

CAMBRIDGE

English Vocabulary **in** Use

Pre-intermediate
& intermediate

100 units of
vocabulary
reference and
practice

Self-study and
classroom use

SECOND
EDITION

Stuart Redman

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Contents

Introduction	vi
Using this book	1

Learning

- 1 Learning and revising with this book *have a routine, revision, say the word aloud*
- 2 Keeping a vocabulary notebook *record, the most important thing is ...*
- 3 Using a dictionary *look up a word, guess the meaning*
- 4 English language words *adjective, phrasal verb, question mark*
- 5 Classroom language *board pen, share a book, swap places*

Word formation

- 6 Prefixes *un-, in-, im-, dis-*
- 7 Noun suffixes *-ment, -ity, -ness, -tion*
- 8 Adjective suffixes *-able, -ive, -al, -y*
- 9 Nouns and verbs with the same form *guess/to guess, kiss/to kiss, rest/to rest*
- 10 Compound nouns *traffic light, tin opener, credit card, film star*
- 11 Compound adjectives *easy-going, well-known, part-time*

Phrase building

- 12 Collocation (word partners) *miss the bus, a soft drink, fast asleep*
- 13 Idioms and fixed expressions *never mind, go ahead, take it in turns*
- 14 Verb or adjective + preposition *depend on, belong to, interested in*
- 15 Preposition + noun *by train, on the radio, in a hurry*
- 16 Apologies, excuses and thanks *sorry I'm late, I got held up, thanks a lot*
- 17 Requests, invitations and suggestions *Could you ...? How about ...? if you like*
- 18 Opinions, agreeing and disagreeing *What do you think of ...? a brilliant idea*
- 19 Likes, preferences and interests *I quite like, and that sort of thing, I'd rather*
- 20 Frequently asked questions *How's it going? What's the matter?*
- 21 Common responses *I hope so, that sounds great, what a shame*
- 22 Greetings, farewells and special expressions *Nice to meet you, see you soon, good luck*
- 23 Phrasal verbs (1): form and meaning *wake up, find out, run out of sth*
- 24 Phrasal verbs (2): grammar and style *take sth off, grow up, break down*
- 25 Have and have got *have a rest, I've got a headache, have a look*
- 26 Make, do and take *make a mistake, do homework, take a photo*
- 27 Give, keep, break, see *give sb a ring, break a record, I see*
- 28 Leave, catch and let *leave a message, catch a bus, let sb know*
- 29 Get: uses and expressions *get dressed, get married, get on with*
- 30 Go: uses and expressions *go for a drink, have a go, go deaf*
- 31 The senses *it looks nice, it feels like wool, don't touch*
- 32 Partitives: a bag of ..., a bit of ... *a cup of coffee, a bit of luck, a pair of shoes*

Parts of speech (special problems)

- 33 Uncountable nouns and plural nouns *information (U), trousers (pl)*
- 34 Verbs + -ing form or infinitive *enjoy + -ing, refuse + infinitive*
- 35 Verb patterns *advise him to go ..., suggest (that) we leave*
- 36 Adjectives *boring or bored, big or enormous*

- 37 Prepositions: place *at the bus stop, on the floor, past the castle*
 38 Adverbs: frequency and degree *I rarely go, I quite often drive, rather good*

Connecting and linking

- 39 Time and sequence *as soon as, while, eventually*
 40 Addition and contrast *as well, although, however*
 41 Similarities, differences, comparisons, exceptions *very similar, compared with, apart from*
 42 Reason, purpose, result, condition *so, because of, so that, therefore, unless*

Topics

The world around us

- 43 The physical world *round the world, Sahara Desert, floods*
 44 Weather *heavy rain, a strong wind, lightning*
 45 Animals and insects *pets, elephants, in the wild, protect*
 46 Countries, nationality and language *Poland, the Far East, the French, in general*

People

- 47 The body and what it can do *elbow, neck, breathe in, shake hands*
 48 Describing people's appearance *good-looking, tall and slim, fair hair*
 49 Describing character *shy, show your feelings, a sense of humour*
 50 Human feelings and actions *angry, proud of, glance at, have a stroll*
 51 Family and friends *mother-in-law, close friend, ex-husband*
 52 Ages and stages *childhood, go to university, in your twenties*

Daily life

- 53 Daily routines *fall asleep, have a shower, get to work*
 54 The place where you live *right in the centre, on the first floor, rent*
 55 Around the home (1) *spare room, lamp, cupboard, turn on the TV*
 56 Around the home (2) *pillows, have a wash, do the ironing*
 57 Everyday problems *spill, out of order, run out of bread*
 58 Money *£10 note, lend and borrow, can't afford*
 59 Health: illness *I don't feel well, flu, I get backache*
 60 Health: physical injuries *break an arm, go to hospital, painful*
 61 Clothes *skirt, earrings, put on a coat, too small*
 62 Shops and shopping *go shopping, department store, cash desk*
 63 Food *peach, peel an orange, lamb, salad dressing*
 64 Cooking and restaurants *fresh bread, medium-rare, main course*
 65 City life *the rush hour, shopping centre, lively*
 66 Life in the country *rural area, on a farm, the nearest village*
 67 On the road *main road, turn left, break down*
 68 Transport *get on the bus, go by car, platform two*

Work

- 69 Work: duties, pay and conditions *What do you do?, deal with, salary*
 70 Jobs *surgeon, design buildings, in the army*
 71 The career ladder *apply for a job, pay rise, work abroad*

- 72 In the office *send e-mail, do paperwork, it isn't working*
 73 Business and finance *interest rate, profit and loss, rise sharply*

Leisure and entertainment

- 74 Sport: ball games *table tennis, pass the ball, win a game*
 75 Sport and leisure *swimming, go to the gym, support a team*
 76 Cinema and theatre *stage, third row, war film, violent, gripping*
 77 Music *composer, lead singer, hit single, latest CD*

Communication and technology

- 78 Newspapers *daily paper, headline, according to ...*
 79 Television *switch over, soap opera, What's on TV?*
 80 On the phone *mobile phone, wrong number, Is that Mary?*
 81 Computers and the Internet *hard disk, download, get online, browse*

Social concerns

- 82 Education: school *primary school, geography, pass an exam*
 83 Education: university *engineering, do a degree, graduate, PhD*
 84 Law and order *illegal, break the law, arrest someone, guilty*
 85 Crime *shoplifting, robbery, late at night, valuables*
 86 Politics *believe in democracy, left-wing, election*
 87 Bureaucracy *identity card, fill in, signature, date of birth*
 88 Global problems *pollution, destroy the planet, civil war*

Tourism

- 89 Air travel *check-in desk, land, a two-hour delay*
 90 Hotels and restaurants *single room, pay the bill, Is dinner included?*
 91 A sightseeing holiday in the city *have a look round, guidebook, nightlife*
 92 Holidays by the sea *seaside resort, sunbathe, sandy beach*

Notional concepts

- 93 Time *on Monday, since May, it takes an hour*
 94 Numbers *two million, one and a half, divide by three*
 95 Distance, size and dimension *a long way, too far, How wide is it?*
 96 Shapes, colours and patterns *a round table, a dark green skirt, yellowish*

Varieties of English

- 97 Notices and warnings *sold out, no exit, mind the step, no parking*
 98 Vague language *a vague idea, things, stuff, a bit, roughly*
 99 Formal and informal English *buy vs purchase, kids vs children*
 100 Abbreviations and abbreviated words *CV, MP, e.g., etc., lab, fridge, bike*

Answer key	204
Phonemic symbols	242
Pronunciation problems	243
Index	244
Acknowledgements	263

Introduction

This new edition of *English Vocabulary in Use: pre-intermediate & intermediate* still retains the features that made the first edition so popular:

- The format of presentation on the left-hand page and practice on the right-hand page.
- Approaching vocabulary in a variety of ways: topics (e.g. Food), word formation (e.g. Prefixes), words and grammar (e.g. Uncountable and plural nouns), collocation and phrases (e.g. Make, do and take), functions (e.g. Apologies, excuses and thanks), concepts (e.g. Time), varieties of English (e.g. Formal and informal English), etc.
- A student-friendly Answer key, including not only correct answers to right/wrong exercises, but also possible answers for more open-ended exercises.
- Usage notes that are ideal for self-study learners.
- A complete Index at the back of the book, listing all the target words and phrases with a phonemic transcription to help you with pronunciation.

What is different about the new edition?

Colour

The first thing you will notice is that the new edition is in colour. This makes the text and the artwork more attractive, and it also makes the book easier for you to use: the different sections and headings are now clearer, and the usage notes are shown against their own colour background, so you can find them and read them more easily.

Use of the Cambridge International Corpus

This new edition has made extensive use of the *Cambridge International Corpus* of written and spoken English. This has been important in two ways:

- the frequency information in the *Corpus* has helped to guide the selection of words and phrases in the book and ensure that the vocabulary will be suitable for pre-intermediate and intermediate learners of English;
- example sentences are the same or similar to those in the *Corpus*. In other words, the examples show you words and phrases being used in their most typical contexts.

Collocation and phrases

The new edition concentrates even more on showing words in common collocations and phrases. For example, when you study different meanings of *see* (Unit 27), you will learn that it often appears in these phrases: *I see, I see what you mean, I'll see what (he says)*, etc. In a unit on physical appearance (Unit 48), you will meet these common collocations: *blonde hair, tall and slim, medium height*, etc.

New units

In response to suggestions from teachers and students, there are now six completely new units in the book:

Likes, preferences and interests (Unit 19)

Have and have got (Unit 25)

Frequently asked questions (Unit 20)

Leave, catch and let (Unit 28)

Common responses (Unit 21)

Global problems (Unit 88)

Many other units have been significantly revised, e.g. The place where you live (Unit 54), City life (Unit 65), Life in the country (Unit 66), In the office (Unit 72), Music (Unit 77), Computers and the Internet (Unit 81).

Better use of space

The usage notes are shown against a colour background and most have been placed in the left-hand margin; this makes them easier to see and read, and creates more space on the page. As a result, there are now more pictures in the new edition, more example sentences, and more new words and phrases to learn.

I very much hope you will enjoy working with this new edition of *English Vocabulary in Use: pre-intermediate and intermediate*.

Stuart Redman (London, 2002)

Using this book

Who is this book for?

English Vocabulary in Use: pre-intermediate and intermediate has been written to help learners at this level to improve their English. It has been designed for students who are studying on their own, but it can also be used by a teacher in the classroom with a group of students.

How is the book organised?

The book has 100 two-page units. The left-hand page explains the new words and phrases chosen for that unit. They are all highlighted in bold and most units contain approximately 25 new words or phrases. The right-hand page gives you a chance to check your understanding through a series of exercises which practise the new vocabulary.

There is an Answer key at the back of the book. This gives *correct* answers to exercises with 'right' or 'wrong' solutions, and also *possible answers* for exercises which do not have 'right' or 'wrong' solutions.

There is an Index at the back of the book. This lists all the words and phrases introduced in the book and refers you to the unit or units where these words/phrases appear. The Index also includes a phonemic transcription for most of the words, and on page 243 you are given special help with the pronunciation of approximately 200 words which present particular problems for many learners of English.

The left-hand page

This is the page that introduces the new vocabulary for each topic or area of language. First of all, the vocabulary is divided into a number of sections (A, B, C, etc.) with simple clear titles. Then, within each section, new words/phrases are explained using a number of different techniques:

1 A short definition.

e.g. **unemployed** (= without a job); **hang on** (= wait); **feel like** (= want or desire *informal*)

The abbreviations *fml* or *informl* tell you if a word is either 'formal' or 'informal'.

2 A short explanation.

e.g. He **admitted** stealing her money, but **denied** taking the computer (= he said 'yes' he took the money, but 'no' he didn't take the computer).

- 3 A synonym or opposite.
e.g. **dreadful** (= terrible); **dirty** (*opp* clean)
- 4 In a situation. With some words and phrases it is easier to see their meaning when they are in context, e.g. [This is from a text about a motoring accident] ‘... The driver of the Mercedes was OK, but the other driver was **badly injured**, and both cars were **badly damaged**.’
- 5 A picture or diagram. This seems the obvious way to explain a large number of concrete nouns and verbs.

e.g. carrot



Go along here and **turn left**.



For many of the new words/phrases there are also sentence examples which show the words in context in order to consolidate the meaning and illustrate any special features.

e.g. My boyfriend gets very **jealous** when I talk to other boys.

The plane **appeared** in the sky, then suddenly **disappeared** behind a cloud.

Some people can't stand (= hate) working at the weekend. [can't stand + *-ing* form]

Finally, a big effort has been made to introduce new words alongside other words that often appear with them (this is called 'collocation').

e.g. **miss the bus**; a **strong accent**; **the car broke down**; it's **vitaly important**; **fasten your seat belt**; **go on holiday**; **give someone a hand**; **to a certain extent**; a **terrible pain**, etc. There are many more examples of collocation in this new edition, and with the support of the Cambridge International Corpus you can now be sure that the examples included are some of the most important ones.

The right-hand page

This page contains the exercises to practise the new vocabulary presented on the left-hand page. In general, the first exercise practises the form of some of the new words, and then there are further exercises which focus on the meaning. In most units there is at least one exercise which gives learners a chance to think about and practise new vocabulary in relation to their own lives, and/or a task which invites learners to do something with the vocabulary outside of the book. In every unit there is a range of exercise types to help to maintain your interest.

How should I use the book?

The first four units teach you some important words and phrases, but they also give you information about vocabulary, plus ideas and techniques to help you learn vocabulary. Do these units first, then work through the book studying the units which interest you.

If you go to English lessons, you may also want to study Unit 5. This introduces vocabulary that is often used by teachers or needed by students in the classroom, e.g. *cassette recorder*, *clean the board*, *Could I borrow a pen?*, *What does that mean?*, etc.

Everything you need is in the book. The new vocabulary is explained on the left-hand page, and the exercises have an Answer key at the back of the book. But it is still important to have your own dictionary. A good bilingual dictionary will give you support in your first language, and a monolingual dictionary produced for intermediate learners will give you added practice in English. Use these to help you. (See Unit 3 for more information and ideas.)

Finally, you can visit the 'in Use' website at <http://www.cambridge.org/elt/inuse/>.

Good luck.

Summary of abbreviations used in the book

<i>n</i>	noun
<i>v</i>	verb
<i>adj</i>	adjective
<i>opp</i>	opposite
<i>informl</i>	informal word or expression
<i>forml</i>	formal word or expression
(U)	uncountable word
(C)	countable word
sb	somebody
sth	something

(NOT ~~Host the bus~~) indicates that a word or expression is wrong

Learning and revising with this book

Look at Exercise 1.1 on the next page before you read this page.

A Have a routine

A **routine** means doing certain things often and in the same way. If you are using this book for **self-study** (= to study alone), it helps to have a routine. So, **how much time** can you **spend** on the book each day or each week? Here are some ideas:

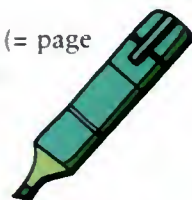
- if you are studying a new unit, spend at least (= a minimum of) half an hour or 45 minutes
- if you are **revising** (= studying a unit for a second or third time), five or ten minutes is very useful.

So, plan longer periods for new units and shorter periods for revision.

B Using the book

Do different things to **maintain your interest**. (= keep your interest high) For example:

- 1 Don't study the units in the same order as the book. **Choose** (= select) units that **interest you** (= are interesting for you).
- 2 When you do a unit, you can read **the whole** (= all) of the **left-hand page** (= page on the left), then do the exercises. Or, do the exercises first, then read the left-hand page if there is a problem.
- 3 Be **active** when you are learning. For example:
 - when you are reading the left-hand page, use a **highlighter** pen to mark new or interesting vocabulary;
 - practise **saying the words aloud** (= speaking them), so you can **pronounce them** (= say the pronunciation), and also **silently** (= without a noise) in your head to help you to remember them;
 - put new words in your own notebook using some of the ideas from Unit 2.



C Revision

It's easy to forget words that you learn, but if you revise for short periods, it helps you to remember words and make them part of your active vocabulary. Here are some ideas.

- 1 Do exercises in pencil. Check your answers when you finish, then **rub them out** (= remove them using a rubber). Later, come back and do the exercises again. Use the left-hand page if you have a problem.
- 2 When you read a left-hand page for a second time, have a **blank piece of paper** (= paper with no writing on it) with you. When you come to a new word in **bold** with a definition in (brackets), **cover the definition** (= put the paper over it) and try to **define it** (= give the meaning/definition).
- 3 Revise for short periods but do it often. **Five minutes a day** (NOT five minutes ~~per~~ day) is probably better than half an hour a week; but half an hour a week is probably better than two hours a month.
- 4 Be **active** when you revise, e.g. test yourself, practise the pronunciation, write down important words and phrases in your notebook with example sentences.



rubber

Exercises

1.1 Read these questions. What do you think? (Answers are on the opposite page.)

- 1 Is it better to plan regular self-study, or just study when you've got some free time?
- 2 Is it a good idea to study the units in the same order as they appear in the book?
- 3 Is it a good idea to write down new words in a notebook when you are studying a unit?
- 4 Is it necessary to revise vocabulary (= study it again for a second or third time)?
- 5 Is it better to revise vocabulary occasionally for long periods of time, or is it better to revise regularly for short periods of time?

1.2 Find your way round the book.

- Turn to the Topic units in the Contents on pages iv–v.
- Take a blank piece of paper and cover the right-hand side of the page with the examples.
- Read the list of unit titles, and write down your own examples – one or two for each unit.
- Are there any unit titles you don't understand? Are there any units where you can't think of examples? If so, turn to that unit and find out what it is about.

You could use similar titles in your own vocabulary notebook (see Unit 2).

1.3 Complete the table.

<i>noun</i>	<i>verb</i>
definition <i>define</i>
revision
pronunciation
choice
interest

1.4 There is a mistake with the underlined words. Can you correct each one?

- 1 Did you make all of the exercises?
- 2 I studied for one half hour.
- 3 Do you always read the left page first?
- 4 I passed twenty minutes on the first exercise.
- 5 I read the all page.

1.5 True or False? If the sentence is false, rewrite it to make it true. Write in pencil.

- 1 In this book, most of the important new vocabulary is shown in **bold print**. True
- 2 Definitions/explanations of new words are often in **brackets** after the word.
- 3 A **routine** means doing certain things in a different way each time.
- 4 If you **maintain** something at a level, it means you keep it at the same level.
- 5 **At least** 50 people means a maximum of 50 people.
- 6 If you write something then **rub it out**, you remove it from the page.
- 7 If you do something **silently**, you do it without a noise.
- 8 **Revision** means studying something for the first time.
- 9 If you read a **whole book**, you read all of it.
- 10 A **blank** piece of paper is full of writing.


Check your answers. Look at any wrong answers carefully, then rub them out. Do the exercise again tomorrow.

Keeping a vocabulary notebook

A Organising your notebook

Give each page a title, e.g. sport, education, verbs followed by an *-ing* form, etc. When you learn new words and phrases, write them on a suitable page.

B What do I need to record?

<i>what?</i>	<i>how?</i>	<i>example</i>
Meaning	a translation	remember = lembrar [in Portuguese]
	b definition/explanation	A pond is an area of water smaller than a lake.
	c synonym or opposite	awful (= terrible); ugly (<i>opp</i> beautiful)
	d picture	saucepan 
	e example sentence	My hands were cold, so I put on my gloves.
Pronunciation	phonemic symbols or your own system	ache /eɪk/
Part of speech	noun (n), verb (v)	ache [like 'make']
Grammar	make a note + example sentence	gloves (n); remember (v); careful (adj) enjoy + <i>-ing</i> form; I enjoy going to parties. weather (uncountable); We had lovely weather in Italy.
Common partners	phrase or sentence	make a mistake; on the phone; (a) black coffee (= coffee without milk)
Special style	make a note	purchase (= buy: <i>formal</i>) kids (= children: <i>informal</i>)

You don't need to record all of these things for every word or phrase. The most important thing is to show the words in typical examples. Leave space in your notebook as well, then you can come back and add more information later if you learn something new.

C Organising words on the page

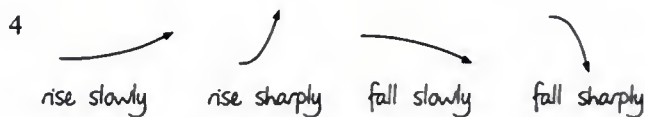
Don't just write lists of individual words. Put words together that appear together, e.g. blonde hair (*opp* black hair), get off the bus (= go out of the bus). Make the pages interesting with pictures, diagrams and example sentences.



Don't pronounce the 'w' in wrist or the 'b' in thumb.



3 smile (v,n)
e.g. She smiled at me yesterday.
He gave me a big smile.
She's got a lovely smile.



Note both verbs are irregular:
rise/rose/risen; fall/fell/fallen.

Exercises

2.1 Organise this list of words into three groups and give each one a title.




unfriendly	put on	platform	gloves	unhappy
train	get on	unable	size	jumper
wear	late	unkind	tie	passenger

Find the units in this book which may include these words. Add more to each group.

2.2 Fill the gaps with suitable words to form common partners with the nouns in bold.

- 1 She's the **phone** at the moment.
- 2 A: Do you want milk and sugar? B: No, just a **coffee**, please.
- 3 If you're cold, why don't you your **coat**?
- 4 I don't usually that **mistake**.
- 5 She me a **big smile** this morning.
- 6 It was the third of my **left hand**.

2.3 Underline the correct answer.

- 1 A pond is:
a bigger than a lake b smaller than a lake c the same size
- 2 I really enjoy:
a play tennis b to play tennis c playing tennis
- 3 When we were on holiday we had:
a lovely weathers b lovely weather c a lovely weather
- 4 The underlined letters in **ache** are pronounced the same as in:
a machine b cach c chemist
- 5 The past tense of 'fall' is:
a fell b felt c falled
- 6 You can 'get off':
a a bus b a kitchen c a noise
- 7 'Rise sharply' means:
a  b  c 
- 8 'Purchase' is:
a an informal word for 'buy' b a formal word for 'buy' c a formal word for 'child'

2.4 Look at the words below. What is the best way to record their meaning? What other information would be useful? Use a dictionary to help you.

Example You could record 'dream' with a translation, a picture (see Unit 9), or an explanation, e.g. things you imagine in your sleep. 'Dream' can be a verb or noun and is often followed by 'about', e.g. I dreamt about you.

dream	concentrate	beard	nearly	empty	rescue	knife
-------	-------------	-------	--------	-------	--------	-------

2.5 Write down three more nouns that often follow 'take'. Do the same for 'make' and 'do'.

take a shower make do

Using a dictionary

A What dictionaries do I need?

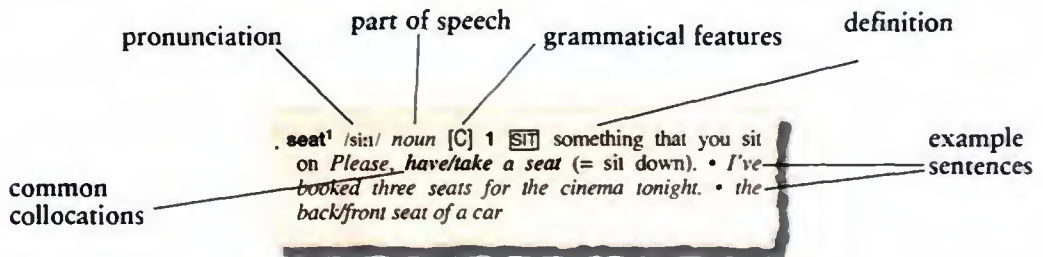
Buy a good bilingual dictionary and a good English–English dictionary. The bilingual dictionary is easier for you to understand; but it's also good for you to work in English as much as possible.

<i>large dictionaries</i>	<i>medium-sized dictionaries</i>
Cambridge Advanced Learner's Dictionary Longman Dictionary of Contemporary English Oxford Advanced Learner's Dictionary	Cambridge Learner's Dictionary Longman Active Study Dictionary Oxford Wordpower Dictionary

B What information does a dictionary give me?

Look up a word (= find a word in a dictionary) and you will get this information.

- the meaning, e.g. homesick = unhappy because you are away from home for a long period
- the pronunciation (using phonemic symbols), e.g. island /aɪlənd/, lose /lu:z/, tiny /taɪni/
- the part of speech, e.g. dirty *adj* (= adjective), choose *v* (= verb), law *n* (= noun)
- word grammar, e.g. advice (U) (= uncountable noun), begin (began, begun) (= the past tense and past participle)
- common collocations (see Unit 12), e.g. do homework (NOT ~~make~~); It depends on you (NOT ~~of~~)
- example phrases or sentences, e.g. The train leaves from platform seven.
- sometimes synonyms or opposites, e.g. polite (*syn* = courteous; *opp* = impolite)



C How can I use my dictionary?

When you look up a word, put a tick (✓) next to it. Each time you return to a page with a tick, look at it quickly to check you remember the word.

When you see a new word or phrase in a text, first try to **guess the meaning** (= try to think of the meaning from the context), then **carry on** (= continue) reading to **see** (= find out) if your guess is correct. Use your dictionary to **check the meaning**. (= find out if the meaning is correct)

Don't just read definitions. The example phrases and sentences show you how a word or phrase is used, and they often help you to understand the meaning more clearly.

If you look up a word in a bilingual dictionary and get several different translations, check in a monolingual dictionary to see which translation is the best one in the context.

Remember that many words have more than one meaning. The first meaning in the dictionary is not always the one you want. Read through the different meanings.

Exercises

3.1 Complete these sentences about dictionary use.

- 1 It's important to have a good English-English dictionary and also a dictionary, which is easier to understand.
- 2 Dictionaries show the using phonemic symbols.
- 3 Dictionaries will tell you if a noun is countable or
- 4 Dictionaries show synonyms and where they exist.
- 5 If you meet a word you don't know, you can try to the meaning from the context, or you can it in a dictionary.

3.2 Right or wrong? If the answer is wrong, correct it.

- 1 Advice is a countable noun. *Wrong (advice is an uncountable noun)*
- 2 Homesick means you are unhappy living at home and you want to leave.
- 3 You don't make homework, you do homework.
- 4 Carry on means the same as continue.
- 5 The opposite of polite is unpolite.
- 6 The past tense of begin is begun.
- 7 Dirty is an adjective.
- 8 If you look up a word, you find the meaning in a dictionary.
- 9 Trains arrive at and leave from platforms.
- 10 Depend is followed by the preposition of.

3.3 In the word 'island' *ai*land, the letter 's' is silent (= not pronounced). Use your dictionary to find the silent letters in these words. (Do not include the letter 'e' at the end of a word.)

knife



comb



castle



salmon



receipt



3.4 Use a dictionary to find the answers to these questions about words on the left-hand page.

- 1 What does tiny mean?
- 2 How do you pronounce lose? (Is it the same as 'choose' or 'chose?')
- 3 What is the opposite of lose a game?
- 4 What are the past tense and past participle of the verb choose?
- 5 What noun is formed from the verb choose?
- 6 What part of speech is homesick?
- 7 What two verbs often go before homesick?
- 8 Can you complete this common phrase? law and

3.5 Match the sentences on the left with the different meanings of 'bar' on the right.

- 1 They've put bars in front of the window for extra security.
- 2 We went to a bar in the centre of town.
- 3 Could you get me a bar of chocolate?
- 4 You have to order drinks at the bar.

bar 'bɑː' noun [C] 1 **DRINKING** a place where alcoholic drinks are sold and drunk, or the area behind the person serving the drinks *I met him in a bar in Soho.* 2 **BLOCK** a small block of something solid *a chocolate bar • gold bars* 3 **LONG PIECE** a long, thin piece of metal or wood *There were bars on the downstairs windows.*

A

Parts of speech

nouns	e.g. chair, information, happiness
verbs	e.g. choose, tell, complain
adjectives	e.g. happy, tall, dangerous
adverbs	e.g. slowly, carefully, often
prepositions	e.g. in, at, on
articles	e.g. definite article (the); indefinite article (a/an)

B

Special terms

Uncountable noun: (U) a noun which has no plural form and isn't used with the indefinite article, e.g. Can you send me some information? (NOT ~~an information~~ or ~~informations~~)

Plural noun: (pl) a noun which only has a plural form and isn't used with the indefinite article, e.g. He was wearing blue trousers and a white shirt. (NOT ~~a blue trouser~~)

Infinitive: the base form of a verb, e.g. We decided *to stop* for lunch.

Phrasal verb: a verb + adverb or preposition, e.g. wake up, turn sth on, look after sth/sb.

Idiom: a group of words with a meaning that is different from the individual words, e.g. never mind, keep an eye on sth, etc.

Transitive verb: a verb which needs a direct object, e.g. The police caught the man ['the man' is the direct object of the verb 'caught']. A verb which doesn't need a direct object is **intransitive**, e.g. Tim and his brother are always *arguing*.

Informal: a word or phrase which is informal is used mostly in spoken English. Formal English is more common in writing or with people you don't know very well.

Many words also have **synonyms**, which are words with the same meaning, e.g. 'big' and 'large' are synonyms in many contexts. The **opposite** is 'small'.

C

Word building

In the word *uncomfortable*, *un-* is a **prefix**, *comfort* is a **root**, and *-able* is a **suffix**. Other common prefixes include: *re-*, *in-* and *dis-*. Suffixes include: *-ity*, *-ment* and *-ive*.

D

Pronunciation

NOTE

Dictionaries usually show stress with a ' before the main syllable, e.g. re'turn.

Dictionaries show the pronunciation of a word using **phonemic symbols**, e.g. book *'bʊk'*, before *'bɪfə:/*, cinema *'sɪnəmə/*, and so on.

Every word has one or more **syllables**, e.g. 'book' has one syllable, 'before' has two syllables, 'cinema' has three syllables, and so on.

For pronunciation, it is important to know which syllable has the **main stress**, e.g. on 'before' it is the second syllable (*be'fore*), and on 'cinema' it is the first syllable (*'cinema*), and so on.

E

Punctuation

full stop . comma , brackets () hyphen - question mark ?

Hyphens are used to connect certain words or parts of a word together, e.g. a ten-year-old child.

Exercises

4.1 There is one word missing in each line of the text. Where does the missing word go? What could it be? What part of speech is it?

Last year I went to → for my holiday. I spent the first week Seville staying with a couple of friends, and then I a train to Barcelona, where I spent another ten days. It is beautiful city and I had a marvellous time. I stayed in a very hotel right in the centre, but I didn't mind spending a lot money because it is a wonderful and very convenient. My brother recommended it; he goes Spain a lot and he stays anywhere else.

1 Spain (noun).....
 2
 3
 4
 5
 6
 7
 8
 9

4.2 In the dialogue below, find at least one example of the following: an uncountable noun, a plural noun, a phrasal verb, and an idiom.

- A: It's 8 o'clock. We'd better get a move on if we're going to meet Sue at the airport.
 B: That's OK. Her flight doesn't get in until 8.50.
 A: Yes, but it'll take us an hour to get to the airport – you know what the traffic is like.
 B: OK. I'll just go and get changed.
 A: What's wrong with your shorts?
 B: I don't like driving in shorts. I'm going to put some jeans on.

4.3 Look at the underlined verbs in these sentences. Which are transitive? Which are intransitive?

- 1 She broke her leg.
- 2 Take off your jacket.
- 3 I got up at 7.30.
- 4 She doesn't like Chinese food.
- 5 We arrived late.
- 6 He told me to sit down.

4.4 How many syllables are there in each of these words?

English (2)	noun	decide	informal
before	adjective	education	opposite
preposition	adverb	understand	pronunciation

Now mark the main stress on each of the words.

4.5 Look at these words and answer the questions below.

happy lucky dangerous cheap

- 1 What part of speech are these words?
- 2 Change each one into an adverb.
- 3 Write down a synonym for the first two words.
- 4 Which prefix do you need to form the opposite of the first two words?
- 5 Write down the opposite of the last two words.

5

Classroom language

A Equipment

These are some of the things you may use in your classroom or school.



We can use some of these nouns as verbs: **video** a programme (= record it on video); **photocopy** an exercise; **highlight** new words; **file** some papers (= put them in a file).

B Classroom activities

Things students or teachers do in the classroom:

- Look up a word (= find the meaning of a word in a dictionary)
- Borrow someone's dictionary or rubber (= use it and then return it)
- Rub out mistakes in a notebook (= remove mistakes using a rubber)
- Plug in the tape recorder (= put the plug in the electric socket)
- Turn up the tape recorder if you can't hear it (= increase the volume) (*opp* turn down)
- Rub things off the board (= remove writing from the board)
- Correct students' English (= give the correct English if students make mistakes)

Things a teacher may ask students to do in the classroom:

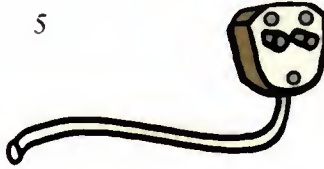
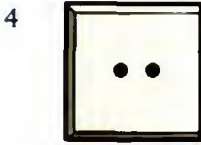
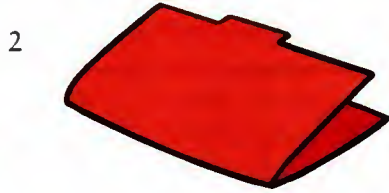
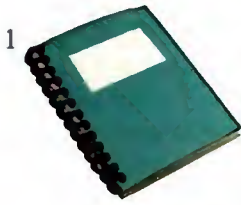
- Could you clean the board, Carlos? (= remove all the writing from the board)
- Write these words down. (= write these words on a piece of paper/in a notebook)
- Enrique, could you swap places (= change places) with Lorena?
- Kim, could you share your book with Petra? (= use it together at the same time)
- Repeat this sentence after me. (= say it again)

C Questions about vocabulary

- What does 'plug' mean? (~~NOT~~ what means plug?)
- How do you pronounce it?
- How do you spell 'bicycle'?
- How do you use 'anyway' in a sentence?
- What's the difference between 'lend' and 'borrow'?

Exercises

5.1 Label these pictures, then check your answers on the opposite page.



5.2 Answer these questions.

- 1 What do you rub off the board? *writing*
- 2 What do you put in a tape recorder?
- 3 What do you put on an OHP?
- 4 What do you keep in a file?
- 5 What do you put in a briefcase?
- 6 What do you put in a socket?
- 7 What do you use a rubber for?
- 8 What do you use a photocopier for?
- 9 Why do you turn up a tape recorder?
- 10 Why do you share a book with someone?

5.3 Match the verbs on the left with the nouns on the right.

- | | | |
|-----------|---|----------------------|
| 1 correct | — | a places |
| 2 clean | — | b a word |
| 3 borrow | — | c someone's mistakes |
| 4 swap | | d the board |
| 5 video | | e a dictionary |
| 6 do | | f a programme |
| 7 turn up | | g an exercise |
| 8 look up | | h the tape recorder |

5.4 Here are some answers. What are the possible questions?

- | | | |
|------------|---|---|
| 1 A: | ? | B: It means to exchange places. |
| 2 A: | ? | B: <u>/swop/</u> . Like 'shop' or 'stop'. |
| 3 A: | ? | B: S-W-A-P. |

5.5 Think about your last lesson (in English or any other subject). Did you do any of these things?

- | | |
|--------------------------|------------------------------------|
| Did you clean the board? | share a book with anyone? |
| use a rubber? | look up any words? |
| borrow anything? | make any mistakes? |
| watch a video? | write anything down in a notebook? |