

English Vocabulary **in Use**

Pre-intermediate
& intermediate

100 units of
vocabulary
reference and
practice

Self-study and
classroom use

Stuart Redman



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ENGLISH VOCABULARY IN USE, pre-intermediate & intermediate

این کتاب
English vocabulary in use, pre-intermediate & intermediate (OUP) is a
vocabulary reference and practice text - based on the Cambridge English
Vocabulary (CEV) and the Cambridge English Scale (CES).
این کتاب شامل دو بخش است:
بخش اول: لغات عمومی و تخصصی
بخش دوم: لغات تخصصی
این کتاب برای دانشجویان و کسانی که می‌خواهند لغات خود را تقویت کنند مناسب است.
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- 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*

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- 6 Prefixes *un-, in-, im-, dis-*
- 7 Noun suffixes *-ment, -ity, -ness, -tion*
- 8 Adjective suffixes *-able, -ive, -al, -y*
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- 10 Compound nouns *traffic light, tin opener, credit card, film star*
- 11 Compound adjectives *easy-going, well-known, part-time*

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- 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*
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- 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?*
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- 30 Go: uses and expressions *go for a drink, have a go, go deaf*
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- 34 Verbs + -ing form or infinitive *enjoy + -ing, refuse + infinitive*
- 35 Verb patterns *advise him to go ..., suggest (that) we leave*
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- 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*

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- 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*
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 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*

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- 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*
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- 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*

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- 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*

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- 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*

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- 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*
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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)
Frequently asked questions (Unit 20)
Common responses (Unit 21)

Have and have got (Unit 25)
Leave, catch and let (Unit 28)
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


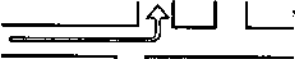
This is the page that introduces the new vocabulary for each topic or area of language. First of all, the vocabulary is divided into a number of sections (A, B, C, etc.) with simple clear titles. Then, within each section, new words/phrases are explained using a number of different techniques:

1 A short definition.

e.g. **unemployed** (= without a job); **hang on** (= wait); **feel like** (= want or desire *informal*)
The abbreviations *fml* or *informal* 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
e.g. carro  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>infml</i>	informal word or expression
<i>fml</i>	formal word or expression
(U)	uncountable word
(C)	countable word
sb	somebody
sth	something

(NOT ~~lost 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.

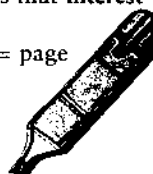
So, plan longer periods for new units and shorter periods for **revision**.

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