

English Vocabulary in Use

pre-intermediate
and intermediate



英语在用

剑桥中级英语词汇

Stuart Redman (英)

100 units of vocabulary reference and practice

self-study and classroom use

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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英语在用

剑桥中级英语词汇

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英语学习者的“圣经”

——“英语在用”丛书简介

一套全面、实用的语法和词汇参考书是几乎所有英语学习者的梦想。如今我们欣喜地告诉大家，随着“英语在用”丛书的出版，这个梦想可以实现了。

本丛书是世界上最畅销的英语语法与词汇学习参考书，迄今读者已逾千万，被誉为“英语学习者的‘圣经’”。它专为非英语国家英语学习者编写，在结构上，条理明晰，形式简约顺达；在内容上，解析重点与难点，透彻生动，同时反复练习，巩固成效。

“英语在用”丛书包括语法和词汇两个系列，每系列分3级，分别针对初、中、高级学习者，并配有练习册。既可作为自学用书，也可作为课堂用书。

本丛书的特点是：

- **教法新颖：**以“在语境中学习语言”为原则，辅以大量生动的图表，摒弃死记硬背的陈旧方法。
- **内容实用：**取材自真实的语料库，强调内容的实用性，使您真正达到学以致用。
- **结构简明：**将语法和词汇项目分类解说，方便您挑选所需内容。
- **使用方便：**采用解说与练习左右两页对照的形式。左页解释说明语法规则和词汇意义，右页通过练习巩固本单元所学用法，随学随练，让您能每迈一步都体会到进步的成就感。
- **技巧训练：**介绍学习技巧，帮助您自己总结语法及词汇规律，养成良好的学习习惯。
- **参考答案：**详尽全面，给您充分的信息。
- **目 录：**清晰详细，说明每单元讲解的词汇和语法，便于快速寻找所需内容。
- **索 引：**将书中讲解的所有重要词汇和语法点按字母顺序列出，并标注书中位置，方便查找。
- **附 录：**丰富全面，提供多方面的参考资料。

语法附录包括：被动语态，引语，不规则动词，常见错误等。

词汇附录包括：音标表，常用习语，常见错误等。

“英语在用”丛书原书由剑桥大学出版社出版。外语教学与研究出版社引进本套丛书，旨在介绍国际先进的英语学习方法，帮助学习者对英语融会贯通，学有卓效。《荀子》“劝学篇”中有一脍炙人口的佳句：“吾尝终日而思矣，不如须臾之所学也；吾尝跂而望矣，不如登高之博见也。”又有：“学而不化，非学也。”如果大家能藉此套丛书通达学路，登顶揽胜，我们便可聊以自慰了。

“英语在用”丛书将分英文版和中文注释版两种陆续出版。首批推出：

词汇部分：

- English Vocabulary in Use: elementary 剑桥初级英语词汇
- English Vocabulary in Use: pre-intermediate and intermediate 剑桥中级英语词汇
- English Vocabulary in Use: upper-intermediate and advanced 剑桥高级英语词汇

语法部分：

- Essential Grammar in Use 剑桥初级英语语法
- English Grammar in Use 剑桥中级英语语法
- Advanced Grammar in Use 剑桥高级英语语法
- Essential Grammar in Use Supplementary Exercises 剑桥初级英语语法练习
- English Grammar in Use Supplementary Exercises 剑桥中级英语语法练习

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photography, play cards, spare time
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win, draw, latest score, half-time
audience, actor, a thriller
orchestra, composer, painting, novelist

Introduction

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

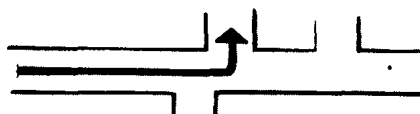
This is the page that introduces the new vocabulary for each topic or area of language. First of all, the vocabulary is divided into a number of sections (A, B, C, etc.) with simple clear titles; and then within each section, new words are explained using a number of different techniques:

- 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

informl informal word or expression

forml 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 Host the bus] indicates that a word or expression is wrong

I Learning and revising with this book

Look at Exercise 1.1 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.


2 Keeping a vocabulary notebook

A Organising your notebook

Give each page or double page a title, e.g. sport, education, phrasal verbs, etc. Then, as you learn new words, record each one on a suitable page. You could also have a general index in the back of your book, with a space for each letter. Then, as you learn new words, you enter them alphabetically with the title of the topic in brackets.

B What do I need to record?

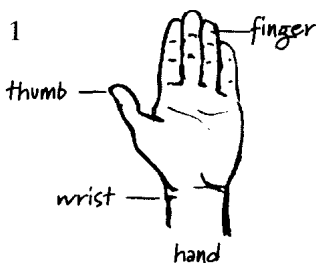
These things are important but you won't need to record all of them for every word.

What?	How?	Example
Meaning	a translation	lembrar = to remember (Portuguese)
	b definition/explanation	A pond is an area of water smaller than a lake.
	c synonym or opposite	awful (= terrible); ugly (≠ beautiful)
	d picture	saucepan 
Pronunciation	e example sentences	My hands were cold so I put on my gloves.
	phonetic symbols or your own system	ache /eɪk/
Part of speech	(n), (v), (adj), etc.	ache (like 'make')
		gloves (n); remember (v); careful (adj), ache (n, v)
Grammar	make a note + example sentence	enjoy + -ing form; I enjoy going to parties.
Common partners	phrase or sentence	weather (U); We had lovely weather in Italy.
Special style	make a note	make a mistake ; make a decision ; make a mess purchase (<i>fml</i>); kids (<i>infml</i>)

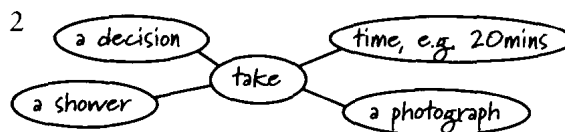
Note: You won't learn everything about a word when you first record it, so always leave space in your notebook, then you can come back and add more information later.

C Organising words on the page

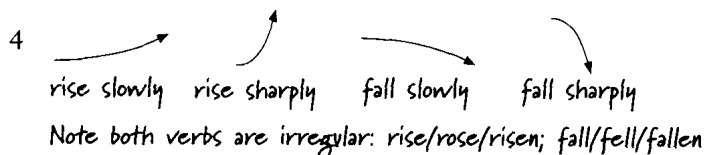
Certain words often appear together (common partners), so it is a good idea to record them together, and not just write lists of words on their own. You can do this in different ways:



don't pronounce the 'w' in wrist or the 'b' in thumb



3 smile (v, n)
e.g. She smiled at me yesterday.
He gave me a big smile.
She's got a lovely smile.



Exercises

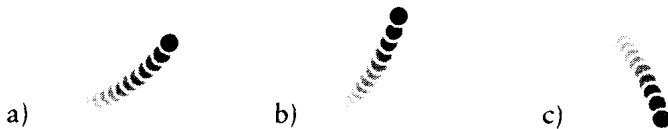
2.1 Organise this list of words into three groups and give each one a title.

tie put on fare blouse homeless train get on
 painful scarf jumper jacket journey careful station
 helpful jeans platform thoughtless ticket useless

Find the units in this book which may include these words and add more examples.

2.2 Underline the correct answer or answers.

- 1 A pond is:
 - a) bigger than a lake b) smaller than a lake c) the same size
- 2 I really enjoy:
 - a) play tennis b) to play tennis c) playing tennis
- 3 When we were on holiday we had:
 - a) lovely weathers b) lovely weather c) a lovely weather
- 4 The underlined letters in ache are pronounced the same as in:
 - a) machine b) catch c) chemist
- 5 She gave me a smile.
 - a) strong b) big c) large
- 6 The past tense of fall is:
 - a) fell b) felt c) falled
- 7 You can put on:
 - a) gloves b) a decision c) shoes
- 8 Rise sharply means:



2.3 Look again at the list a–e in B. Which would be the best way(s) to record the meaning of each word in the list below? What other information would be useful to record with this word (e.g. pronunciation, part of speech, grammar, common partners, etc.)? Use a dictionary to help you.

dream concentrate beard nearly
 empty forget rescue knife

2.4 Fill the gaps with common partners for these verbs, then start a page in your own notebook for more examples. Turn to Unit 19 to help you.

take	a picture	make	a mistake
.....
.....
do	your homework	have	a rest
.....
.....

3 Using a dictionary

A What dictionaries do I need?

If possible, you should buy two dictionaries: a good bilingual dictionary and a good English–English dictionary. The bilingual dictionary is quicker and easier for you to understand; the English–English dictionary may give you more information about a word or phrase, and it is also a good idea for you to work in English as much as possible. Here are some current recommended English–English dictionaries:

Large dictionaries

Cambridge International Dictionary of English
Longman Dictionary of Contemporary English
Collins COBUILD English Dictionary
Oxford Advanced Learner's Dictionary

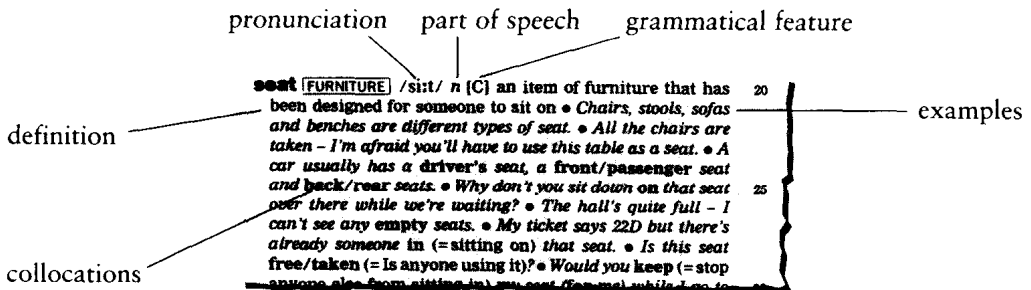
Medium-sized dictionaries

Collins COBUILD Essential Dictionary
Oxford Wordpower Dictionary
Longman Active Study Dictionary

B What information does a dictionary give me?

- the meaning, e.g. **homesick** = unhappy when you are away from home for a long time
- the pronunciation, e.g. **chaos** /keɪs/, **dreadful** /dredfʊl/, **island** /aɪlənd/
- the part of speech, e.g. **dirty** *adj* (= adjective), **lose** *v* (= verb), **law** *n* (= noun)
- any special grammatical features, e.g. **advice** (U) (= uncountable)
- common collocations (word partners), e.g. you **do homework** [NOT you ~~make homework~~]
- example phrases or sentences, e.g. It was such a big menu, I didn't know what to **choose**.
- opposites (where they exist), e.g. **polite** (≠ **impolite/rude**)

Note: In most English–English dictionaries for foreign learners, collocations are usually shown in **bold** or *italics*, or they are included in the examples given after the definition.



C How should I use my dictionary?

Here are some ideas to help you.

- When you look up a word, put a ✓ next to it. Each time you return to a page with a ✓ look at it quickly to check that you remember the word.
- If you see an English word in a text, first try to guess the meaning, and carry on reading to see if your guess seems correct. Use your dictionary to check the meaning.
- If you look up a word in a bilingual dictionary and get several different words in your own language, look up the word in your monolingual dictionary. This should help you to decide which word in your own language is the nearest translation in this context.
- Remember that many words have more than one meaning, and the first meaning in the dictionary is not always the one you want. Read through the different meanings.

Exercises

If you find these exercises difficult, it may mean that you need to practise using a dictionary more often, or you need to buy yourself a better dictionary.

3.1 Use a dictionary to find/check the answers to these questions. (They are all based on words from the opposite page.)

- 1 What does **dreadful** mean?
- 2 How do you pronounce **lose**? (Is it the same as 'choose' or 'chose'?)
- 3 What part of speech is **choose**?
- 4 What part of speech is **homesick**?
- 5 **Homework** and **chaos** are both nouns, but what type of noun are they?
- 6 What adjectives are often used before **chaos**? (Give two.)
- 7 What two prepositions are often used after **choose**?
- 8 Write down a sentence example of **choose** used with a preposition.

3.2 When you look up a word, you can also use your dictionary to increase your vocabulary by learning related words and phrases. Find out if your dictionary helps you to answer these questions, also about words from the opposite page.

- 1 **Choose** is a verb, but what is the noun with the same meaning?
- 2 **Advice** is a noun, but what is the verb with the same meaning?
- 3 **Advice** is also uncountable, but you can make it countable using another word. Can you complete this sentence: 'He gave me a very useful of advice.'
- 4 What adjective is formed from **chaos**?
- 5 What is the opposite of **dirty**?
- 6 What is the difference between **homework** and **housework**?
- 7 What is the opposite of **lose a game**?
- 8 What is the opposite of **lose weight**?
- 9 **Law** often appears in the phrase **law and** What is the missing word?
- 10 If you want to sit at a table in a cafe and you see that one person is sitting there already, but another **seat** is empty, what can you say to the person sitting down?

3.3 In the word 'island' /aɪlənd/, the letter 's' is silent (= not pronounced). Use the pronunciation guide in your dictionary to find the silent letters in each of these words. (Do not include the letter 'e' at the end of a word.)

knife bomb psychology receipt castle doubt wrist calm

Note: Students often ask if the letter 't' is pronounced in 'often'. Some people pronounce it, others don't. What does your dictionary say?

3.4 Look at the entry for *suit* on the right, then match the definitions with the sentences on the left.

- 1 I'm afraid black doesn't **suit** me – my hair is the wrong colour.
- 2 A: I'm not going, so don't ask me again.
B: OK. **Suit** yourself.
- 3 If we have the meeting this afternoon, would 2.30 **suit** you?

suit² v [T] 1 to be acceptable or CONVENIENT for a particular person or in a particular situation: *Finding a date that suits us all is very difficult.* | *Buy a database program to suit your needs.* | **suit sb (fine) spoken** (=be completely acceptable) "*Eight o'clock?*" "*That suits me fine.*" | **suit sb down to the ground** (=be exactly right for someone) *Yup, this little car suits me down to the ground.* 2 (not in passive) to make someone look attractive: *That coat really suits Paul.* | *Red suits you.* —see FIT¹ (USAGE) 3 **well/best/ideally suited** to have the right qualities to do something: *Dirk would be ideally suited to the job.* 4 **suit yourself spoken** used to tell someone they can do whatever they want to, even though it annoys you: "*I don't really feel like going out after all.*" "*Suit yourself.*" 5 **suit sb's book BrE informal** to fit well into someone's

4 English language words

A Parts of speech

nouns	e.g. chair, information, happiness
verbs	e.g. choose, tell, complain
adjectives	e.g. happy, tall, dangerous
adverbs	e.g. slowly, carefully, often
prepositions	e.g. in, at, on
pronouns	e.g. me, you, him, we, it, she
articles	e.g. definite article (<i>the</i>); indefinite article (<i>a/an</i>)

B Special terms

Uncountable noun: (U) a noun which has no plural form and cannot be used with the indefinite article, e.g. *information*. See Unit 27.

Plural noun: (*pl*) a noun which only has a plural form and cannot be used with the indefinite article, e.g. *trousers*. See Unit 27.

Infinitive: the base form of a verb, e.g. (*to*) *work*, (*to*) *stop*, (*to*) *be*.

Phrasal verb: a verb + adverb and/or preposition, e.g. *turn on* (verb + adverb), *look after* (verb + preposition), *give up* (verb + adverb), *put up with* (verb + adverb + preposition). See Units 16 and 17.

Idiom: a group of words with a meaning that is different from the individual words, e.g. *never mind*, *hang on*, *a short cut*, *keep an eye on something*.

Transitive verb: a verb which needs a **direct object**, e.g. *Police caught the man* ('the man' is the direct object of the verb 'caught'). See Unit 17.

Intransitive verb: a verb which does not need a direct object, e.g. *The books arrived on time*. (There is no direct object after *arrive*.) See Unit 17.

C Word building

In the word *uncomfortable*, *un-* is a **prefix**, *comfort* is a **root**, and *-able* is a **suffix**. Other common prefixes include: *re-*, *in-*, and *dis-*; common suffixes include: *-ity*, *-ment*, and *-ive*. Many words also have **synonyms**, which are words with the same meaning. For example, 'big' is a synonym of 'large'. The **opposite** is 'small'.

D Pronunciation

Dictionaries show the pronunciation of a word using **phonetic symbols**, e.g. *book* /bʊk/, *before* /bɪ'fɔː/, *cinema* /'sɪnəmə/, and so on.

Each word contains one or more **syllables**: 'book' has one syllable; 'before' has two syllables (*be-fore*); 'cinema' has three syllables (*ci-ne-ma*); 'education' has four syllables (*e-du-ca-tion*); and so on.

For pronunciation, it is important to know which syllable has the main **stress**. On 'before' it is the second syllable (*before*); on 'cinema' it is the first (*cinema*); and on 'education' it is the third (*education*).

Note: Dictionaries mark stress in different ways: in bold (*return*); or a ' before the main syllable (*re'turn*). Make sure you understand how your dictionary shows it.

E Punctuation

full stop . comma , brackets () hyphen - question mark ?