Effective vocabulary learning: Materials design and evaluation

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This paper describes research carried out as part of the ongoing process of curriculum development in a university freshman English course. The research committee tasked with curriculum development identified vocabulary materials as an area for potential improvement. In the course, sets of words are taught explicitly in themed units. Discussions and consultations in 2009 led to the development of new materials trialed in the 2010 academic year. This study reports on the results of that trial, which evaluated both the design and effectiveness of the materials by collecting teacher observations and administering a specially designed vocabulary test. Using Nation's (2001) framework for form, meaning, and use, the materials from two units were analyzed to determine which aspects of knowing a word were relevant to our context. A vocabulary test measuring vocabulary knowledge was administered to compare the materials' effectiveness against no explicit instruction whatsoever.

　この研究は、本学における教育指導過程の1年生英語基礎コース研究の状況を解説するものである。教育課程の改善に取り組む研究委員会は潜在的に改善できそうな分野を厳選し、体系化を試みた。このコースでは、意味の語彙はテーマに沿い体系的に教えられる。2009年度の活発な協議の結果をもとに2010年度に新教材の開発が試された。このリポートは独自に作られた語彙テストの結果と多くの教員の観察により集められた意見をもとに更に効果的に計画立てた研究の現時点での報告である。ポール・ネーション博士により2001年度に作成された語彙の「形式、意味そして使い方」による調査方式を用い本学の教育課程の中の2つのユニットについては本学の状況に合わせ分析された。調査を効果的に進めるため、語彙学習の時間を特別に授業でとるクラスととらないクラスについて語彙の観点から調べた。

MATERIALS DEVELOPMENT is something that should be carried out with educational principles clearly in the forefront of the curriculum designer's mind (Tomlinson & Masuhara, 2010). Designing materials which meet focused goals, fit well with student needs, and are aligned with current research findings bring benefits for both students and teachers. Previous research has investigated the depth of student vocabulary learning and the effectiveness of vocabulary learning materials, and findings from these studies have served to inform teaching practice as a result (Nation, 2001; Read, 2007; Schmitt, 2010). For example, spending time on high-frequency words, recycling new vocabulary repeatedly, and broadening and deepening current knowledge of vocabulary words are all ways in which teachers can put research into practice while designing and new materials. In order to improve the creation and delivery of vocabulary teaching materials, teachers should also make informed decisions

about form, meaning, and use, being aware of the difficulty level of new words, their various meanings, and how the words can and should be used (Nation, 2001). Many studies have investigated overall vocabulary learning through a course; however, what goes on from lesson to lesson has been under-reported (Nation, 2001; Meara, 1995; Schmitt, 1996; Skehan, 1998). This paper addresses this gap in the literature as it reports on the development, implementation, and evaluation of two lessons created to improve students' knowledge and use of vocabulary related to the themes of relationships and the environment.

Context

The setting is a foreign language university in Japan which focuses on developing student autonomy within its curricula. Students usually enter the university from a teacher-centered high school environment and thus need support as they transition into a more student-centered, communication-focused learning environment. English majors begin their studies with a compulsory communicative class called Freshman English, which meets four times a week for a total of six hours. This curriculum was developed entirely in-house by the original teachers of the program. Over time, certain elements have been taken out, added, or modified as deemed necessary by the relevant research committee, but the core elements remain much as they were in the beginning. The syllabus is built around themed units that contain the following elements: introductory lessons, a vocabulary lesson, a reading discussion lesson, themed activities, an MP3 lesson, listening lessons, and presentations. While these units involve the teaching of some vocabulary, it is not a primary focus of the units.

In response to a desire by the English department for more emphasis on vocabulary, the research committee chose to evaluate the existing materials, create more appropriate ones, and then evaluate their effectiveness. The committee determined

there had been no clear basis for the current vocabulary materials and upon analysis found that many of the words in them were too difficult, infrequent, or appeared in no other lessons within the unit. The vocabulary in the unit is intended to make links between activities in the lessons which build to final presentations by students.

Participants

Freshman English students are streamed into three tiers, referred to here as Tier 1, Tier 2, and Tier 3. Classes typically have between 25 and 30 students; the students in Tier 3 have TOEIC scores between 300-500, those in Tier 2 tend to have scores between 400 and 600, and Tier 1 students are advanced learners of English with TOEIC scores of 600 or higher. In this study, two Tier 3 classes were used to trial the Relationships Unit materials and two Tier 2 classes were used for the Environment Unit materials.

Methodology

There are three elements to this study: materials development, materials trialing, and assessment of students' vocabulary knowledge. The development process began in consultation with Paul Nation, who provided invaluable feedback on how to improve the materials. The crucial advice was to clearly define the learning goal of the activities being designed. Out of this discussion, the new materials were created. The trialing of materials measured the effectiveness of the new lessons from the Environment and Relationships Units against no explicit vocabulary instruction whatsoever. Thus, for each unit, two classes participated, a control group and an experimental group. Prior to the trial, all four classes were given a pre-test on the vocabulary of their respective unit. In the lesson immediately following the administration of the pre-test, the control groups received

a list of words and were instructed to look up the definitions themselves in class with partners. The experimental groups were given the new vocabulary materials. In the lessons immediately following those on vocabulary, both groups were then given a post-test to see what they had learned in the interim.

The following research question drove this study:

How effective are classroom vocabulary lessons at building students' knowledge of vocabulary use?

Developing the materials

In the literature, researchers have varied in their definitions of the word *word* (Laufer & Goldstein, 2004; Nation, 2001; Schmitt, 2000). Early in the study it was decided that "word" would mean *word family*, with phrasal verbs also counting as individual words. The materials used in 2009 were first assessed for their suitability. As suggested by Nation (2001), the materials and the vocabulary lists for the unit were analyzed considering the following question: "What is the learning goal of this activity?" (Table 1).

The 2009 vocabulary word lists for the unit were analyzed for their frequency. There were a large number of low frequency words in both unit lists (i.e. 45% of the Relationships Unit words and 68% of the Environment Unit words were less frequent than the 2000 level). However, because there were a number of lower-frequency words that were important for each of the topics it would have been difficult to include only high frequency words in the theme-specific lists; furthermore, teachers and the research committee suggested that the words had to be interesting and useful for students. Therefore, three guidelines were used to justify inclusion in the new unit vocabulary lists for 2010: the new lists were to include words which were high frequency, words which built on current knowledge from L1, or words that

would be useful throughout the unit as suggested by teachers (see Tables 2 and 3).

Table 1. Example of vocabulary materials goals assessment within Freshman English

	Lesson 1 : Introductory lesson	Lesson 2 : Jigsaw reading lesson	Lesson 3: Core vocabulary lesson
What is the learning goal of the activity?	Discuss the meaning of words related to the environment using posters and examples & bring receptive vocab. into productive use	To develop dictionary skills and link meaning to use; To discuss specific problems using key words in generative sentences	To use previously learned vocabulary; Build word knowledge through collocates;

Table 2. Environment Unit word list

destroy	pollution	industry	destructive	resources
endanger	recycle	poison	ecosystem	environment

Table 3. Relationships Unit word list

heterosexual	homosexual	conservative	open-minded	frustrated
euphoric	intimate	overjoyed	platonic	professional
cheat on	date	marry	understand	hurt
break up with	divorce	ask out	partner	affair

The Environment Unit and Relationships Unit were primarily selected for this trial because the researchers were the creators of the new lessons (see Appendix 1 and 2). The secondary reason was because vocabulary materials for these two units had been identified as the most in need of improvement. The lesson objectives common to both were to expand knowledge of key words in the unit with activities relevant to students' university life, and to use speaking and listening skills to work with others. Additionally, the Environment Unit vocabulary lesson was focused on role plays in easily imagined situations which made use of the key words (see Appendix 1). The Relationships vocabulary lesson aimed to help students express empathy and discuss feelings related to the kinds of relationships they were experiencing (see Appendix 2).

Vocabulary test design

The test was designed to assess our students' understanding of the keywords in the unit (Appendix 3). The test had 30 items in total, but was divided into four sections, with parts one through four having 10, 5, 10, and 5 items, respectively. Each part of the test was designed to examine a different aspect of vocabulary knowledge. Part one of the test followed the model of Nation's level test, in which the aim is to match the correct meaning to the word, testing shallow knowledge. The second part of the test followed the Vocabulary Depth Test method of providing a test word and its collocates designed by Read (1995, 2007). Part three of the test was different for each of the two units. In the Environment Unit, the words were given to students and they were asked to produce the correct word in the word family to complete the sentence. In the Relationships Unit, the third part of the test was a gap-fill conversation between two friends discussing relationships, measuring students' understanding in context. The students were given the words and had to place them in the appropriate blanks in the conversation. The differ-

ences in design better reflected the desired outcomes of the units and the types of tasks encountered within the units. Part four of the test asked students to create sentences using the words given. This was chosen to reflect the usage that students would be required to demonstrate in their presentations at the end of the units.

Two forms of the test were created, with students taking test A as the pre-test and part B as the post-test. Both forms of each test were piloted with classes not participating in the study so as to identify any problems with the design. In particular, the instructions and format of part two were found to be confusing, so improvements were made before implementing the final version for this study. Additionally, prior to grading, the researchers designed rubrics for deciding what constituted a correct use of a word in order to consistently mark part four of the test for both units.

Test results: Environment Unit

The average scores for the Environment Unit test are provided in Table 4 below. In part one of the Environment test, both groups improved, however the test group attained a slightly higher average score for the post-test than that of the control group. Contrastively, average scores for part two decreased for both groups. It is unclear whether this decrease was due to the test design or a failure of the materials to help students develop word knowledge depth or familiarity with common collocations. For part three, both groups improved their average scores from pre- to post-test; however part three had issues similar to part two regarding design which did not arise during the piloting. On the post-test, a significant number of students in the test group clearly misunderstood how to complete the items in part three, despite having taken the pre-test with the same design. A different design could have yielded more accurate results for measuring the materials' effectiveness at teaching word fami-

lies. In part four, the control group outperformed the test group, thus suggesting that the materials did not help students develop generative ability for the target words. These results suggest that, at the very least, the newly-developed vocabulary materials may effectively help students gain a shallow understanding of the words they need to know.

Table 4. Environment unit average test scores

Test section	Mean Pre Control group	Mean Post Control group	Mean Pre Test group	Mean Post Test group
Part 1	7.28	8.44	7.48	8.68
Part 2	3.75	3.38	3.24	3.16
Part 3	3.95	5.04	5.32	6.40
Part 4	1.63	2.50	2.58	2.25

Test results: Relationship Unit

Test results for the Relationships Unit materials were more promising than those of the Environment Unit (see Table 5 below). In part one of the test, while the control group scored worse on the post-test than they did on the pre-test, the improvements made by the test group are large enough to say that the materials did help students develop their shallow understanding of the unit vocabulary. For part two, both groups improved by exactly the same amount, so it is unclear whether or not the materials helped students learn collocates effectively. Furthermore, as with the Environment Unit test, student clearly struggled with the design of part two. Simpler instructions or a less confusing question format would likely yield more accurate results for this section. As in part one, the control group's scores were lower for part three of the test, while the test group's

scores improved markedly. It is likely the case that the new materials did in fact help students improve their understanding of the unit vocabulary in relevant contexts. Part four saw an increase only in scores for the test group, also suggesting that the materials helped students improve their generative ability. In sum, the new materials are likely effective in increasing students' understanding, both shallow understanding and within context. They are also possibly effective at developing generative ability, but not knowledge of collocates.

Table 5. Relationships unit average test scores

Test section	Mean Pre Control	Mean Post Control	Mean Pre Test	Mean Post Test
Part 1	6.78	6.07	6.57	8.00
Part 2	1.57	2.24	1.59	2.26
Part 3	3.14	3.07	4.72	5.55
Part 4	2.69	2.69	2.55	3.31

Conclusion

Overall, the results of the materials trial are promising. While they did not show that the materials effectively helped students develop all fours aspects of vocabulary knowledge tested, there are encouraging results which can serve as the basis for future research and materials development within the Freshman English curriculum. Creating effective vocabulary materials requires a well-grounded approach that includes a clear understanding of the context, the students involved, and the intended learning goals. Rather than working in a vacuum devoid of context, such a principled approach allows teachers to develop materials with

some confidence that they will be well received by students, and will lead to positive learning outcomes. Of course, care must be taken in the design of any testing instrument used so as to avoid confusion on the part of test-takers, which may lead to unactionable results. Some of the results from the test used in this study were not conclusive, but this should not deter future researchers from continuing to work toward improving the vocabulary component of the units, along with the rest of the curriculum. It is also crucial to recognize that truly materials development requires constant vigilance to better match goals and expectations. Materials design is an incremental process, requiring constant vigilance to ensure that classroom activities match with learning goals, and with student expectations; and if carried out in a collaborative fashion, materials development can be beneficial to teachers, students, and course designers alike (Stillwell, Kidd, Alexander, McIlroy, Roloff, & Stone, 2010).

Bio data

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Appendix 1: Environment Unit Lesson

The Environment Unit

Aims of the lesson
- *To expand knowledge of the unit key words*
- *To speak more fluently on a topic using known words*
- *To use a role to speak about a topic*

Task 1: Revision of Key Unit Vocabulary
You have already been introduced to these words, but this task helps you see those words as part of a family of words. Complete the table using the words which have been left out. Work with a partner. When you are finished, check the answers with your teacher. (10-mins)

destroyed   polluting   industry   destructively   resourceful
endanger   recycles   poisoned   pollutes   recyclable

Words from this unit and the words in the same family:

Noun(s)	Verb(s)	Adjective	Adverb
destruction	destroy destroys destroying _____	destructive	_____
pollution pollutant	pollute _____ polluted		
_____ industries		industrial	industrially
	Recycle _____ recycled recycling	unrecyclable	
resources resourced	resourcing		_____
danger dangers	_____ endangers endangered endangering	Dangerous, endangered	Dangerously
Poison poisons	_____ poisoning	poisonous	
Ecosystem ecosystems			

Task 2: Linking key words together to make phrases
Good language learners often learn phrases and groups of words which commonly go together. Match the key words together that you think go well with the suggested words on the right. You can see that these words are commonly used together, not alone! *Add more to the list if you can.* (10-15 mins)

1 recycle	a i.e. recycle garbage, recycle box, recycle paper
2 destruction	b problems, issues, studies
3 pollution	c animals, species, plants
4 industrial	d air, water
5 resources	e habitat, wildlife
6 ecosystems	f valuable, rich
7 environmental	g natural, fragile
8 endangered	h problems, action
9 poisonous	I waste, gases, water

Check the words in your dictionary if you are unsure of the meaning of the words together. Remember that these are just examples of words which go together well. There are many more! *Check your answers with the teacher.*
At home: To find examples of these phrases in sentences go to www.americancorpus.org and follow the search instructions. You will be able to see thousands of examples!

Task 3: Talking about environmental problems using roles
Make groups of 5 people. Read the situation in the box below. Check that everyone in the group understands the situation, and follow the instructions.

You are all members of a KUIS group volunteering your time for causes linked to the environment. You have the opportunity to promote one chosen topic for an upcoming festival. The festival will give your group the chance to make posters, advertise the topic, tell teachers and KUIS students about the topic and gather funds. You will be given a role which suggests a particular topic you want to support. You will share ideas, talk about your topic to the group and then decide on one to support.

Do this …
Take a role card. Tell the other group members briefly about the role. Use your own words and words from the card. While you are speaking the other group members should take notes on the 'notes' table below. Listen carefully and take good notes. (15-20 mins)

Notes

Role # ___: _____	Role # ___: _____
Role # ___: _____	Role # ___: _____

Task 4: Gather more ideas and information
Next, all the people with the *same role* should get together to share ideas. Use the points below as a guide: (10 mins)
- What important points about the topic do you want to tell the others?
  How can I make my topic sound the most interesting?

Task 5: Talk about your environmental cause with enthusiasm
Return to your original group. Agree on a few minutes to prepare what you want to say about your topic, and then decide which order you will speak. Each person should speak for 1-2 minutes on the topic still using the details on the role card. Try to do the following:
- Make your topic sound interesting

- Talk about the topic with some details
- Give examples using vocabulary from the unit when possible

Next, briefly and if time allows, discuss the following:
- What would the poster look like to advertise your topic at the festival?
- How would you like to try and raise funds?
- What would you do to involve the KUIS community, including teachers?

Task 6: Rank the topics, and find the group's most popular topic.
After you have all spoken, rank the topics from 1-5. Include yourself. Then, total up all of the scores and decide which cause you will support for the festival. Report the results to your teacher! If time allows, share your results with the rest of the class.
Table for ranking the topics

						TOTAL
Rare animals						
Environments						
Marine Life						
Rainforests and Deforestation						
Arctic & Antarctic						

Think about this lesson and answer the questions below:

What skills did you practice today? *(Speaking, reading, writing, summarizing, presenting…)*
What is something you learned today?
Did you enjoy this lesson?

Role # 1 Student who loves endangered animals
You are a student who believes in big publicity for good causes. You know that some of the most famous animals in the world are also those in need of protection. How we treat our most favorite animals reflects our humanity. The panda bear, in China, costs a lot of money to help, but it is such an important animal, you think it should be saved, whatever the cost. Elephants are murdered in Africa today and people don't know about it! Tigers are on the brink of extinction! You believe that protecting animals and the environment can be done through promoting high-profile topics such as the panda, tiger and the elephant.

Role # 2: Student who cares about the Arctic and Antarctica
You are a student who cares about the parts of the earth which are more fragile but also least able to defend themselves. You think the frozen history of these valuable places links to all life on earth. Man-made industrial poisons and pollutions make their way to these fragile environments and cause destruction for animals and other life forms. Some animals that live in these places are also under threat. The arctic and the Antarctic are the coldest and most remote places on the planet, but we know so little about them that we cannot afford to forget their importance.

Role # 3: Student who cares about the pollution of global environments
You are a student who cares deeply about the importance of cleaning up the mess that humans are making all over the earth. You feel that pollution is the most important and most shocking issue to highlight in the world today. From the issue of dumping waste, to recycling and its cost, to the huge global problem of dumping waste, you are interested in making

these topics more publicly known. The students of KUIS are always interested doing something local, and you feel that pollution, recycling and pollution are perfect topics for the student festival.

Role # 4: Student who loves marine life and the oceans
You are a student who loves the sea and the beach. All over the world there are beautiful natural environments in danger of destruction from man-made causes. You love all sea life, from sharks, dolphins, whales and orca to small fish like the tropical fish in Finding Nemo! Australia's Great Barrier Reef is one famous place under threat from environment change, but Okinawa's islands contain some of the most fragile ecosystems on earth too! The seas and marine life are a mystery to us all, and we are yet to discover their full importance. You believe the students of KUIS should find out more about marine life through the festival.

Role # 5   Student who cares about rainforests and deforestation
You are a student who cares a lot about the rainforests, trees across the world, and places in danger of deforestation. The forests and trees all over the world help the earth to breathe! They are what keep us alive! You have a keen sense of how important the life of birds, monkeys, insects, plants and other animals all live together in harmony in a forest. The forest, particularly the rainforest, is the perfect example of an ecosystem living in harmony together. What goes wrong when this balance is upset will affect all of us. You are confident that this would be an excellent topic for the school festival.

Answers: 1-a, 2-e, 3-d, 4-h, 5-g, 6-f, 7-b, 8-c, 9-i

Appendix 2: Relationships Unit Lesson

The Relationships Unit

Vocabulary Lesson- Collocation List

A *collocation* occurs when one word is used regularly with another word. For example, the word 'library' often collocates with the word 'book', giving the compound noun *library book*.

The word 'relationship' is often used together with other words. Look up the word relationship in the collocation dictionary and find answers to the following questions:

1. What are some adjectives (3-4) that are used together with the word *relationship*? (ex. <u>close</u> relationship)
2. What are the common verbs that go with the word *relationship*?
3. What are some nouns that go with the word *relationship*?
4. What are prepositions that are used with the word *relationship*?
With your partner write 4 or 5 sentences using some of these words.

The Relationships Unit

Useful Vocabulary

Objectives:

1. To prepare for this unit by learning the meanings of some key vocabulary.
2. To use the new vocabulary to complete a model dialogue.
3. To practice using the new vocabulary with classmates in a group discussion.

Task 1: Study the vocabulary

Look at the following vocabulary. These are some of the words we will be using in this unit. If you don't know the meaning, please check them in a dictionary. Decide with your partner whether they are verbs (v), nouns (n), or adjectives (adj).

Example: **relationship (n)**

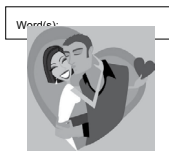|		
homosexual (gay) ( )	heterosexual (straight) ( )
cheat on ( )	intimate ( )
affair ( )	hurt ( )
conservative ( )	divorce ( )
date ( )	marry ( )
partner ( )	understand ( )
frustrated ( )	break up with ( )
overjoyed ( )	ask out ( )
platonic ( )	euphoric ( )
professional ( )	open-minded ( )

A Google search for these words found the pictures below. Which picture goes with which word(s)? Why?

Word(s):
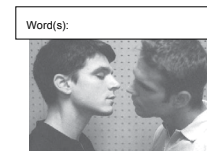
Word(s):

Word(s):

Word(s):

Word(s):

Word(s):

Word(s):

Word(s):

Word(s):

Word(s):

Word(s):

Task 2: Complete the conversation

Look at the conversation below. Use the vocabulary words we studied in Task 1 to complete the gaps.

Naoto and Sachi were talking in the Balcone over coffee. Let's listen in on their conversation below:

"Naoto," Sachi started as she stirred some sugar into her coffee "Did you hear about Yumi and Kazuya? They _____!"

"What?! Why? They've been dating for 2 years," Naoto responded.

"Kazuya found out that Yumi _____ on him. She's been secretly dating Hiroyuki, a member of her club."

"Really? How long have they been together?" asked a stunned Naoto.

"Since last year's Hamakaze Festival. I can't believe they kept it secret for that long!"

"How is Kazuya feeling now that he's free? I'm sure he's feeling pretty _____ and angry."

"Of course he is. He's humiliated...not to mention embarrassed. *Free?* Do you think this is a good thing? How would you feel if you partner cheated on you and you didn't know about it?," Sachi angrily replied.

"Ok ok, you don't have to yell. I was just joking. I'll try to be more _____. Have you seen Yumi since you found out? How is she doing?" asked Naoto.

"She said she's happy she can stop hiding it. She's _____ about the relationship and is convinced that she and Hiroyuki are going to _____. I can't believe she did that to Kazuya!"

"So...do you think they've...you know...," Naoto started.

"Been _____? I think so," Sachi whispered, "but I'm not going to ask. I don't

want to know! Besides, it's private and none of my business."

"Hey, isn't that Hiroyuki over there by the vending machine? Who's that girl he's talking to?," asked Naoto, "That's not Yumi."

Sachi gasped, "No it's not. And it's certainly not a _____ relationship-he just kissed her!"

Naoto sighed and leaned back in his chair. "You know what? I don't want to know any more about this drama. Let's get back to our homework. I've got to get to work by 6."

"Good idea," answered Sachi, grabbing her electronic dictionary and pencil.

Task 3: Check Your Answers

Now that you have completed the dialogue, check your answers. Ask your teacher for an answer sheet.

Task 4: Discussion

Discuss some different relationship situations with your group. These are sensitive topics, so please remember two important rules.

1. Don't use any Japanese
2. Be respectful, even if you disagree with your partners

Discuss the following with your partners:

1. An old friend has a secret. He tells you that he is now homosexual (gay). How would you feel? Would you still remain in a platonic relationship with that person?

2. Your best friend's parents are getting divorced and she is very upset about it. What advice would you give her? How do you think she feels? What would you do to support her?

3. Some people think that having an affair is okay. What do you think? What would you do if you found out your best friend's partner was cheating on him/her?

If time remains, you will report your group's discussion points to the rest of the class.

LESSON REFLECTIONS - Think about this lesson and answer the questions below:

What skills did you practice today? (Speaking, reading, writing, summarizing, presenting …)

What will you remember from this lesson? (What did you learn?)

Did you enjoy this lesson?

Appendix 3: Environment Unit Test

Part 1 – Write the number of the word which links to each word or phrase.

1 pollution		
2 ocean	dirt from factories	_____
3 chemical	something harmful	_____
4 endangered	in danger	_____
5 service		
6 poison		

1industrial		
2 person	trash	_____
3 system	related to making things	_____
4 garbage	connecting plants and animals	_____
5 economy		
6 ecosystem		

1 recycle		
2 destruction		
3 achieve	lives in home environment	_____
4 native species	act of destroying	_____
5 employ	reuse	_____
6 resources	wood, water, oil	_____
7 time		
8 supply		

Marks: /10

Part 2 – Choose five words that are commonly used with the test word.

Example: pollution

We often use that word like this: *environmental* **pollution**

Choose at least one from each of the two boxes

Test word: *pollution*

Oil	Water
Industrial	Days
Fun	Lives
Schools	Protection
Air	Levels

Marks: /5

Part 3

In this part of the test you are required to use a different form of the word to complete the sentences and circle some correct word forms. Here is an example:
(pollution) There are many different ways that oil can *pollute* the environment.

1. (destruction) It is sad when human activity _____ natural environments.

2. (ecosystem) Every animal, plant and insect is part of an _____.

3. (pollution) The oil spill caused widespread problems and it was difficult to prevent it from _____ the sea life.

4. (poison) The animals appeared to have been killed when the oil _____ the rivers and food supplies.

5. (endangered) The over-use of natural environments has been _____ the lives of plants and animals.

6. (industrial) There are many factories near my house, as it is a place with a lot of heavy _____.

Which of these are correct inflections of the word pollution? (four are correct)

1. Polluted   5. Pollutes
2. Pollutant   6. Underpollute
3. Illpollute   7. Expollute
4. Inpollute   8. Polluting

Marks /10

Part 4

Choose five of the words from the box below. Write a sentence about each word. You will be given a mark for each correct use of the word.

Pollution	Endangered	Garbage	Industrial	Poison
Ecosystem	Recycle	Destruction	Native species	Resources

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

Part 1	Part 2	Part 3	Part 4
/10	/10	/10	/5