

***“DIMITRIE CANTEMIR” CHRISTIAN UNIVERSITY***

***FACULTY OF FOREIGN LANGUAGES AND LITERATURES***

***ANNALS OF “DIMITRIE CANTEMIR” CHRISTIAN UNIVERSITY***

***LINGUISTICS, LITERATURE AND METHODOLOGY OF TEACHING***

***VOLUME XVIII***

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## CONTENTS

*Notes on the Volume from the Editors* .....7

### **Teaching, Innovating and Researching General Language vs Specialized Language**

**Ana CUNHA and Amanda BRUSCATO:** *A Contribution to ESP Teachers' Training* .....11

**Ana-Maria CHISEGA-NEGRILĂ:** *English for Specific Purposes in the Military Field* .....28

**Yolanda-Mirela CATELLY:** *English for Law Course Design - A Case Study* .....36

**Cristina ATHU:** *Comprehension Methods on Teaching Terms as Special Lexical Units of Terminology* .....46

**Yuliia LYSANETS, Olena BIELIAIEVA and Halyna MOROKHOVETS:** *The Communicative Status of Paronyms in Medical English for Academic Purposes* .....54

**Teaching Methods & Cultural Perceptions  
Didactic Renewal and  
Adaption for the 21<sup>st</sup> Century**

<b>María Amor BARROS-DEL RÍO and Beatriz MEDIAVILLA-MARTÍNEZ:</b> <i>The European Perception of Foreign Language Teacher Training. Findings on a Survey in 13 Countries</i> .....	67
<b>Ramona MIHĂILĂ:</b> <i>Intercultural Communication Language: Euphemisms, Racism, Sexism, and Political Correctness</i> .....	82
<b>Han CHOONG-HEE:</b> <i>Teaching Korean Language and Culture in the Romanian Space. Challenges and Approaches</i> .....	92
<b>Mihaela MATEESCU:</b> <i>Las Dificultades De Los Estudiantes Rumanos En El Aprendizaje Del Español Como Lengua Extranjera</i> .....	97
<b>Onorina BOTEZAT:</b> <i>Various Approaches in Teaching Vocabulary.</i>	104
<b>Răzvan STAIKU and Nicoleta Victoria NUȚU:</b> <i>L'educazione linguistica e l'educazione letteraria, nella didattica dell'italiano insegnato come L2</i> .....	121
<b>Paula Alice BĂLOIU:</b> <i>Norms of Assessment and Easing Inhibition in Learners</i> .....	133
<b>María SIMARRO VAZQUEZ, Concetta Maria SIGONA and Alba FERNÁNDEZ ALONSOI</b> <i>Training for Teachers of Foreign and Second Languages: Overview and Challenges in the European Space</i> .....	151
<b>Contributors</b> .....	164

## **Notes on the Volume from the Editors**

*As language teaching strategies, programs, and procedures are continually experiencing reassessment, new ideas keep surfacing. This issue of Annals of “Dimitrie Cantemir” Christian University. Linguistics, Literature and Methodology of Teaching is meant both to disseminate the Erasmus+ Project VIR\_TEACH: A VIRTUAL Solution for a comprehensive and coordinated training for foreign language TEACHERs in Europe (Ref. 2018-1-ES01-KA203-050045) and to carry the modern teaching methods’ review forward to address the contemporary age of digital communication in the twenty-first century. The expanding complexity of the means of communication and the openings created by technology put language skills to new applications. In addition, the challenges of intercultural communication have opened new perspectives on the central role that foreign languages have come to play in the advancement of contemporary societies and thus impact on foreign language learning and teaching. The Erasmus+ Project VIR\_TEACH project is devoted to the creation of a digital tool to improve the postgraduate certificates on Masters on Education (Foreign Languages) and provide teachers and researchers with open-source tools and resources. In bringing together contributions on the ESP teaching in various fields and Multicultural Approaches in teaching foreign languages in the current era of globalized creation, we seek to stress the importance of improving and adapting teaching methods to nowadays challenges.*





## Various Approaches in Teaching Vocabulary

Onorina BOTEZAT<sup>1</sup>

**Abstract.** *The paper aims at reviewing the most utilized techniques of teaching vocabulary and explores the definition of vocabulary and its role in foreign language acquisition.*

**Keywords:** Vocabulary; Lexicon; Terms; Teaching methods; Foreign Languages.

### 1. Introduction

Language teaching fosters a lot of challenges and embodies a constant research concern among linguists and educators. In 1979, Meriting pointed out “for over 20 years applied linguistics has especially been engaged in problems connected with foreign language acquisition and learning.” (Livingston and Assunção Flores, 2017: 559). He suggested it appeared as an inter-discipline of psychology, pedagogics, sociology, and linguistics. Over the past forty years, the field of applied linguistics became a pivotal discipline in language teachers’ education and training and furthermore has been interconnected with communication approaches, intercultural and multicultural awareness. Though nowadays, visual culture seems to reduce the communication to images and short texts, the importance of acquiring new words remains the core of learning a foreign language. Hierarchizing the diverse aspects and competencies of a language, scholars underlined the role of the lexicon suggesting that “while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed” (Wilkins, 1972: 111-112) and stated that “lexical knowledge is central to communicative competence and to the acquisition

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of a second language” (Schmitt, 2000: 55) or even characterized it as the “heart of language comprehension and use is the lexicon.” (Hunt and Beglar, 2005) In a recent study, it was shown that both teachers and students approve the importance of vocabulary teaching and learning, as it enhances “the students’ cognitive skills relating to how students remember, understand, and to apply the vocabulary in daily communication.” (Asyiah, 2017: 312) The significance of the vocabulary’s items enlarging is undoubtedly based upon the premise that grammar rules are much more limited than the range of human expressions in terms of new phrases and vocabulary adaptation or enrichment. (Crystal, 1987: 243; Schmitt, 2000: 4) All things considered, the foreign language learning process customarily requires a large number of varied “literacy activities and practices, and without some breadth and depth of vocabulary knowledge these are difficult to grasp/do!” (Lessard-Clouston, 2012: 1)

## **2. Literature Review**

The general opinion is that teachers must develop words and vocabulary aimed lessons as a network of words and phrases collectively joint by multiple relationships, not as isolated units (Lavoie, 2015: 3). These connections may be synonymy, anonymity, lexical field, word families, or even another language’s vocabulary (Szubko-Sitarek , 2015: 174). Aimed at answering the fundamental question related to the vocabulary learning, how and when do we learn the words, where do we store them and how do we retrieve them from storage, Jean Aitchison compares the “human word-store” to Milton’s planets’ description:

“Milton’s description of the planets in *Paradise Lost* could apply equally well to the human word-store. Planets might appear to the untrained observer to wander randomly round the night sky, yet in fact their movements are under the control of natural laws which are not obvious to the naked eye. Similarly, words are not just stacked higgledy-piggledy in our minds, like leaves on an autumn bonfire. Instead, they are organized into an intricate, interlocking system whose underlying principles can be discovered.” (Aitchison, 2012: 5)

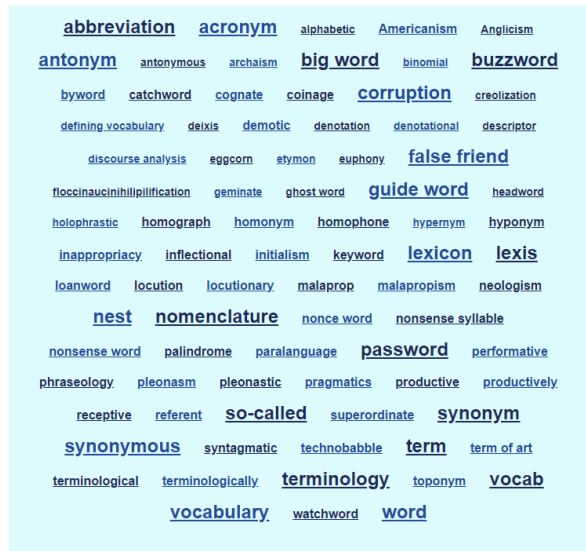
Others propose a simple relations’ based method, from simple words to complex words, explaining separately each of them and working with prefixes or suffixes, adding new meanings and contexts (Picoche, 3).

Bogaards (1994), for his part, exactly maintained that vocabulary instruction must aim to build various intersections between new items and the student's prior knowledge. In other words, we may imagine one's personal luggage of words as a huge puzzle, began in early years of study and under continuous process of completion, as a large site of construction, adding new words everywhere, not in linear domino line. Joe Barcroft describes the vocabulary or the lexicon as large network and "[w]ithin the network, every lexical item (word, word part, or lexical phrase) is connected to other lexical items in a manner that reflects statistical properties that dictate how lexical items should and should not be used." (Barcroft, 2016: 2)

Adapted from Schmitt 1997, Yudintseva summarizes vocabulary acquisition strategies and related activities for the second language learners in two types of strategies, discovery and consolidation (Yudintseva, 2015). Discovery strategies in acquiring new vocabulary comprise determination strategies, based on retrieving the meaning from contextual clues, with the help of a dictionary and word lists and social strategies that rely on instructions, mutual projects, and communication with native speakers. On the other hand, consolidation strategies include memory, cognitive and metacognitive strategies. While the first one explores the word's meaning through personal experience, introducing the new vocabulary in context, adding its synonyms and antonyms, the second one develops the lexicon through verbal and written reproduction. The last one is the most explored nowadays, taking into account all the new teaching techniques that use social media and media, in general. Nation (1990: 31) introduces several types of word knowledge in the process of learning new words: the meaning(s) of the word, the written form of the word, the spoken form of the word, the grammatical behavior of the word, the collocations of the word, the register of the word, the associations of the word and the frequency of the word. Schmitt (2000: 5) suggests that those types may be learned randomly and as the case may be ones may have priority while others can be developed in time. Based on the language level and the general purpose of the course/ lesson, teachers must take into account the frequency of the words proposed for learning, possibilities of family words' construction, collocations and phrasing in order to develop exercises and to put new words into context.

### 3. Terminology, Definition and Teaching Approach

As explained by Cambridge Dictionary, “vocabulary” means all the words known and used by a particular person (A2) or all the words that exist in a particular language or subject (C1). Essentially, it signifies the understanding of words and their meanings. Nevertheless, the vocabulary is more complex than the definition might suggest. One can learn its complexity from a deeper look and research of the word itself, if we look at the main collocations proposed by the dictionary “basic vocabulary,” “common vocabulary,” and “core vocabulary,” we understand that from words to vocabulary or lexicon are different steps and categories to reach. The main related words and synonyms provided by the dictionary are “alphabetic, Anglicism, antonym, antonymous, archaism, binomial, buzzword, hyponym, inappropriacy, inflectional, initialism, keyword, lexis, malapropism, nomenclature, term of art, terminological, terminologically, toponym, vocab.”



**Fig. 1.** Word networking. *Print screen* from <https://dictionary.cambridge.org/topics/language/terminology-and-vocabulary/>

Furthermore, if one wants to explore, there is word networking from SMART Thesaurus that projects all the words and meanings’ connections, creating a word map that helps better to appreciate the complexity and the value of words and vocabulary items for a language.

Second language vocabulary learners need to master different obstacles, connecting the meaning of a word to its form, avoiding false-friends, producing a correct message, using a sufficient amount of words and developing skills to deal successfully with unknown words, as the receptive vocabulary is traditionally larger than the productive vocabulary that counts more words, but not all of them are listed in our memory with exact definitions and all contextual or phrasal connotations.

In general, if we focus on the vocabulary teaching, we have in mind a list of words that we want to propose to our students and begin from there to set up our goals and design the exercises. Nation (2007) supports a well-balanced course that allows approximately equal amounts to each of the four strands of meaning-focused input, meaning-focused output, language-focused learning and fluency development. Lessard-Clouston (2012) dispatches that the prevailing attitude towards vocabulary teaching is the frequency perspective that results from a considerable amount of vocabulary in English. He proposes the following classification: high frequency, general academic, technical/specialized vocabulary, and low-frequency words. Lessard-Clouston (2012) argues that another critical aspect of vocabulary teaching is to be conscious of students' abilities, vocabulary knowledge (receptive and productive), and their goals and proposes using contexts, corpora, selection of words' lists, vocabulary practice and regular feedback.

The most used method of introducing vocabulary focus into a course is by means of translations. Alternatively, the Direct Method was developed, which adds visuals to the definitions or translations. Nowadays, visuals are everywhere and this method is largely used in social media. Of course, all techniques are completed with explanations and contexts that help describe better the meanings of the new proposed words.

#### 4. Various Types of Exercises<sup>1</sup>

**Choose the words in the box that best complete the gapped sentences in the following text:**

cutting-edge / disciplines / environment / interconnected / leadership / making / management / multidisciplinary / policy / Public Administration / skills

The USC Master of \_\_\_\_\_ (1) program is a unique and \_\_\_\_\_ (2) environment within the Price School that integrates all the major \_\_\_\_\_ (3) bearing on \_\_\_\_\_ (4) and \_\_\_\_\_ (5) in the modern, \_\_\_\_\_ (6) socioeconomic

<sup>1</sup> The following exercises are retrieved from the coursebook Ana Munteanu, Adina Rădulescu (coord.), Onorina Botezat, Eugenia Ștefănescu. 2014. *Professional English. Public administration and law enforcement. High-intermediate Level*. București: Editura Fundației României de Mâine, Part III, pp: 155-230.

and political \_\_\_\_\_ (7). The program connects \_\_\_\_\_ (8) research to the practice of public \_\_\_\_\_ (9) and management, equipping students with the \_\_\_\_\_ (10) required for all the challenges and opportunities of the ever-changing nature of public administration—sound management, analytical, and policy-\_\_\_\_\_ (11) skills.

**Match the half-sentences in column A with the half-sentences in column B to make complete and logical sentences:**

- |   |   |
|---|---|
| <p>1. The studies focus on basic institutes of public and private law and</p>   | <p>a. public administration programs must pay attention to the needs of their stakeholders or risk legitimacy as an independent field of study.</p> |
| <p>2. Historically, public administration scholars and practitioners have struggled to</p>  | <p>b. the school for whom the assessment is completed and public administration academia.</p>   |
| <p>3. In a constantly changing world with debates over the role of government, government agencies, and the administration of government,</p> | <p>c. public administration in relation to the legal specialism</p>   |
| <p>4. The knowledge gained by any public administration program assessment aids both</p>  | <p>d. saw public administration as having an active role characterized by leadership and energy.</p>  |
| <p>5. Alexander Hamilton was a strong supporter of nationalism and</p>  | <p>e. define and understand the field's unique place and purpose in both practice and academia</p>  |

**Match the words in column A with their definitions in column B:**

- |                       |  |
|-----------------------|--|
| <p>a. management</p>  | <p>1. Government aid to the poor, disabled, or aged, as financial assistance or food stamps.</p> |
| <p>b. marketplace</p> | <p>2. The position of a person who guides or directs a group.</p>                                |

c. leadership	3. The act or manner of handling and directing affairs/ business/ institutions.
d. public administration	4. An official of a city, country, or state government.
e. public assistance	5. The implementation of public policy, largely by the executive branch.
f. public administrator	6. The commercial world, a realm of business, trade and economics.

**Find the intruder:**

1. Administration – management – directorship – control – governorship – hegemony – internship.
2. Authoritativeness – influence – command – effectiveness – leaderless.
3. Financial – fiscal – services –pecuniary – commercial – economic – business – monetary.

**Match the words in column A with their definitions in column B:**

<b>A</b>	<b>B</b>
1. Base pay	a. Non-monetary rewards such as health insurance, transportation, housing, meals, and travel.
2. In-kind benefits	b. Base pay plus monetary allowances such as transportation, housing, meals, telephone, travel, cost-of-living.
3. Personal disposable income	c. Personal emoluments minus any employer deductions such as those for income tax, provident fund/pension contributions, etc.
4. Personal emoluments	d. The salary or wages that every civil servant receives regularly (usually fortnightly or monthly) from the government by virtue of being on the payroll.

**Complete the following sentences using the words in the box. Each word will be used only once:**

base wage, civil servants, rewards, employee, public, private, Base pay,

\_\_\_\_\_ (1) is usually linked to an \_\_\_\_\_ (2)'s position and is uniform across similar positions. The \_\_\_\_\_ (3) is often cited to compare wages in the \_\_\_\_\_ (4) and \_\_\_\_\_ (5) sectors. It is, however, only one component of \_\_\_\_\_ (6) total \_\_\_\_\_ (7).

**Choose the correct meaning of the following expressions:**

1. \_\_\_\_\_ is an employees' organization which represents its members in discussion with employers about wages and conditions of employment.  
a. a job union                      b. an occupation union  
c. a vocation union                d. a work union                e. a trade union
2. A company which you can only join if you are a member of a particular trade union is called \_\_\_\_\_.  
a. a limited shop                b. a full shop  
c. a closed shop                d. a barred shop                e. a sweet shop
3. The practice through which unions put pressure on management to keep their members in their jobs or employ more workers, even if the organization doesn't need them any more is called \_\_\_\_\_.  
a. feather weighting                b. feather fanning                c. feather braining  
d. feather bedding                e. feather dusting
4. An elected union official who represents employees in day-to-day negotiations with the management is known as \_\_\_\_\_.  
a. a shop steward                b. a store steward  
c. a factory steward                d. a workers' steward                e. a department steward
5. Ordinary members of a union or organization are known as \_\_\_\_\_ members.  
a. safe and sound                b. rank and file                c. cloak and dagger  
d. collar and tie                e. moan and groan
6. A union may stop workers from doing certain jobs, especially if they are not a member of that union, this is called \_\_\_\_\_.  
a. restrictive practices                b. recumbent practices  
c. reductive practices                d. reactionary practices                e. reality practices
7. Negotiations between employers and workers' representatives over increases and conditions is called \_\_\_\_\_:  
a. collective bargaining                b. correctional bargaining                c. connected bargaining  
d. corruptive bargaining                e. collapsing bargaining
8. If workers are unhappy with the way management is treating them, they may work strictly according to the rules of the company as a protest. Such a method of protest is called \_\_\_\_\_.  
a. rule with a rod of iron                b. work-to-rule

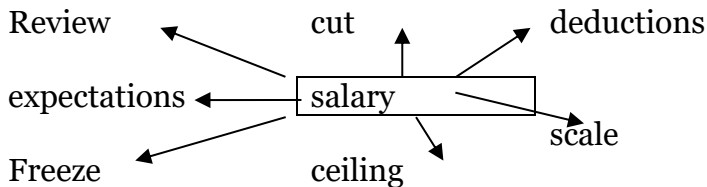


- c. ruling the roost      d. ruling in favor      e. work-by-rules

**Collocate correctly the words when completing the definitions, by selecting the correct word:**

1. Changes made to wages are known as wage *differences/ adjustments/ restraint*.
2. The basis on which an employee is paid called wage *formula/ formation/ floor*.
3. Wage *difference/ formula/ wage-price spiral* is a macroeconomic theory to explain the cause-and-effect relationship between rising wages and rising prices, or inflation.
4. The act of keeping increases in wages under control is called a wage *restraint/ freeze/ floor*.
5. Wage *adjustments/ restraint/ freeze* is a attempt by a government to restrain wage-push inflation by holding wages at their existing level by force of law.
6. The differences in wages between employees in similar types of jobs are called wage *differences/ differentials/ incentive*.
7. A wage *freeze/ floor/ formula* is the minimum wage that can be paid and may be established by legislation, union negotiations, or corporate policy.
8. A financial benefit offered as a reward to employees who perform very well is called a wage *incentive/ adjustment/ differentials*.

**Collocate correctly the words when completing the definitions, by selecting the correct word:**



1. The amount withheld by an employer from the employee's earning, including income taxes, national insurance or social security contributions are called .....
2. We call ..... a hierarchy of wage levels, typically varying according to job title, salary or length of service.
3. .... are the hopes of an employee that their salary will increase.
4. A ..... is an occasion when an employee's salary is reconsidered and usually increased.

5. A situation in which a company temporarily stops giving raises to employees because of financial difficulties is called .....
6. A ..... is the highest level on a pay scale that an employee can achieve under his or contract.
7. .... is the act of reducing a salary.

**Match the phrasal verbs in column A with their definitions in column B and complete the following phrases, discovering new meanings:**

**A**

1. Put across
2. Put back
3. Put down
4. Put forward
5. Put in
6. Put off

**B**

- a. to move something to a later time or date
- b. to suggest an idea
- c. to make an official request or claim
- d. to cancel or delay something
- e. to write something down or make notes about something
- f. to communicate to somebody

1. He ..... his thoughts clearly and forcefully to the audience.
2. The meeting has been ..... to 20 March.
3. I've ..... a request for a pay rise.
4. You should ..... a paragraph explaining the indemnity provisions to the client.
5. We'll have to ..... discussion of that issue until our next meeting.
6. I had to ..... a deposit on the purchase of the property.
7. I've ..... a few ideas which we can discuss during our meeting
8. The meeting's been ..... a few hours.
9. Four colleagues .... themselves ..... as candidates.
10. She ..... a lot of hours on that case.

**Decide if the definitions given for the idioms and other expressions in bold are true or false.**

1. Someone or something that is **a cut above** other people or things is much better than those people or things.
2. If you are having a conversation with someone and you **cut them short**, you stop talking so that they can say something.
3. If you are **cut up** about something (for example, you are cut up about the way you are treated by someone), you are very happy and surprised.
4. If somebody **cuts you dead**, they shout at you because they are very angry.

5. A new employee in your company **doesn't cut the mustard**. In other words, he / she is not good enough.
6. Something in a shop that is described as **cut-price** is more expensive than it should be.
7. If your friend has a plan, and you **cut the ground out from under his feet**, you offer to support him, usually by lending him money.
8. A business that is described as **cutthroat** is a one that has a disadvantage because it is smaller than other businesses making the same product or offering the same service.
9. When someone **cuts loose** (for example, they cut loose from their family), they stop being influenced or controlled by them.
10. If you **cut off your nose to spite your face**, you work so hard and for so long that you become ill.
11. You have a train to catch and you are **cutting it fine**. This means that you have arrived at the station very early and have plenty of time before the train leaves.
12. If something is described as **cut and dried** (for example, "The issue of pay rises is cut and dried."), it is being talked about very carefully.
13. If something is described as **cutting-edge** (for example, cutting edge technology), it is very dangerous.
14. If you say to someone "**Cut it out!**", you are telling them to stop doing something that you do not like.
15. If, in a meeting, you **cut to the chase**, you waste time by talking about small, unimportant issues rather than issues which are more urgent.
16. A **cutting remark** is a remark that is cruel and intended to upset someone.
17. If you are in a difficult or unpleasant situation and you decide to **cut and run**, you pretend that the situation is not so difficult or unpleasant and continue behaving as normal.
18. If somebody tells you something important or impressive, and you say "**That doesn't cut any ice with me**", you are telling them that you have had the same experience yourself.
19. If you are doing a job and you **cut corners**, you do not do the job as thoroughly as you should, especially because you want to finish it as quickly as possible.
20. If you **cut somebody down to size**, you talk kindly to them and help them because they are very upset.
21. If somebody says something to you that **cuts you to the quick**, they offer you a suggestion or an idea which would help you a lot.
22. Somebody **cuts a dash** in the new clothes they are wearing. In other words, the clothes make them look stupid.

23. If you **cut something short** (for example, you cut a visit short), you arrive early.

24. If something **cuts both ways**, it has both good and bad aspects.

25. You and your friend own a car together, and your friend wants to sell it. You tell him that you want **your cut**. This means that you want to decide whether or not the car is sold.

**Rearrange the letters of words in the box and use them to complete the text below:**

concaut	trdaveamtiinis	ingfadfor	tcosur	pudistes	tinoogf
elitiesbr	pevarit	meprolaicd	edresime	sguaafdiegrn	ssitu

In 1885, the English scholar Albert Venn Dicey famously \_\_\_\_\_ (1) that in England, unlike France, there was no such thing called \_\_\_\_\_ (2) law. Government officers could be held to \_\_\_\_\_ (3) for their actions, like \_\_\_\_\_ (4) individuals, before the ordinary \_\_\_\_\_ (5) of law. The same judges, applying the same rules and \_\_\_\_\_ (6) the same rights and \_\_\_\_\_ (7), had the power to decide both \_\_\_\_\_ (8) against the government and purely private \_\_\_\_\_ (9). Dicey argued that by treating public administration and private individuals on the same \_\_\_\_\_ (10), the English system did a better job of \_\_\_\_\_ (11) basic \_\_\_\_\_ (12) and therefore was superior to the French one.

**Match the half-sentences in column A with the half-sentences in column B to make complete and logical sentences.**

**A**

1. Today, with the elaboration of numerous legal doctrines specific to administration,
2. The main vestiges of the original model that have survived
3. Because of the focus on the objective lawfulness of rules,
4. The fact that an administrative decision takes the form of a generally applicable regulation,

**B**

- a. are to be found in the area of government torts and public contracts.
- b. it is evident that even in England, administrative law is a field apart from private law.
- c. any individual affected by a rule can come forward to contest its correctness.
- d. until recently, a fairly meek system of judicial remedies.

5. Another consequence of this stylization of administrative adjudication was,
6. The notion of public service was invented to cover any state activity performed in the general interest,
7. To ensure continuity and adaptability, the administration is permitted
8. In contrast with common law systems like the United States,
9. The theoretical apparatus of government privileges and duties at the core of administrative law
10. Public law is coming to borrow more and more from private law and therefore,
- e. not simply the core functions of policing and defense.
- f. is not a barrier to getting into court.
- g. in the French tradition, state liability and government contracts are integral to the discipline.
- h. extends to all forms of administrative action and all attempts to obtain individual redress from government wrongs.
- i. to unilaterally modify government contracts with private providers.
- j. public contracts and governmental liability are losing some of their distinctiveness.

**Replace the phrasal verbs in italics with an appropriate verb or verbal construction; the first one has been done as an example:**

I have neither the time nor the courage *to go into*/**to investigate** this controversial case.

Who will *stand in for*/\_\_\_\_\_ Jane while she is away?

Who do you think *I ran into*/\_\_\_\_\_ yesterday?

I have a job now, so I no longer *live on*/\_\_\_\_\_ my parents.

The novel which I have been working on for such a long time will eventually *come out*\_\_\_\_\_ next month.

His *coming into*/\_\_\_\_\_ a big fortune *turned out*/\_\_\_\_\_ to be a blessing in disguise.

I won't *give* your secrets *away*/\_\_\_\_\_ provided that you *are through with*/\_\_\_\_\_ that man once and for ever.

He will never *come up to*/\_\_\_\_\_ her expectations.

Go ahead! I'll *catch up*/\_\_\_\_\_ with you in no time.

He has *gone through*/ \_\_\_\_\_ a lot lately; but with some effort you will get over/ \_\_\_\_\_ it.

**Choose the right version to form phrasal verbs that fit in the context; check the list of the main phrasal verbs selected in the alphabetical order of the adverbial particle present at the end of the book before making your choice:**

1. I don't know how you can put .... such an unbearable situation.  
a) by with                      b) up of                      c) up with
2. The good sales brought ..... an increase in the employee's salaries.  
a) in                              b) around                      c) about
3. I guess the printer has either run ..... paper or has broken .....  
a) away with, down      b) out of, down      c) off with, off
4. Several companies have decided to lay ... employees and call ..... all investment projects.  
a) off, off                      b) out, off                      c) up, down
5. You have to learn how to ..... if you are suffering from high stress levels.  
a) draw back                      b) wind down                      c) hold up
6. My lawyer can bear ..... the truth of my story with substantial evidence.  
a) in                              b) away                      c) out
7. I called at the restaurant, but all the tables were ..... up.  
a) cleaned                      b) booked                      c) reserved
8. We tried to bring the unconscious woman ..... but without any success.  
a) round                      b) up                      c) over
9. Despite all difficulty, he finally managed to carry ..... the orders he had been given.  
a) about                      b) off                      c) out
10. His joke caught .... right away and the public was very excited.  
a) on                              b) through                      c) out

**Choose the right word, by eliminating the wrong one:**

1. The defence *accepted/ excepted* the evidence no. 4.
2. Certain types of damage are *accepted/ excepted* from coverage in this insurance policy
3. The solicitor gave good *advice/ advise* regarding the case file.
4. Please *advice/ advise* me on what steps to undertake in order to file in the action.
5. Do not let the loss *affect/ effect* you.

6. The loss did not have an *affect/ effect* on me.
7. We *are all/ already* ready to move.
8. We *are all/ already* moved our things yesterday.
9. I intend to *emigrate/ immigrate* from Hong Kong.
10. I intend to *emigrate/ immigrate* to Canada.
11. My uncle is a *miner/ minor*.
12. This is a *miner/ minor* problem.
13. It is illegal for a *miner/ minor* to drink alcohol.
14. The *principal/ principle* spoke to us today.
15. The *principal/ principle* of democracy is important to Canadians.

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