

English Vocabulary in Use

upper-intermediate
and advanced



英语在用

剑桥高级英语词汇

Michael McCarthy (英)

Felicity O'Dell (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

剑桥大学出版社

CAMBRIDGE UNIVERSITY PRESS

English Vocabulary in Use

upper-intermediate
and advanced

英语在用

剑桥高级英语词汇

Michael McCarthy (英)

Felicity O'Dell (英)

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

剑桥大学出版社

CAMBRIDGE UNIVERSITY PRESS

(京)新登字 155 号

京权图字: 01 - 2000 - 1677

图书在版编目(CIP)数据

剑桥高级英语词汇/(英)麦卡锡(McCarthy, M.), (英)奥德尔(O'Dell, F.)著. - 北京:外语教学与研究出版社, 2000. 12

ISBN 7 - 5600 - 2150 - 6

I. 剑… II. ①麦… ②奥… III. 英语 - 词汇 IV. H313

中国版本图书馆 CIP 数据核字(2001)第 00197 号

版权所有 翻印必究

©Cambridge University Press 1994

This Edition of English Vocabulary in Use, Upper-intermediate and Advanced edition with Answers by Michael McCarthy and Felicity O'Dell is published by arrangement with the Syndicate of the Press of the University of Cambridge, Cambridge, England.

此版本《英语在用:剑桥高级英语词汇》(附参考答案),由 Michael McCarthy and Felicity O'Dell 主持编写,由外研社与英国剑桥大学出版社合作出版。

Licensed edition for sale in People's Republic of China only. Not for export elsewhere.

只限中华人民共和国境内销售,不供出口

英语在用

剑桥高级英语词汇

原著: (英)Michael McCarthy

(英)Felicity O'Dell

* * *

策划编辑: 宋微微 任小玫

责任编辑: 宋微微

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com.cn>

印 刷: 北京市鑫鑫印刷厂

开 本: 787×1092 1/16

印 张: 19

版 次: 2001 年 1 月第 1 版 2001 年 5 月第 2 次印刷

印 数: 5001—11000 册

书 号: ISBN 7 - 5600 - 2150 - 6/H·1142

定 价: 28.00 元

* * *

如有印刷、装订质量问题出版社负责调换

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

Acknowledgements

We are particularly grateful to Jeanne McCarten and Geraldine Mark at Cambridge University Press who provided us with so much clear-sighted help and creative guidance at all stages during the writing of this book. We should also like to thank Stuart Redman for his thorough and invaluable report on the initial manuscript. We are grateful to students and staff at various institutions who assisted in piloting the materials: Jon Butt and Elaine Smith, International House, London; Nick Kenny, International Language Academy, Cambridge; Brigitte Marrec, Université Paris X, France; Suzanne Pilot, Lycée Blaise Pascal, Longuenesse, France; Tony Robinson, Eurocentre, Cambridge; Ian Scott, Centre for English Language Education, University of Nottingham; Karen Thompson, International House, Toulouse, France; Clare West, English Language Centre, Hove. Lastly, we thank Nóirín Burke at CUP who took over the management of the manuscript in its final stages.

The authors and publishers would like to thank the following for permission to reproduce copyright material in *English Vocabulary in Use*. While every effort has been made, it has not been possible to identify the sources of all the material used and in such cases the publishers would welcome information from the copyright holders.

p.2: extract from *The English Language* by David Crystal (Penguin Books, 1988), copyright © David Crystal, reproduced by permission of Penguin Books Ltd.; p.10: definition of 'malignant' from the *Oxford Advanced Learner's Dictionary of Current English*, edited by A. S. Hornby (fourth edition 1989), reproduced by permission of Oxford University Press; p.10: definition of 'hairy' and p.11: definition of 'casual' both from *Collins COBUILD English Language Dictionary* (1987), reproduced by permission of HarperCollins Publishers; p.90: extract from *Fodor's Ireland*, Fodor's Travel Publication (1989); p.92: extract from *The Cambridge Encyclopedia* by David Crystal (1991), Cambridge University Press.

Illustrations by Amanda MacPhail, Kathy Baxendale and Ken Brooks.

Contents

Acknowledgements	vi
Using this book	1

Introduction

- 1 Learning vocabulary – general advice
- 2 Learning vocabulary – aids to learning
- 3 Organising a vocabulary notebook
- 4 The names of English language words
- 5 Using your dictionary
- 6 Revising vocabulary
- 7 Formal and informal words

Word formation

- 8 Suffixes (e.g. actor, permission, modernise)
- 9 Prefixes (e.g. over-worked, exhale)
- 10 Roots (e.g. impress, pressure, expression)
- 11 Abstract nouns (e.g. faith, hope and love)
- 12 Compound adjectives (e.g. well-dressed, time-consuming)
- 13 Compound nouns – combinations of two nouns (e.g. baby-sitter, youth hostel)
- 14 Compound nouns – combinations of verb + preposition (e.g. drawback, input)
- 15 Words with interesting origins – people and places (e.g. hooligan, denim)
- 16 Words with interesting origins – from other languages (e.g. bistro, rucksack)
- 17 Onomatopoeic words – words that sound like their meaning (e.g. grumble, smash)
- 18 Words commonly mispronounced (e.g. worry, cough)
- 19 Homonyms – words pronounced and/or spelt the same (e.g. row, row; bow, bough)

Connecting and linking

- 20 Time (e.g. as soon as, while, afterwards)
- 21 Condition (e.g. unless, provided that)
- 22 Cause, reason, purpose and result (e.g. owing to, with the aim of, as a result)
- 23 Concession and contrast (e.g. although, on the other hand)
- 24 Addition (e.g. in addition, furthermore, besides)
- 25 Text-referring words (e.g. issue, problem)

Countables and uncountables

- 26 Uncountable words (e.g. information, advice)
- 27 Words that only occur in the plural (e.g. scissors)
- 28 Countable and uncountable with different meanings (e.g. paper and a paper)
- 29 Collective nouns (e.g. a flock of sheep)
- 30 Making uncountable words countable (e.g. a loaf of bread)

Topics

- 31 Countries, nationalities and languages
- 32 The weather
- 33 Describing people – appearance
- 34 Describing people – character
- 35 Relationships
- 36 At home
- 37 Everyday problems
- 38 Global problems
- 39 Education
- 40 Work
- 41 Sport
- 42 The arts
- 43 Food
- 44 The environment
- 45 Towns
- 46 The natural world
- 47 Clothes
- 48 Health and medicine
- 49 Travel
- 50 Holidays
- 51 Numbers and shapes
- 52 Science and technology
- 53 The press and media
- 54 Politics and public institutions
- 55 Crime
- 56 Money – buying, selling and paying

Notional concepts

- 57 Number, quantity, degree and intensity
- 58 Time
- 59 Distances and dimensions
- 60 Obligation, need, possibility and probability
- 61 Sound and light
- 62 Possession, giving and lending
- 63 Movement and speed
- 64 Texture, brightness, weight and density
- 65 Success, failure and difficulty
- 66 Containers and contents (e.g. box of matches, jar of jam)

Feelings and actions

- 67 Belief and opinion
- 68 Pleasant and unpleasant feelings
- 69 Like, dislike and desire
- 70 Speaking
- 71 The six senses
- 72 What your body does
- 73 What animals do

Fixed expressions

- 74 Idioms and fixed expressions – general (different types; advice on their use)
- 75 Everyday expressions (e.g. as I was saying, that reminds me)
- 76 Similes – as...as... / like... (e.g. as white as a sheet)
- 77 Binomials (e.g. odds and ends, spick and span)
- 78 Idioms describing people (e.g. to have a heart of gold)
- 79 Idioms describing feelings or mood (e.g. to be in a black mood, to shake in your shoes)
- 80 Idioms connected with problematic situations (e.g. to take the bull by the horns)
- 81 Idioms connected with praise and criticism (e.g. she's streets ahead of the other girls, the world's worst)
- 82 Idioms connected with using language (e.g. to talk behind somebody's back, to put in a nutshell)
- 83 Idioms – miscellaneous
- 84 Proverbs (e.g. Many hands make light work.)

Phrasal verbs and verb-based expressions

- 85 Expressions with **do** and **make**
- 86 Expressions with **bring** and **take**
- 87 Expressions with **get**
- 88 Expressions with **set** and **put**
- 89 Expressions with **come** and **go**
- 90 Expressions with **look**
- 91 Miscellaneous expressions (with **break**, **run**, **turn**, **let**, etc.)

Varieties of English

- 92 Headline English (e.g. boost, axe)
- 93 US English (e.g. elevator, downtown)
- 94 Other Englishes
- 95 Slang (e.g. copper, bread)
- 96 The language of notices (e.g. refrain, trespassers)
- 97 Words and gender (e.g. waiter/waitress, chairperson, headteacher)
- 98 Abbreviations (e.g. UN, OPEC, lab)
- 99 New words in English
- 100 Discourse markers (e.g. Right! Mind you!)

Key 202

List of phonetic symbols 270

Index 271

Using this book

Why was this book written?

It was written to help you to improve your English vocabulary. It will help you to learn not only the meanings of words but also how they are used. You can use this book either with a teacher or for self-study.

How is the book organised?

The book has 100 two-page units. In most units, the left-hand page explains the words and expressions to be studied in that unit. Where appropriate, it gives information about how the words are used as well as their meaning. The right-hand page checks that you have understood the information on the left-hand page by giving you a series of exercises practising what you have just learnt. Occasionally the right-hand page will also teach you some more new words.

There is a key at the back of the book. The key does not always simply give you one right answer. It sometimes also comments on the answers and will help you learn more about the words studied in the unit.

There is an index at the back of the book. This lists all the words and phrases covered in the book and refers you to the units where these words or phrases are discussed. The index also tells you how difficult and unusual words are pronounced. It uses the International Phonetic Alphabet to do this and the symbols you need to know are listed at the beginning of the index.

How should I use this book?

The book is divided into a number of sections. Complete the seven introductory units first. These units not only teach you some useful new vocabulary but they also help you with useful techniques for vocabulary learning in general. After completing those units, you might want to work straight through the book or you might prefer to do the units in any order that suits you.

What else do I need in order to work with this book?

You need some kind of vocabulary notebook or file where you can write down the new words you are learning. (See Unit 3 for advice on how to do this.)

You also need to have access to a couple of good dictionaries. This book selects the words that are most important for you to learn at your level and it gives you the most important information about those words but you will sometimes need to refer to a dictionary as well for extra information about meaning and usage. Firstly, you need an English-English dictionary for foreign learners. Good ones are *The Cambridge International Dictionary of English*, the *Longman Dictionary of Contemporary English*, the *Oxford Advanced Learner's Dictionary* and the *Collins Cobuild English Language Dictionary*, for example. Secondly, you will also find a good bilingual dictionary useful. Ask a teacher to recommend a good bilingual dictionary for you. (See Unit 5 for advice on using your dictionaries.)

I Learning vocabulary – general advice

A What do you need to learn?

- 1 How many words are there in English? At least:
a) 10,000 b) 100,000 c) 250,000 d) 500,000
- 2 Winston Churchill was famous for his particularly large vocabulary. How many words did he use in his writing?
a) 10,000 b) 60,000 c) 100,000 d) 120,000
- 3 How many words does the average native English speaker use in his/her everyday speech?
a) 2,500 b) 5,000 c) 7,500 d) 10,000
- 4 How many words make up 45% of everything written in English?
a) 50 b) 250 c) 1,000 d) 2,500

To sum up, there are many words you don't need at all and there are other words that you simply need to understand when you read or hear them. Finally, there are words which you need to be able to use yourself. Clearly you need to spend most time learning this last group.

In the text below mark the words you'd like to be able to use.

English vocabulary has a remarkable range, flexibility and adaptability. Thanks to the periods of contact with foreign languages and its readiness to coin new words out of old elements, English seems to have far more words in its core vocabulary than other languages. For example, alongside kingly (from Anglo-Saxon) we find royal (from French) and regal (from Latin). There are many such sets of words which add greatly to our opportunities to express subtle shades of meaning at various levels of style.

You probably marked many words that you would like to be able to use. Unless you are studying linguistics, however, you probably need only to understand, rather than to use, the verb 'coin' as used in the context above.

B What does knowing a new word mean?

- It is not enough just to know the meaning of a word. You also need to know:
 - a) what words it is usually associated with
 - b) whether it has any particular grammatical characteristics
 - c) how it is pronounced
- Try to learn new words not in isolation but in phrases.
- Write down adjectives together with nouns they are often associated with and vice versa, e.g. royal family; rich vocabulary.
- Write down verbs with the structure and nouns associated with them, e.g. to add to our knowledge of the subject; to express an opinion.
- Write down nouns in phrases, e.g. in contact with; a train set; shades of opinion.
- Write down words with their prepositions, e.g. at a high level; thanks to your help.
- Note any grammatical characteristics of the words you are studying. For example, note when a verb is irregular and when a noun is uncountable or is only used in the plural.
- Make a note of any special pronunciation problems with the words you're learning.

- 1 How could you record the following?
 - a) chilly b) dissuade c) king d) up to the ears e) independent f) get married
- 2 What would you record beside the following words?
 - a) scissors b) weather c) teach d) advice e) lose f) trousers
- 3 What might you note beside the following words?
 - a) comb b) catastrophe c) photograph/photographer

C Can you learn just by reading or listening to English?

You will certainly help yourself to learn English vocabulary not only by studying with this book but also by reading and listening to English. Give each of the items on the lists below a mark from 0 to 4 describing how important this way of learning vocabulary could be for you personally. *Example: newspapers 3*

newspapers TV (cable / subtitled) cinema magazines video
 radio (e.g. BBC World Service) academic or professional literature fiction
 simplified readers (with or without cassettes)
 music or other cassettes talking to native speakers

D What should you do when you come across new words?

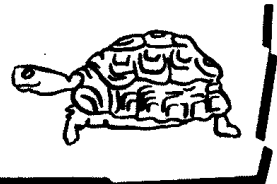
When you are reading something in English, don't look up every new word or expression or you will soon get fed up. Only look up something that is really important for understanding the text. When you have finished reading, look back at what you have read and then perhaps look up some extra words and write down new expressions that interest you.

Similarly when you listen to English don't panic when you hear some words or expressions that you don't know. Keep listening and the overall meaning will often become clear.

When you read or listen to English it is sometimes possible to guess the meaning of a word you don't know before you look up or ask its meaning. Decide first what part of speech the word is and then look for clues in its context or form.

Before you read the text below, check whether you know what the underlined words mean.

A tortoise is a shelled reptile famed for its slowness and longevity. The Giant Tortoise of the Galapagos may attain over 1.5 metres in length and have a lifespan of more than 150 years. Smaller tortoises from Southern Europe and North Africa make popular pets. They need to be tended carefully in cool climates and must have a warm place in which they can hibernate.



Which of the marked words can you perhaps guess from the context or from the way the word is formed? Guess and then check whether you were correct by using a dictionary. Some words are impossible to guess from context or the structure of the word. In such cases, ask someone or go to a dictionary for help.

E How are you going to plan your vocabulary learning?

- 1 How many words and expressions do you intend to learn each week?
 - a) 5 b) 10 c) 15 d) more than 15
- 2 Where and when are you going to learn them?
 - a) on your way to school or work b) before dinner c) in bed d) other
- 3 How often are you going to revise your work?
 - a) once a week b) once a month c) before a test d) once a year

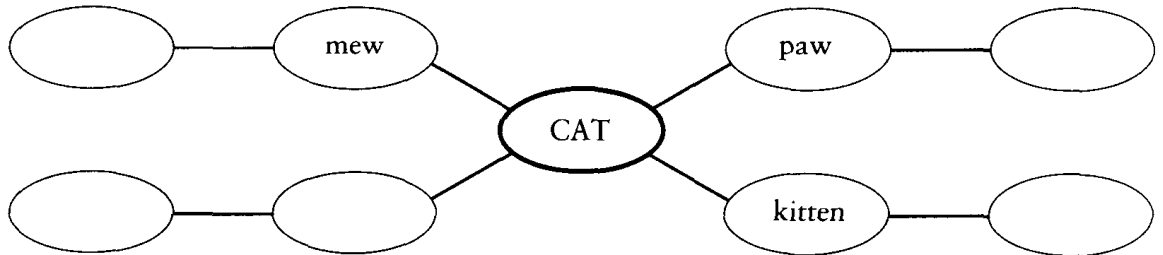
2 Learning vocabulary – aids to learning

A Help yourself to learn by learning associated words together

Learn words with associated meanings together.

Learning words together that are associated in meaning is a popular and useful way of organising your vocabulary study.

1 Complete this network for the word CAT. Add as many other bubbles as you like.



If possible, compare your network with those done by other students. Add any of their ideas that you like to your network.

Learn words with a grammatical association together.

2 Here are some groups of words, each of which has a grammatical connection. Can you see what the connection is? What other words could you add to these groups?

a) child tooth ox b) cut split burst c) information furniture food

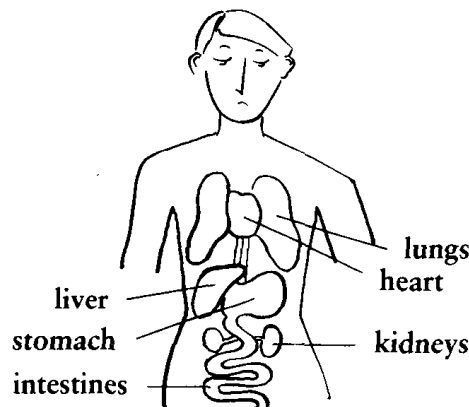
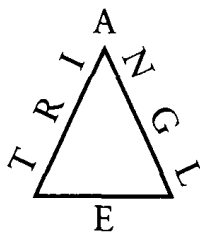
Learn together words based on the same root.

3 Can you add any words or expressions to these two groups?

a) price priceless overpriced
b) handy single-handed give me a hand

B Pictures and diagrams can help you learn

Here are some ways in which pictures might help you to remember vocabulary.

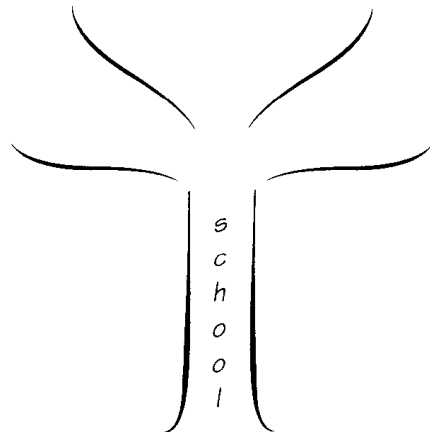
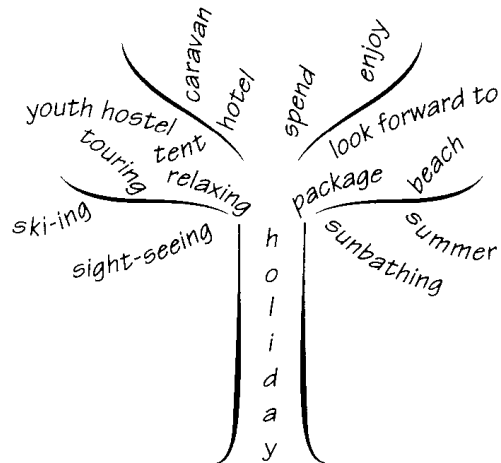


Can you draw any pictures that would help you remember the following vocabulary?

a circle to look a gift horse in the mouth screwdriver

Word trees can be useful.

1 Look at the word tree for **holiday**. Now complete a tree for **school**.



Word forks are good ways of learning adjectives and verbs.

2 Look at the complete word forks below. Finish the others.

original		shoot		magnificent		kick	
brilliant		edit		breathtaking		hit	
unusual	idea	direct	a film	superb	view	bounce	a ball
great		star in					
excellent		review					

Matrices can also clarify collocations.

This book will sometimes use matrices to help to clarify word associations. Look at the following example of a matrix:

	a car	a motorbike	a train	a horse	a plane
to fly					+
to drive	+		+		
to ride		+		+	

3 Now complete the following sentences.

- She has always wanted to have the chance to a train.
- Russian women are not allowed to passenger aircraft.
- a motorbike can be very dangerous.

You will do more practice with these and other ways of writing down vocabulary in Unit 3.

3 Organising a vocabulary notebook

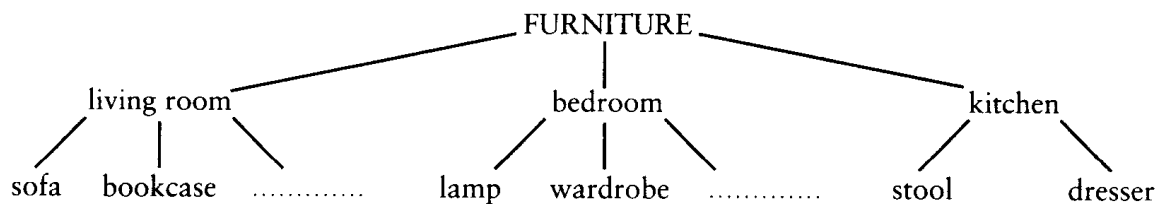
There is no one correct way to organise a vocabulary notebook, but it is a good idea to think about possible ways of doing so. Here are some possibilities and examples.

A Organising words by meaning

This book divides vocabulary into a large number of different topics, probably far too many for a notebook, but you could try dividing your book into different broad sections, with sections for **words for feelings**, **words to describe places**, **words for movement**, **words for thinking**, etc. In this way you can build families of words related in meaning.

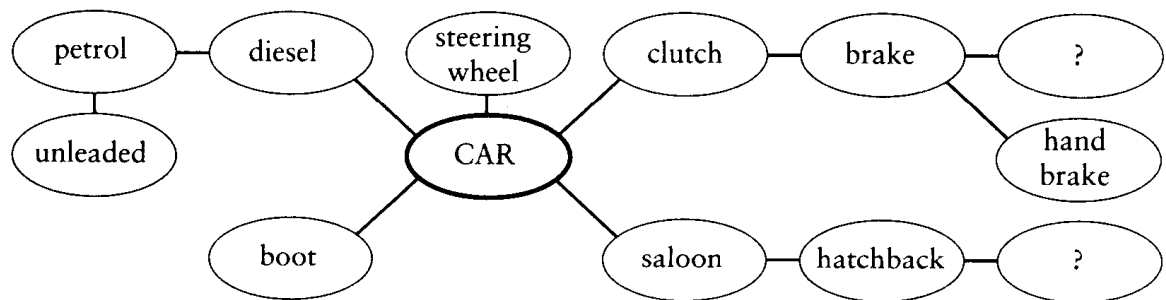
B Using various types of diagrams

Words that can be grouped under a heading or a more general word can be drawn as a tree-diagram. (See also Unit 2.)



The dotted lines mean that you can add more words to the tree as you meet them.

A bubble-network is also useful, since you can make it grow in whatever direction you want it to. (See Unit 2.)



C Organising by word-class

A Spanish learner of English, Angeles, gave us an interview on how she marks word-class in her personal notebook. This is what she said:

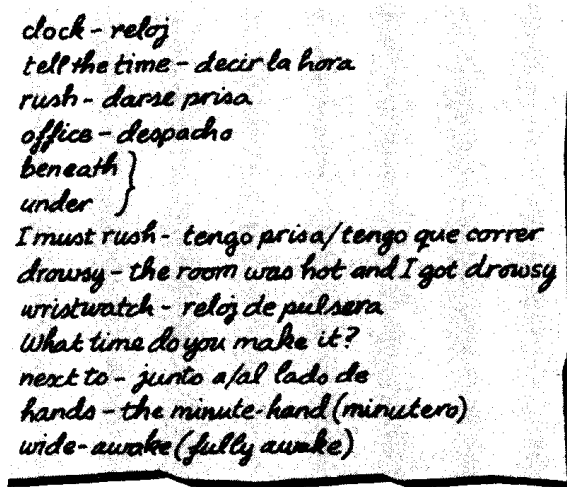
'What I have just started doing is to write them depending on if they are verbs or nouns or adjectives or phrases. If they are phrases I write them in red and also the definition. If they are verbs, in black, and blue if they are nouns... And if I write the Spanish translation I write it in another colour, so it's easy to see... I draw some pictures too.'

D When you meet a synonym or an antonym of a word you already have in your book, enter it next to that word with a few notes:

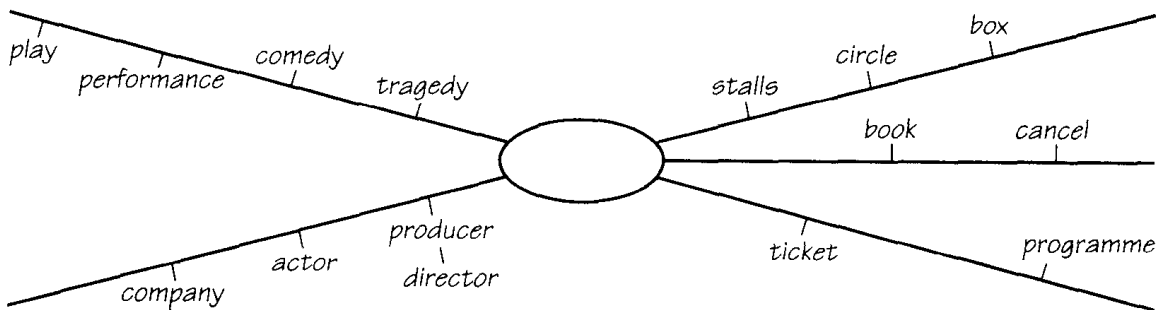
urban ≠ rural stop = cease (more formal)

Exercises

- 3.1** Here is a list of words a Spanish learner of English has made in her vocabulary notebook. How could she improve them and organise them better?



- 3.2** Here is a word-map, a variation on the bubble-network. What word do you think should go in the middle of the diagram?



- 3.3** One learner we interviewed said he tested himself regularly with his notebook, covering up the word and trying to guess it from the translation he had written or from any other notes he had made. This was his system:

- 1 If the notes and/or translation were clear but he could not get the word, he made a small red mark in the margin. If any word got three red marks, then it needed extra attention and a special effort to learn it.
- 2 If the notes and/or translation could not help him guess what the word might be, then the word got a blue mark. A blue mark meant 'Write more information about this word!'

What is your testing system? Try to make one if you have not got one, or ask other people what they do. Try your system out and decide whether it needs improving.

- 3.4** Making tables for word-classes is a good idea, since you can fill in the gaps over time. What do you think this learner will put in the remaining gaps in the table?

noun	verb	adjective	person
production	produce	producer
industry	industrial
export

4 The names of English language words

A The names of basic parts of speech in English

article adjective noun verb adverb preposition conjunction pronoun gerund
A good student works hard at her books and she enjoys learning.

B Words relating to nouns

Look at the sentence *An artist loves beauty*; *artist* is **countable**, i.e. it has a plural form (artists), but *beauty* is **uncountable**; *artist* is the **subject** of the verb as it describes who does the verb; *beauty* is the **object**, i.e. what is affected by the verb.

C Words relating to verbs

infinitive (to go) -ing form (going) past participle (gone)

Go (go, gone, went) is an **irregular** verb whereas *live* (live, lived, lived) is **regular**. *Go* is also **intransitive** because it does not need an **object**, e.g. *Has Luis gone?* *Make* is **transitive** because it is followed by an **object** – you make something.

D Words relating to the construction of words

In the word, *irregularity*, *ir-* is a **prefix**, *regular* is a **root** and *-ity* is a **suffix**. *Fat* is the **opposite** or **antonym** of *thin* and *plump* is a **synonym** of *fat*. A **word family** is a set of words based on one **root**, e.g. *word*, *wordy*, *to reword*. A **phrase** does not include a **main verb** – ‘in a word’ is an example of a **phrase**. A **sentence** has a **main verb**; it begins with a **capital letter** and ends with a **full stop**.

E Words relating to pronunciation

A **syllable** is the minimum sound unit of a language consisting of one vowel and any consonants on either side. There are three **syllables** in the word ‘minimum’ (the first is *mi*, the second is *ni* and the third is *mum*) and the **stress** is on the first **syllable**. **Onomatopoeia** means forming words that sound like their meaning, e.g. **moo**, **buzz**.

F Words and their associations

Register means a style of speaking or writing appropriate to a particular social situation. Thus, **slang** is an extremely informal **register** and is only used by people who know each other very well. **Colloquial** is an adjective referring to language that is suitable mainly for conversation, e.g. *He’s a nice guy*. **Pejorative** describes words which have a negative association. *Pig-headed* is **pejorative** whereas *determined*, which is very close in meaning, is not. **Collocation** refers to words which frequently occur together, e.g. *torrential rain*, *auburn hair*.

G Words describing punctuation

· full stop	, comma	; semi-colon	’ apostrophe
- hyphen	– dash	! exclamation mark	? question mark
() brackets	“ ” inverted commas	ANNE block capitals	