

English Vocabulary in Use

pre-intermediate &
intermediate

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- 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*

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- 7 Noun suffixes *-ment, -ity, -ness, -tion*
- 8 Adjective suffixes *-able, -ive, -al, -y*
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- 14 Verb or adjective + preposition *depend on, belong to, interested in*
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- 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*
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- 31 The senses *it looks nice, it feels like wool, don't touch*
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- 33 Uncountable nouns and plural nouns *information (U), trousers (pl)*
- 34 Verbs + *-ing* form or infinitive *enjoy + -ing, refuse + infinitive*
- 35 Verb patterns *advise him to go ..., suggest (that) we leave*
- 36 Adjectives *boring or bored, big or enormous*

- 37 Prepositions: place *at the bus stop, on the floor, past the castle*
 38 Adverbs: frequency and degree *I rarely go, I quite often drive, rather good*

Connecting and linking

- 39 Time and sequence *as soon as, while, eventually*
 40 Addition and contrast *as well, although, however*
 41 Similarities, differences, comparisons, exceptions *very similar, compared with, apart from*
 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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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:

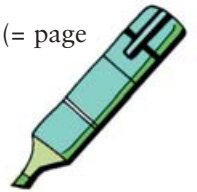
- if you are studying a new unit, spend **at least** (= a minimum of) half an hour or 45 minutes
- if you are **revising** (= studying a unit for a second or third time), five or ten minutes is very useful.

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.

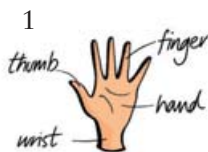
B What do I need to record?

<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 or your own system	ache /eɪk/ ache [like 'make']
Part of speech	noun (n), verb (v)	gloves (n); remember (v); careful (adj)
Grammar	make a note + example sentence	enjoy + <i>-ing</i> form; I enjoy going to parties. 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>)

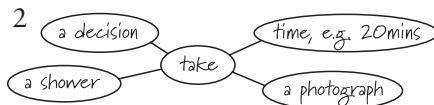
You don't need to record all of these things for every word or phrase. **The most important thing** is to show the words in typical examples. Leave space in your notebook as well, then you can come back and add more information later if you learn something new.

C Organising words on the page

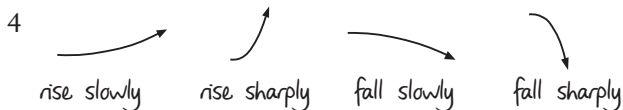
Don't just write lists of individual words. Put words together that appear together, e.g. **blonde hair** (*opp* black hair), **get off the bus** (= go out of the bus). Make the pages interesting with pictures, diagrams and example sentences.



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 <u>ma</u> chine	b ca <u>ch</u>	c <u>ch</u> emist
-------------------	----------------	-------------------
- 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

3

Using a dictionary

A What dictionaries do I need?

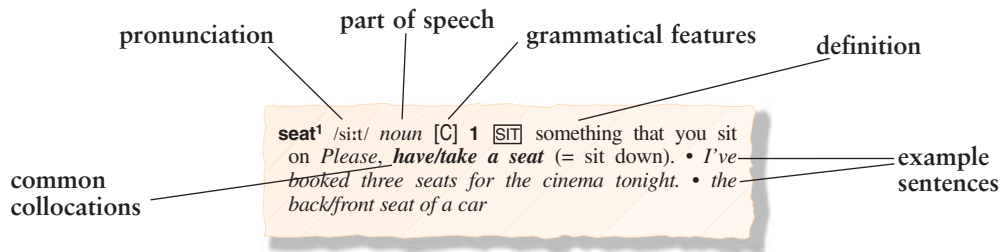
Buy a good **bilingual** dictionary and a good **English–English** dictionary. The bilingual dictionary is easier for you to understand; but it's also good for you to work in English as much as possible.

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

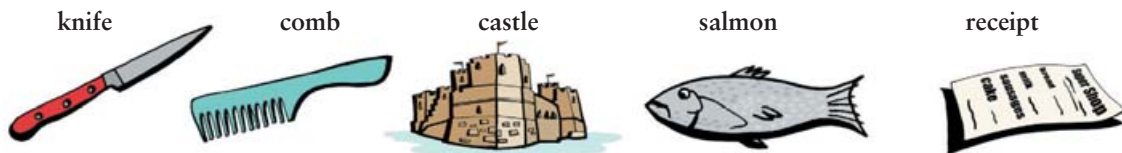
3.1 Complete these sentences about dictionary use.

- 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' /aɪlənd/, 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.)



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.

bar¹ /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.*

4

English language words

A Parts of speech

nouns	e.g. chair, information, happiness
verbs	e.g. choose, tell, complain
adjectives	e.g. happy, tall, dangerous
adverbs	e.g. slowly, carefully, often
prepositions	e.g. in, at, on
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 /bɪfɔː/, 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 (before), and on 'cinema' it is the first syllable (ciinema), 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	1 <u>Spain (noun)</u>
first week Seville staying with a couple of friends,	2
and then I a train to Barcelona, where I spent	3
another ten days. It is beautiful city and I had a	4
marvellous time. I stayed in a very hotel right in the	5
centre, but I didn't mind spending a lot money	6
because it is a wonderful and very convenient. My	7
brother recommended it; he goes Spain a lot and	8
he stays anywhere else.	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?

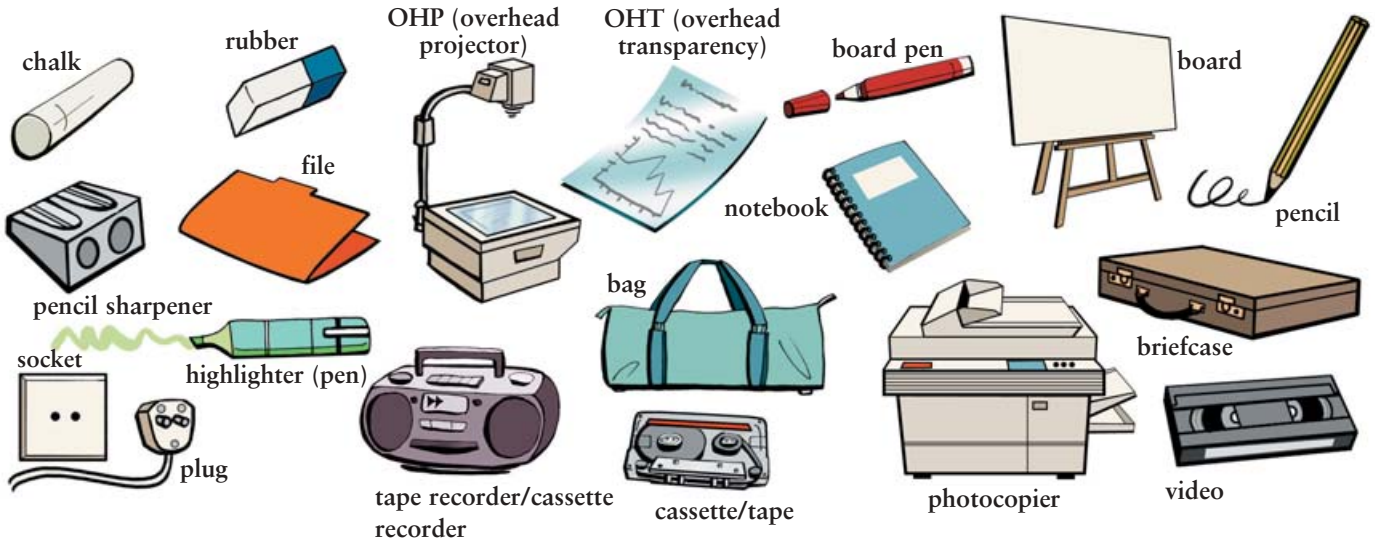
5 Write down the opposite of the last two words.

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: .../swap/... 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? |

6

Prefixes

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 | 5patient | 9polite | 13lock |
| 2correct | 6regular | 10visible | 14pack |
| 3legible | 7friendly | 11employed | 15agree |
| 4possible | 8formal | 12honest | 16like |

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.

7

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)		management
elect (= choose somebody by voting)	-ion	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)		illness
stupid (<i>opp</i> intelligent, clever)	-ity	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>	<i>adjective</i>	<i>noun</i>
educate	education	similar	similarity
advertise	advertisement	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 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?

<i>verb</i>	<i>noun</i>	<i>adjective</i>	<i>noun</i>
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.

- An employer is a person or company that employs people.....
- A murderer is a person who
- A bank manager is a person who
- A television actor is a person who
- A translator is a person who
- A lorry driver is a person who
- A journalist is a person who
- 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	dangerous, famous (= known by lots of people)
music, politics, emotion, economics, industry	-al	musical, political, emotional (= have or show strong feelings), economical (= saves you money), industrial (= connected with industry and factories)
cloud, sun, fog, dirt	-y	cloudy, sunny, foggy, dirty (<i>opp</i> clean)
attract, create	-ive	attractive (= pretty, good-looking); creative (= 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	actor	bed
careless	useful	party	mistake
comfortable	cloudy	advice	area
industrial	enjoyable	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 *informal*) [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 guessed .	I didn't know the answer, so I had a guess .
We rested for a while.	We had a short rest .
She braked suddenly.	She put on the brakes suddenly.
He needs to diet .	He needs to go on a diet .
I'm going to ring him.	I'm going to give him a ring .
I looked in the paper.	I had a look in the paper.
I dreamt about you last night.	I had a dream about you last night.
We had to queue for half an hour.	We had to wait in a queue 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.

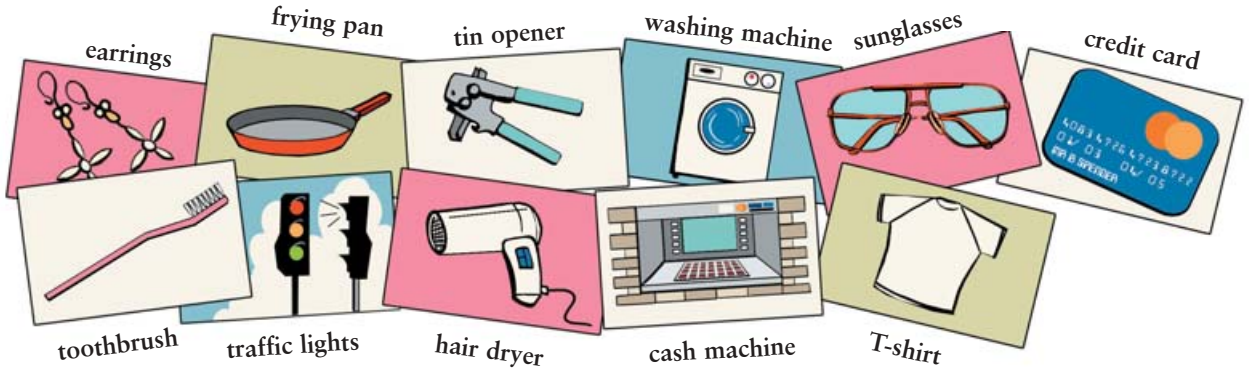
- | | |
|--|-------------------------------|
| 1 I'll <u>ring</u> him this evening. | I'll |
| 2 I'll <u>diet</u> if necessary. | I'll |
| 3 If you don't know, just <u>guess</u> . | If you don't know, just |
| 4 I <u>braked</u> but I still couldn't stop in time. | I |
| 5 I <u>dreamt</u> about my mother.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

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.

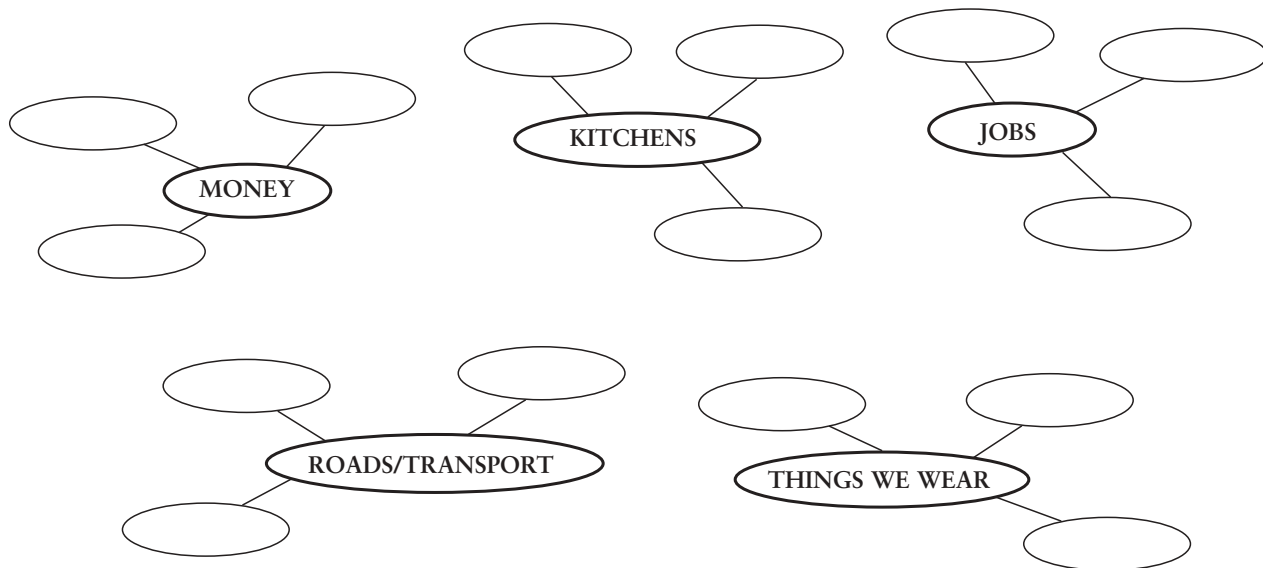
D Forming new compounds

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.