

ENGLISH VOCABULARY IN USE

**Vocabulary
reference and
practice**

**with answers
and ebook**

Fourth Edition

Upper-intermediate

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Contents

Thanks	5	31 Travel	68
Enhanced ebook	5	32 Holidays	70
Introduction	6	33 Science and technology	72
Effective vocabulary learning		34 Computers	74
1 Learning vocabulary	8	35 Communications and the Internet	76
2 Organising a vocabulary notebook	10	36 Social media	78
3 Using your dictionary	12	37 The press and the media	80
4 Guessing and explaining meaning	14	38 Politics and public institutions	82
Topics		39 Crime	84
5 Countries, nationalities and languages	16	40 Money	86
6 The weather	18	41 Describing objects	88
7 Describing people: appearance	20	Feelings and actions	
8 Describing people: personality	22	42 Belief and opinion	90
9 Idioms describing people	24	43 Pleasant and unpleasant feelings	92
10 Relationships	26	44 Like, dislike and desire	94
11 At home	28	45 Speaking	96
12 Everyday minor problems	30	46 The six senses	98
13 Global problems	32	47 What your body does	100
14 Education	34	48 Praising and criticising	102
15 Higher education	36	49 Emotions and moods	104
16 Work	38	50 Commenting on problematic situations	106
17 Business	40	Basic concepts	
18 Sport	42	51 Number, quantity, degree and intensity	108
19 Art and literature	44	52 Numbers and shapes	110
20 Theatre and cinema	46	53 Time	112
21 Music	48	54 Distances and dimensions	114
22 Food	50	55 Obligation, need, possibility and probability	116
23 Physical geography	52	56 Sound and light	118
24 Environmental problems	54	57 Possession and giving	120
25 Towns	56	58 Movement and speed	122
26 The natural world	58	59 Texture, brightness, weight and density	124
27 Clothes	60	60 Success, failure and difficulty	126
28 Health and medicine	62		
29 Medicine and technology	64		
30 Health and lifestyle	66		

Connecting and linking words

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

Word formation

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

Words and pronunciation

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

Counting people and things

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

Phrasal verbs and verb-based expressions

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

Varieties and styles

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

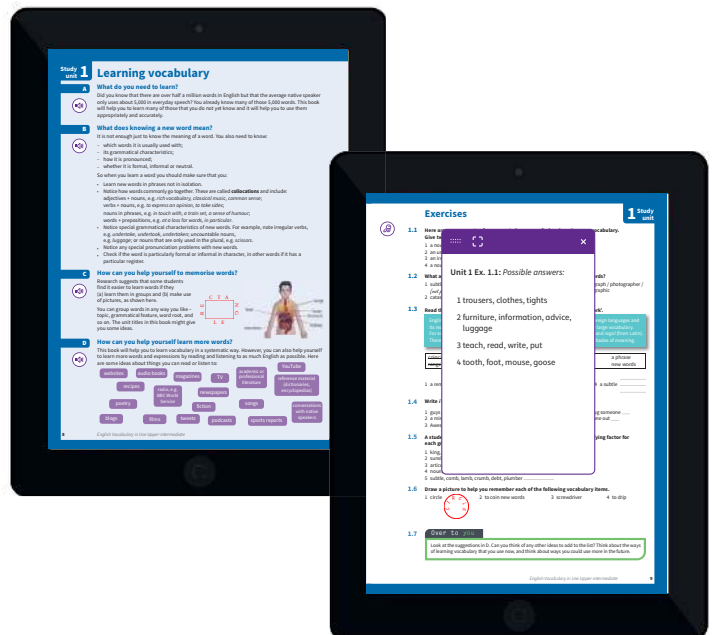
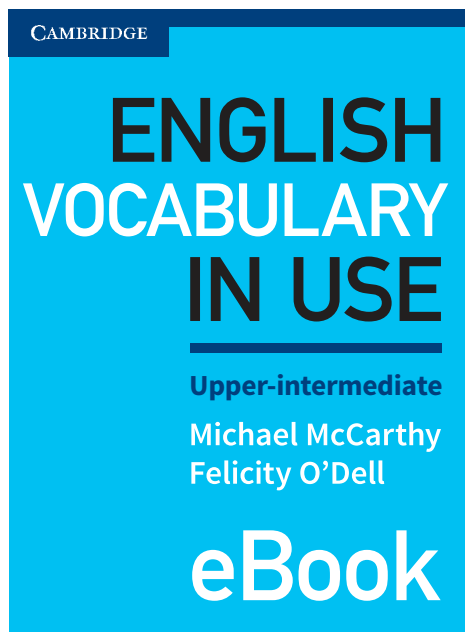
Answer key	210
Phonemic symbols	258
Index	259
Acknowledgements	280

Thanks

Sabina Ostrowska wrote two new units for the Fourth Edition: Unit 15, *Higher Education*, and Unit 36, *Social Media*. The publishers would like to thank Sabina for her contribution to this new edition.

The eBook

You can buy this book with or without an eBook. The eBook has the same vocabulary explanations as the book.



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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.
- 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*. Along with this book, you can also use the more specialised titles: *English Idioms in Use*, *English Phrasal Verbs in Use* and *English Collocations in Use*, all of which are available at intermediate and advanced levels.

Find out more at <http://www.cambridge.org/elt>

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 (now known as the Cambridge English 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 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.

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 advanced levels of *English Idioms in Use*, *English Phrasal Verbs in Use* and *English Collocations in Use*, by the same authors as this book.

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

We hope you enjoy using the book.