

Academic Lecture Comprehension 1

Vocabulary List Two: Units Seven and Eight

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 ?		
(3) ←	2. Ex2: The lookout was able to see the iceberg only moments before the ship struck it.		
	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: arrest (zést)	Appears in Unit(s): 8
	Level: 2000
1. Ex1: To my parents' friend I might say "The police arrested the thief."	
2. BNC2: Last week the manager of a French company that had handled the waste was arrested .	
3. BNC3: Imagine two criminals, partners in crime, who are arrested and placed in separate cells with no means of communication.	
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2: bag (bæg)	Appears in Unit(s): 8
	Level: 2000
1. Ex1: To my friend I might say, "The cops bagged the crook."	
2. BNC2: When I was twelve, one <i>of</i> my friends bet another friend a bag <i>of</i> sweets that I would never come to anything.	
3. BNC3: These became so popular that on delivery day customers would fight wildly for bags <i>of</i> them.	
4. BNC4: A few months later, a champion European bull arrived in the diplomatic bag .	
3: begin (bigín)	Appears in Unit(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: The tidal wave begins to move across the sea at great speed.	
3. BNC3: The scientist has to remember a great deal of information before he can even begin to <i>look</i> for patterns in the data.	
4. BNC4: This starts between March and the beginning of <i>April</i> and lasts until the end of June.	
4: belong (bɪlɒŋ)	Appears in Unit(s): 8
	Level: 1000
1. Ex1: There are some words and phrases that belong in formal language and others that are informal.	
2. BNC2: This track, it <i>seems</i> , must belong to an energetic electron.	
3. BNC3: The specimens were coded and the examiner was unaware of the <i>group</i> to which they belonged .	
4. BNC4: The effects will be broadly similar in all aircraft belonging to the same <i>group</i> .	
5: best (bést)	Appears in Unit(s): 4, 8, 13
	Level: 1000
1. Ex1: The best way for a nonnative speaker of English to learn the difference is to observe the different ways English speakers speak or write in different situations.	
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: This solution represents the best compromise between <i>information</i> from each of the knowledge sources.	
4. BNC4: Better by <i>far</i> to learn this crucial information off by heart.	
6: book (búk)	Appears in Unit(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 very fact that you are interested enough in the possibility to be <i>reading</i> this book makes it so.	
4. BNC4: He wanted to <i>read</i> books and the letters his many friends sent him.	
7: broad (bród)	Appears in Unit(s): 8
	Level: 1000
1. Ex1: All languages have two general, broad <i>categories</i> , or levels of usage: a formal level and an informal level.	
2. BNC2: At each level, there are broad <i>approaches</i> that are nearly always used as the basis of interpretation.	
3. BNC3: The broadening <i>market</i> for computer equipment suits Japanese manufacturers down to the ground.	
4. BNC4: The effects will be broadly <i>similar</i> in all aircraft belonging to the same group.	

8: business (bíznes)	Appears in Unit(s): 8
	Level: 1000
1. Ex1: Formal language is the kind of language you find in textbooks, reference books such as encyclopedias, and in business letters.	
2. BNC2: Total cost leadership is <i>what</i> this business is all about.	
3. BNC3: Its business was to sell as much as fast as it could.	
4. BNC4: It's also wise to be aware of the differences of buying as an individual and buying as a business .	
9: call (kól)	Appears in Unit(s): 5, 7, 10, 13, 14, 15
	Level: 1000
1. Ex1: Scientists call the underwater earthquake a seaquake.	
2. Ex2: Many scientists call these waves tsunami.	
3. BNC3: Mankind throughout the ages has produced <i>what</i> we call the Holy Ones.	
4. BNC4: Subroutines are similar to <i>PROCedures</i> , but they are called by line number not by name.	
10: cause (kóz)	Appears in Unit(s): 7, 13, 14, 15
	Level: 1000
1. Ex1: A tidal wave is caused by an underwater earthquake.	
2. BNC2: The immediate cause for <i>concern</i> is that changes in the Sun's diameter are linked with changes in its heat output.	
3. BNC3: The Commission has already proposed establishing a compensation fund for <i>damage</i> caused by waste.	
4. BNC4: It is only when you know <i>what</i> causes the system to crash can you start to work on ways of avoiding the problem.	
11: ceremony (séæmòuni)	Appears in Unit(s): 8
	Level: 2000
1. Ex1: People usually use formal English when they give classroom lectures or speeches <i>and</i> at ceremonies such as graduations.	
2. BNC2: Further publicity can be gained from <i>local</i> presentation ceremonies later in the year.	
3. BNC3: They are the ones who, at present, have to sort out the mess after the degree ceremonies have been long forgotten.	
4. BNC4: No child is fed solids, particularly rice, before this ceremony has been performed.	
12: class (klæ:s)	Appears in Unit(s): 8
	Level: 1000
1. Ex1: Television newscasters, your college professors in class , your doctors in their offices, etc., will usually speak rather formally.	
2. BNC2: The choice of this class of spaces determines <i>what</i> state the universe is in.	
3. BNC3: One of the most obvious of these is Psychology at 150, within the Philosophy class , 100.	
4. BNC4: This will depend on how much work the pupils have to do in class before using the library.	
13: clear (klíʝ)	Appears in Unit(s): 8, 15
	Level: 1000
1. Ex1: Although the line between formal and informal language is not always clear and although people are probably less formal today than in the past, it is useful to be aware that these two levels, or categories, do exist.	
2. BNC2: It's menu-driven, easy to use, comes on a single floppy and gives a clear <i>indication</i> of what's going on.	
3. BNC3: Matching symbols are cleared from the <i>screen</i> making additional space for more blocks.	
4. BNC4: The more we learn about the brain, the more clearly we see <i>how</i> its specialised wiring affects what we are.	
14: close (klóus)	Appears in Unit(s): 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. BNC2: All it knows is that when a human male <i>came</i> close to it, it was restrained and then something painful happened.	
3. BNC3: When new text is presented to the model this can be processed according to <i>how</i> closely it matches what has gone before.	
4. BNC4: Distant objects are small and get larger when they <i>come</i> closer to the camera.	

15: college (kólɪdʒ)	Appears in Unit(s): 8
	Level: 1000
1. Ex1: Television <i>newscasters</i> , your college professors in class, your doctors in their offices, etc., will usually speak rather formally.	
2. BNC2: This is the conclusion drawn <i>by</i> a study carried out <i>by</i> researchers at University College , London.	
3. BNC3: Some of the colleges were now providing training in the marketing of these assets.	
4. BNC4: It affected a large number of libraries, and it included college libraries as well as public libraries.	
16: come (kám)	Appears in Unit(s): 2, 7
	Level: 1000
1. Ex1: It is not possible to hold back a tidal wave, but it is possible to warn people that a tidal wave is coming .	
2. Ex2: A true tide is the regular rise and fall of ocean waters, at definite times each day, but a tidal wave comes rushing in suddenly and unexpectedly.	
3. BNC3: They go only a short distance, or in the wrong direction or <i>just come</i> straight down again.	
4. BNC4: As we have <i>said</i> this signal comes in the form of a physical, mental, or behavioural symptom.	
17: conversation (kɒnvɜːsɪʃən)	Appears in Unit(s): 8
	Level: 2000
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. BNC2: It is for this reason that a large part of the first consultation is taken up <i>by</i> conversation .	
3. BNC3: A true dialogue should also form the basis of conversations with children.	
4. BNC4: She found that in the time allowed four-fifths of the adult pairs conversed , looked or smiled at each other.	
18: correct (kɜːkt)	Appears in Unit(s): 4, 5, 8
	Level: 2000
1. Ex1: What I'm talking about are two levels of correct English.	
2. Ex2: I'm not talking about correct and incorrect English.	
3. BNC3: Given the correct support and <i>information</i> , they could themselves find solutions to many problems.	
4. BNC4: Check that this is so, though if the hole <i>positions</i> are correctly made, there is no danger of this.	
19: criminal (kɹɪmənəl)	Appears in Unit(s): 8
	Level: 2000
1. Ex1: Let's say I'm telling someone some news I heard about the police arresting a criminal .	
2. BNC2: Different terms are used in Criminal and Civil Law and should not be confused.	
3. BNC3: Imagine two criminals , partners in crime, who are arrested and placed in separate cells with no means of communication.	
4. BNC4: The accused may be prosecuted under Criminal Law whereas a private individual may be sued under Civil Law.	
20: day (déɪ)	Appears in Unit(s): 2, 7, 12, 15
	Level: 1000
1. Ex1: A true tide is the regular rise and fall of ocean waters, at definite times each day , but a tidal wave comes rushing in suddenly and unexpectedly.	
2. Ex2: The eruption lasted for about three days .	
3. BNC3: Cheese making demanded a great deal of the wife's time, up to 5 or 6 <i>hours</i> per day .	
4. BNC4: The guards knew full well what was happening and we knew that after a <i>few</i> days they were likely to get heavy about it.	
21: depend (dɪpénd)	Appears in Unit(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: This desire to discover can take several different forms, depending <i>on</i> a person's range of knowledge.	
4. BNC4: The order in which the copies are made depends <i>on</i> the availability of media units and items.	

22: destroy (dɪstʊˈi)	Appears in Unit(s): 7, 13, 15
	Level: 1000
1. Ex1: A tidal wave is a very large and very destructive wall of water that rushes in from the ocean toward the shore.	
2. BNC2: A refreshing new board game, designed for two players, where the aim of the game is to destroy your <i>enemy's</i> ships.	
3. BNC3: It urged governments to speed up the phasing out of ozone- destroying <i>chemicals</i> , however.	
4. BNC4: These are the greenhouse effect, the destruction of the ozone <i>layer</i> , and acid rain.	
23: difference (dɪfərəns)	Appears in Unit(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: But it sits long enough for me to point out the difference <i>between</i> the two species.	
4. BNC4: We also felt that the interactions <i>between</i> different sources of knowledge was still far from clear.	
24: direct (dɪrɛkt)	Appears in Unit(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: In each case, the <i>report</i> will be directed to a user-specified output file, suitable for printing on A4 paper.	
3. BNC3: I remember my mother wanting me to be a personal assistant to a <i>managing</i> director .	
4. BNC4: The company will now rely on its indirect <i>reseller</i> channels across Europe.	
25: doctor (dɒktɜ)	Appears in Unit(s): 8
	Level: 1000
1. Ex1: Television newscasters, your college professors in class, your doctors in their offices, etc., will usually speak rather formally.	
2. BNC2: Doctors should not regard the death of a patient as some kind of insult to their calling, and a mark of failure.	
3. BNC3: I was very afraid and went to my dad who intended to ring the doctor if it did not correct itself.	
4. BNC4: The doctors could offer no cure or assurance that it would not get worse.	
26: door (dɔː)	Appears in Unit(s): 8
	Level: 1000
1. Ex1: For example, I might say to a friend or family member, "Close the door , please," but to a stranger or someone in authority I probably would say "Would you mind closing the door ?" or "Excuse me, could you please close the door ?"	
2. BNC2: She could not cope with lifts, and she could not go into the garden shed in case the door <i>closed</i> upon her.	
3. BNC3: And if you have double locks <i>fitted</i> to windows and doors , plus locks on internal doors , you have first class security.	
4. BNC4: In very cold or icy weather some form of indoor <i>exercise</i> is preferable to going outdoors.	
27: earth (ɜːθ)	Appears in Unit(s): 13, 15
	Level: 1000
1. BNC1: It is thought to be an atmosphere similar to that on Earth before <i>life</i> began.	
2. BNC2: Perhaps they just find it comforting to think that this one earthly <i>life</i> is not the beginning and end of it all.	
3. BNC3: The Earth , then, provides just the right conditions for life to persist.	
4. BNC4: It is located in a layer at an average height of 12 kilometres above the Earth's surface.	
28: enjoy (enʒɪˈi)	Appears in Unit(s): 8
	Level: 1000
1. Ex1: 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."	
2. BNC2: Her family remained totally supportive, and Dawn was beginning to enjoy a full social <i>life</i> again.	
3. BNC3: It's great to be given the opportunity to try another outdoor activity and I enjoyed the <i>challenge</i> .	
4. BNC4: Try using them more often and you will get more enjoyment out of <i>life</i> and be healthier too.	

29: example (igzæmpəl)	Appears in Unit(s): 5, 8, 12, 15
	Level: 1000
1. Ex1: <i>For example</i> , a letter to a university would be in a formal style.	
2. Ex2: Let me give you a couple of examples of what I mean.	
3. BNC3: <i>For example</i> , in the Figure 80, the height at the final turn is 2012".	
4. BNC4: The <i>report</i> gives examples of species whose existence is being threatened by structural funds.	
30: excuse (ikskjús)	Appears in Unit(s): 8
	Level: 2000
1. Ex1: For example, I might say to a friend or family member, "Close the door, please," but to a stranger or someone in authority I probably would say "Would you mind closing the door?" or " Excuse me, could you please close the door?"	
2. BNC2: It was at best inadequate <i>and</i> , at worse, an excuse for doing nothing.	
3. BNC3: Some made their excuses <i>and</i> left, muttering about being able to hire a video any time they wanted.	
4. BNC4: In a science which is supposed to be international, such provincialism is inexcusable .	
31: exist (igzíst)	Appears in Unit(s): 8
	Level: 1000
1. Ex1: Although the line between formal and informal language is not always clear and although people are probably less formal today than in the past, it is useful to be aware that these two levels, or categories, <i>do exist</i> .	
2. BNC2: The <i>Product</i> must already exist and must not have been registered.	
3. BNC3: Or perhaps the universe, or the agency that created it, existed forever and <i>didn't</i> need to be created.	
4. BNC4: An interaction exists just as it <i>does</i> in river processes.	
32: express (ikspriés)	Appears in Unit(s): 8
	Level: 1000
1. Ex1: You probably have noticed that people express similar ideas in different ways, depending on the situation they are in.	
2. BNC2: Soil types should be expressed in <i>terms</i> of the classification described in chapter one.	
3. BNC3: <i>Cell</i> surface expression was tested on unfixed cells and was performed according to the method described above.	
4. BNC4: Acceptability therefore is important and almost entirely expressed in user comments gained from questioning.	
33: fall (fól)	Appears in Unit(s): 7
	Level: 1000
1. Ex1: A true tide is the regular <i>rise</i> and fall of ocean waters, at definite times each day, but a tidal wave comes rushing in suddenly and unexpectedly.	
2. BNC2: Annual output from open-cast mines is <i>expected</i> to fall by four million tonnes to 12 million by 1997-98.	
3. BNC3: This reflects an increase in the real <i>price</i> of beer, over a period during which the real <i>price</i> of Scotch has fallen .	
4. BNC4: The trainers suggest that, as guards, they fell short of <i>expectations</i> .	
34: family (fæməli)	Appears in Unit(s): 8
	Level: 1000
1. Ex1: For example, I might say to a friend or family member , "Close the door, please," but to a stranger or someone in authority I probably would say "Would you mind closing the door?" or "Excuse me, could you please close the door?"	
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: The largest group of customers are families with <i>young</i> children, followed by retired couples.	
4. BNC4: As far as the family members were concerned normally those with off-farm jobs only did farm work on a seasonal basis.	
35: fashion (fæʃən)	Appears in Unit(s): 8
	Level: 2000
1. Ex1: However, your classmates, teammates, family members, and friends will generally speak in an informal fashion .	
2. BNC2: Some items of warm clothing may not seem very fashionable <i>today</i> , but they can be very effective.	
3. BNC3: Presentations with overhead projection or slides may soon look <i>old-fashioned</i> .	
4. BNC4: Fashions in teaching <i>come</i> and go because none have solved the problem of English spelling.	

36: find (fáind)	Appears in Unit(s): 8, 12, 13
	Level: 1000
1. Ex1: Formal language is the kind of language you find in textbooks, reference books such as encyclopedias, and in business letters.	
2. BNC2: Then you search your way through the records in the file until you find the <i>record</i> you want.	
3. BNC3: Entity modelling can be used as an aid to communication as well as a technique for finding out <i>information</i> .	
4. BNC4: In this way the <i>record</i> can be found when necessary without movement of the access heads.	
37: floor (flóʝ)	Appears in Unit(s): 7
	Level: 1000
1. Ex1: When a seaquake takes place at the bottom of the ocean, the ocean floor shakes and trembles, and sometimes the ocean floor shifts.	
2. BNC2: Mark the floor , walls and <i>ceiling</i> , making sure that wall marks are truly vertical.	
3. BNC3: There are other methods of <i>dealing</i> with floors , some of which require existing floor boards to be lifted.	
4. BNC4: The machinist on the shop floor could detect but not correct the error.	
38: formal (fóʝməl)	Appears in Unit(s): 8
	Level: 2000
1. Ex1: Another difference between formal and informal language is some of the vocabulary.	
2. Ex2: Television newscasters, your college professors in class, your doctors in their offices, etc., will usually speak rather formally .	
3. BNC3: That structure need not be <i>rigid</i> or too formalised but it must be clear and known to those in the firm.	
4. BNC4: Microsoft Corp is reportedly going to <i>by-pass</i> the formality of a press conference to announce Windows NT in two weeks.	
39: friend (fréend)	Appears in Unit(s): 4, 8
	Level: 1000
1. Ex1: If I'm talking to my friend or colleague I might say "I'm just crazy about soccer!"	
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: 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.	
40: general (dʒénəəl)	Appears in Unit(s): 8
	Level: 1000
1. Ex1: All languages have two general , broad categories, or levels of usage: a formal level and an informal level.	
2. BNC2: Real-time performance is the highest available from general purpose <i>systems</i> , claimed the company.	
3. BNC3: The purpose built mailing <i>system</i> will generally be easier to get started.	
4. BNC4: This is the general form of Faraday's law where the derivative is now taken in the frame moving with the wire.	
41: give (gíʝ)	Appears in Unit(s): 8, 12, 15
	Level: 1000
1. Ex1: Let me give you a couple of examples of what I mean.	
2. BNC2: And if she doesn't go right away, I'll <i>just</i> give her a little motion on her rear and that's about all.	
3. BNC3: This is the <i>name</i> given to rapid loss of the TL signal from that part of the glow curve normally thought to be stable.	
4. BNC4: The <i>report</i> gives examples of species whose existence is being threatened by structural funds.	
42: go (góʝ)	Appears in Unit(s): 2, 4, 5, 8, 12, 14, 15
	Level: 1000
1. Ex1: However, today I'm going to talk only about a couple of ways.	
2. Ex2: 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."	
3. BNC3: However, as we went to press they were still sorting out <i>what</i> stays and <i>what</i> goes .	
4. BNC4: It's menu-driven, easy to use, comes on a single floppy and gives a clear indication of <i>what's</i> going on.	

43: great (grétt)	Appears in Unit(s): 7, 12, 14, 15
	Level: 1000
1. Ex1: The tidal wave begins to move across the sea at great speed .	
2. BNC2: Cheese making demanded a great deal of the wife's time, up to 5 or 6 hours per day.	
3. BNC3: In fact, by <i>far</i> the greater part of all sleep takes place on this level.	
4. BNC4: These then, have by <i>far</i> the greatest effect on living things.	
44: hear (hjá)	Appears in Unit(s): 8
	Level: 1000
1. Ex1: Let's say I'm telling someone some news I heard <i>about</i> the police arresting a criminal.	
2. BNC2: At the higher levels, humans in the prime of life can hear noises up to <i>about</i> 20,000 cycles per second.	
3. BNC3: A total of 87 per cent of those surveyed had not <i>seen</i> or heard any information on recent warnings across the country.	
4. BNC4: The only casualties I hear of are a couple of pleasure boats which dragged their moorings and were damaged on the shore.	
45: hit (hít)	Appears in Unit(s): 7, 13, 15
	Level: 2000
1. Ex1: Today scientists can predict when a tidal wave will hit land.	
2. BNC2: In this case the tendency to hit multiple keys <i>by</i> typing on the cracks also causes problems.	
3. BNC3: Pick Systems plans to start distribution of Pick Hits <i>electronic</i> catalogue of software usable in Pick environment.	
4. BNC4: Furthermore, it was difficult to see whether you had hit your opponent or not.	
46: hold (hóuld)	Appears in Unit(s): 5, 7
	Level: 1000
1. Ex1: It is not possible to hold back a tidal wave, but it is possible to warn people that a tidal wave is coming.	
2. BNC2: IT'S a while since the Institute held a Special General <i>Meeting</i> but this year there have been two.	
3. BNC3: The satellite carries a tape <i>recorder</i> which can hold up to 14-hours worth of data.	
4. BNC4: The simplest form of index is one that holds the <i>address</i> of every record.	
47: human (hjúmæn)	Appears in Unit(s): 7, 15
	Level: 1000
1. Ex1: Tidal waves have taken many human lives in the past.	
2. BNC2: As a human food fish, <i>saithe</i> has never been really popular in Britain and therefore its market value has been low.	
3. BNC3: When it comes to humans the <i>issue</i> is more clouded.	
4. BNC4: Those humans who are surviving most successfully, now spend time considering the welfare of other creatures.	
48: idea (aíðíə)	Appears in Unit(s): 8
	Level: 1000
1. Ex1: You probably have noticed that people <i>express</i> similar ideas in different ways, depending on the situation they are in.	
2. BNC2: The <i>basic</i> idea is that a few parameters are turned into a smooth curve by a standardised computation.	
3. BNC3: Interactive computer programs can present in a powerful way ideas , facts and <i>basic</i> techniques.	
4. BNC4: One idea is to build this dump under the sea-bed, 0.5 km off-shore.	
49: informal (Infórməl)	Appears in Unit(s): 8
	Level: 2000
1. Ex1: Another difference between formal and informal language is some of the vocabulary.	
2. Ex2: All languages have two general, broad categories, or levels of usage: a formal level and an informal level.	
3. BNC3: Managing is unusual in the extent in which it has been <i>shown</i> to rely on informal information.	
4. BNC4: In the majority of cases, raising the <i>matter</i> informally will result in resolution at local level.	

50: instrument (ínstruəmənt)	Appears in Unit(s): 7
	Level: 2000
1. Ex1: A <i>seismograph</i> is an instrument that records the strength, the direction, and the length of time of an earthquake or seaquake.	
2. BNC2: He knows how to work all the instruments and <i>what</i> results to expect and how to talk the jargon but that's not it.	
3. BNC3: The instrument should provide new clues about the structure of materials.	
4. BNC4: The problem is by no means limited to analytical instruments .	
51: just (dʒʌst)	Appears in Unit(s): 8, 14, 15
	Level: 1000
1. Ex1: If I'm talking to my friend or colleague I might <i>say</i> "I'm just crazy about soccer!"	
2. BNC2: They go only a short distance, or in the wrong direction or just <i>come</i> straight down again.	
3. BNC3: When he stood up he could just see a fire engine as if on the high seas diving and heaving towards him.	
4. BNC4: The problem is not just one of specialist areas defending their territorial interests.	
52: kind (káɪnd)	Appears in Unit(s): 5, 8, 10, 14, 15
	Level: 1000
1. Ex1: Formal language is the kind of language you find in textbooks, reference books such as encyclopedias, and in business letters.	
2. Ex2: They begin to use a kind of grammar to put these words together.	
3. BNC3: A large number of preference pairs gives the same kind of <i>information</i> as a rank ordering.	
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.	
53: know (núʊ)	Appears in Unit(s): 4, 5, 7, 8, 13, 14, 15
	Level: 1000
1. Ex1: We also tend to use formal language in conversations with persons we <i>don't</i> 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: 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 plans cover both medical research proper, and <i>what</i> is known as health service research.	
4. BNC4: In such cases the animal is living in its past, a past about which the new owner knows <i>little</i> or nothing.	
54: land (láənd)	Appears in Unit(s): 7, 10, 15
	Level: 1000
1. Ex1: Today scientists can predict when a tidal wave will hit land .	
2. BNC2: Land is a common <i>resource</i> , not just a private affair, and effective community land policies are required.	
3. BNC3: A turn to the left off the runway heading was made to bring the aircraft over land for the <i>forced</i> landing .	
4. BNC4: There was growing evidence, however, that wildlife was safer and richer on organically <i>managed</i> lands .	
55: language (láŋgwədʒ)	Appears in Unit(s): 5, 8
	Level: 1000
1. Ex1: Another difference between formal and informal language is some of the vocabulary.	
2. Ex2: All languages have two general, broad categories, or levels of usage: a formal level and an informal level.	
3. BNC3: Rather surprisingly the language <i>issue</i> was not raised in any of the Association's reports.	
4. BNC4: The indexing changes gradually with time as the natural language of the documents covered by the index evolves.	
56: large (láɪdʒ)	Appears in Unit(s): 2, 4, 7, 10, 12, 13, 14, 15
	Level: 1000
1. Ex1: A tidal wave is a very large and very destructive wall of water that rushes in from the ocean toward the shore.	
2. Ex2: It was a very large dark cloud.	
3. BNC3: An easy and quick process even with the large <i>amount</i> of data I already had stored.	
4. BNC4: France has thus become, in a few years, the <i>world's</i> second largest producer of nuclear power.	

57: learn (lɜːn)	Appears in Unit(s): 5, 8
	Level: 1000
1. Ex1: The difference can be learned over time by observing and interacting with native speakers.	
2. Ex2: The best way for a nonnative speaker of English to learn the difference is to observe the different ways English speakers speak or write in different situations.	
3. BNC3: Parents are delighted with <i>what</i> they learn about their child during these sessions.	
4. BNC4: This is the process of carrying through <i>what</i> is said so that the child learns that parents mean <i>what</i> they say.	
58: length (lɛŋkθ)	Appears in Unit(s): 7
	Level: 1000
1. Ex1: A seismograph is an instrument that records the strength, the direction, and the length of time of an earthquake or seaquake.	
2. BNC2: Add a length of plastic <i>pipe</i> over the top of the funnel so that it comes up to the top of the bottle.	
3. BNC3: Soil and waste pipes often have access doors which allow lengths of the <i>pipe</i> to be cleared.	
4. BNC4: Whilst executive summaries can be useful, they create problems when they are virtually extended to book- length .	
59: let (lét)	Appears in Unit(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: Let's <i>look</i> at the last two in more detail.	
4. BNC4: A window lets you control the <i>information</i> that can be seen at any one time.	
60: letter (létɜː)	Appears in Unit(s): 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: For example, a letter to a university would be in a formal style.	
3. BNC3: If you would like to communicate with Rob, send your letters to the <i>What</i> Personal Computer office, at the usual address.	
4. BNC4: To achieve this aim a measure of approximate number of letters in a word is needed.	
61: level (lévəl)	Appears in Unit(s): 4, 8
	Level: 1000
1. Ex1: What I'm talking about are two levels of correct English.	
2. Ex2: The difference in these two levels is the situation in which you use a particular level .	
3. BNC3: This is some four times faster than the 1mm per year or so at which global sea level has been <i>rising</i> this century.	
4. BNC4: In conclusion, it seems that it is in fact possible to get higher levels of <i>analysis</i> to contribute to recognition.	
62: like (láɪk)	Appears in Unit(s): 4, 5, 8, 10, 12, 14, 15
	Level: 1000
1. Ex1: Let's <i>say</i> that I really like soccer.	
2. Ex2: Using words like "could" and "would" makes my request sound more polite, but also more formal.	
3. BNC3: This next section takes you through an exploration of <i>what</i> it's like to be assertive.	
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.	
63: line (láɪn)	Appears in Unit(s): 8
	Level: 1000
1. Ex1: Although the line between formal and informal language is not always clear and although people are probably less formal today than in the past, it is useful to be aware that these two levels, or categories, do exist.	
2. BNC2: This prevents his eyes moving forwards or backwards <i>along</i> the line .	
3. BNC3: The corporate plan is therefore built up <i>along</i> the same lines as the organisational hierarchy.	
4. BNC4: This column displays the title of the mail message, constructed from the first line of the message.	

64: live (láriv)	Appears in Unit(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: Roughly four-fifths of the <i>world's</i> people live elsewhere.	
4. BNC4: In such cases the animal is living in its <i>past</i> , a <i>past</i> about which the new owner knows little or nothing.	
65: make (méik)	Appears in Unit(s): 5, 7, 8, 14, 15
	Level: 1000
1. Ex1: Using words like "could" and "would" makes my request sound more polite, but also more formal.	
2. Ex2: The word "seaquake" is made up of two words, the word "sea" which means "ocean" and the word "quake."	
3. BNC3: Two items of data are required to make this <i>decision</i> .	
4. BNC4: A further function of the distribution <i>system</i> is making safety equipment available.	
66: many (méni)	Appears in Unit(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: This warning can save many lives.	
3. BNC3: Many <i>people</i> confronted with a crash have done the same thing.	
4. BNC4: Evidently, there are many aspects to the question of integration.	
67: mean (mín)	Appears in Unit(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: These were then averaged to give overall mean rates for each treatment group.	
68: member (mémb3)	Appears in Unit(s): 8
	Level: 1000
1. Ex1: For example, I might say to a friend or <i>family</i> member , "Close the door, please," but to a stranger or someone in authority I probably would say "Would you mind closing the door?" or "Excuse me, could you please close the door?"	
2. Ex2: However, your classmates, teammates, <i>family</i> members , and friends will generally speak in an informal fashion.	
3. BNC3: As far as the <i>family</i> members were concerned normally those with off-farm jobs only did farm work on a seasonal basis.	
4. BNC4: The retired rate is approximately one third of the <i>corporate</i> membership rate.	
69: mind (máind)	Appears in Unit(s): 8
	Level: 1000
1. Ex1: For example, I might say to a friend or family member, "Close the door, please," but to a stranger or someone in authority I probably would say "Would you mind closing the door?" or "Excuse me, could you please close the door?"	
2. BNC2: Publishers negotiating such deals need to bear two immediate <i>issues</i> in mind .	
3. BNC3: Researchers must be mindful of <i>what</i> information meant to its creator and how it was used in the past.	
4. BNC4: We should also bear in mind the environmental requirements of the kinds of fish we intend to keep.	
70: move (múv)	Appears in Unit(s): 4, 7
	Level: 1000
1. Ex1: The tidal wave begins to move across the sea at great speed.	
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: The subject's replies were <i>recorded</i> on tape, whilst moves made during the program runs were stored in a data file.	
4. BNC4: This prevents his eyes moving <i>forwards</i> or backwards along the line.	

71: native (néɪtv)	Appears in Unit(s): 8, 15
	Level: 1000
1. Ex1: The difference can be learned over time by observing and interacting with native speakers.	
2. BNC2: The run-time code is loaded onto a real processor and translated on the fly into the <i>chip's</i> native instruction set.	
3. BNC3: Its native climate combines cold winters, with the winds blowing off the North Sea, and very dry summers.	
4. BNC4: The results are a native port to Win32 without changing the code.	
72: nature (néɪfʒ)	Appears in Unit(s): 8, 15
	Level: 1000
1. Ex1: This is very natural .	
2. BNC2: The conservation of birds wild and free, and the natural <i>environments</i> in which they live is our concern.	
3. BNC3: The date 1830 was chosen because it was during that year that the first <i>true</i> naturalist wrote.	
4. BNC4: The National Trust owns a considerable land area, much of it of importance for nature <i>conservation</i> .	
73: news (núz)	Appears in Unit(s): 8
	Level: 1000
1. Ex1: Let's say I'm telling someone some news I heard about the police arresting a criminal.	
2. BNC2: But Sun will have to eat its words and may have to declare a product like its News <i>windowing</i> system dead.	
3. BNC3: Air traffic confirmed the glad news that one was hanging down.	
4. BNC4: In his view, the space available for reporting news in American newspapers is relatively constant over time.	
74: note (núʊt)	Appears in Unit(s): 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. BNC2: Note <i>how</i> they hold their heads high above the surface.	
3. BNC3: As I have <i>already</i> noted , I have yet to meet children who were always getting their own way who were contented or calm.	
4. BNC4: Using this <i>information</i> notes were obtained from the records departments.	
75: notice (núʊtəs)	Appears in Unit(s): 8
	Level: 1000
1. Ex1: You probably have noticed that people express similar ideas in different ways, depending on the situation they are in.	
2. BNC2: In every case a noticeable increase in measurement occurred between the first and second measurement of each pot.	
3. BNC3: Some owners notice that their cats love human females and hate or fear human males.	
4. BNC4: Any member may resign <i>by</i> giving written notice to the council, accompanied <i>by</i> his certificate of membership.	
76: observe (əbzʌv)	Appears in Unit(s): 8
	Level: 1000
1. Ex1: The difference can be learned over time by observing and interacting with native speakers.	
2. BNC2: An average of six values was available for estimation of a representative <i>cell</i> observation .	
3. BNC3: Having observed something, just <i>record</i> it and do not reason it out as to why it is so.	
4. BNC4: Ten measurements were made <i>independently</i> by two observers on each specimen and the mean was calculated.	
77: ocean (óʊʃən)	Appears in Unit(s): 2, 7, 12
	Level: 2000
1. Ex1: The word "seaquake" is made up of two words, the word "sea" which means " ocean " and the word "quake."	
2. Ex2: A tidal wave is a very large and very destructive wall of water that rushes in from the ocean toward the shore.	
3. BNC3: The Oceanic Society does not accept many of the navy's presumptions.	
4. BNC4: Only the tips of the continents <i>show</i> above the ocean .	

78: office (ófəs)	Appears in Unit(s): 8
	Level: 1000
1. Ex1: Television newscasters, your college professors in class, your doctors in their offices , etc., will usually speak rather formally.	
2. BNC2: Minutes of a Meeting of <i>National</i> Council held at <i>National</i> Office Thursday 15th October 1992 a 10.30am.	
3. BNC3: The <i>training</i> officers decided to implement a course for care assistants.	
4. BNC4: It is particularly useful for central offices distributing disk based <i>information</i> to regional branches.	
79: parent (péɪənt)	Appears in Unit(s): 5, 8
	Level: 2000
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: To my parents' friend I might say "The police arrested the thief."	
3. BNC3: Some parents do not like disagreeing in front of an outsider and may need permission to do this.	
4. BNC4: Remember, this is a training <i>exercise</i> for parents and it will fail if the task becomes too large to be manageable.	
80: particular (pə'tɪkjəlɜː)	Appears in Unit(s): 8
	Level: 1000
1. Ex1: The difference in these two levels is the situation in which you use a particular level.	
2. BNC2: Joining fees have yet to be set, but the Forum says that it is particularly looking for users to join its efforts.	
3. BNC3: An experienced designer will take "short cuts" if his level of confidence in a particular <i>approach</i> or technique is high.	
4. BNC4: You don't want to lose track of your child's <i>comings</i> and goings, particularly at night.	
81: past (pæst)	Appears in Unit(s): 5, 7, 8
	Level: 1000
1. Ex1: Although the line between formal and informal language is not always clear and although people are probably less formal today than in the past , it is useful to be aware that these two levels, or categories, do exist.	
2. Ex2: Tidal waves have taken many human lives in the past .	
3. BNC3: Commitment and concentration were better if the bulk of the day's work was past .	
4. BNC4: Use our Best Buys tables, starting on page 150, to compare the products we've reviewed <i>over</i> the past year.	
82: people (pípəl)	Appears in Unit(s): 2, 7, 8, 10, 12, 14, 15
	Level: 1000
1. Ex1: It is not possible to hold back a tidal wave, but it is possible to warn people that a tidal wave is coming.	
2. Ex2: More than 2,000 people <i>died</i> .	
3. BNC3: These are likely to include the department managers and possibly people <i>who</i> will use the system when it is implemented.	
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.	
83: person (pɜːsn)	Appears in Unit(s): 8, 12
	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. BNC2: Summarize <i>what</i> the other person has said, to check that you understand.	
3. BNC3: <i>What</i> Personal Computer is divided into two sections, BUYER and USER.	
4. BNC4: We are, each of us, personally <i>responsible</i> for damaging our environment.	
84: place (pléis)	Appears in Unit(s): 7
	Level: 1000
1. Ex1: When a seaquake <i>takes</i> place at the bottom of the ocean, the ocean floor shakes and trembles, and sometimes the ocean floor shifts.	
2. BNC2: For most people and jobs the whole process <i>takes</i> place within a localised community.	
3. BNC3: The top- placed battery car <i>came</i> in at eighth place.	
4. BNC4: There are eight places <i>to visit</i> and at each stop there's a game to play, a puzzle to solve or an exercise to carry out.	

85: police (pə'lis)	Appears in Unit(s): 8
	Level: 2000
1. Ex1: To my parents' friend I might say "The police arrested the thief."	
2. BNC2: The Home Office has set up a committee to examine codes of practice for police computers.	
3. BNC3: Protestors blocked the site for two days, forcing the waste to be stored temporarily at a police station.	
4. BNC4: The Police have <i>estimated</i> that at least 8,000 miners are now at work in the area.	
86: polite (pə'laɪt)	Appears in Unit(s): 8
	Level: 2000
1. Ex1: First of all, formal language tends to be more polite .	
2. Ex2: Interestingly, it usually takes more words to be polite .	
3. BNC3: And so we had, but were too polite to comment on the truly striking resemblance.	
4. BNC4: Another is the American way, which is to be <i>fast</i> , polite and cheerful.	
87: possible (pə'səbəl)	Appears in Unit(s): 7, 12
	Level: 1000
1. Ex1: It is not possible to hold back a tidal wave, but it is possible to warn people that a tidal wave is coming.	
2. BNC2: The above considerations make a general purpose handwriting recognition <i>system</i> a virtual impossibility .	
3. BNC3: Unfortunately in practice this does not <i>seem</i> to be a possibility .	
4. BNC4: Such representations have to be very carefully researched, ensuring that as <i>far</i> as possible every detail is correct.	
88: probable (pə'bəbəl)	Appears in Unit(s): 4, 8, 10, 13, 15
	Level: 2000
1. Ex1: Although the line between formal and informal language is not always clear and although people are probably less formal today than in the past, it is useful to be aware that these two levels, or categories, do exist.	
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: A straight comparison between the generative and the probabilistic approach is unfair for a number of reasons.	
4. BNC4: Some fish-houses are now connected to the home central heating <i>system</i> which is probably the cheapest method of heating.	
89: produce (pə'djuːs)	Appears in Unit(s): 5, 7
	Level: 1000
1. Ex1: It is this shifting that produces the tidal wave.	
2. BNC2: It produced 3.8 million tonnes of <i>carbon</i> per year, even with the highest levels of energy efficiency.	
3. BNC3: Each function requires <i>information</i> to operate, and produces <i>information</i> for others to use.	
4. BNC4: This results in the <i>analyser</i> producing two readings for the second sentence.	
90: really (rɪ'li)	Appears in Unit(s): 5, 8, 10
	Level: 1000
1. Ex1: 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."	
2. Ex2: Let's say that I really like soccer.	
3. BNC3: A few more paragraphs, and we'll really have arrived.	
4. BNC4: In this case though <i>what</i> you really need is a Windows machine.	
91: record (rɪ'kɔːd)	Appears in Unit(s): 7
	Level: 1000
1. Ex1: A seismograph is an instrument that records the strength, the direction, and the length of time of an earthquake or seaquake.	
2. BNC2: Showing them <i>how</i> to record instances of the problem for discussion can be helpful.	
3. BNC3: Once a specimen has been identified, the time and place of its <i>collection</i> is also recorded .	
4. BNC4: Without records <i>management</i> skills and principles it has been and could continue to be the former.	

92: regular (ˈɹɛɡjələ)	Appears in Unit(s): 5, 7
	Level: 2000
1. Ex1: A true tide is the regular rise and fall of ocean waters, at definite times each day, but a tidal wave comes rushing in suddenly and unexpectedly.	
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: Spend a few moments establishing a slow and regular <i>breathing</i> pattern.	
4. BNC4: This is to encourage you to <i>read</i> your mail regularly and clear out any unnecessary messages.	
93: relation (ˈɹɪleɪʃən)	Appears in Unit(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: The relationship <i>between</i> min acidity and surface water acidity will vary from area to area.	
4. BNC4: The most basic facility is display of relationships <i>between</i> terms during a search session.	
94: request (ˈɹɪkwɛst)	Appears in Unit(s): 8
	Level: 2000
1. Ex1: Using words like "could" and "would" makes my request sound more polite, but also more formal.	
2. BNC2: In categorising this <i>information</i> , in what is a sorting process, we have the basis of providing <i>information</i> on request .	
3. BNC3: A mail message is <i>sent</i> to that user requesting that the package be approved by the given date.	
4. BNC4: Other "get out clauses" included requests for <i>information</i> which might involve the supply of "unfinished documents".	
95: rise (ˈɹaɪz)	Appears in Unit(s): 2, 7
	Level: 1000
1. Ex1: A true tide is the regular rise and fall of ocean waters, at definite times each day, but a tidal wave comes rushing in suddenly and unexpectedly.	
2. BNC2: The increase may reflect a rise in <i>reporting</i> , rather than actual poisoning.	
3. BNC3: The company might not have liked the idea very much, but rising <i>sales</i> figures for diesels made it just about inevitable.	
4. BNC4: But in 1979, it rose <i>again</i> to 13.4 per cent and in 1980 to 18 per cent.	
96: rush (ˈɹʌʃ)	Appears in Unit(s): 7
	Level: 2000
1. Ex1: A tidal wave is a very large and very destructive wall of water that rushes in from the ocean toward the shore.	
2. BNC2: Environmentalists are concerned that the environment will be sacrificed in the rush to provide facilities <i>by</i> 1998.	
3. BNC3: I come to its edge and see it <i>cool</i> amongst the rushes , a place of little fish and soft green grass.	
4. BNC4: There were <i>people</i> everywhere, rushing to the bars, crowding on to the dance floor, filling all the chairs and tables.	
97: save (séiv)	Appears in Unit(s): 7, 12
	Level: 1000
1. Ex1: This warning can save many lives.	
2. BNC2: They may, therefore, be more keen to save energy than the <i>fuel</i> -gathering poor.	
3. BNC3: In addition, the time saved has meant <i>money</i> saved in a traditionally expensive area of the business.	
4. BNC4: So <i>screen</i> savers are, as you might say, a bit of a luxury.	
98: say (séɪ)	Appears in Unit(s): 5, 8, 10, 13, 14, 15
	Level: 1000
1. Ex1: For example, I might say to a friend or family member, "Close the door, please," but to a stranger or someone in authority I probably would say "Would you mind closing the door?" or "Excuse me, could you please close the door?"	
2. Ex2: If I'm talking to my friend or colleague I might say "I'm <i>just</i> crazy about soccer!"	
3. BNC3: Colonel Lamb's wound was above the knee, the <i>report</i> said , though it was feared that he might lose the leg.	
4. BNC4: The <i>report</i> says percentages of women turning up for screening have also been encouraging.	

99: school (skúl)	Appears in Unit(s): 8
	Level: 1000
1. Ex1: You would also use formal English in compositions and essays that you write in school .	
2. BNC2: This boom in fast food is providing strong competition for both staff restaurants and school meal services.	
3. BNC3: There are few opportunities in school life for <i>pupils</i> to do this.	
4. BNC4: Many small <i>rural</i> schools have old and unsatisfactory buildings and sites, unsuited to modern methods.	
100: science (sáɪəns)	Appears in Unit(s): 7, 13, 15
	Level: 1000
1. Ex1: Scientists call the underwater earthquake a seaquake.	
2. Ex2: Many scientists call these waves <i>tsunami</i> .	
3. BNC3: So I can recommend this book only to someone who has little knowledge of green <i>issues</i> and the science involved.	
4. BNC4: THE British Association is organising a great day in <i>London</i> for young scientists on Saturday, 5 March.	
101: sea (sí)	Appears in Unit(s): 7
	Level: 1000
1. Ex1: The tidal wave begins to move across the sea at great speed.	
2. BNC2: One idea is to build this dump under the sea -bed, 0.5 km off-shore.	
3. BNC3: When he stood up he could just see a fire engine as if on the high seas diving and heaving towards him.	
4. BNC4: The situation is worst around the <i>Ara/Sea</i> , where only 10 per cent of the local water supply is fit to drink.	
102: several (sévjəl)	Appears in Unit(s): 8, 13
	Level: 1000
1. Ex1: Formal language is different from informal language in several ways.	
2. BNC2: Several months ago, France's interior minister announced a new file on people suspected of being terrorists.	
3. BNC3: This desire to discover can take several different forms, depending on a person's range of knowledge.	
4. BNC4: The US Center for Disease Control, with a task force of several <i>hundred</i> working on AIDS, was unimpressed.	
103: shake (jéɪk)	Appears in Unit(s): 7
	Level: 1000
1. Ex1: "To quake" means "to shake " or "to tremble."	
2. BNC2: Sooner or later man is shaken out of his unconscious state and is led to his ultimate awakening.	
3. BNC3: He was shaken , but unhurt, and merely ordered me not to say a word.	
4. BNC4: British <i>politicians</i> seldom shake hands, as becomes a less formal society.	
104: shore (ʃɔɪ)	Appears in Unit(s): 7
	Level: 1000
1. Ex1: A tidal wave is a very large and very destructive wall of water that rushes in from the ocean toward the shore .	
2. BNC2: One idea is to build this dump under the sea-bed, 0.5 km off- shore .	
3. BNC3: The world's first off shore wind farm will be in operation within six months.	
4. BNC4: It was at that point that the police came on board, and the pleasure cruiser was ordered to <i>return</i> to the shore .	
105: situation (sɪtʃuේɪʃən)	Appears in Unit(s): 8, 14, 15
	Level: 1000
1. Ex1: The difference in these two levels is the situation in which you use a particular level.	
2. Ex2: You probably have noticed that people express similar ideas in different ways, depending on the situation they are in.	
3. BNC3: Be quite clear in your mind how your child must change in order for the situation to <i>improve</i> .	
4. BNC4: Alternatively, encountering the situations we <i>fear</i> most will turn on our stress taps rapidly.	

106: sound (sáund)	Appears in Unit(s): 5, 8
	Level: 1000
1. Ex1: Using words like "could" and "would" makes my request sound more polite, but also more formal.	
2. Ex2: By the time they are ten months old, however, the babbling of babies from different language backgrounds sounds different.	
3. BNC3: PERHAPS the biggest challenge is to find the <i>perfect</i> sound to accompany an action which has no equivalent in real life.	
4. BNC4: A nice touch to this game is the ability to sample all the sounds <i>heard</i> in the game at the touch of the keys.	
107: speak (spík)	Appears in Unit(s): 5, 8
	Level: 1000
1. Ex1: Television newscasters, your college professors in class, your doctors in their offices, etc., will usually speak rather formally.	
2. Ex2: The best way for a <i>nonnative</i> speaker of English to learn the difference is to observe the different ways English speakers speak or write in different situations.	
3. BNC3: I can then print it out or call it back and speak it sentence <i>by</i> sentence.	
4. BNC4: The monthly meetings include discussions of Club business, talks <i>by</i> guest speakers and vendor presentations.	
108: speed (spíd)	Appears in Unit(s): 7
	Level: 1000
1. Ex1: The tidal wave begins to move across the sea at great speed .	
2. BNC2: It is programmed to take into account the <i>driver's</i> wishes, the speed of the wheels and the speed of the engine.	
3. BNC3: It is not that they are too slow to avoid being hit, but that they simply do not hear the <i>cars</i> speeding towards them.	
4. BNC4: <i>Fast</i> writing speeds are possible with the same memory effect as on the truly flat terminal.	
109: storm (stóʝm)	Appears in Unit(s): 7
	Level: 2000
1. Ex1: In Japanese <i>tsunami</i> means " storm wave."	
2. Ex2: But do you know that tidal waves are not caused <i>by</i> storms and that they are not true tides at all?	
3. BNC3: A subsequent version of Storm will feature data entry mechanisms .	
4. BNC4: This could <i>show</i> a severe magnetic storm but a higher sensitivity is desirable for serious observation.	
110: strange (stuéindʒ)	Appears in Unit(s): 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. BNC2: Computers are becoming more and more involved in the areas of strange phenomenon.	
3. BNC3: He seems to be a bit strange and possibly <i>mildly</i> depressed.	
4. BNC4: I also get stopped <i>by</i> strangers on the street who tell me how much they enjoyed it.	
111: strength (stuénkθ)	Appears in Unit(s): 7, 14
	Level: 1000
1. Ex1: A seismograph is an instrument that records the strength , the direction, and the length of time of an earthquake or seaquake.	
2. BNC2: For exposed situations, certain shapes can be supplied to Class 4 strength .	
3. BNC3: An additional strength of CD-I is that the hardware will double as high quality CD-A players.	
4. BNC4: Any attempt to relate chemical to <i>mechanical</i> strength works only in a vague and irregular way.	
112: sudden (sáðən)	Appears in Unit(s): 7, 12, 13
	Level: 2000
1. Ex1: A true tide is the regular rise and fall of ocean waters, at definite times each day, but a tidal wave comes rushing in suddenly and unexpectedly.	
2. BNC2: Pains can come on suddenly and be slow to disappear.	
3. BNC3: A mechanism must thus be provided whereby one set of pairs can modify or suddenly change into another.	
4. BNC4: We have talked about the experience of anxiety symptoms as being initiated <i>by</i> the sudden or gradual build-up of stress.	

113: talk (tók)	Appears in Unit(s): 5, 8
	Level: 1000
1. Ex1: If I'm talking to my friend or colleague I might say "I'm just crazy about soccer!"	
2. Ex2: <i>What</i> I'm talking about are two levels of correct English.	
3. BNC3: An operator carrying out a task can be asked to talk about <i>what</i> he is doing as he does it.	
4. BNC4: Nobody else was moved over the next couple of days so we talked endlessly about <i>what</i> it might mean.	
114: tell (tél)	Appears in Unit(s): 8
	Level: 1000
1. Ex1: Let's say I'm telling someone some news I heard about the police arresting a criminal.	
2. BNC2: Tell the interviewee <i>what</i> the next stage in the process will be and when.	
3. BNC3: <i>What</i> the patient tells you without prompting will usually be of greater importance.	
4. BNC4: As instructional material it is indirect in that the reader is not necessarily told <i>what</i> to do, as in a routine.	
115: tend (ténd)	Appears in Unit(s): 8
	Level: 2000
1. Ex1: First of all, formal language tends to be more polite.	
2. BNC2: Some patches where the sea is constantly stirred tend to be particularly <i>favourable</i> to life.	
3. BNC3: Their tendency is to <i>concentrate</i> on the matters they understand and ignore those that they don't.	
4. BNC4: As we shall see this method reveals a serious problem, one that a component-by-component <i>analysis</i> tends to conceal.	
116: thief (θíf)	Appears in Unit(s): 8
	Level: 2000
1. Ex1: To my parents' friend I might say "The police arrested the thief ."	
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117: tide (táid)	Appears in Unit(s): 7
	Level: 2000
1. Ex1: It is not possible to hold back a tidal wave, but it is possible to warn people that a tidal wave is coming.	
2. Ex2: A tidal wave is caused <i>by</i> an underwater earthquake.	
3. BNC3: Use was also made of the power of the sea <i>by</i> constructing tidal mills along the coast.	
4. BNC4: The following morning my crew and I were up at 4 am when the tide <i>lifted</i> us.	
118: time (táim)	Appears in Unit(s): 2, 4, 5, 7, 8, 14, 15
	Level: 1000
1. Ex1: The difference can be learned over time by observing and interacting with native speakers.	
2. Ex2: A true tide is the regular rise and fall of ocean waters, at definite times each day, but a tidal wave comes rushing in suddenly and unexpectedly.	
3. BNC3: Those humans who are surviving most successfully, now <i>spend</i> time considering the welfare of other creatures.	
4. BNC4: These new lamps <i>last</i> five times longer and need less than 20 per cent of the power used by an ordinary light bulb.	
119: today (tədér)	Appears in Unit(s): 2, 5, 7, 8, 12, 13, 14, 15
	Level: 1000
1. Ex1: Although the line between formal and informal language is not always clear and although people are probably less formal today than in the past, it is useful to be aware that these two levels, or categories, do exist.	
2. Ex2: Today scientists can predict when a tidal wave will hit land.	
3. BNC3: The position of those out of work in Britain then was much harsher than it is today .	
4. BNC4: It dates back to at least the fifth century BC and is <i>still</i> carried out today at the roadside in parts of Asia.	

120: toward (təwɔɪd)	Appears in Unit(s): 7
	Level: 1000
1. Ex1: A tidal wave is a very large and very destructive wall of water that rushes in from the ocean toward the shore.	
2. BNC2: When he stood up he could just see a fire engine as if on the high seas diving and heaving towards him.	
3. BNC3: This hardware, if it is well-designed, aids him in his <i>progress</i> toward his objective.	
4. BNC4: The dominant cat always keeps a fixed stare <i>directed</i> towards its rival.	
121: tremble (tɹɛmbəl)	Appears in Unit(s): 7
	Level: 2000
1. Ex1: "To quake" means "to shake" or "to tremble ."	
2. Ex2: When a seaquake takes place at the bottom of the ocean, the ocean floor shakes <i>and</i> trembles , <i>and</i> sometimes the ocean floor shifts.	
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122: university (jʉnɪvɜːsəti)	Appears in Unit(s): 8
	Level: 1000
1. Ex1: For example, a letter to a university would be in a formal style.	
2. BNC2: A few of the high fliers would leave because of university locations.	
3. BNC3: Some universities have 50 or more <i>departmental</i> libraries of this kind.	
4. BNC4: Then we found a small house about one hundred yards from my university <i>department</i> .	
123: use (jʉs)	Appears in Unit(s): 4, 5, 7, 8, 10, 12, 14, 15
	Level: 1000
1. Ex1: The difference in these two levels is the situation in which you use a particular level.	
2. Ex2: Although the line between formal and informal language is not always clear and although people are probably less formal today than in the past, it is useful to be aware that these two levels, or categories, do exist.	
3. BNC3: Apart from differing needs of users , indexing <i>approaches</i> may differ on policy grounds.	
4. BNC4: It hopes to get drives using the new <i>technology</i> onto the market in about two years.	
124: usual (jʉzəwəl)	Appears in Unit(s): 4, 5, 8, 15
	Level: 1000
1. Ex1: Television newscasters, your college professors in class, your doctors in their offices, etc., will usually speak rather formally.	
2. Ex2: Interestingly, it usually takes more words to be polite.	
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.	
125: wall (wɔɪl)	Appears in Unit(s): 2, 7
	Level: 1000
1. Ex1: A tidal wave is a very large and very destructive wall of water that rushes in from the ocean toward the shore.	
2. BNC2: Where pipes turn corners with elbows or bends, don't put them hard up against a wall .	
3. BNC3: Mark the floor, walls and <i>ceiling</i> , making sure that wall marks are truly vertical.	
4. BNC4: Mark the floor, walls and <i>ceiling</i> , making sure that wall marks are truly vertical.	
126: want (wɔnt)	Appears in Unit(s): 4, 5, 8, 14
	Level: 1000
1. Ex1: Today I want to talk about levels of language usage.	
2. Ex2: I want to be polite but not too formal with my friends and family.	
3. BNC3: The first thing to do is to ask yourself what you truly want .	
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.	

127: warn (wójn)	Appears in Unit(s): 7, 12
	Level: 2000
1. Ex1: It is not possible to hold back a tidal wave, but it is possible to warn people that a tidal wave is coming.	
2. BNC2: Residents of the surrounding district were warned to stay indoors.	
3. BNC3: In the February <i>issue</i> I warned you that I was going to bite the bullet and buy a real computer.	
4. BNC4: Britain's Health and Safety Executive is aware of both incidents but has not <i>issued</i> specific warnings .	
128: water (wóɬɜ)	Appears in Unit(s): 7, 12, 15
	Level: 1000
1. Ex1: A tidal wave is a very large and very destructive wall of water that rushes in from the ocean toward the shore.	
2. BNC2: With limbs beginning to tire only eight boats took to the water for the final two-lap race.	
3. BNC3: Water well, cover with glass, and leave over winter in exposed position.	
4. BNC4: The relationship between min <i>acidity</i> and surface water acidity will vary from area to area.	
129: wave (wéɪv)	Appears in Unit(s): 7
	Level: 1000
1. Ex1: In Japanese <i>tsunami</i> means "storm wave ."	
2. Ex2: Many scientists call these waves <i>tsunami</i> .	
3. BNC3: Natural sounds such as the waves of the sea or the singing of birds are even better than manufactured sound.	
4. BNC4: <i>Estimates</i> are that waves could supply up to one fifth of our electricity demand.	
130: way (wéɪ)	Appears in Unit(s): 4, 5, 8, 10, 14, 15
	Level: 1000
1. Ex1: You probably have noticed that people express similar ideas in different ways , depending on the situation they are in.	
2. Ex2: The children then continue to learn other grammatical structures in the <i>same way</i> .	
3. BNC3: Then you search your way through the <i>records</i> in the file until you find the record you want.	
4. BNC4: So far in this section we have looked at the present provision of training and at ways of improving the <i>system</i> .	
131: word (wóɬd)	Appears in Unit(s): 5, 7, 8, 10, 14
	Level: 1000
1. Ex1: Interestingly, it usually takes more words to be polite.	
2. Ex2: The word " <i>seaquake</i> " is made up of two words, the word "sea" which means "ocean" and the word "quake."	
3. BNC3: As far as word -processing is concerned <i>macros</i> can be used to automatically sent a string of letters to your document.	
4. BNC4: The presence of such <i>optional</i> words further complicated the matching of the word patterns into usable codes.	
132: write (ɟáɪt)	Appears in Unit(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: Information about shape and size will of course be to some extent writer dependent.	
4. BNC4: Take a sheet of paper and at the top write the decision at <i>issue</i> .	

