

CAMBRIDGE

# English Vocabulary **in** Use

Pre-intermediate  
& intermediate

100 units of  
vocabulary  
reference and  
practice

Self-study and  
classroom use

**SECOND**  
EDITION

**Stuart Redman**

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## Learning

- 1 Learning and revising with this book *have a routine, revision, say the word aloud*
- 2 Keeping a vocabulary notebook *record, the most important thing is ...*
- 3 Using a dictionary *look up a word, guess the meaning*
- 4 English language words *adjective, phrasal verb, question mark*
- 5 Classroom language *board pen, share a book, swap places*

## Word formation

- 6 Prefixes *un-, in-, im-, dis-*
- 7 Noun suffixes *-ment, -ity, -ness, -tion*
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- 9 Nouns and verbs with the same form *guess/to guess, kiss/to kiss, rest/to rest*
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- 16 Apologies, excuses and thanks *sorry I'm late, I got held up, thanks a lot*
- 17 Requests, invitations and suggestions *Could you ...? How about ...? if you like*
- 18 Opinions, agreeing and disagreeing *What do you think of ...? a brilliant idea*
- 19 Likes, preferences and interests *I quite like, and that sort of thing, I'd rather*
- 20 Frequently asked questions *How's it going? What's the matter?*
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- 39 Time and sequence *as soon as, while, eventually*  
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 42 Reason, purpose, result, condition *so, because of, so that, therefore, unless*

## Topics

### The world around us

- 43 The physical world *round the world, Sahara Desert, floods*  
 44 Weather *heavy rain, a strong wind, lightning*  
 45 Animals and insects *pets, elephants, in the wild, protect*  
 46 Countries, nationality and language *Poland, the Far East, the French, in general*

### People

- 47 The body and what it can do *elbow, neck, breathe in, shake hands*  
 48 Describing people's appearance *good-looking, tall and slim, fair hair*  
 49 Describing character *shy, show your feelings, a sense of humour*  
 50 Human feelings and actions *angry, proud of, glance at, have a stroll*  
 51 Family and friends *mother-in-law, close friend, ex-husband*  
 52 Ages and stages *childhood, go to university, in your twenties*

### Daily life

- 53 Daily routines *fall asleep, have a shower, get to work*  
 54 The place where you live *right in the centre, on the first floor, rent*  
 55 Around the home (1) *spare room, lamp, cupboard, turn on the TV*  
 56 Around the home (2) *pillows, have a wash, do the ironing*  
 57 Everyday problems *spill, out of order, run out of bread*  
 58 Money *£10 note, lend and borrow, can't afford*  
 59 Health: illness *I don't feel well, flu, I get backache*  
 60 Health: physical injuries *break an arm, go to hospital, painful*  
 61 Clothes *skirt, earrings, put on a coat, too small*  
 62 Shops and shopping *go shopping, department store, cash desk*  
 63 Food *peach, peel an orange, lamb, salad dressing*  
 64 Cooking and restaurants *fresh bread, medium-rare, main course*  
 65 City life *the rush hour, shopping centre, lively*  
 66 Life in the country *rural area, on a farm, the nearest village*  
 67 On the road *main road, turn left, break down*  
 68 Transport *get on the bus, go by car, platform two*

### Work

- 69 Work: duties, pay and conditions *What do you do?, deal with, salary*  
 70 Jobs *surgeon, design buildings, in the army*  
 71 The career ladder *apply for a job, pay rise, work abroad*

- 72 In the office *send e-mail, do paperwork, it isn't working*  
 73 Business and finance *interest rate, profit and loss, rise sharply*

## Leisure and entertainment

- 74 Sport: ball games *table tennis, pass the ball, win a game*  
 75 Sport and leisure *swimming, go to the gym, support a team*  
 76 Cinema and theatre *stage, third row, war film, violent, gripping*  
 77 Music *composer, lead singer, hit single, latest CD*

## Communication and technology

- 78 Newspapers *daily paper, headline, according to ...*  
 79 Television *switch over, soap opera, What's on TV?*  
 80 On the phone *mobile phone, wrong number, Is that Mary?*  
 81 Computers and the Internet *hard disk, download, get online, browse*

## Social concerns

- 82 Education: school *primary school, geography, pass an exam*  
 83 Education: university *engineering, do a degree, graduate, PhD*  
 84 Law and order *illegal, break the law, arrest someone, guilty*  
 85 Crime *shoplifting, robbery, late at night, valuables*  
 86 Politics *believe in democracy, left-wing, election*  
 87 Bureaucracy *identity card, fill in, signature, date of birth*  
 88 Global problems *pollution, destroy the planet, civil war*

## Tourism

- 89 Air travel *check-in desk, land, a two-hour delay*  
 90 Hotels and restaurants *single room, pay the bill, Is dinner included?*  
 91 A sightseeing holiday in the city *have a look round, guidebook, nightlife*  
 92 Holidays by the sea *seaside resort, sunbathe, sandy beach*

## Notional concepts

- 93 Time *on Monday, since May, it takes an hour*  
 94 Numbers *two million, one and a half, divide by three*  
 95 Distance, size and dimension *a long way, too far, How wide is it?*  
 96 Shapes, colours and patterns *a round table, a dark green skirt, yellowish*

## Varieties of English

- 97 Notices and warnings *sold out, no exit, mind the step, no parking*  
 98 Vague language *a vague idea, things, stuff, a bit, roughly*  
 99 Formal and informal English *buy vs purchase, kids vs children*  
 100 Abbreviations and abbreviated words *CV, MP, e.g., etc., lab, fridge, bike*

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# Introduction

This new edition of *English Vocabulary in Use: pre-intermediate & intermediate* still retains the features that made the first edition so popular:

- The format of presentation on the left-hand page and practice on the right-hand page.
- Approaching vocabulary in a variety of ways: topics (e.g. Food), word formation (e.g. Prefixes), words and grammar (e.g. Uncountable and plural nouns), collocation and phrases (e.g. Make, do and take), functions (e.g. Apologies, excuses and thanks), concepts (e.g. Time), varieties of English (e.g. Formal and informal English), etc.
- A student-friendly Answer key, including not only correct answers to right/wrong exercises, but also possible answers for more open-ended exercises.
- Usage notes that are ideal for self-study learners.
- A complete Index at the back of the book, listing all the target words and phrases with a phonemic transcription to help you with pronunciation.

## What is different about the new edition?

### Colour

The first thing you will notice is that the new edition is in colour. This makes the text and the artwork more attractive, and it also makes the book easier for you to use: the different sections and headings are now clearer, and the usage notes are shown against their own colour background, so you can find them and read them more easily.

### Use of the Cambridge International Corpus

This new edition has made extensive use of the *Cambridge International Corpus* of written and spoken English. This has been important in two ways:

- the frequency information in the *Corpus* has helped to guide the selection of words and phrases in the book and ensure that the vocabulary will be suitable for pre-intermediate and intermediate learners of English;
- example sentences are the same or similar to those in the *Corpus*. In other words, the examples show you words and phrases being used in their most typical contexts.

### Collocation and phrases

The new edition concentrates even more on showing words in common collocations and phrases. For example, when you study different meanings of *see* (Unit 27), you will learn that it often appears in these phrases: *I see, I see what you mean, I'll see what (he says)*, etc. In a unit on physical appearance (Unit 48), you will meet these common collocations: *blonde hair, tall and slim, medium height*, etc.

### New units

In response to suggestions from teachers and students, there are now six completely new units in the book:

Likes, preferences and interests (Unit 19)

Have and have got (Unit 25)

Frequently asked questions (Unit 20)

Leave, catch and let (Unit 28)

Common responses (Unit 21)

Global problems (Unit 88)

Many other units have been significantly revised, e.g. The place where you live (Unit 54), City life (Unit 65), Life in the country (Unit 66), In the office (Unit 72), Music (Unit 77), Computers and the Internet (Unit 81).

## Better use of space

The usage notes are shown against a colour background and most have been placed in the left-hand margin; this makes them easier to see and read, and creates more space on the page. As a result, there are now more pictures in the new edition, more example sentences, and more new words and phrases to learn.

I very much hope you will enjoy working with this new edition of *English Vocabulary in Use: pre-intermediate and intermediate*.

Stuart Redman (London, 2002)

# Using this book

## 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 a group of students.

## How is the book organised?

The book has 100 two-page units. The left-hand page explains the new words and phrases chosen for that unit. They are all highlighted in bold and most units contain approximately 25 new words or phrases. The right-hand page gives you a chance to check your understanding through a series of exercises which practise the new vocabulary.

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

There is an Index at the back of the book. This lists all the words and phrases introduced in the book and refers you to the unit or units where these words/phrases appear. The Index also includes a phonemic transcription for most of the words, and on page 243 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. Then, within each section, new words/phrases are explained using a number of different techniques:

1 A short definition.

e.g. **unemployed** (= without a job); **hang on** (= wait); **feel like** (= want or desire *informal*)

The abbreviations *fml* or *informl* tell you if a word is either 'formal' or 'informal'.

2 A short explanation.

e.g. He **admitted** stealing her money, but **denied** taking the computer (= he said 'yes' he took the money, but 'no' he didn't take the computer).



- 3 A synonym or opposite.  
e.g. **dreadful** (= terrible); *dirty* (*opp* clean)
- 4 In a situation. With some words and phrases it is easier to see their meaning when they are in context, e.g. [This is from a text about a motoring accident] ‘... The driver of the Mercedes was OK, but the other driver was **badly injured**, and both cars were **badly damaged**.’
- 5 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/phrases there are also sentence examples which show the words in context in order to consolidate the meaning and illustrate any special features.

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

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

Some people can't stand (= hate) working at the weekend. [can't stand + *-ing* form]

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. There are many more examples of collocation in this new edition, and with the support of the Cambridge International Corpus you can now be sure that the examples included are some of the most important ones.

## 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. In every unit there is a range of exercise types to help to maintain your interest.

## How should I use the book?

The first four units teach you some important words and phrases, but they also give you information about vocabulary, plus ideas and techniques to help you learn vocabulary. Do these units first, then work through the book studying the units which interest you.

If you go to English lessons, you may also want to study Unit 5. This introduces vocabulary that is often used by teachers or needed by students in the classroom, e.g. *cassette recorder*, *clean the board*, *Could I borrow a pen?*, *What does that mean?*, etc.

Everything you need is in the book. The new vocabulary is explained on the left-hand page, and the exercises have an Answer key at the back of the book. But it is still important to have your own dictionary. A good bilingual dictionary will give you support in your first language, and a monolingual dictionary produced for intermediate learners will give you added practice in English. Use these to help you. (See Unit 3 for more information and ideas.)

Finally, you can visit the 'in Use' website at <http://www.cambridge.org/elt/inuse/>.

Good luck.

## Summary of abbreviations used in the book

|                |                             |
|----------------|-----------------------------|
| <i>n</i>       | noun                        |
| <i>v</i>       | verb                        |
| <i>adj</i>     | adjective                   |
| <i>opp</i>     | opposite                    |
| <i>informl</i> | informal word or expression |
| <i>forml</i>   | formal word or expression   |
| (U)            | uncountable word            |
| (C)            | countable word              |
| sb             | somebody                    |
| sth            | something                   |

(NOT ~~Host the bus~~) indicates that a word or expression is wrong

# Learning and revising with this book

Look at Exercise 1.1 on the next page before you read this page.

## A Have a routine

A **routine** means doing certain things often and in the same way. If you are using this book for **self-study** (= to study alone), it helps to have a routine. So, **how much time** can you **spend** on the book each day or each week? Here are some ideas:

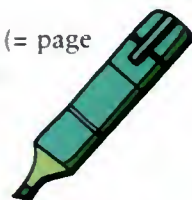
- if you are studying a new unit, spend at least (= a minimum of) half an hour or 45 minutes
- if you are **revising** (= studying a unit for a second or third time), five or ten minutes is very useful.

So, plan longer periods for new units and shorter periods for revision.

## B Using the book

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

- 1 Don't study the units in the same order as the book. **Choose** (= select) units that **interest you** (= are interesting for you).
- 2 When you do a unit, you can read **the whole** (= all) of the **left-hand page** (= page on the left), then do the exercises. Or, do the exercises first, then read the left-hand page if there is a problem.
- 3 Be **active** when you are learning. For example:
  - when you are reading the left-hand page, use a **highlighter** pen to mark new or interesting vocabulary;
  - practise **saying the words aloud** (= speaking them), so you can **pronounce them** (= say the pronunciation), and also **silently** (= without a noise) in your head to help you to remember them;
  - put new words in your own notebook using some of the ideas from Unit 2.



## C Revision

It's easy to forget words that you learn, but if you revise for short periods, it helps you to remember words and make them part of your active vocabulary. Here are some ideas.

- 1 Do exercises in pencil. Check your answers when you finish, then **rub them out** (= remove them using a rubber). Later, come back and do the exercises again. Use the left-hand page if you have a problem.
- 2 When you read a left-hand page for a second time, have a **blank piece of paper** (= paper with no writing on it) with you. When you come to a new word in **bold** with a definition in (brackets), **cover** the definition (= put the paper over it) and try to **define** it (= give the meaning/definition).
- 3 Revise for short periods but do it often. **Five minutes a day** (NOT five minutes ~~per~~ day) is probably better than half an hour a week; but half an hour a week is probably better than two hours a month.
- 4 Be **active** when you revise, e.g. test yourself, practise the pronunciation, write down important words and phrases in your notebook with example sentences.



rubber

# Exercises

## 1.1 Read these questions. What do you think? (Answers are on the opposite page.)

- 1 Is it better to plan regular self-study, or just study when you've got some free time?
- 2 Is it a good idea to study the units in the same order as they appear in the book?
- 3 Is it a good idea to write down new words in a notebook when you are studying a unit?
- 4 Is it necessary to revise vocabulary (= study it again for a second or third time)?
- 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 Find your way round the book.

- Turn to the Topic units in the Contents on pages iv–v.
- Take a blank piece of paper and cover the right-hand side of the page with the examples.
- Read the list of unit titles, and 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 Complete the table.

| <i>noun</i>   | <i>verb</i>               |
|---------------|---------------------------|
| definition    | ..... <i>define</i> ..... |
| revision      | .....                     |
| pronunciation | .....                     |
| choice        | .....                     |
| interest      | .....                     |

## 1.4 There is a mistake with the underlined words. Can you correct each one?

- 1 Did you make all of the exercises?
- 2 I studied for one half hour.
- 3 Do you always read the left page first?
- 4 I passed twenty minutes on the first exercise.
- 5 I read the all page.

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

- 1 In this book, most of the important new vocabulary is shown in **bold print**. True
- 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 **At least** 50 people means a maximum of 50 people.
- 6 If you write something then **rub it out**, you remove it from the page.
- 7 If you do something **silently**, you do it without a noise.
- 8 **Revision** means studying something for the first time.
- 9 If you read a **whole book**, you read all of it.
- 10 A **blank** piece of paper is full of writing.


Check your answers. Look at any wrong answers carefully, then rub them out. Do the exercise again tomorrow.

# Keeping a vocabulary notebook

## A Organising your notebook

Give each page a title, e.g. sport, education, verbs followed by an *-ing* form, etc. When you learn new words and phrases, write them on a suitable page.

## B What do I need to record?

| <i>what?</i>    | <i>how?</i>                            | <i>example</i>                                                                                                                                           |
|-----------------|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Meaning         | a translation                          | remember = lembrar [in Portuguese]                                                                                                                       |
|                 | b definition/explanation               | A pond is an area of water smaller than a lake.                                                                                                          |
|                 | c synonym or opposite                  | awful (= terrible); ugly ( <i>opp</i> beautiful)                                                                                                         |
|                 | d picture                              | saucepan                                                               |
|                 | e example sentence                     | My hands were cold, so I put on my gloves.                                                                                                               |
| Pronunciation   | phonemic symbols<br>or your own system | ache /eɪk/                                                                                                                                               |
| Part of speech  | noun (n), verb (v)                     | ache [like 'make']                                                                                                                                       |
| Grammar         | make a note +<br>example sentence      | gloves (n); remember (v); careful (adj)<br>enjoy + <i>-ing</i> form; I enjoy going to parties.<br>weather (uncountable); We had lovely weather in Italy. |
| Common partners | phrase or sentence                     | make a mistake; on the phone; (a) black coffee (= coffee without milk)                                                                                   |
| Special style   | make a note                            | purchase (= buy: <i>formal</i> ) kids (= children: <i>informal</i> )                                                                                     |

You don't need to record all of these things for every word or phrase. The most important thing is to show the words in typical examples. Leave space in your notebook as well, then you can come back and add more information later if you learn something new.

## C Organising words on the page

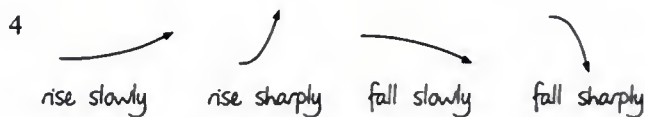
Don't just write lists of individual words. Put words together that appear together, e.g. blonde hair (*opp* black hair), get off the bus (= go out of the bus). Make the pages interesting with pictures, diagrams and example sentences.



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.



Note both verbs are irregular:  
rise/rose/risen; fall/fell/fallen.

# Exercises

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




|            |        |          |        |           |
|------------|--------|----------|--------|-----------|
| unfriendly | put on | platform | gloves | unhappy   |
| train      | get on | unable   | size   | jumper    |
| wear       | late   | unkind   | tie    | passenger |

Find the units in this book which may include these words. Add more to each group.

2.2 Fill the gaps with suitable words to form common partners with the nouns in bold.

- 1 She's ..... the **phone** at the moment.
- 2 A: Do you want milk and sugar? B: No, just a ..... **coffee**, please.
- 3 If you're cold, why don't you ..... your **coat**?
- 4 I don't usually ..... that **mistake**.
- 5 She ..... me a **big smile** this morning.
- 6 It was the third ..... of my **left hand**.

2.3 Underline the correct answer.

- 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 cach                                                  c chemist
- 5 The past tense of 'fall' is:  
a fell                                                  b felt                                                  c falled
- 6 You can 'get off':  
a a bus                                                  b a kitchen                                                  c a noise
- 7 'Rise sharply' means:  
a                       b                       c 
- 8 'Purchase' is:  
a an informal word for 'buy'                      b a formal word for 'buy'                      c a formal word for 'child'

2.4 Look at the words below. What is the best way to record their meaning? What other information would be useful? Use a dictionary to help you.

*Example* You could record 'dream' with a translation, a picture (see Unit 9), or an explanation, e.g. things you imagine in your sleep. 'Dream' can be a verb or noun and is often followed by 'about', e.g. I dreamt about you.

|       |             |       |        |       |        |       |
|-------|-------------|-------|--------|-------|--------|-------|
| dream | concentrate | beard | nearly | empty | rescue | knife |
|-------|-------------|-------|--------|-------|--------|-------|

2.5 Write down three more nouns that often follow 'take'. Do the same for 'make' and 'do'.

take a shower ..... make ..... do .....

# Using a dictionary

## A What dictionaries do I need?

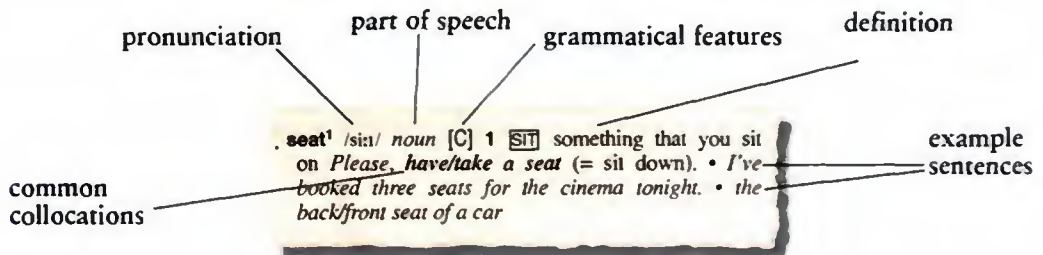
Buy a good bilingual dictionary and a good English–English dictionary. The bilingual dictionary is easier for you to understand; but it's also good for you to work in English as much as possible.

| <i>large dictionaries</i>                                                                                                     | <i>medium-sized dictionaries</i>                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Cambridge Advanced Learner's Dictionary<br>Longman Dictionary of Contemporary English<br>Oxford Advanced Learner's Dictionary | Cambridge Learner's Dictionary<br>Longman Active Study Dictionary<br>Oxford Wordpower Dictionary |

## B What information does a dictionary give me?

Look up a word (= find a word in a dictionary) and you will get this information.

- the meaning, e.g. homesick = unhappy because you are away from home for a long period
- the pronunciation (using phonemic symbols), e.g. island /aɪlənd/, lose /lu:z/, tiny /taɪni/
- the part of speech, e.g. dirty *adj* (= adjective), choose *v* (= verb), law *n* (= noun)
- word grammar, e.g. advice (U) (= uncountable noun), begin (began, begun) (= the past tense and past participle)
- common collocations (see Unit 12), e.g. do homework (NOT ~~make~~); It depends on you (NOT ~~of~~)
- example phrases or sentences, e.g. The train leaves from platform seven.
- sometimes synonyms or opposites, e.g. polite (*syn* = courteous; *opp* = impolite)



## C How can I use my dictionary?

When you look up a word, put a tick (✓) next to it. Each time you return to a page with a tick, look at it quickly to check you remember the word.

When you see a new word or phrase in a text, first try to **guess the meaning** (= try to think of the meaning from the context), then **carry on** (= continue) reading to **see** (= find out) if your guess is correct. Use your dictionary to **check the meaning**. (= find out if the meaning is correct)

Don't just read definitions. The example phrases and sentences show you how a word or phrase is used, and they often help you to understand the meaning more clearly.

If you look up a word in a bilingual dictionary and get several different translations, check in a monolingual dictionary to see which translation is the best one in the context.

Remember that many words have more than one meaning. The first meaning in the dictionary is not always the one you want. Read through the different meanings.

# Exercises

## 3.1 Complete these sentences about dictionary use.

- 1 It's important to have a good English-English dictionary and also a ..... dictionary, which is easier to understand.
- 2 Dictionaries show the ..... using phonemic symbols.
- 3 Dictionaries will tell you if a noun is countable or .....
- 4 Dictionaries show synonyms and ..... where they exist.
- 5 If you meet a word you don't know, you can try to ..... the meaning from the context, or you can ..... it ..... in a dictionary.

## 3.2 Right or wrong? If the answer is wrong, correct it.

- 1 Advice is a countable noun. *Wrong (advice is an uncountable noun)*
- 2 Homesick means you are unhappy living at home and you want to leave.
- 3 You don't **make** homework, you **do** homework.
- 4 Carry on means the same as **continue**.
- 5 The opposite of polite is **unpolite**.
- 6 The past tense of begin is **begun**.
- 7 Dirty is an adjective.
- 8 If you look up a word, you find the meaning in a dictionary.
- 9 Trains arrive at and leave from **platforms**.
- 10 Depend is followed by the preposition of.

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

knife



comb



castle



salmon



receipt



## 3.4 Use a dictionary to find the answers to these questions about words on the left-hand page.

- 1 What does **tiny** mean?
- 2 How do you pronounce **lose**? (Is it the same as 'choose' or 'chose?')
- 3 What is the opposite of **lose a game**?
- 4 What are the past tense and past participle of the verb **choose**?
- 5 What noun is formed from the verb **choose**?
- 6 What part of speech is **homesick**?
- 7 What two verbs **often** go before **homesick**?
- 8 Can you complete this common phrase? **law and** .....

## 3.5 Match the sentences on the left with the different meanings of 'bar' on the right.

- 1 They've put bars in front of the window for extra security.
- 2 We went to a bar in the centre of town.
- 3 Could you get me a bar of chocolate?
- 4 You have to order drinks at the bar.

**bar** 'bɑː' noun [C] 1 **DRINKING** a place where alcoholic drinks are sold and drunk, or the area behind the person serving the drinks *I met him in a bar in Soho.* 2 **BLOCK** a small block of something solid *a chocolate bar • gold bars* 3 **LONG PIECE** a long, thin piece of metal or wood *There were bars on the downstairs windows.*



## 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                                        |
| articles     | e.g. definite article (the); indefinite article (a/an) |

## B

## Special terms

**Uncountable noun:** (U) a noun which has no plural form and isn't used with the indefinite article, e.g. Can you send me some information? (NOT ~~an information~~ or ~~informations~~)

**Plural noun:** (pl) a noun which only has a plural form and isn't used with the indefinite article, e.g. He was wearing blue trousers and a white shirt. (NOT ~~a blue trouser~~)

**Infinitive:** the base form of a verb, e.g. We decided *to stop* for lunch.

**Phrasal verb:** a verb + adverb or preposition, e.g. wake up, turn sth on, look after sth/sb.

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

**Transitive verb:** a verb which needs a direct object, e.g. The police caught the man ['the man' is the direct object of the verb 'caught']. A verb which doesn't need a direct object is **intransitive**, e.g. Tim and his brother are always *arguing*.

**Informal:** a word or phrase which is informal is used mostly in spoken English. Formal English is more common in writing or with people you don't know very well.

Many words also have **synonyms**, which are words with the same meaning, e.g. 'big' and 'large' are synonyms in many contexts. The **opposite** is 'small'.

## 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-*. Suffixes include: *-ity*, *-ment* and *-ive*.

## D

## Pronunciation

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

Every word has one or more **syllables**, e.g. 'book' has one syllable, 'before' has two syllables, 'cinema' has three syllables, and so on.

For pronunciation, it is important to know which syllable has the **main stress**, e.g. on 'before' it is the second syllable (*be**fore***), and on 'cinema' it is the first syllable (***cin**ema*), and so on.

## NOTE

Dictionaries usually show stress with a ' before the main syllable, e.g. re'turn.

## E

## Punctuation

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

Hyphens are used to connect certain words or parts of a word together, e.g. a ten-year-old child.

# Exercises

4.1 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 → 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 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 is a wonderful and very convenient. My brother recommended it; he goes Spain a lot and he stays anywhere else.

1 Spain (noun)  
 2 .....  
 3 .....  
 4 .....  
 5 .....  
 6 .....  
 7 .....  
 8 .....  
 9 .....

4.2 In the dialogue below, find at least one example of the following: an uncountable noun, a plural noun, a phrasal verb, and an idiom.

A: It's 8 o'clock. We'd better get a move on if we're going to meet Sue at the airport.  
 B: That's OK. Her flight doesn't get in until 8.50.  
 A: Yes, but it'll take us an hour to get to the airport – you know what the traffic is like.  
 B: OK. I'll just go and get changed.  
 A: What's wrong with your shorts?  
 B: I don't like driving in shorts. I'm going to put some jeans on.

4.3 Look at the underlined verbs in these sentences. Which are transitive? Which are intransitive?

- 1 She broke her leg.
- 2 Take off your jacket.
- 3 I got up at 7.30.
- 4 She doesn't like Chinese food.
- 5 We arrived late.
- 6 He told me to sit down.

4.4 How many syllables are there in each of these words?

|             |           |            |               |
|-------------|-----------|------------|---------------|
| English (2) | noun      | decide     | informal      |
| before      | adjective | education  | opposite      |
| preposition | adverb    | understand | pronunciation |

Now mark the main stress on each of the words.

4.5 Look at these words and answer the questions below.

happy    lucky    dangerous    cheap

- 1 What part of speech are these words?
- 2 Change each one into an adverb.
- 3 Write down a synonym for the first two words.
- 4 Which prefix do you need to form the opposite of the first two words?
- 5 Write down the opposite of the last two words.

## 5

## Classroom language

## A Equipment

These are some of the things you may use in your classroom or school.



We can use some of these nouns as verbs: **video** a programme (= record it on video); **photocopy** an exercise; **highlight** new words; **file** some papers (= put them in a file).

## B Classroom activities

Things students or teachers do in the classroom:

- Look up a word (= find the meaning of a word in a dictionary)
- Borrow someone's dictionary or rubber (= use it and then return it)
- Rub out mistakes in a notebook (= remove mistakes using a rubber)
- Plug in the tape recorder (= put the plug in the electric socket)
- Turn up the tape recorder if you can't hear it (= increase the volume) (*opp* turn down)
- Rub things off the board (= remove writing from the board)
- Correct students' English (= give the correct English if students make mistakes)

Things a teacher may ask students to do in the classroom:

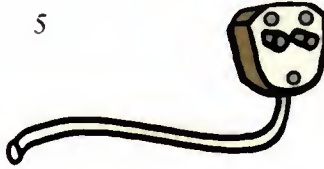
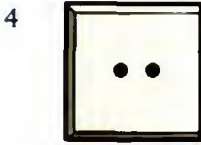
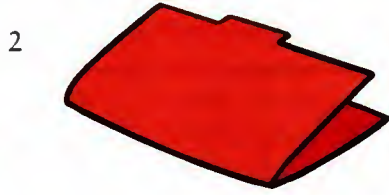
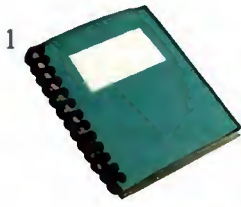
- Could you clean the board, Carlos? (= remove all the writing from the board)
- Write these words down. (= write these words on a piece of paper/in a notebook)
- Enrique, could you swap places (= change places) with Lorena?
- Kim, could you share your book with Petra? (= use it together at the same time)
- Repeat this sentence after me. (= say it again)

## C Questions about vocabulary

- What does 'plug' mean? (~~NOT what means plug?~~)
- How do you pronounce it?
- How do you spell 'bicycle'?
- How do you use 'anyway' in a sentence?
- What's the difference between 'lend' and 'borrow'?

# Exercises

5.1 Label these pictures, then check your answers on the opposite page.



5.2 Answer these questions.

- 1 What do you rub off the board? *writing*
- 2 What do you put in a tape recorder?
- 3 What do you put on an OHP?
- 4 What do you keep in a file?
- 5 What do you put in a briefcase?
- 6 What do you put in a socket?
- 7 What do you use a rubber for?
- 8 What do you use a photocopier for?
- 9 Why do you turn up a tape recorder?
- 10 Why do you share a book with someone?

5.3 Match the verbs on the left with the nouns on the right.

- |           |   |                      |
|-----------|---|----------------------|
| 1 correct | — | a places             |
| 2 clean   | — | b a word             |
| 3 borrow  | — | c someone's mistakes |
| 4 swap    |   | d the board          |
| 5 video   |   | e a dictionary       |
| 6 do      |   | f a programme        |
| 7 turn up |   | g an exercise        |
| 8 look up |   | h the tape recorder  |

5.4 Here are some answers. What are the possible questions?

- |            |   |                                           |
|------------|---|-------------------------------------------|
| 1 A: ..... | ? | B: It means to exchange places.           |
| 2 A: ..... | ? | B: <u>/swop/</u> . Like 'shop' or 'stop'. |
| 3 A: ..... | ? | B: S-W-A-P.                               |

5.5 Think about your last lesson (in English or any other subject). Did you do any of these things?

- |                          |                                    |
|--------------------------|------------------------------------|
| Did you clean the board? | share a book with anyone?          |
| use a rubber?            | look up any words?                 |
| borrow anything?         | make any mistakes?                 |
| watch a video?           | write anything down in a notebook? |

## A With the meaning 'not'

Prefixes can be added to some words to give them a negative meaning.

|          |            |          |                                   |
|----------|------------|----------|-----------------------------------|
| happy    | unhappy    | like (v) | dislike (v)                       |
| possible | impossible | legal    | illegal (= against the law/wrong) |
| correct  | incorrect  | regular  | irregular, e.g. irregular verbs   |

## NOTE

Word stress doesn't usually change, e.g. happy/unhappy; but it can to emphasise the negative:

A: Was he happy about the change?

B: No, he was very unhappy about it.

**un-** is the most common, e.g. **unfriendly**, **unable**, **unusual**, **unnecessary**, **unemployed** (= without a job), **untidy** (= not in order; also, in a mess), **unkind**, **unpleasant** (= horrible).

**in-** is often used before words with a Latin origin, e.g. **invisible** (= cannot be seen), **informal**, **inadequate** (= not good enough, e.g. The car park is inadequate for a big supermarket like that).

**im-** is used before some words beginning with 'm' or 'p', e.g. **impolite**, **impossible**, **impatient** (someone who is 'impatient' wants things to happen now; they cannot wait for things), **immoral**.

**il-** can be used before 'l', e.g. **illegible** (= impossible to read because the writing is bad).

**ir-** is only used before a few words beginning with 'r', e.g. **irresponsible**.

**dis-** is used before some adjectives, e.g. **dishonest** (a 'dishonest' person is someone you cannot trust, and often does not tell the truth), and a few verbs, e.g. **dislike**, **disagree**.

## B Verb prefixes: un- and dis-

With some verbs, these prefixes can also mean 'the opposite of an action'.

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

I **locked** the door when I left, but then I **lost** the key and couldn't **unlock** it when I got back.

I **got dressed** (= put on my clothes) and had my breakfast.

I **got undressed** (= took off my clothes) and got into bed.

I had to **pack my suitcase/do my packing** (= put everything in it) very quickly, so when I **unpacked** (= took things out) at the hotel, most of my clothes looked terrible.



## C Other verb prefixes with specific meanings

**re-** (= again) The shop closed down but it'll **reopen** next month.

I failed my exam but I can **retake/redo** it next year.

**over-** (= too much) My boss is **overdoing** it at the moment. (= working too hard)

I went to bed very late and I **overslept** (= slept too long) this morning.

The shop assistant **overcharged** me.

(= asked me for too much money)

**mis-** (= badly or incorrectly) I'm afraid I **misunderstood** what he said.

Two of the students **misread** the first question.



Maybe I overate.

# Exercises

**6.1** What's the opposite of these words? (The words in the last column are verbs, the rest are adjectives.)

- |                   |                 |                  |               |
|-------------------|-----------------|------------------|---------------|
| 1 <u>un</u> happy | 5 .....patient  | 9 .....polite    | 13 .....lock  |
| 2 .....correct    | 6 .....regular  | 10 .....visible  | 14 .....pack  |
| 3 .....legible    | 7 .....friendly | 11 .....employed | 15 .....agree |
| 4 .....possible   | 8 .....formal   | 12 .....honest   | 16 .....like  |

**6.2** What's the reverse of these actions?

- |                                  |               |
|----------------------------------|---------------|
| 1 do one's packing <u>unpack</u> | 3 appear      |
| 2 lock the door                  | 4 get dressed |

**6.3** Agree with these sentences, using a synonym from the left-hand page for the underlined words.

- 1 It's against the law, isn't it?  
Oh yes, it's illegal.
- 2 His room is always in a mess, isn't it?  
Yes, it's very .....
- 3 He took off his clothes!  
Yes, he got .....
- 4 This handwriting is impossible to read.  
Yes I know, it's completely .....
- 5 She can never wait for five minutes, can she?  
No, she's very .....
- 6 The conference centre wasn't good enough for 500 people, was it?  
No, it was completely ..... for that number.
- 7 She's horrible sometimes.  
Yes, she can be very .....
- 8 I'm afraid they sometimes steal things and tell lies.  
I know. They're both .....

**6.4** Complete the verbs in these sentences.

- 1 I completely disagree ..... with him on this subject.
- 2 I'm sorry, I mis..... her message.
- 3 We un..... as soon as we got to the hotel, then went out for a walk.
- 4 She was here a minute ago, then she dis..... . I don't know where she is now.
- 5 My homework was so bad that I'll have to re..... it.
- 6 Her alarm clock didn't go off and she over.....
- 7 She finally managed to un..... the door and we were able to go inside.
- 8 I dis..... the film, but the others enjoyed it.
- 9 I don't think I'll pass the exam, but I can always re..... it in September.
- 10 She's over..... things at the moment. She needs a complete break from her job.
- 11 The post office shuts for lunch but it should re..... at 2.00 pm.
- 12 I was very angry because they over..... me by about £5 in that shop.

**6.5** Keep several pages in your notebook for verbs or adjectives which combine with these prefixes. You can add new words to your lists and test yourself at the same time.

# Noun suffixes

## A Verb + noun suffix

| <i>verb</i>                                     | <i>suffix</i> | <i>noun</i> |
|-------------------------------------------------|---------------|-------------|
| improve (= get better)                          | -ment         | improvement |
| govern (= control affairs of a city or country) |               | government  |
| manage (= direct or control a business)         | -ion          | management  |
| elect (= choose somebody by voting)             |               | election    |
| discuss (= talk about something seriously)      |               | discussion  |
| inform (= tell someone something)               | -ation        | information |
| jog (= running to keep fit or for pleasure)     | -ing          | jogging     |
| spell (e.g. S-P-E-L-L)                          |               | spelling    |

There has been a big improvement in the economy. Who do you think will win the election?  
The problems are due to bad management. I'm not very good at spelling.

## B Adjective + noun suffix

| <i>adjective</i>                                  | <i>suffix</i> | <i>noun</i> |
|---------------------------------------------------|---------------|-------------|
| weak ( <i>opp</i> strong)                         | -ness         | weakness    |
| happy                                             |               | happiness   |
| ill (= sick/not well)                             | -ity          | illness     |
| stupid ( <i>opp</i> intelligent, clever)          |               | stupidity   |
| active                                            |               | activity    |
| similar (= almost the same; <i>opp</i> different) |               | similarity  |

We have a weak government. What's her main weakness as a manager?  
She was ill for a long time. Hepatitis is a very serious illness.  
The two boys are quite similar. There is a similarity between all three sons.

## C Pronunciation

Adding a suffix to a verb or adjective may change the pronunciation.

| <i>verb</i> | <i>noun</i>   |
|-------------|---------------|
| educate     | education     |
| advertise   | advertisement |

| <i>adjective</i> | <i>noun</i> |
|------------------|-------------|
| similar          | similarity  |
| stupid           | stupidity   |

## D -er/-or and -ist

These suffixes can be added to nouns or verbs. They often describe people and jobs.

| -er                                      | -er                     | -or               | -ist                 |
|------------------------------------------|-------------------------|-------------------|----------------------|
| ballet dancer                            | bus driver              | television actor  | artist, e.g. Picasso |
| pop singer                               | shop manager            | film director     | economist            |
| murderer (= person<br>who kills someone) | professional footballer | translator        | psychologist         |
|                                          | employer                | computer operator | journalist           |

# Exercises

7.1 Complete the tables and mark the stress on each word. The last two in each column are not on the opposite page, but do you know or can you guess the noun formed from them?

| verb     | noun  | adjective | noun  |
|----------|-------|-----------|-------|
| educate  | ..... | stupid    | ..... |
| improve  | ..... | happy     | ..... |
| jog      | ..... | weak      | ..... |
| govern   | ..... | similar   | ..... |
| spell    | ..... | active    | ..... |
| hesitate | ..... | sad       | ..... |
| arrange  | ..... | popular   | ..... |

7.2 Combine words on the left with the correct suffix on the right to complete the text.

|         |         |        |        |       |        |       |
|---------|---------|--------|--------|-------|--------|-------|
| improve | televis | weak   | govern | -ment | -ity   | -ness |
| elect   | educate | manage | stupid | -ion  | -ation |       |

In his first broadcast on (1) television since he won the (2) ..... last month, the Prime Minister promised to make health and (3) ..... his top two priorities.

And in a strong attack on the previous (4) ....., he said that the present (5) ..... of the British economy was caused by their (6) ..... and bad (7) ..... . He said things were going to change, and he hoped the British people would be able to see a big (8) ..... in the economy by the end of the year.

7.3 Write down the name of the person who does these things as a job.

- 1 drive driver ..... 3 act ..... 5 economics .....
- 2 translate ..... 4 psychology ..... 6 football .....

7.4 Match words from left and right to find the names of eight jobs.

|          |              |              |          |
|----------|--------------|--------------|----------|
| pop      | bus          | psychologist | dancer   |
| shop     | child        | singer       | manager  |
| film     | ballet       | operator     | driver   |
| computer | professional | footballer   | director |

7.5 Complete the definitions below.

- 1 An employer is a person or company that employs people .....
- 2 A murderer is a person who .....
- 3 A bank manager is a person who .....
- 4 A television actor is a person who .....
- 5 A translator is a person who .....
- 6 A lorry driver is a person who .....
- 7 A journalist is a person who .....
- 8 An artist such as Picasso is a person who .....



# Adjective suffixes

## A Noun or verb + suffix

| <i>noun or verb</i>                           | <i>suffix</i> | <i>adjectives</i>                                                                                                                                                         |
|-----------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| danger, fame                                  | -ous          | <b>dangerous, famous</b> (= known by lots of people)                                                                                                                      |
| music, politics, emotion, economics, industry | -al           | <b>musical, political, emotional</b> (= have or show strong feelings), <b>economical</b> (= saves you money), <b>industrial</b> (= connected with industry and factories) |
| cloud, sun, fog, dirt                         | -y            | <b>cloudy, sunny, foggy, dirty</b> ( <i>opp</i> clean)                                                                                                                    |
| attract, create                               | -ive          | <b>attractive</b> (= pretty, good-looking); <b>creative</b> (= ability to produce new ideas; with imagination)                                                            |

The roads were **dangerous** this morning: it was foggy and I couldn't see far.

He was very **emotional** when he said 'goodbye'.

Did you buy a diesel car because it's more **economical** than petrol?

I'm afraid you'll have to clean the floor – it's very **dirty**.

## B -able

This common suffix creates adjectives from nouns and verbs:

an **enjoyable** evening    a **comfortable** chair    Jeans are still **fashionable**.

**suitable** (= right/correct for a situation), e.g. A grey suit is very **suitable** for a wedding.

Sometimes **-able** means 'can be done':

**washable** (= can be washed), e.g. Is this jacket **washable**?

**reliable** (= can be trusted), e.g. I've never had a problem with the car – it's very **reliable**.

Words ending **-able** quite often express the opposite meaning with the prefix **un-**:

**unsuitable** (= not right/correct for a situation), e.g. Jeans are **unsuitable** for weddings.

**unbreakable** (= cannot be broken), e.g. The glass in the shop window is **unbreakable**.

Words ending **-ible** sometimes add the prefix **in-** to form an opposite:

**incomprehensible** (= cannot be understood), e.g. This street map is **incomprehensible**.

**invisible** (= cannot be seen), e.g. Trees surround the house, so it's **invisible** from the road.

## C -ful and -less

**-ful** often means 'full of' or 'having the quality of the noun':

**careful** (= doing sth with care and attention), e.g. **careful** driver

**helpful** (= able to help), e.g. Her advice was very **helpful**.

**painful** (= giving pain), e.g. It was **painful** when I hit my hand.

**useful** (= has a lot of use), e.g. I found it a **useful** book.

**thoughtful** (= kind and thinks of others)



painful

thoughtful

**-less** often means 'without':

**careless** (= without care, and causing mistakes), e.g. His work is full of **careless** mistakes.

**useless** (= without use and often terrible), e.g. This knife is **useless** – it won't cut anything.

**homeless** (= with nowhere to live), e.g. Many families are **homeless** because of the war.

# Exercises

8.1 Write an adjective (or adjectives) formed from these nouns or verbs. Cover the opposite page first.

- |                           |            |            |
|---------------------------|------------|------------|
| 1 danger <i>dangerous</i> | 7 care     | 13 sun     |
| 2 attract                 | 8 thought  | 14 music   |
| 3 create                  | 9 politics | 15 comfort |
| 4 cloud                   | 10 enjoy   | 16 fame    |
| 5 suit                    | 11 pain    | 17 rely    |
| 6 use                     | 12 dirt    | 18 emotion |

8.2 Fill the gaps with suitable adjectives from the opposite page.

- You must be very *careful* ..... when you drive in wet weather.
- Everyone in my country has heard of her; she's very .....
- The tourist information office was very ....., and told us everything we needed to know.
- This is a very ..... road, you know. There were three serious accidents on it last year.
- It was very ..... when I hit my leg against the corner of that table.
- This bag is very ..... : I take it to work and when I go on holiday.
- We've never had problems with our TV in ten years; it's been very .....
- The factory is in the ..... part of the city, and it's not very attractive.
- A 100 gram bag is 80 pence, but the 200 gram bag is only £1.20, so it's more ..... to buy the larger bag.
- It's terrible that there are so many ..... people in a country that is so rich.
- Teenagers want to be ....., and wear all the latest styles.
- I can't understand a word of these instructions – they're .....

8.3 How many of these words can form opposites with the suffix *-less*?

- 1 wonderful    2 useful    3 awful    4 careful    5 beautiful

What are the opposites of the other words (the ones without *-less*)?

8.4 Match adjectives from the left with the most suitable nouns from the right.

homeless    famous  
careless    useful  
comfortable    cloudy  
industrial    enjoyable

actor    bed  
party    mistake  
advice    area  
family    morning

8.5 From the adjectives on the opposite page, choose two or three which could describe each of these people or things. (You can use the same adjective more than once.)

- Wolfgang Amadeus Mozart *famous, creative, musical*
- the weather
- someone's driving
- an area of a city
- a car
- yourself



# Nouns and verbs with the same form

Many words in English function as noun and verb, or verb and adjective, or noun and adjective, with the same form.

What's the answer? (noun) I must clean my room. (verb) I don't like the cold. (noun)  
 Answer the question. (verb) It's a clean room. (adj) I don't like cold weather. (adj)

The same word form can have different meanings, but this unit looks at examples where the meaning is the same or similar, and concentrates on nouns and verbs with the same form.

## A Noun and verb



**brake** (= stop a car using the brake on the floor)

**diet** (= eat less to lose weight)

**guess** (= give an answer without knowing the facts)

**ring** (= telephone)

**queue** (= wait in a line of people)

**murder** (= kill someone)

Many common words can function as noun and verb with the same form and meaning: *drink, rest, look, cost, swim, wash, push, pull, reply, kiss, chat* (= a casual conversation *infnl*) [also *practise* (v) and *practice* (n)].

## B Which verb?

It is often more natural in English to use the verb + noun structure (e.g. had a guess) and not the verb (e.g. guessed). You need to know which verbs to use with the nouns.

| <i>verb</i>                                     | <i>verb + noun</i>                                  |
|-------------------------------------------------|-----------------------------------------------------|
| I didn't know the answer, so I <b>guessed</b> . | I didn't know the answer, so I <b>had a guess</b> . |
| We <b>rested</b> for a while.                   | We <b>had a short rest</b> .                        |
| She <b>braked</b> suddenly.                     | She <b>put on the brakes</b> suddenly.              |
| He needs to <b>diet</b> .                       | He needs to go on a <b>diet</b> .                   |
| I'm going to <b>ring</b> him.                   | I'm going to give him a <b>ring</b> .               |
| I looked in the paper.                          | I <b>had a look</b> in the paper.                   |
| I <b>dreamt</b> about you last night.           | I <b>had a dream</b> about you last night.          |
| We had to <b>queue</b> for half an hour.        | We had to <b>wait in a queue</b> for half an hour.  |

# Exercises

## 9.1 What word is being defined? (The first letter has been given to you.)

- |                                                 |        |
|-------------------------------------------------|--------|
| 1 Give an answer without knowing the facts      | g..... |
| 2 Eat less in order to lose weight              | d..... |
| 3 Wait in a line of people                      | q..... |
| 4 Kill someone                                  | m..... |
| 5 Telephone                                     | r..... |
| 6 Press your lips against another person's lips | k..... |
| 7 Have a casual conversation                    | c..... |
| 8 Images in your mind when you are sleeping     | d..... |

## 9.2 Rewrite these sentences using the underlined nouns as verbs. Change or add words if necessary.

*Example* There was a lot of rain yesterday.  
*It rained a lot yesterday.*

- |                                                   |            |
|---------------------------------------------------|------------|
| 1 We had a long <u>wait</u> .                     | We .....   |
| 2 This apple has got a strange <u>taste</u> .     | This ..... |
| 3 We waited in the <u>queue</u> for half an hour. | We .....   |
| 4 The <u>cost</u> of the holiday was about £500.  | The .....  |
| 5 I wrote a <u>reply</u> to his letter yesterday. | I .....    |
| 6 She gave me a <u>smile</u> this morning.        | She .....  |

## 9.3 Rewrite these sentences using the underlined verbs as nouns. The meaning must stay the same.

*Example* They want to rest for a bit.  
*They want to have a rest for a bit.*

- |                                                      |                               |
|------------------------------------------------------|-------------------------------|
| 1 I'll <u>ring</u> him this evening.                 | I'll .....                    |
| 2 I'll <u>diet</u> if necessary.                     | I'll .....                    |
| 3 If you don't know, just <u>guess</u> .             | If you don't know, just ..... |
| 4 I <u>braked</u> but I still couldn't stop in time. | I .....                       |
| 5 I <u>dreamt</u> about my mother.                   | I .....                       |
| 6 Did you <u>look</u> in the paper?                  | Did you .....                 |

## 9.4 Sometimes the same word can be a verb and noun but the meaning changes. Read these pairs of sentences. Do the verb and noun have a similar meaning, or are they different in meaning?

- 1a We had a long wait for the bus.
- b If we wait any longer, we may miss the train.
- 2a I gave him the book.
- b Did you book the table in the restaurant?
- 3a They take a break after an hour's work.
- b Did he break his arm skiing?
- 4a I go for a run most mornings.
- b I was late so I had to run to get to school on time.

# Compound nouns

## A Formation

A compound noun is formed from two words, and occasionally three, to create a single new idea.



dining room (= room where you eat meals)

science fiction (= stories about the future)

writing paper (= paper for writing letters)

mother tongue (= your first language)

bus driver (= person who drives buses)

bus stop (= where buses stop for people to get on)

haircut (e.g. My hair's long; I need a haircut.)

traffic jam (= long line of cars moving very slowly)

babysitter (= person who looks after children when parents are out)

box office (= place where you buy cinema or theatre tickets)

travel agent (= job of a person who makes travel arrangements for us)

film star (e.g. Tom Cruise, Meg Ryan)

income tax (= tax you pay on your salary)

dishwasher (= machine for washing dishes)

brother-in-law (= your sister's husband or wife's brother)

## B One word or two?

Some short common compound nouns are written as one word, e.g. **bedroom**, **postman**; a few are written with a hyphen, e.g. **T-shirt**, **make-up** (= stuff you put on the face, often on lips and around eyes, to be more attractive); but most are written as two words, e.g. **credit card**, **bus stop**. Use a dictionary to check if necessary.

## C Pronunciation

The main stress is usually on the first part, e.g. **post** office, **income** tax, but sometimes it is on both parts, e.g. **science** **fiction**, **mother** **tongue**. Use a dictionary to check if necessary.

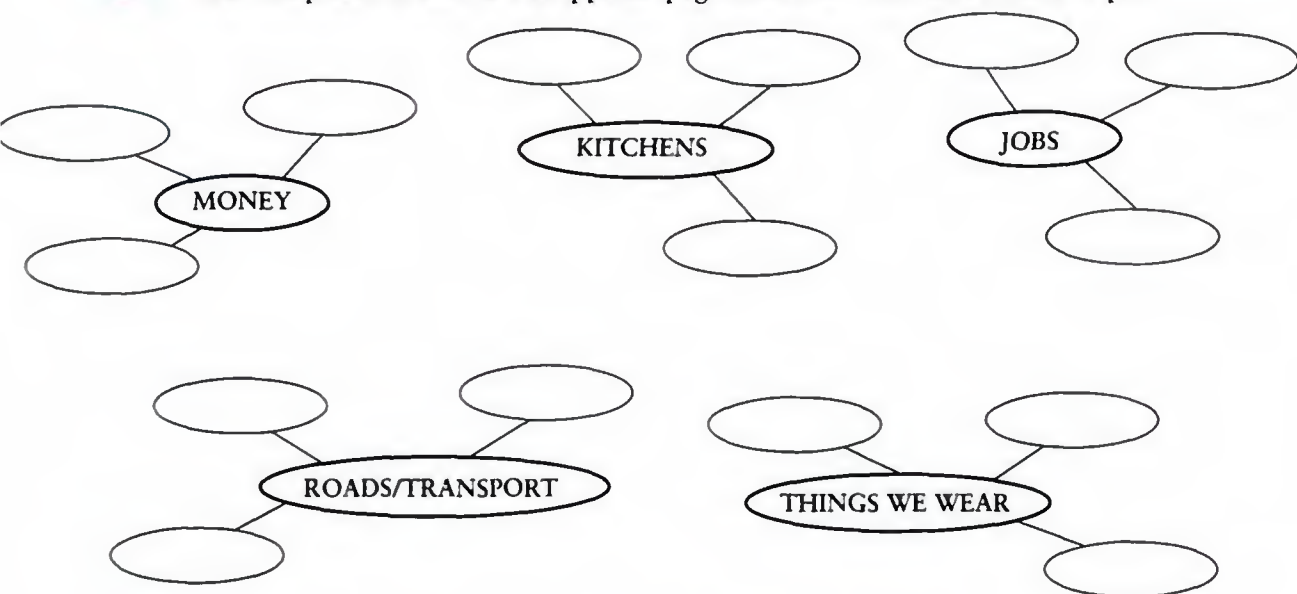
## D Forming new compounds

One part of a compound often forms the basis for a number of compound nouns.

|             |           |            |                                                         |
|-------------|-----------|------------|---------------------------------------------------------|
| postman     | film star | toothbrush | living room                                             |
| postbox     | pop star  | toothpaste | waiting room                                            |
| post office | rock star | toothache  | chat room (= an area for communication on the internet) |

# Exercises

10.1 Find compound nouns on the opposite page connected with each of these topics.



10.2 Complete each sentence with a suitable compound noun from the opposite page.

- 1 We booked our holiday through a *travel agent*.
- 2 I'm sorry I'm late. There was a terrible ..... on the motorway.
- 3 Humphrey Bogart was a famous ..... in the 1940s and 50s.
- 4 The ..... were red but he still didn't stop.
- 5 When I got to the dentist, I had to sit in the ..... for 40 minutes.
- 6 Mary wanted to go out, but she couldn't find a ..... for the children.
- 7 When I'm driving I always wear ..... if it's very bright and sunny.
- 8 Most people have to pay ..... on their salary; the more you earn, the more you pay.
- 9 I washed my hair; then I discovered that the ..... wasn't working.
- 10 We waited at the ..... for 20 minutes, then three arrived at the same time.
- 11 My brother loves ....., but I never read stuff like that about the future.
- 12 Your jeans were dirty so I put them in the ..... with mine.

10.3 Take one word (the first part or the second part) from each compound and create a new compound. Use a dictionary to help you if necessary.

Examples brother-in-law    mother-in-law  
 postbox                      post office

- |                     |                        |
|---------------------|------------------------|
| 1 dining room ..... | 5 traffic lights ..... |
| 2 film star .....   | 6 sunglasses .....     |
| 3 credit card ..... | 7 hair dryer .....     |
| 4 toothpaste .....  | 8 boyfriend .....      |

Now mark the main stress on each of the compound nouns you have created.