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CD-ROM

Michael McCarthy
Felicity O'Donnell

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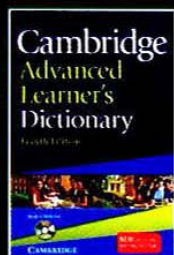
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English Vocabulary in Use

Advanced
Second Edition

Brigit Viney with
Michael McCarthy
Felicity O'Dell



CD-ROM
for Windows and Mac

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Contents

Thanks and acknowledgements	5	Travel	
Introduction	6	24 On the road: traffic and driving	54
Work and study		25 Travel and accommodation	56
1 Cramming for success: study and academic work	8	26 Attracting tourists	58
2 Education: debates and issues	10	The environment	
3 At work: colleagues and routines	12	27 Describing the world	60
4 At work: recruitment and job satisfaction	14	28 Weather and climate	62
5 At work: careers	16	29 Brick walls and glass ceilings	64
6 Managing a business	18	30 Taking root and reaping rewards	66
People and relationships		31 The animal kingdom	68
7 Describing yourself	20	32 Our endangered world	70
8 Describing others: appearance and mannerisms	22	Society and institutions	
9 Describing others: personality and character traits	24	33 Here to help: customer service	72
10 Relationships: friends forever	26	34 Authorities: customs and police	74
11 Relationships: ups and downs	28	35 Belief systems	76
12 Emotions and reactions	30	36 Festivals in their cultural context	78
13 Negative feelings	32	37 Talking about languages	80
14 Birth and death: from cradle to grave	34	38 History: since the dawn of civilisation	82
Leisure and lifestyle		39 Poverty: the haves and the have nots	84
15 Free time: relaxation and leisure	36	40 British politics	86
16 All the rage: clothes and fashion	38	41 International politics	88
17 Home styles, lifestyles	40	42 The letter of the law	90
18 Socialising and networking	42	43 War and peace	92
19 The performance arts: reviews and critiques	44	44 Economy and finance	94
20 The visual arts	46	45 Personal finance: making ends meet	96
21 Talking about books	48	The media	
22 Food: a recipe for disaster	50	46 The media: in print	98
23 Dinner's on me: entertaining and eating out	52	47 The media: internet and email	100
		48 Advertising	102
		49 The news: gathering and delivering	104

Health

- 50** Healthcare 106
51 Illness: feeling under the weather 108
52 Medical language 110
53 Diet, sport and fitness 112

Technology

- 54** Industries: from manufacturing to service 114
55 Technology and its impact 116
56 Technology of the future 118
57 Energy: from fossil fuels to windmills 120

Basic concepts

- 58** Space: no room to swing a cat 122
59 Time: once in a blue moon 124
60 Motion: taking steps 126
61 Manner: behaviour and body language 128
62 Sounds: listen up! 130
63 Weight and density 132
64 All the colours of the rainbow 134
65 Speed: fast and slow 136
66 Cause and effect 138
67 Spot the difference: making comparisons 140
68 Difficulties and dilemmas 142
69 Modality: expressing facts, opinions, desires 144
70 Number: statistics and quantity 146

Functional vocabulary

- 71** Permission: getting the go-ahead 148
72 Complaining and protesting 150
73 Apology, regret and reconciliation 152
74 A pat on the back: complimenting and praising 154
75 Promises and bets 156
76 Reminiscences and regrets 158
77 Agreement, disagreement and compromise 160

- 78** Academic writing: making sense 162
79 Academic writing: text structure 164
80 Writing: style and format 166
81 Whatchamacallit: being indirect 168
82 Give or take: more vague expressions 170
83 The way you say it 172

Words and meanings

- 84** Abbreviations and acronyms 174
85 Prefixes: creating new meanings 176
86 Suffixes: forming new words 178
87 Word-building and word-blending 180
88 English: a global language 182
89 False friends: words easily confused 184
90 One word, many meanings 186

Fixed expressions and figurative language

- 91** Collocation: which words go together 188
92 Metaphor: seeing the light 190
93 Idioms for everyday situations and feelings 192
94 Brushing up on phrasal verbs 194
95 Connotation: making associations 196

Language variation

- 96** Register: degrees of formality 198
97 Divided by a common language 200
98 Language and gender 202
99 In the headlines 204
100 Red tape 206

Answer key 208

Phonemic symbols 278

Index 279

How to use the CD-ROM 301

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Michael McCarthy
Felicity O'Dell

Cambridge, February 2013

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Illustrations

Kathy Baxendale, Nigel Dobbyn, Celia Hart, Julian Mosedale, Eric Smith

Introduction

To the student

This book has been written to help you expand your vocabulary at the advanced level. You already know thousands of English words, but to express yourself fully and in a sophisticated way at the advanced level, you will ideally need between 6,000 and 8,000 words, so increasing your vocabulary is very important for your general progress in English, as well as for any academic, professional or vocational needs you may have where English plays an important role. At the advanced level, as well as learning new words, you will need to learn more about the subtle connotations of words, aspects of register and style and how words combine into collocations, compounds and fixed phrases. In this book, there are around 3,460 new words and expressions 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. Where our research shows that learners frequently make errors, we give you advice on how to avoid the most common ones, as well as other useful language tips. 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 have grouped them into themes, so you might wish to work through several units on a particular area of vocabulary before moving to a new one.

The Answer key at the end of the book is for you to check your answers to the exercises after you do them. The 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* activities, we do not provide answers, since this is your opportunity to work completely independently and in a very personal way, so everyone's answer 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 278.

You should also have a dictionary with you when you use the book. You can use a paper dictionary, 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 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. Repeating work is very important.
- 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 other books in the series which have more specialised titles: *English Idioms in Use*, *English Phrasal Verbs in Use* and *English Collocations in Use*, which are available at advanced level, as well as *Academic Vocabulary in Use*. There are also separate books of tests available, where you can test yourself on what you have learnt from the books in the series. Find out more at the Vocabulary in Use website: <http://www.cambridge.org/elt/inuse>.

To the teacher

This book can be used in class or as a self-study book. It is intended to take learners from an upper-intermediate level of vocabulary to an advanced level. The vocabulary has been chosen for its usefulness in everyday situations, and we consulted the Cambridge English Corpus, a billion-word-plus written and spoken corpus of present-day English which includes a huge learner corpus, to help us decide on the words and phrases to be included and to help us understand the typical problems learners encounter at the advanced level. We also consulted the English Vocabulary Profile to make sure that the words in the book are a representative sample of vocabulary that is typical of the Common European Framework levels C1 and C2. Visit the English Vocabulary Profile at <http://www.cambridge.org/elt/inuse>.

At the advanced level, as well as learning a large number of new words and expressions, learners are often directing their efforts towards academic, professional or vocational needs, and so we have tried to offer a modern, sophisticated vocabulary that will underpin their work in other areas. The new vocabulary (on average 40 items per unit) is presented with 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 all the target vocabulary. The key at the end of the book is for students to check their answers to the exercises after they do them. The key sometimes has more than one answer. 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* activities, we do not provide answers, since this gives learners the opportunity to work completely independently and in a very personal way, so everyone's answer will be very different.

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, modality, manner and varieties and style. 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 key item.

The right-hand pages offer a variety of different types of activities, 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 be easily adapted for pairwork, groupwork or whole-class activities in the usual way.

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 a learner needs 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. It is especially important at the advanced level to discuss in detail the meanings and uses of words and phrases and how they combine and collocate with one another.

When your students have finished all the units in this book, they can move on to the more specialised higher level books in this series: the advanced levels of *English Idioms in Use*, *English Phrasal Verbs in Use* and *English Collocations in Use*, or they may wish to work on academic vocabulary by using *Academic Vocabulary in Use*, all by the same authors as this book. They can also test themselves on the knowledge they have gained from this and the other books in the series by using the separate books of tests that accompany the series. You can find out more at the Vocabulary in Use website: <http://www.cambridge.org/elt/inuse>

We hope you enjoy using the book.

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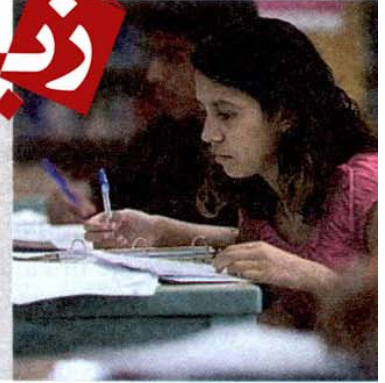
Cramming for success: study and academic work

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A Study and exams

Before an exam, some students **cram**¹ for it. Even if you're a **genius**², you'll have to do some **revision**. If the exam happens every year, you can **revise** by looking at **past papers**³. Some things can be **memorised** or **learnt (off) by heart**. But **rote-learning**⁴ is not sufficient for most subjects. It is also possible to use **mnemonics**⁵. However, all things considered, the best idea is to **bury yourself in your books**⁶ and to **study intensively**⁷ until you know the subject **inside out**⁸.



¹ study in a very concentrated way for a short time ² an exceptionally clever person ³ exam papers from previous years ⁴ learning purely by repetition ⁵ /ni'mɒnɪks/ tricks that help you remember something, for example: 'i' after 'e' except after 'c' is a mnemonic for English spelling (e.g. friend, but receive) ⁶ spend the maximum time studying ⁷ in a very focused way ⁸ know it completely

B Academic writing

composition could be just 50–100 words, often used for school work
essay longer than a composition, more serious, hundreds or thousands of words
assignment a long essay, often part of a course, usually thousands of words
project like an assignment, but emphasis on student's own material and topic
portfolio a collection of individual pieces of work, may include drawings and other examples of creative work as well as writing
dissertation a long, research-based work, perhaps 10–15,000 words, for a degree or diploma
thesis a very long, original, research-based work, perhaps 80–100,000 words, for a higher degree (e.g. PhD)

It's a good idea to start with a **mind map**¹ when preparing an essay. Always write a **first draft**² before **writing up** the final version. Your essay should be all your own work; **plagiarism**³ is a very serious offence in colleges and universities. It is an increasing problem because it is so easy to cut and paste from materials available on the internet, and students have to sign a **plagiarism form** to say that the work they are handing in is all their own and that they **acknowledge**⁴ any sources they have used. There is usually a **deadline**⁵. After the essay is **submitted**⁶, it will be **assessed**⁷ and usually you can get **feedback**⁸.

¹ diagram that lays out ideas for a topic and how they are connected to one another ² first, rough version ³ /'pleɪdʒərɪzəm/ using other people's work as if it was yours ⁴ give details of ⁵ date by which you must hand in the work ⁶ handed in; *formal* ⁷ evaluated and given a grade ⁸ comments from the teacher/tutor

C Aspects of higher academic study

University academics **carry out**¹ **research** and are expected to read **academic journals**², which publish **papers/articles** on specialised subjects. If a library does not have a copy of a book or journal, you may be able to **access it online**³ or you can usually get it through an **inter-library loan**⁴. **Open educational resources**⁵ are particularly convenient for many students. Academic study can be very demanding, and some students **drop out**⁶, but the majority survive till **finals**⁷ and become **well-qualified**⁸ members of their future professions.

¹ less formal is **do research** ² magazines with academic articles (we do not use the word *magazine* to talk about this kind of academic publication) ³ get hold of (it) on the internet ⁴ system where libraries exchange books/journals with one another ⁵ online materials that can be freely used by teachers and students anywhere ⁶ leave the course before the end because they cannot cope ⁷ last exams before the end of a college or university course ⁸ with the right formal qualifications

Exercises

1.1 Correct the wrong usage of words to do with written work in these sentences.

- 1 His PhD assignment was 90,000 words long and was on the history of US place names.
- 2 Little Martha did her first dissertation in school today. It was called 'My family'.
- 3 We have to hand in an essay at the end of the course. It can consist of up to five different pieces of work.
- 4 The teacher gave us the title of this week's project today. We have to write 1,000 words on the topic of 'If I ruled the world' and hand it in next Monday.
- 5 At the end of this course, you have to do a 5,000-word thesis which will be assessed, and the grade will contribute to your final degree.
- 6 I think I'll do a study of people's personal banking habits for my MSc composition. It has to be about 12,000 words.
- 7 I've chosen to do the portfolio instead of the two exams, because I like to do one single piece of work where I can research something that interests me personally.

1.2 Rewrite this text using words and phrases from the opposite page instead of the underlined words.

When I'm studying in a very focused way because I'm preparing hard for an exam, I don't see any point in looking up exam papers from previous years, nor is there any point in just learning things by memory. I know some people develop very clever memory tricks to help them remember the material, but there's no real substitute for rereading and going over the term's work. It's a good idea to have some sort of diagram to organise your ideas, and memory-learning is useful, but in a limited way. At the end of the day, you just have to read a huge amount until you feel you know the subject 100%.

1.3 Answer these questions.

- 1 What do we call the first attempt at writing something, e.g. an essay?
- 2 What word means 'the date by which you must do something'?
- 3 What word means 'using someone else's ideas as if they were yours'?
- 4 What are more formal words for 'to hand in' and for 'to mark'?
- 5 What phrasal verb do we use when someone doesn't complete their course?
- 6 What is another word for an academic article? Where can you read them?
- 7 What is the name of the system for getting books from other libraries?
- 8 What word means 'the comments you get back from the teacher about your work'?
- 9 What word can you use for a person who is extraordinarily intelligent?
- 10 What is a more formal way of saying 'do research'?

1.4 Choose the best word from the opposite page to complete these sentences.

- 1 If you quote an article in an essay, you must your source, giving details of author and title.
- 2 Open educational can be particularly useful for students who do not have easy access to a university library.
- 3 How much have you done for tomorrow's maths exam?
- 4 Don't forget to sign the form and hand it in with your dissertation.
- 5 Some people take a long time to find suitable work even though they are very
- 6 Orla has had a published in the *British Medical Journal*.
- 7 All students need a username and password to be able to journals online.
- 8 Caspar is bound to do well in his mechanics exam – he knows the subject out.

A Opportunity and equality

All education systems may ultimately be judged in terms of **equality of opportunity**¹. This is often referred to in the debates over **selective**² versus **comprehensive schooling**⁴. The main issue is whether everyone has the same opportunities for educational achievement or whether **elitism**⁵ of one sort or another is **inherent in**⁶ the system.

League tables⁷ for schools and colleges may actually help unintentionally to **perpetuate**⁸ inequalities, while claiming to promote the raising of standards. Inevitably, league tables divide educational institutions into good and bad, resulting in a **two-tier system**⁹, or at least that is how the public **perceives**¹⁰ it. The ability of **better-off**¹¹ parents and **well-endowed**¹² schools to push children towards the institutions at the top of the league may, in the long term, have the effect of **depressing**¹³ opportunity for the **less well-off**¹⁴ or for children from home environments that do not provide the motivation to **excel**¹⁵.

Financial support can help to make educational opportunity more equal. There are, for example, **scholarships**¹⁶ or **bursaries**¹⁷ that make it possible for less privileged youngsters to afford **tertiary**¹⁸ education. There are **student loans**¹⁹ which allow **undergraduates**²⁰ to pay for their **tuition fees**²¹ and living expenses while they are studying. But few would claim that real equality of opportunity has been achieved.

- ¹ when everyone has the same chances ² pupils are chosen, usually for academic reasons, for entry, though, in the case of some private schools, parents' ability to pay school fees may be a factor in selection ³ everyone enters without exams and education is free, paid for by the government ⁴ education received at school ⁵ when you favour a small, privileged group ⁶ existing as a basic part of something ⁷ lists of schools or colleges, from the best down to the worst, based on exam results and, sometimes, other criteria ⁸ make something continue for ever ⁹ a system with two separate levels, one of which is better than the other ¹⁰ sees, considers ¹¹ richer ¹² receiving a lot of money in grants, gifts from rich people, etc. [= **endowments**] ¹³ reducing ¹⁴ poorer ¹⁵ achieve an excellent standard ¹⁶ money given to pay for studies, usually provided on the basis of academic merit ¹⁷ money given to pay for studies, usually provided on the basis of need ¹⁸ education at university or college level ¹⁹ money that students can borrow from a bank while studying and then pay back once they are in work ²⁰ students doing a first degree [**postgraduates** = students doing a further degree] ²¹ money paid to receive teaching

B Other debates and issues

Some people think we should return to an emphasis on **the three Rs**, the traditional, basic skills. [reading, writing and arithmetic] **Literacy** and **numeracy** are skills no one can afford to be without. [the ability to read] [the ability to count / do basic maths]

Curriculum reform is often done for political reasons rather than for good educational ones. [changes to what is covered in the national **syllabus** = plan of what is to be studied]

Nowadays, **lifelong/continuing education** is an issue, and creating opportunities for **mature students** is important. [education for all ages] [adult students older than the average student]

Special needs education is expensive because class sizes need to be small or **one-to-one**. [education for children who cannot learn in the normal way, because they have some disability] [one teacher and one pupil, not a group]

Children are unhappy at school if there is a lot of **bullying**. [threatening behaviour]

Some headteachers complain that getting to grips with constant new government **guidelines** on what schools should be doing is a **distraction** from what they ought to be focusing on. [advice (often official) on how something should be done] [takes attention away]

Language help

Notice how compound adjectives like *well-off*, *well-endowed*, *high-achieving*, *badly-performing* can be used in comparative and superlative forms, e.g. *better-off*, *best-endowed*, *higher-achieving*, *worst-performing*.

Exercises

2.1 Complete the collocations by filling in the missing words according to the meaning given in brackets.

- 1 tables (lists of schools from best to worst)
- 2 education (entry to schools is decided by exam results)
- 3 equality of (when everyone has the same chances)
- 4 inequalities (make inequalities continue for ever)
- 5 education (at university or college level)

2.2 Rewrite these sentences so they are more formal by using words and phrases from the opposite page instead of the underlined words. Make any other changes that are necessary.

- 1 Inequality is built into the education system.
- 2 Giving access only to privileged groups is bad for the country in the long term.
- 3 Education where everyone gets into the same type of school without exams is a basic political ideal in many countries.
- 4 A system where there are two levels of schools reduces the opportunities for children from poorer families and favours those from richer families.
- 5 Some private schools have lots of wealth and receive gifts of money, and this means they can have better resources.
- 6 All parents want their children to achieve the best possible results at school.
- 7 Emphasis on the three Rs is considered by parents to be the key to success.
- 8 The government is increasing its provision for education that young people can enter after finishing secondary school.

2.3 Correct these statements about words or expressions from the opposite page. Correct each of them twice – once by changing the definition and once by changing the word being defined.

- 1 One-to-one education is another way of saying continuing education.
One-to-one education means a situation where there is one teacher and one student.
Lifelong education is another way of saying continuing education.
- 2 Numeracy refers to the ability to read.
- 3 A student who is doing a doctorate is an undergraduate.
- 4 Excelling is when a pupil uses frightening or threatening behaviour towards another child who is smaller or less powerful in some way.
- 5 Tertiary education is the stage that follows primary education.
- 6 Comprehensive schools choose the best students to study there.
- 7 Guidelines list schools from good to bad according to their exam results.

2.4 Complete each sentence with a word from the opposite page.

- 1 Matt won a because of his excellent academic record.
- 2 Zara's parents said that starting a rock band with her friends would be too much of a from her studies.
- 3 The report contains some interesting on how best to prepare for exams.
- 4 There were two students in my class at university but most of us were just 19.
- 5 Katia wouldn't have been able to go to university if her grandparents hadn't paid her tuition for her.
- 6 Most undergraduates need to take out a student to cover their costs while they study for a degree.
- 7 Primary schools usually spend a lot of time on the Rs.
- 8 At university I was lucky enough to have a lot of tutorials, just me and the tutor!

3 At work: colleagues and routines

A Colleagues



Philip is **my opposite number**¹ in the company's New York office. We have a good **working relationship**² and there's a lot of day-to-day **collaboration**³. Having a **counterpart**⁴ like Philip in another branch is a great support. Last month we got a new boss, who quickly established a good **rapprochement**⁵ with everyone. She likes us to **take the initiative**⁶. The company is very **hierarchical**⁷; there's a **pecking order**⁸ for everything. I do a **job-share**⁹ with a woman called Rose, which suits us as we each have childcare responsibilities. I socialise with my **workmates**¹⁰ outside of work, but we try not to **talk shop**¹¹ on those occasions.

- ¹ has the same position / does the same job as me
² way of communicating and working together
³ working together to achieve shared
 valent of *opposite*
 /ræ'pɔ:/ communication/relationship
 /,haɪə'rɔ:kɪkəl/ being told what to do
⁴ counterpart
⁵ reconciliation
⁶ taking the initiative
⁷ a system where
⁸ a system where
⁹ some people have the right to get benefits/promotions before others
¹⁰ an agreement where two people each share the same job
¹¹ colleagues you are friendly with (especially in non-professional occupations); *informal* talk about work; *informal*

Common mistake

Be careful with the spelling of technician. Don't forget the 'h'.

B During the day (different work patterns)



I do fairly **mundane**¹ tasks. Occasionally I have to **meet a deadline**² or they need someone to **volunteer**³ for something. Then the job is more **rewarding**⁴ and **stimulating**⁵. Sometimes I have a heavy **workload**⁶ but at other times it can be quite light.

- ¹ ordinary, not interesting
² have something finished by a fixed day or time
³ offer to do something without being asked or told to do it
⁴ making you feel satisfied that you have done something important or useful, or done something well
⁵ encouraging new ideas or new thinking
⁶ amount of work I have to do

I start work at my machine at seven o'clock when I'm on the **day shift**. The job's **mechanical**¹ and **repetitive**². All I ever think about is **knocking off**³ at three o'clock. The shift I hate most is the **night shift**. I start at ten and work till six in the morning. It's a bit **monotonous**⁴. It's not a **satisfying**⁵ job – I feel I need something a bit more **challenging**⁶.



- ¹ you don't have to think about what you are doing
² the same thing is repeated every day
³ finishing work; *informal*
⁴ boring because it never changes
⁵ (does not) make me feel pleased by providing what I need or want
⁶ that tests my ability or determination



I have a pretty **glamorous**¹ job. I'm a pilot. But the hours are **irregular** and **anti-social**². I'm not **stuck behind a desk**³, but long-haul flights can be a bit **mind-numbing**⁴; most of the time the plane just flies itself. We work to very **tight schedules**⁵. But I shouldn't complain. I feel sorry for people who are **stuck in a rut**⁶ or who are in **dead-end**⁷ jobs.

- ¹ very exciting, which everyone admires
² do not enable one to have a normal social life
³ sitting at a desk all day; *informal*
⁴ extremely boring
⁵ very strict or severely limited timetables
⁶ stuck/trapped in a job they can't escape from
⁷ with no prospects of promotion

I started off as a **technician**¹. After retraining, I worked for a software company, and later I **went in with**² a friend and we formed our own software company as a **start-up**³ in 2009, so now I'm **self-employed**. My husband is **freelance**⁴ – he works for several different companies as and when they need work done – he's a computer **programmer**⁵.



- ¹ person whose job involves practical work with scientific or electrical equipment
² formed a business partnership with
³ a small business that has just started
⁴ or works freelance
⁵ someone who writes computer programs

Exercises

3.1 Correct seven mistakes in this paragraph.

I'm a technician in a factory. I think I have a good work relationship with my colleagues. I tried to establish a good report with them from the very beginning. The person I like most is my opposite member in our office in Paris. My boss likes me to make the initiative. Generally, when I socialise with my jobmates outside of work, we try not to talk about shop, but it's not easy and sometimes we have a good gossip about colleagues and events at work.

3.2 Match the left and right-hand columns to make pairs of sentences.

- | | | |
|--|--------------------------|--|
| 1 We often work together. | <input type="checkbox"/> | a There are several levels of management. |
| 2 The firm's rather hierarchical. | <input type="checkbox"/> | b Deadlines have to be met. |
| 3 Peter's my counterpart. | <input type="checkbox"/> | c It's a job-share. |
| 4 We work to a tight schedule. | <input type="checkbox"/> | d Collaboration is a good thing. |
| 5 I don't think I'll be promoted before her. | <input type="checkbox"/> | e We do the same job but he's based in Rome. |
| 6 Jess and I work half-and-half. | <input type="checkbox"/> | f There's a strict pecking order in the company. |

3.3 Use words and phrases from the opposite page to complete these sentences.

- 1 A good friend suggested we set up a small company together, so I her and we formed a in 2012.
- 2 I'm really tired; I've had a very heavy recently.
- 3 I don't want an office job. I don't want to spend all day stuck
- 4 I'd hate to feel trapped in my job and to be stuck in
- 5 I work for different companies at different times as it suits me. I'm
- 6 I used to work for someone else, but now I'm my own boss; I'm
- 7 I stopped working in the hamburger restaurant. It was such a dead
- 8 When I was working in the factory, all I could think of all day was the moment when I could knock
- 9 Being a hospital nurse is a good job, but you can't go out much with friends. The hours are a bit (*two possible answers*)

3.4 Choose adjectives from the box to describe the jobs below. You can use more than one for each job. Add other adjectives of your own.

glamorous stimulating repetitive stressful monotonous varied
mechanical mundane challenging mind-numbing rewarding

- | | |
|---|-------------------------------|
| 1 assembly-line worker in a car factory | 6 lifeguard on a beach |
| 2 supermarket shelf stacker | 7 receptionist at a dentist's |
| 3 public relations officer in a multinational company | 8 private detective |
| 4 bodyguard to a celebrity | 9 refuse collector in a city |
| 5 surgeon | 10 night-security guard |

3.5 Over to you

Answer these questions about yourself.

- Describe a mundane task which you have to do in your work or daily life.
- Are you good or bad at meeting deadlines? Explain why.