

The Role of Using Lexical Bundles on the Development of Proficiency of Iraqi EFL University Students

**دور الحزم المعجمية في تطوير كفاءات الطلبة العراقيين المتعلمين للغة
الإنكليزية كلغة أجنبية**

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Abstract

It has been observed that vocabulary constitute an essential factor in foreign language learning. Learners of English language need to have command of a wide range of complex lexical units which are prefabricated as chunks of arranged patterns of phrases and words.

Biber, et al.(1999:991-992) define lexical bundles as " recurrent expressions or sequences of three or more word forms that commonly go together in natural discourse". They(ibid) add that "lexical bundles can be regarded as building blocks that tend to be used frequently by different speakers in different situations".They are retrieved and reprocessed as whole units which may not only enhance the accuracy and fluency of language, but also speed up language processing significantly.

The present study deals with the investigation of the role of teaching lexical bundles in the development of Iraqi EFL proficiency in the Department of English, Faculty of Arts, University of Kufa. The most important purpose of lexical bundles is creating discourse coherence which helps students to communicate and practice language with effective and successful facilities. The study attempts to answer the following questions:

- 1) Is the use of lexical bundles necessary and effective in enhancing and developing of Iraqi EFL?
- 2) What is the difference between students who are unaware and unfamiliar with the use of lexical bundles and those who are familiar and able to identify them?

The sample of the test consists of two types of questions (fill in the blanks 'production' and multiple choices 'recognition') and 40 students

are selected randomly at the mentioned department. The participants are divided into two groups , each group with 20 students. The first group who are not aware how to use lexical bundles constructed the pre-test exam and the second group with 20 students done the post-test exam who are well constructed with the experience and knowledge of learning lexical bundles.

The findings of the analysis have shown that students(pre-test) at the level of production score high and low rates concerning noun phrase based bundles. Whereas at the level of recognition students face difficulty in the recognition of clauses. Here, phrases are recognized more than clause are. The post-test which is concerned with those students who have attended lexical bundles classes shows high rates of correct answers in the use of noun phrase, verb phrase, preposition phrase and it cleft clause at the level of production and recognition. Therefore, learning such multi word expressions can contribute to gaining effective proficiency in language communication and competence.

1.Introduction

Schmitt and Carter (2004) define formulaic language as "combinations of words that perform particular functions and are used automatically by native speakers. The notion of lexical bundles is derived from formulaic language and has received considerable attention from scholars in the last two decades". Biber et al.(1999:990) define lexical bundles as "a frequent expressions that usually co-occur in normal language use, regardless of their idiomaticity and their position". Later, Cortes (2004) referred to lexical bundles as "extended collocations". Hyland (2008) supposes that "lexical bundles can play a decisive part in building coherence in a text and making significance of a particular context". For example, expressions like "what I want to say" or "as far as I know" may typically refer to oral participation in group discourse conversation while "on the other hand" or " in accordance with" may be more characteristic of an academic discourse.

In the present study, the investigation of lexical bundles is carried out and how learner's proficiency can be developed and enhanced by the use of lexical bundles. It is hypothesized that lexical bundles as multi recurrent expressions are essential in facilitating and improving EFL capabilities of communication. The procedures followed in this study are exploring lexical bundles and identifying their main features and types. Furthermore, a conducted two tests are involved to 40 students to show

how students knowledge and reinforcement can be triggered by teaching lexical bundles.

It is hoped that this study is beneficial to the learners of English at university level since it deals with the crucial role played by lexical bundles in communication . Also it can be a source to instructors who can add lexical bundles instructions into their teaching strategies , and assist the students in improving their English proficiency.

2. The Essential Role of Vocabulary in Language Learning

Vocabulary knowledge as one of the language aspects plays a great role in learner's development in comprehension and production of acquiring language. To master a foreign language , a learner needs to learn as many vocabulary items as possible since vocabulary constitutes an essential factor in foreign language learning. More specifically , vocabulary lies at the heart of language learning in away that without accurate vocabulary , there is no proper language competence or performance. This idea is emphasized by Belyayev(1963:144) who affirms that "vocabulary is considered as the basic aspect of foreign language learning and it is acquired by learner in the process of learning, and must be considered very important because without a stock of words it is impossible to use language in practice".

Vocabulary is one of the essential factors of language and can facilitate learner's performance and competence. Without immense accumulation of words and expressions, learners may not be able to make effective communication. Communication breaks down when people do not employ the right words. Thus, without vocabulary , it is often impossible to communicate since lexical competence lies at the heart of communicative competence (Meara,1996:35).

The vocabulary of a language is not just a random collection of items, rather the lexical items are mostly determined by well- defined rules and relations on the three levels: phonological, syntactic and semantic. Semantically, the lexical items derive their meaning and their existence from the systematic relationship they enter with other items in the same language. Given the semantic system of the vocabulary of language can be generally described in terms of syntagmatic relations, Lyons(1968:73) expands that " lexical items enters into syntagmatic relations with other items of the same rank with which it occurs and constitutes its context".

However, the first type of syntagmatic relation is collocation. This syntagmatic affinity is established by a capacity for normal association in

an utterance (Cruse,1986:16). For instance, there is a syntagmatic affinity between 'dog' and 'bark', since 'The dog barks' is normal. He (ibid) adds that in collocation, " the meaning of a word , which can be extended from the contextual relations, is one in which it is viewed as being made up, at least in part of the meaning of other words".

The second type of syntagmatic relation is attributed to groups of words that have the ability to recur in natural texts , known as lexical bundles. Every word within a lexical bundle interacts semantically within its neighbouring word to form the collective meaning of the whole lexical bundle. The following examples show that words in these lexical bundles generally tend to recur together as sets: 'as a result of' , 'by the fact that' , 'doyou want a' , 'I don't think so' , 'all of a sudden'. Such groups appear more frequently in specific contexts contributing to the coherence of a text. These groups of more than one word can work as meaningful unit and be known as multi or lexical chunks or bundles (Thorbury,2002:6) .

3. Lexical Bundles :

3.1Identification and Description

Lexical bundles are defined by Biber and et al.(1993:990)as "recurrent expressions , regardless of their idiomaticity, and regardless of their structural status". In other words, lexical bundles are form of words that have particular order and commonly connected together in normal discourse. They usually do not represent a complete structural unit . In conversation, for example, a large number of lexical bundles are constructed from a pronominal subject followed by a verb phrase plus the start of a complete clause, such as 'I don't know why' and 'I thought that was' . In academic prose, on the other hand, lexical bundles are more commonly parts of noun phrases and prepositional phrases, such as 'the nature of the' and 'as a result of'(Ibid:991).

Lexical bundles, also known as chunks or clusters (Hyland,2008) , are a type of relatively recently introduced word sequences defined as "the most frequently occurring fixed- form sequences of three or more words that are usually neither idiomatic nor complete structural units although they have strong grammatical correlates" (Biber,et al.(1999) , Biber, (2006).

It is important to emphasize the difference between idioms and lexical bundles. Idioms are relatively invariable expressions with meaning not derivable from the parts, but they are not necessarily common expressions at all. In contrast, lexical bundles are the sequence of words that most commonly co-occur in a register . Frequency is considered as

the most important and defining characteristic of bundles. For example, all of the bundles 'do you want me to', 'I don't know what', 'I am going to' are more common in language interaction. In contrast, stereotypical idioms such as "kick the bucket" (meaning 'die') and "slap in the face" (meaning an 'affront') are used occasionally in fiction (less than five per million words), but they are very rarely attested in the other registers (including conversation) (Biber, 1999:989).

The use of lexical bundles, or as Nattinger (1980:337) terms them are "prefabricated speech routines" constitute an important part of building blocks of fluent speech. He (ibid.:338-44) remarks that "it is mostly agreed that such common words and phrases are more predictable and can be easily stored and retrieved if taught as a complete unit. Douglas Biber (2006:174) observes that "lexical bundles are crucially important for the construction of discourse in all university register" 'These chunks of words can contribute in enhancing linguistic accumulation of specific register. They also can be essential standard of learner's success of using language. Therefore, language learners need to assimilate appropriate use of lexical bundles in order to create effective and successful register convergent discourse.

It is to be concluded here that realization and use of lexical bundles can help students to speak and write with greater fluency. In other words, a accumulations of lexical bundles can improve learner's language competence and proficiency.

3.2 Classification Of Lexical Bundles

According to Biber et al. (1999:996), Biber & Conrad (1999:185), Cortes (2004:405), Biber, Conrad and Cortes (2004:381), Nesi & Basturkman (2006:291), and Hyland (2008:291) lexical bundles can be classified into two types (structural and functional) as the following:

3.2.1 Structural Classification

Although most of the bundles are not complete syntactic structures, a major difference in their structure across the register is clear. Biber, Conrad and Cortes (2004:382) have found that "oral bundles typical of conversation, are characterized by declarative and interrogative clause fragments while 'literate' bundles, typical of academic prose, contain noun phrases and prepositional phrases"

In lexical bundles studies, structure refers to the particular syntactic or grammatical configuration which a lexical bundle assumes like or within which it is embedded. For example, a lexical bundle like 'is one of

the' is considered to be bundle that can incorporate a verb- phrase fragment. According to Biber et al. (2004:381) structural patterns of lexical bundles include three main grammatical types: 1) lexical bundles that incorporate verb phrase fragment such as 'is based on the' ; 2) lexical bundles that incorporate dependent clause fragment like 'I want you to' ; and 3) lexical bundles that incorporate noun phrase and prepositional phrase fragments such as 'at the end of' .Each main structural type has several sub-structures as shown clearly in Table (1)

Table (1) Structural Classification of Lexical Bundles(Biber, et al.,2004:381).

Structural Types	Sub-Structures types	Examples of Bundles
1. Lexical Bundles that incorporate Verb Phrase Fragments	1 st/ 2nd person pronoun+ VP fragment	I'm not going to
	3rd person pronoun + VP fragment	And this is a
	Discourse marker + VP fragment	I mean I don't
	Verb phrase (with non-passive verb)	Have a lot of
	Verb phrase (with passive verb)	Is based on the , Can be used to
	Yes- no question fragments	Are you going to , Do you know what
	WH- question fragments	What do you think
2. Lexical Bundles that incorporate dependent clause fragments	1 st/ 2nd person pronoun + dependent clause fragment	I want you to
	WH- clause fragments	When we get to
	If- clause fragments	If we look at
	To- clause fragment	To be able to
	That – clause fragment	That this is a
3. Lexical bundles that incorporate noun phrase and prepositional phrase fragments	Noun phrase with - of phrase fragment	One of the things
	Noun phrase with other Post- modifier fragment	The way in which, The fact that the
	Other noun phrase expressions	A little bit more
	Prepositional phrase expressions	At the end of , In the middle of
	Comparative expressions	As well as

3.2. 2 Functional Classification

Despite of the fact that most lexical bundles are not structurally complete forms, they conduct different effective functions in understanding and recognition of the text. Also they are useful devices in building up the coherence of the text and learner's failure to understand their different roles and functions will certainly affect their success in dealing with language in different communicative situations (Biber&Conrad,1999:182-3 and Biber&Babieri,2007:284).

According to the analysis and investigation adopted by Biber, et al.(2004) , lexical bundles can be divided into three main discourse functions:1) stance bundles express attitude or assessment,2) discourse organizers reflect the relationships between different parts of texts,3) referential expressions refer to physical or abstract entities. Each of these main categories has several sub-categories which are associated with more specific discourse functions . The main categories with their sub-categories ,as adopted by Biber, et al. (2004), are shown clearly in Table(2).

Categories	Sub- Categories	Examples
1. Stance bundles	A-Epistemic Stance	I don't know what the rate is here
	B- Attitudinal modality	
	1- Desire	What do you want
	2- Obligation/ directive	It is necessary to
	3- Intentional/ Prediction	It is going to be
	4- Ability	It is possible to
2.Discourse organizers	Topic introduction	In this chapter we
	Topic elaboration/clarification	On the other hand
3.Referential bundles	A-identification / focus	One of the most
	B-Impression	And things like that
	C-Specification of attributes	
	1-Quantity specification	A lot of people
	2- Tangible framing	In the form of
	3-Intangible framing	In the case of
	D-Time/Place /Text/ reference	
	1-Pace reference	In the United States
	2-Time reference	At the same time
	3-Text Deixis	As shown in figure
	5- Multi-functional referenced	At the end of

(2) Functional Classification Of Lexical Bundles (Biber,et al.,2004:384-388)

4. Analysis of Data

4.1 Data Description and Method of Analysis

The sample of the test consists of 40 randomly selected students out of population of 100 learners studying English as a foreign language at the Department of English, Collage of Arts, University of Kufa. The subject of research is supposed to be acquainted by students through their courses particularly in studying conversation and comprehension. However, students are not taught lexical bundles as a special topic with a well-designed instructions and exercises of using them in their speaking and writing English. The tests took 90 minutes for both (pre-and post-examination). The participants who are chosen randomly are divided into two groups, each with 20 students. The first group is constructed to (pre-test examination) with no real instruction to the use and function of lexical bundles. The second group is given instruction of the importance ,frequency and appropriate use of the most familiar recurrent lexical bundles in learning. Students are trained and given exercises and enough time with awareness in the class before doing their post –test examination. The materials of the two tests are two types of questions (fill in the blanks and multiple choices) to test students' abilities in production and recognition. Each group have two questions each consists of ten items of the most familiar lexical bundles in English communication(for more details see Appendixes 1 and2).

4.2 Discussion of Results

According to the structural types of lexical bundles, the results of the analysis as sketched in Table (3) below show that the highest rate of correct answers at the level of production is reported by the second item (noun phrase) (= 19.1%) , then by the first item (clause) (16.8%) , then by the sixth item (clause) (15.7%), then by the fifth item (noun phrase). However, the least rate is scored by the fourth , ninth and tenth items: (noun phrase) , (prep. phrase) , (noun phrase) (=2.2% all). This means that students in the group which do not attend lexical bundles classes have been successful at the level of (clause-based) lexical bundles while they score high and low rates concerning noun phrase-based bundles. This may indicate that those students have had a good access to

the learning of complete sentences or clauses, and this leads them to be successful at (understanding of) the lexical bundles that are clause-based. Noun phrases are not stressed in most language teaching in English classroom in Iraqi Universities.

At the level of recognition, the results convey a different picture. It is shown that the highest rate of correct answers is scored by (noun phrase = 17.2%) ,(clause = 16% , prep. Phrase = 16%) and (wh-clause= 13.7%). On the other hand, the lowest rate of correct answers is registered by (prep. Phrase = 5.7%), (it –cleft clause = 4.5%) and (clause = 2.2%). This means that those students who have no access to 'lexical bundle' classes witness some difficulties in the recognition of clauses: wh-clauses; it-clauses and simple clauses. Recognition reflects a reversed picture of that of production . Here, phrases are recognized more than clauses are.(see Table (4)below).

The post-test is concerned with those students who have attended 'lexical bundles' classes. Table (5) below shows that the picture is reversed. Here, at the production level, this group indicates high rates of correct answers in the use of (noun phrase =21.8%), (verb phrase =21.8%) , (prep. phrase =20.6%), and(it- cleft clause = 16.%, 17.2%). This proves that students who attend 'lexical bundles' classes have conveyed better use of phrases(NP , Prep.P and VP). This is different from the case in which students do not attend such classes.

Table (6) below is devoted to sketch the results of the recognition level as realized by the second group. The higher rates are scored in the use of (clause fragment = 15.1% & 10.1%) , (prep. phrase = 14.1%), (verb phrase = 11.1% & 10.1%). The case is also reversed here since this group differs from the first group where the latter indicates a higher rate in the recognition of phrases only rather than only.

From the discussion above , it is clearly seen that the use of lexical bundles can create an effective role in triggering and activating student's capability in communicating properly as they constitute an essential part of vocabulary blocks. Furthermore, learner's competence in identifying lexical bundles and their performance can be developed and improved with the constant practice and sufficient training in using them in different contexts.

Pre –Test Examination

Table (3) Rates of Correct Answers at the Production Level in Question 1

Item no.	Lexical Bundles	Type	Frequency	Percentage
1	I don't know why	VP clause	15	16.8%
2	The top of the	NP	17	19.1%
3	At the back of	Prep. P	4	4.4%
4	The size of the	NP	2	2.2%
5	Should be able to	VP	13	14.6%
6	It is necessary to	Anticipatory It	14	15.7%
7	All of a sudden	Quantifier	9	10.1%
8	The number of the	NP	11	12.3%
9	By the time	Prep. P	2	2.2%
10	The difference between the	NP	2	2.2%
	Total		89	100%

Table (4)

Rates of Correct Answers at the Recognition Level in Question 2

Item no	Lexical Bundles	Type	Frequency	Percentage
1	I don't think that	VP clause	14	16.%
2	What do you mean	WH	12	13.7%
3	I said I would	VP	2	2.2%
4	In the form of	Prep. P	8	9.1%
5	As a matter of fact	Adv. P	6	6.8%
6	The level of the	NP	15	17.2%
7	In the absence of	Prep. P	14	16%
8	It was necessary that	AnticipatoryIt	4	4.5%
9	In accordance with	Prep. P	5	5.7%
10	It should be noted that	AnticipatoryIt	7	8%
	Total		87	100%

Post-Test Examination

Table (5) Rates of Correct Answers at the Production Level in Question 1

Item no	Lexical Bundles	Type	Frequency	Percentage
1	The middle of the	NP	19	27.8%
2	At the time of	Prep. P	18	20.6%
3	The use of a	NP	6	6.8%
4	Be able to	VP	19	21.8%
5	As well as the	Adv. P	6	6.8%
6	In the next chapter	Prep. P	12	13.7%
7	It is important to	Anticipatory It	14	16%
8	As a result of	Adv. clause fragment	12	13.7%
9	In the course of	Prep. P	11	12.6%
10	To be used on	VP	15	17.2%
	Total		132	100%

Table (6) Rates of Correct Answers at the Recognition Level in Question 2

Item no	Lexical Bundles	Type	Frequency	Percentage
1	I don't know that	VP clause	10	10.1%
2	I'm going to get	VP clause	15	15.1%
3	Have you get any	VP	7	7.1%
4	At the end of	Prep .P	14	14.1%
5	The fact that	NP	6	6.1%
6	As a consequence of	Ad. clause fragment	9	9.1%
7	In term of what	Prep .P	9	9.1%
8	It is possible that	Anticipatory It	8	8.1%
9	Are shown in table	VP	10	10.1%
10	Have a look at	VP	11	11.1%
	Total		99	100%

5.Conclusions and Recommendations

In reference to what has been discussed earlier, the following findings can be drawn:

- Vocabulary is not just acquiring individual words , but phraseology. Lexical bundles ,as an important constituent of language, play a vital role in language learning. They are frequently reoccurring fixed-form sequences of three or more words that are usually neither idiomatic nor complete structure units although they have strong grammatical correlates.
- The most important purpose of lexical bundles is creating discourse coherence which assists and supports students to communicate and practice language with effective and successful facilities in constructing student's learning in spoken and written text
- The findings of the analysis have shown that students(pre-test) at the level of production score high and low rates concerning noun phrase based bundles. Whereas at the level of recognition students face difficulty in the recognition of clauses. Here, phrases are recognized more than clause are. The post-test which is concerned with those students who have attended lexical bundles classes shows high rates of correct answers in the use of noun phrase, verb phrase, preposition phrase and it cleft clause at the level of production and recognition. Therefore, learning such multi word expressions can contribute to gaining effective proficiency in language communication and competence.
- Based on the findings, it is essential to introduce students to the use of lexical bundles especially the most common ones by using new techniques and strategies that will enable students to learn language. Also it is important to increase EFL student's awareness and interest in using these bundles .More oral and written practice should be given to students to reinforce their knowledge and ability of identifying and using these bundles.
- To enhance the acquisition and learning of EFL, teachers should design an effective program in the teaching of lexical bundles in order to motivate and encourage students to identify and use them in different contexts and texts.

ملخص البحث

لوحظ ان المفردات تشكل عاملا اساسيا في تعلم اللغة الأجنبية. يحتاج متعلمو اللغة الإنكليزية للإلمام الواسع بالوحدات المعجمية التي تكون على شكل قطع جاهزة ومرتبطة من انماط العبارات والكلمات.

عرف باير واخرون(١٩٩٩) الحزم المعجمية على انها مجاميع من التعابير تتألف من ثلاث كلمات او اكثر تظهر بشكل متلازم في الخطاب. وتكون هذه الحزم على شكل كتل مترابطة يستخدمها في كثير من الاحيان المتحدثين وفي مجالات مختلفة. لذلك يعتقد انها تخزن داخل الذاكرة على شكل قطع غير محللة . ان عملية الاسترجاع والمعالجة ثانيا كوحداث متكاملة قد لا يعزز فقط الدقة والطلاقة في اللغة ولكن يسرع من عملية معالجة اللغة بشكل ملحوظ.

تتناول الدراسة الحالية التقصي عن دور تعليم الحزم المعجمية في تطوير كفاءة المتعلمين العراقيين في قسم اللغة الإنكليزية ، كلية الآداب ، جامعه الكوفة. ان الغرض المهم للحزم المعجمية هو خلق تماسك للخطاب الذي يساعد الطلاب على التواصل وتعلم اللغة بصورة سهلة ومؤثرة.

وتحاول هذه الدراسة الإجابة عن الأسئلة التالية:

١ هل استخدام الحزم المعجمية ضروري ومؤثر في تعزيز وتطوير اللغة الإنكليزية للمتعلمين العراقيين.

٢ ما الفرق بين الطلاب الذين لا يعلمون هذه الحزم أو التي تكون تلك الحزم غير مألوف لديهم وأولئك الذين هم على علم ودراية في التعرف عليها.

تتكون عينه الاختبار من مجموعتين من الأسئلة (املاء الفراغات "انتاج" وخيارات متعددة "ادراك"

وتم اختيار ٤٠ طالبا عشوائيا في القسم المذكور. المجموعة الاولى الذين لا يدركون كيفية استعمال الحزم المعجمية وقد تبنا الامتحان الاول. واما المجموعة الثانية المتكونة من ٢٠ طالبا فقد تبنا الامتحان الثاني وهم على معرفة ودراية في استخدام الحزم المعجمية.

وقد بينت نتائج التحليل ان طلاب الامتحان الاول على مستوى الانتاج سجلوا معدلات عالية ومنخفضة فيما يتعلق بحزم العبارات .بينما على مستوى الادراك واجه الطلاب صعوبة في تميز الجمل، حيث تم التعرف على العبارات اكثر من الجمل. واطهر الاختبار الثاني الذي يتعلق بالطلاب الذين حضروا فصول دراسة الحزم المعجمية معدلات عالية من الاجابات الصحيحة على مستوى الانتاج والادراك في استخدام العبارات الاسمية ، العبارة الفعلية ،عبارة حرف الجر والجملة المنفصلة. لذلك تعلم تعابير الكلمات المتعددة يمكن ان يساهم في اكتساب الكفاءة العالية في لغة التواصل والمهارة.

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Appendix 1

Pre-Test Examination

Q1 / Fill in the blanks in the following sentences with the appropriate lexical bundles
chosen from the list below:

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It is necessary to , the number of , should be able to , the difference

Between the , I don't know why , by the time , the top of the , all of a sudden , at the back of , the size of the .

1.Catherine finds that sort of thing funny.
2. It is more likely to be atpile .
3.her mind was the thought that he might be with someone else.
4.sample varies with the objective and the method chosen.
5. within a few years we..... measure the spreading rate accurately and directly.
6.remember , however, how divergent were the experiences of the various countries in Western Europe.
- 7.....someone grabbed me round the neck.
8.homeless people has increased dramatically.
9. The phone was ringing butshe got indoors, it had stopped.
10.two weights is equivalent to the weights of the equal volume of water.

Q2 / Choose the appropriate lexical bundles from the brackets:

- 1.....there are other social factors involved in the revolution.
(I would have thought , I don't think that, I thought it was that)
2. You 'll be careful won't you?? (what do you think, What do you mean , what do you want).
- 3.Any way ,make inquiries. (I have to , I said I want to, I said I would).
- 4.They are.....half- wheels, with concentric bonds of representation.(in the form of , in the case of , in the state of)
- 5.....our problems began after we left college .
(it is known that , as a matter of fact , it is clear that)
6. A device that measures.....carbon monoxide in the air.
(the part of the , the form of the , the level of the)
7.coupling , the signal is the signal line shown in(i).
(in the absence of , in the case of , in the term of)
8.John was very upset by what had happened .
(it was clear that , it was surprising that , it was necessary that)
9. We actedmy parent's wishes.

The Role of Using Lexical Bundles.....(69)

(in term of , in accordance with , in view of)

10.the witness did not recognize the defendant .

(there is no doubt that , it has been shown that , it should be noted that)

Appendix 2

Post- Test Examination

Q1 / Fill in the blanks in the following sentences with the appropriate lexical bundles chosen from the list below:

In the course of , as a result of , in the next chapter , to be based on ,

The use of a , be able to , as well as the , the middle of the , at the time of,

It is important to

1.Jimmy kicked it right intofield.

2. She was three months pregnant.....Stephen's death.

3.constant inner diameter is often found in industrial units.

4. You mustspeak French for this job.

5. Section 4.5 illustrates how the techniques are employed together

.....the range of resulting execution characteristics.

6.we shall discuss the concept of a limit in ,ore detail.

7. distinguish between the processes of growth and development.

8.the pilot's strike, all fights have had to be cancelled.

9.his work, he found that germs could be killed by applying heat.

10. A good education oughtmulticultural principles.

Q2 / Choose the appropriate lexical bundles from the brackets:

1.....you need a passport for travelling within EU.

(I don't think what, I think I might , I don't know that)

2.....going on the decoration next week.

(I'm going to have , I 'm going to get , I 'm going to put)

3.....money with you today?

(have you got any , do you have any , have you got a)

4. What would she findher journey?

(at the back of , at the time of , at the end of)

5. He refused to help me, despiteI asked him several times.(
the way that , the extent to which , the fact that)

The Role of Using Lexical Bundles.....(70)

6. Animals have died.....coming into contact with this chemical.(as a matter of , as a consequence of , in sequence of)
7. Did the experiment find any differences.....children learned? (in term of what , in term of how , in the process of what)
8.the letter got lost in the post.
(it is likely that , it is clear that , it is possible that)
9. The examples of analysis3.7
(are found in table , are shown in table , are referred to in table)
10. I have asked Ken to.....the car. It is been making strange noises.(go and have a bit look at, have a look at , have a good look at)