



VOCABULARY

in use

INTERMEDIATE

Reference and practice for students
of North American English

Stuart Redman
with Ellen Shaw



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Examples

uncountable noun, prefix, stress
 cough, fasten, comb, laboratory
 eraser, look up, raise your hand

Word formation

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- 10 Adjective suffixes
- 11 Nouns, verbs, and adjectives with the same form
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un-, in-, dis-, im-, re-
 -tion, -ity, -ness, -ment
 -ive, -y, -able, -ful, -less
 the answer / to answer; a clean room / to clean
 alarm clock; credit card; baby-sitter
 easygoing, good-looking, well-known

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hard work, miss the bus
 listen (to), depend (on), good (at)
 on vacation, by mistake, on TV
 find out, get along with, pick up
 put on sth., put sth. on
 keep an eye on, to make matters worse
 make progress, do homework, have lunch
 give s.o. a call, keep in touch, break the law
 get a job, get married, get up
 go shopping, go for a drive, How's it going?
 sorry I'm late, I was held up, thanks a lot
 could you, would you like to, how about
 what do you think of . . . ?; personally, I think
 hi, nice to meet you, take care, happy birthday

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- 29 Verb + *ing* form, infinitive, or base form
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information (U), pants (pl.)
 can't stand working, expect to see them,
 make s.o. do sth.
 verb + object, verb + "that" clause
 boring vs. bored, terrible vs. terrific
 on the desk, next to the house
 hardly ever, somewhat, almost

Connecting and linking

34	Time and sequence	when, while, after, first of all, finally
35	Addition and contrast	in addition, although, in spite of
36	Similarities, differences, and conditions	similar to, compared with/to, unless
37	Reason, purpose, and result	because/since, so (that), as a result

Topics

The world around us

38	The physical world	planets, oceans, mountains, earthquakes
39	Weather	showers, cloudy, fog, hurricane
40	Using the land	plants, agriculture, mining, gold
41	Animals, insects, and other creatures	goldfish, lion, wild, spider, whale
42	Countries, nationalities, and languages	Mexico, Brazilian, Arabic, the Chinese

People

43	The body and what it does	bend your knees, bite your nails
44	Describing people's appearance	tall and blond with broad shoulders
45	Describing character	shy, friendly, easygoing, self-confident
46	Human feelings and actions	pride, jealous (of), whisper, stare
47	Family and friends	niece, relatives, last name, best friend
48	Ages and stages	teenager, grow up, adult, pregnant

Daily life

49	Daily routines	get up, leave for work, go to sleep
50	Homes and buildings	apartment, on the first floor, roof
51	Around the house (1)	living room, on the sofa, dishwasher
52	Around the house (2)	alarm clock, bathtub, wash the dishes
53	Everyday problems	it's not working, drop, break
54	Money	coins, borrow, I can't afford it
55	Health: illness and disease	the flu, sore throat, sneezing
56	Health: injuries	twist my ankle, bleeding, bruise
57	Clothes	shirt, pants, take off, get dressed
58	Stores and shopping	pharmacy, salesperson, I'm just looking
59	Food	carrot, peach, lamb, salad
60	Cooking and restaurants	fry, salty, main course, make a reservation
61	Town and country	suburbs, noisy, fields, nightlife
62	On the road	turn left, traffic light, accident
63	Transportation	bus, train station, get off, now boarding

Work

64	Work: responsibilities, conditions, and pay	What do you do?, salary, work overtime
65	Jobs	dentist, lawyer, plumber
66	The career ladder	be promoted, resign, unemployed
67	The office and the factory	answer phone calls, paperwork, assembly line
68	Business and finance	pay interest, make a profit, rise and fall
69	Sales and marketing	market share, competitors, image

Leisure and entertainment

- | | |
|-------------------------------|---|
| 70 Hobbies | photography, play cards, spare time |
| 71 Sports | tennis court, throw, goal, win, tie |
| 72 Movies and theater | audience, a thriller, musical, critic |
| 73 Music, art, and literature | orchestra, composer, painting, novelist |

Communication and technology

- | | |
|-----------------|--|
| 74 Newspapers | reporter, headline, article |
| 75 Television | program, turn on, soap opera |
| 76 On the phone | cell phone, wrong number, line is busy |
| 77 Computers | screen, software, save, database |
| 78 The Internet | go online, modem, e-mail, World Wide Web |

Social concerns

- | | |
|----------------------------------|---|
| 79 Education: school | elementary school, go to high school, subject |
| 80 Education: university/college | degree, do research, lecture, tuition |
| 81 Law and order | court, trial, arrest, guilty |
| 82 Crime | murder, commit a crime, steal |
| 83 Politics | political party, democracy, elect |
| 84 Bureaucracy | fill in a form, driver's license, signature |
| 85 War and peace | peace talks, attack, terrorism, invade |
| 86 Pollution and the environment | protect, natural resources, recycle, waste |

Tourism and travel

- | | |
|------------------------------------|---|
| 87 Air travel | flight, take off, carry-on luggage, customs |
| 88 Hotels | bill, single room, reserve a room, in advance |
| 89 A sightseeing vacation | guidebook, temple, souvenir, take photos |
| 90 At the beach and in the country | sand, sunbathe, hiking, picnic |

Notional concepts

- | | |
|----------------------------------|--|
| 91 Time | for ages, at, on, during, last, recently |
| 92 Numbers | two and a half, divide, zero point seven |
| 93 Distance, size, and dimension | How far is it?, a long way, deep, width |
| 94 Shapes, colors, and patterns | round, square, pattern, gray, greenish |
| 95 Partitives | piece of cake, group of people |

Special topics

- | | |
|--|--|
| 96 Abbreviations and abbreviated words | UN, PIN, phone, bike, e.g. |
| 97 The senses | smells wonderful, tastes like, see vs. watch |
| 98 Signs, warnings, and notices | out of order, no smoking, watch your step |
| 99 Vague language | things, stuff, sort of, kind of |
| 100 Formal and informal English | purchase/buy, children/kids |

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To the student

Who is this book for?

Vocabulary in Use – Intermediate is designed to help learners at this level to improve their English vocabulary. The book teaches not only new vocabulary, but also strategies for learning vocabulary that you can use after you have completed the book.

How is the book organized?

The book has 100 two-page units. The left-hand page explains new words and expressions (most units contain approximately 25 new words or phrases), and the right-hand page gives you a chance to check your understanding through a series of exercises that practice the new vocabulary. In a few units, e.g., Units 19 and 67, the right-hand page also includes a few new words and phrases that are not explained on the left-hand page.

The Index at the back of the book lists all the new words and phrases introduced in the book and refers you to the unit or units where these words appear. The Index also includes phonemic transcriptions for all words. A key to the symbols is on page 204, and page 205, “Pronunciation Problems,” gives you special help with the pronunciation of approximately 200 words that present particular problems for many learners of English. Some words or phrases in the book may be pronounced in different ways by different English speakers. However, because of space limitations, only one pronunciation, used by speakers of the most common varieties of North American English, is transcribed in most cases.

The left-hand page

The left-hand page 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; and then within each section, new words and phrases are usually printed in **bold type** and explained using a number of different techniques:

- A short definition. The definition follows directly after the word, or comes at the end of the phrase or sentence. It is in brackets: e.g., **unemployed** [without a job]; **make up your mind** [make a decision].
- A short explanation. This is a complete sentence that often includes the new word: e.g., **effective** – If something is **effective**, it works well and produces good results.
- A synonym or opposite: e.g., **sad** [unhappy]; **dirty** [≠ clean].
- A situation. Some words are difficult to define, and it is easier to see their meaning within a context. The following is from a text about a car accident: “Both drivers were **badly injured** and both cars were very **badly damaged**.”
- A picture or diagram. This seems the obvious way to explain a large number of concrete nouns and verbs, e.g.:



a carrot



Go straight and then **turn left**.

- Sentence examples. These show the words in context in order to illustrate their meaning and their special grammatical features.

My girlfriend gets **jealous** when I talk to other girls.

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

He can't **get along with** [have a good relationship with] his parents. (v. + adv. + prep.)

The teams are **tied 2–2**. (*not* are tying)

Other ways of presenting the material include:

- Labels, such as *formal* and *informal*: e.g., **commence** (*formal*); **kids** (*informal*).
- A slash (/). This is often used to show that two words or phrases have similar meanings, e.g., **afraid of / frightened of**. Sometimes slashes are used to show alternative words or phrases that could be used in the same position in a sentence, although they don't mean the same thing, e.g., **Have a nice day/evening/weekend**. [to say good-bye]
- 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; fasten your seat belt; go on vacation; to some extent; etc.

The right-hand page

The right-hand page contains the exercises to practice the new vocabulary presented on the left-hand page. In general, the first exercise practices the form of some of the new words, and then additional exercises focus on the meaning. In most units, there is at least one exercise that gives learners a chance to think about and practice new vocabulary in relation to their own lives, and/or a task that invites learners to do something with the vocabulary outside of the book (e.g., exercises 12.4, 15.4). In every unit, there is a range of exercise types to help maintain your interest.

Using the book

The first six units (or first seven units if you go to an English class) teach you some important vocabulary, but they also help you with useful ideas and techniques for vocabulary learning. Do these units first, and then work through the book, studying the units that interest you. Try to review the units you have covered on a regular basis; for example, if you study three units a week, try to review the three units at the end of the week, or every two weeks. When you review, try to make the words and expressions active, by using them in your own sentences. Be on the lookout for words you have studied, and note whenever you meet them.

What else do I need in order to work with this book?

You will need a vocabulary notebook or file where you can write the new words you are learning. (See Unit 2 for advice on how to do this.)

You will need at least one dictionary, if possible two: an English-English dictionary, preferably a learner's dictionary specifically for students whose first language is not English, and a bilingual dictionary as well. (See Units 3 and 4 for advice on using dictionaries.)

Summary of abbreviations and symbols used in the book

<i>n.</i>	noun
<i>v.</i>	verb
<i>adj.</i>	adjective
<i>adv.</i>	adverb
<i>prep.</i>	preposition
<i>pl.</i>	word only used in the plural
<i>s.o.</i>	someone
<i>sth.</i>	something
<i>e.g.</i>	for example
<i>i.e.</i>	that is to say; in other words
<i>etc.</i>	and so on
(U)	uncountable word
(C)	countable word
≠	opposite
[<i>not</i> I lost the bus]	indicates that a word or an expression is wrong