

English Vocabulary in Use

upper-intermediate

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Effective vocabulary learning

- 1 Learning vocabulary – general advice: What do you need to learn? What does learning a new word mean? Can you learn just by reading or listening to English? How are you going to plan your learning?
- 2 Learning vocabulary – aids to learning *bubble diagram, word fork*
- 3 Organising a vocabulary notebook *tree diagram, word-class*
- 4 The names of English language words *adjective, syllable, collocation*
- 5 Using your dictionary *usage, synonym, pronunciation*
- 6 Revising vocabulary *active and receptive vocabulary, fix in your memory*
- 7 Guessing and explaining meaning *context, clues, it's a bit like*

Word formation

- 8 Suffixes *-er, -or, -ness*
- 9 Prefixes *in-, ex-, mis-*
- 10 Roots *-spect-, -port-, -vert-*
- 11 Abstract nouns *excitement, generosity, wisdom*
- 12 Compound adjectives *air-conditioned, off-peak, sugar-free*
- 13 Compound nouns (1) noun + noun *baby-sitter, sunglasses, junk mail*
- 14 Compound nouns (2) verb + preposition *cutback, turnover, outlook*
- 15 Words from other languages *ballerina, yoghurt, judo*
- 16 Abbreviations and acronyms *UN, ID, fridge*
- 17 New words in English *video jockey, surfing the net, shopaholic*

Words and pronunciation

- 18 Words commonly mispronounced *doubt, hiccough, sword*
- 19 Onomatopoeic words *clink, tinkle, splash*
- 20 Homonyms *wait, weight; row /raʊ/ and row /rəʊ/*

Connecting and linking words

- 21 Time *as soon as, while, afterwards*
- 22 Condition *unless, provided that, no matter*
- 23 Cause, reason, purpose and result *gave rise to, with the aim of*
- 24 Concession and contrast *although, admittedly, on the other hand*
- 25 Addition *in addition, likewise, as well as*
- 26 Text-referring words *situation, aspect, issue*
- 27 Discourse markers in speech *well, let me see, hang on*
- 28 Discourse markers in writing *firstly, in conclusion*

Countables and uncountables

- 29 Uncountable nouns *travel, luggage, knowledge*
- 30 Words that only occur in the plural *headquarters, binoculars, scissors*

- 31 Countable and uncountable nouns with different meanings *a glass, glass; a hair, hair*
- 32 Collective nouns *crowd, flock, range*
- 33 Making uncountable nouns countable *a bit of advice, a flash of lightning, some spots of rain*
- 34 Containers and contents *a tube of toothpaste, a jar of jam, a box of matches*

Topics

- 35 Countries, nationalities and languages *Brazil, Japanese, Arabic*
- 36 The weather *drought, stifling, chilly*
- 37 Describing people: appearance *wavy hair, freckles, plump*
- 38 Describing people: character *down-to-earth, broad-minded, eccentric*
- 39 Relationships *colleague, acquaintance, to fancy someone*
- 40 At home *bungalow, attic, table mat*
- 41 Everyday problems *power cut, to leak, stained*
- 42 Global problems *to erupt, injured, earthquake*
- 43 Education *degree, tutorial, to pass an exam*
- 44 Work *union representative, redundant, shift work*
- 45 Sport *billiards, high jump, fencing*
- 46 The arts *sculpture, novel, performance*
- 47 Music *track, hit, backing*
- 48 Food *aubergine, spicy, bake*
- 49 The environment *island, glacier, polluted*
- 50 Towns *art gallery, traffic jam, population*
- 51 The natural world *nest, hedgehog, harvest*
- 52 Clothes *cardigan, collar, striped*
- 53 Health and medicine *sore throat, prescribe, tablets*
- 54 Travel *ferry, overtake, supersonic*
- 55 Holidays *timeshare, sightseeing, breath-taking*
- 56 Numbers and shapes *triangle, sphere, odd and even*
- 57 Science and technology *mobile phone, microwave, genetic engineering*
- 58 Computers and the Internet *modem, surf the Web*
- 59 The press and the media *tabloid, aerial, soap opera*
- 60 Politics and public institutions *independence, House of Commons, elect*
- 61 Crime *burglary, blackmail, verdict*
- 62 Money – buying, selling and paying *earn, current account, overdrawn*

Feelings and actions

- 63 Belief and opinion *maintain, point of view, intellectual*
- 64 Pleasant and unpleasant feelings *grateful, frustration, worrying*
- 65 Like, dislike and desire *adore, loathe, devoted*
- 66 Speaking *whisper, grumble, guiltily*
- 67 The six senses *glance, fragrant, telepathy*
- 68 What your body does *yawn, snore, chew*

Basic concepts

- 69 Number, quantity, degree and intensity *considerable, a great deal, dozens of*
- 70 Time *for the time being, temporary, to last*
- 71 Distances and dimensions *length, faraway, stretch*

- 72 Obligation, need, possibility and probability *compulsory, exempt, shortage*
- 73 Sound and light *racket, twinkle, sombre*
- 74 Possession, giving and lending *estate, property, allocate*
- 75 Movement and speed *flutter, crawl, rate*
- 76 Texture, brightness, weight and density *prickly, dazzling, hollow*
- 77 Success, failure and difficulty *manage, compromise, cope*

Idiomatic expressions

- 78 Idioms and fixed expressions – general *under the weather, to have seen better days*
- 79 Everyday expressions *come to think of it, that's that, as far as I'm concerned*
- 80 Similes *as good as gold, like a red rag to a bull*
- 81 Binomials *rough and ready, peace and quiet, sooner or later*
- 82 Idioms describing people *quick off the mark, round the bend, a lazy-bones*
- 83 Idioms describing feelings or mood *in high spirits, in a black mood, scared stiff*
- 84 Idioms describing problematic situations *to take a back seat, the tide has turned, to bury the hatchet*
- 85 Idioms connected with praise and criticism *knock spots off, on the ball, pick holes in*
- 86 Idioms connected with using language *talk shop, a talking-point, long-winded*
- 87 Miscellaneous idioms *to pay through the nose, to have something on the brain*
- 88 Proverbs *Don't put all your eggs in one basket*

Phrasal verbs and verb-based expressions

- 89 Expressions with do and make *do housework, do up, make a mistake, make up*
- 90 Expressions with bring and take *bring down, bring to light, take after, take for granted*
- 91 Expressions with get *get by, get out of bed on the wrong side*
- 92 Expressions with set and put *set off, set one's heart on, put up with, put two and two together*
- 93 Expressions with come and go *come across, come to an end, go off, as far as it goes*
- 94 Miscellaneous expressions *run out of, see your way to, break someone's heart*

Varieties of English

- 95 Formal and informal words (1) *offspring, children, kids*
- 96 Formal and informal words (2) *slang, wally, cool*
- 97 US English *semester, panty-hose, wash up*
- 98 Other Englishes *loch, Aussie, pad*
- 99 Headline English *axe, hit, vow*
- 100 The language of signs and notices *refrain, admission*

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Introduction

The first edition of *English Vocabulary in Use: upper-intermediate and advanced* was published in 1994. We felt it was time to revise the book for three main reasons. Firstly, technology and other social changes have brought a number of new words and expressions into everyday use. Secondly, we have collected feedback from users of the book all over the world who have made many helpful suggestions that we have been able to incorporate into our new edition. Thirdly, we have access to the Cambridge International Corpus to help inform the choice, presentation and practice of vocabulary items.

What is the same about the new edition?

It retains the features that have made it popular:

- The format of presentation on the left-hand page and practice on the right-hand page.
- It opens with a section on skills for vocabulary recording and memorising.
- It approaches English vocabulary from a range of different angles – looking not just at topics but also at word formation, at words and grammar, at functions like *Connecting and linking*, at concepts like *Time or Distance*, at varieties of English.
- It has a complete student-friendly answer key, containing not just the answers but also comments on them where appropriate.
- It contains language and usage notes that are ideal for the self-study learner.
- It contains four symbols to help identify useful common collocations, typical errors, notes about register and when to use a dictionary. (see p.1)
- There is a complete index at the back, listing all the key words and phrases covered.

What is different about the new edition?

In the new edition we have revised each unit to ensure that it is now at upper-intermediate level. We have done this by cutting words that were either too advanced or too easy, replacing them with words more relevant to the level. Frequency data from the Cambridge International Corpus helped inform our decisions here.

We have also clarified our presentation of vocabulary by adding artwork to make the vocabulary easier to understand. There is now more contextualisation of vocabulary and we have also provided more grammar and pronunciation information about the vocabulary we present.

In revising *English Vocabulary in Use: upper-intermediate* we have made considerable use of the Cambridge International Corpus of written and spoken English. This enabled us to check that the example contexts for the language presented were the most natural ones. Where necessary, we have suggested different, more frequent, collocations or contexts.

The process of updating the materials has also allowed us to introduce some new units as requested by teachers and students. You will, therefore, find that this edition contains units on: *Guessing and explaining meaning* (Unit 7), *Music* (Unit 47) and *Computers and the Internet* (Unit 58). Unit 17, *New words in English* has been totally revised to match changes in the language since our first edition.

In this second edition we have reorganised our units in a slightly more logical fashion and have introduced clearer headings for some of the sections. We have also created a new section, *Words and pronunciation*. In addition, we have made some other changes to the presentation materials and the exercises that we hope will make the book easier for students to use. The addition of colour in this edition will, we are sure, be a popular change.

We very much hope that students and teachers will continue to enjoy working with *English Vocabulary in Use: upper-intermediate* and will approve of the changes we have made.

Michael McCarthy and Felicity O'Dell (Cambridge, 2001)

Using this book

Why was this book written?

This book was written to help you to improve your English vocabulary. It will help you to learn not only the meanings of words but also how they are used. You can use this book either with a teacher or for self-study.

How is the book organised?

The book has 100 two-page units. In most units, the left-hand page explains the words and expressions to be studied in that unit. Where appropriate, it gives information about the meanings of words as well as how to use them. The right-hand page checks that you have understood the information on the left-hand page by giving you a series of exercises practising what you have just learnt. Occasionally the right-hand page will also teach you some more new words.





There is a key at the back of the book. It will help you learn more about the words and expressions studied in the unit. Some questions have only one correct answer. Other questions have more than one answer. You will find comments on the answers giving reasons why one answer may be more appropriate than another. You will also find suggested answers for more open-ended questions. These suggested answers are intended to be used as possible examples and are not the only correct answer.

There is an index at the back of the book. This lists all the words and phrases covered in the book and refers you to the units where these words or phrases are discussed. The index also tells you how difficult and unusual words are pronounced. It uses the International Phonetic Alphabet to do this and the symbols you need to know are listed on p.3.

How should I use this book?

The book is divided into a number of sections. Start by working through the first seven units. These units not only teach you some new vocabulary but they also help you with useful techniques for vocabulary learning in general. After completing those units, you might want to work straight through the book or you might prefer to do the units in any order that suits you. You may also like to visit the 'in Use' website at <http://www.cambridge.org/elt/inuse/>.

Key to symbols used in the margins

-  indicates the type of error that students typically make with a word or expression.
-  indicates a note about the language register, for example, whether a word or expression is formal or informal, slang or colloquial, or whether it is more commonly used in a written or spoken context.
-  indicates a common collocation, where words frequently occur together.
-  indicates where students are advised to refer to a dictionary.

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

You need some kind of vocabulary notebook or file where you can write down the new words you are learning. (See Unit 3 for advice on how to do this.)

You also need to have access to a couple of good dictionaries. This book selects the words that are most important for you to learn at your level and it gives you the most important information about those words but you will sometimes need to refer to a dictionary as well for extra information about meaning and usage. Some exercises tell you to use a dictionary; these help to train you in getting the best out of your dictionary. Firstly, you need an English–English dictionary for foreign learners. Good ones are *The Cambridge International Dictionary of English*, the *Longman Dictionary of Contemporary English*, the *Oxford Advanced Learner's Dictionary* and the *Collins Cobuild English Language Dictionary*, for example. Secondly, you will also find a good bilingual dictionary useful. Ask a teacher to recommend a good bilingual dictionary for you. (See Unit 5 for advice on using your dictionaries.) Don't forget that many dictionaries are available on CD-ROM. If you want more information about different types of dictionaries, visit Cambridge University Press's website at <http://www.dictionary.cambridge.org/>

Phonetic symbols

Vowel sounds

Symbol	Examples
/i:/	sleep me
/i/	happy recipe
/ɪ/	pin dinner
/ʊ/	foot could pull
/u:/	do shoe through
/e/	red head said
/ə/	arrive father colour
/ɜ:/	turn bird work
/ɔ:/	sort thought walk
/æ/	cat black
/ʌ/	sun enough wonder
/ɒ/	got watch sock
/ɑ:/	part heart laugh
/eɪ/	name late aim
/aɪ/	my idea time
/ɔɪ/	boy noise
/eə/	pair where bear
/ɪə/	hear beer
/əʊ/	go home show
/aʊ/	out cow
/ʊə/	pure poor

Consonant sounds

Symbol	Examples
/p/	put
/b/	book
/t/	take
/d/	dog
/k/	car kick
/g/	go guarantee
/tʃ/	catch church
/dʒ/	age lounge
/f/	for cough
/v/	love vehicle
/θ/	thick path
/ð/	this mother
/s/	since rice
/z/	zoo houses
/ʃ/	shop sugar machine
/ʒ/	pleasure usual vision
/h/	hear hotel
/m/	make
/n/	name now
/ŋ/	bring
/l/	look while
/r/	road
/j/	young
/w/	wear