

Academic Vocabulary – Worksheet 1

Name: _____ Class: _____ Date: _____ Score: / 39



Do this worksheet
online and check your
answers instantly

Exercise 1: Match the words with their meanings

Match each definition with a word from the box. There are two extra words.

WORD BOX

hypothesis ambiguous substantiate empirical coherent inherent mitigate discrepancy
arbitrary comprehensive

1. a proposed explanation that can be tested through research → _____
2. open to more than one interpretation → _____
3. to provide evidence that supports a claim → _____
4. based on observation or experiment rather than theory → _____
5. logical and consistent, so that it is easy to follow → _____
6. existing as a natural, permanent part of something → _____
7. to make something less severe or harmful → _____
8. a difference between two things that should be the same → _____

Exercise 2: Complete the sentences

Complete each sentence with a word from the box. There are two extra words.

Example: The study ___ the link between diet and sleep. (box: investigates) → investigates

WORD BOX

framework implications criteria prevalent robust undertake comprised constraints
notion albeit

9. The researchers developed a theoretical _____ to explain how students acquire new vocabulary.
10. The findings have important _____ for how schools design their reading programmes.
11. Applicants are assessed against a set of clear _____, including experience and academic record.
12. Short-sightedness is becoming increasingly _____ among children who spend long hours indoors.
13. The results were _____ enough to be replicated in three independent studies.

14. Before the project begins, the team will _____ a detailed review of the existing literature.
15. The sample _____ 240 participants aged between 18 and 65.
16. Due to time and budget _____, the study was limited to a single city.

Exercise 3: Word formation

Use the word in capitals to form a word that fits the gap.

Example: The ___ of the survey took six months. (COMPLETE) → completion

17. There is no statistically _____ difference between the two groups. (SIGNIFY)
18. The report _____ the importance of early intervention. (EMPHASIS)
19. Researchers must guarantee the _____ of all personal data. (CONFIDENTIAL)
20. There was a strong _____ between income and life expectancy. (CORRELATE)
21. Many reviewers found the author's argument _____, as it ignored key data. (CONVINCE)
22. The existing equipment proved _____ for analysing such a large data set. (ADEQUATE)
23. The main _____ of the study is its small sample size. (LIMIT)
24. The _____ of the data was checked by two independent researchers. (RELY)

Exercise 4: Put the words in order

Put the words in the correct order to make typical academic sentences.

Example: study / this / on / focuses / adults → This study focuses on adults.

25. these / findings / have / implications / significant / for / policy

26. further / research / is / to / needed / confirm / the / results

27. the / data / do / not / support / this / hypothesis

28. it / is / widely / that / acknowledged / the / sample / was / small

29. the / results / be / interpreted / should / with / caution

30. there / is / a / strong / between / correlation / income / and / health

31. the / study / sheds / new / light / on / the / causes / of / stress

Exercise 5: Correct the collocation mistakes

Each sentence contains one mistake in a collocation. Rewrite the sentence correctly.

Example: The study gives a contribution to the field. → The study makes a contribution to the field.

32. The researchers made an experiment to test their hypothesis.

33. These results raise serious doubts on the reliability of earlier studies.

34. The study draws attention on the role of social media in learning.

35. Several factors play a key part to students' academic success.

36. The author does a convincing case for reform.

37. The new data lend strong support at the hypothesis.

38. Further research is needed to address with this issue.

39. The findings should be interpreted in caution.

Answer key – Academic Vocabulary – Worksheet 1

Exercise 1: Match the words with their meanings

1. **hypothesis**

A hypothesis is an idea that a study sets out to test.

2. **ambiguous**

Something ambiguous can be understood in different ways.

3. **substantiate**

To substantiate a claim means to prove it with evidence.

4. **empirical**

Empirical data come from real observation or experiments.

5. **coherent**

A coherent argument has parts that connect logically.

6. **inherent**

An inherent quality is a basic part of something.

7. **mitigate**

To mitigate a risk means to reduce its negative effects.

8. **discrepancy**

A discrepancy is an unexpected difference, for example between two sets of figures.

Exercise 2: Complete the sentences

9. **framework**

A theoretical framework is a structure of ideas used to explain something.

10. **implications**

We say findings have implications for something, meaning possible effects.

11. **criteria**

Criteria are the standards used to judge something; it is the plural of criterion.

12. **prevalent**

Prevalent means common or widespread.

13. **robust**

Robust results are strong and reliable.

14. **undertake**

To undertake a review means to begin and carry it out.

15. **comprised**

Comprise means 'consist of' and is used without 'of'.

16. **constraints**

Constraints are limits or restrictions on what is possible.

Exercise 3: Word formation

17. **significant**

An adjective is needed before 'difference'; the fixed phrase is 'statistically significant'.

18. **emphasises**

The reviewer's answer 'emphasises' was already accepted, and the past forms 'emphasised/emphasized' have been added because nothing in the sentence rules out the past simple.

19. **confidentiality**

A noun is needed after 'the'.

20. **correlation**

A noun is needed after 'a strong'; we say a correlation between two things.

21. **unconvincing**

A negative adjective is needed because the argument ignored key data.

22. **inadequate**

The context requires a negative adjective meaning 'not good enough'.

23. **limitation**

A noun is needed; a limitation is a weakness in a study.

24. **reliability**

A noun is needed after 'the'; reliability means how dependable something is.

Exercise 4: Put the words in order

25. **These findings have significant implications for policy.**

The collocation is 'have significant implications for'.

26. **Further research is needed to confirm the results.**

'Further research is needed' is a common phrase in conclusions.

27. **The data do not support this hypothesis.**

In formal academic English, 'data' is often treated as plural.

28. **It is widely acknowledged that the sample was small.**

'It is widely acknowledged that' is an impersonal structure used in academic writing.

29. **The results should be interpreted with caution.**

The fixed phrase is 'interpret with caution'.

30. **There is a strong correlation between income and health.**

We say 'a correlation between A and B'.

31. **The study sheds new light on the causes of stress.**

'Shed light on' means to help explain something.

Exercise 5: Correct the collocation mistakes

32. **The researchers conducted an experiment to test their hypothesis.**
The reviewer's answer is already accepted, because in academic English we conduct, carry out, perform or run an experiment rather than 'make' one.
33. **These results raise serious doubts about the reliability of earlier studies.**
The collocation is 'raise doubts about'.
34. **The study draws attention to the role of social media in learning.**
The collocation is 'draw attention to'.
35. **Several factors play a key part in students' academic success.**
The collocation is 'play a part in'.
36. **The author makes a convincing case for reform.**
The collocation is 'make a case for'.
37. **The new data lend strong support to the hypothesis.**
The collocation is 'lend support to'.
38. **Further research is needed to address this issue.**
'Address' is followed directly by its object, without 'with'.
39. **The findings should be interpreted with caution.**
The fixed phrase is 'with caution'.

Notes for teachers: Start with the matching task to check meaning, then move through the gap-fill and word-formation tasks before the collocation and error-correction work. Typical mistakes include wrong prepositions in fixed phrases (draw attention on, raise doubts on) and confusing parts of speech, for example signify and significant, or rely and reliability. As a follow-up, ask students to write a short abstract for an imaginary study using at least eight words from the worksheet.