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English Vocabulary **in Use**

Upper-intermediate

Vocabulary reference
and practice

With answers

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Third Edition

Michael McCarthy
Felicity O'Dell



CD-ROM

English Vocabulary in Use

Upper-intermediate

Third Edition

Do you want to improve your vocabulary quickly? *English Vocabulary in Use* is fully aligned to the needs of English language learners at B2 level, so will help you learn the words and phrases you require. This third edition of the best-selling vocabulary book is ideal for self-study, but can also be used in the classroom. It now offers:

- Fully updated units informed by the English Profile wordlists, so you learn the most important vocabulary at upper-intermediate level
- New words presented and explained in context, so that you can clearly see how to use them
- Lots of opportunities for personalised practice, to help with the learning process
- A common mistakes feature which helps you avoid frequent errors

B2 English Profile www.englishprofile.org		
CEFR level:	Cambridge ESOL exams:	
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C1	Advanced	Advanced (CAE)
B2	Upper Intermediate	First (FCE)
B1 +	Intermediate	Preliminary (PET)
B1	Pre-intermediate	
A2	Elementary	Key (KET)
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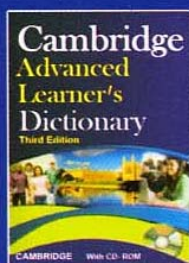
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Our authors study the Corpus to see how English is really used, and to identify typical learner mistakes. This means that Cambridge materials help students to avoid mistakes, and you can be confident the language taught is useful, natural and fully up to date.

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Contents

Thanks and acknowledgements	5	30 Travel	68
Introduction	6	31 Holidays	70
How to use the CD-ROM	8	32 Science and technology	72
Effective vocabulary learning		33 Computers	74
1 Learning vocabulary	10	34 Communications and the Internet	76
2 Organising a vocabulary notebook	12	35 The press and the media	78
3 Using your dictionary	14	36 Politics and public institutions	80
4 Guessing and explaining meaning	16	37 Crime	82
Topics		38 Money	84
5 Countries, nationalities and languages	18	39 Describing objects	86
6 The weather	20	Feelings and actions	
7 Describing people: appearance	22	40 Belief and opinion	88
8 Describing people: character	24	41 Pleasant and unpleasant feelings	90
9 Idioms describing people	26	42 Like, dislike and desire	92
10 Relationships	28	43 Speaking	94
11 At home	30	44 The six senses	96
12 Everyday minor problems	32	45 What your body does	98
13 Global problems	34	46 Praising and criticising	100
14 Education	36	47 Emotions and moods	102
15 Work	38	48 Commenting on problematic situations	104
16 Business	40	Basic concepts	
17 Sport	42	49 Number, quantity, degree and intensity	106
18 Art and literature	44	50 Numbers and shapes	108
19 Theatre and cinema	46	51 Time	110
20 Music	48	52 Distances and dimensions	112
21 Food	50	53 Obligation, need, possibility and probability	114
22 Physical geography	52	54 Sound and light	116
23 Environmental problems	54	55 Possession and giving	118
24 Towns	56	56 Movement and speed	120
25 The natural world	58	57 Texture, brightness, weight and density	122
26 Clothes	60	58 Success, failure and difficulty	124
27 Health and medicine	62		
28 Medicine and technology	64		
29 Health and lifestyle	66		

Connecting and linking words

59	Time: connecting words and expressions	126
60	Condition	128
61	Cause, reason, purpose and result	130
62	Concession and contrast	132
63	Addition	134
64	Referring words	136
65	Discourse markers in spoken English	138
66	Linking words in writing	140
67	Everyday expressions	142
68	Talking and communicating	144

Word formation

69	Suffixes	146
70	Prefixes	148
71	Roots	150
72	Abstract nouns	152
73	Compound adjectives	154
74	Compound nouns 1: noun + noun	156
75	Compound nouns 2: verb + preposition	158
76	Binomials	160
77	Abbreviations and acronyms	162
78	Multi-word expressions	164

Words and pronunciation

79	Words commonly mispronounced	166
80	Onomatopoeic words	168
81	Homophones and homographs	170

Counting people and things

82	Uncountable nouns	172
83	Words that only occur in the plural	174
84	Countable and uncountable nouns with different meanings	176
85	Making uncountable nouns countable	178
86	Collective nouns	180
87	Containers and contents	182

Phrasal verbs and verb-based expressions

88	Expressions with <i>do</i> and <i>make</i>	184
89	Expressions with <i>bring</i> and <i>take</i>	186
90	Expressions with <i>get</i>	188
91	Expressions with <i>set</i> and <i>put</i>	190
92	Expressions with <i>come</i> and <i>go</i>	192
93	Expressions with other common verbs	194

Varieties and styles

94	Formal and informal words 1	196
95	Formal and informal words 2	198
96	Similes	200
97	Proverbs	202
98	The language of signs and notices	204
99	Headline English	206
100	US English	208

Answer key	210
------------	-----

Phonemic symbols	258
------------------	-----

Index	259
-------	-----

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Michael McCarthy

Felicity O'Dell

This product is informed by the English Vocabulary Profile, built as part of English Profile, a collaborative programme designed to enhance the learning, teaching and assessment of English worldwide. Its main funding partners are Cambridge University Press and Cambridge ESOL and its aim is to create a 'profile' for English linked to the Common European Framework of Reference for Languages (CEF). English Profile outcomes, such as the English Vocabulary Profile, will provide detailed information about the language that learners can be expected to demonstrate at each CEF level, offering a clear benchmark for learners' proficiency. For more information, please visit www.englishprofile.org

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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. Repeating work is very important. One way of doing this is to use the accompanying book *Test Your English Vocabulary in Use Upper-intermediate*. This has a test for each unit, practising all the vocabulary of that unit.
- 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*, and along with that, to the more specialised titles: *English Idioms in Use*, *English Phrasal Verbs in Use* and *English Collocations in Use*, all of which are available at upper-intermediate and advanced levels. 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 <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 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, 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 all 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. *Test Your English Vocabulary in Use Upper-intermediate* and the CD-ROM will help teachers to gain extra practice with the vocabulary presented in this book.

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 upper-intermediate and advanced levels of *English Idioms in Use*, *English Phrasal Verbs in Use* and *English Collocations in Use*, 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.

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

We hope you enjoy using the book.

Michael McCarthy

Felicity O'Dell

How to use the *English Vocabulary in Use Upper-intermediate* CD-ROM to learn vocabulary

Your copy of *English Vocabulary in Use Upper-intermediate* comes with a CD-ROM. You can use the CD-ROM to improve your English vocabulary. These two pages answer some common questions about the CD-ROM.

What is on the CD-ROM?

The CD-ROM contains

- two practice activities for each unit of the book (200 in total)
- a test maker
- a record and play-back function
- a dictionary function
- a reference section.

When should I use the CD-ROM?

You can use the CD-ROM before or after you do a unit in the book. This section will give you some suggestions.

Using the CD-ROM before you look at a unit in the book

The CD-ROM can help you discover how much vocabulary you already know about a topic. Try this:

- Choose a topic from the *Exercises* menu, for example *Time* in the *Basic concepts* section.
- Complete the two exercises. After each exercise, click *Check your answers* to see how many questions you got right. Make a note of any words you found difficult.
- Now go to the relevant unit of the book. Study the notes on the left-hand page. Try to find the words you didn't know from the CD-ROM. Complete the exercises on the right-hand page.
- Finally, return to the CD-ROM. Look at the *My progress* section. Can you improve your score this time? Complete the two exercises again for the same unit.

Using the CD-ROM after you look at a unit in the book

The CD-ROM can help you to remember words you learnt from the book. This kind of revision is very important if you want to remember vocabulary. Try this:

- When you complete a unit from the book, write the date at the top of the page.
- One week later, go to the CD-ROM and do the two exercises from that unit. How much vocabulary can you remember? Make a note of any words you found difficult or couldn't remember.
- Go back to the unit in the book and look for the words you didn't know. Study the words again.
- Finally, return to the CD-ROM and complete the two exercises again. Did you remember those difficult words?

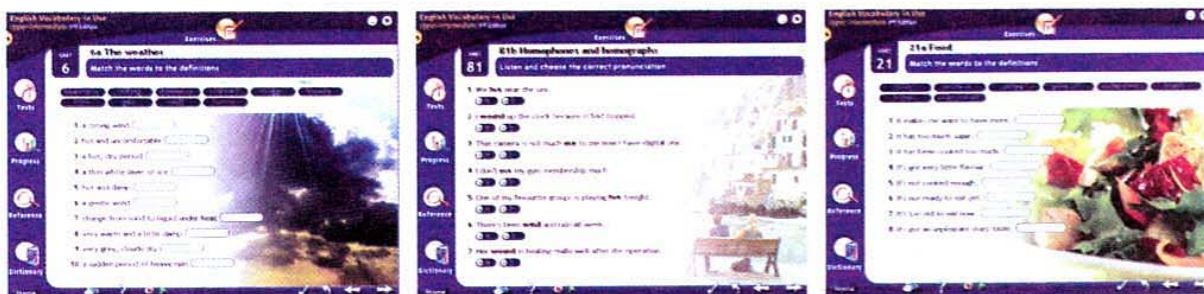
The CD-ROM can also help you test yourself. You can even personalise the tests to cover the topics that *you* want to practise. Try this:

- When you finish a group of units in the book (for example, the nine units in the *Feelings and actions* section), go to the CD-ROM and make a test on the vocabulary from those units. The CD-ROM will create five test questions from each of those units. For an extra challenge, use the time limit function. If your score is low, look at the units again. Then create a new test and try to improve your score.
- Alternatively, create a test when you have completed the whole book. Choose units at random or concentrate on units that you found difficult.

Can the CD-ROM help me with my pronunciation?

Yes, it can. The CD-ROM has a record and play-back function which you can use to practise your pronunciation. Try this:

- When you have completed an exercise on the CD-ROM, click the green arrow to hear a model pronunciation of the words or sentences.
- Then click the red *Record your voice* button at the bottom of the screen. Practise saying the word or sentence.
- Now click the green *Play your voice* arrow at the bottom of the screen. Does your pronunciation sound correct? Listen to the model pronunciation again to check.
- Record your voice again if necessary.



What's in the reference section?

Here you will find a really useful wordlist, with all the key words from the book. You can hear the American English and British English pronunciation of every word and phrase. You can also make notes on this page. All the left-hand book pages are available to help you with the exercises.

What else can the CD-ROM do?

The CD-ROM also has a dictionary function. You can use it to look up any words that you don't know. You will need an internet connection for this. Also, you can click on any word in the CD-ROM and it will look up the word in the online dictionary.

You can also check your progress at any time using the *Progress* section. This will help you to see which exercises you have completed. It can also show you areas where you need more practice. In those cases, study the unit again.

Remember you can print out tests, exercises and the answers.

We hope you enjoy using the *English Vocabulary in Use Upper-intermediate* CD-ROM.

Learning vocabulary

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.

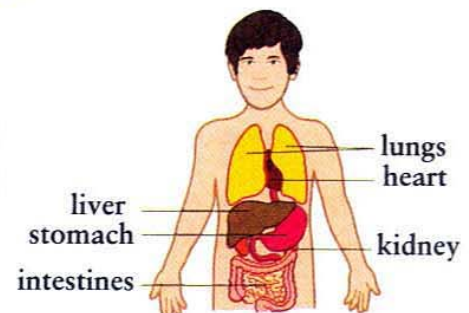
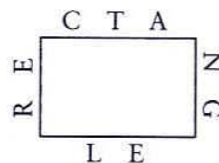
So when you learn a word you should make sure that you:

- 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.

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.



Pictures can help you to remember the meaning. For example:

D How can you help yourself learn more words?

This book will help you to learn vocabulary in a system. You can learn more words and express yourself better by reading and listening to a lot of English. You can read or listen to:



Exercises

1 Study unit

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 the b is silent
(not pronounced) | 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.

- | | | | |
|-----------------------------|------------------------------|---------------------------|--------------------------|
| 1 a remarkable <u>range</u> | 2 to coin <u>coincidence</u> | 3 a royal <u>likeness</u> | 4 a subtle <u>palace</u> |
|-----------------------------|------------------------------|---------------------------|--------------------------|

coincidence	difference	family	likeness	palace	a phrase
range	shade	suggestion	a term	welcome	new words

1.4 Write I by the words that are informal and F by those that are formal.

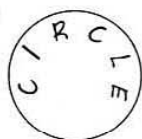
- | | | |
|------------------|--------------------------------|------------------------|
| 1 guys ..I... | 4 to alight (from a bus) | 7 to bug someone |
| 2 a minor | 5 to feel gutted | 8 to zone out |
| 3 Awesome! | 6 a felon | |

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 |
|----------|---------------------|---------------|-----------|



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1.7 Over to you

Look at the suggestions in D. Can you think of any other ideas to add to the list? Rank each one from 0 to 4 to describe how important this way of learning vocabulary is for you. Then rank the list again considering how important this way of learning vocabulary could become for you in the future (0 = not important at all and 4 = very important).

Organising a vocabulary notebook

A Organising words by meaning

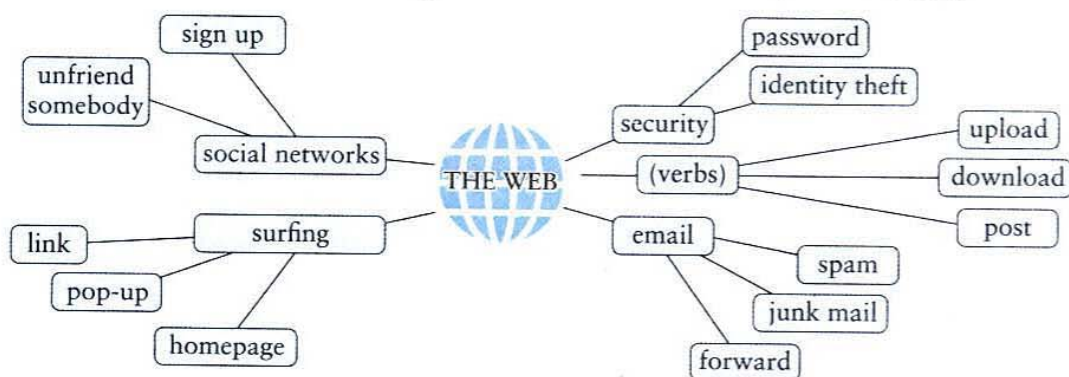
Try dividing your notebook into different broad sections, with sections for words for feelings, words to describe places, words for movement, words for thinking, etc.

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 cello piano	classical (not classic) folk (not folkloric) world	play strum (a guitar) perform	practice (n) practise (vb) track 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) *producer* (noun)

F Stress

Record where the stress falls on a multisyllable word, especially if the stress falls 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 Study unit

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	stress
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 latecomer alarm clock set a clock deep sleep fast asleep
out of breath heavy sleeper in a hurry breathless nightmare dash yawn
exhausted

nouns	verbs	adjectives	collocations	fixed phrases
latecomer				

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>	perfect	perfectionist
information	inform		
politics			
economics		* www.ZabanBook.com	

* Give two adjectives.

2.5

Over to you

Do you have any personal way of organising your vocabulary that is not mentioned in this unit (e.g. use of colours, drawings)? If so, why is it useful? If possible, compare your ideas with other students.

Using your dictionary

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 thick	ð	th in then	tʃ	ch in church
ʃ	sh in she	dʒ	j in jam	ʒ	s in pleasure
ŋ	ng in ring	æ	a in bad	ɒ	o in top
ɔː	o in form	ʊ	u in put	ə	a in about
ʌ	u in up	ɜː	in bird		

- Word stress: often shown by a mark before the syllable to be stressed or by underlining or bold type, e.g. /əd'ventʃəl/, /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 Learners' Dictionary* online, we can see that **hurtful** can be used about what someone says or about someone:

hurtful /'hɜːt.fəl/ adjective

causing emotional pain: *That was a very hurtful remark! How can you be so hurtful?*

- 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.



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 Study unit

3.1 Pronunciation. What English words are these?

- 1 /edʒu'keɪʃən/education..... 3 /'li:nɪŋ/ 5 /rə'vɪʒən/
2 /'pɑ:spɔ:t/ 4 /'lɪbəri/ 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'plaɪ/ ► 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'naɪ/ 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.

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, 'Suzanna 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 'Clare tiptoed 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 73–75 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 69–71 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 ...

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- 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 Jack managed to knock down the old garden wall.
 - 4 Sarah 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 Mo 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 an envelope 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

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