Developing Intermediate Vocabulary

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The Key begins on page 97 of the With Key edition.
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The purpose of Developing Intermediate Vocabulary is to enable intermediate-level students to discover, learn and practise words and phrases in authentic contexts. Learners using the book will develop an awareness of a wide range of vocabulary, including collocation, word-building, topic vocabulary, and related words.

The book is suitable for use in the classroom or for homework. The With Key edition is essential if the book is to be used for self-study.

How the book is organised

There are 20 four-page topic-based units, followed by five Review units. The topic-based units are not grouped or sequenced in any particular way, so they may be studied in any order. If the book is being used in conjunction with a general English coursebook, it might be possible for teachers to choose units to complement coursebook topics.

Review units

Each Review unit recycles and consolidates some of the most useful words and phrases from the group of four units it relates to.

Collocation lists

On pages 93 and 94 there are lists of collocations, which are cross-referenced to the main units.

Index

Pages 95 and 96 contain a detailed Index of exercises dealing with particular vocabulary items and topics.

Key

The With Key edition contains answers to all the exercises.

How each unit is organised

Each unit is based on a text of 250–350 words in length from an authentic source. Texts are of different types, including magazine articles, newspaper stories, emails and short stories. A small number of the texts are written in American English. Units follow this basic pattern:

Introduction

This introduces key vocabulary from the text which follows. Students match selected words and phrases with their meanings, checking in a dictionary any they do not already know.

Reading

Students read the text and fill the gaps with correct words and phrases from the Introduction. In some units a short comprehension exercise follows this gap-filling task.

Following the reading are a variety of exercise types, all based on vocabulary occurring in the text. In addition there are Extension exercises which further develop other related vocabulary. The final exercise in each unit is either a Practice or a Puzzle. Both these recycle words and phrases from the unit.

The following are exercise types which occur frequently throughout the book.

Related words

A table, usually with the headings noun, verb, adjective and adverb, contains a number of words from the reading text. Students complete the remaining gaps in the table with related words. See Exercise C on page 9 for an example.
Introduction

Collocation
The purpose of the numerous collocation exercises is to draw students’ attention to pairs of words which are commonly used together. These are of various types:

- Verb + noun  to lose your temper
- Adjective + noun  an expensive mistake
- Verb + adverb  to sleep lightly

Students match appropriate pairs of words, then use the collocations they have formed to complete gapped sentences.

Topic vocabulary
Some students find it helpful to learn words in thematic groups. So, if a reading text contains a number of words or phrases related to a particular subject, one of the exercises may focus on this thematic vocabulary. For example, Unit 10, A journey to remember, groups travel nouns together.

Phrasal verbs
A number of units include phrasal verb exercises. These generally focus on one particular verb, for example, carry, set or turn.

Idioms
The idiom exercises are of different types. They may focus on particular words used idiomatically, e.g. cut someone dead, cut corners. They may deal with word types such as adjectives, e.g. thick-skinned, out of thin air. Or the focus may be thematic, as in the exercise on animal idioms: an early bird, a dark horse, etc.

Word building
The word-building exercises draw attention to particular features of words. For example:

- Prefixes and suffixes (e.g. rewind, low-fat, duty-free)
- Noun endings, as in words for jobs (e.g. actor, economist, musician)
- Adjective endings (e.g. bored / boring)
- Verbs ending in -en (e.g. sharpen, widen)
- Adjectives starting with a- (e.g. awake, asleep)

Other vocabulary exercises
There are various other exercises which occur occasionally, including:

- British and American English (e.g. rubbish / trash)
- Confusing words (e.g. house / home)
- Formal and informal words (e.g. injured / hurt)
- Compound nouns (e.g. street corner)
- Compound adjectives (e.g. long-legged)
- Homophones (e.g. our / hour)

These, and many other exercises which focus on vocabulary items specific to particular units, are listed in the Index on pages 95–6.

Extension exercises
These develop an aspect of vocabulary which has featured in a previous exercise. For example, in the verb-noun collocation exercise on page 10, students learn that the verb lose is used with the following nouns and phrases:

a chance / contact with someone / an election / interest in something / your job / sight of / your temper / your way.

Extension 2, which follows, focuses on three verbs which are used as the opposites of lose: find / keep / win.

Notes to teachers
If you are using this book in class with your students, remember that units can be done in any order, as texts and exercises are not graded in any way. Choose texts or topics that you think your students will find interesting or useful.
Each unit ends with a final practice exercise, in the form of a short gapped text or puzzle, which recycles vocabulary from the unit. These would make ideal homework exercises. The Review units could be set as occasional tests.

Although the exercises are designed to be done by students working individually, you could ask students to work in pairs on certain exercises. Section A, Introduction, would be suitable for this, as students are encountering a new topic and a new text for the first time. One way of approaching pairwork is to get students to work individually in the first instance, and then to compare their answers with a partner, before a final check in the Key or with the teacher.

Notes to students working alone

The units in this book can be used in any order. Choose texts or topics that you think you will find interesting and useful.

You probably already have your own favourite way of recording and learning vocabulary, but if you don’t, here are a number of ways you could try:

• Divide a notebook into several sections. For example, you could use the headings
  TOPICS VERB + NOUN COLLOCATIONS WORD-BUILDING PHRASAL VERBS
  Each time you come across words you want to learn, list them in the appropriate section of your notebook. Try to learn ten new words or combinations of words each day.

• Design a ‘spidergram’ to include a set of words you would like to remember. These work particularly well for groups of words related by topic. Example:

```
bedrobe bed
wardrobe
bedside table lamp
bath
shower toilet
washbasin
cooker fridge
sink
cupboard
tv
sofa
armchair
table
chairs
bookshelf

APARTMENT

bathroom

shower toilet
washbasin
```

• Write sentences incorporating the words or phrases you want to remember, then make a tape recording of these sentences. Listen to the tape from time to time and repeat the sentences until you feel you know them. (This method works best if you write your own sentences, but if you are short of time use the sentences from the book.)

• From each unit, choose 10 words or phrases you think you will find useful. Write them down and stick them somewhere you will see them every day, for example on a noticeboard at home, on the fridge, or even on a mirror you look in regularly. Every time you see them, say them aloud and check you know the meanings. Think of different situations in which you could use them.

And finally ... The main purpose of this book is to help you develop your vocabulary. We hope you will find the texts and the exercises interesting and useful. Try to use words and phrases you have learned from the book as often as possible – in fact whenever you are speaking or writing English. Remember, it is only by using new words and phrases that you will really learn them.