

Study unit **1**

Learning vocabulary

A What do you need to learn?

Did you know that there are over half a million words in English but that the average native speaker only uses about 5,000 in everyday speech? You already know many of those 5,000 words. This book will help you to learn many of those that you do not yet know and it will help you to use them appropriately and accurately.

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:

- which words it is usually used with;
- its grammatical characteristics;
- how it is pronounced;
- whether it is formal, informal or neutral.

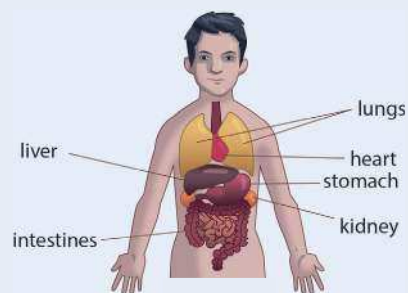
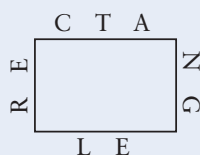
So when you learn a word you should make sure that you:

- Learn new words in phrases not in isolation.
- Notice how words commonly go together. These are called **collocations** and include:
 - adjectives + nouns, e.g. *rich vocabulary, classical music, common sense*;
 - verbs + nouns, e.g. *to express an opinion, to take sides*;
 - nouns in phrases, e.g. *in touch with, a train set, a sense of humour*;
 - words + prepositions, e.g. *at a loss for words, in particular*.
- Notice special grammatical characteristics of new words. For example, note irregular verbs, e.g. *undertake, undertook, undertaken*; uncountable nouns, e.g. *luggage*; or nouns that are only used in the plural, e.g. *scissors*.
- Notice any special pronunciation problems with new words.
- Check if the word is particularly formal or informal in character, in other words if it has a particular register.

C How can you help yourself to memorise words?

Research suggests that some students find it easier to learn words if they (a) learn them in groups and (b) make use of pictures, as shown here.

You can group words in any way you like – topic, grammatical feature, word root, and so on. The unit titles in this book might give you some ideas.



D How can you help yourself learn more words?

This book will help you to learn vocabulary in a systematic way. However, you can also help yourself to learn more words and expressions by reading and listening to as much English as possible. Here are some ideas about things you can read or listen to:

1 Study unit

Exercises

1.1 Here are some aspects of grammar to be aware of when learning new vocabulary. Give two examples of words that reflect this aspect of grammar.

- 1 a noun only used in the plural *scissors*
- 2 an uncountable noun
- 3 an irregular verb
- 4 a noun with an irregular plural

1.2 What aspect of pronunciation should you notice about the following words?

- | | | |
|--|------------------------|--|
| 1 subtle <i>the b is silent (not pronounced)</i> | 3 chemistry | 6 photograph / photographer / photographic |
| 2 catastrophe | 4 answer | |
| | 5 a record / to record | |

1.3 Read the text. Use words from the box to complete each 'collocations fork'.

English has a remarkable range of words. Thanks to periods of contact with foreign languages and its readiness to coin new words out of old elements, English has a particularly large vocabulary. For example, as well as *kingly* (from Anglo-Saxon) we find *royal* (from French) and *regal* (from Latin). There are many such sets of words, which make it possible to express subtle shades of meaning.

coincidence	difference	family	likeness	palace	a phrase
range	shade	suggestion	a term	welcome	new words

- | | | | |
|-----------------------------|-----------|-----------|------------|
| 1 a remarkable <i>range</i> | 2 to coin | 3 a royal | 4 a subtle |
| <i>likeness</i> | | | |
| <i>coincidence</i> | | | |

1.4 Write *i* by the words that are informal and *f* by those that are formal.

- | | | |
|--------------------------|--------------------------------|------------------------|
| 1 guys... <i>i</i> | 4 to alight (from a bus) | 7 to bug someone |
| 2 a minor | 5 to feel gutted | 8 to zone out |
| 3 Awesome! | 6 a felon | |

1.5 A student learnt each of these sets of words as a group. What is the unifying factor for each group? Can you add one more word to each group?

- 1 king, queen, prince, princess *royalty - duke*
- 2 sunshade, shady, shadow, shade, to shadow, shadowy
- 3 articulate, communicate, convey, express, put across
- 4 noun, verb, adjective, adverb
- 5 subtle, comb, lamb, crumb, debt, plumber

1.6 Draw a picture to help you remember each of the following vocabulary items.

- | | | | |
|----------|---------------------|---------------|-----------|
| 1 circle | 2 to coin new words | 3 screwdriver | 4 to drip |
|----------|---------------------|---------------|-----------|



1.7 Over to you

Look at the suggestions in D. Can you think of any other ideas to add to the list? Think about the ways of learning vocabulary that you use now, and think about ways you could use more in the future.

Study unit 2

Organising a vocabulary notebook

A Organising words by meaning

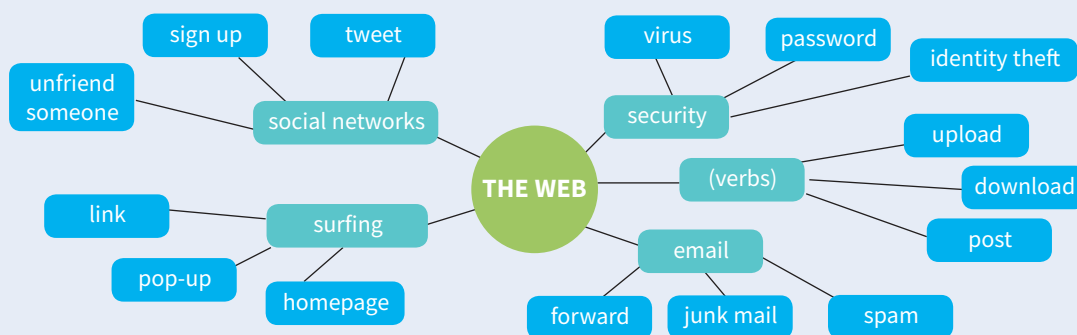
Try dividing your notebook into different broad sections, with sections for **words for feelings**, **words to describe places**, **words for movement**, **words for thinking**, etc.

Charts and tables of various kinds can help you organise your vocabulary. Here is an example for words connected with music:

Instruments	Types of music	Verbs	Related words
<i>guitar</i> <i>cello</i> <i>piano</i>	<i>classical (not classic)</i> <i>folk (not folkloric)</i> <i>world</i>	<i>play</i> <i>strum (a guitar)</i> <i>perform</i>	<i>practice (n) practise (vb)</i> <i>track</i> <i>release (an album)</i>

B Building networks of meaning

A network diagram is useful. It can grow in whatever direction you want it to.



C Collocations and fixed phrases

It is important to know how a word combines with other words (its collocations).

Always record the common collocations of a word as you meet them, e.g.

win (prize, award, medal) *earn (money, a high salary)* *gain (time, an advantage)*

Where a word is often used in a fixed phrase, always record the whole phrase, e.g.

in a hurry *out of touch* *to and fro* *now and again*

D Synonyms and antonyms

When you find a synonym (same meaning) or an antonym (opposite meaning) of a word you already have in your book, enter it next to that word with a few notes, e.g.

urban ≠ rural *stop = cease (cease is very formal)*

E Organising by word class

Make a note of the word class of a new word (whether it is a noun, verb, adjective, etc.). Record words from the same word family together, e.g.

produce (verb or noun) *product (noun)* *productive (adjective)*

F Stress

Record where the stress falls on a multi-syllable word, especially if the stress changes between word classes, e.g. *produce (verb)* *produce (noun)* *productive (adjective)*

Language help

Note any typical errors you make or which your teacher has mentioned.

Exercises

2.1 Organise the words into the topics below. Use a dictionary if necessary.

tabloid stress hang out with sb exhaustion podcast overwork
 upload a video burnt out blogosphere journalist snowed under with work
 casual acquaintance blog be close to sb count on sb be under pressure

topic	words
working too much / too hard	<i>stress</i>
friendship	
media	

2.2 Here is a list of words a learner of English made in a vocabulary notebook in class. Organise them in a more efficient way, using the chart.

rush oversleep latecomer alarm clock set a clock deep sleep fast asleep
 out of breath heavy sleeper in a hurry breathless nightmare dash yawn
 exhausted

nouns	verbs	adjectives	collocations	fixed phrases
<i>latecomer</i>				

2.3 Change the sentences using a synonym (S) or antonym (A) of the words in bold using words from the box.

glad spicy deprive sb of sth shot dissatisfied chilly

- I was **pleased** *glad* to hear you'd passed your exam. (S)
- I got some excellent **photos** of the Grand Canyon on my trip to the US. (S)
- She was **happy** with the conditions they offered her in the new job. (A)
- The prisoners were **supplied with** food and medical care. (A)
- I don't like **mild** curries. (A)
- It's a **cold** day today. (S)

2.4 Fill in the missing word forms. Then mark the word stress for each item.

noun	verb	adjective	person
perfection	<u>perfect</u>	<u>perfect</u>	<u>perfectionist</u>
information	inform		
politics			
economics		*	

* Give two adjectives.

2.5 Over to you

Think about your own learning style and which ways of organising vocabulary would work best for you.

Study unit 3

Using your dictionary

A

What a good dictionary tells you: the basics

A good learners' dictionary (in book form or online) can tell you about:

- Pronunciation: this may mean learning some symbols which are different from the letters of the English alphabet.

θ	th in thick	ð	th in then	tʃ	ch in church
ʃ	sh in she	dʒ	j in jam	z	s in pleasure
ŋ	ng in ring	æ	a in bad	ɒ	o in top
ɔː	or in form	ʊ	u in put	ə	a in about
ʌ	u in up	ɪr	ir in bird		

- Word stress: often shown by a mark before the syllable to be stressed or by underlining or bold type, e.g. /əd'ventʃə/, /westən/, **complicated**.
- Usage: how a word is used and any special grammatical pattern that goes with it, e.g. **suggest** + clause (not an infinitive) – *I suggest **you ring her right away**.* (NOT I suggest you to ring her right away.)

B

Additional information

- Synonyms (words of similar meaning) and antonyms (opposites), e.g. **mislay** and **misplace** (synonyms), **friend** ≠ **enemy/foe** (antonyms).
- Collocations (how words go together), e.g. the adjective **firm** is often used in these collocations: **firm commitment**, **firm grip**, **firm believer**.
- Whether a verb is transitive or intransitive: *catch* is transitive and must have an object, e.g. *He **caught the ball** and threw it back to me;* *laugh* is intransitive and does not need an object, e.g. *She **laughed** when I told her the news.*
- Whether a word is used for people and/or things. In this entry for the adjective **hurtful** in the *Cambridge Advanced Learner's Dictionary* online, we can see that **hurtful** can be used about what someone says or about someone:
- Word class (often as abbreviations **n** noun, **adj** adjective, etc.), and whether a noun is countable or uncountable.
- Information about how words are related to one another through meaning. The *Cambridge Advanced Learner's Dictionary* online allows you to see a visual display of the networks of meaning for a word, as in this display for the adjective **fascinating**. The **Visual Thesaurus** shows related adjectives.

hurtful /'hɜːtʃəl/ adjective

causing emotional pain:

That was a very hurtful remark!

How can you be so hurtful?

The adjectives are grouped according to meaning. This can be very useful when you are writing. If you want to vary your use of adjectives, you can look up the related adjectives to see which one(s) most closely express(es) the meaning you need.



Exercises

3.1 Pronunciation. What English words are these?

- 1 /edʒu'keɪʃən/ *education* 3 /'li:nɪŋ/
 2 /'pa:spɔ:t/ 4 /'lɪbətɪ/ 5 /rə'vɪʒən/
 6 /'brʌðə/

3.2 Underline the stressed syllable of these words. Check your answers in your dictionary.

- 1 unique 3 urgently 5 record (verb) 7 extract (noun)
 2 elegant 4 eyebrow 6 thermometer 8 lifestyle

3.3 Look at the grammar patterns which the Cambridge Advanced Learner's Dictionary gives for these words and then correct the sentences that follow.

1 **supply** /sə'plai/ ► verb [T] to provide something that is wanted or needed, often in large quantities and over a long period of time: *Electrical power is supplied by underground cables.* ○ *Three people have been arrested for supplying arms to the terrorists.* ○ *The company has supplied the royal family (= provided them with something they need) for years.* ○ *At the beginning of term, students are supplied with a list of books that they are expected to read.*

Brazil supplies coffee at many countries. *Brazil supplies coffee to many countries.*
 The officer supplied each soldier a map.

2 **deny** /di'naɪ/ verb [T] NOT TRUE 1 to say that something is not true: *He will not confirm or deny the allegations.* ○ [+ that] *Neil denies that he broke the window, but I'm sure he did.* ○ [+ -ing verb] *Neil denies breaking the window.*

The Minister denied to have received any money from the oil company. (two answers)

3.4 Put a tick (✓) if these adjectives can be used about a person, or a thing (which could be an event, an object, a fact, an idea, etc.) or both. Use your dictionary if necessary.

	person	thing		person	thing
sad	✓		damp		
lucky			awkward		
content			compulsory		

3.5 A typical dictionary abbreviation for a noun is (n) and for an adjective (adj). What do you think these abbreviations mean?

(adv) *adverb* (pron) (conj)
 (prep) (UK) noun [C]
 verb [T] noun [U] verb [I or T]

3.6 Over to you

Go to Cambridge Dictionaries Online at <http://dictionary.cambridge.org>, select the Cambridge Advanced Learner's Dictionary and look up the adjective *damp*. Click on the Visual Thesaurus. How many of the words do you know? Choose four words you don't know and look them up. Record them in your notebook.

Study unit 4

Guessing and explaining meaning

A

Working out meaning from context

There are a number of clues you can use to help you understand the meaning of an unfamiliar word.

The context in which the word is used

- Visual clues: for example, a picture in a book or film footage in a TV news broadcast.
- Your own background knowledge about a situation: for example, if you already know that there has just been an earthquake in a big city, then you will find it easy to understand the word 'earthquake' when you hear a news broadcast about it.
- The words around the unfamiliar word: for example, 'Tara picked one tall yellow gladiolus to put in her new vase.' Even if you have never seen or heard the word 'gladiolus', it is clear from the context that it is a type of flower.
- Grammatical clues: for example, it is clear that 'superstitious' must be an adjective in the sentence 'Alejandro is very superstitious and would never walk under a ladder', or that 'gingerly' is an adverb in 'Mike came gingerly down the stairs, trying to avoid all the broken glass.'



Similarity to other words you already know in English

A large number of words in English are made up of combinations of other words. You may never have seen the word 'headscarf', for example, but it is easy to work out that it is a scarf worn on the head. Units 74–76 will help you improve your skills in understanding how English uses everyday words to build up new concepts.

Structure

A prefix or suffix may give you a clue: for example, Units 70–72 focus on different aspects of word formation in English and should help you use those clues to make sense of unfamiliar words.

Similarity to a word you know in your own (or some other) language

If your first language is of Latin or of Germanic origin, you will come across many words in English that resemble words in your own language. However, English has taken many words from many other languages too. So make use of any other languages you know.

But remember that some words are false friends – they sound as if they mean the same but in fact they have a different meaning. For example, *gift* in English means *a present* but in German *Gift* means *poison*.

B

Explaining unknown words

The following expressions are useful when you are trying to explain what a word or expression means:

It's probably something (a bit) like (a chair) ...

It's got to be something you use for (painting pictures / cleaning the kitchen floor) ...

It's a kind of (bird / musical instrument / building) ...

I think it must / could mean ...

Exercises

4.1 Look at the following text. Before you read it, see if 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 underlined words can you guess from the context or using any other clues? First make a guess and then check your guesses in the Answer key.

4.2 Use the context to work out what the underlined words mean. Explain them using one or other of the expressions in B on the opposite page.

- Above the trees at the edge of the meadow, a buzzard hangs for a moment on the wind before soaring towards the hills. *I think a buzzard must be a kind of bird.*
- According to some sources, the water vole is one of the most rapidly declining creatures in Britain and a new survey is now being carried out to determine how serious the threat of extinction really is.
- Using a large chisel and a hammer, Jack managed to knock down the old garden wall.
- Kate carried in a delicious chicken and noodle soup in a large tureen and we enjoyed several bowls each.
- We often used to walk up to the cliff top where we would clamber over the farmer's gate and go right to the edge where the view was better.
- Some people get really ratty when they haven't had enough sleep.

4.3 Use your knowledge of other basic English words to help you work out the meanings of the underlined words and expressions. Rewrite them using simpler words or explanations for the underlined words and phrases.

- It says on the can that this drink is sugar-free. *this drink doesn't contain sugar...*
- I find Caitlin a very warm-hearted person.
- I've been up to my eyes in work ever since I got back from holiday.
- We walked down a tree-lined street towards the station.
- The little boys were fascinated by the cement-mixer.
- More and more shops now have their own special store cards and offer you a discount if you use one of them.

4.4 Use your knowledge of prefixes and suffixes to suggest what these phrases mean.

- to redirect a letter *to send it to a different address*
- uncontrollable anger
- pre-dinner drinks
- bi-monthly report
- my ex-boss
- anti-tourist feelings
- to disconnect the telephone
- undelivered letters

5 Countries, nationalities and languages

A Using 'the'

Most names of countries are used without 'the', but some countries and other names have 'the' before them, e.g. **the United States / the US(A), the United Kingdom / the UK, the Netherlands, the Philippines, the United Arab Emirates / the UAE, the European Union / the EU, the Commonwealth.**

B Adjectives referring to people, countries and languages

With **-ish**: British Irish Flemish Polish Danish Turkish Spanish
 With **-(i)an**: Canadian Brazilian Latvian Korean Russian Australian
 With **-ese**: Japanese Chinese Vietnamese Portuguese Maltese Taiwanese
 With **-i**: Israeli Iraqi Kuwaiti Pakistani Yemeni Bangladeshi
 With **-ic**: Icelandic Arabic Slavonic
 Some adjectives are worth learning separately, e.g. **Swiss, Thai, Greek, Dutch, Cypriot.**

C Nationalities

Some nationalities and cultural identities have nouns for referring to people, e.g. **a Finn, a Swede, a Turk, a Spaniard, a Dane, a Briton, an Arab, a Pole.** For most nationalities we can use the adjective as a noun, e.g. **a German, an Italian, a Belgian, a Catalan, a Greek, an African, a European.** Some need woman/man/person added to them (you can't say 'a Dutch'), so if in doubt, use them, e.g. **a Dutch man, a French woman, an Irish person, an Icelandic man.**

D World regions



E Regional groups and ethnic groups

People belong to **ethnic groups** and **regional groups** such as **African-Caribbean, Asian, Latin American, North African, Scandinavian, Southern African, European, Arabic.** These can be used as countable nouns or as adjectives.

Many **Europeans** enjoy travelling to the Far East to experience **Asian** cultures.
Arabic culture extends across a vast region of North Africa and the Middle East.

People speak **dialects** as well as languages. Everyone has a **native language** or **first language** (sometimes called **mother tongue**); many have **second** and **third languages**. Some people are expert in more than one language and are **bilingual** or **multilingual**. People who only know one language are **monolingual**.

Exercises

5.1 Write the related adjectives in the correct columns.

Ireland	Iceland	Thailand	Latvia	Israel	Switzerland	China	Pakistan
Turkey	Arabia	Brazil	the Netherlands	Korea	Denmark		

-(i)an	-ic	-ish	-i	-ese	(other)
<i>Latvian</i>		<i>Irish</i>			

5.2 Match the countries with their world regions.

- | | | |
|----------------|-------------------------------------|-------------------|
| 1 Sweden | <input checked="" type="checkbox"/> | a the Middle East |
| 2 Cambodia | <input type="checkbox"/> | b Southern Africa |
| 3 Nicaragua | <input type="checkbox"/> | c Scandinavia |
| 4 Tunisia | <input type="checkbox"/> | d East Asia |
| 5 Saudi Arabia | <input type="checkbox"/> | e Central America |
| 6 Botswana | <input type="checkbox"/> | f North Africa |

5.3 Correct the mistakes in these newspaper headlines.

- | | | |
|--|---|---|
| 1 New James Bond to be played by a Swedish! | 2 BRITAIN'S HAVE HIGHEST TAX RATE IN EUROPE | 3 MALTISH PRIME MINISTER VISITS WASHINGTON |
| <i>Swede</i> | | |
| 4 Police arrest Danish on smuggling charge | 5 Iraqian delegation meets Pakistanian President | |

5.4 Famous names. Can you name a famous ...

- | | |
|---|--------------------------|
| 1 Argentinian sportsman or woman? <i>Lionel Messi</i> | 5 Italian opera singer? |
| 2 Spanish actor? | 6 Irish rock-music band? |
| 3 South African political leader? | 7 American golfer? |
| 4 Australian singer? | |

5.5 Over to you

Complete the sentences so that they are true for you.

- 1 I am (nationality)
- 2 My first language is
- 3 I speak (number) language(s) fluently, so I am
- 4 My ethnic/regional group is
- 5 I have visited these countries:
- 6 I would like to travel to
- 7 One language I would like to learn is
- 8 I've never been to these two countries: and