Learning vocabulary

Using this book

It’s a good idea to have a routine when you use this book [something you do often and usually in the same way]. For example:

A weekly routine when you study a new unit for at least [not less than] 30–45 minutes;

A daily routine when you revise that unit [study it again]. You may only need to revise for five or ten minutes each time.

1.1 Over to you

Write your answers.

1. How often can you spend at least half an hour or forty-five minutes on a unit? __________________________

2. How often can you revise? How much time can you spend when you revise? Where will you do it? __________________________

Studying a new unit

When you are studying a unit for the first time, you need to be active when you are learning.

- With a new word or phrase, say it aloud [speak it so you can hear it], and repeat it to yourself silently [in your head, not speaking]. If you have the CD-ROM that goes with the book, use it to check the pronunciation.

- Use a highlighter pen to mark words you think are important or difficult.

- Write down new words and phrases in your notebook. (See Unit 2 for more information.)

- Always try to write an example sentence for new words. You can choose an example from this book or a dictionary, but an example from your own life will often help you to remember a word, e.g. I shared a flat with an Australian girl when I was in London last year.

- Do exercises in pencil, then you can rub them out (using a rubber) and do them again later. This is a good way to revise vocabulary.

1.2 Over to you

Write your answers.

1. Which of these things do you do now when you are learning vocabulary? __________________________

2. What will you do in the future? __________________________

Revising a unit

When you are revising a unit one or two days later, it is also important to be as active as possible.

- Test yourself, e.g. look at a word and cover the meaning. Can you remember what the meaning is? If you can’t, check the meaning, then come back to the word in five minutes’ time and test yourself again.

- Look at what you wrote in your notebook when you first studied the unit. Is there any new information you want to add, e.g. something about the pronunciation, or a common word partner? (See Unit 2.)

- Diagrams may help you to organise some of the vocabulary differently, and help you to remember it.

English Vocabulary in Use Pre-intermediate and intermediate.
**Expanding your vocabulary**

- When you learn a word, e.g. dirty, think of synonyms (syn) [words with a similar meaning] or opposites (opp) in your language. Look them up in a bilingual dictionary to find the English words, then look up the English words in an English dictionary to check the meaning. From this, you will find that the opposite of dirty is clean, and you may also find filthy [very dirty].

*making something bigger*

Using this method, find opposites for the words in bold.

1. My room is very clean. opp dirty
2. It's a permanent job. opp
3. He was kind to all of his animals. opp
4. Babies have very soft, smooth skin. opp
5. Where's the entrance? opp
6. Was the bird dead? opp
7. Did they accept the invitation? opp

Building word families (see Units 69–71) will also help to expand your vocabulary. From a noun, verb or adjective, you can often find related words in the dictionary with a similar meaning. So, you can often learn two or three words, and not just one, e.g. argue v = have an angry discussion; n = argument.

**Use a dictionary to find the related parts of speech for the words in bold.**

1. She gave me some advice. verb advise
2. We mustn't argue. noun
3. I will have to revise this unit. noun
4. Is there a choice? verb
5. I want to expand my vocabulary. noun
6. The two boys are very different. noun verb
7. They need to communicate more. noun adj

- Try to read and listen to English as much as possible. The more you read and listen, the more you will learn. When you read, try to:
  - Highlight or underline interesting new words
  - Highlight words if they are familiar but you can’t remember the meaning.

There is a lot of spoken English on the Internet which you can play again and again. Try to make a note of interesting words and look up the meaning.

**Over to you**

Now choose a unit that interests you. Study the left-hand page, then do the exercises in pencil. Wait for at least 24 hours, revise the unit, then answer these questions.

1. How many answers did you get right the first time?
2. How many answers did you get right the second time?
Study unit 2

Keeping a vocabulary notebook

A

What do you do?

This is what some students do.

I write down new English words and phrases in my notebook, and next to each one I write a Spanish translation. I usually write down if a word is a noun, verb, adjective, and so on.

I sometimes write a word in phonemics because English pronunciation is very difficult for me. But my notebook is a mess [nothing is in a good order; syn unidy]. I like to draw pictures.

I’ve got a notebook. I don’t use it much but when I do, I try and list words by topic, so I put all the animals together, and all the clothes words together, and so on. I find it’s easier to remember the words this way.

I note down new words and phrases. Sometimes I translate them into Polish, and sometimes I write an explanation [a description of what something means] in English if it is not difficult. For example: kitten a very young cat

Tips for your notebook

A tip is a piece of advice to help you. Here are some tips for your notebook.

• Put words from one topic in the same place, e.g. food in one place, clothes in another, etc. Don’t mix them up [put them together with no order]. You can also have grammar topics, e.g. ‘uncountable nouns’, or a page for words that all have a connection, e.g. words and phrases that were all in a story you read in English. Some words and phrases will go in more than one topic.

• If you can’t find a topic for a new word or phrase, e.g. useful or in particular, put them in a different place in your notebook, e.g. a page for each day or each week, or perhaps one page for every English lesson you have. Write the date clearly at the top, e.g. Monday 14th May.

• When you write down new vocabulary, write a translation if it is necessary [you need it; opp unnecessary], but also write the meaning in English if it is possible, or draw pictures.

• If possible, add synonyms, opposites, other parts of speech, etc. (See Unit 1.)
  awful adj = terrible (syn dreadful)
  enjoy v = like something and get pleasure from it  n = enjoyment adj = enjoyable

• Example sentences help you with the grammar of a word, or with word partners (collocations).
  I enjoy living in a big city. (NOT I enjoy to live in a big city.) (See Units 87–8.)
  I spent two weeks in Rome. (NOT I passed two weeks in Rome. You spend time in a place.) (See Unit 74.)

• Remember, words often have more than one meaning that you need to know, e.g. a tip is also money that you give, for example, to a waiter for serving you in a restaurant.

English Vocabulary in Use Pre-intermediate and intermediate
Exercises

2.1 Organise the words into the topics below. One word can go in two different topics. Use a dictionary to help you.

<table>
<thead>
<tr>
<th>diet</th>
<th>branch</th>
<th>lay the table</th>
<th>count</th>
<th>dig</th>
<th>ground</th>
<th>flour</th>
<th>add up</th>
</tr>
</thead>
<tbody>
<tr>
<td>raw</td>
<td>leaf</td>
<td>minus</td>
<td>butcher</td>
<td>thousand</td>
<td>frozen</td>
<td>zero</td>
<td>butterfly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>food</th>
<th>garden</th>
<th>numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>diet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.2 Explain these words in English, or draw a picture, or if you think an explanation is too difficult and a drawing is not possible, write a translation instead.

1. raw  not cooked
2. dig  
3. butcher  
4. leaf  
5. flour  
6. lay the table  
7. add up  
8. minus  

2.3 What information could you include with these words? The answers are all on the opposite page.

1. forget  opposite - remember
2. awful  
3. necessary  
4. translate  
5. tip  
6. enjoy  

2.4 Over to you

Answer the questions. If possible, compare your answers with someone else.

1. Look again at what the students said on the opposite page. What are the good things that they do? Underline them.
2. Do you do all of these things? ________________________________
3. Is there anything you don’t do now, but will do in the future? ________________________________
4. At the moment, which person’s notebook is most like your notebook? ________________________________
5. What are the most useful tips on the opposite page for you? ________________________________
Study unit 3
Using a dictionary

A

What dictionaries do I need?
A bilingual dictionary [using two languages] is easy for you to understand, and quick and easy to use. A dictionary in English will give you reading practice in English and many more examples of how words are used. If possible, use both. These are good dictionaries in English for your level, and most of them are available online:
Cambridge Learner’s Dictionary
Oxford Wordpower Dictionary
Longman Active Study Dictionary
Macmillan Essential Dictionary

B

Information in dictionaries
If you look up a word [find a word in a dictionary] using the Cambridge Learner’s Dictionary, the information is shown like this:

Correct the spelling mistakes. Use a dictionary to check your answers.

3.1

1 allways always
2 realy really
3 unfortunatly unfortunately
4 expecially especially
5 cloths clothes
6 confortable comfortable
7 accomodation accommodation
8 beautifull beautiful
9 unbelievable unbelievable
10 neccesary necessary

3.2 In the word island /ˈaɪlənd/, the letter ‘s’ is silent (not pronounced). Use your dictionary to find the silent letters in these words.

1 knee
2 comb
3 castle
4 salmon
5 receipt

C

Defining words
‘Defining words’ are words that dictionaries use when they define [explain] the words in the dictionary. Some of these are quite common.

emphasise [give something more attention and importance], e.g. My teacher has always emphasised the importance of writing down new words in a notebook.
relating to or connected to with [having a relationship with someone or something], e.g. musical is connected with / related to music
amount [how much there is of something], e.g. £5 million is a large amount of money.
official [done by the government or someone in authority], e.g. A passport is an official document.
behave [do or say things in a particular way], e.g. People can behave strangely when they’re nervous.
3.3 Complete the dictionary definitions using words from the box.

<table>
<thead>
<tr>
<th>connected with</th>
<th>emphasise</th>
<th>relating to</th>
<th>behave</th>
<th>official</th>
<th>amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 industrial  /ɪnˈdʌstriəl/ 1 adjective connected with industry</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 sum /sʌm/ noun [C] an ____________________ of money</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 pretend /prɪˈtend/ verb [I,T] to ____________________, as if something is true when it is not</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 certificate /səˈtɪfɪkət/ noun [C] an ____________________ document that gives details to show something is true</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 not at all /nɒt ət ɔːl/ used instead of ‘no’ or ‘not’ to ____________________ what you are saying: I’m not at all happy about it</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 legal /ˈliːɡəl/ adjective ____________________ the law</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D Using a dictionary

- When you use a dictionary to check the meaning of a word, put a tick (✓) next to it. Each time you return to a page with a tick, see [find out] if you remember the word.
- When you meet a new word or phrase in a text, first try to guess the meaning [try to think of the meaning when you don’t know it]. Then, use a dictionary to see if your guess was correct.
- Don’t just read the dictionary definition. Example phrases and sentences show you how a word or phrase is used, and they help you to understand the meaning more clearly.
- If you look up a word in a bilingual dictionary and get two or three different translations, check these words in an English dictionary to see which translation is the best one for the situation.
- Remember that many words have more than one meaning. The first meaning in the dictionary is not always the one you want. You may need to read through the different meanings.

3.4 Answer the questions, and use an English dictionary to check the answers.

1 What does puppy mean? It’s a very young dog.
2 Is the correct spelling organize or organise? ______________________________________________________________________
3 What part of speech is extremely? ______________________________________________________________________
4 What kind of noun is advice? ______________________________________________________________________
5 What preposition follows the verb rely? ______________________________________________________________________
6 Look up friend, and then the words in bold that are often used with it. Can you complete these phrases? She’s an ____________ friend; he’s my ____________ friend; you ____________ friends with people.

3.5 Match the sentences on the right with the different meanings of post on the left.

| post1 /pəʊst/ noun 1 SYSTEM [no plural] UK (US mail) the system for sending letters, parcels, etc Your letter is in the post. ○ I’m sending the documents by post. | 1 He’s applied for a post overseas. |
| - 2 LETTERS [a] UK (US mail) letters, parcels, etc that you send or receive Has the post arrived/come yet? ○ | 2 Did you send the cheque by post? |
| - 3 [C] formal a job a part-time post ○ a teaching post 4 POLE [a] a long, vertical piece of wood or metal fixed into the ground at one end I found the dog tied to a post. | 3 I tied the flag to a post. |
| | 4 We haven’t had any post yet. |
Study unit 4

English language words

A Parts of speech

“I have a brown leather chair by the window, and I often sit there in the morning to read the paper.”

In the sentence above, I is a pronoun; chair, window, morning and paper are all nouns; have, sit and read are verbs; brown and leather are adjectives; often is an adverb; by is a preposition; the is a definite article; a is an indefinite article; and is a conjunction or link word.

Here are two more examples:

“We saw an elephant at the zoo yesterday.”
Elephant and zoo are nouns; saw is a verb; at is a preposition; an is an indefinite article; the is a definite article.

“It was a cold night, so I walked quickly.”
Was and walked are verbs; cold is an adjective; night is a noun; quickly is an adverb; so is a link word.

B Grammar

When you are learning vocabulary, you need to know certain things about different words; for example, if nouns are countable, e.g. books, apples, chairs; or uncountable, e.g. information (NOT informations), advice (NOT advices). (See Unit 86.)

With verbs, you need to know if they are regular, e.g. work, live, etc; or irregular, e.g. go/went, take/took. You will also need to learn the grammar of phrasal verbs, e.g. take something off, wake up. (See Units 79–80.)

You also need to learn certain groups of words as phrases, e.g. at the moment, never mind, see you later. (See Units 75–76.)

C Word building

In the word uncomfortable, un- is a prefix, and -able is a suffix. Other common prefixes include in- and dis-, e.g. incorrect and dislike. Common suffixes include -ment and -ive, e.g. improvement and attractive. (See Units 69–71.)

D Pronunciation

Dictionaries show the pronunciation of a word using phonemic symbols, e.g. book /bʊk/, before /ˈbeər/, cinema /ˈsɪnəmə/.

Every word has one or more syllables, e.g. book has one syllable, before has two syllables, cinema has three syllables.

It is important to know which syllable to stress, e.g. on before it is the second syllable (be-fore), on cinema it is the first syllable (cinema). The vertical mark ‘ shows where the stressed syllable begins.

E Punctuation

Every sentence must begin with a capital letter and end with a full stop. Some sentences have a comma, which often shows a pause [when you stop reading or speaking for a short time] in a long sentence. Did you also know that a question must end with a question mark?
4.1 Put the words into the correct columns.

<table>
<thead>
<tr>
<th>noun</th>
<th>comma</th>
<th>phonemic symbol</th>
<th>adverb</th>
<th>stress</th>
<th>question mark</th>
<th>syllable</th>
<th>preposition</th>
<th>full stop</th>
<th>adjective</th>
</tr>
</thead>
</table>

4.2 There is one word missing in each line of the text. Where does the missing word go? What could it be? What part of speech is it?

Last year I went to **Spain** for my holiday. I spent the first week Seville staying with a couple of friends, and then I a train to Barcelona, where I spent another ten days. It is a beautiful city and I had a marvellous time. I stayed in a very hotel right in the centre, but I didn’t mind spending a lot money because it was a wonderful and it was very convenient. My brother was the person who recommended it; he goes Spain a lot and he stays anywhere else. I may go back next year if have enough time.

4.3 Answer the questions.

1. What type of verb is **break?** *an irregular verb*
2. What does a sentence begin with? ........................................
3. What do you put at the end of every sentence? ..........................
4. What’s missing here. .....................................................
5. What shows you there is a pause in the middle of a long sentence? ........................................
6. What type of noun is **butter?** ...........................................
7. What type of verb are **pick somebody up, and grow up?** ........................................
8. What are **full stop and comma** examples of? ..........................
9. How do dictionaries show the pronunciation of a word? .........................
10. Is the ‘a’ in **phrase** pronounced the same as **can, can’t or late?** ........................................

4.4 Mark the stress on each word. How many syllables are there?

- English 2 informal opposite syllable decide adjective education pronunciation

4.5 Look at these words and answer the questions.

<table>
<thead>
<tr>
<th>cheap</th>
<th>dangerous</th>
<th>kind</th>
<th>lucky</th>
</tr>
</thead>
</table>

1. What part of speech are these words? **adjectives** ............
2. Can you change the first two words into adverbs? ............... ..........................
3. Is the pronunciation of **kind** like **wind** (noun) or **find** (verb)? ................
4. What prefix do you need to form the opposite of the last two words? ................
5. What suffix makes a noun from **kind**? ..........................

English Vocabulary in Use Pre-intermediate and Intermediate 15
## Country, nationality and language

### A

<table>
<thead>
<tr>
<th>country</th>
<th>nationality</th>
<th>language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>Australian</td>
<td>English</td>
</tr>
<tr>
<td>Brazil</td>
<td>Brazilian</td>
<td>Portuguese</td>
</tr>
<tr>
<td>China</td>
<td>Chinese</td>
<td>Mandarin (and Cantonese)</td>
</tr>
<tr>
<td>Egypt</td>
<td>Egyptian</td>
<td>Arabic</td>
</tr>
<tr>
<td>France</td>
<td>French</td>
<td>French</td>
</tr>
<tr>
<td>Germany</td>
<td>German</td>
<td>German</td>
</tr>
<tr>
<td>Greece</td>
<td>Greek</td>
<td>Greek</td>
</tr>
<tr>
<td>Israel</td>
<td>Israeli</td>
<td>Hebrew</td>
</tr>
<tr>
<td>Italy</td>
<td>Italian</td>
<td>Italian</td>
</tr>
<tr>
<td>Japan</td>
<td>Japanese</td>
<td>Japanese</td>
</tr>
<tr>
<td>(South) Korea</td>
<td>Korean</td>
<td>Korean</td>
</tr>
<tr>
<td>Poland</td>
<td>Polish</td>
<td>Polish</td>
</tr>
<tr>
<td>Russia</td>
<td>Russian</td>
<td>Russian</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>Saudi Arabian</td>
<td>Arabic</td>
</tr>
<tr>
<td>Spain</td>
<td>Spanish</td>
<td>Spanish</td>
</tr>
<tr>
<td>Switzerland</td>
<td>Swiss</td>
<td>Swiss-German, French, Italian</td>
</tr>
<tr>
<td>Thailand</td>
<td>Thai</td>
<td>Thai</td>
</tr>
<tr>
<td>Turkey</td>
<td>Turkish</td>
<td>Turkish</td>
</tr>
<tr>
<td>the UK (United Kingdom)*</td>
<td>British</td>
<td>English</td>
</tr>
<tr>
<td>the USA (United States of America)</td>
<td>American</td>
<td>English</td>
</tr>
</tbody>
</table>

*the UK (England, Scotland, Wales and Northern Ireland)

I come from Argentina, so I’m Argentinian and my first language is Spanish. The capital is Buenos Aires, which has a population of more than 10 million people.

### B

#### Parts of the world

The continents in the world are Europe, Africa, Asia, North America, South America, Australia [Australia and New Zealand] and Antarctica.

We also use these terms for different parts of the world: the Middle East (e.g. United Arab Emirates, Saudi Arabia), the Far East (e.g. Thailand, Japan), the Caribbean (e.g. Jamaica, Barbados), Scandinavia (Sweden, Norway, Denmark, Finland).

### C

#### The people

When we are talking about people from a particular country, we add ‘s’ to nationalities ending in ‘-i’ or ‘-i(an)’, but we need the definite article (the) for most others.

Brazilians/Russians are ... The British / The French are ... Thais/Israelis are ... The Swiss / The Japanese are ...

With both groups we can also use the word ‘people’, e.g. Brazilian people, British people, etc.
Exercises

5.1 Answer the questions.

1. What nationality are people from Poland? Polish
2. What nationality are people from Thailand? Thai
3. What language is spoken in Spain? Spanish
4. Where do people speak Hebrew? Israel
5. Where do people speak Mandarin? China
6. What language is spoken in Brazil? Portuguese
7. What language is spoken in Egypt? Arabic
8. What nationality are people from Germany? German
9. Write down three countries whose first language is English. United States, United Kingdom, Canada
10. Write down three languages spoken in Switzerland. German, French, Italian

5.2 What parts of the world are these countries in? Write the continent, e.g. Europe, or the area, e.g. the Far East.

1. Germany Europe
2. Japan Asia
3. Saudi Arabia Asia
4. Italy Europe
5. Jamaica Central America
6. Argentina South America

5.3 Underline the main stress in the words in the box, and practise saying them. Use the pronunciation in the index to help you.

Brazilian Japanese Egyptian Arabic Scandinavia Chinese Portuguese Australian Saudi Arabian

5.4 Write the answers.

1. Bangkok is the capital of Thailand.
2. Ankara is the capital of Turkey.
3. Seoul is the capital of South Korea.
4. Moscow is the capital of Russia.
5. Buenos Aires is the capital of Argentina.
6. Athens is the capital of Greece.

5.5 Complete the sentences with the name of the people from the country on the right.

1. I’ve worked a lot with the French.
2. I know lots of the Germans.
3. We do a lot of business with the Japanese.
4. I used to know a lot of Israelis.
5. I have always found the Brazilians very friendly.
6. People often say that the British are very reserved.
7. The Swedes are very organised.
8. I met a lot of the Swiss on my trip to Moscow.

5.6 Over to you

Answer the questions for you, then ask a friend – if possible, someone from a different country – and write their answers.

1. What's your nationality? 
2. What's the capital city and population of your country? 
3. What's your first language? 
4. What other languages do you speak? 
5. Which countries have you visited? 
6. Which countries would you like to visit? 

www.cambridge.org