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Work on your
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Upper Intermediate

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Nhân Trí Việt

Collins

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Vocabulary
Upper Intermediate B2

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WORK ON YOUR VOCABULARY – UPPER INTERMEDIATE B2

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Introduction

Welcome to *Work on your Vocabulary – Upper Intermediate (B2)*.

Is this the right book for me?

This book, *Work on your Vocabulary – Upper Intermediate (B2)*, helps students to learn and practise English vocabulary at CEF level B2. This book is suitable for you to use if you are at CEF level B2, or just below.

So, what is CEF level B2? Well, there are six Common European Framework levels. They go up from A1 for beginners, A2, B1, B2, C1 and finally C2.

If the description below sounds like you, then this is probably the right book for you. If not, choose *Work on your Vocabulary – Intermediate (B1)* (below this level) or *Work on your Vocabulary – Advanced (C1)* (above this level).

- I can understand most of the words and expressions when I read texts on many subjects, especially when they are about my areas of knowledge and interest.
- I can have conversations with native speakers of English and other good speakers in a quite natural way.
- I'm aware that I make mistakes, but other people usually understand what I want to say or write.
- I think I know quite a lot of vocabulary, but I also believe that there is a lot more to learn.

What does this book contain?

This book contains 30 units to help you learn and practise important vocabulary for this upper intermediate (B2) level.

Each unit gives you **explanations** and **definitions** of the words and expressions for the topic area, in the **Word Finder** boxes

There is a series of **exercises** that give you useful practice in this particular area.

The **answers** to all the exercises are at the back of the book.

At the back of the book, you'll also find a list of all the words introduced in the book (the **index**). Each word has the unit number next to it, so you can find it easily in the main part of the book.

The index also includes phonetics, to help you pronounce the words correctly. There is also a **pronunciation guide** to help you read and understand the phonetic symbols.

There are **Good to know!** boxes to help you to pay attention to important information about the words and expressions.

I'm a student: how can I use this book?

You can use this book in different ways. It depends on your needs, and the time that you have.

- If you have a teacher, he or she may give you some advice about using the book.

- If you are working alone, you may decide to study the complete book from beginning to end, starting with unit 1 and working your way through to the end.
- You might find that it is better to choose which units you need to study first, which might not be the first units in the book. Take control of what you learn and choose the units you feel are most important for you.
- You may also decide to use the book for reference when you are not sure about a particular vocabulary topic.
- You can find what you want to learn about by looking in the **Contents** page.
- Please note that, if you do not understand something in one unit, you may need to study a unit earlier in the book for more explanation.

Study tips

- 1 Read the aim and introduction to the unit carefully.
- 2 Read the explanation. Sometimes, there is a short text or dialogue; sometimes there are tables of information; sometimes there are examples with notes. These are to help you understand the most important information about this area of vocabulary.
- 3 Don't read the explanation too quickly: spend time trying to understand it as well as you can. If you don't understand, read it again more slowly.
- 4 Do the exercises. Don't do them too quickly: think carefully about the answers. If you don't feel sure, look at the explanation and Word Finder box again. Write your answers in pencil, or, even better, on a separate piece of paper. (This means that you can do the exercises again later.)
- 5 Check your answers to the exercises in the back of the book.
- 6 If you get every answer correct, congratulations! Don't worry if you make some mistakes. Studying your mistakes is an important part of learning.
- 7 Look carefully at each mistake: can you now see why the correct answer is what it is?
- 8 Read the explanation and definitions again to help you understand.
- 9 Finally, if the unit includes a **Good to Know!** box, then try really hard to remember what it says. It contains a special piece of information about the words and expressions.
- 10 Always return: come back and do the unit's exercises again a few days later. This helps you to keep the information in your head for longer.

I want to improve my vocabulary

Good! Only using one book won't be enough to really make your vocabulary improve. The most important thing is you!

Buy a good dictionary for your level. You could try the *Collins COBUILD Advanced Dictionary of English*.

Of course, you need to have a notebook, paper or electronic. Try these six techniques for getting the best from it.

- *Make it personal:* When you're learning a new word or expression, try to write some examples about yourself or people or places you know. It's easier to remember sentences about your life than someone else's! For example, *I have one older brother and two younger sisters.*

- *Look out:* Everything you read or hear in English may contain some examples of the new vocabulary you're learning. Try to notice these examples. Also, try to write down some of these examples, so that you can learn them.
- *Think aloud:* Practise saying the new words aloud. It helps you to remember them better. Also, pronunciation is very important; people need to understand you!
- *Everywhere you go:* Take your notebook with you. Use spare moments, such as when you're waiting for a friend to arrive. Read through your notes. Try to repeat things from memory. A few minutes here and there adds up to a useful learning system.
- *Take it further:* Don't just learn the examples in the book. Keep making your own examples, and learning those.
- *Don't stop:* It's really important to keep learning. If you don't keep practising, you won't remember for very long. Practise the new vocabulary today, tomorrow, the next day, a week later and a month later.

I'm a teacher: how can I use this book with my classes?

The contents have been very carefully selected by experts from Language Testing 123, using the Common European Framework for Reference, English Profile, the British Council Core Inventory, the Collins Corpus and the Collins COBUILD dictionaries range. As such, it represents a useful body of knowledge for students to acquire at this level. The language used is designed to be of effective general relevance and interest to any learner aged 14+.

The exercises use a range of types to engage with students and to usefully practise what they have learnt from the explanation pages on the left. There are enough exercises for each unit that it is not necessary for students to do all the exercises at one sitting. Rather, you may wish to return in later sessions to complete the remaining exercises.

The book will be a valuable self-study resource for students studying on their own. You can also integrate it into the teaching that you provide for your students.

The explanations and exercises, while designed for self-study, can be easily adapted by you to provide useful interactive work for your students in class.

You will probably use the units in the book to extend, back up or consolidate language work you are doing in class. This means you will probably make a careful choice about which unit to do at a particular time.

You may also find that you recommend certain units to students who are experiencing particular difficulty with specific language areas. Alternatively, you may use various units in the book as an aid to revision.

Lesson plan

- 1 Read the aim and introduction to the unit carefully: is it what you want your students to focus on? Make sure the students understand it.
- 2 Go through the explanation with your students. You may read this aloud to them, or ask them to read it silently to themselves. With a confident class, you could ask them to read some of it aloud.

- 3 If there is a dialogue, you could ask students to perform it. If there is a text, you could extend it in some way that makes it particularly relevant to your students. Certainly, you should provide a pronunciation model of focus language.
- 4 Take time over the explanation page, and check students' understanding. Use concept-checking questions.
- 5 Perhaps do the first exercise together with the class. Don't do it too quickly: encourage students to think carefully about the answers. If they don't feel sure, look together at the explanation again.
- 6 Now get students to do the other exercises. They can work alone, or perhaps in pairs, discussing the answers. This will involve useful speaking practice and also more careful consideration of the information. Tell students to write their answers in pencil, or, even better, on a separate piece of paper. (This means that they can do the exercises again later.)
- 7 Check their answers to the exercises in the back of the book. Discuss the questions and problems they have.
- 8 If the unit includes a **Good to know!** box, then tell students to try really hard to remember what it says. It contains a special piece of information about the words and expressions.
- 9 Depending on your class and the time available, there are different ways you could extend the learning. If one of the exercises is in the form of an email, you could ask your students to write a reply to it. If the exercises are using spoken language, then you can ask students to practise these as bits of conversation. They can re-write the exercises with sentences that are about themselves and each other. Maybe pairs of students can write an exercise of their own together and these can be distributed around the class. Maybe they can write little stories or dialogues including the focus language and perform these to the class.
- 10 Discuss with the class what notes they should make about the language in the unit. Encourage them to make effective notes, perhaps demonstrating this on the board for them, and/or sharing different ideas from the class.
- 11 Always return: come back and repeat at least some of the unit's exercises again a few days later. This helps your students to keep the information in their heads for longer.