

CAMBRIDGE

English Vocabulary **in** Use

Advanced

100 units of
vocabulary
reference and
practice

Self-study and
classroom use

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- 65 Manner: behaviour and body language *mind your Ps and Qs, etiquette, twitch*

- 66 Sound: from noise to silence *noiseless, deafening, wail*
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- 68 Colour: range and intensity *ginger, pastel, grey cells*
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Strategies for learning

Aims of this book

The aim of this book is to help you, as an advanced learner of English, to extend and improve your vocabulary by:

- increasing the number of words that you know.
- helping you to use words in a more natural, more accurate way.
- improving your knowledge and active use of collocation.
- presenting additional meanings or metaphorical uses of words you may already know.

Using the book

Do the first eight units, i–viii, before you start on any other units.

Then do not just work through the book from the first to the last page – choose the units you need most or that appeal to you most and do them first.

When you are working on any of Units 1 to 100:

- read the left-hand page.
- attempt the exercises on the right-hand page.
- check your answers in the key.

When checking your answers in the key, you will find that it sometimes contains extra useful information about the area of language you are working on. So, read it carefully and make notes of any interesting language that you learn from it.

Revising

You will learn most effectively if you revise the units you study:

- a week after you first worked on the unit.
- again after a month.

Dictionaries

You will also be able to gain much more from the language presented in this book if you follow up words that especially interest you in a good learner's dictionary (see Unit iii). By doing this, you can extend your vocabulary still further.

You may find, for example:

- other useful collocations.
- other meanings for the words you look up.
- other words based on the same root.

Personalising words

Research studies show that we remember new words much more easily if we think about them in relation to our own experience and use them in a context that is meaningful to us as individuals. So, as well as doing the exercises here, write any new words or phrases that you particularly wish to learn in a context that has some personal meaning for you. You could, for example, use the language you wish to learn in a sentence about an experience you have had personally, or about a story you have read in a newspaper or magazine, or about a film or TV programme you have watched.

This helps in two ways by:

- revising language you have already worked on.
- making language personally more meaningful and, thus, more memorable.

Grouping words

Research shows that it is very useful to organise a set of vocabulary items being studied into groups. It does not matter how you group those words or whether your groupings would make sense to anyone else or not. It is thinking about the words enough to create groups that improves how we learn those words.

- As another revision technique, try organising the words you have worked on in a unit into three or four (or more) groups in any way that you find appropriate.

Going beyond this book

Although this book deals with many useful words and expressions for advanced learners, it is clearly impossible to cover all the words that you may come across in English. The best way to increase your vocabulary further is to read and listen to as much English as you can and there are a lot of tips in the book suggesting ways in which you can do this.

Remember you can also usefully expand your vocabulary by:

- reading – novels, newspapers or magazines
- exploring websites
- reading things in English that relate to your job or academic interests
- watching films or videos
- watching cable TV
- listening to the radio
- listening to songs
- listening to audio books.

So, good luck with your advanced study of English vocabulary. We hope that you will learn a lot from using this book and that you will enjoy working with it.

Types of meaning

A

Basic meaning

When you look up a word, the main thing that you want to know is its basic meaning. For example: in *She has fair hair* the word *fair* = *light, opposite of dark* or in *It's time to wind up the discussion now* the words *wind up* = *end*.

However, there are a lot of other aspects of meaning that it is important to be aware of, particularly when you are studying at a more advanced level of English.

B

Polysemy or multiple meanings (see Unit v)

A great many words in English have more than one meaning.

Look at *fair* and *wind up* /waɪnd ʌp/ and their different meanings in these examples:

That wasn't a very **fair** thing to say! [adjective: just]

The handsome knight fell in love with a **fair** maiden. [adjective: beautiful]

His knowledge of French is **fair**. [adjective: neither very bad nor very good]

She has a **fair** chance of winning the prize. [adjective: reasonable]

Fair weather is forecast for tomorrow. [adjective: dry and pleasant]

There's a **fair** on at the park this week. [noun: public event with games and rides]

Don't forget to **wind up** your watch. [turn a knob on a clockwork watch so it keeps going]

She seems to enjoy **winding** him up. [tell someone something in order deliberately to annoy]

If he carries on like this, he's going to **wind up** in prison. [end up in an unpleasant situation]

C

Synonymy

English has a lot of different words with similar but slightly differing meanings. Look at these words that are synonymous with *fair* and *wind up* (with the meanings illustrated in A):
fair – light, blonde, pale, colourless, bleached

wind up – end, finish, complete, close, stop, conclude, terminate, discontinue, abort

D

Collocation (see Unit iv)

Words are used with each other (or collocate) in fairly fixed ways in English. You cannot, for example, use all of the synonyms in C as replacements in the example sentences in A.

Hair can be *fair*, *light*, *blonde* or *bleached* (though each of these has a slightly different meaning), but it is not usually described as *pale* or *colourless*.

Skin can be *fair*, *light* and *pale* but it is not usually described as *blonde*, *colourless* or *bleached*. *Colourless* collocates with, for example, *gas* or *liquid*.

E

Connotation (see Unit viii)

Words do not only have meanings, they also have associations. At an advanced level of English, it is important to develop an impression of what connotations certain words have.

The sentence *Who is the fairest of them all*, for example, immediately makes English speakers think of the wicked stepmother in the children's fairy tale *Snow White* and *the fairer sex* refers to women. *Fair* meaning beautiful or attractive is an old-fashioned word and it has associations with fairy tales and stories about the past.

F

Register (see Unit vii)

It is important also to note whether any words you are learning have a particular register. For example *apparel* is a formal or literary word for clothing and *to wind someone up* is both British and informal.

Exercises

ii.1 The underlined words in the sentences below have a number of different meanings. What is their meaning in the contexts of these sentences?

- 1 What does polysemy mean?
- 2 Make a note of any special register characteristics that a word has.
- 3 The judge increased the sentence to life imprisonment.
- 4 We had a light lunch.
- 5 Carl is very good at putting on different accents.
- 6 Does Spanish writing use any different accents?
- 7 Where does the stress go on the noun 'photographer'?
- 8 There are a lot of points to think about when considering the meaning of words.

ii.2 Choose a synonym from the box in order to complete the response to these statements.

worn out	famished	annoying	excruciating	pouring
appropriate	brilliant	gorgeous		

- 1 Are you hungry? Yes, I'm
- 2 Is she an intelligent girl? Yes, she's absolutely
- 3 Your little boy looks tired. Yes, he's
- 4 I like her dress. Yes, isn't it ?
- 5 Is it raining? Yes, it's
- 6 The film was pretty bad, wasn't it? Yes, I thought it was
- 7 Did you think the sentence was fair? Yes, I thought it was
- 8 Does she deliberately wind him up? Yes, she loves him.

ii.3 Match the words on the left with the words they collocate with on the right.

- | | |
|------------------|----------------|
| 1 to contemplate | a worker |
| 2 to dismiss | a mistake |
| 3 to do | a good time |
| 4 to dribble | your future |
| 5 to have | a rope |
| 6 to make | a compliment |
| 7 to pay | innocence |
| 8 to plead | cards |
| 9 to set | some gardening |
| 10 to shuffle | an opportunity |
| 11 to waste | a ball |
| 12 to wind | an example |

ii.4 Answer these questions about connotation and register.

- 1 Which of these things have lucky connotations in British English – horseshoe, mascot, black cat, the number 13?
- 2 Mistletoe is a kind of parasitic plant, but what are its special connotations?
- 3 Give the standard meaning and the informal meaning of the following words – loaf, bread, nick, kid, wicked.
- 4 What does the word *register* mean for a) a linguist, b) a school teacher, c) a musician?

TIP

When you are looking up a new word, make sure that you check what other meanings and forms it may have. Also note down any points relating to collocation, connotation or register.

Making the most of your dictionary

A

Types of dictionary

type	comments
alphabetical	the most common type; words are arranged in alphabetical order
thesaurus /θɪ'sɔːrəs/	the words are arranged according to meaning, usually under a broad heading, e.g. under <i>walk</i> we would find <i>stroll</i> , <i>plod</i> , <i>stride</i> , etc., with explanations
monolingual	in one language only; popular learners' dictionaries of English are often monolingual, and have detailed explanations in English, with examples of use
bilingual	in two languages, usually yours and the language you are learning; useful because they give translations, but may not be so good for distinguishing between possible translations
dictionaries of synonyms /'sɪnənɪmz/	words are grouped according to their closeness in meaning, e.g. <i>start</i> and <i>begin</i> ; sometimes antonyms (opposites) are also given and explanations of differences in meaning
dictionaries of false friends (or cognate words)	these give advice on words which are easily confused with similar-looking words in other languages, e.g. see Unit 6 of this book
CD-ROM and online dictionaries	some publishers include a CD-ROM with their learners' dictionaries and/or have put their dictionaries on the Internet; with these dictionaries, searching is very quick and easy – you can search for words, meanings, examples, words you only half-know, all much faster than using a book

The publisher of this book, Cambridge University Press, includes a CD-ROM with the *Cambridge Advanced Learner's Dictionary*, the *Cambridge Dictionary of American English* and the *Cambridge Learner's Dictionary*. You can also look up words online in these three dictionaries, as well as in the *Cambridge International Dictionary of Phrasal Verbs* and the *Cambridge International Dictionary of Idioms*.

The web address is: dictionary.cambridge.org

B

Information in dictionaries

A good dictionary will tell you some or all of the following:

information	comments
word	regional alternatives may be given, e.g. <i>nappy</i> (UK) versus <i>diaper</i> (US)
spelling	perhaps more than one correct spelling exists, e.g. <i>encyclopedia</i> and <i>encyclopaedia</i> , or regional spellings, e.g. <i>centre</i> (UK) versus <i>center</i> (US)
pronunciation	this may involve phonetic symbols; the dictionary usually gives a list of the symbols used; alternative and/or regional pronunciations may be given, e.g. /tə'mɑːtəʊ/ (UK) versus /tə'meɪtəʊ/ (US)
meaning	a definition, or a picture, or a diagram; regional differences in meaning may also be given, e.g. <i>Slim</i> in East African English means the disease AIDS
senses	the word <i>face</i> has several different senses, including (1) the eyes, nose, mouth, etc., (2) one's expression (<i>a sad face</i>), (3) the front, vertical part of something, e.g. <i>a cliff face</i> . (See Unit v.)

<i>information</i>	<i>comments</i>
grammar and word class	Is the word a noun? Can it also be a verb? Which prepositions follow it? (e.g. is <i>compared with</i> the same as <i>compared to</i> ?)
collocations	What words normally combine with this word, e.g. <i>alibi</i> and <i>cast-iron</i> , see Unit 77? (See also Unit iv.)
register	Is the word formal or informal? Is it old-fashioned, poetic, academic? (See Unit vii.)
connotations and cultural information	Does the word have a positive or negative association, e.g. see the verb <i>cause</i> in Unit 70? Is it often used ironically? Does the word have an interesting history? Was it borrowed from another language? (See Unit viii.)
related words	Is it a synonym or antonym of another word? (See Unit ii.)
examples	Good learners' dictionaries give example sentences or phrases. Examples are often taken from computer databases of real texts or else written specially to illustrate key features of meaning and use.

TIP When buying a dictionary, take a checklist based on B above, and see how many of the types of information each dictionary offers, then choose the one that is best for your needs.

Exercises

iii.1 In a good dictionary, such as the *Cambridge Advanced Learner's Dictionary*, look up the word *dissimilar*. Are there any special aspects of usage that you should make a note of?

If your dictionary does not tell you anything special about its usage, look at the notes about usage of *dissimilar* in Unit 71.

iii.2 Look in your dictionary and find out which two prepositions normally follow the adjective *liable*.

iii.3 Find a dictionary which has the word *ought* in it. What special information does the dictionary give about its usage?

iii.4 If you can access the Internet, go to the website for Cambridge University Press dictionaries at dictionary.cambridge.org and find out if the two phrasal verbs *catch up with* and *catch up on* are the same, or whether there are differences in meaning.