

# English Vocabulary in Use

pre-intermediate  
& intermediate

**Stuart Redman**

*100 units of vocabulary reference and practice*

*self-study and classroom use*

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**pre-intermediate and intermediate**

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uncountable noun, prefix, main stress  
rough, through, island, necessary  
board pen, swap places, rub sth. out

## Word formation

- 7 Prefixes
- 8 Noun suffixes
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un-, in-, dis-, im-, re-  
-tion, -ity, -ness, -ment  
-ive, -y, -able, -ful, -less  
to stay / a stay; a look / to look  
alarm clock; credit card; baby-sitter  
easy-going, good-looking, well-paid

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a strong accent, miss the bus  
listen (to), keen (on), good (at)  
on holiday, by mistake, on TV  
lie down, get over sth., take off  
put on, get by, make sth. up  
never mind, take a short cut, What's up?  
make progress, do homework, have a rest  
keep a record, break the law, catch a bus  
get a job, get married, get up  
go deaf, go for a drink, have a go  
sorry I'm late, I got held up, thanks a lot  
could you ...?, I'd love to, how about ...?  
what do you think of ...? personally, according to  
hi, good luck, nice to meet you, happy birthday

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- 27 Uncountable nouns and plural nouns
- 28 Verbs + -ing form or infinitive
- 29 Verb patterns
- 30 Adjectives
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information (U), trousers (pl)  
enjoy, can't stand, refuse  
verb + object, verb + 'that' clause  
big vs. huge, boring vs. bored  
on the table, next to the church  
hardly ever, quite, almost

## Connecting and linking

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

## Topics

### *The world around us*

37	The physical world	oceans, mountains, deserts, hurricane
38	Weather	showers, cloudy, fog, pour with rain
39	Using the land	plants, agriculture, mining, gold
40	Animals and insects	lion, wild, spider, rabbit
41	Countries, nationalities and language	Sweden, Swiss, Arabic

### *People*

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

### *Daily life*

48	Daily routines	get up, leave home, go to sleep
49	Homes and buildings	flat, on the ground floor, roof
50	Around the home 1	lounge, on the sofa, food mixer
51	Around the home 2	washbasin, tidy, Hoover, polish
52	Everyday problems	it's not working, drop, break
53	Money	coins, borrow, I can't afford it
54	Health: illness and disease	flu, sore throat, sneezing
55	Health: injuries	twist my ankle, bleeding, bruise
56	Clothes	shirt, trousers, take off, get dressed
57	Shops and shopping	chemist, shop assistant, I'm being served
58	Food	carrot, peach, lamb
59	Cooking and restaurants	fry, salty, main course, book a table
60	Town and country	suburbs, noisy, fields
61	On the road	turn left, traffic lights, accident
62	Transport	coach, bus stop, platform, get off

### *Work*

63	Work: duties, conditions and pay	What do you do?, salary, do overtime
64	Jobs	dentist, lawyer, plumber
65	The career ladder	be promoted, resign, unemployed
66	In the office and in the factory	show sb. around, assembly line, goods
67	Business and finance	turnover, make a profit, rise and fall
68	Sales and marketing	market share, competitors, image

### *Leisure and entertainment*

69	Hobbies	photography, play cards, spare time
70	Sport 1: games, people and places	tennis court, racket, goal, referee
71	Sport 2: winning, losing and scoring	win, draw, latest score, half-time
72	Cinema and theatre	audience, actor, a thriller
73	Music, art and literature	orchestra, composer, painting, novelist

*Communication and technology*

- |                 |                                 |
|-----------------|---------------------------------|
| 74 Newspapers   | journalist, headline, article   |
| 75 Television   | programme, turn on, soap opera  |
| 76 On the phone | engaged, operator, Is that ...? |
| 77 Computers    | screen, software, save, data    |

*Social concerns*

- |                                  |  |
|----------------------------------|--|
| 78 Education: school             | primary school, subject, term              |
| 79 Education: university         | do a degree, do research, lecture          |
| 80 Law and order                 | court, trial, arrest, guilty               |
| 81 Crime                         | murder, commit a crime, steal              |
| 82 Politics                      | political party, democracy, elect          |
| 83 Bureaucracy                   | fill in a form, driving licence, signature |
| 84 War and peace                 | peace talks, attack, terrorism, invade     |
| 85 Pollution and the environment | protect, destroy, recycle, waste           |

*Tourism*

- |                                    |  |
|------------------------------------|--|
| 86 Air travel                      | flight, take off, passport control       |
| 87 Hotels                          | bill, single room, book, in advance      |
| 88 A sightseeing holiday           | guidebook, castle, souvenir, take photos |
| 89 On the beach and in the country | sand, sunbathe, hiking, picnic           |

**Notional concepts**

- |                                 |  |
|---------------------------------|--|
| 90 Time                         | for ages, at, on , during, last, recently    |
| 91 Numbers                      | two and a half, divide, nought point six     |
| 92 Distance and dimension       | is it far? a long way, deep, width           |
| 93 Shapes, colours and patterns | round, square, pattern, grey, greenish       |
| 94 Partitives                   | piece of cake, group of people               |
| 95 The senses                   | smells fresh, tastes like ..., see vs. watch |

**Varieties of English**

- |   |                                       |
|---|---------------------------------------|
| 96 Notices and warnings                 | mind your head, beware of pickpockets |
| 97 Vague language                       | sort of ..., things, stuff            |
| 98 American English                     | sidewalk, vacation, elevator          |
| 99 Formal and informal English          | purchase/buy, children/kids           |
| 100 Abbreviations and abbreviated words | MP, UN, VAT, phone, bike, fridge      |

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## 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 groups of students.

## How is the book organised?

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 which practise the new vocabulary. In a very limited number of units e.g. Units 18 and 71, the right-hand page also includes a few new words and phrases which are not explained on the left-hand page.

There is an answer key at the back of the book. This not only gives *correct* answers to exercises with 'right' or 'wrong' solutions, but also *possible answers* and *sample answers* for exercises which do not have 'right' or 'wrong' solutions.

There is also an index at the back of the book. This 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 a phonemic transcription for many of the words, and on page 247 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

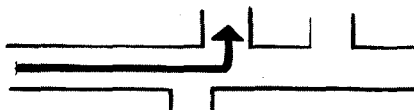
This is the page that introduces the new vocabulary for each topic or area of language. First of all, the vocabulary is divided into a number of sections (A, B, C, etc.) with simple clear titles; and then within each section, new words are explained using a number of different techniques:

- A short definition. The definition follows directly after the word, or comes at the end of the phrase or sentence; it is in brackets and introduced by the symbol =.  
e.g. **unemployed** (= without a job); **feel like** (= want or desire *infml*)  
The abbreviations *fml* or *infml* tell you if a word is either 'formal' or 'informal'.
- A short explanation. This will be a complete sentence which 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. **terrific** (= fantastic); **dirty** (≠ clean)
- In a situation. Some words are difficult to define and it is easier to see their meaning when they are put in context. The following is from a text about a motoring accident.  
e.g. 'The driver of the Mercedes was OK, but the other driver was **badly injured**, and both cars were **badly damaged**.'
- A picture or diagram. This seems the obvious way to explain a large number of concrete nouns and verbs.

e.g.



carrot



go along here and turn left.

For many of the new words there are also sentence examples which show the words in context in order to consolidate their meaning and illustrate any special syntactic features.

My boyfriend gets very **jealous** when I talk to other boys.

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

He **admitted** stealing the woman's money. (admit + -ing)

We were very busy but we **managed** to finish by 6 o'clock. (manage + inf.)

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 vitally important; fasten your seat belt; go on holiday; give someone a hand; to a certain extent, a terrible pain, etc.

## 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 (e.g. 11.4, 14.4, etc.). And in every unit, there is a range of exercise types to help maintain your interest.

## Using the book

The first five units (or first six 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 which interest you.

### Summary of abbreviations and symbols used in the book

*n* noun  
*v* verb  
*adj* adjective

*informal* informal word or expression  
*formal* formal word or expression

*pl* word only used in the plural

(U) uncountable word  
(C) countable word

≠ opposite

AmEng American English word or expression

[NOT ~~Lost the bus~~] indicates that a word or expression is wrong



# Learning and revising with this book

Look at Exercise 1 on the next page before you read this page.

## A Establish a routine

A **routine** means doing certain things regularly in the same way. And if you are using this book for **self-study** (= to study alone), it helps to have a routine. Decide how much time you can spend on the book each day or each week. If you are studying a unit for the first time, try to give yourself at least (= a minimum of) half an hour or forty-five minutes; if you are **revising** (= looking through a unit a second or third time), five or ten minutes each time is very useful. So, plan longer periods for new units, and shorter periods for **revision**.

## B Working through the book

Do different things to **maintain your interest**. (= keep your interest high). For example:

- Don't work through the units **in sequence** (= in the order they appear in the book): look through the units and choose ones that interest you.
- When you do a unit, you can:
  - read the whole of the left-hand page, then do the exercises.
  - read part of the left-hand page, then do one or two exercises.
  - try the exercises first, then use the left-hand page when you have a problem.
- Be **active** when you are learning. For example:
  - While you are reading the left-hand page, use a **highlighter** pen to mark new or interesting vocabulary.
  - Practise saying the words **silently** in your head (= without a noise), and also **out loud** (= making a noise, so it is possible for others to hear), to see if you can pronounce them.
  - Put new words in your own notebook using some of the ideas from Unit 2 to do it **effectively**. (If something is **effective**, it works well and produces good results.)

## C Revision

It is common to learn a word one day, then find you cannot remember it a day later. If you revise regularly (just for short periods), it helps you to remember words and make them part of your 'active' vocabulary. Here are some ideas for revising with this book.

- Do exercises in pencil. Check your answers when you have finished, then **rub them out** (= remove them using a rubber/eraser). Later, come back and do the exercises again, and just use the left-hand page if you cannot remember something.
- When you read a left-hand page for a second time, have a piece of card with you. When you reach a new word in **bold** which has a definition/explanation after it in **brackets** ( ), cover the definition **quickly** and try to say what it is. Then uncover it to see if you were right.
- Revise for short periods but do it often. Five minutes a day is probably better than half an hour a week; but half an hour a week is probably better than two hours a month.
- As with learning, be **active** when you revise. Look for different ways to revise: test yourself, create games for yourself; **set goals/targets** (= decide on things you want to be able to do by a particular time); decide when to work on something, e.g. meaning on Sunday, pronunciation on Monday, etc.

# Exercises

## 1.1 Think about these questions. On the opposite page you will find some answers. Do you agree with them?

- 1 Is it better to plan regular self-study, or is it better just to study when you think you've got some free time?
- 2 Do you think you should work through the units in the same order as they appear in the book?
- 3 Do you think it's a good idea to write down new words in a notebook while you are studying a unit?
- 4 Is it necessary to revise vocabulary?
- 5 Is it better to revise vocabulary occasionally for long periods of time, or is it better to revise regularly for short periods of time?

## 1.2 Finding your way round the book.

Turn to the Topic units in the Contents on pages 1–3. Take a blank piece of paper and cover the right-hand side of the page giving the examples. Now read down the list of unit titles. For each one, try to write down your own examples – one or two for each unit. Are there any unit titles you don't understand? Are there any units where you can't think of examples? If so, turn to that unit and find out what it is about.

You could use similar titles in your own vocabulary notebook. (See Unit 2)

## 1.3 True or False? If the sentence is *false*, rewrite it to make it *true*. Write your answers in pencil.

- 1 In this book, new words are often shown in **bold** print.
- 2 Definitions/explanations of new words are often in **brackets** after the word.
- 3 A **routine** means doing certain things in a different way each time.
- 4 If you **maintain** something at a level, it means you keep it at the same level.
- 5 If something, e.g. a way of learning, is **effective**, it doesn't work very well.
- 6 **At least 50** people means a maximum of 50 people.
- 7 If you write something then **rub it out**, you remove it from the page.
- 8 If you do something **silently**, you do it without making a noise.
- 9 **Revision** means studying something for the first time.
- 10 If you have a **goal** or **target**, you have something you want to be able to do or achieve by a particular point in the future.

Now check your answers on the opposite page and look at any wrong answers carefully. Then **rub out** your answers and come back to this exercise again tomorrow or within the next two or three days. Find out how much you can remember.

## 1.4 Planning your self-study.

Now start making your own plans to use this book. Decide how much time you can spend each week, plan some longer periods to study units for the first time, but also some shorter periods for revision. The first five units will teach you some important vocabulary; give you ideas on keeping a notebook; and give you help with pronunciation. After that, continue with the units that interest you most.

Good luck.