapid means of locating any given <i>record</i> .	
4. BNC4: In order to store or retrieve information we must have some means by which the computer can <i>refer</i> to any location .	
125: look (lúk)	Appears in Chap(s): 2, 4, 15
	Level: 1000
1. Ex1: Along the way, many postal agents may look at the addresses on the postcards in order to decide the best route to send them off on to reach their destination.	
2. BNC2: The well-organised firm does not <i>just</i> look at last year and add ten per cent.	
3. BNC3: We have <i>again</i> looked hard at our working practices and cost base and have made substantial changes.	
4. BNC4: This is why as early as 1973, we prepared a general plant siting scheme looking <i>forward</i> to 1985.	
126: lot (lót)	Appears in Chap(s): 4, 5
	Level: 1000
1. Ex1: They also begin to overgeneralize this new grammar rule and make a lot of grammar mistakes.	
2. Ex2: This hierarchy is something like a pyramid, with lots of small networks at the bottom, and fewer but larger networks moving up the pyramid.	
3. BNC3: Fortunately parents <i>can</i> do a lot to tone down the aggressive behaviour.	
4. BNC4: The driving system, then, is crucial in making a program that will be effective in the hands of a lot of teachers.	

127: luck (lák)	Appears in Chap(s): 2, 12
	Level: 1000
1. Ex1: These unlucky <i>people</i> were buried alive under the volcanic ash.	
2. BNC2: Luckily for us simple folk the game plot is very straight forward.	
3. BNC3: Elaine gets a lot more help than many disabled people, and some would say she is lucky not to be in residential care.	
4. BNC4: So a cat entering your house and being welcomed there gave you the good luck of having the Devil on your side.	
128: mail (méil)	Appears in Chap(s): 4
	Level: 2000
1. Ex1: The data, or <i>information</i> , in an e-mail message, a Web page, or a file is first broken down into tiny packets.	
2. Ex2: After completing these steps, you would put all the postcards in the mail .	
3. BNC3: If the entry is <i>blank</i> , the mail message has not been inspected previously.	
4. BNC4: The purpose built mailing <i>system</i> will generally be easier to get started.	
129: make (méik)	Appears in Chap(s): 5, 7, 8, 14, 15
	Level: 1000
1. Ex1: At this stage, babies start to make cooing noises when they are happy.	
2. Ex2: They also begin to overgeneralize this new grammar rule and make a lot of grammar mistakes.	
3. BNC3: FOUR stamps which go on sale today celebrate the invention which helped to make <i>Britain</i> ruler of the waves.	
4. BNC4: The moral of the whole story is that you really do have to take the responsibility for making the <i>choice</i> of PC yourself.	
130: many (méni)	Appears in Chap(s): 2, 4, 5, 7, 10, 12, 13, 14, 15
	Level: 1000
1. Ex1: Today many <i>people</i> who live in large metropolitan areas such as Paris and New York leave the city in the summer.	
2. Ex2: Over 2,000 years ago, many rich Romans did the same thing.	
3. BNC3: It should also be noted that many of these <i>issues</i> have not greatly exercised the academic community in this country.	
4. BNC4: The computer then displays question and answer like text on many philosophical topics.	
131: matter (máet3)	Appears in Chap(s): 4, 12
	Level: 1000
1. Ex1: It is through this process that everyone on the Internet is able to connect with everyone else on the Internet, <i>no</i> matter where he or she is in the world.	
2. BNC2: Second, addition of records to the file is <i>no</i> longer a matter of adding to the end of the file.	
3. BNC3: Not energy but, drawing on the then equally new computer sciences, <i>information</i> was what mattered .	
4. BNC4: <i>What</i> matters is that they find the system simple to use and it certainly simplifies the practitioner's lot.	
132: maybe (méibi)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: Was it "mama" or maybe "papa"?	
2. BNC2: Flight-weight maybe , but they never <i>really</i> took off in British homes.	
3. BNC3: Maybe they are aware of our existence but don't want to reveal themselves to us.	
4. BNC4: Maybe they flew past each other and started to move away from each other.	
133: mean (mín)	Appears in Chap(s): 5, 8, 10
	Level: 1000
1. Ex1: Let me give you a couple of examples of <i>what</i> I mean .	
2. Ex2: An English speaking child might say something like "Daddy, up" which actually could mean "Daddy, pick me up, please."	
3. BNC3: So, let's look at some of the settings in Windows 3.1 and <i>what</i> they mean .	
4. BNC4: Negative reinforcement does not necessarily mean the threat of physical punishment.	

134: message (mésədʒ)	Appears in Chap(s): 4
	Level: 2000
1. Ex1: The data, or information, in an e-mail message , a Web page, or a file is first broken down into tiny packets.	
2. BNC2: For example, will load the string" This is a test message " followed <i>by</i> a carriage-return into memory.	
3. BNC3: Information and messages are also returned <i>by</i> way of these interfaces.	
4. BNC4: In each case an explanation of the messages is given.	
135: minute (mínət)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: Think about the process for a minute .	
2. BNC2: We hope to be able to tell within minutes <i>what</i> time the rain will start and cease over a wide area around London.	
3. BNC3: But in fact readers can adapt to shortened spelling within minutes regardless of their own views or suspicions.	
4. BNC4: To try to convince us that anyone can use a computer within 5 minutes , Amstrad put big, brightly coloured keys on it.	
136: mistake (místéɪk)	Appears in Chap(s): 5
	Level: 2000
1. Ex1: They also begin to overgeneralize this new grammar rule and make a lot of grammar mistakes .	
2. BNC2: If you have made a mistake , you <i>can</i> recover your old program by typing OLD.	
3. BNC3: Doctors are the only people who <i>can</i> bury their mistakes and all that.	
4. BNC4: Investigators at the scene concluded that the <i>airplane</i> was unmistakably in level flight when it hit.	
137: moment (móʊmənt)	Appears in Chap(s): 5, 12
	Level: 1000
1. Ex1: I know that you all are trying to develop a second language, but for a moment , let's think about a related topic: How children develop their first language.	
2. BNC2: Please do not <i>wait</i> until the last moment to inform us.	
3. BNC3: You never get a moment for yourself because you never take a break from the children.	
4. BNC4: In the past, when you have approached that person, you felt you had chosen the wrong moment .	
138: month (máʊnθ)	Appears in Chap(s): 4, 5, 13
	Level: 1000
1. Ex1: In the next <i>few</i> months , babies will acquire a lot of words.	
2. Ex2: Then, around four months of age they begin to babble.	
3. BNC3: There are reckoned to be about 2,000 UK publishers who bring out at least one book during any given <i>six</i> month period.	
4. BNC4: <i>Twelve</i> months ago when Graeme joined us I had hoped that we could generate enough business to justify an extra man.	
139: mother (máðʒ)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: The children begin to say things such as "I walked home" and "I kissed Mommy ."	
2. BNC2: She never did <i>what</i> her mother asked of her although she was good for her father.	
3. BNC3: There has been a trend over recent years for professionals to <i>advise</i> mothers not to toilet train their children early.	
4. BNC4: She transfers her affections, hitherto directed to her mother who has cared for her so far in life, on to her father.	
140: mountain (máʊntən)	Appears in Chap(s): 2
	Level: 2000
1. Ex1: They go to the mountains or to the seashore to escape the city noise and heat.	
2. BNC2: They are usually mountainous or isolated, making communications difficult and expensive.	
3. BNC3: Moving from the foot of a high mountain to its peak is very like travelling from the equator to the pole.	
4. BNC4: The northern and central mountain routes also had serious problems.	

141: move (múv)	Appears in Chap(s): 4, 7
	Level: 1000
1. Ex1: This hierarchy is something like a pyramid, with lots of small networks at the bottom, and fewer but larger networks moving up the pyramid.	
2. BNC2: The use of <i>keys</i> to move between fields is fully described in Section 2 and summarised in Appendix A.	
3. BNC3: You can see <i>how</i> the connector lines stay attached as the box is moved and <i>how</i> automatic guidelines make alignment easy.	
4. BNC4: The subject's replies were <i>recorded</i> on tape, whilst moves made during the program runs were stored in a data file.	
142: name (néim)	Appears in Chap(s): 2, 5
	Level: 1000
1. Ex1: The boy's name was Pliny the Younger.	
2. BNC2: This page allows you to <i>specify</i> the name of the package to be prepared.	
3. BNC3: This effect is traced in part to the special status afforded to characters which are introduced through <i>proper names</i> .	
4. BNC4: You should check the spelling and enter an existing module name .	
143: need (níd)	Appears in Chap(s): 4, 12, 14, 15
	Level: 1000
1. Ex1: Next, you would need to write your <i>address</i> and the <i>address</i> of your friend on each of these postcards.	
2. Ex2: You would also need to number the postcards so that your friend could put them in the correct order after he receives the postcards.	
3. BNC3: <i>Organisations</i> will need to collect information and maintain records for a range of internal management purposes.	
4. BNC4: It attempts, in some measure, to <i>meet</i> the learning needs of people of different ages and interests.	
144: new (nú)	Appears in Chap(s): 2, 5, 12, 13, 14, 15
	Level: 1000
1. Ex1: Today many people who live in large metropolitan areas such as Paris and New York leave the city in the summer.	
2. Ex2: They also begin to overgeneralize this new grammar rule and make a lot of grammar mistakes.	
3. BNC3: No pricing was available on any of the new products .	
4. BNC4: The Government needs to follow a much more aggressive programme to promote renewable technologies .	
145: noise (n'iz)	Appears in Chap(s): 2, 5
	Level: 2000
1. Ex1: At this stage, babies start to make cooing noises when they are happy.	
2. Ex2: They go to the mountains or to the seashore to escape the city noise and heat.	
3. BNC3: For a single guard it is often wiser to use your knife as any noise can alert many more enemies including guard dogs.	
4. BNC4: At the higher levels, humans in the prime of life <i>can</i> hear noises up to about 20,000 cycles per second.	
146: normal (nóiməl)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: Anyhow, these mistakes are normal , and the children will soon learn to use the past tense for regular and irregular verbs correctly.	
2. BNC2: However, much of the database literature discusses further levels of normalisation .	
3. BNC3: Read it silently at your normal speed , timing yourself to see just how long you take.	
4. BNC4: <i>Subject</i> headings lists are normally generated for a particular purpose.	
147: now (náu)	Appears in Chap(s): 5, 12
	Level: 1000
1. Ex1: Now , think about some of the similarities and differences involved in the processes of child and adult language learning.	
2. BNC2: Quotations are now being sought for the production of the 1993 magazines.	
3. BNC3: <i>Let us</i> turn now to the relationship between the chronic sickness and mortality rates.	
4. BNC4: Nowadays , <i>Britain</i> relies on imports for about half its consumption of tin.	

148: number (nám̥bʒ)	Appears in Chap(s): 4, 12
	Level: 1000
1. Ex1: You would also need to number the postcards so that your friend could put them in the correct order after he receives the postcards.	
2. BNC2: This column allows the <i>issue</i> number of the first version of the corresponding package to be entered.	
3. BNC3: Suppose we numbered all the character <i>positions</i> in the book and we could easily move to any character position.	
4. BNC4: A total labelling index was calculated as the ratio of labelled <i>cell</i> to total <i>cell</i> numbers for each column.	
149: old (óuld)	Appears in Chap(s): 5, 13
	Level: 1000
1. Ex1: By the time they are ten months old , however, the babbling of babies from different language backgrounds sounds different.	
2. BNC2: So I just went off quietly to run my bath, a sad and disappointed old <i>man</i> .	
3. BNC3: <i>Just</i> because we grow older , it doesn't mean that we are not <i>just</i> as much in need of comfort from those around us.	
4. BNC4: Note that you may only access the oldest 16 <i>mail</i> messages.	
150: order (ójɔʒ)	Appears in Chap(s): 4, 15
	Level: 1000
1. Ex1: You would also need to number the postcards so that your friend could put them in the correct order after he receives the postcards.	
2. Ex2: But finally, after all of the postcards had arrived, your friend would be able to put them back in the correct order and read the <i>book</i> .	
3. BNC3: The various mathematical and logical operators have a <i>priority</i> order .	
4. BNC4: But it is one thing to <i>say</i> that the rich, orderly Swedes can put their energy house in order with a minimum of CO 2 .	
151: organize (ójɔɣənàɪz)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: An Internet Service Provider, or ISP, is a company that provides Internet service to individuals, organizations , or companies, usually for a monthly charge.	
2. BNC2: The <i>World</i> Health Organisation has called for individual developing countries to commit themselves to decade programmes.	
3. BNC3: We do this through our involvement with various <i>industry</i> -sponsored organisations throughout the world.	
4. BNC4: Local organisers are <i>responsible</i> both for the academic and technical staffing of a vehicle whilst it is in their charge.	
152: packet (páékət)	Appears in Chap(s): 4
	Level: 2000
1. Ex1: When a packet reaches a router, the router reads its destination address.	
2. Ex2: To help you understand this process, I'm going to ask you to think of these packets of <i>information</i> as electronic postcards.	
3. BNC3: Furthermore, the packets were too costly for the average people to buy, conflicting with the second criterion.	
4. BNC4: That's why the packets have an arrow <i>showing</i> which way up it should go.	
153: page (péɪɔʒ)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: The data, or information, in an e-mail message, a Web page , or a file is first broken down into tiny packets.	
2. BNC2: An example of this index page is shown in figure 11.2.	
3. BNC3: Once you've stuck your shapes and text on the page you <i>can</i> rotate and repeat they to your heart's content.	
4. BNC4: However, if the mail message has two or more pages , you <i>can</i> use this field to inspect the remaining pages .	
154: parent (péɪənt)	Appears in Chap(s): 5, 8
	Level: 1000
1. Ex1: This crying lets their parents know when they are hungry, or unhappy, or uncomfortable.	
2. Ex2: We also tend to use formal language in conversations with persons we don't know well or with people we have a formal relationship with, such as professors, bosses, doctors, friends of our parents ', strangers, etc. Informal language is used in conversation with colleagues, family, and friends, and when we write personal notes or letters to close friends, as well as in diaries, etc.	
3. BNC3: A repeated pattern of interaction between the parent and child <i>can</i> develop.	
4. BNC4: The first step in treatment is to help parents try to identify <i>what</i> are the good characteristics of their child.	

155: past (pæst)	Appears in Chap(s): 5, 7, 8
	Level: 1000
1. Ex1: Anyhow, these mistakes are normal, and the children will soon learn to use the past tense for regular and irregular verbs correctly.	
2. Ex2: In other words, the children have learned the past tense rule for regular verbs such as "walk" and "kiss," but they haven't learned that they cannot use this rule for all verbs.	
3. BNC3: In the past , when you have approached that person, you felt you had chosen the wrong moment.	
4. BNC4: However, historical documents are not always true <i>records</i> of the past .	
156: people (pípəl)	Appears in Chap(s): 2, 7, 8, 10, 12, 14, 15
	Level: 1000
1. Ex1: In fact, 18,000 people escaped the terrible disaster.	
2. Ex2: More than 2,000 people <i>died</i> .	
3. BNC3: The town contains about 70,000 people of <i>whom</i> 30,000 have fled from other areas.	
4. BNC4: However, even if there are some cases of peaceable peoples <i>who</i> rarely feel mutual hostility, they are not easy to find.	
157: pick (pík)	Appears in Chap(s): 5, 10, 14
	Level: 1000
1. Ex1: An English speaking child might say something like "Daddy, up" which actually could mean "Daddy, pick me up, please."	
2. BNC2: Even if you have to force yourself you must pick yourself up and do something.	
3. BNC3: We said we would like to ask her about males and females, and it was evident that her interest picked up.	
4. BNC4: I have has to pick up <i>what</i> mathematics I know as I went along.	
158: plane (pléin)	Appears in Chap(s): 4, 12, 15
	Level: 2000
1. Ex1: Some might go by truck, some by train, some by plane , some by boat.	
2. BNC2: The line will sweep through a plane , and the circles will sweep through spheres.	
3. BNC3: Birds, like planes, usually face into the wind, so they do not see the plane <i>coming</i> .	
4. BNC4: A group of data planes makes up a <i>memory</i> bank.	
159: post (póust)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: Along the way, many postal agents may look at the addresses on the postcards in order to decide the best route to send them off on to reach their destination.	
2. BNC2: Inside the ticket hall, a team of volunteers were putting up posters .	
3. BNC3: Run a stringline from the top of the bank to a post set at the foot of the bank, checking for square.	
4. BNC4: While you are there, register for a free copy of Executive Post , which will be <i>sent</i> to your home.	
160: probable (próbəbəl)	Appears in Chap(s): 4, 8, 10, 13, 15
	Level: 1000
1. Ex1: The postcards would probably arrive at different times.	
2. Ex2: For example, I might <i>say</i> to a friend or family member, "Close the door, please," but to a stranger or someone in authority I probably would <i>say</i> "Would you mind closing the door?" or "Excuse me, could you please close the door?"	
3. BNC3: This allows the map data to be replaced by probability <i>distributions</i> of known form and parameters.	
4. BNC4: These accounts contain many references to plants, and probably the earliest <i>records</i> of the species named.	
161: process (prósès)	Appears in Chap(s): 4, 5
	Level: 1000
1. Ex1: The process depends on routers.	
2. Ex2: To help you understand this process , I'm going to ask you to think of these packets of information as electronic postcards.	
3. BNC3: Developing the ability to identify and process <i>plant</i> samples will add value to a country's resources, the report says.	
4. BNC4: Many of these problems seem to have a <i>parallel</i> in vision processing .	

162: produce (pɹədús)	Appears in Chap(s): 5, 7
	Level: 1000
1. Ex1: The speech they produce is called "telegraphic" speech because the babies omit all but the most essential words.	
2. BNC2: It produced 3.8 million tonnes of <i>carbon</i> per year, even with the highest levels of energy efficiency.	
3. BNC3: Typically an object is a producer or consumer of <i>information</i> or an item of <i>information</i> .	
4. BNC4: A wide range of information <i>technologies</i> are in use producing substantial amounts of data.	
163: provide (pɹəváɪd)	Appears in Chap(s): 4, 15
	Level: 1000
1. Ex1: An Internet <i>Service</i> Provider , or ISP, is a company that provides Internet <i>service</i> to individuals, organizations, or companies, usually for a monthly charge.	
2. Ex2: An Internet <i>Service</i> Provider, or ISP, is a company that provides Internet <i>service</i> to individuals, organizations, or companies, usually for a monthly charge.	
3. BNC3: Clearly, the combination of low-risk procedures and poor follow-up does not provide useful <i>information</i> .	
4. BNC4: A <i>report</i> is then provided on screen to tell you if a virus was found.	
164: quick (kwík)	Appears in Chap(s): 5, 13
	Level: 1000
1. Ex1: If we stop to think about it, actually it's quite amazing <i>how</i> quickly babies and children all over the world learn their language and <i>how</i> similar the process is for babies all over the world.	
2. BNC2: It makes mixing small quantities <i>easy</i> and quick , and leaves hardly any cleaning up to do.	
3. BNC3: Other events may cause the stress tap to <i>turn</i> on much quicker .	
4. BNC4: I think you will be surprised at <i>how</i> much more quickly you can read while still remaining able to understand the text.	
165: quite (kwárt)	Appears in Chap(s): 5, 10
	Level: 1000
1. Ex1: If we stop to think about it, actually it's quite amazing <i>how</i> quickly babies and children all over the world learn their language and <i>how</i> similar the process is for babies all over the world.	
2. BNC2: Any child who is encouraged to explore these aspects will learn the awkward shapes of words quite naturally.	
3. BNC3: In some cases, quite new kinds of source material will become practical.	
4. BNC4: Moreover, he could recover the known formulas for four, six and eight squares although his method was quite <i>different</i> .	
166: reach (ɹíʃ)	Appears in Chap(s): 4
	Level: 2000
1. Ex1: When a packet reaches a router, the router reads its destination address.	
2. Ex2: Finally, when all the packets reach their destination, they are put back into the correct order.	
3. BNC3: Rarely, it seems, is a park committee and farmer unable to reach <i>agreement</i> .	
4. BNC4: If the <i>limit</i> has been reached , the next sequential instruction is executed.	
167: read (ɹéd)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: When a packet reaches a router, the router reads its destination address.	
2. Ex2: But finally, after all of the postcards had arrived, your friend would be able to put them back in the correct order and read the <i>book</i> .	
3. BNC3: The system allows gas, electricity and water <i>meters</i> to be read .	
4. BNC4: In any event, they are adjusted one way or the other at the next <i>meter</i> reading .	
168: really (ɹíli)	Appears in Chap(s): 5, 8, 10
	Level: 1000
1. Ex1: This word "juice" is really a one?word sentence.	
2. Ex2: But if I were talking to my supervisor or a friend of my parents', I would probably say "I really enjoy soccer" or "I like soccer very much."	
3. BNC3: The moral of the whole story is that you really do have to take the responsibility for making the choice of PC yourself.	
4. BNC4: In this case though <i>what</i> you really need is a Windows machine.	

169: receive (Jæsív)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: You would also need to number the postcards so that your friend could put them in the correct order after he receives the postcards.	
2. BNC2: With both types of reinforcement, children are more fully <i>informed</i> than if they receive only one.	
3. BNC3: As we have not received a <i>report</i> as yet, this will be given to council at their next meeting.	
4. BNC4: This is the really important <i>information</i> cats are receiving when they approach a meal.	
170: regular (Jégjøl3)	Appears in Chap(s): 5, 7
	Level: 2000
1. Ex1: Anyhow, these mistakes are normal, and the children will soon learn to use the past tense for regular and irregular verbs correctly.	
2. Ex2: Anyhow, these mistakes are normal, and the children will soon learn to use the past tense for regular and irregular verbs correctly.	
3. BNC3: This should include establishing a regular pattern of <i>breathing</i> which will, of course, make that relaxation even deeper.	
4. BNC4: This is to encourage you to <i>read</i> your mail regularly and clear out any unnecessary messages.	
171: relation (JilélJøn)	Appears in Chap(s): 5, 8, 15
	Level: 1000
1. Ex1: We also tend to use formal language in conversations with persons we don't know well or with people we have a formal relationship with, such as professors, bosses, doctors, friends of our parents', strangers, etc. Informal language is used in conversation with colleagues, family, and friends, and when we write personal notes or letters to close friends, as well as in diaries, etc.	
2. Ex2: I know that you all are trying to develop a second language, but for a moment, let's think about a related topic: <i>How</i> children develop their first language.	
3. BNC3: Other <i>issues</i> relate to investigating how this uncertainty information can best be presented to the user.	
4. BNC4: Let us turn now to the relationship <i>between</i> the chronic sickness and mortality rates.	
172: remember (Jímémb3)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: Do you remember anything about how you learned your first language during the early years of your life?	
2. Ex2: <i>Can</i> you remember the first word you learned in English?	
3. BNC3: Remember all your happy times, be creative and do all those things you promised each other you would do together.	
4. BNC4: I <i>can</i> remember looking forward to her arrival so that there would be three of us to play games.	
173: rich (JítJ)	Appears in Chap(s): 2, 12
	Level: 2000
1. Ex1: Over 2,000 years ago, many rich Romans did the same thing.	
2. BNC2: In contrast, rich households, which get wood from their own land, depend on logs.	
3. BNC3: Yet many of these <i>countries</i> are rich in organic and mineral resources.	
4. BNC4: There was growing evidence, however, that wildlife was safer and richer on <i>organically</i> managed lands.	
174: rise (JáIz)	Appears in Chap(s): 2, 7
	Level: 1000
1. Ex1: This black cloud rose high into the sky.	
2. BNC2: However the plan also allows for a 36 <i>per</i> cent rise in carbon dioxide emissions from heavy industry and power plants.	
3. BNC3: The study suggests that Northern European agriculture could benefit from <i>temperature</i> rises .	
4. BNC4: It was noted that the <i>price-earnings</i> ratios rose significantly as growth rates increased in the Hardware sector.	
175: rock (Jók)	Appears in Chap(s): 2
	Level: 2000
1. Ex1: When the eruption was over, Pompeii was buried under 20 feet of volcanic rock and ash.	
2. BNC2: More important, the pores in some rocks are either large or join up so that water can flow through them easily.	
3. BNC3: The thrust is shown on the map, Fig.7, as also is the wide zone of rocks affected by the movements on the thrust plane.	
4. BNC4: A new rock -store, drawing office, <i>photographic</i> department and some offices were added.	

176: rome (róum)	Appears in Chap(s): 2
	Level: 2000
1. Ex1: Over 2,000 years ago, many rich Romans did the same thing.	
2. Ex2: They left the <i>city</i> of Rome in the summer.	
3. BNC3: Glass can also be drawn into fibres, as the Romans knew, and <i>today</i> production of glass-fibre is a large industry.	
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177: route (rút)	Appears in Chap(s): 4
	Level: 2000
1. Ex1: All the packets might take the same route or they might all go different routes .	
2. Ex2: All the packets might <i>take</i> the same route or they might all go different routes.	
3. BNC3: One major issue on which a decision had to be <i>taken</i> was the route .	
4. BNC4: They <i>take</i> different routes but employ the same learning principles.	
178: rule (rúl)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: They also begin to overgeneralize this new grammar rule and make a lot of grammar mistakes.	
2. Ex2: In other words, the children have learned the past tense rule for regular verbs such as "walk" and "kiss," but they haven't learned that they cannot use this rule for all verbs.	
3. BNC3: It is you, having shut the door on your fears which have hitherto ruled your life, who <i>can</i> open a new door.	
4. BNC4: The claim is that these rules <i>can</i> be built up from a simple base.	
179: say (séi)	Appears in Chap(s): 5, 8, 10, 13, 14, 15
	Level: 1000
1. Ex1: For example, children often say such things as "I goed to bed" instead of "I went to bed," or "I eated ice cream" instead of "I ate ice cream."	
2. Ex2: If I'm talking to my friend or colleague I might say "I'm <i>just</i> crazy about soccer!"	
3. BNC3: First products are expected early next year and will be marketed by both <i>companies</i> , reports say .	
4. BNC4: The <i>report</i> says that 40 British rivers are suffering from low water levels as a result of human action.	
180: see (sí)	Appears in Chap(s): 2, 5, 10, 12, 15
	Level: 1000
1. Ex1: See you then.	
2. Ex2: <i>What</i> Pliny saw was the eruption the explosion of the volcano, Vesuvius.	
3. BNC3: You can see <i>how</i> the connector lines stay attached as the box is moved and <i>how</i> automatic guidelines make alignment easy.	
4. BNC4: The inaccuracy is possibly due to choosing too high an exposure, so that some black <i>cells</i> are seen as white.	
181: seem (sím)	Appears in Chap(s): 5, 15
	Level: 1000
1. Ex1: For example, if a baby holds up an empty juice cup and says "juice," to his father, the baby seems to be saying, "I want more juice, Daddy" or "May I have more juice, Daddy?"	
2. BNC2: It will come with <i>what</i> may well seem a comprehensive range of facilities.	
3. BNC3: All around me, children were playing with <i>what</i> seemed like wonderful toys.	
4. BNC4: <i>Yet</i> it still seems to consider that collecting threatened species is something worthy of admiration."	
182: send (sénd)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: Imagine that you want to send a friend a book, but you can send it only as postcards.	
2. Ex2: This is the same way that <i>information</i> is sent over the Internet using the network of routers, but of course it happens much, much faster!	
3. BNC3: Whatever <i>information</i> you can send me to help steer me on to a path to a more rewarding career would be most appreciated.	
4. BNC4: Following this pre-evaluation, it may useful to ask for an inspection <i>copy</i> to be sent to the school for trial.	

183: sentence (séntəns)	Appears in Chap(s): 5
	Level: 2000
1. Ex1: The next stage of language acquisition begins around the age of 18 months, when the babies begin to say two word sentences .	
2. BNC2: He could understand commands if they were spoken directly and in short sentences .	
3. BNC3: Crew believes you <i>can</i> more easily judge sentence complexity from such a graphic view.	
4. BNC4: I nearly always know what people are going to say and <i>can</i> finish their sentences .	
184: service (sérvəs)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: An Internet Service Provider, or ISP, is a company that provides Internet service to individuals, organizations, or companies, usually for a monthly charge.	
2. BNC2: Suggest instructions to control a set of output devices, and extend your interrupt service routine accordingly.	
3. BNC3: In other words, a topic is included if there is an <i>information</i> centre, source or service covering it.	
4. BNC4: In-service training takes up much time and expense, items in short supply in <i>schools</i> and school library services .	
185: sight (sáɪt)	Appears in Chap(s): 2
	Level: 2000
1. Ex1: He saw a frightening sight .	
2. BNC2: And don't get below your minimum safe height until you are in sight of and <i>lined</i> up with your runway.	
3. BNC3: Sunday will be kept free for you to <i>enjoy</i> the sights of one of the world's most fascinating cities.	
4. BNC4: We all know how unsightly piles of litter <i>look</i> and how they ruin the appearance of our towns, beaches and countryside.	
186: similar (síməlɜː)	Appears in Chap(s): 5, 8, 10, 12
	Level: 1000
1. Ex1: Now, think about some of the similarities and differences involved in the processes of child and adult language learning.	
2. Ex2: If we stop to think about it, actually it's quite amazing how quickly babies and children all over the world learn their language and how similar the process is for babies all over the world.	
3. BNC3: A similar <i>approach</i> is taken with the grammar used by the METAL machine translation system.	
4. BNC4: All over the railway <i>system</i> , similarly expensive bridges and tunnels are nearing collapse.	
187: single (sínɡəl)	Appears in Chap(s): 4, 15
	Level: 1000
1. Ex1: But, amazingly, there is no one single controlling network at the top.	
2. BNC2: No doubt there are many, but I would like to single out <i>just</i> three.	
3. BNC3: Secondly, the new research and <i>technology</i> law itself singles out 10 or so second-priority sectors worthy of attention.	
4. BNC4: The first is that, because each <i>record</i> is dealt with singly , the main storage work area space requirements are very low.	
188: size (saɪz)	Appears in Chap(s): 4, 10
	Level: 1000
1. Ex1: First, you would have to cut up each of the pages of the book to the size of postcards.	
2. BNC2: It is unusual for a library authority of any size to place all of its orders through one supplier.	
3. BNC3: Presumably there are factors that control the size , and they <i>depend</i> on the population density.	
4. BNC4: This only becomes significant when calculating <i>record</i> sizes for random access files.	
189: sky (skáɪ)	Appears in Chap(s): 2, 15
	Level: 2000
1. Ex1: This black cloud rose high into the sky .	
2. BNC2: The populations that live on these sky islands are cut off from each other, and evolve independently.	
3. BNC3: An extreme angle is with the sun low in the sky .	
4. BNC4: For example, imagine a television picture, one third of which is <i>showing</i> a uniformly blue sky .	

190: small (smól)	Appears in Chap(s): 4, 10, 14
	Level: 1000
1. Ex1: This hierarchy is something like a pyramid, with lots of small networks at the bottom, and fewer but larger networks moving up the pyramid.	
2. BNC2: May be of use if a small chip has <i>come</i> off a bone.	
3. BNC3: Most had been subject to companies' general cost-cutting exercises and are now smaller in <i>number</i> and size than formerly.	
4. BNC4: Even at the faster rate, it would take over 1300 years simply to count to the smallest of the above <i>numbers</i> .	
191: soon (sún)	Appears in Chap(s): 2, 5
	Level: 1000
1. Ex1: Well, we know babies are able to communicate as soon as they are born even before they learn to speak their first language.	
2. Ex2: Anyhow, these mistakes are normal, and the children <i>will</i> soon learn to use the past tense for regular and irregular verbs correctly.	
3. BNC3: So far, 150 have been tested, and the full statistical results <i>will</i> be available soon .	
4. BNC4: Sooner or later you'll come face to face with an evil creature.	
192: sound (sáund)	Appears in Chap(s): 5, 8
	Level: 1000
1. Ex1: By the time they are ten months old, however, the babbling of babies from different language backgrounds sounds different.	
2. Ex2: For example, the babbling of a baby in a Chinese-speaking home sounds different from the babbling of a baby in an English speaking home.	
3. BNC3: A sound Freedom of <i>Information</i> Act might be the answer to this problem.	
4. BNC4: This sounds like <i>just</i> what is required to allow space travel through black holes.	
193: speak (spík)	Appears in Chap(s): 5, 8
	Level: 1000
1. Ex1: Well, we know babies are able to communicate as soon as they are born even before they learn to speak their first language.	
2. Ex2: An English speaking child might say something like "Daddy, up" which actually could mean "Daddy, pick me up, please."	
3. BNC3: If the way adults act towards a child <i>can</i> have a traumatic effect on their lives, so too <i>can</i> the way they speak .	
4. BNC4: The monthly meetings include discussions of Club business, talks <i>by</i> guest speakers and vendor presentations.	
194: special (spéðjal)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: Routers are specialized computers whose job is to direct the information through the networks.	
2. BNC2: Inevitably, in a detailed report of this type much of the <i>information</i> is specialised .	
3. BNC3: All the adaptations of the specialist desert <i>plants</i> and animals follow from these requirements.	
4. BNC4: The specialists , in turn, provide <i>systems</i> support and technical and consultancy services to local customers.	
195: speech (spítj)	Appears in Chap(s): 5, 8
	Level: 2000
1. Ex1: The speech they produce is called "telegraphic" speech because the babies omit all but the most essential words.	
2. BNC2: It should be remembered the situations in which speech is used.	
3. BNC3: Many other parts of the brain are important for normal speech .	
4. BNC4: I have shown that these conditions <i>can</i> apply in speech processing.	
196: spend (spénd)	Appears in Chap(s): 2
	Level: 1000
1. Ex1: Many of these wealthy Romans spent their summers in the city of Pompeii.	
2. BNC2: Private finance is unlikely to be attracted to areas where people have little <i>money</i> to spend .	
3. BNC3: Here's an exercise to help you identify <i>how</i> you're spending your time now.	
4. BNC4: An average of one and a half <i>hours</i> was spent with most families.	

197: stage (stéidʒ)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: At this stage , babies start to make cooing noises when they are happy.	
2. Ex2: The first stage of language acquisition begins a few weeks after birth.	
3. BNC3: The target date should be set against these events and <i>progress</i> monitored at each stage .	
4. BNC4: Sampling might also be carried out <i>progressively</i> involving different stages .	
198: start (stóʃt)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: At this stage, babies start to make cooing noises when they are happy.	
2. BNC2: Knowing <i>how</i> much was there to start with and <i>how</i> much remains determines <i>how</i> much time has passed.	
3. BNC3: It returned even after I stripped down the tank and started <i>again</i> .	
4. BNC4: A useful starting <i>point</i> for the study of any system is a responsibility chart.	
199: step (stép)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: After completing these steps , you would put all the postcards in the mail.	
2. BNC2: To execute most commands it is necessary to move it into the <i>Command</i> Area as the first step in selecting a <i>command</i> .	
3. BNC3: Suppose the delay number stored in the look-up table is m for the maximum stepping <i>rate</i> of 500 steps per second.	
4. BNC4: To date, however, this had not resulted in major practical steps being <i>taken</i> by companies, the survey showed.	
200: stop (stóp)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: If we stop to think about it, actually it's quite amazing how quickly babies and children all over the world learn their language and how similar the process is for babies all over the world.	
2. BNC2: It may stop your dream from <i>turning</i> into a nightmare.	
3. BNC3: Those contents were then tipped into a second vessel containing cold water, which both stopped and cooled the <i>reaction</i> .	
4. BNC4: The <i>report</i> warns that stopping the dumping will cost billions of dollars.	
201: structure (stʌktʃə)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: The children then continue to learn other grammatical structures in the same way.	
2. BNC2: We aimed to produce models with a clear <i>logical</i> structure , without depending on overly idealised assumptions.	
3. BNC3: Structured <i>systems</i> analysis and design need not only be seen as an alternative to the conventional approach.	
4. BNC4: Before such restorations take place, it is essential that the remains of the structures are fully <i>recorded</i> .	
202: summer (sʌmə)	Appears in Chap(s): 2
	Level: 1000
1. Ex1: They left the city of Rome in the summer .	
2. Ex2: Today many people who live in large metropolitan areas such as Paris and New York leave the city in the summer .	
3. BNC3: WEDDING bells have been active <i>during</i> the summer with two of our former National Officers finding a new lease of life.	
4. BNC4: We have cool summers and mild <i>winters</i> with relatively modest seasonal variation.	
203: talk (tɔk)	Appears in Chap(s): 5, 8
	Level: 1000
1. Ex1: What I'd like to talk to you about today is the topic of child language development.	
2. Ex2: <i>What</i> I'm talking about are two levels of correct English.	
3. BNC3: The client will then talk about <i>what</i> is troubling them.	
4. BNC4: Once installed with the correct settings you <i>can</i> be talking to other computers within minutes.	

204: terrible (téɹəbəl)	Appears in Chap(s): 2, 12, 13, 14
	Level: 1000
1. Ex1: In fact, 18,000 <i>people</i> escaped the terrible disaster.	
2. BNC2: For a moment he thought he had been in a terrible accident.	
3. BNC3: The feeling almost wiped out that terrible year as if it hadn't happened at all.	
4. BNC4: It's terrible <i>what's</i> happening to him, it really is, the Government ought to be ashamed of itself.	
205: thing (θɪŋ)	Appears in Chap(s): 2, 5, 10, 13, 15
	Level: 1000
1. Ex1: For example, children often say such things as "I goed to bed" instead of "I went to bed," or "I eated ice cream" instead of "I ate ice cream."	
2. Ex2: Over 2,000 years ago, many rich Romans did the same thing .	
3. BNC3: The new mother is often terrified of making a mistake but she does not really know <i>what</i> is the best thing to do.	
4. BNC4: As will so many things , you get <i>what</i> you pay for.	
206: think (θɪŋk)	Appears in Chap(s): 4, 5, 14, 15
	Level: 1000
1. Ex1: To help you understand this process, I'm going to ask you to think of these packets of information as electronic postcards.	
2. Ex2: Now, think about some of the similarities and differences involved in the processes of child and adult language learning.	
3. BNC3: I think that <i>what</i> she really wants is for words to be more like numbers.	
4. BNC4: The design problem of which does <i>what</i> is also best thought about initially in system terms.	
207: time (taɪm)	Appears in Chap(s): 2, 4, 5, 7, 8, 14, 15
	Level: 1000
1. Ex1: The postcards would probably arrive at different times .	
2. Ex2: Unfortunately, there was not enough time for everyone to escape.	
3. BNC3: At the <i>same time</i> , other aspects of the job had changed completely.	
4. BNC4: Different parts of the lighting system can <i>come</i> on at different times .	
208: tiny (taɪni)	Appears in Chap(s): 4
	Level: 2000
1. Ex1: The data, or information, in an e-mail message, a Web page, or a file is first broken down into tiny packets.	
2. BNC2: Basic research takes up a tiny percentage of that life sciences budget.	
3. BNC3: Many a good behavioural approach sinks without trace because of such tiny details.	
4. BNC4: The business is the market for the materials that print patterns of circuits onto tiny <i>chips</i> .	
209: today (tədeɪ)	Appears in Chap(s): 2, 5, 7, 8, 12, 13, 14, 15
	Level: 1000
1. Ex1: What I'd like to talk to you about today is the topic of child language development.	
2. Ex2: Today many people who live in large metropolitan areas such as Paris and New York leave the city in the summer.	
3. BNC3: FOUR stamps which go on sale today celebrate the invention which helped to make Britain ruler of the waves.	
4. BNC4: A few patches of such use can <i>still</i> be seen today , especially on small islands, but the practice has almost disappeared.	
210: tomorrow (təməɹəʊ)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: We'll talk about some similarities and differences in the first and second language learning processes tomorrow .	
2. BNC2: We are committed to ensuring that this reputation remains as sound tomorrow as it is today.	
3. BNC3: <i>What</i> tomorrow's students need is not just a mastery of subject matter, but mastery of learning.	
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211: top (tóp)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: But, amazingly, there is no one single controlling network at the top .	
2. BNC2: When they start growing, some of the green shoots can also be used like spring onion tops , in stews and salads.	
3. BNC3: It is also adding object and application layers on top of the operating system.	
4. BNC4: <i>Information</i> to help top management make these decisions could be provided by the decision-support system.	
212: topic (tópic)	Appears in Chap(s): 5
	Level: 2000
1. Ex1: What I'd like to talk to you about today is the topic of child language development.	
2. BNC2: The computer then displays question and answer like text on many philosophical topics .	
3. BNC3: The choice of topic or subject area <i>can</i> be influenced by many factors.	
4. BNC4: This allows the information officer to categorise topics <i>by</i> a key word, <i>by</i> category, <i>by</i> author or <i>by</i> title.	
213: tour (túr)	Appears in Chap(s): 2, 15
	Level: 2000
1. Ex1: Today tourists come from all over the world to see the ruins of the famous city of Pompeii.	
2. BNC2: In recent years there had been a considerable increase in the revenue derived from tourism .	
3. BNC3: So an eight-man team of scientists is to make a lengthy tour of the candidate <i>countries</i> .	
4. BNC4: Such a move was considered by the government but rejected after protests from the tourist <i>industry</i> and local people.	
214: toy (tói)	Appears in Chap(s): 5
	Level: 2000
1. Ex1: These words are usually the names of things that are in the baby's environment, words for food or toys , for example.	
2. BNC2: The answer is that, for many of us, the cat has become a living toy rather than a real animal.	
3. BNC3: There should be no stairs to fall down or toys to play with.	
4. BNC4: All around me, children were playing with <i>what</i> seemed like wonderful toys .	
215: train (tuérn)	Appears in Chap(s): 4, 10
	Level: 1000
1. Ex1: Some might go by truck, some by train , some by plane, some by boat.	
2. BNC2: These teams will be trained in direction and <i>how</i> to participate in problem solving.	
3. BNC3: This scheme is a great success as our trainees <i>benefit</i> from learning in a real working environment.	
4. BNC4: The second aim of the project was to identify <i>how</i> training objectives are being met in practice.	
216: travel (tuævəl)	Appears in Chap(s): 4, 12
	Level: 1000
1. Ex1: How does information that leaves one computer travel through all of these networks, and arrive at its destination, another computer, in a fraction of a second?	
2. Ex2: You would have no way to know <i>how</i> each postcard traveled to reach your friend.	
3. BNC3: For records with a longer term value this <i>information</i> will need to travel with the record through its life cycle.	
4. BNC4: This is possible because only half of the tape's width travels <i>past</i> the heads on each run.	
217: try (tuái)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: I know that you all are trying to develop a second language, but for a moment, let's think about a related topic: How children develop their first language.	
2. BNC2: You have tried to create an <i>issue</i> without registering the details of the product.	
3. BNC3: The first step in treatment is to help parents try to identify <i>what</i> are the good characteristics of their child.	
4. BNC4: Observers reflect that <i>what</i> Apple is trying to do is quite difficult.	

218: turn (tʁn)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: Local ISPs connect to larger ISPs, which in turn connect to even larger ISPs.	
2. BNC2: The specialists, in turn , provide <i>systems</i> support and technical and consultancy services to local customers.	
3. BNC3: So <i>just turning</i> away and getting on with a job is the most effective response.	
4. BNC4: Electronics usually grab the attention when talk turns to new <i>technology</i> .	
219: understand (ʌndʒstænd)	Appears in Chap(s): 4
	Level: 1000
1. Ex1: To help you understand this process, I'm going to ask you to think of these packets of information as electronic postcards.	
2. BNC2: There is less likely to be a misunderstanding by the <i>analyst</i> which causes a poorly designed system.	
3. BNC3: It is not <i>essential</i> to understand the transmitter and receiver circuits in order to build them.	
4. BNC4: These developments have greatly enhanced our understanding of <i>how</i> the visual system functions.	
220: use (jʊs)	Appears in Chap(s): 4, 5, 7, 8, 10, 12, 14, 15
	Level: 1000
1. Ex1: This is the same way that information is sent over the Internet using the network of routers, but of course it happens much, much faster!	
2. Ex2: Anyhow, these mistakes are normal, and the children will soon learn to use the past tense for regular and irregular verbs correctly.	
3. BNC3: A wide range of <i>information</i> technologies are in use producing substantial amounts of data.	
4. BNC4: Wear wasn't apparent over a two-month test, during which the <i>system</i> was used exclusively.	
221: usual (jʊʒəwəl)	Appears in Chap(s): 4, 5, 8, 15
	Level: 1000
1. Ex1: These words are usually the names of things that are in the baby's environment, words for food or toys, for example.	
2. Ex2: An Internet Service Provider, or ISP, is a company that provides Internet service to individuals, organizations, or companies, usually for a monthly charge.	
3. BNC3: IF YOU'VE GOT ANY PROBLEMS WITH WINDOWS OR WITH ANY MAJOR WINDOWS APPLICATION, WRITE TO HIM AT THE USUAL ADDRESS .	
4. BNC4: Manufacturers usually provide relative <i>record</i> addressing which carries out these calculations for the user.	
222: visit (vɪzət)	Appears in Chap(s): 2
	Level: 1000
1. Ex1: In the year 79 C.E., a young Roman boy who later became a very famous Roman historian was visiting his uncle in Pompeii.	
2. BNC2: As you know, I am a tutor for Admissions of an Oxford College and part of the task is to visit <i>schools</i> .	
3. BNC3: The speaker told us about the role of the <i>health visitor</i> and how it was a separate profession to nursing.	
4. BNC4: Visitors to the <i>Exhibition</i> , will, for the first time, be able to experience the mystery of the royal mummy.	
223: walk (wɔk)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: In other words, the children have learned the past tense rule for regular verbs such as " walk " and "kiss," but they haven't learned that they cannot use this rule for all verbs.	
2. BNC2: But they <i>cannot</i> walk from reserve to reserve without going through cities.	
3. BNC3: Gentle <i>exercise</i> such as walking is as valid when you are old as it is when you are young.	
4. BNC4: If he <i>can</i> , the patient walks into the bathroom with the nurse.	
224: wall (wɔl)	Appears in Chap(s): 2, 7
	Level: 1000
1. Ex1: As he was digging, he uncovered a part of a wall of the ancient city of Pompeii.	
2. BNC2: We have just had an extension completed and want to dry out the walls quickly so that we can use the room.	
3. BNC3: Then mark, drill and plug new fixing holes in the wall , and <i>fit</i> the new box over the position of the old one.	
4. BNC4: To run <i>pipes</i> through walls can mean making medium or large holes in them.	

225: want (wónt)	Appears in Chap(s): 4, 5, 8, 14
	Level: 1000
1. Ex1: Imagine that you want to send a friend a book, but you can send it only as postcards.	
2. Ex2: For example, if a baby holds up an empty juice cup and says "juice," to his father, the baby seems to be saying, "I want more juice, Daddy" or "May I have more juice, Daddy?"	
3. BNC3: An unwanted component <i>can</i> sometimes be present at long intervals, and this <i>can</i> be very troublesome.	
4. BNC4: They need to describe initially what <i>issues</i> they want to stand firm on and what <i>issues</i> they can give way to.	
226: way (wéi)	Appears in Chap(s): 4, 5, 8, 10, 14, 15
	Level: 1000
1. Ex1: Along the way , many postal agents may look at the addresses on the postcards in order to decide the best route to send them off on to reach their destination.	
2. Ex2: The children then continue to learn other grammatical structures in the <i>same way</i> .	
3. BNC3: There is no way the farmer can <i>deal</i> with the output of hundreds of animals simply by spreading it on the fields.	
4. BNC4: We also explored alternative ways of <i>looking</i> at certain events.	
227: week (wík)	Appears in Chap(s): 5
	Level: 1000
1. Ex1: The first stage of language acquisition begins a <i>few weeks</i> after birth.	
2. BNC2: The changes were outlined in a 14-point initiative distributed to top employees <i>last week</i> .	
3. BNC3: The facts are as I <i>reported</i> them for FARMERS WEEKLY on Apr 27, 1990.	
4. BNC4: The 1993 figures were <i>released</i> at 14 and 27 weeks and the 1992 figures at 13 and 26 weeks .	
228: word (w3d)	Appears in Chap(s): 5, 7, 8, 10, 14
	Level: 1000
1. Ex1: What was your first word ?	
2. Ex2: The speech they produce is called "telegraphic" speech because the babies omit all but the most essential words .	
3. BNC3: First, I <i>can't</i> get the word processor, or anything else, to print correctly.	
4. BNC4: Similarly young children resort to screaming because they <i>cannot</i> use words to describe what they want.	
229: world (w3ld)	Appears in Chap(s): 2, 4, 5, 10, 12, 13, 15
	Level: 1000
1. Ex1: If we stop to think about it, actually it's quite amazing how quickly babies and children all over the world learn their language and how similar the process is for babies all over the world .	
2. Ex2: Babies all over the world begin to babble <i>around</i> the same age, and they all begin to make the same kinds of babbling noises.	
3. BNC3: Unfortunately, our use of plastics for containers has increased dramatically in the Western World .	
4. BNC4: The World Health <i>Organisation</i> has called for individual developing countries to commit themselves to decade programmes.	
230: write (j3rt)	Appears in Chap(s): 4, 8
	Level: 1000
1. Ex1: We also tend to use formal language in conversations with persons we don't know well or with people we have a formal relationship with, such as professors, bosses, doctors, friends of our parents', strangers, etc. Informal language is used in conversation with colleagues, family, and friends, and when we write personal notes or letters to close friends, as well as in diaries, etc.	
2. Ex2: Next, you would need to write your <i>address</i> and the <i>address</i> of your friend on each of these postcards.	
3. BNC3: You <i>can</i> write the definition to accept any number of parameters.	
4. BNC4: Planning meals and writing shopping lists <i>can</i> be helpful too.	
231: year (j3u)	Appears in Chap(s): 2, 5, 13, 14
	Level: 1000
1. Ex1: Over 2,000 years ago, many rich Romans did the same thing.	
2. Ex2: Then, between two and three years of <i>age</i> , young children begin to learn more and more grammar.	
3. BNC3: The well-organised firm does not <i>just</i> look at last year and add ten per cent.	
4. BNC4: In the first place, the scheme only operates for <i>five</i> years , with no guarantee of continuation.	

232: young (jλη)	Appears in Chap(s): 2, 5
	Level: 1000
1. Ex1: The boy's name was Pliny the Younger .	
2. Ex2: Then, between two and three years of <i>age</i> , young children begin to learn more and more grammar.	
3. BNC3: Reward charts This is a very commonly used technique for young children <i>aged</i> over 3 years.	
4. BNC4: However, once the youngest had started <i>school</i> she found she wanted to do much more.	