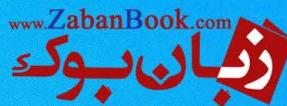


CAMBRIDGE

# ENGLISH VOCABULARY IN USE

Vocabulary  
reference and  
practice

Fourth Edition



Upper-intermediate

Michael McCarthy  
Felicity O'Dell



Experience  
Better  
Learning

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Michael McCarthy  
Felicity O'Dell

Fourth Edition

Upper-intermediate

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Vocabulary  
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practice  
  
with answers  
and ebook

Fourth Edition

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**Upper-intermediate**

Michael McCarthy  
Felicity O'Dell

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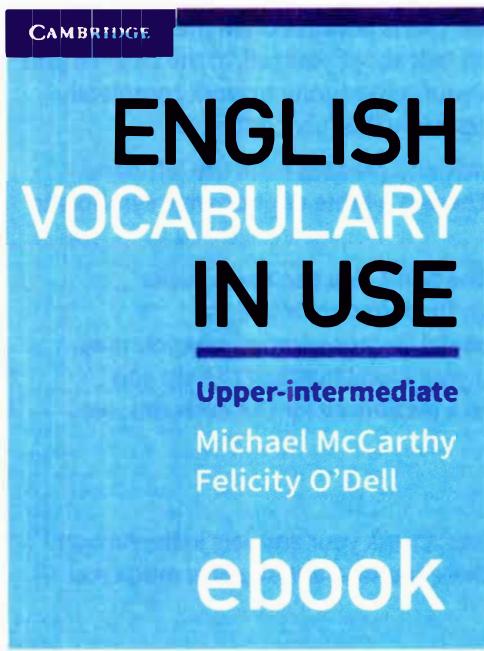
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# Thanks

Sabina Ostrowska wrote two new units for the Fourth Edition: Unit 15, *Higher Education*, and Unit 36, *Social Media*. The publishers would like to thank Sabina for her contribution to this new edition.

## Enhanced ebook

You can buy this book with or without an ebook. The ebook has the same vocabulary explanations as the book.



### Using the ebook

You can use your ebook on an iPad, Android tablet, PC or Mac.

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# Introduction

## To the student

This book has been written to help you learn new vocabulary. You already know a large number of English words, but to express yourself more fully and in a more sophisticated way at the upper-intermediate level, you will ideally need about 4,000 words, so increasing your vocabulary is very important for your general progress in English. In this book, there are over 2,500 new words and phrases for you to learn. You will find them on the left-hand page of each unit. Every new word or phrase is used in a sentence, or in a conversation, or is in a table, or has a picture with it, or has some explanation of what it means. On the right-hand page there are exercises and other activities to help you practise using the words and to help you to remember them. The book has been written so that you can use it yourself, without a teacher. You can do the units in any order you like, but we believe it is a good idea if you do Units 1 to 4 first, as they will help you to work with the rest of the book in the best possible way.

The **Answer key** at the end of the book is for you to check your answers to the exercises after you do them. The Answer key sometimes has more than one answer. This is because often there is not just one correct way of saying something. Where you are asked to talk about yourself, in the **Over to you** exercises, we do not generally provide answers, since this is your opportunity to work completely independently and in a very personal way, so everyone's answers will be very different.

The **Index** at the end of the book has all the important words and phrases from the left-hand pages. The Index also tells you how to pronounce words. There is a table of phonemic symbols to help you understand the pronunciation on page 258.

You should also have a dictionary with you when you use the book. You can use a paper dictionary or an electronic one, or you can go to Cambridge Dictionaries Online at <http://dictionary.cambridge.org>. Access to a dictionary is useful because sometimes you may want to check the meaning of something, or find a word in your own language to help you remember the English word. Sometimes, you will also need a dictionary for the exercises; we tell you when this is so.

To learn a lot of vocabulary, you have to do two things:

- 1 Study each unit of the book carefully and do all the exercises. Check your answers in the Answer key. Repeat the units after a month, and then again after three months, and see how much you have learnt and how much you have forgotten.
- 2 Develop ways of your own to study and learn new words and phrases which are not in this book. For example, every time you see or hear an interesting phrase, write it in a notebook, and write who said it or wrote it, and in what situation, as well as what it means. Making notes of the situations words are used in will help you to remember them and to use them at the right moment.

We hope you like this book. When you have finished it, you can go to the next book in the series, *English Vocabulary in Use Advanced*. Along with this book, you can also use the more specialised titles: *English Idioms in Use*, *English Phrasal Verbs in Use* and *English Collocations in Use*, all of which are available at intermediate and advanced levels.

Find out more at <http://www.cambridge.org/elt>

## To the teacher

This book can be used in class or as a self-study book. It is intended to take learners from a lower-intermediate level of vocabulary to an upper-intermediate level. The vocabulary has been chosen for its usefulness in everyday situations, and we consulted the Cambridge International Corpus (now known as the Cambridge English Corpus), a written and spoken corpus of present-day English, including a huge learner corpus, to help us decide on the words and phrases to be included for students at B2 (CEFR) level. The new vocabulary (on average 25–30 items per unit) is presented with illustrations and explanations on the left-hand page, and there are exercises and activities on the right-hand page. There is an Answer key and an Index with pronunciation for the target vocabulary. The Answer key at the end of the book is for students to check their answers to the exercises after they do them.

The book focuses not just on single words, but on useful phrases and collocations, and the vocabulary is illustrated in natural contexts. The book is organised around everyday topics, but also has units devoted to basic concepts such as time, number and movement, linking words, word formation, multi-word expressions, pronunciation and varieties and style, as well as a set of initial units concerned with ways of learning vocabulary. Typical errors are indicated where appropriate, based on information from the Cambridge Learner Corpus, and the most typical meanings and uses are focused on for each item. The units in the book can be used in any order you like, but we would advise doing the initial units (Units 1 to 4) first, as these lay the foundations for the rest of the book.

The right-hand pages offer a variety of different types of activities, with some traditional ones such as gap-filling, but also more open-ended ones and personalised activities which enable learners to talk about their own lives. Although the activities and exercises are designed for self-study, they can easily be adapted for pairwork, groupwork or whole-class activities in the usual way. The Answer key sometimes gives alternative answers to the exercises. This is because often there is not just one correct way of saying something. Where students are asked to talk about themselves, in the **Over to you** exercises, we do not generally provide answers, since these exercises give learners the opportunity to work completely independently and in a very personal way, so everyone's answers will be very different.

When the learners have worked through a group of units, it is a good idea to repeat some of the work (for example, the exercises) and to expand on the meaning and use of key words and phrases by extra discussion in class, and find other examples of the key items in other texts and situations. This can be done at intervals of one to three months after first working on a unit. This is important, since it is usually the case that learners need five to seven exposures to a word or phrase before they can really begin to know it, and no single book can do enough to ensure that words are always learnt first time.

When your students have finished all the units in this book, they will be ready to move on to the higher-level books in this series: *English Vocabulary in Use Advanced*, and the advanced levels of *English Idioms in Use*, *English Phrasal Verbs in Use* and *English Collocations in Use*, by the same authors as this book.

Find more resources for teachers at <http://www.cambridge.org/elt>

We hope you enjoy using the book.

**A**

## What do you need to learn?

Did you know that there are over half a million words in English but that the average native speaker only uses about 5,000 in everyday speech? You already know many of those 5,000 words. This book will help you to learn many of those that you do not yet know and it will help you to use them appropriately and accurately.

**B**

## What does knowing a new word mean?

It is not enough just to know the meaning of a word. You also need to know:

- which words it is usually used with;
- its grammatical characteristics;
- how it is pronounced;
- whether it is formal, informal or neutral.

So when you learn a word you should make sure that you:

- Learn new words in phrases not in isolation.
- Notice how words commonly go together. These are called **collocations** and include:  
adjectives + nouns, e.g. *rich vocabulary, classical music, common sense*;  
verbs + nouns, e.g. *to express an opinion, to take sides*;  
nouns in phrases, e.g. *in touch with, a train set, a sense of humour*;  
words + prepositions, e.g. *at a loss for words, in particular*.
- Notice special grammatical characteristics of new words. For example, note irregular verbs, e.g. *undertake, undertook, undertaken*; uncountable nouns, e.g. *luggage*; or nouns that are only used in the plural, e.g. *scissors*.
- Notice any special pronunciation problems with new words.
- Check if the word is particularly formal or informal in character, in other words if it has a particular register.

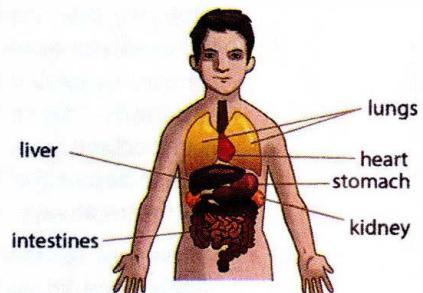
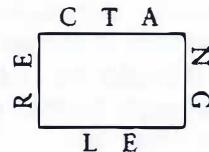
**C**

## How can you help yourself to memorise words?

Research suggests that some students find it easier to learn words if they

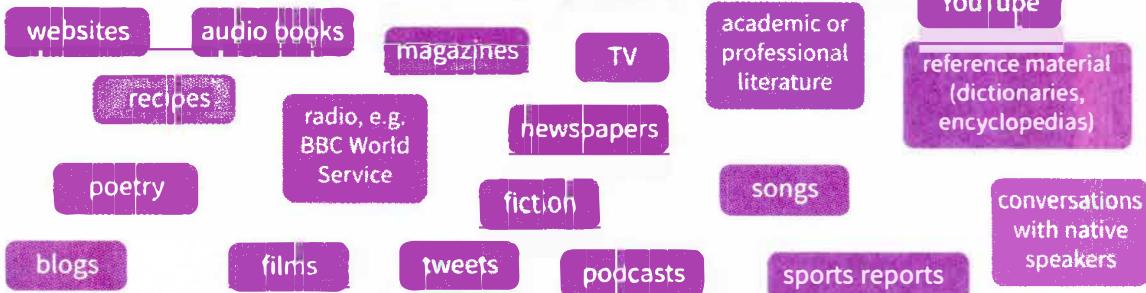
(a) learn them in groups and (b) make use of pictures, as shown here.

You can group words in any way you like – topic, grammatical feature, word root, and so on. The unit titles in this book might give you some ideas.

**D**

## How can you help yourself learn more words?

This book will help you to learn vocabulary in a systematic way. However, you can also help yourself to learn more words and expressions by reading and listening to as much English as possible. Here are some ideas about things you can read or listen to:



# Exercises

- 1.1** Here are some aspects of grammar to be aware of when learning new vocabulary. Give two examples of words that reflect this aspect of grammar.

- 1 a noun only used in the plural ..... *scissors* .....
- 2 an uncountable noun .....
- 3 an irregular verb .....
- 4 a noun with an irregular plural .....

- 1.2** What aspect of pronunciation should you notice about the following words?

- |  |                        |  |
|--|------------------------|--|
| 1 subtle <i>the b is silent<br/>(not pronounced)</i> | 3 chemistry            | 6 photograph / photographer / photographic |
| 2 catastrophe  | 4 answer               |  |
|  | 5 a record / to record |  |

- 1.3** Read the text. Use words from the box to complete each ‘collocations fork’.

English has a remarkable range of words. Thanks to periods of contact with foreign languages and its readiness to coin new words out of old elements, English has a particularly large vocabulary. For example, as well as *kingly* (from Anglo-Saxon) we find *royal* (from French) and *regal* (from Latin). There are many such sets of words, which make it possible to express subtle shades of meaning.

<u>coincidence</u>	<u>difference</u>	<u>family</u>	<u>likeness</u>	<u>palace</u>	<u>a phrase</u>
<u>range</u>	<u>shade</u>	<u>suggestion</u>	<u>a term</u>	<u>welcome</u>	<u>new words</u>

- range*  
1 a remarkable *likeness* ..... 2 to coin ..... 3 a royal ..... 4 a subtle .....  
*coincidence* ..... ..... ..... .....

- 1.4** Write *i* by the words that are informal and *f* by those that are formal.

- |                  |                                |                        |
|------------------|--------------------------------|------------------------|
| 1 guys .....     | 4 to alight (from a bus) ..... | 7 to bug someone ..... |
| 2 a minor .....  | 5 to feel gutted .....         | 8 to zone out .....    |
| 3 Awesome! ..... | 6 a felon .....                |                        |

- 1.5** A student learnt each of these sets of words as a group. What is the unifying factor for each group? Can you add one more word to each group?

- 1 king, queen, prince, princess *royalty - duke*
- 2 sunshade, shady, shadow, shade, to shadow, shadowy .....
- 3 articulate, communicate, convey, express, put across .....
- 4 noun, verb, adjective, adverb .....
- 5 subtle, comb, lamb, crumb, debt, plumber .....

- 1.6** Draw a picture to help you remember each of the following vocabulary items.

- 1 circle      2 to coin new words      3 screwdriver      4 to drip



- 1.7** Over to you

Look at the suggestions in D. Can you think of any other ideas to add to the list? Think about the ways of learning vocabulary that you use now, and think about ways you could use more in the future.

# Organising a vocabulary notebook

## A Organising words by meaning

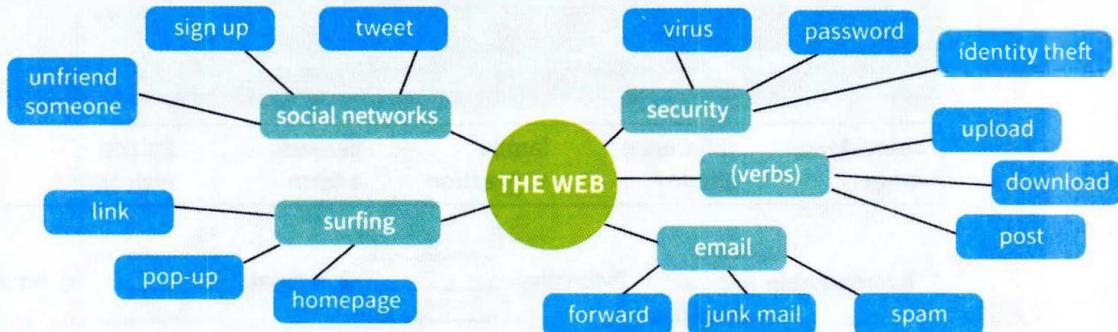
Try dividing your notebook into different broad sections, with sections for **words for feelings**, **words to describe places**, **words for movement**, **words for thinking**, etc.

Charts and tables of various kinds can help you organise your vocabulary. Here is an example for words connected with music:

Instruments	Types of music	Verbs	Related words
guitar	classical (not classic)	play	practice (n) practise (vb)
cello	folk (not folkloric)	strum (a guitar)	track
piano	world	perform	release (an album)

## B Building networks of meaning

A network diagram is useful. It can grow in whatever direction you want it to.



## C Collocations and fixed phrases

It is important to know how a word combines with other words (its collocations).

Always record the common collocations of a word as you meet them, e.g.

*win (prize, award, medal) earn (money, a high salary) gain (time, an advantage)*

Where a word is often used in a fixed phrase, always record the whole phrase, e.g.  
*in a hurry out of touch to and fro now and again*

## D Synonyms and antonyms

When you find a synonym (same meaning) or an antonym (opposite meaning) of a word you already have in your book, enter it next to that word with a few notes, e.g.

*urban ≠ rural stop = cease (cease is very formal)*

## E Organising by word class

Make a note of the word class of a new word (whether it is a noun, verb, adjective, etc.). Record words from the same word family together, e.g.

*produce (verb or noun) product (noun) productive (adjective)*

## F Stress

Record where the stress falls on a multi-syllable word, especially if the stress changes between word classes, e.g. *produce (verb) produce (noun) productive (adjective)*

### Language help

Note any typical errors you make or which your teacher has mentioned.

## Exercises

**2.1** Organise the words into the topics below. Use a dictionary if necessary.

tabloid	stress	hang out with sb	exhaustion	podcast	overwork
upload a video	burnt out	blogosphere	journalist	snowed under with work	
casual acquaintance	blog	be close to sb	count on sb	be under pressure	

topic	words
working too much / too hard	<i>stress</i>
friendship	
media	

**2.2** Here is a list of words a learner of English made in a vocabulary notebook in class. Organise them in a more efficient way, using the chart.

rush	oversleep	<i>latecomer</i>	alarm clock	set a clock	deep sleep	fast asleep
out of breath	heavy sleeper		in a hurry	breathless	nightmare	dash
exhausted					yawn	

nouns	verbs	adjectives	collocations	fixed phrases
<i>latecomer</i>				

**2.3** Change the sentences using a synonym (S) or antonym (A) of the words in bold using words from the box.

glad	spicy	deprive sb of sth	shot	dissatisfied	chilly
------	-------	-------------------	------	--------------	--------

- I was **pleased** ... *glad* ..... to hear you'd passed your exam. (S)
- I got some excellent **photos** ..... of the Grand Canyon on my trip to the US. (S)
- She was **happy** ..... with the conditions they offered her in the new job. (A)
- The prisoners were **supplied with** ..... food and medical care. (A)
- I don't like **mild** ..... curries. (A)
- It's a **cold** ..... day today. (S)

**2.4** Fill in the missing word forms. Then mark the word stress for each item.

noun	verb	adjective	person
perfection	<u>perfect</u>	<u>perfect</u>	<u>perfectionist</u>
information	inform		
politics			
economics		*	

\* Give two adjectives.

**2.5** Over to *you*

Think about your own learning style and which ways of organising vocabulary would work best for you.

## A

## What a good dictionary tells you: the basics

A good learners' dictionary (in book form or online) can tell you about:

- Pronunciation: this may mean learning some symbols which are different from the letters of the English alphabet.

θ th in <b>thick</b>	ð th in <b>then</b>	tʃ ch in <b>church</b>
ʃ sh in <b>she</b>	dʒ j in <b>jam</b>	s in <b>pleasure</b>
ŋ ng in <b>ring</b>	æ a in <b>bad</b>	ɒ o in <b>top</b>
ɔ: or in <b>form</b>	ʊ u in <b>put</b>	ə a in <b>about</b>
ʌ u in <b>up</b>	ɜ: ir in <b>bird</b>	

- Word stress: often shown by a mark before the syllable to be stressed or by underlining or bold type, e.g. /əd'ventʃə/, /westən/, **complicated**.
- Usage: how a word is used and any special grammatical pattern that goes with it, e.g. **suggest** + clause (not an infinitive) – *I suggest you ring her right away.* (NOT *I suggest you to ring her right away.*)

## B

## Additional information

- Synonyms (words of similar meaning) and antonyms (opposites), e.g. **mislay** and **misplace** (synonyms), **friend** ≠ **enemy/foe** (antonyms).
- Collocations (how words go together), e.g. the adjective **firm** is often used in these collocations: **firm commitment**, **firm grip**, **firm believer**.
- Whether a verb is transitive or intransitive: **catch** is transitive and must have an object, e.g. *He caught the ball and threw it back to me*; **laugh** is intransitive and does not need an object, e.g. *She laughed when I told her the news*.
- Whether a word is used for people and/or things. In this entry for the adjective **hurtful** in the *Cambridge Advanced Learner's Dictionary* online, we can see that **hurtful** can be used about what someone says or about someone:
- Word class (often as abbreviations **n** noun, **adj** adjective, etc.), and whether a noun is countable or uncountable.
- Information about how words are related to one another through meaning. The *Cambridge Advanced Learner's Dictionary* online allows you to see a visual display of the networks of meaning for a word, as in this display for the adjective **fascinating**. The **Visual Thesaurus** shows related adjectives.

**hurtful** /'hɜ:tfl/ *adjective*  
**causing emotional pain:**  
*That was a very hurtful remark!*  
*How can you be so hurtful?*



The adjectives are grouped according to meaning. This can be very useful when you are writing. If you want to vary your use of adjectives, you can look up the related adjectives to see which one(s) most closely express(es) the meaning you need.

# Exercises

**3.1 Pronunciation. What English words are these?**

- 1 /'edju'keɪʃən/ ..... education  
2 /'pa:sɒptɪ/ .....
- 3 /'li:nɪŋ/ .....  
4 /lɪ'bəti/ .....
- 5 /rə'vɪzən/ .....  
6 /'brʌðə/ .....

**3.2 Underline the stressed syllable of these words. Check your answers in your dictionary.**

- 1 unique      3 urgently      5 record (verb)      7 extract (noun)  
2 elegant      4 eyebrow      6 thermometer      8 lifestyle

**3.3 Look at the grammar patterns which the Cambridge Advanced Learner's Dictionary gives for these words and then correct the sentences that follow.**

1

**supply** /sə'plai/ ► verb [T] to provide something that is wanted or needed, often in large quantities and over a long period of time: *Electrical power is supplied by underground cables.* ◉ *Three people have been arrested for supplying arms to the terrorists.* ◉ *The company has supplied the royal family (= provided them with something they need) for years.* ◉ *At the beginning of term, students are supplied with a list of books that they are expected to read.*

Brazil supplies coffee at many countries. .... *Brazil supplies coffee to many countries.* ....

The officer supplied each soldier a map. ....

2

**deny** /dɪ'nai/ verb [T] NOT TRUE 1 to say that something is not true: *He will not confirm or deny the allegations.* ◉ [+ that] *Neil denies that he broke the window, but I'm sure he did.* ◉ [+ -ing verb] *Neil denies breaking the window.*

The Minister denied to have received any money from the oil company. (two answers)

**3.4 Put a tick (✓) if these adjectives can be used about a person, or a thing (which could be an event, an object, a fact, an idea, etc.) or both. Use your dictionary if necessary.**

	person	thing		person	thing
sad	✓		damp		
lucky			awkward		
content			compulsory		

**3.5 A typical dictionary abbreviation for a noun is (n) and for an adjective (adj). What do you think these abbreviations mean?**

- (adv) ..... *adverb* ..... (pron) ..... (conj) .....  
(prep) ..... (UK) ..... noun [C] .....  
verb [T] ..... noun [U] ..... verb [I or T] .....

**3.6**

Over to you

Go to Cambridge Dictionaries Online at <http://dictionary.cambridge.org>, select the Cambridge Advanced Learner's Dictionary and look up the adjective *damp*. Click on the Visual Thesaurus. How many of the words do you know? Choose four words you don't know and look them up. Record them in your notebook.

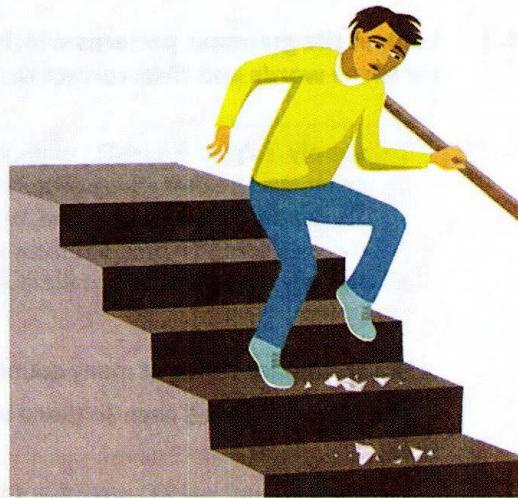
# Guessing and explaining meaning

## A Working out meaning from context

There are a number of clues you can use to help you understand the meaning of an unfamiliar word.

### The context in which the word is used

- Visual clues: for example, a picture in a book or film footage in a TV news broadcast.
- Your own background knowledge about a situation: for example, if you already know that there has just been an earthquake in a big city, then you will find it easy to understand the word 'earthquake' when you hear a news broadcast about it.
- The words around the unfamiliar word: for example, 'Tara picked one tall yellow gladiolus to put in her new vase.' Even if you have never seen or heard the word 'gladiolus', it is clear from the context that it is a type of flower.
- Grammatical clues: for example, it is clear that 'superstitious' must be an adjective in the sentence 'Alejandro is very superstitious and would never walk under a ladder', or that 'gingerly' is an adverb in 'Mike came gingerly down the stairs, trying to avoid all the broken glass.'



### Similarity to other words you already know in English

A large number of words in English are made up of combinations of other words. You may never have seen the word 'headscarf', for example, but it is easy to work out that it is a scarf worn on the head. Units 74–76 will help you improve your skills in understanding how English uses everyday words to build up new concepts.

### Structure

A prefix or suffix may give you a clue: for example, Units 70–72 focus on different aspects of word formation in English and should help you use those clues to make sense of unfamiliar words.

### Similarity to a word you know in your own (or some other) language

If your first language is of Latin or of Germanic origin, you will come across many words in English that resemble words in your own language. However, English has taken many words from many other languages too. So make use of any other languages you know.

But remember that some words are false friends – they sound as if they mean the same but in fact they have a different meaning. For example, *gift* in English means *a present* but in German *Gift* means *poison*.

## B Explaining unknown words

The following expressions are useful when you are trying to explain what a word or expression means:

It's probably something (a bit) like (a chair) ...

It's got to be something you use for (painting pictures / cleaning the kitchen floor) ...

It's a kind of (bird / musical instrument / building) ...

I think it must / could mean ...

## Exercises

- 4.1** Look at the following text. Before you read it, see if you know what the underlined words mean.

A tortoise is a shelled reptile famed for its slowness and longevity. The Giant Tortoise of the Galapagos may attain over 1.5 metres in length and have a lifespan of more than 150 years. Smaller tortoises from Southern Europe and North Africa make popular pets. They need to be tended carefully in cool climates and must have a warm place in which they can hibernate.



Which of the underlined words can you guess from the context or using any other clues? First make a guess and then check your guesses in the Answer key.

- 4.2** Use the context to work out what the underlined words mean. Explain them using one or other of the expressions in B on the opposite page.

- 1 Above the trees at the edge of the meadow, a buzzard hangs for a moment on the wind before soaring towards the hills. *I think a buzzard must be a kind of bird.*
- 2 According to some sources, the water vole is one of the most rapidly declining creatures in Britain and a new survey is now being carried out to determine how serious the threat of extinction really is.
- 3 Using a large chisel and a hammer, Jack managed to knock down the old garden wall.
- 4 Kate carried in a delicious chicken and noodle soup in a large tureen and we enjoyed several bowls each.
- 5 We often used to walk up to the cliff top where we would clamber over the farmer's gate and go right to the edge where the view was better.
- 6 Some people get really ratty when they haven't had enough sleep.

- 4.3** Use your knowledge of other basic English words to help you work out the meanings of the underlined words and expressions. Rewrite them using simpler words or explanations for the underlined words and phrases.

- 1 It says on the can that this drink is sugar-free. *this drink doesn't contain sugar*
- 2 I find Caitlin a very warm-hearted person.
- 3 I've been up to my eyes in work ever since I got back from holiday.
- 4 We walked down a tree-lined street towards the station.
- 5 The little boys were fascinated by the cement-mixer.
- 6 More and more shops now have their own special store cards and offer you a discount if you use one of them.

- 4.4** Use your knowledge of prefixes and suffixes to suggest what these phrases mean.

- 1 to redirect a letter *to send it to a different address*
- 2 uncontrollable anger .....
- 3 pre-dinner drinks .....
- 4 bi-monthly report .....
- 5 my ex-boss .....
- 6 anti-tourist feelings .....
- 7 to disconnect the telephone .....
- 8 undelivered letters .....

# 5 Countries, nationalities and languages

## A Using 'the'

Most names of countries are used without 'the', but some countries and other names have 'the' before them, e.g. **the United States / the US(A), the United Kingdom / the UK, the Netherlands, the Philippines, the United Arab Emirates / the UAE, the European Union / the EU, the Commonwealth.**

## B Adjectives referring to people, countries and languages

With **-ish**: British Irish Flemish Polish Danish Turkish Spanish

With **-(i)an**: Canadian Brazilian Latvian Korean Russian Australian

With **-ese**: Japanese Chinese Vietnamese Portuguese Maltese Taiwanese

With **-i**: Israeli Iraqi Kuwaiti Pakistani Yemeni Bangladeshi

With **-ic**: Icelandic Arabic Slavonic

Some adjectives are worth learning separately, e.g. **Swiss, Thai, Greek, Dutch, Cypriot.**

## C Nationalities

Some nationalities and cultural identities have nouns for referring to people, e.g. **a Finn, a Swede, a Turk, a Spaniard, a Dane, a Briton, an Arab, a Pole**. For most nationalities we can use the adjective as a noun, e.g. **a German, an Italian, a Belgian, a Catalan, a Greek, an African, a European**. Some need woman/man/person added to them (you can't say 'a Dutch'), so if in doubt, use them, e.g. **a Dutch man, a French woman, an Irish person, an Icelandic man.**

## D World regions



## E Regional groups and ethnic groups

People belong to **ethnic groups** and **regional groups** such as **African-Caribbean, Asian, Latin American, North African, Scandinavian, Southern African, European, Arabic**. These can be used as countable nouns or as adjectives.

Many **Europeans** enjoy travelling to the Far East to experience **Asian** cultures.  
**Arabic** culture extends across a vast region of North Africa and the Middle East.

People speak **dialects** as well as languages. Everyone has a **native language** or **first language** (sometimes called **mother tongue**); many have **second** and **third languages**. Some people are expert in more than one language and are **bilingual** or **multilingual**. People who only know one language are **monolingual**.

## Exercises

### 5.1 Write the related adjectives in the correct columns.

Ireland	Iceland	Thailand	Latvia	Israel	Switzerland	China	Pakistan
Turkey	Arabia	Brazil	the Netherlands	Korea	Denmark		

-ian	-ic	-ish	-i	-ese	(other)
Latvian		Irish			

### 5.2 Match the countries with their world regions.

- |                |                                     |                   |
|----------------|-------------------------------------|-------------------|
| 1 Sweden       | <input checked="" type="checkbox"/> | a the Middle East |
| 2 Cambodia     | <input type="checkbox"/>            | b Southern Africa |
| 3 Nicaragua    | <input type="checkbox"/>            | c Scandinavia     |
| 4 Tunisia      | <input type="checkbox"/>            | d East Asia       |
| 5 Saudi Arabia | <input type="checkbox"/>            | e Central America |
| 6 Botswana     | <input type="checkbox"/>            | f North Africa    |

### 5.3 Correct the mistakes in these newspaper headlines.

1 New James Bond  
to be played by a  
**Swedish!**

*Swede*

2 BRITAIN'S HAVE HIGHEST  
TAX RATE IN EUROPE

3 MALTISH PRIME MINISTER  
VISITS WASHINGTON

4 Police arrest Danish  
on smuggling charge

5 Iraqi delegation  
meets Pakistani  
President

### 5.4 Famous names. Can you name a famous ...

- |   |                          |
|---|--------------------------|
| 1 Argentinian sportsman or woman? <i>Lionel Messi</i> | 5 Italian opera singer?  |
| 2 Spanish actor?                                      | 6 Irish rock-music band? |
| 3 South African political leader?                     | 7 American golfer?       |
| 4 Australian singer?                                  |                          |

### 5.5 Over to you

Complete the sentences so that they are true for you.

- I am ..... (nationality)
- My first language is .....
- I speak ..... (number) language(s) fluently, so I am .....
- My ethnic/regional group is .....
- I have visited these countries: .....
- I would like to travel to .....
- One language I would like to learn is .....
- I've never been to these two countries: ..... and .....

# 6 The weather

## A Cold weather

In Northern Europe, **daytime**<sup>1</sup> temperatures are often quite mild, even in **late**<sup>2</sup> autumn. The days are often **misty**<sup>3</sup>, foggy and **damp**<sup>4</sup>. Soon, winter arrives, with **frost**<sup>5</sup>, icy roads and **severe**<sup>6</sup> weather, including heavy snow. As people **expect** the weather to be bad, they try and keep warm so they don't **freeze!** Freezing weather may continue in the far north until May or even June, when the ground starts to **thaw** /θəʊ:/<sup>7</sup> and the ice **melts**<sup>8</sup> again.



<sup>1</sup> during the day    <sup>2</sup> towards the end of a period of time    <sup>3</sup> with clouds of small drops of water in the air, making it difficult to see things in the distance    <sup>4</sup> slightly wet, and not pleasant or comfortable  
<sup>5</sup> thin, white layer of ice on surfaces when the weather is very cold    <sup>6</sup> extremely bad    <sup>7</sup> change from hard, frozen state to softer state    <sup>8</sup> change from solid to liquid under heat

## B Warm/hot weather



In a **tropical**<sup>1</sup> climate, the weather is often **stifling**<sup>2</sup>, **muggy**<sup>3</sup> and **humid**<sup>4</sup>. In other hot climates, there may be **boiling**<sup>5</sup> hot days, and **heatwaves**<sup>6</sup> may be common.

<sup>1</sup> very hot, as in countries near the Equator    <sup>2</sup> hot, uncomfortable, you can hardly breathe    <sup>3</sup> very warm and a little damp    <sup>4</sup> hot and damp, makes you sweat a lot    <sup>5</sup> extremely hot    <sup>6</sup> very hot, dry periods

## C Wet weather



This wet weather scale gets stronger from left to right.

**shower** (noun) → **heavy rain** → **pour down** (verb) / **downpour** (noun) → **torrential rain** → **flood** (noun and verb)

This rain won't last long; it's only a **shower**. [short period of rain]

There was quite **heavy rain** during the night. / It **rained heavily** during the night.

It was absolutely **pouring down** yesterday. / There was a real **downpour**.

In Malaysia there is usually **torrential rain** most days, and the roads sometimes get **flooded**. /

There are sometimes **floods** on the roads.

The sky's a bit **overcast**; I think it's going to rain. [very cloudy]

We had a **drought** /draʊt/ last summer. It didn't rain for six weeks.

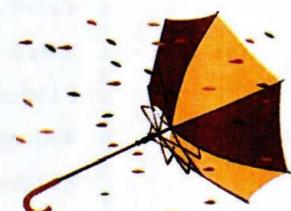
## D Wind

There was a **gentle breeze** on the beach, just enough to cool us.

There was a very **strong/high wind** and my umbrella blew away.

There was a **gale** that day, so we didn't go sailing. [very high wind]

People stayed indoors because there was a **hurricane** on the way.  
[extremely high, dangerous wind]



### Common mistakes

The noun **weather** is uncountable. We say: **We had bad weather that day.** (NOT We had a bad weather.)

## Exercises

### 6.1 Answer the questions about the words in A opposite.

- Which adjective could you use to describe something that is wet, but not very wet? damp.....
- Which adjective would you use before 'summer' to refer to the end part of it? .....
- Which verb means the temperature has gone up and there is no longer frost or ice? .....
- Which word can be used to describe something that happens in the day? .....
- What happens to ice cream on a very hot day? .....
- If you see a thin, white covering on everything on a cold day, what is it? .....
- If you can't see things in the distance, what is the weather probably like? .....
- Which two adjectives could you use to describe a wind that blows very hard? .....
- Which adjective can you use to describe very bad weather? .....

### 6.2 What types of weather do these pictures suggest?



1 hurricane.....



2 .....



3 .....



4 .....

### 6.3 Rewrite the words in bold using words from B opposite.

I think it would be interesting to live in a **hot** **tropical** ..... climate. However, I don't like weather **that is hot and damp and makes you sweat** ..... I even dislike the days **that are slightly warm and damp** ..... which we get in the UK. Some people love **extremely** ..... hot days, and I don't mind **very hot, dry periods** ..... occasionally, but when it's **hot and uncomfortable and you can hardly breathe** ..... it's just impossible. Maybe I should stay at home and forget about moving to a hot climate!

### 6.4 What kinds of weather do you think caused the following to happen? Write a sentence which could go before each of these. Use words from the opposite page.

- The weather was stifling ..... We had to use the air-conditioning every afternoon.
- ..... The sweat was pouring out of us.
- ..... It just cooled us nicely on the hot beach.
- ..... Cars were sliding everywhere out of control.
- ..... The postman had to use a boat to get around.
- ..... You couldn't really see the trees in the distance.
- ..... The earth became rock hard and a lot of plants died.
- ..... It blew the newspaper right out of my hands.
- ..... My hair and clothes got soaking wet.
- ..... It looked as if it would rain at any minute.

### 6.5 Over to you

This chart shows anyone who wants to visit the West of Ireland what weather they can expect at different times of the year. Make a similar chart for your country or home region.

Dec-Mar	April-June	July-Aug	Sept-Nov
coldest months; usually wet; heavy rain; snow on high ground	generally cool, often wet and windy but getting warmer	warmest months; sunny, with showers; cool sea breezes	often mild, becoming cold; damp, misty and foggy, often overcast

## 7

# Describing people: appearance

## A Hair, face, skin and complexion /kəm'plekʃən/



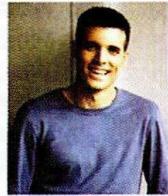
**She's got straight hair and she's thin-faced / she's got a thin face.**



**She's got long, wavy hair and she's round-faced / she's got a round face.**



**She's got curly hair and is black.**



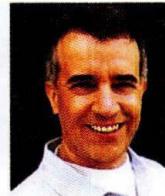
**He's got a crew-cut. He's white.**



**He's bald /bɔ:lđ/ and has freckles.**



**He's got a beard and moustache /mʊs'ta:ʃ/ and has a chubby face.**



**He's got receding hair and a few wrinkles /'rɪŋkəlz/.**



**He used to have black hair but now it's gone grey, almost white.**

What sort of person would you find attractive? **Blonde, fair, dark or ginger-haired / red-haired?**

She has such beautiful **auburn** hair. /'ɔ:bən/ [red-brown]

**Fair** and **dark** can be used for hair, complexion or skin. Some people like **getting a tan** in summer [exposing their skin to the sun so that it goes darker], although the risks of getting **sunburnt** are well known.

## B

## Height and build

**Fat** may sound impolite. Instead we can say that someone is rather **plump** or **stout**, or **a bit overweight**. If someone is broad and solid, we can say they are **stocky**. A person with good muscles can be **well-built** or **muscular**. [generally said about men] Someone who is very fat can be described as **obese /əu'bī:s/**, especially when talking in a medical context.

Someone who is thin can be described as **slim** [positive] or **skinny** [negative]. If someone has a nice **figure**, they have an attractive shape. [generally said about women]

## C

## General appearance

She's a very **smart** and **elegant** woman, always **well-dressed**; her husband is quite the opposite, very **scruffy** and **untidy-looking / messy-looking**.

Chloe looked **stunning** in her red dress. [very attractive]

He's very **good-looking**, but his friend's rather **unattractive**. [opp attractive]

Her eyes are her best **feature**. [the most attractive part of her face]

Do you think **beautiful** women are always attracted to **handsome** men? I don't. I think **personality** matters most.

**First impressions** are always important.  
[your first reaction to someone]

### Language help

The suffix **-ish** is useful for describing people (see Unit 70). She's **tallish**. He has **brownish** hair. He must be **thirtyish / in his thirties**.

## Exercises

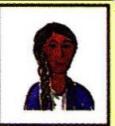
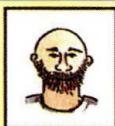
### 7.1 Choose a word from the opposite page to complete these sentences.

- I wish I could get a tan ..... like yours but my skin just goes red in the sun.
- My cousin used to have a lovely ..... but she's put on weight in all the wrong places since she stopped taking much exercise.
- Thomas's eyes are his best ..... – they're so large and sparkly and such a deep brown.
- Jess is in her thirties but she still has the same lovely fresh ..... as her young daughter has.
- Staff at the bank were told to dress smartly for work so they would always create a good ..... on customers.
- I'd call her ..... rather than ginger-haired – her hair's dark brown with just a tinge of red in it.
- George says that the ..... round his eyes just show that he has smiled a lot in his life.
- Even in jeans Alina manages to look .....
- Carla looks beautiful in old clothes and without any make-up but when she's dressed up for an evening out she's absolutely .....

### 7.2 Answer these remarks with the opposite description.

- A: I thought you said he was the short, chubby one.  
B: No, no, no, not at all, he's the tall, thin-faced one.
- A: Was that his brother, the one with wavy hair?  
B: No, completely the opposite, his brother's .....
- A: She's always quite well-dressed, so I've heard.  
B: What! Who told you that? Every time I see her, she's .....
- A: So Charlene's that rather plump, fair-haired woman, is she?  
B: No, you're looking at the wrong one. Charlene's .....
- A: So, tell us about the new boss; good-looking?  
B: No, I'm afraid not; rather .....
- A: I don't know why, but I expected the tour guide to be fiftyish or rather plump.  
B: No, apparently she's only .....

### 7.3 WANTED! MISSING! Complete the gaps in these police posters with your own ideas.

<b>WANTED FOR MURDER</b>	<b>WANTED FOR ARMED ROBBERY</b>	<b>MISSING</b>	<b>WANTED DEAD OR ALIVE</b>
			
<b>Ian Prowse</b> White, height 6ft, ..... -faced, ..... hair, ..... skin	<b>Sandra King</b> White, height 5ft 4, ..... hair, ..... build, ..... -faced	<b>Jasmin Kaur, Age 7,</b> <b>Asian, height 4ft,</b> thin- ..... , ..... , ..... hair	<b>Jack 'Dagger' Flagstone</b> White, height 6ft, ..... , with ..... and ..... ; ..... build.

### 7.4 Over to you

Write a description of each of these people, giving information about their hair and face, their height and build and general appearance:

- you yourself
- your best friend
- a neighbour
- your ideal of a handsome man / a beautiful woman

## A

## Intellectual ability

lots of ability	intelligent bright clever sharp shrewd able gifted talented brainy (informal)
lacking ability	stupid foolish simple silly brainless daft dumb dim thick (the last five are predominantly informal words, and they can all be offensive)
clever, in a negative way, using brains to trick or deceive	cunning crafty sly

## B

## Attitudes towards life

Amal is **pessimistic** while Nia is **optimistic** – he always expects the worst to happen while she looks on the bright side.

It is strange that one of the twins is so **extroverted** while the other is so **introverted** – Ben loves being the focus of attention while Jake prefers to be alone with his thoughts.

I feel very **tense** (or **wound up / stressed out\*\***) after a very busy day at work but, after a hot bath, I'll soon feel **relaxed**.

Eva is very **sensible** – she'd never do anything stupid. In other words, she's very practical and **down-to-earth**.

Roberto is very **sensitive** – he gets very **upset** (or **worked-up**, more informal), if he feels people are criticising him.

## C

## Attitude towards other people

Enjoying others' company: **sociable gregarious\***

Disagreeing with others: **quarrelsome argumentative**

Taking pleasure in others' pain: **cruel sadistic**

Relaxed in attitude to self and others: **easy-going even-tempered laid-back\*\***

Not polite to others: **impolite rude ill-mannered discourteous\***

Telling the truth to others: **honest trustworthy reliable sincere**

Unhappy if others have what you do not have yourself: **jealous envious**

## D

## One person's meat is another person's poison

Some characteristics can be either positive or negative depending on your point of view. The words in the right-hand column mean roughly the same as the words in the left-hand column except that they have negative rather than positive connotations.

positive associations	negative associations
determined	obstinate stubborn pig-headed
thrifty economical	stingy mean tight-fisted miserly*
self-assured confident	self-important arrogant full of yourself**
unconventional original	eccentric odd peculiar weird**
frank direct open	blunt abrupt brusque curt
broad-minded	unprincipled permissive
enquiring*	inquisitive nosy**
generous	extravagant
innocent	naïve
ambitious	pushy**
assertive	aggressive bossy**

\*These words are much more common in written than in spoken English.

\*\*These words are much more common in spoken than in written English.

## Exercises

### 8.1 Match the words on the left with their opposites on the right.

- |               |                                     |                |
|---------------|-------------------------------------|----------------|
| 1 clever      | <input checked="" type="checkbox"/> | a introverted  |
| 2 extroverted | <input type="checkbox"/>            | b tight-fisted |
| 3 rude        | <input type="checkbox"/>            | c courteous    |
| 4 cruel       | <input type="checkbox"/>            | d gregarious   |
| 5 generous    | <input type="checkbox"/>            | e kind-hearted |
| 6 unsociable  | <input type="checkbox"/>            | f dim          |

### 8.2 Do you think that the speaker likes or dislikes the people in these sentences? Reword each sentence to give the opposite impression (negative rather than positive or vice versa).

- |   |                                  |
|---|----------------------------------|
| 1 Carmen's very thrifty. <i>Likes - Carmen's very stingy.</i> | 5 Nico's quite bossy.            |
| 2 Molly's usually frank.                                      | 6 I find Marcus self-important.  |
| 3 Grace is quite broad-minded.                                | 7 Don't you think James is nosy? |
| 4 Sam can be aggressive.                                      | 8 Freya is very original.        |

### 8.3 Pair the words that have similar meanings.

*brainless - silly*

<b>brainless</b>	curt	gifted	rude	tense
<b>brusque</b>	direct	honest	sensible	tight-fisted
<b>crafty</b>	down-to-earth	impolite	<b>silly</b>	trustworthy
<b>cunning</b>	frank	miserly	talented	wound up

### 8.4 Magazines often publish questionnaires which are supposed to analyse aspects of your personality. Look at the words below and match them to the corresponding question.

pessimistic	argumentative	sensitive	sociable
extravagant	assertive	inquisitive	reliable

- 1 If you arrange to meet at 7 pm, do you arrive at 7 pm? *reliable* .....
- 2 When you have a problem, do you think the worst will happen? .....
- 3 Do you find it easy to tell your boss if you feel he or she has treated you badly? .....
- 4 Do you always look out of the window if you hear a car draw up? .....
- 5 Do you often buy your friends presents for no particular reason? .....
- 6 Do you frequently disagree with what other people say? .....
- 7 Do you lie awake at night if someone has said something unkind to you? .....
- 8 Do you prefer to be in the company of other people? .....

### 8.5 What questions like those in 8.4 could you ask to find out if a person is the following?

- |            |                                     |                 |               |             |                |
|------------|-------------------------------------|-----------------|---------------|-------------|----------------|
| 1 thrifty  | <i>Do you use up leftover food?</i> | 2 blunt         | 4 intelligent | 6 original  | 8 stressed out |
| 3 sensible |                                     | 5 even-tempered |               | 7 obstinate |                |

### 8.6

*Over to you*

Choose two people who are important in your life. Describe them using adjectives in this unit and give reasons why you chose each adjective.

EXAMPLE *My brother is sociable because he loves being with other people.*

# 9 Idioms describing people

## A Positive and negative qualities

*positive*

She has **a heart of gold**. [very kind, generous]  
He's **as good as gold**. [helpful, well-behaved; used generally for children]

*negative*

She's **as hard as nails**. [no sympathy for others]  
He's a **nasty piece of work**. [unpleasant]

*Note also:*

Her **heart's in the right place**. [is a good and kind person even though they do not always seem so]  
He's such an **awkward customer**. [difficult person to deal with]  
She's a **pain in the neck**. Nobody likes her. [nuisance, difficult]  
He **gets on everyone's nerves**. [irritates everybody]

## B Idioms based on 'head'

You can learn idioms by associating them with a key word or words. Two of the idioms in A, for example, are based on *gold* and two on *heart*. Here is a set of idioms describing people based on the word *head*.

**to have** { **your head screwed on** [be sensible, informal]  
**a head for heights** [not suffer from vertigo]  
**a head like a sieve** [bad memory]  
**a good head for figures** [be good at maths]  
**your head in the clouds** [unaware of reality]

**to be head and shoulders above someone** [much better than]

**to bury your head in the sand** [refuse to think about a difficult situation in the hope you won't have to deal with it]

**to keep your head** [stay calm in a difficult situation]



## C How people relate to the social norm

She's a bit of **an odd-ball**. [peculiar, strange]

He's really **over the top**. [very exaggerated in behaviour]

He's (gone) **round the bend**, if you ask me. [absolutely crazy/mad]

My politics are very **middle-of-the-road**. [very normal; no radical ideas; neither left- nor right-wing]

## D Who's who in the class? Idioms for people in the classroom

Sam's **teacher's pet**. [teacher's favourite] Laura's **top of the class**.

Harry is a real **know-all**. [thinks he knows everything]

Ali's a bit of a **big-head**. [has a high opinion of him/herself] Anna's a **lazy-bones**.

The last three idioms are used of people outside the **classroom situation** too.

## Exercises

### 9.1 Try to complete these idioms from memory if possible.

- 1 She does a lot of voluntary work; she has a heart ... *of gold*.
- 2 Don't expect any sympathy from the boss; she's as hard ...
- 3 I'm sure Ahmed will help you; he's as good ...
- 4 Although Florian sometimes seems a bit bad-tempered his heart is ...
- 5 I don't think you'll like him; he's a nasty ...
- 6 I try to avoid having much to do with Liam. He's rather an ...

### 9.2 What do we call ...

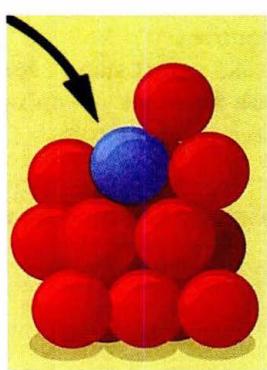
- 1 an irritating person who knows everything? *a know-all*
- 2 the person who is the teacher's favourite?
- 3 someone who thinks they are the best and says so?
- 4 the one who gets the best marks?
- 5 a person who is very lazy?

### 9.3 Complete the sentences using an idiom from B.

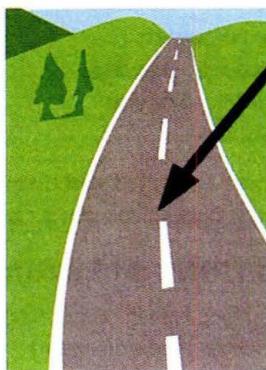
- 1 I'd better write it in my notebook. I have ... *a head like a sieve*.
- 2 Ask Martha to check those sums. She has ...
- 3 Don't ask me to go up that tower. I'm afraid I don't ...
- 4 She's very sensible and knows what she's doing. She ...
- 5 He's quite out of touch with reality. He really ...
- 6 The problem won't go away so there's no point ...
- 7 Max is top of the class, ... everyone else.
- 8 Even when others around him are panicking Raul always ...

### 9.4 Which part of the body might a difficult person (a) get on (b) be a pain in?

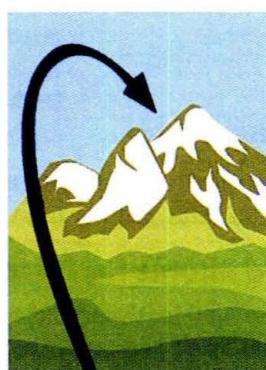
### 9.5 Which of the idioms opposite do you think these pictures represent?



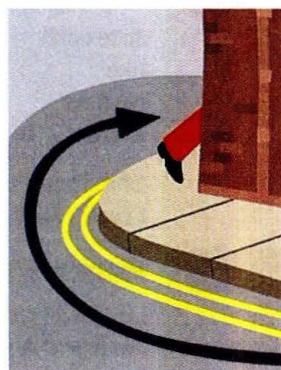
1 *an odd-ball* .....



2 .....



3 .....



4 .....

### 9.6 Over to you

Choose five idioms from this unit that you could use to describe people that you know.

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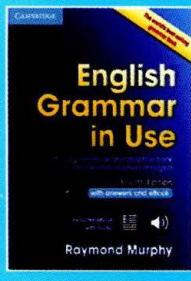
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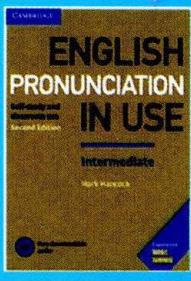
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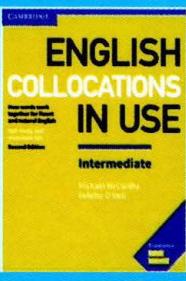
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