

English Vocabulary in Use

upper-intermediate
& advanced

Michael McCarthy
Felicity O'Dell

100 units of vocabulary reference and practice

self-study and classroom use

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Using this book

Why was this book written?

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

How is the book organised?

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

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

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

How should I use this book?

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

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

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

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

Learning vocabulary – general advice

A What do you need to learn?

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

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

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

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

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

What does knowing a new word mean?

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

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

C

Can you learn just by reading or listening to English?

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

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

D

What should you do when you come across new words?

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

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

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

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

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



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

E

How are you going to plan your vocabulary learning?

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

2 Learning vocabulary – aids to learning

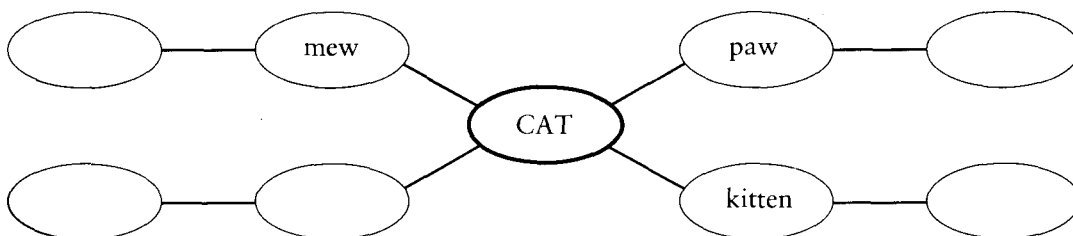
A

Help yourself to learn by learning associated words together

Learn words with associated meanings together.

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

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



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

Learn words with a grammatical association together.

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

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

Learn together words based on the same root.

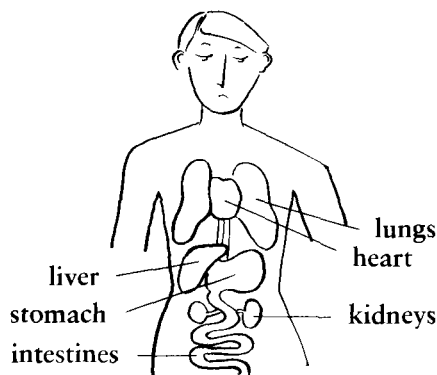
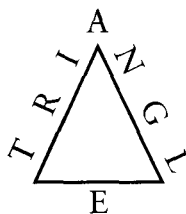
- 3 Can you add any words or expressions to these two groups?

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

B

Pictures and diagrams can help you learn

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

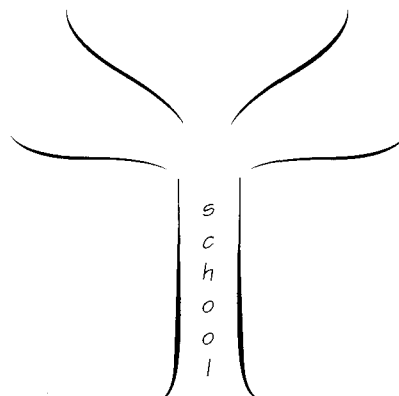
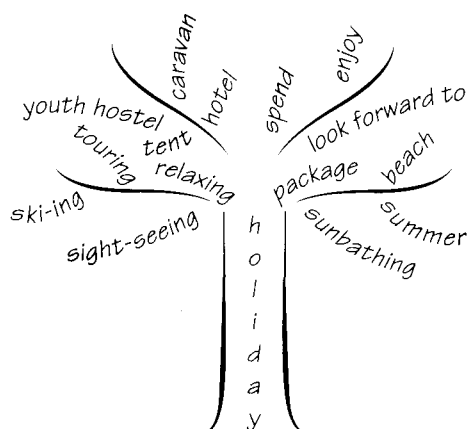


Can you draw any pictures that would help you remember the following vocabulary?

a circle to look a gift horse in the mouth screwdriver

Word trees can be useful.

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



Word forks are good ways of learning adjectives and verbs.

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

| | |
|-----------|------|
| original | |
| brilliant | |
| unusual | idea |
| great | |
| excellent | |

| | |
|---------|--------|
| shoot | |
| edit | |
| direct | a film |
| star in | |
| review | |

| | |
|--------------|------|
| magnificent | |
| breathtaking | |
| superb | view |
| | |
| | |

| | |
|--------|--------|
| kick | |
| hit | |
| bounce | a ball |
| | |
| | |

Matrices can also clarify collocations.

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

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

3 Now complete the following sentences.

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

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

3 Organising a vocabulary notebook

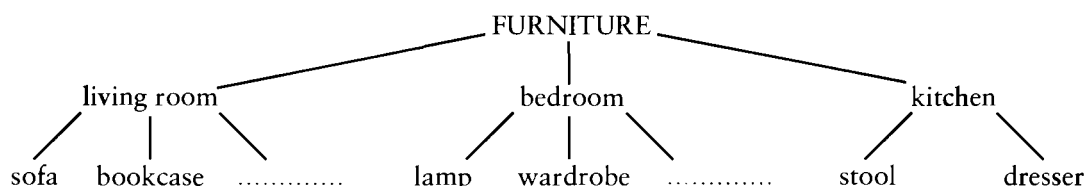
There is no one correct way to organise a vocabulary notebook, but it is a good idea to think about possible ways of doing so. Here are some possibilities and examples.

A Organising words by meaning

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

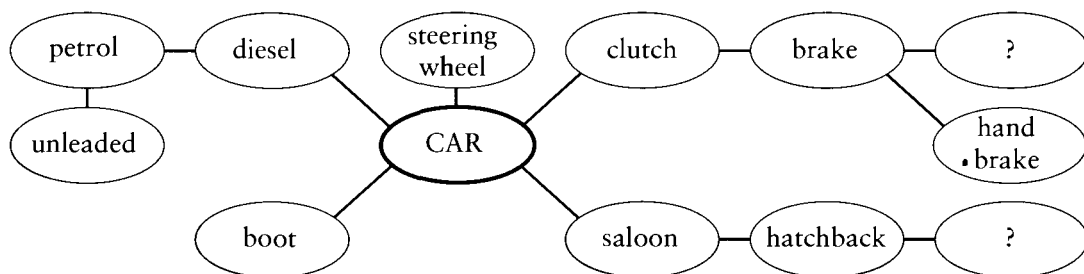
B Using various types of diagrams

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



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

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



C Organising by word-class

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

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

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

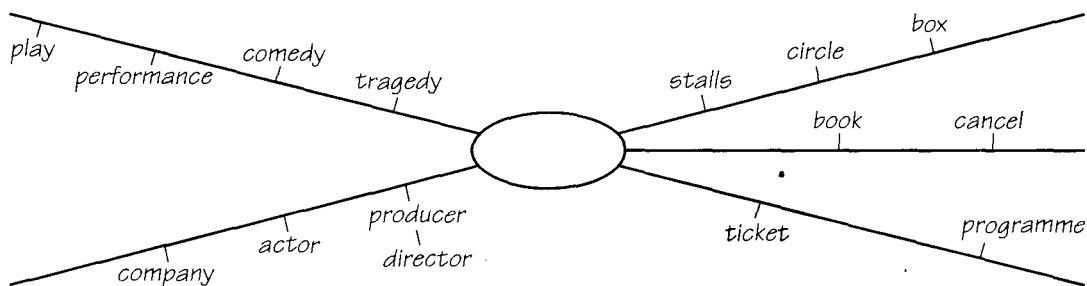
urban ≠ rural stop = cease (more formal)

Exercises

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

clock - reloj
 tell the time - decir la hora
 rush - darse prisa
 office - despacho
 beneath }
 under }
 I must rush - tengo prisa / tengo que correr
 drowsy - the room was hot and I got drowsy
 wristwatch - reloj de pulsera
 What time do you make it?
 next to - junto a / al lado de
 hands - the minute-hand (minutero)
 wide-awake (fully awake)

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



- 3.3** One learner we interviewed said he tested himself regularly with his notebook, covering up the word and trying to guess it from the translation he had written or from any other notes he had made. This was his system:
- 1 If the notes and/or translation were clear but he could not get the word, he made a small red mark in the margin. If any word got three red marks, then it needed extra attention and a special effort to learn it.
 - 2 If the notes and/or translation could not help him guess what the word might be, then the word got a blue mark. A blue mark meant 'Write more information about this word!'
- What is your testing system? Try to make one if you have not got one, or ask other people what they do. Try your system out and decide whether it needs improving.

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

| noun | verb | adjective | person |
|------------|---------|------------|----------|
| production | produce | ..... | producer |
| industry | ..... | industrial | ..... |
| export | ..... | ..... | ..... |

4 The names of English language words

A The names of basic parts of speech in English

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

B Words relating to nouns

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

C Words relating to verbs

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

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

D Words relating to the construction of words

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

E Words relating to pronunciation

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

F Words and their associations

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

G Words describing punctuation

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

Exercises

4.1 Look at the paragraph about register in F opposite. Find at least three examples of each of the following:

- 1 nouns
- 2 verbs
- 3 adjectives
- 4 adverbs
- 5 prepositions

4.2 Considering the words in their context in F opposite, mark the nouns you've written in 4.1 with a *C* (countable) or *UC* (uncountable). Mark the verbs *R* (regular) or *IR* (irregular) and *T* (transitive) or *IT* intransitive.

4.3 Complete the following table.

| <i>verb</i> | <i>infinitive</i> | <i>-ing form</i> | <i>past participle</i> |
|-------------|-------------------|------------------|------------------------|
| define | | | |
| mean | | | |
| write | | | |

4.4 Think about the word *informal*.

- 1 What is its root, its prefix and its suffix?
- 2 What is its opposite or antonym?
- 3 Has it got any synonyms?
- 4 What words are included in its word family?
- 5 Use it in (a) a phrase and (b) a sentence.

4.5 Look at all the words in bold in sections E, F and G opposite. In each case mark which syllable is stressed.

4.6 Match the following colloquial words with their more formal equivalents below.

- 1 chat (verb) 2 loo 3 chap 4 put up with 5 fiddle (noun)
man violin lavatory converse tolerate

4.7 The following pairs of words are close in meaning but one word in each case is pejorative. Which?

- 1 terrorist / freedom-fighter 3 fluent / wordy 5 cunning / shrewd
2 slim / skinny 4 mean / thrifty 6 generous / extravagant

4.8 Give examples of collocations based on the words *noun*, *word* and *colloquial*.

Example: uncountable noun

4.9 Cover the left-hand page and write the names of the following punctuation marks.

- () ? '
; — -
, “ ”

5 Using your dictionary

A

Good dictionaries can tell you a lot more about a word than just its meaning, including (among other things):

- Synonyms and their differences, e.g. **mislay** and **lose**
- Antonyms (opposites), e.g. **friend** ≠ **enemy/foe**
- Collocations (how words go together), e.g. **auburn** combines only with **hair** (or connected words, e.g. **curls**)
- Pronunciation: this will 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 | ʒ | s in pleasure |
| ŋ | ng in ring | æ | a in bad | ɒ | o in top |
| ɔ: | o in form | ʊ | u in put | ə | a in about |
| ʌ | u in up | ɜ: | i in bird | | |

Most other symbols look just like ordinary letters of the English alphabet and their pronunciation is not so hard to guess. But check the table given in the index.

- Word stress: often shown by a mark before the syllable to be stressed or by underlining, e.g. **əd'ventʃə/**, **/wɛs tən/**. Make sure you know how your dictionary marks stress.
- 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.
- Whether a word is used for people and/or things. For example, look at this entry for **malignant**:

ma·lig·nant /mə'liɡnənt/ *adj* 1 (of people or their actions) feeling or showing great desire to harm others; malevolent: *a malignant slander, attack, thrust.* 2 (a) (of a tumour) growing uncontrollably, and likely to prove fatal: *The growth is not malignant.* (b) (of diseases) harmful to life.

▷ **ma·lig·nancy** /-nənsi/ *n* 1 [U] state of being malignant. 2 [C] malignant tumour.

ma·lig·nantly *adv.*

- Word-class (usually abbreviations **n**: noun, **adj**: adjective, etc.), whether a noun is countable or uncountable, and whether a verb is normally transitive (needs an object) or intransitive (doesn't need an object).

B

Don't forget that most words have more than one meaning. In this example, only the second meaning corresponds to the way **hairy** is used in this sentence:

It was a really **hairy** journey on the mountain road.

hairy /'heəri/. **hairier, hairiest.** 1 Someone or something that is **hairy** is covered with hair. *eg ...a plump child with hairy legs... ...a big, hairy man... The function of a mammal's hairy coat is to insulate the body.*

2 If you describe a situation as **hairy**, you mean that it is exciting, worrying, and rather frightening; a very informal use. *eg It got a little hairy when we drove him to the station with less than two minutes to spare.*

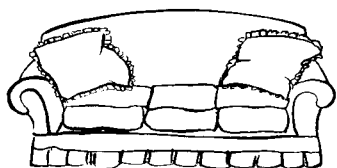
ADJ QUALITY
= nerve-racking, scary

Exercises

- 5.1** With a *bilingual* dictionary, try a double search: look up a word in your language; the dictionary may give several possibilities in English. Look up each of those possibilities in the English section of the dictionary to see how they translate back into your language. This may help you to separate synonyms.

If you own a dictionary, make a little mark in the margin each time you look a word up. If a word gets three or more marks, it is worth an extra effort to learn it. What other learning techniques are there for dictionaries?

- 5.2** Small, bilingual dictionaries often just give three or four translations for a word you look up, without any explanation. Here are some pictures with translations you might find in such a dictionary. Which ones fit in the sentences? You may need to use a monolingual dictionary.



sofa divan
couch settee



boots bootees
wellingtons



sailing boat ketch
dinghy yacht

- 1 Come and sit on the and relax a while.
- 2 She bought a huge, luxury and went off round the world.
- 3 If you're going to stand in the water you should take your
- 4 It's not a proper yacht; it's just a tiny little

- 5.3** Which definition of *casual* fits which sentence?

casual /kæʒʊəl/, **casuals**. 1 Something that is casual 1.1 happens or is done by chance or without planning. eg Her casual remark caused a political storm. ...a casual meeting. ◊ **casually**. eg ...a casually acquired object. 1.2 is rather careless and done without much interest. eg I had a casual glance at the papers. ...a casual friendship. ◊ **casually**.

2 If you are casual, you are, or you pretend to be, calm and not very interested in what is happening or what you are doing. eg He tried to appear casual as he asked her to dance. ...a casual wave. ◊ **casually**.

ADJ CLASSIF
accidental

◊ ADV WITH VB

ADJ CLASSIF

= superficial

◊ ADV WITH VB

ADJ QUALIT

= nonchalant, unconcerned

◊ ADV WITH VB

eg I walked casually into his room. ◊ **casualness**. eg With studied casualness he mentioned it to Hilary.

3 Casual clothes are clothes that are suitable for when you are at home or doing things other than working, but are not suitable for work or formal occasions. eg ...a casual shirt. ► used as a plural noun. eg ...smart casuals. ◊ **casually**. eg He was dressed casually.

4 Casual work is done for only a short time, and not on a permanent or regular basis. eg They employ casual workers to pick the fruit. ...a casual job.

◊ N UNCOUNT

ADJ CLASSIF

ATTRIB

↑ informal

► N PLURAL

◊ ADV WITH VB

ADJ CLASSIF

ATTRIB

= temporary

- 1 It was quite a casual outfit, just right for such an informal occasion. (definition no.)
- 2 I only said it casually, but it shocked her. (.....)
- 3 I don't get a salary; I'm just a casual. (.....)
- 4 It was just a casual encounter, but it changed my life. (.....)

- 5.4** Pronunciation. What English words are these?

- | | |
|-----------------------|--------------------|
| 1 /edʒʊ'keɪʃən/ | 4 /'lɪbətɪ/ |
| 2 /'pæspɔ:t/ | 5 /rə'vɪʒən/ |
| 3 /'leŋθ/ | 6 /'brʌðə/ |

- 5.5** In the dictionary entry for *hairy* opposite how many synonyms can you see for the different meanings?

6 Revising vocabulary

Here is an extract from a psychology book on the importance of revising in an active way.

Probably the commonest fault among students is failure to realise that learning is essentially an active process. Too many students sit for hours passively reading and re-reading notes and textbooks, without ever attempting actively to recall what they have read. The fallacy of this method has been amply shown by experiments.

The same principles apply to more advanced forms of learning: for effective memory, some form of active expression is essential. The student, therefore, should read through the material he wants to master with close attention and should then reproduce the main points aloud or produce a written summary...An hour's concentrated work of this kind is more effective than three hours' passive reading.

(From *A Modern Introduction to Psychology*, Rex and Margaret Knight)

B Revising with this book

When you revise a unit, first read it through. Then look at anything you wrote in your vocabulary notebook connected with the unit.

Then, and most importantly, try to do something different with the new words and expressions in that unit in order to help fix them in your memory.

Here are some suggestions:

- Highlight (or underline) any words and expressions that you had forgotten or were not sure about.
- Look at the unit and choose ten words and expressions that you particularly want or need to learn. Write them down.
- Look up any words that you selected in an English-English dictionary. Do these words have any other uses or associations that might help you learn them? Looking up the verb, **wish**, for example, might lead you to **wishbone** or **wishful thinking**. Write anything that appeals to you in an appropriate phrase or sentence.
- Perhaps the dictionary can also help you find some other words based on the same root. Looking up the noun, **employment**, will lead you to the verb, **employ**, to the nouns, **employer** and **employee**, and, perhaps, to the adjectives **employable**, **unemployed** and **self-employed**.
- Write down the words and expressions you wish to learn in phonetic script. Use a dictionary to help you.
- Write down the words and phrases from a unit in your notebook in a different way – put them into a network or a table, perhaps.
- The next day, ask yourself again: How much can I remember?
- Test yourself. Cover part of a word or phrase. Can you remember the complete word or phrase?

When you have done all the steps above that you feel will be useful to you, close your book and notebook and remind yourself of what you have been studying. How much can you remember?

C**Making the new words active**

One of the great advantages of revising vocabulary is that it should help you to make the step from having something in your passive vocabulary to having it in your active vocabulary.

Encourage this process by:

- writing the words and expressions you are trying to learn in a sentence relating to your life and interests at the moment.
- making a point of using the new words and expressions in your next class or homework.
- keeping a learning diary in which you note down things that particularly interest you about the words you have learnt.
- watching out for the words and expressions you are trying to learn in your general reading of English. If you come across any of them in use, write them down in their context in your diary or notebook.
- writing a paragraph or story linking the words and expressions you want to learn.

D**What can you remember?**

- 1 What do you remember now from the first six units in this book? Answer without looking back at the units.
- 2 Now read through the units again.
- 3 How much do you remember about the units now?
- 4 Choose at least one word and expression from each unit and work through all the suggestions made in B and C above. It may not always be appropriate in your future study to do all the steps in B but try them now for practice.

E**Some plans for your work with this book**

- 1 How often are you going to revise what you have done? (Every week? Every five units?)
- 2 Which techniques are you going to use for revising?
- 3 Now write yourself some notes to remind yourself of when you are going to revise. You might like, for instance, to write *revise vocabulary* in your diary for the next eight Fridays, if you decided to revise every week. Alternatively you could write **REVISE** in capital letters after, say, every five units in the book.

7 Formal and informal words

Formality is all about your relationship with the person you're speaking or writing to. If you use formal language, it may be because you wish to show respect, politeness, or to put yourself at a distance (for example, 'official' language). Informal language can show friendliness, equality or a feeling of closeness and solidarity with someone. You should *never* use informal language just to sound fluent or clever.

A Scales of formality

Some groups of words can be put on a scale from (very) formal to (very) informal.

| <i>very formal</i> | <i>neutral</i> | <i>very informal</i> |
|---------------------|----------------|----------------------|
| offspring | children | kids |
| abode/residence | house/flat | place |
| alcoholic beverages | drink | booze |

B Short, monosyllabic informal words

Informal versions of words are often short and monosyllabic, as we can see in the right-hand column in the table in A. They include slang words. (Unit 95 has more examples.)

It cost me ten **quid**. [pounds]
 I'll help you peel the **spuds**. [potatoes]
 My **bike**'s been stolen. [bicycle]
 I always go by **tube**. [word used for the London Underground]
 Come and meet my **Mum** and **Dad**. [mother and father]
 Hi! Can't stop; see you, **bye**! [hello; goodbye]
 The milk's in the **fridge**. [refrigerator]

C Clippings

Shortening a word tends to make it less formal, as in **fridge** and **bye** in B.

I'll meet you in the **lab**(oratory). What's on **telly** tonight? [television]
 We should put an **ad**(vertisement) / an **advert**(isement) in the (news)**paper**.
 Shall I (tele)**phone** them?
 Her sister's a **vet**(erinary surgeon).

D Formality in notices, instructions, etc.

You will often see rather formal words in notices and suchlike. Make sure you know the meaning of the words used so that you could tell someone what the notice says using less formal words.

**THIS PUBLIC HOUSE
IS CLOSED UNTIL
FURTHER NOTICE**

**DO NOT ALIGHT WHILE
THE BUS IS IN MOTION**

**DO NOT ADDRESS THE
DRIVER UNLESS THE BUS
IS STATIONARY**

**ARTICLES DEPOSITED MUST
BE PAID FOR IN ADVANCE**

**We regret we cannot
accept cheques**

**Tickets must be purchased
before boarding the train**

Exercises

- 7.1** If you look up an informal word in a monolingual dictionary, you will often find a neutral equivalent as part of the definition or explanation. For example, the Collins COBUILD dictionary entry for *kid* says: A *kid* is a *child*; an informal use.

Use a monolingual dictionary to find neutral or more formal words for these:

1 kip 2 a pal 3 a chap 4 cheerio 5 swot 6 ta! 7 brainy

- 7.2** Make this conversation more *informal* by changing some of the words. Refer to the left-hand page if necessary.

JIM: Annie, can you lend me five pounds?

ANNIE: What for?

JIM: Well, I have to go and visit my mother and father, and my bicycle's not working, so I'll have to take a taxi.

ANNIE: Can't you telephone them and say you can't come?

JIM: Well, I could, except I want to go because they always have lots of food, and the refrigerator at our flat is empty, as usual.

ANNIE: Can't you go by Underground?

JIM: Erm...

ANNIE: Anyway, the answer's no.

- 7.3** Say whether you feel the following remarks/sentences are *okay*, *too formal* or *too informal* for each situation described. If the remark/sentence is unsuitable, suggest what the person might say instead.

- 1 (*Teenage boy to teenage girl at disco*): D'you fancy an appointment one night next week?
- 2 (*Parent to another parent at a school parents meeting*): How many offspring do you have at the school?
- 3 (*Dinner-guest to host/hostess*): No thanks, I never consume alcoholic beverages when I'm driving.
- 4 (*Student to University Professor*): Will there be lab demonstrations next week?
- 5 (*Business letter to a newspaper office*): Dear Sir/Madam,
I should like to enquire about the current charges for ads in your paper. My company is considering... etc.

- 7.4** Mini-quiz: Find words on the left-hand page for the following.

- 1 The opposite of stationary.
- 2 The opposite of to board.
- 3 a) to be sorry b) to buy c) to speak to
- 4 Informal versions of Greetings! and Farewell!

- 7.5** Express these notices in neutral or informal language.

1

Children are requested not to deposit litter in the play-area

2

Expenses can only be reimbursed upon production of dated receipts

(See also Units 95 and 96 for other informal and formal words and expressions.)

8 Suffixes

Suffixes can change the word-class and the meaning of the word.

A Common noun suffixes

-er /ə/ is used for the person who does an activity, e.g. **writer, worker, shopper, teacher.**

You can use -er with a wide range of verbs to make them into nouns.

Sometimes, the /ə/ suffix is written as -or instead of -er. It is worth making a special list of these as you meet them, e.g. **actor, operator, sailor, supervisor.**

-er/-or are also used for things which do a particular job, e.g. **pencil-sharpener, bottle-opener, grater, projector.**

-er and -ee can contrast with each other meaning 'person who does something.' (-er) and 'person who receives or experiences the action' (-ee), e.g. **employer/employee, sender/addressee, payee** (e.g. of a cheque).

-(t)ion /ʃ(ə)n/ is used to make nouns from verbs.

complication pollution reduction alteration donation admission

-ist [person] and -ism [activity or ideology]: used for people's politics, beliefs and ideologies, and sometimes their profession (compare with -er/-or professions above), e.g. **Marxism, Buddhism, journalism, anarchist, physicist, terrorist.**

-ist is also often used for people who play musical instruments, e.g. **pianist, violinist, cellist.**

-ness is used to make nouns from adjectives. Note what happens to adjectives that end in -y: **goodness, readiness, forgetfulness, happiness, sadness, weakness.**

B Adjective suffix

-able/-ible /əbl/ with verbs, means 'can be done'.

drinkable washable readable recognizable countable forgivable

Examples with -ible: **edible** (can be eaten) **flexible** (can be bent)

C Verbs

-ise (or -ize) makes verbs from adjectives, e.g. **modernise, commercialise, industrialise.**

Other suffixes that can help you recognise the word class

-ment: (nouns) excitement enjoyment replacement

-ity: (nouns) flexibility productivity scarcity

-hood: (abstract nouns especially family terms) childhood motherhood

-ship: (abstract nouns especially status) friendship partnership membership

-ive: (adjectives) passive productive active

-al: (adjectives) brutal legal (nouns) refusal arrival

-ous: (adjectives) delicious outrageous furious

-ful: (adjectives) forgetful hopeful useful

-less: (adjectives) useless harmless cloudless

-ify: (verbs) beautify purify terrify

Note: the informal suffix -ish, which can be added to most common adjectives, ages and times to make them less precise, e.g. She's **thirtyish**. He has **reddish** hair. Come about **eightish**.

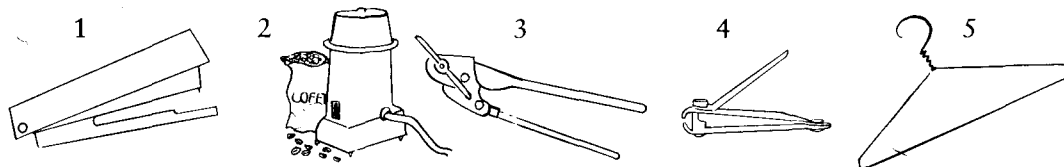
Exercises

8.1 The -er/-or, -ee and -ist suffixes. Use the suffixes to give the names of the following.

Example: A person who plays jazz on the piano. *a jazz pianist*

- 1 The thing that wipes rain off your car windscreen.
- 2 A person who plays classical violin.
- 3 A person who takes professional photographs. (N.B. pronunciation)
- 4 A person who acts in amateur theatre.
- 5 The person to whom a cheque is made out.
- 6 A machine for washing dishes.
- 7 A person who donates their kidneys upon their death.
- 8 The person to whom a letter is addressed.

8.2 Each picture is of an object ending in -er. Can you name them?



8.3 List six jobs you would like to have in order of preference. How many different suffixes are there in your list? Do any of the job names not have a suffix? (e.g. pilot, film star)

8.4 Do these words mean a thing, a person, or both?

- | | | | |
|----------------|-------------------|--------------------------|--------------------------|
| 1 a cooker | 3 a ticket-holder | 5 a cleaner ^b | 7 a drinker ^p |
| 2 a typewriter | 4 a record player | 6 a smoker | |

8.5 Spelling changes. Rewrite each sentence by changing the underlined words, using a suffix from the left-hand page. Make any spelling changes needed.

- 1 Most of his crimes can be forgiven.
Most of his crimes are
- 2 The Club refuses to admit anyone not wearing a tie.
The Club refuses to anyone not wearing a tie.
- 3 Her only fault is that she is lazy.
Her only fault is
- 4 This firm has produced a lot in recent years.
This firm has been very in recent years.
- 5 I found the book very easy and pleasant to read.
I found the book very

8.6 Can you think of anything in your country which should be *nationalised* (e.g. banks, steel works), *standardised*, *modernised*, *computerised* or *centralised*?

8.7 Which word is the odd one out in each group and why?

- 1 brotherhood neighbourhood manhood priesthood
- 2 hair-restorer plant-holder step-ladder oven-cleaner
- 3 appointment involvement compliment arrangement
- 4 tearful spiteful dreadful handful
- 5 worship kinship friendship partnership

9 Prefixes

A

Prefixes are often used to give adjectives a negative meaning. The opposite of 'comfortable' is 'uncomfortable', the opposite of 'convenient' is 'inconvenient' and the opposite of 'similar' is 'dissimilar'. Other examples are 'unjust', 'inedible', 'disloyal'. Unfortunately, there is no easy way of knowing which prefix any adjective will use to form its opposite. When you learn a new adjective note down whether it has an opposite formed with a prefix and, if so, what it is.

Note:

- **in-** becomes **im-** before a root beginning with 'm' or 'p', e.g. **immature**, **impatient**, **impartial**, **improbable**. Similarly **in-** becomes **ir-** before a word beginning with 'r', and **il-** before a word beginning with 'l', e.g. **irreplaceable**, **irreversible**, **illegal**, **illegible**, **illiterate**.
- The prefix **in-** does not always have a negative meaning – often it gives the idea of inside or into, e.g. **internal**, **import**, **insert**, **income**.

B

Although it is mainly adjectives which are made negative by prefixes, **un-** and **dis-** can also form the opposites of verbs too, e.g. **appear** **disappear**. The prefix **is** is used here to reverse the action of the verb. Here are some more examples: **disagree**, **disapprove**, **disbelieve**, **disconnect**, **discredit**, **dislike**, **dismount**, **disprove**, **disqualify**, **unbend**, **undo**, **undress**, **unfold**, **unload**, **unlock**, **unveil**, **unwrap**, **unzip**.

C

Many other prefixes are used in English. Here is a list of prefixes which are useful in helping you to understand unfamiliar words. Some of these words are used with a hyphen. Check in a dictionary if you're not sure.

| <i>prefix</i> | <i>meaning</i> | <i>examples</i> |
|---------------|------------------|---|
| anti | against | anti-war antisocial antibiotic |
| auto | of or by oneself | autograph auto-pilot autobiography |
| bi | two, twice | bicycle bi-monthly biannual bilingual |
| ex | former | ex-wife ex-student ex-president |
| ex | out of | extract exhale excommunicate |
| micro | small | micro-computer microwave microscopic |
| mis | badly/wrongly | misunderstand mistranslate misinform |
| mono | one/single | monotonous monologue monogamous |
| multi | many | multi-national multi-purpose multi-racial |
| over | too much | overdo overtired oversleep overeat |
| post | after | postwar postgraduate post-revolutionary |
| pro | in favour of | pro-government pro-revolutionary |
| pseudo | false | pseudo-scientific pseudo-intellectual |
| re | again or back | retype reread replace rewind |
| semi | half | semicircular semi-final semi-detached |
| sub | under | subway submarine subdivision |
| under | not enough | underworked underused undercooked |

Exercises

- 9.1** Practise using words with negative prefixes. Contradict the following statements in the same way as the example. Not all the words you need are on the left-hand page.

Example: He's a very honest man. *I don't agree. I think he's dishonest.*

- | | |
|-------------------------------------|-------------------------------------|
| 1 I'm sure she's discreet. | 6 He's very efficient. |
| 2 I always find him very sensitive. | 7 I always find her responsible. |
| 3 It's a convincing argument. | 8 He seems grateful for our help. |
| 4 That's a very relevant point. | 9 I'm sure she's loyal to the firm. |
| 5 She's always obedient. | 10 He's a tolerant person. |

- 9.2** Which negative adjective fits each of the following definitions?

- 1 means not having a husband or wife.
- 2 means impossible to eat.
- 3 means unable to read or write.
- 4 means not having a job.
- 5 means fair in giving judgement, not favouring one side.
- 6 means unable to be replaced.

- 9.3** Choose a negative verb from B to fit each of the sentences below. Put it in the correct form.

Example: The runner was *disqualified* after a blood test.

- 1 Children (and adults) love parcels at Christmas time.
- 2 I almost always find that I with his opinion.
- 3 I'm sure he's lying but it's going to be hard to his story.
- 4 After a brief speech the Queen the new statue.
- 5 It took the removal men an hour our things from the van.
- 6 His phone was because he didn't pay his last bill.

- 9.4** Answer the following questions. The answers are all in the table opposite.

- 1 What kind of oven cooks things particularly fast?
- 2 What kind of drug can help somebody with an infection?
- 3 What kind of company has branches in many countries?
- 4 How does a passenger aeroplane normally fly?
- 5 What is a student who is studying for a second degree?
- 6 What means 'underground railway' in the US and 'underground passage' in the UK?

- 9.5** Using the table opposite construct words or phrases to replace the underlined words.

Example: He's in favour of the American approach. He's *pro-American*.

- 1 The BBC tries to avoid pronouncing foreign words incorrectly.
- 2 Most people say they have to work too hard but are paid too little.
- 3 He dated his cheque with a date that was later than the real date.
- 4 She's still on good terms with the man who used to be her husband.
- 5 He made so many mistakes in the letter that he had to write it again.

- 9.6** Think of two more examples for each prefix in C opposite.

10 Roots

A

Many words in English are formed from a set of Latin roots with different prefixes and suffixes. Knowing the roots of such words may help you to remember or guess their meaning when you see them in context. These words are usually fairly formal. In their formation, they can perhaps be seen as the Latinate, formal, equivalent of phrasal verbs.

B

Here are some examples of the more common Latin roots, with some of the verbs derived from them. In each case an example sentence is given with the meaning of the verb in brackets at the end. You'll find some easier to understand than others.

spect: see, look

You should **respect** your parents / the laws of a country. [look up to]

The police **suspected** he was guilty but they had no proof. [had a feeling]

Many pioneers travelled west in America to **prospect** for gold. [search]

vert: turn

I tried a word-processor but I soon **reverted** to my old typewriter. [went back]

Missionaries went to Africa to **convert** people to Christianity. [change beliefs]

The royal scandal **diverted** attention from the political crisis. [took attention away]

port: carry, take

How are you going to **transport** your things to the States? [send across]

Britain **imports** cotton and **exports** wool. [buys in, sells out]

The roof is **supported** by the old beams. [held up]

duc, duct: lead

She was **educated** abroad. [went to school]

He **conducted** the orchestra with great vigour. [led]

Japan **produces** a lot of electronic equipment. [makes]

press: press, push

She was **impressed** by his presentation. [full of admiration and respect]

This weather **depresses** me. [makes me feel miserable]

She always **expresses** herself very articulately. [puts her thoughts into words]

pose, pone: place, put

The meeting has been **postponed** until next week. [changed to a later date]

The king was **deposed** by his own son. [put off the throne]

I don't want to **impose** my views on you. [force]

C

Above you only have examples of verbs. Note that for all the verbs listed, there is usually at least one noun and at least one adjective as well. Here are some examples.

| <i>verb</i> | <i>person noun</i> | <i>adjective</i> | <i>abstract noun</i> |
|-------------|--------------------|------------------|----------------------|
| inspect | inspector | inspecting | inspection |
| advertise | advertiser | advertising | advertisement |
| deport | deportee | deported | deportation |
| introduce | introducer | introductory | introduction |
| oppress | oppressor | oppressive | oppression |
| compose | composer | composite | composition |

Exercises

- 10.1** Complete as much as possible of the table with other forms of some of the words presented in B. Use a dictionary to help you if necessary.

| <i>verb</i> | <i>person noun</i> | <i>adjective</i> | <i>abstract noun</i> |
|-------------|--------------------|------------------|----------------------|
| convert | | | |
| produce | | | |
| conduct | | | |
| impress | | | |
| support | | | |
| impose | | | |

- 10.2** Fill in the gaps in the sentences below using words from the table in C.

- We stayed in a town surrounded by high mountains. I found it very
- He from the USA for having a forged passport.
- The magazine seems to have nothing in it but for cosmetics.
- May I you to my boss?
- The tax decided I owed a lot of money.
- The new take-away pizza service has a very good offer.
- Business people always say that it pays
- Tchaikovsky some wonderful ballet music.

- 10.3** Can you work out the meanings of the underlined words in the sentences below?

To help you, here are the meanings of the main Latin prefixes:

intro: within, inward o, ob: against in, im: in, into re: again, back
de: down, from ex: out sub: under trans: across

- She's a very introspective person and he's also very introverted.
- He always seems to oppose everything I suggest.
- They have a very good induction programme for new staff in that company.
- I don't think it is healthy to repress one's emotions too much.
- Perhaps you can deduce what the word means from the way it is formed.
- The documentary exposed corruption in high places.
- She tried hard to suppress a laugh.
- She transposed the music for the flute.

- 10.4** Think of three other words based on each of the roots listed in B opposite. Put each into an appropriate phrase.

- 10.5** Pair the formal verbs below with their phrasal verb equivalents.

support put off oppose look at cut down deposit hold up
postpone turn away inspect go against divert reduce put down

Abstract nouns

A

An abstract noun is one which is used to mean an idea, experience or quality rather than an object. Thus **happiness, intention and shock** are abstract nouns whereas, for example, **pen, bed and trousers** are not.

There are a number of suffixes which are used particularly frequently in the formation of abstract nouns. Some of the most common are **-ment, -ion, -ness and -ity**.

Note: **-ment** and **-ion** are usually used to make verbs into abstract nouns whereas **-ness** and **-ity** are added to adjectives; **-ion** sometimes becomes **-tion, -sion, -ation or -ition**.

Here are some examples of abstract nouns using those suffixes.

| | | | |
|----------------|-------------|----------------|-------------|
| achievement | action | aggressiveness | absurdity |
| adjustment | collection | attractiveness | anonymity |
| amazement | combination | bitterness | complexity |
| discouragement | illusion | carelessness | curiosity |
| improvement | imagination | consciousness | generosity |
| investment | production | permissiveness | hostility |
| replacement | recognition | tenderness | prosperity |
| retirement | reduction | ugliness | sensitivity |

Less common suffixes associated with abstract nouns are **-ship, -dom, -th and -hood**.

Note: **-ship** and **-hood** are usually used in combination with other nouns whereas **-th** combines with an adjective to form an abstract noun and **-dom** can combine with either a noun or an adjective.

Here are some examples of abstract nouns using those suffixes.

| | | | |
|----------------|-----------|----------|---------------|
| apprenticeship | boredom | breadth | adulthood |
| companionship | freedom | depth | brotherhood |
| membership | kingdom | length | childhood |
| ownership | martyrdom | strength | motherhood |
| partnership | stardom | warmth | neighbourhood |
| relationship | wisdom | width | (wo)manhood |

There are also a large number of abstract nouns which do not use any suffix at all. Here are some examples of these.

| | | | |
|-------|-----------|--------|---------|
| anger | belief | calm | chance |
| faith | fear | humour | idea |
| luck | principle | rage | reason |
| sense | sight | speed | thought |

You will find more examples of the use of suffixes in Units 8 and 10 and of abstract nouns in Units 68 and 69.

Exercises

- 11.1** What is the abstract noun related to each of the following adjectives? All the nouns are formed in ways described on the opposite page although not all are listed opposite.

Example: affectionate affection

- | | | | |
|----------------|------------|-------------|--------------|
| 1 affectionate | 5 amused | 9 attentive | 13 equal |
| 2 excited | 6 graceful | 10 happy | 14 hopeful |
| 3 kind | 7 original | 11 popular | 15 resentful |
| 4 secure | 8 stupid | 12 weak | 16 wise |

- 11.2** Find at least one more noun using each of the suffixes in B and C.

- 11.3** Which abstract noun on the opposite page is a synonym of each of the following?

Example: animosity hostility or aggressiveness

- | | | |
|-------------------|----------------|------------|
| 1 animosity | 5 substitution | 9 vision |
| 2 astonishment | 6 fame | 10 liberty |
| 3 inquisitiveness | 7 decrease | 11 fury |
| 4 fraternity | 8 area | 12 wealth |

- 11.4** Complete the following table.

| <i>abstract noun</i> | <i>adjective</i> | <i>verb</i> | <i>adverb</i> |
|----------------------|------------------|-------------|---------------|
| contentment | content(ed) | to content | contentedly |
| argument | | | |
| emptiness | | | |
| intensity | | | |
| satisfaction | | | |
| sentiment | | | |
| strength | | | |

- 11.5** Which of the words in the list below is being described in the following quotations?

love permanence hope jealousy happiness beauty

- ‘..... is no more than feeling alone among smiling enemies.’
- ‘..... is like coke; something you get as the by-product of making something else.’
- ‘..... is the power of being cheerful in circumstances which we know to be desperate.’
- ‘..... is a universal migraine.’
- ‘The British love more than they love.....’

- 11.6** Write your own quotations to describe the following abstract nouns.

1 freedom 2 friendship 3 life 4 curiosity 5 imagination

12 Compound adjectives

A

A compound adjective is an adjective which is made up of two parts and is usually written with a hyphen, e.g. **well-dressed**, **never-ending** and **shocking-pink**. Its meaning is usually clear from the words it combines. The second part of the compound adjective is frequently a present or past participle.

B

A large number of compound adjectives describe personal appearance. Here is a rather **far-fetched** description of a person starting from the head down.

Tom was a curly-haired, sun-tanned, blue-eyed, rosy-cheeked, thin lipped, broad-shouldered, left-handed, slim-hipped, long-legged, flat-footed young man, wearing an open-necked shirt, brand-new, tight-fitting jeans and open-toed sandals.



Another set of compound adjectives describes a person's character. Here is a rather **light-hearted** description of a girl. The meanings are explained in brackets.

Melissa was **absent-minded** [forgetful], **easy-going** [relaxed], **good-tempered** [cheerful], **warm-hearted** [kind] and **quick-witted** [intelligent] if perhaps a little **big-headed** [proud of herself], **two-faced** [hypocritical], **self-centred** [egotistical] and **stuck-up** [snobbish (colloquial)] at times.

D

Another special group of compound adjectives are those where the second part is a preposition. Some of these adjectives are listed below with a typical noun.

an **all-out** strike [total] a **burnt-out** car [nothing left in it after a fire]
a **broken-down** bus [it won't work] a **built-up** area [lots of buildings in it]
a **hard-up** student [poor] cast-off clothes [no longer wanted by the owner]
worn-out shoes [can't be worn any more; of people – exhausted]
a **drive-in** movie [you watch from your car] **well-off** bankers [wealthy]
a **run-down** area [in poor condition]

Here are some other useful compound adjectives.

| | | | |
|-----------------|-------------------|---------------|--------------|
| air-conditioned | bullet-proof | cut-price | drip-dry |
| duty-free | hand-made | interest-free | last-minute |
| long-distance | long-standing | off-peak | part-time |
| record-breaking | remote-controlled | second-class | so-called |
| sugar-free | time-consuming | top-secret | world-famous |

F

You can vary the compound adjectives listed by changing one part of the adjective. For example, **curly-haired**, **long-haired**, **red-haired** and **straight-haired**; **first-hand** (knowledge), **first-class** (ticket) and **first-born** (child).

Exercises

12.1 Fill each of the blanks to form a new compound adjective. Use a dictionary if necessary.

- | | | | |
|---------|----------|---------|-----------|
| 1 | - eyed | 5 | - made |
| 2 | - proof | 6 | - free |
| 3 | - minded | 7 | - headed |
| 4 | - necked | 8 | - hearted |

12.2 Put the words in E opposite into any categories which will help you learn them.

12.3 List as many compound adjectives beginning with *self*, as you can. Mark them *P* or *N* for positive or negative characteristics, or write *neutral*.

12.4 Answer the questions by using a compound adjective which is opposite in meaning to the adjective in the question. Note that the answer may or may not have the same second element as the adjective in the question.

Example: Is he working full-time? *No, part-time.*

- | | |
|---|---------------------------------------|
| 1 Isn't she rather short-sighted? | 4 Are her shoes high-heeled? |
| 2 Is your brother well-off? | 5 Is this vase mass-produced? |
| 3 Would you say the boy's well-behaved? | 6 Do they live in south-east England? |

12.5 Think of two nouns that would frequently be associated with any ten of the compound adjectives listed in E opposite.

12.6 Add a preposition from the list below to complete appropriate compound adjectives.

back up out off on of

- She's been doing the same low-paid job for so long that she's really fed-
..... with it now.
- The two cars were involved in a head-..... collision.
- He has a very casual, laid-..... approach to life in general.
- It'll never happen again. It's definitely a one-..... situation.
- He's a smash hit here but he's unheard-..... in my country.
- She bought a cut-..... paper pattern and made her own dress.

12.7 Which of the adjectives from this unit could you use to describe yourself and other students in your class or members of your family?

13 Compound nouns – combinations of two nouns

A compound noun is a fixed expression which is made up of more than one word and functions as a noun. Such expressions are frequently combinations of two nouns, e.g. address book, human being, science fiction. A number of compound nouns are related to phrasal verbs and these are dealt with in Unit 14.

Compound nouns may be written as two words, e.g. tin opener, bank account, or they may be written with a hyphen instead of a space between the words, e.g. pen-name, baby-sitter. Some expressions are occasionally written with a hyphen and occasionally as two separate words. For instance, both letter box and letter-box are correct. Sometimes they may be written as one word, e.g. earring.

Compound nouns may be countable, uncountable or only used in either the singular or the plural. There are examples of each of these types below. Check that you understand the meanings of each of the expressions listed. If you understand both elements of the expression, the meaning will usually be clear. If the meaning is not fairly obvious, then it is provided below.

Usually the main stress is on the first part of the compound but sometimes it is on the second part. The word which contains the main stress is underlined in the compound nouns below.

Here are some examples of common countable compound nouns.

| | | | |
|----------------------|------------------------|----------------------------|---------------------|
| <u>alarm</u> clock | <u>assembly</u> line | <u>blood</u> donor | <u>book</u> token |
| <u>burglar</u> alarm | <u>contact</u> lens | <u>credit</u> card | <u>handcuffs</u> |
| <u>heart</u> attack | <u>package</u> holiday | <u>pedestrian</u> crossing | <u>shoe</u> horn |
| <u>tea</u> -bag | <u>windscreen</u> | <u>windscreen</u> wiper | <u>youth</u> hostel |

Here are some examples of common uncountable compound nouns. These are never used with an article.

| | | | |
|-----------------------------|------------------------|-----------------------|---|
| air- <u>traffic</u> control | <u>birth</u> control | <u>blood</u> pressure | cotton <u>wool</u> |
| data- <u>processing</u> | family <u>planning</u> | <u>food</u> poisoning | <u>pocket</u> money |
| <u>income</u> tax | <u>junk</u> food | <u>mail</u> order | <u>hay</u> fever (allergy to pollen) |

Here are some examples of common compound nouns used only in the singular.

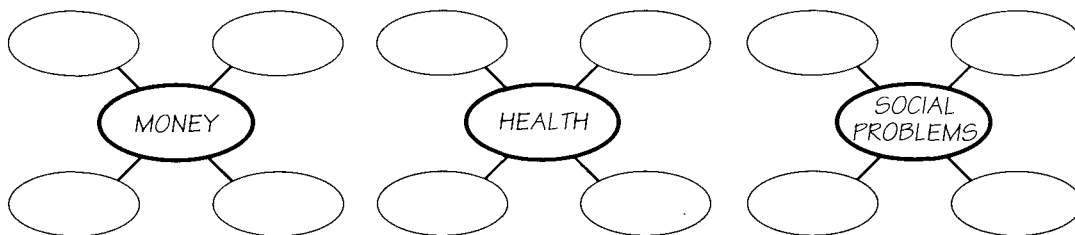
| | |
|--|----------------------|
| <u>arms</u> race (countries wanting most powerful weapons) | <u>death</u> penalty |
| <u>generation</u> gap | <u>labour</u> force |
| <u>mother</u> -tongue | <u>sound</u> barrier |
| <u>greenhouse</u> effect | <u>welfare</u> state |
| <u>brain</u> drain (highly educated people leaving country to work abroad) | |

Here are some examples of common compound nouns used only in the plural.

| | | | |
|-----------------------|---------------------|---------------------|-------------------------|
| grass <u>roots</u> | luxury <u>goods</u> | human <u>rights</u> | kitchen <u>scissors</u> |
| <u>race</u> relations | <u>road</u> works | <u>sunglasses</u> | <u>traffic</u> lights |

Exercises

- 13.1** Complete these networks with any appropriate expressions from the opposite page. Add extra bubbles if you need them.



- 13.2** In some cases more than one compound noun can be formed from one particular element. What, for example, are the two expressions listed opposite with *blood* as an element and what are the two based on *control*? Complete the following compound nouns with a noun other than the one suggested opposite.

- | | | |
|---------------|-------------------|-----------------|
| 1 token | 5 tea..... | 9 .....crossing |
| 2 junk..... | 6 mother..... | 10 .....lights |
| 3 sound..... | 7 .....tax | 11 food..... |
| 4 blood..... | 8 .....processing | 12 .....race |

- 13.3** What are they talking about? In each case the answer is a compound noun opposite.

Example: 'I had it taken at the doctor's this morning and he said it was a little high for my age.' *blood pressure*

- 1 'You really shouldn't cross the road at any other place.'
- 2 'It's partly caused by such things as hair sprays and old fridges.'
- 3 'She always has terrible sneezing fits in the early summer.'
- 4 'I can't understand why they spend so much money on something so destructive.'
- 5 'Working there is supposed to be much more stressful than being a pilot.'
- 6 'The worst time was when I dropped one at the theatre and spent the interval scrabbling around on the floor.'
- 7 'I don't think it should ever be used under any circumstances.'
- 8 'It's much easier not to have to make your own arrangements.'
- 9 'He can't possibly run away from the policeman with those on!'

- 13.4** Now make up some sentences like those in exercise 13.3 relating to some of the new expressions you made in exercise 13.2.

- 13.5** Choose any article in a magazine or newspaper and write down all the compound nouns which you find.

- 13.6** Look at all the compound expressions you have worked with in this unit. Mark all those that you feel you need to be able to use yourself rather than just to understand when others use them.

14 Compound nouns – verb + preposition

A large number of compound nouns (see Unit 13) are based on phrasal verbs. In Sections B to E you will see a number of examples of such nouns in context. The meaning of the compound noun is indicated in brackets at the end of the sentence. To form the plural, 's' is added to the end, e.g. **pin-ups**.

B

Nouns based on phrasal verbs often have an informal feel to them and they are particularly common in newspaper reporting. Here are examples of such nouns in use.

In response to the pay offer, there was a **walk-out** at the factory. [strike]

There is going to be a **crack-down** on public spending. [action against]

There has been a **break-out** from the local prison. [escape]

Last month saw a tremendous **shake-up** in personnel. [change]

I never expected the **break-up** of the USSR. [collapse]

C

A number of these nouns have economic associations.

The **takeover** of one of our leading hotel chains has just been announced. [purchase by another company]

We're trying to find some new **outlets** for our products. [places to sell]

Take your things to the **check-out** to pay for them. [cash-desk]

Cutbacks will be essential until the recession is over. [reductions]

We made a profit of £1000 on a **turnover** of £10,000. [money passing through a company]

D

Some of these nouns are associated with technology and other aspects of contemporary life.

What the computer produces depends on the quality of the **input**. [information that is put in]

Output has increased thanks to new technology. [production]

We have a rather rapid staff **turnover**. [change]

Just after leaving school he went through the stage of being a **dropout**. [person who rejects society]

It will be a long time before the consequences of **fallout** from Chernobyl are no longer felt. [radio-active dust in the atmosphere]

I can easily get you a **printout** of the latest figures. [paper on which computer information has been printed]

A **breakthrough** has been made in AIDS research. [important discovery]

E

Some of the words can be used in more general circumstances.

Many of the problems were caused by a **breakdown** in communications. [failure]

The **outlook** for tomorrow is good – sunny in most places. [prospect]

There are **drawbacks** as well as advantages to every situation. [negative aspects]

The **outcome** of the situation was not very satisfactory. [conclusion]

TV companies always welcome **feedback** from viewers. [comments]

It was clear from the **outset** that the **set-up** would cause problems. [start; situation]

We parked in a **lay-by** on the **by-pass**. [parking space at the side of a road; road avoiding the centre of a town]

The **outbreak** of war surprised them. [start of something unpleasant, e.g. disease, violence]

Exercises

14.1 Here are some more compound nouns based on phrasal verbs. Guess the meaning of the underlined word from its context.

- 1 Because of the accident there was a three-mile tailback along the motorway.
- 2 Police are warning of an increased number of break-ins in this area.
- 3 The papers are claiming the Prime Minister organised a cover-up.
- 4 Unfortunately, our plans soon suffered a setback.
- 5 I'm sorry I'm late. There was a terrible hold-up on the bridge.
- 6 The robbers made their getaway in a stolen car.

14.2 Which of the words studied on the opposite page would be most likely to follow the adjectives given below?

- | | |
|--------------------|-----------------|
| 1 radioactive..... | 5 final..... |
| 2 nervous..... | 6 sales..... |
| 3 computer..... | 7 positive..... |
| 4 annual..... | 8 drastic..... |

14.3 Fill in the blanks with an appropriate word from those opposite.

- 1 A and C Ltd. have made a bid for S and M plc.
- 2 The Prime Minister yesterday announced a in the Cabinet.
- 3 The negotiations aim to end the 10-day-old
- 4 She provided some very valuable to the discussion.
- 5 CIRCUS LION IN HORROR
- 6 There's a terrible queue at this Let's find another one.
- 7 There has been a disturbing of violence in prisons recently.
- 8 The office wall was covered in

14.4 Here are some more words of this type. In each case the preposition element of the noun is given but the other part is missing. Choose from the list of possibilities.

work hand hold clear write lie turn press

- 1 Their car was a-off after the accident.
- 2 The lecturer distributed-outs before she started speaking.
- 3 Jack does a daily-out at the gym, starting with 20 -ups.
- 4 There is an interesting-up of the match in today's paper.
- 5 I'm giving my office a major-out this week.
- 6 Did you read about the-up at our bank?
- 7 There was a surprisingly large-out at the concert.
- 8 I love having a-in on Sundays.

14.5 Can you explain the difference between these pairs? Use a dictionary if necessary.

- | | | | |
|--------------------|----------------|------------------|-----------------|
| 1 outlook/look-out | 2 set-up/upset | 3 outlet/let-out | 4 outlay/layout |
|--------------------|----------------|------------------|-----------------|

14.6 Choose eight of the words in this unit which you particularly want to learn and write your own sentences using them.

15 Words with interesting origins – people and places

A

A number of words in English have originated from the names of people.

biro: [ball-point pen] named after Laszlo Biro, its Hungarian inventor

boycott: [refuse to deal with or a refusal to deal with] after a landlord in Ireland who made himself unpopular by his treatment of his tenants and was socially isolated

braille: [name of a raised writing system used by blind people] from the name of its French inventor, Louis Braille

chauvinist: [strong belief that your country or race is superior to others] after the Frenchman, Nicolas Chauvin, who was fanatically devoted to Napoleon

hooligan: [a rough, lawless youth] from the Irish family name, Hooligan

machiavellian: [cunning, deceitful, unscrupulous in the pursuit of a goal] from Niccolò Machiavelli, the Italian statesman who died in 1527

mentor: [loyal and wise adviser] from Mentor, friend to Odysseus

pamphlet: [a small leaflet] from a character Pamphilus, in a 12th century love poem

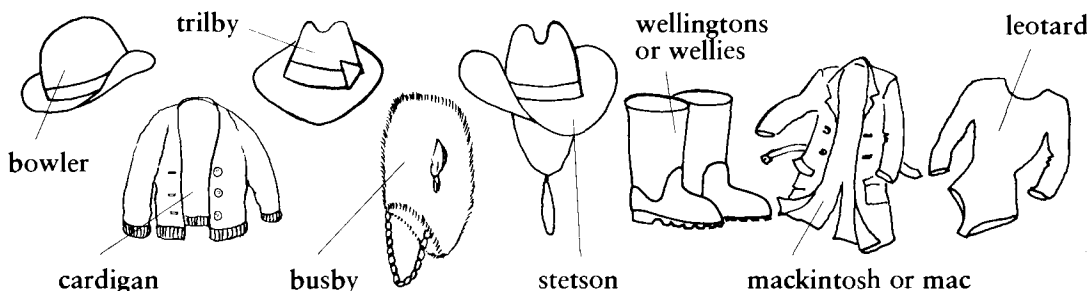
to pander: [to indulge someone's desires] from Pandaros, a procurer or pimp in Ancient Greek mythology

saxophone: [musical instrument] invented by the Belgian, Adolphe Sax

tawdry: [cheap and tasteless] from St Audrey, at whose annual fair in the town of Ely, near Cambridge, cheap gaudy scarves were sold

watt: [unit of power] from the 18th century Scottish inventor, James Watt

Quite a few names of types of clothing, particularly hats, originate from the people who invented them or made them popular.



B

A number of other words in English come from place names.

bedlam: [chaos] from the name of a famous London mental hospital once situated where Liverpool Street Station now stands

spartan: [severely simple] from the ancient Greek city of Sparta, famed for its austerity

canter: [movement of a horse, faster than a trot but slower than a gallop] a shortening of Canterbury, a town in south-east England

gypsy: [member of a particular group of travelling people] These people were once thought to have come from Egypt, hence the name.

A number of names of different kinds of cloth originate from place names. The place of origin is shown in brackets ().

angora (Ankara)

denim (Nimes, France)

satin (Qingjiang, China)

cashmere (Kashmir)

gauze (Gaza)

suede (Sweden)

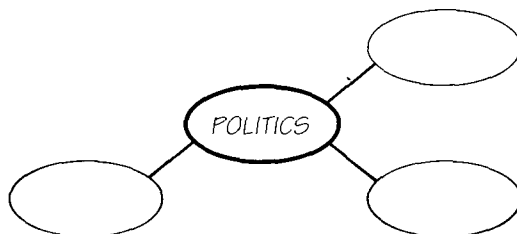
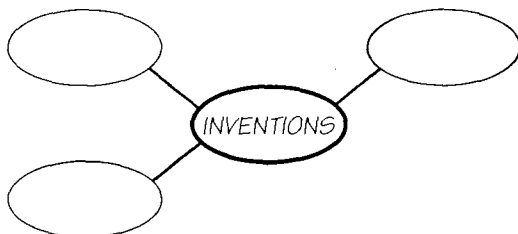
damask (Damascus)

muslin (Mosul, Iraq)

tweed (River Tweed, Scotland)

Exercises

- 15.1** Which (if any) of the words listed on the opposite page are familiar to you because there are similar words in your own language?
- 15.2** Complete the networks below with as many other words as you can from the words listed on the opposite page.



- 15.3** Complete the sentences with appropriate words.
- 1 It looks like rain. Don't forget your and your
 - 2 I wish I could play the
 - 3 It's in here. Let's go somewhere quieter.
 - 4 The anarchist speaker urged all citizens to the elections.
 - 5 What a beautiful sweater! Where did you get it?
- 15.4** Choose two adjectives to use with the following words.
- Example:* wellington *red, muddy*
- | | | |
|------------|-----------|-----------|
| 1 hooligan | 3 stetson | 5 leotard |
| 2 pamphlet | 4 gypsy | 6 biro |
- 15.5** Now give two nouns that you might expect to follow each of these adjectives.
- Example:* denim *jeans, jacket*
- | | | | |
|---------|-----------------|-----------|----------|
| 1 suede | 2 machiavellian | 3 spartan | 4 tawdry |
|---------|-----------------|-----------|----------|
- 15.6** And now suggest how the following sentences could end.
- 1 I can't stand the way he panders...
 - 2 She buttoned up her cardigan because...
 - 3 The horse cantered...
 - 4 It has been agreed to boycott...
 - 5 A busby must be...
- 15.7** Here are some more words of this type in English. Can you explain (a) their meaning and (b) their origin?
- | | | |
|-----------------------|---------------------|-----------------------|
| 1 herculean effort | 4 jersey | 7 bottle of champagne |
| 2 platonic friendship | 5 Caesarean section | 8 atlas |
| 3 teddy bear | 6 July | 9 magnolia |

16 Words with interesting origins – from other languages

A

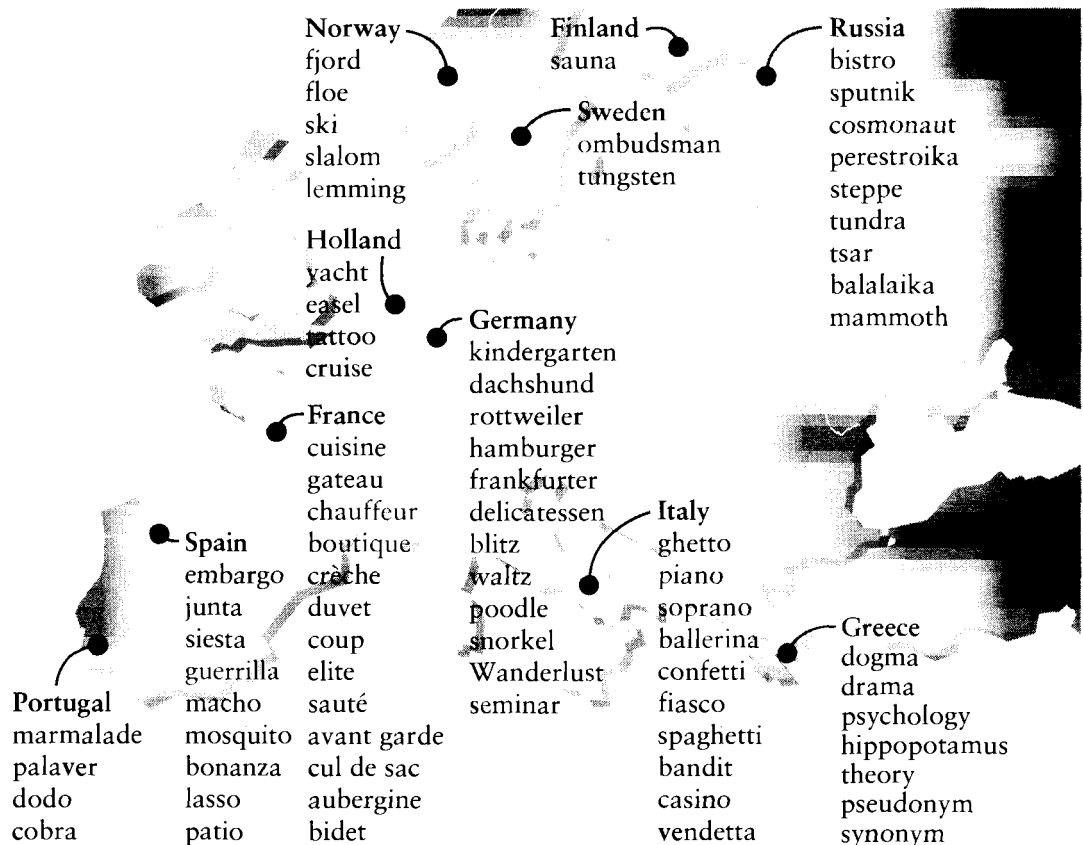
English has taken over words from most of the other languages with which it has had contact. It has taken many expressions from the ancient languages, Latin and Greek, and these borrowings usually have academic or literary associations. From French, English has taken lots of words to do with cooking, the arts, and a more sophisticated lifestyle in general. From Italian come words connected with music and the plastic arts. German expressions in English have been coined either by tourists bringing back words for new things they saw or by philosophers or historians describing German concepts or experiences. The borrowings from other languages usually relate to things which English speakers experienced for the first time abroad.

B

There are borrowings from a wide range of languages. For example, from Japanese, tycoon, karate, origami, judo, futon and bonsai. From Arabic, mattress, ciphers, alcove, carafe, algebra, harem, mufti and yashmak. From Turkish, yoghurt, jackal, kiosk, bosh [nonsense (colloquial)], tulip and caftan; from Farsi, caravan, shawl, taffeta, bazaar and sherbet, and from Eskimo, kayak, igloo and anorak.

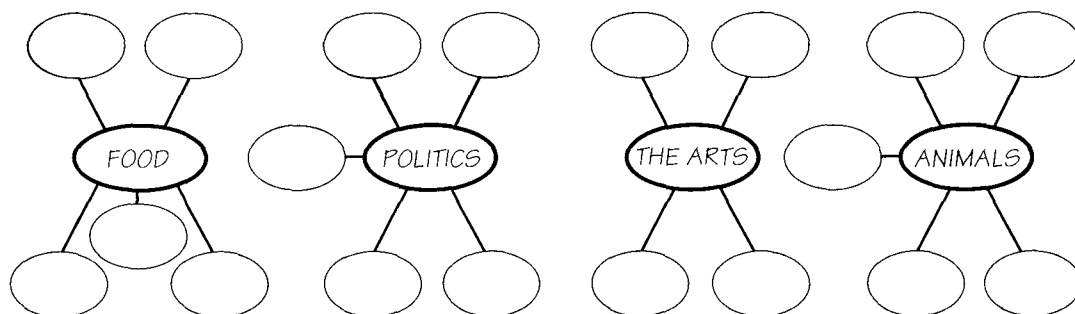
C

The map of Europe below shows the places of origin of some English words and expressions borrowed from some other European languages. Use a dictionary to check the meanings of any words you are not sure about.



Exercises

- 16.1** Which of the words listed opposite are also used in your language?
- 16.2** Is your own language represented on the opposite page? If so, can you add any words to the lists opposite? If not, do you know of any words English has borrowed from your language? (There are almost sure to be some.) Do the words mean exactly the same in English as in your language? Are they pronounced in the same way?
- 16.3** Look at all the words opposite and complete the following networks.



- 16.4** Make two or three other networks to help you to learn the words on the opposite page.
- 16.5** Match the adjectives on the left with the noun they are most likely to be associated with, on the right.
- | | |
|-----------------|--------------|
| 1 right-wing | kindergarten |
| 2 prima | casino |
| 3 strawberry | duvet |
| 4 ice | vendetta |
| 5 Chinese | ballerina |
| 6 long-sleeved | embargo |
| 7 total | cuisine |
| 8 long-standing | floe |
| 9 noisy | yoghurt |
| 10 cosy | coup |
| 11 all-night | caftan |

- 16.6** What verbs collocate, in other words, are frequently used with the following nouns?

Example: study algebra

- | | | | |
|----------|--------------|------------|------------|
| 1 karate | 4 embargo | 7 coup | 10 cruise |
| 2 kayak | 5 guerrilla | 8 confetti | 11 sauna |
| 3 mufti | 6 cul de sac | 9 siesta | 12 seminar |

- 16.7** Give three nouns likely to follow *macho* and *avant-garde*.
- 16.8** Have some words or expressions been borrowed from English into your own language? Give some examples. Have they kept exactly the same meaning as they have in English?

17 Onomatopoeic words

A

Onomatopoeic words are those which seem to sound like their meaning. The most obvious examples are verbs relating to the noises which animals make, e.g. cows **moo** and cats **mew** or **meow**. See Unit 73 for more about animal noises.

B

If the vowel sound in a word is short, an onomatopoeic word usually signifies a short, sharp sound. If it is long (indicated in the International Phonetic Alphabet by :) then the word usually signifies a longer, slower sound. Compare **pip** /pɪp/ which is a short sound with **peep** /pi:p/ which is a long sound.

C

Particular combinations of letters have particular sound associations in English.

gr- at the beginning of a word can suggest something unpleasant or miserable, e.g. **groan** [make a deep sound forced out by pain or despair], **grumble** [complain in a bad-tempered way], **grumpy** [bad-tempered], **grunt** [make a low, rough sound like pigs do, or people expressing disagreement or boredom], **growl** [make a low, threatening sound].

cl- at the beginning of a word can suggest something sharp and/or metallic, e.g. **click** [make a short sharp sound], **clang** [make a loud ringing noise], **clank** [make a dull metallic noise, not as loud as a clang], **clash** [make a loud, broken, confused noise as when metal objects strike together], **clink** [make the sound of small bits of metal or glass knocking together]. Horses go **clip-clop** on the road.

sp- at the beginning of a word can have an association with water or other liquids or powders, e.g. **splash** [cause a liquid to fly about in drops], **spit** [send liquid out from the mouth], **splutter** [make a series of spitting sounds], **spray** [liquid sent through the air in tiny drops either by the wind or some instrument], **sprinkle** [throw a shower of something onto a surface], **spurt** [come out in a sudden burst].

ash- at the end of a word can suggest something fast and violent, e.g. **smash** [break violently into small pieces], **dash** [move or be moved violently], **crash** [strike suddenly violently and noisily], **bash** [strike heavily so as to break or injure], **gash** [a long deep cut or wound].

wh- at the beginning of a word often suggests the movement of air, e.g. **whistle** [a high pitched noise made by forcing air or steam through a small opening], **whirr** [sound like a bird's wings moving rapidly], **whizz** [make the sound of something rushing through air], **wheeze** [breathe noisily especially with a whistling sound in the chest], **whip** [one of these or to hit with one of these].



-ckle, -ggle, or -zzle at the end of a word can suggest something light and repeated, e.g. **trickle** [to flow in a thin stream], **crackle** [make a series of short cracking sounds], **tinkle** [make a succession of light ringing sounds], **giggle** [laugh lightly in a nervous or silly way], **wriggle** [move with quick short twistings], **sizzle** [make a hissing sound like something cooking in fat], **drizzle** [small, fine rain].

Exercises

17.1 Which of the consonant combinations listed in C opposite exist in your language? Do they ever have similar associations?

17.2 Look in your dictionary. Can you find any other examples of words beginning with *gr-*, *cl-*, *sp-* or *wh-* with the associations described opposite?

17.3 Which of the words from C opposite fit best in the sentences below.

- 1 She heard his key as it turned in the lock.
- 2 The blades of the propeller noisily.
- 3 I love to hear sausages in the pan!
- 4 They glasses and drank to each other's health.
- 5 There was a terrible car on the motorway today.
- 6 Everyone with disappointment at the news.
- 7 The baby loves in its bath.
- 8 I can feel raindrops down the back of my neck.

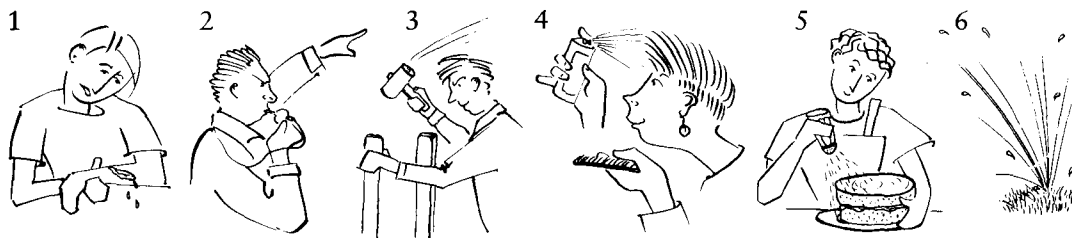
17.4 Almost all the words in C opposite can be both nouns and regular verbs. There is, however, one irregular verb, one word which is only an adjective, one word which is both verb and noun but the noun has a rather different meaning from the verb. What are these words? Choose from the alternatives offered below.

- 1 The irregular verb: whip, grunt, spurt, spit or wriggle?
- 2 The word which is only an adjective: gash, grumpy, clip-clop, or whirr?
- 3 The word which is both a verb and a noun but the noun has a different meaning: trickle, spray, growl, splutter, spit, splash or crash?

17.5 Can you guess the meanings of the underlined words from their sounds?

- 1 The child sploshed through the puddles.
- 2 If you have a sore throat, try gargling with some salt water.
- 3 I couldn't concentrate on the play because of the rustle of sweet papers behind me.
- 4 Speak up. Don't mumble.
- 5 That step always creaks.
- 6 He whacked the ball into the air.

17.6 What words on the page opposite do these pictures represent?



17.7 Pair the words below so that in each case there is a noun and a matching verb.

| | | | |
|----------------------------|---------------------|---------------|------------------------------|
| schoolchildren | crackles | tinkles | a bad-tempered person or dog |
| the bell on a cat's collar | a bored child | clanks | whistles |
| growsls | a churchbell | a steam train | clangs |
| wriggles | someone with asthma | | wheezes |
| | | | a fire |
| | | | giggle |
| | | | a prisoner's chain |

18 Words commonly mispronounced

English spelling is notoriously unphonetic. This page looks at some of the words which cause most pronunciation difficulties for learners of English. The phonetic transcription is provided for some of the words below. If you are not sure of the pronunciation of any of the other words, check in the index at the back of the book.

A

To master English pronunciation you need to learn the 20 phonetic symbols for English vowel sounds. It is not really necessary to learn the consonant symbols as it is usually not difficult to know how consonants should be pronounced. Vowels are important because the vowel letters can be pronounced in many different ways.

| | | | | |
|-----------|------------|--------------|------------------|-----------|
| a | about /ə/ | wander /ɒ/ | last /ɑː/ | late /eɪ/ |
| i | alive /aɪ/ | give /ɪ/ | | |
| u | put /ʊ/ | cut /ʌ/ | cupid /juː/ | |
| ie | fiend /iː/ | friend /e/ | science /aɪə/ | |
| ei | rein /eɪ/ | receive /iː/ | reinforce /iːrɪ/ | |
| e | met /e/ | meter /iː/ | /ə/ | |
| o | sorry /ɒ/ | go /əʊ/ | love /ʌ/ | to /uː/ |
| ea | head /e/ | team /iː/ | react /iːæ/ | |
| ou | our /aʊ/ | route /uː/ | would /ʊ/ | |
| oo | cool /uː/ | cook /ʊ/ | coopt /əʊp/ | |

B

Silent letters can be a problem. The letters below in **bold** are silent in the following words:

| | | | | | | |
|----------|------------------------------|---------------|-----------|---------|-----------|------------|
| p | psychic /saɪkɪk/ | psychiatry | pneumatic | receipt | pseudonym | psychology |
| b | comb /kəʊm/ | dumb | numb | tomb | climb | womb |
| b | doubt /daʊt/ | subtle | debt | debtor | | |
| l | could /kʊd/ | should | calm | half | talk | palm |
| h | honour /ɒnə/ | honourable | honest | hour | hourly | heir |
| t | whistle /wɪsəl/ | castle | listen | fasten | soften | Christmas |
| k | knee /niː/ | knife | know | knob | knowledge | knot |
| r | card /kɑːd/ | park | farm | burn | work | storm |
| r | (unless followed by a vowel) | mother /mʌðə/ | sister | teacher | water | |

In a number of two-syllable words in English, the stress is on the first syllable of the word when it is a noun and the second syllable if it is a verb, e.g. 'Wool is a major Scottish export.' 'Scotland exports a lot of wool.' Here are some other words like this.

| | | | | |
|---------|----------|----------|----------|-----------|
| conduct | conflict | contest | decrease | suspect |
| desert | import | increase | insult | transfer |
| permit | present | progress | protest | transport |
| record | reject | reprint | subject | upset |

D

Here are a number of other words which are often mispronounced.

| | | |
|-------------------------|---------------------------|--------------------------|
| apostrophe /ə'pɒstrəfi/ | catastrophe /kə'tæstrəfi/ | cupboard /'kʌbəd/ |
| recipe /'resɪpi/ | hiccough /'hɪkʌp/ | sword /sɔːd/ |
| plough /plau/ | muscle /'mʌsəl/ | interesting /'ɪntrəstɪŋ/ |

Exercises

18.1 Mark all the silent letters in each of the following sentences.

- 1 They sang a psalm to honour the memory of the world-famous psychologist as she was laid to rest in the family tomb.
- 2 The psychiatrist was knifed in the knee as he was walking home.
- 3 He should have whistled as he fastened his sword to his belt.
- 4 You should have left me half the Christmas cake on Wednesday.

18.2 Which word is the odd one out in each of these groups?

- | | |
|---------------------|----------------------|
| 1 worry sorry lorry | 5 doubt could shout |
| 2 sword cord word | 6 plough rough tough |
| 3 come some dome | 7 land wand sand |
| 4 head plead tread | 8 soot root foot |

18.3 What word could a poet use to rhyme with each of the words below?

- | | |
|-----------------------------|-----------------|
| 1 hiccough <i>cup</i> | 4 through |
| 2 bough | 5 cough |
| 3 plough | 6 though |

18.4 Underline or highlight the stressed syllable in each of the words in bold.

- 1 They paid a £1 million **transfer** fee for **transferring** the player to their team.
- 2 Although they **suspected** several people were partly involved, the police decided to concentrate on Jo as the main **suspect**.
- 3 There are **conflicting** views as to the cause of the **conflict**.
- 4 All this **upset** over the wedding has really **upset** them.
- 5 The cost of living has **increased** while there has been a **decrease** in wages.
- 6 A work **permit** **permits** you to work for a period of six months.
- 7 I wish I could **record** a hit **record**!
- 8 Despite the disgraceful **conduct** of the audience, James went on **conducting** the orchestra.

18.5 Write out the words below using the normal English alphabet.

- | | | | |
|-----------------|-----------------|-------------|-------------|
| 1 /'mʌsəl/ | 3 /'hæŋkətʃi:f/ | 5 /'sʌtəl/ | 7 /haɪt/ |
| 2 /kə'tæstrəfi/ | 4 /'kemɪkəl/ | 6 /rə'si:t/ | 8 /'resɪpi/ |

18.6 Underline the stressed syllable in each of the words below.

- 1 photograph photography photographer photographically
- 2 telephone telephonist
- 3 zoology zoologist zoological
- 4 arithmetic arithmetical arithmetician
- 5 psychology psychologist psychological
- 6 psychiatry psychiatric psychiatrist

18.7 Are there other words which you know you have particular problems pronouncing? You might like to ask a teacher to help you answer this question. Note any such words down with their phonetic transcription beside them.

19 Homonyms

Homonyms can be subdivided into homographs and homophones. Homographs are words which are written in the same way but have different meanings. Compare **bow** in 'He took a **bow** /baʊ/ at the end of the concert' and 'He was wearing a **bow** /bəʊ/ tie'. Homophones are words which are pronounced in the same way but are spelt differently, e.g. **bow** as in 'He took a **bow**' and **bough**, 'the **bough** of a tree'.

Here are some more examples of homographs.

- I **live** in the north of England. /lɪv/
- Your favourite pop star is singing **live** on TV tonight. /laɪv/
- I **read** in bed each night. /ri:d/
- I **read** War and Peace last year. /red/
- The **lead** singer in the group is great. /li:d/
- Lead** pipes are dangerous. /led/
- The **wind** blew the tree down. /wɪnd/
- Don't forget to **wind** your watch. /waɪnd/
- I **wound** my watch last night. /waʊnd/
- He suffered a terrible **wound** in the war. /wu:nd/
- Some students at Oxford spend more time learning to **row** well than studying. /rəʊ/
- They shared a flat for ages until they had a **row** over money and split up. /raʊ/
- This book is called *English Vocabulary in Use*. /ju:s/
- You must know how to **use** words as well as their meaning. /ju:z/
- They lived in a large old **house**. /haʊs/
- The buildings **house** a library and two concert halls as well as a theatre. /haʊz/
- The **sow** has five piglets. /saʊ/
- The farmers **sow** the seeds in the spring. /səʊ/
- I **bathed** the baby this morning. /bɑ:θt/
- We **bathed** in the sea every day when we were on holiday. /beɪðd/

Here are some of the many examples of homophones in English.

| | | | |
|------------------|---------------|---------------------|-------------------|
| air/heir | aloud/allowed | dough/doe | fare/fair |
| faze/phase | floe/flow | flu/flew | grate/great |
| groan/grown | hoarse/horse | its/it's | lays/laze |
| might/mite | mown/moan | our/hour | pale/pail |
| pane/pain | peal/peel | place/plaice | practise/practice |
| pray/prey | raise/rays | read/reed | rein/rain |
| right/rite/write | rough/ruff | sale/sail | scene/seen |
| sent/scent | sight/site | sole/soul | sought/sort |
| steak/stake | tea/tee | there/their/they're | through/threw |
| tire/tyre | toe/tow | waist/waste | wait/weight |
| weather/whether | whine/wine | | |

Exercises

19.1 How would you pronounce each of the underlined words in the sentences below? Choose a word with a similar sound from the brackets.

- 1 The girl I live with knows a good pub with live music. (dive/give)
- 2 The main house houses a collection of rare stamps. (mouse/rouse)
- 3 They bathed the children after they had bathed in the sea. (lathe/path)
- 4 You sow the seeds while I feed the sow. (cow/glow)
- 5 The violinist in the bow tie took a bow. (allow/flow)
- 6 He's the lead singer in the group 'Lead piping'. (head/deed)
- 7 What a row from the last house in the row! (plough/though)
- 8 Does he still suffer from his war wound? (found/mooned)
- 9 I wound the rope around the tree to strengthen it against the gale. (round/tuned)
- 10 It's quite hard to wind in the sails in this wind. (find/tinned)

19.2 Write the word in phonetic script in the correct spelling for the context.

Example: I really must do some more exercise or I'll never lose /weɪt/ *weight*.

- 1 Watching sport on TV is such a /weɪt/ of time.
- 2 There is a hole in the /səʊl/ of my shoe.
- 3 He broke a /peɪn/ of glass in the kitchen window.
- 4 The eldest son of the monarch is the /eə/ to the throne.
- 5 You are not /ə'laʊd/ to talk during the test.
- 6 Let's /'præktɪs/ our swimming together this evening?
- 7 He's going /θru:/ a rather difficult /feɪz/ at the moment.
- 8 Don't throw away that orange /pi:l/. I need it for a recipe.

19.3 Write one sentence using both of the words corresponding to the phonetic script.

Example: /peɪl/ She was quite pale after the exertion of carrying such a heavy pail of water.

- | | | | | |
|---------|--------------|----------|----------|-----------|
| 1 /ðeə/ | 3 /'præktɪs/ | 5 /waɪn/ | 7 /saɪt/ | 9 /hɔ:s/ |
| 2 /ɪts/ | 4 /greɪt/ | 6 /sɔ:t/ | 8 /preɪ/ | 10 /reɪz/ |

19.4 Homophones and homographs are at the root of many jokes in English. Match the first part of each of these children's jokes with the second part and then explain the play on words involved in each.

- | | |
|---|--|
| 1 What did the big chimney say to the little chimney? | Because it's got a tender behind. |
| 2 What did one lift say to the other lift? | A drum takes a lot of beating. |
| 3 What did the south wind say to the north wind? | I think I'm going down with something. |
| 4 Why did the man take his pencil to bed? | A nervous wreck. |
| 5 Why is history the sweetest lesson? | He wanted to draw the curtains. |
| 6 What's the best birthday present? | Because it's full of dates. |
| 7 Why can't a steam engine sit down? | Let's play draughts. |
| 8 What's pale and trembles at the bottom of the sea? | You're too young to smoke. |

20 Time

A One thing before another

Before I went to work I fed the cat. [or, more commonly in written English: **Before** going to work...]

I had written to her **prior** to meeting the committee. [formal/written style]

It was nice to be in Venice. **Previously** I'd only been to Rome. [fairly formal, more informal would be **before that**, I...]

I was in the office from 2.30. I was out **earlier on**. [before then, fairly informal]

The city is now called Thatcherville. **Formerly** it was Grabtown. [used when something has changed its name, state, etc.]

B Things happening at the same time

While I waited, I read the newspaper. [or, more formal: **While waiting**, I read...; the waiting and reading happen together.]

As I was driving to work, I saw an accident. [**As** describes the background when something *happens* in the foreground.]

I saw her **just** as she was turning the corner. [precise moment]

During the war, I lived in Dublin. [does not specify how *long*]

Throughout the war, food was rationed. [from beginning to end]

She was entering **at the very time/the very moment** I was leaving. [These two are stronger and more precise than **as** or **just as**.]

C One thing after another

After I'd locked up, I went to bed. [or, more formal: **After locking up...**; we do not usually say 'After **having** locked up...']

We went to the castle. **Then** we caught a bus to the beach.

First we went to the theatre. **After that**, we had a meal.

He fell ill and was admitted to hospital. He died soon **afterwards**. [In these two examples, **after that** and **afterwards** are interchangeable.]

Following my visit to Peking, I bought lots of books about China. [fairly formal]

D Time when

When I'm rich and famous, I'll buy a yacht. [Note: not 'When I will be rich...']

As soon as we've packed we can leave. [immediately after]

Once we've finished we can go and have a coffee. [less specific]

The moment/the minute I saw his face I knew I'd met him before.

I stayed in that hospital **the time (that)** I broke my leg.

I met Polly at Ken's wedding. **On that occasion** she was with a different man.

E Connecting two periods or events

The meal will take about an hour. **In the meantime**, relax and have a drink. [between now and the meal]

The new whiteboards are arriving soon. **Till then**, we'll have to use the old ones.

I last met him in 1985. **Since then** I haven't set eyes on him.

By the time I retire, I will have worked here 26 years.

Exercises

- 20.1** Look at these pages from the personal diary of Laura, a businesswoman who travels a lot, then do the exercise.

| | | |
|---|--|--------------|
| Mon Paris – day 5 | Up early. Said goodbye to | Fri |
| 12 Pompidou Centre then theatre | Nick and left. Saw bad accident on motorway. | 16 |
| Tue Been away 6 days! | Answered all the mail, | Sat |
| 13 Paris OK, but miss home. | then felt I could watch TV! | 17 |
| Wed Left Paris 10 am. | Lots of phone calls! | Sun |
| 14 Huge pile of mail waiting! Manchester, then | Sandra, Joyce – and Douggy all in a row! Lazy day! | 18 |
| Thu Glasgow. Met Maura at | book tickets for Dublin | Notes |
| 15 Nick's. | – 24th! | |

Fill in the blanks with connectors. An example is given.

- Prior* to going to Manchester, Laura was in Paris.
- Her next trip after Glasgow is on 24th. she can have a quiet time at home.
- She was in Paris for over a week. she got home there was a big pile of mail waiting for her.
- she was at Nick's place on the 16th, she met Maura.
- She went to the theatre in Paris on Monday., she had been to the Pompidou Centre.
- she had said goodbye to Nick, she left.
- she had answered all her letters, she felt she could watch TV for a while.
- she put the phone down it rang again. This time it was Dougy.

Make more sentences with connectors you haven't used, based on the diary information.

- 20.2** Think of things that are true for you in these situations and complete the sentences. Add more sentences if you can. An example has been done.

- While I'm asleep, I usually dream a lot.
- After I've eaten too much,...
- The moment I wake up, I...
- Throughout my childhood I...
- I'm doing vocabulary right now. Earlier on, I was...
- Once I've finished my language course, I'll...
- Before I go on holiday, I always...
- Following an argument with someone, I always feel

Follow-up: If you can, get hold of a news report in English. Underline all the time connectors and see if there are any which you can add to those on the left-hand page. If there are, write a whole sentence in your notebook showing how the connector is used.

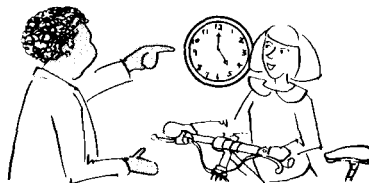
2 | Condition

A

As well as if, there are a number of other words and phrases for expressing condition.



- 1 You can't come in **unless** you have a ticket.



- 2 You can borrow the bike **on condition** that you return it by five o'clock.



- 3 **In case of** fire, dial 999. [usually seen on notices (see Unit 96); it means 'when there is a fire'; don't confuse with 'take your mac **in case** it rains'; *not* it might rain.]



- 4 You can stay, **as long as** you don't mind sleeping on the sofa. [less formal than **so long as** and less formal and not so strong as **on condition that**]

Providing (that) or **provided (that)** can also be used in examples 2 and 4. They are less formal and not so strong as **on condition that** but stronger and more restricting than **as long as**, e.g. **Provided/Providing** you don't mind cats, you can stay with us. Note the use of **supposing** and **what if** (usually in spoken language) for possible situations in the future. **What if** is more direct, e.g. **Supposing/What if** he doesn't turn up; what shall we do then?

B

Conditions with -ever

However you do it, it will cost a lot of money.
You'll get to the railway station, **whichever** bus you take.
Whoever wins the General Election, nothing will really change.
That box is so big it will be in the way **wherever** you leave it.

These four sentences can also be expressed using **no matter**.

No matter how you do it, it will cost a lot of money.
You'll get to the railway station, **no matter** which bus you take.

C

Some nouns which express condition

Certain **conditions** must be met before the Peace Talks can begin.
A good standard of English is a **prerequisite** for studying at a British University.
[absolutely necessary; very formal word]
What are the entry **requirements** for doing a diploma in Management at your college?
[official conditions]
I would not move to London **under any circumstances**. It's awful!

Notice in the examples in A and B how the present tense is used in the clause with the conditional word or phrase. Don't say: Take your umbrella **in case** it will rain.

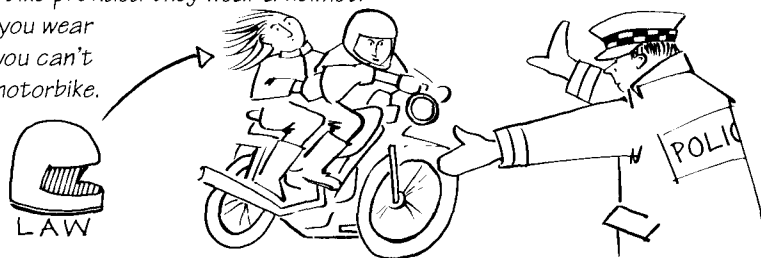
Exercises

21.1 Fill the gaps with a suitable word from A opposite.

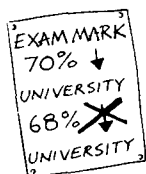
- 1 You can come to the party you don't bring that ghastly friend of yours.
- 2 emergency in the machine-room, sound the alarm and notify the supervisor at once.
- 3 I hear from you, I'll assume you are coming.
- 4 A person may take the driving test again they have not already taken a test within the previous fourteen days.
- 5 I lent you my car, would that help?

21.2 The pictures show conditions that must be met to do certain things. Make different sentences using words and phrases from the opposite page.

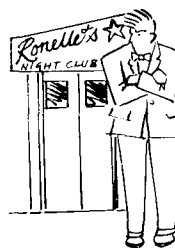
Example: You can have a passenger on a motorbike provided they wear a helmet.
or Unless you wear a helmet, you can't ride on a motorbike.



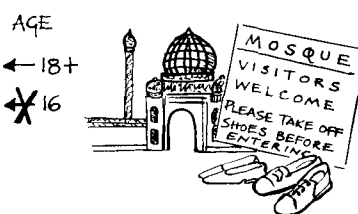
1



2



3



4

21.3 Change the sentences with *-ever* to *no matter*, and vice-versa.

- 1 Wherever she goes, she always takes that dog of hers.
- 2 If anyone rings, I don't want to speak to them, no matter who it is.
- 3 No matter what I do, I always seem to do the wrong thing.
- 4 It'll probably have meat in it, whichever dish you choose. They don't cater for non-meat eaters here.
- 5 No matter how I do it, that recipe never seems to work.

21.4 What would your answers be to these questions?

- 1 Are there any prerequisites for the job you do or would like to do in the future?
- 2 Under what circumstances would you move from where you're living at the moment?
- 3 What are the normal entry requirements for university in your country?
- 4 On what condition would you lend a friend your house/flat?

22 Cause, reason, purpose and result

A

Cause and reason

You probably know how to use words like **because**, **since** and **as** to refer to the **cause** of or **reason** for something. Here are some other ways of connecting clauses to express causes and reasons. Note how verbs and nouns can do the same job as conjunctions.

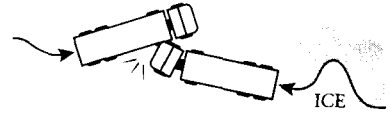
Look at the picture of an accident, on the right. Here are several ways of talking about it.

Owing to the icy conditions, the two lorries collided.

The collision **was due to** the icy conditions.

The collision **was caused by** ice on the road.

The cause of the collision was ice on the road.



Here are some other 'cause' words and typical contexts they are used in.

The rise in prices **sparked off** a lot of political protest. [often used for very strong, perhaps violent, reactions to events]

The President's statement **gave rise to** / **provoked** / **generated** a lot of criticism. [slightly less strong than **spark off**]

The new law has **brought about** / **led to** great changes in education. [often used for political/social change]

This problem **stems from** the inflation of recent years. [explaining the direct origins of events and states]

The court-case **arose out of** allegations made in a newspaper. [the allegations started the process that led to the court-case]

B

Reasons for and purposes of doing things

Her **reason** for not going with us was that she had no money. **or The reason** she didn't go with us was that... [less formal]

I wonder what his **motives** were in sending that letter? [purpose]

I wonder what **prompted** him to send that letter? [reason/cause]

She wrote to the press **with the aim** of exposing the scandal. [purpose]

I've invited you here **with a view** to resolving our differences. [sounds a bit more indirect than **with the aim of**]

He refused to answer **on the grounds that** his lawyer wasn't there. [reason]

The purpose of her visit was to inspect the equipment.

Results

He did no work. **As a result** / **As a consequence** / **Consequently**, he failed his exams.

The result/consequence of all these changes is that no-one is happy any more. [The examples with **consequence/consequently** sound more formal than **result**]

His remarks **resulted in** everyone getting angry. [as a verb + in]

The events had an **outcome** that no-one could have predicted. [result of a process or events, or of meetings, discussions, etc.]

The upshot of all these problems was that we had to start again. [less formal than **outcome**]

When the election results were announced, chaos **ensued**. [formal]

Exercises

22.1 Make full sentences using 'cause' words from A opposite.

Example: closure of 20 mines → strikes in coal industry *The closure of 20 mines sparked off a lot of strikes in the coal industry.*

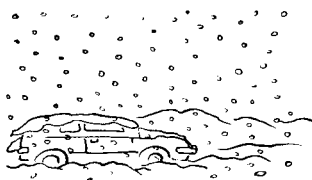
- | | | |
|-------------------------|---|--------------------------------|
| 1 announcement | → | strong attack from opposition |
| 2 new Act of Parliament | → | great changes in industry |
| 3 signalling fault | → | train crash |
| 4 violent storm | → | wall collapsed |
| 5 food shortages | → | riots in several cities |
| 6 food shortages | → | poor management of the economy |

22.2 Make two sentences into one, using the 'reason and purpose' words in brackets. Look at B opposite if you aren't sure.

Example: There was a controversial decision. She wrote to the local newspaper to protest.
(prompt) *The controversial decision prompted her to write to the local newspaper to protest.*

- 1 I didn't contact you. I'd lost your phone number. (reason)
- 2 I will not sign. This contract is illegal. (grounds)
- 3 The government passed a new law. It was in order to control prices. (aim)
- 4 She sent everyone flowers. I wonder why? (motives)
- 5 The salary was high. She applied for the job. (prompt)

22.3 The pictures show the *results* of events. Imagine what the *causes* might be and describe the events in different ways.



- 1 The road was blocked.



- 2 Everyone got a refund.



- 3 The customers got angry.



- 4 We had to walk home.

22.4 Fill in the missing words.

- 1 My reasons not joining the club are personal.
- 2 The purpose this pedal is to control the speed.
- 3 I came here the aim resolving our dispute.
- 4 His stupidity has resulted us having to do more work.
- 5 All this arose one small mistake we made.
- 6 It was done a view lowering inflation.
- 7 That press article has rise a lot of criticism.

23 Concession and contrast

Concession means accepting one part of a state of affairs but putting another argument or fact against it.

Although they were poor, they were independent.
He is a bit stupid. He's very kind, nevertheless.

Verbs of concession

example

I acknowledge/accept that he has worked hard but it isn't enough.

I admit I was wrong, but I still think we were right to doubt her.

I concede that you are right about the goal, but not the method.

paraphrase and comments

I agree but...

[accept is less formal than acknowledge]

I accept I'm guilty of what I'm accused of.

You have won this point in our argument. [formal]

B

Adverbs and other phrases for concession

OK, you're sorry. That's all well and good, but how are you going to pay us back?
You shouldn't seem so surprised. After all, I did warn you.

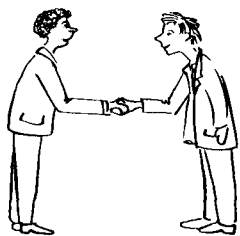
It's all very well saying you love dogs, but who'll take it for walks if we *do* get one?

He *is* boring, and he *is* rather cold and unfriendly, but, for all that, he *is* your uncle and we should invite him.

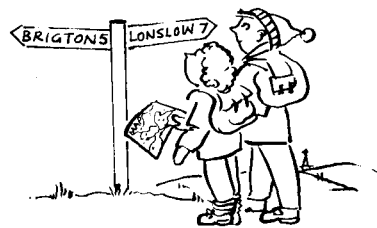
Admittedly, she put a lot of effort in, but it was all wasted.

C

Contrast



I expected Mr Widebody to be fat. The reverse was true.



We're not almost there at all; quite the opposite. We've got five miles to go yet.

Everywhere in Europe they use metric measures. In contrast, Britain still uses non-metric.
It's not actually raining now. On the other hand, it may rain later, so take the umbrella.

Remember: On the other hand means 'that is true *and* this is true'; On the contrary means 'that is *not* true, but this *is* true', e.g. John, quiet? On the contrary, he's the noisiest person I know *or* John is rather arrogant. On the other hand, he can be very kind.

Note also these collocating phrases for contrast.

When it comes to politics, Jim and Ann are poles apart.

There's a world of difference between being a friend and a lover.

There's a great divide between left and right wing in general.

A yawning gap divides rich and poor in many countries.

There's a huge discrepancy between his ideals and his actions.

Exercises

23.1 Rewrite these sentences using the most likely verb from A opposite (there is usually more than one possibility).

- 1 I know that you weren't solely to blame, but you must take *some* responsibility.
- 2 Okay, I was wrong, you were right; he *is* a nice guy.
- 3 The company is prepared to say that you have suffered some delay, but we do not accept liability.
- 4 She didn't deny that we had done all we could, but she was still not content.

23.2 Write a *beginning* for these sentences, as in the example.

- 1 ~~I expected Mary to be tall and dark.~~ The reverse was true; she was short, with fair hair.
- 2 On the other hand, it does have a big garden, so I think we should rent it.
- 3 *Jim*:? *Mary*: On the contrary, it's one of the cheapest hotels in town.
- 4 In contrast, the traffic in Britain drives on the left.
- 5; quite the opposite. I feel quite full. I had a huge breakfast.

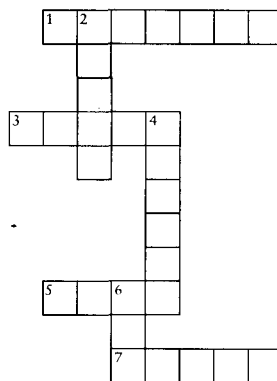
23.3 Try to do this word puzzle from memory.
If you can't, look at C opposite.

Across

- 1 a gap
- 3 a of difference
- 5 a discrepancy
- 7 apart

Down

- 2 poles
- 4 a great
- 6 a yawning



Now use the phrases from the word puzzle to make comments on these statements.

- 1 Some people believe in the nuclear deterrent, some in world disarmament.
- 2 She says one thing. She does quite the opposite.
- 3 Jim believes in God. Sandra's a total atheist.
- 4 Being a student's one thing; being a teacher's quite another.

23.4 Complete the sentences with phrases from B opposite.

- 1 Okay, you've cleaned the kitchen,, but what about the mess in the dining-room.
- 2 No need to panic., it doesn't start till six.
- 3 She's bossy and sly, but, she *is* a friend.
- 4 saying you'll pay me back soon; *when* is what *I* want to know!

23.5 Choose between *on the other hand* and *on the contrary*.

- 1 I'm not worried;, I feel quite calm.
- 2 It's expensive, but, we do need it.

24 Addition

There are a number of ways of adding one idea to another in English. You probably already know words like **and**, **also** and **too**.

A

Words for linking sentences/clauses

| <i>sentence/clause 1</i> | <i>and</i> | <i>sentence/clause 2</i> |
|--|--|---|
| For this job you need a degree. | In addition | you need some experience. |
| Video cameras are becoming easier to use. | Furthermore Moreover What's more* } | they're becoming cheaper. |
| It'll take ages to get there and it'll cost a fortune. | Besides** | we'll have to change trains three times at least. |
| Children should respect their parents. | Equally Likewise } | they should respect their teachers. |
| We'll have all the stress of going to court and giving evidence. | On top of (all) that*** | we'll have to pay the lawyers' bills. |
| * furthermore and moreover are normally interchangeable; what's more is informal; what is more is more formal. | | |
| ** a more emphatic way of adding; similar in meaning to anyway . | | |
| *** even more emphatic; used mostly in informal spoken English. | | |
| <i>Note also:</i> To keep fit you need a good diet plus regular exercise. [normally used to connect noun phrases, but can connect clauses in informal speech] | | |

B

Adding words at the end of clauses/sentences

They sell chairs, tables, beds, **and so on** / etc. /et'setrə/

It'll go to the committee, then to the board, then to another committee, **and so on and so forth**. [suggests a long continuation]

He was a good sportsman and an excellent musician **into the bargain** / **to boot**.
[emphasises the combination of items]

C

Adding words that begin or come in the middle of clauses/sentences

Further to my letter of 18/9/92, I am writing to... [formal opening for a letter]

In addition to his BA in History he has a Ph.D. in Sociology.

He's on the school board, **as well as** being a local councillor.

Besides / **Apart from** having a salary, he also has a private income.

Alongside her many other hobbies she restores old racing cars.

Jo Evans was there, **along with** a few other people who I didn't know.

Note: This last group are followed by nouns or by -ing. Do **not** say: As well as she speaks French, she also speaks Japanese. (You can say: As well as **speaking** French, she...)

Exercises

- 24.1** Fill the gaps in this letter with suitable adding words and phrases. Try to do it without looking at the opposite page.

Dear Mr Stoneheart
 (1) my letter of 16.3.94, I should like
 to give you more information concerning my
 qualifications and experience. (2)
 holding a Diploma in Catering, I also have an
 Advanced Certificate in Hotel Management. The
 course covered the usual areas: finance, front
 services, publicity, space allocation, (3)
 I also wish to point out that, (4)
 holding these qualifications, I have now been working
 in the hotel trade for five years. (5),
 my experience prior to that was also connected with
 tourism and hospitality.
 I hope you will give my application due consideration.

Yours sincerely

Nora Hope

Nora Hope

- 24.2** Rewrite the sentences using the word or phrase in brackets at the end.

- Physical labour can exhaust the body very quickly. Excessive study can rapidly reduce mental powers too. (equally)
- My cousin turned up and some schoolmates of his came with him. (along with)
- He owns a big chemical factory and he runs a massive oil business in the USA. (as well as)
- She was my teacher and she was a good friend. (into the bargain)
- I'm their scientific adviser and act as consultant to the Managing Director. (in addition to)

- 24.3** Correct the mistakes in the use of addition words and phrases in these sentences.

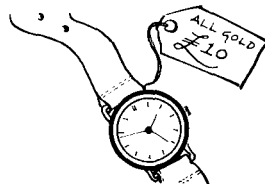
- I work part-time as well as I am a student, so I have a busy life.
- Besides to have a good job, my ambition is to meet someone nice to share my life with.
- Alongside I have many other responsibilities, I now have to be in charge of staff training.
- In addition has a degree, she also has a diploma.
- Likewise my father won't agree, my mother's sure to find something to object to.
- To boot she is a good footballer, she's a good athlete.
- He said he'd have to first consider the organisation, then the system, then the finance and so forth so on.

- 24.4** What adding words/phrases can you associate with these pictures?

1



2



3

$$2 + 2 = 4$$

4



25 Text-referring words

Text-referring words are ones that pick up their content from the surrounding text. This sentence in isolation does not mean much:

We decided to look at the problem again and try to find a solution.

What problem? We need to refer to some other sentence or to the context to find out.

Problem and **solution** help organise the argument of the text, but they do not tell us the topic of the text. They refer to something somewhere else.

Here are some examples. What the word in bold refers to is underlined.

Pollution is increasing. The **problem** is getting worse each day.

Should taxes be raised or lowered? This was the **biggest issue** in the election. [topic causing great argument and controversy]

Whether the war could have been avoided is a **question** that continues to interest historians.

Let's discuss crime. It's always an interesting **topic**. [subject to argue about or discuss, e.g. in a debate or in an essay]

Punishment is only one aspect of crime. [part of the topic]

Problem-solution words

Text-referring words are often associated with common patterns in text, such as the 'problem-solution' type of text. Note the words in bold connected with problems and solutions here and try to learn them as a family.

The **situation** in our cities with regard to traffic is going from bad to worse. Congestion is a daily feature of urban life. The **problem** is now beginning to affect our national economies. Unless a new approach is found to controlling the number of cars, we will never find a **solution** to the **dilemma**.

In this dialogue, two politicians are arguing on the radio. Note how the words in bold refer to parts of the argument.

A: **Your claim** that we are doing nothing to invest in industry is false. We invested £10 billion last year. You have ignored **this fact**.

B: But the investment has all gone to service industries. **The real point** is that we need to invest in manufacturing.

A: **That argument** is out of date in a modern technological society. **Our position** has always been that we should encourage technology.

B: But **that view** will not help to reduce unemployment.

A: Rubbish. Utter rubbish.

Here are some more words associated with problem-solution texts. They are grouped in families associated with the key-words in bold. The prepositions which are normally used with these words are given in brackets.

situation: state of affairs position (with regard to)

problem: difficulty [more formal] crisis matter

response: reaction (to) attitude (to)

solution: answer (to) resolution (to) key (to) way out (of)

evaluation [of the solution]: assessment judgement

Exercises

25.1 Draw lines from the left-hand column to the right-hand column joining each sentence with a suitable label, as in the example.

- | | |
|---|------------|
| 1 The earth is in orbit around the sun. | problem |
| 2 World poverty and overpopulation. | evaluation |
| 3 God exists and loves everybody. | fact |
| 4 I've run out of cash. | belief |
| 5 It has proved to be most efficient. | view |
| 6 They should get married, to my mind. | issue |

25.2 Fill the gaps with an appropriate word to refer to the underlined parts of the sentences.

- So you were talking about animal rights? That's quite a big in Britain nowadays.
- We are running short of funds. How do you propose we should deal with the
- Is there life on other planets? This is a nobody has yet been able to answer.
- (Teacher to the class) You can write your essay on 'My best holiday ever'. If you don't like that, I'll give you another one.
- She thinks we should all fly around in tiny little helicopters. This to the traffic problem in cities is rather new and unusual. I wonder if it is viable?

25.3 These newspaper headlines have got separated from their texts. Put each one with a suitable text.

NEW APPROACH TO CANCER TREATMENT

NEW ARGUMENT OVER ECONOMIC RECESSION

SCIENTIST REJECTS CLAIMS OVER FAST FOOD

PRIME MINISTER SETS OUT VIEWS ON EUROPEAN UNION

SOLUTION TO AGE-OLD MYSTERY IN KENYA

SITUATION IN SAHEL WORSENING DAILY

1 she said if the world community failed to respond, thousands of children could die and

2 there was no proof at all that such things were harmful, and in

3 also said that he believed that most people had a similar vision of

4 tests were being carried out to see if the new drug really did

5 the bones proved beyond doubt that human beings had inhabited the region during

6 Mr Wallis denied that this was true and said instead that all the evidence pointed to

25.4 Answer these questions with regard to yourself.

- What's your approach to learning vocabulary?
- What aspect of your work/studies do you find most interesting?
- Which topics in this book are most useful?

26 Uncountable words

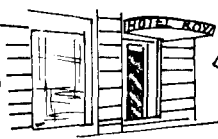
Uncountable nouns are not normally used with a(n) or the plural, e.g. **information**, *not* an information, or some informations. It is a good idea to learn uncountable nouns in groups associated with the same subject or area. Here are some possible headings.

A

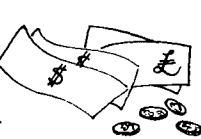
Travel



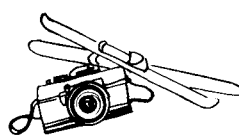
luggage
baggage (Am. Eng.)



accommodation



money
currency



equipment
(e.g. for skiing)



information

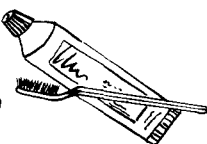
Travel is also an uncountable noun, e.g. Travel broadens the mind.

B

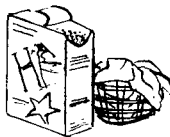
Day-to-day household items



soap



toothpaste



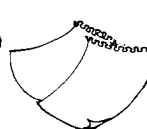
washing powder



washing-up liquid



polish



paper

C

Food

The word food is uncountable. Try adding more uncountable words to this list.

sugar rice spaghetti butter flour *soup*

D

Some rather abstract words are uncountable

She gave me some **advice** on how to study for the exam.

I picked up some interesting **knowledge** on that course.

She's made a lot of **progress** in a very short time.

She has done some **research** on marine life.

They've done a lot of work on the project.

E

Materials and resources

For making clothes, etc.: cloth (e.g. cotton, silk) leather wool

For buildings: stone brick plastic wood/timber concrete

For energy: coal oil petrol gas

Typical mistakes

Don't say: What a terrible weather! She has long hairs. I have a news for you.

We bought some new furnitures. Say: What terrible weather! She has long hair. I have some news for you. We bought some new furniture. (See also Unit 27.)

Tip: always mark an uncountable noun with (U) in your vocabulary notebook, or write 'some...' or 'a lot of...' before it.

Exercises

26.1 Say whether these sentences need *a(n)* or not. Some of the nouns are not on the left-hand page. Use a dictionary that tells you whether the nouns are uncountable.

- 1 He gave us all advice on what to take with us.
- 2 I'm sorry. I can't come. I have homework to do.
- 3 She's doing investigation of teenage slang in English for her university project.
- 4 You'll need rice if you want to make a Chinese meal.
- 5 Paula getting divorced? That's interesting news!
- 6 I have to buy film for the holiday. I think I'll get about five rolls.
- 7 We saw beautiful silk and cotton in Thailand.

26.2 Sort these words into two columns side by side, one for *uncountables* and one for *countables*. Then join the words which have similar meaning.

| | | | | | | | |
|------|----------|---------|-------------|-----|--------|--------|---------|
| tip | clothing | case | information | job | advice | travel | garment |
| trip | work | baggage | fact | | | | |

26.3 Imagine you are going away for a week's holiday and you pack a suitcase with a number of things. Make a list of what you would pack and consider how many of the items on your list are *uncountable* nouns in English.

26.4 Correct the mistakes in these sentences.

- 1 We had such a terrible weather that we left the camp-site and got an accommodation in town instead.
- 2 In the North of England, most houses are made of stones, but in the South, bricks are more common.
- 3 I love antique furnitures, but I would need an advice from a specialist before I bought any. My knowledges in that area are very poor.
- 4 Her researches are definitely making great progresses these days. She has done a lot of original works recently.

26.5 Another area that has a number of uncountable words is personal qualities and skills. For example, we might say that a secretary should have *intelligence*, *reliability*, *charm* and *enthusiasm*. These are all uncountable nouns. Choose from the list and say what qualities these people should have. Say whether they need *some*, *a lot* or *a bit* of the quality. Use a dictionary for any difficult words.

Jobs: soldier nurse teacher explorer actor athlete writer
surgeon receptionist

Qualities: patience courage determination goodwill charm
stamina reliability loyalty energy experience commitment
talent creativity intelligence training

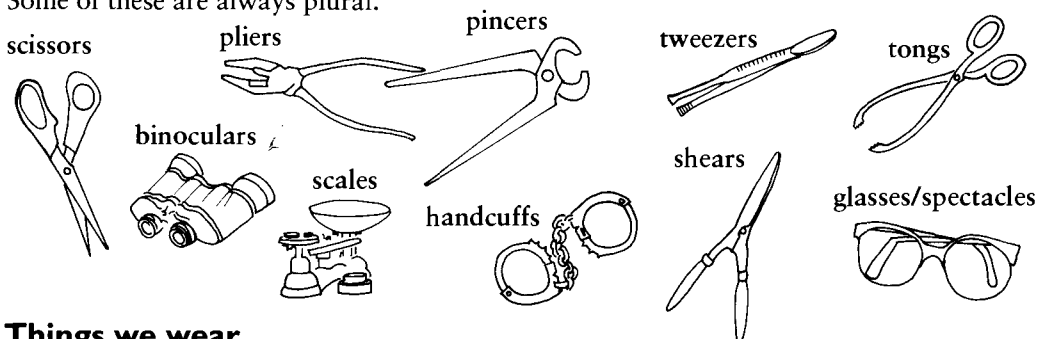
26.6 Could I have...? Practise asking for these everyday items and decide whether you must say *a* or *some*.

vinegar duster needle thread sellotape tea-bag polish

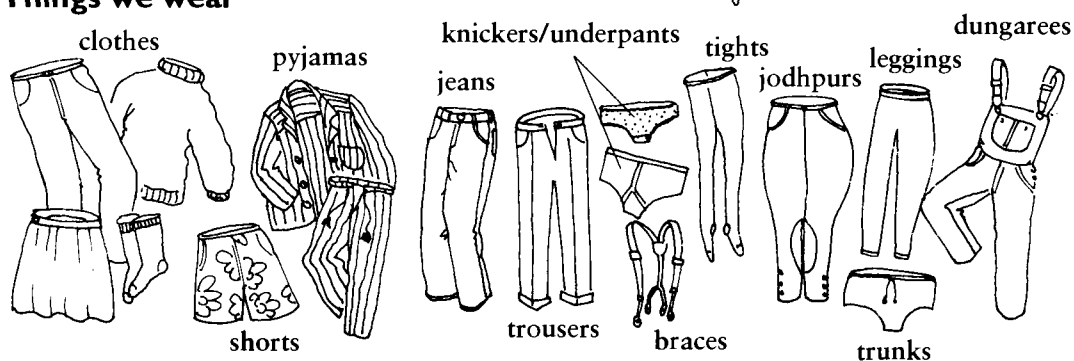
27 Words that only occur in the plural

A Tools, instruments, pieces of equipment

Some of these are always plural.



Things we wear



Some other useful words

When I move to London, I'll have to find **lodgings**. [e.g. a room]

When will the goods be delivered? [articles/items]

The architect inspected the **foundations** before declaring that the premises were safe.

The military **authorities** have established their **headquarters** in the old Town Hall.

The **acoustics** in the new opera-house are near-perfect.

The contents of the house were sold after her death.

Looks are less important than personality in a partner.

As you come to the **outskirts** of the village, there are **traffic-lights**. Turn left there.

The stairs are a bit dangerous; be careful.

The proceeds of the concert are going to the children's fund.

A terrorist has escaped from prison. Her **whereabouts** are unknown.

Words with plural form but used mostly with singular verbs

Names of some games: billiards dominoes draughts darts bowls

Names of subjects/activities: physics economics classics gymnastics aerobics
athletics maths

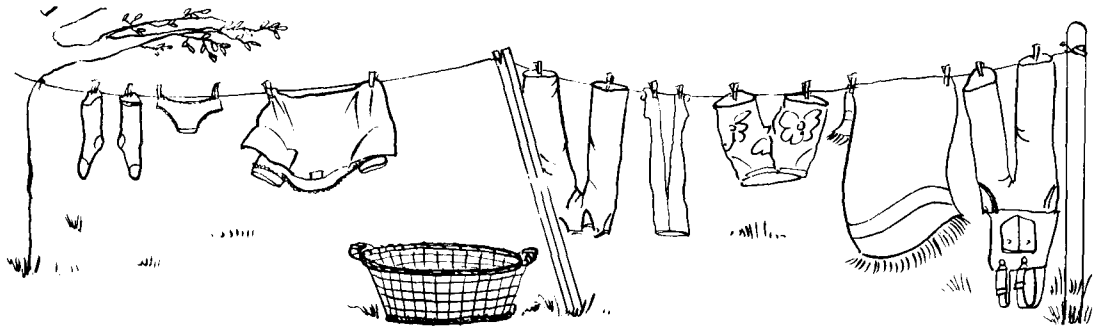
Note: some words look plural but are not, e.g. series, means, news, spaghetti

There was a series of programmes on TV about Japan.

Is there a cheap means of transport I could use to get there?

Exercises

- 27.1** Make a list of (a) subjects you studied at school or elsewhere, and (b) your leisure interests. How many of the words are plural? Check the left-hand page or in a dictionary.
- 27.2** What things which are always plural can be used to:
- | | |
|------------------------------|--------------------------------------|
| 1 cut a hedge? <i>shears</i> | 5 get a splinter out of your skin? |
| 2 weigh something? | 6 look at distant objects? |
| 3 cut paper? | 7 get a nail out of a piece of wood? |
| 4 hold your trousers up? | 8 keep a prisoner's hands together? |
- 27.3** How many articles on the clothes line are plural nouns?



- 27.4** Fill the gaps with an appropriate plural-form noun.
- 1 (To a child) Come on! Get your on! It's time to go to bed.
 - 2 The of the rock concert are going to the international 'Save the Children fund'.
 - 3 The in the new concert hall are superb. I've never heard such clear sound.
 - 4 The escaped prisoner is tall, dark and has a beard. His are unknown, but the search is continuing.
 - 5 You don't have to wear to ride, but it's much more comfortable.
 - 6 The have forbidden the import of all foreign

- 27.5** Odd one out. In each of these groups, one of the nouns is always used in the plural. Which one?

- 1 wellington trouser slipper 3 knife scissor razor
2 billiard squash archery 4 tracksuit costume dungaree






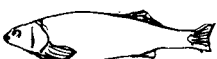


- 27.6** In this little story, there are some nouns that should be plural but are not. Change the text where appropriate.

I decided that if I wanted to be a pop star I'd have to leave home and get lodging in London. I finally got a room, but it was on the outskirts of the city. The owner didn't live on the premise, so I could make as much noise as I liked. The acoustic in the bathroom was fantastic, so I practised there. I made so much noise I almost shook the foundation! I went to the headquarter of the Musicians' Union, but a guy there said I just didn't have a good enough look to be famous. Oh well, never mind!

28 Countable and uncountable with different meanings

A

When we use a noun countably we are thinking of specific **things**; when we use it uncountably we are thinking of **stuff** or **material** or the idea of a **thing** in general.

| <i>stuff/materials.</i> | <i>things</i> |
|---|---|
| glass  | a glass / glasses  |
| cloth  | a cloth  |
| fish  | a fish  |
| work  | a work  |
| Be careful! there's broken glass on the road. I need a cloth to wipe the table. We had fish for dinner. Hamlet is one of Shakespeare's most famous works . | |











Here are some more nouns used in both ways. Make sure you know the difference between the uncountable and the countable meaning.

drink / a drink hair / a hair paper / a paper land / a land
people / a people home / a home policy / a policy trade / a trade

Drink was the cause of all his problems. [alcohol]
There's a **hair** in my sandwich, a dark one; it must be yours.
Did you buy a **paper** this morning? [a newspaper]
I love meeting **people** from different countries. [individuals]
The different **peoples** of Asia. [races / national groups]
Her grandmother lives in a **home**. [an institution]
I've lost my car **insurance policy**. [a document]
Trade with China has increased. [imports and exports]

B

The names of food items often have a different shade of meaning when used countably and uncountably (see **fish** above).

| | | |
|--|---|---|
| coffee/tea  | → | a coffee and two teas  |
| potato  | → | just two potatoes, please!  |
| would you like some chocolate?  | → | would you like a chocolate?  |
| salt and pepper  | → | a pepper  |
| a hot dog with onion  | → | an onion  |

Exercises

- 28.1** Would you normally expect to find the following things in most people's houses/flats or garages/gardens? Where in those places would you expect to find them?

Example: an iron Yes, most people have an iron to iron their clothes; they might keep it in the kitchen somewhere.

- | | | | | |
|-----------|----------|----------|----------|-------------|
| 1 a cloth | 3 iron | 5 pepper | 7 paper | 9 drink |
| 2 a wood | 4 a fish | 6 glass | 8 a tape | 10 a rubber |

- 28.2** Which question would you ask? *Can I have/borrow a...?* or *Can I have/borrow some...?*

Example: cake *Can I have some cake?*

1 iron



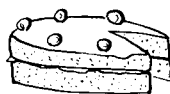
2 pepper



3 chocolate



4 paper



5 rubber



6 glass



- 28.3** Answer these remarks using the word in brackets, as in the example. Use *a(n)* if the meaning is countable.

Example: Oh dear! I've spilt water on the floor! (cloth) *Never mind. Here's a cloth; just wipe it up.*

- How did you get that puncture in your tyre? (glass)
- I was surprised to hear that old Mrs Jones doesn't live with her family any more. (home)
- What do you think my son should do? He's just left school and he's not really academic. He needs a job. (trade)
- Why did you choose this house in the end? (land)
- Mum, what's the *Mona Lisa*? (work)
- How can I find out what the restrictions are on this car insurance? (policy)

- 28.4** What is the difference between (a) and (b) in each pair?

- Have some sauce with your hot dog.
 - Shall I make a sauce with the fish?
- PLANT AND HEAVY MACHINERY CROSSING (road sign)
 - I've bought you a house plant.
- Can I have some light?
 - Can I have a light?

29 Collective nouns

Collective nouns are used to describe a **group** of the same things.

People



a **group** of people
(small group)



a **crowd** of people
(large number)



a **gang** of football fans
(rather negative)

Words associated with certain animals

A **flock** of sheep or birds, e.g. geese/pigeons; a **herd** of cows, deer, goats; a **shoal** of fish (or any particular fish, e.g. a shoal of herring/mackerel – note the use of singular here); a **swarm** of insects (or any particular insect, most typically flying ones, e.g. a swarm of bees/gnats)

Note: a **pack** of... can be used for dogs or hyenas, wolves, etc. as well as for (playing) cards.

People involved in the same job/activity

A **team** of surgeons/doctors/experts/reporters/scientists/rescue-workers/detectives arrived at the scene of the disaster.

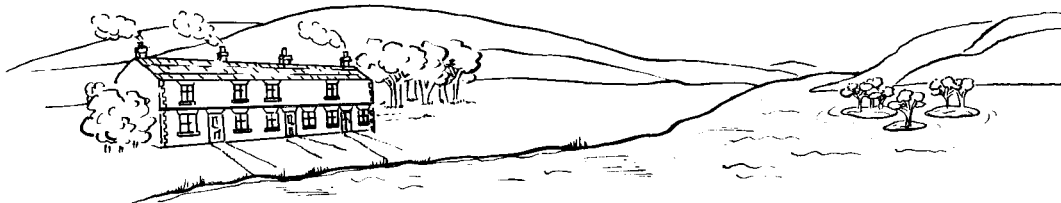
The **crew** were all saved when the ship sank. [workers on a ship]

The **company** are rehearsing a new production. [group of actors]

The **cast** were all amateurs. [actors in a particular production]

The **staff** are on strike. [general word for groups who share a place of work, e.g. teachers in a school, people in an office]

Physical features of landscapes



In the picture we can see a **row** of cottages near a clump of trees with a **range** of hills in the background. Out on the lake there is a small **group** of islands.

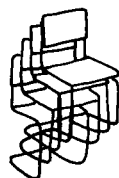
Things in general



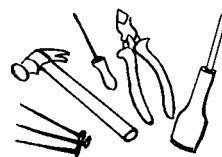
a **pile/heap** of papers (or clothes, dishes, toys, etc.)



a **bunch** of flowers (or grapes, bananas, berries, etc.)



a **stack** of chairs (or tables, boxes, logs, etc.)



a **set** of tools (or pots and pans, etc.)

Exercises

29.1 Fill each gap with a suitable collective noun.

- 1 There are of mosquitoes in the forests in Scandinavia in the summer.
- 2 As we looked over the side of the boat, we saw a of brightly coloured fish swimming just below the surface.
- 3 There was a of youths standing on the corner; they didn't look at all friendly.
- 4 You'll see a of cards on the bookshelf. Will you fetch them for me, please?
- 5 The government has appointed a of biologists to look into the problem.

29.2 In each case, one of the examples is wrong. Which one?

- 1 Company is often used for: actors opera singers swimmers
- 2 Cast is often used for people in: a play a book a film
- 3 Crew is often used for the staff of: an ambulance a plane a hospital
- 4 Pack is often used for: cats hyenas wolves
- 5 Flock is often used for: sheep starlings pigs

29.3 Draw a line from the left-hand column to the right-hand column joining collective words with appropriate nouns, as in the example.

- | | |
|--------------|------------|
| 1 a clump of | houses |
| 2 a range of | midges |
| 3 a gang of | fir-trees |
| 4 a swarm of | elephants |
| 5 a row of | bed-linen |
| 6 a heap of | mountains |
| 7 a herd of | schoolkids |

29.4 Rewrite these sentences using collective words. Don't forget to make the verb singular where necessary.

- 1 There are some tables on top of one another in the next room.
- 2 There are a large number of people waiting outside.
- 3 The people who work there are very well-paid.
- 4 A large number of sheep had escaped from a field.
- 5 She gave me six identical sherry glasses.
- 6 She gave me five or six beautiful roses.

29.5 Some collective nouns are associated with words about using language. Underline any you can see in this news text and make a note of them in your vocabulary notebook.

THE JOURNALISTS raised a whole host of questions about the actions of the police during the demonstration. There had been a barrage of complaints about police violence. The Chief of Police replied that he was not prepared to listen to a string of wild allegations without any evidence. In the end, he just gave a series of short answers that left everyone dissatisfied.

30 Making uncountable words countable

A You can make many uncountable nouns singular by adding a **bit of** or a **piece of**. Similarly you can make such nouns plural with **bits of** or **pieces of**. (**Bit** is less formal than **piece**.)

She bought an attractive old **piece of** furniture at the auction sale.

How many **pieces of** luggage have you got with you?

I heard a really useful **bit of** information yesterday.

Chopin wrote some wonderful **pieces of** music.

Before you go to England I should give you two **bits of** advice...

He spends all his money buying new **bits of** computer equipment.

B Although **bit** and **piece** can be used with the majority of uncountable nouns there are also a number of other words which can be used with specific uncountable nouns.

Weather

We have certainly had a good **spell of** summer weather this year.

Did you hear that **rumble of** thunder?

Yes, I did. It came almost immediately after the **flash of** lightning.

I heard a sharp **clap of** thunder, then a few **rumbles in** the distance.

A sudden **gust of** wind turned my umbrella inside out.

There was a sudden **shower of** rain this morning.

Did you feel a **spot of** rain?

Groceries



'Can I have a loaf of bread, a slice of cake*, two bars of chocolate, a tube of toothpaste, two cartons of milk and three bars of soap?'

*Slice can also be used with toast, bread, meat and cheese.

Nature

Look at the ladybird on that **blade of** grass!

What's happened? Look at that **cloud of** smoke hanging over the town!

She blew little **puffs of** smoke out of her cigarette straight into my face.

Let's go out and get a **breath of** fresh air.

Put another **lump of** coal on the fire, please. [**lump** can also be used with 'sugar']

Other

I had an amazing **stroke of** luck this morning.

I've never seen him do a **stroke of** work. [only in negative sentences]

I've never seen him in such a **fit of** temper before.

The donkey is the basic **means of** transport on the island.

Tights must be the most useful **article/item of** clothing ever invented.

There was an interesting **item of** news about France on TV last night.

The phrase a **state of** can serve to make uncountable nouns singular. The nouns used with **state** are usually abstract and include chaos, emergency, tension, confusion, health, disorder, uncertainty, poverty, agitation, disrepair and flux, e.g. a **state of** emergency.

Exercises

30.1 Match the words in the list on the left with their partner on the right.

- | | | |
|--------------|----|-----------|
| 1 a stroke | | lightning |
| 2 a shower | | coal |
| 3 an article | of | grass |
| 4 a lump | | news |
| 5 a flash | | rain |
| 6 a blade | | clothing |
| 7 an item | | thunder |
| 8 a rumble | | luck |

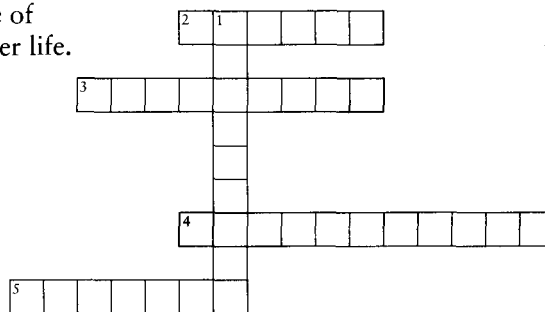
30.2 Change the uncountable nouns to countable nouns in the following sentences by using either a *bit/piece of* or one of the more specific words listed in B opposite.

Example: Could you buy me some bread, please? *Could you buy me a loaf of bread, please?*

- My mother gave me some advice which I have always remembered.
- Suddenly the wind almost blew him off his feet.
- We had some terribly windy weather last winter.
- Would you like some more toast?
- He never does any work at all in the house.
- Let's go into the garden – I need some fresh air.
- I can give you some important information about that.
- We could see smoke hovering over the city from a long way away.
- There is some interesting new equipment in that catalogue.
- I need to get some furniture for my flat.

30.3 Use words from C opposite to fit the clues for the puzzle below.

- The government announced a state of after the earthquake.
- My granny wouldn't be in such a bad state of now if she hadn't smoked all her life.
- We fell in love with the house although it was in a dreadful state of
- We are still in a state of as to who has won the election.
- Although this is supposed to be an affluent society, more people are living in a state of here now than for the last 50 years.



30.4 Make up a puzzle of your own like the one above using the language practised in this unit. If possible, test a friend.

30.5 Now decide who or what might be in the following states and write your own sentences using these expressions.

- | | | | |
|---------|--------|-------------|-----------|
| 1 chaos | 2 flux | 3 confusion | 4 tension |
|---------|--------|-------------|-----------|

(See also Unit 32 for more weather words.)

3 | 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 USA, The United Kingdom / UK, The Commonwealth.

Some countries may be referred to with or without 'the' (the) Lebanon, (the) Gambia, (the) Ukraine, (the) Sudan.

Adjectives referring to countries and languages

With -ish: British Irish Flemish Danish Turkish Spanish

With -(i)an: Canadian Brazilian American Russian Australian

With -ese: Japanese Chinese Guyanese Burmese Maltese Taiwanese

With -i: Israeli Iraqi Kuwaiti Pakistani Yemeni Bangladeshi

With -ic: Icelandic Arabic

Some, adjectives are worth learning separately e.g. Swiss, Thai, Greek, Dutch, Cypriot.

Nationalities

Some nationalities have nouns for referring to people, e.g. a Finn, a Swede, a Turk, a Spaniard, a Dane, a Briton, an Arab. 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. 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.

World regions



E

Peoples and races

People belong to ethnic groups and regional groups such as Afro-Caribbeans, Asians and Orientals and Latin Americans. What are you? (e.g. North African, Southern African, European, Melanesian)

They speak dialects as well as languages. Everyone has a **mother tongue** or **first language**; many have **second** and **third languages**. Some people are perfect in more than one language and are **bilingual** or **multilingual**.

name: Wanija Krishnamurthan

nationality: Malaysian

mother tongue: Tamil (S. India)

second/third languages: English, Malay

type or dialect of English: Malaysian

ethnic group: Asian (Tamil Indian)

Exercises

31.1 Ways of learning nationality and language adjectives. Some adjectives can form regional groups, e.g. Latin American countries are almost all described by *-(i)an* adjectives.

- 1 Complete this list of Latin American adjectives. Look at a world map if you have to.
Brazilian, Chilean,...
- 2 The same applies to former European socialist countries and parts of the former Soviet Union. Complete the list. Hungarian, Armenian,...
- 3 What other regional groupings can you see on the left-hand page? (e.g. many *-ish* adjectives are European)

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

Example: Argentinian sportsman or woman? *Diego Maradona*

- 1 Chinese politician?
- 2 Black Southern African political figure?
- 3 Polish person who became a world religious leader?
- 4 Italian opera singer?
- 5 Irish rock-music group?

31.3 All these nationality adjectives have a change in stress and/or pronunciation from the name of the country. Make sure you can pronounce them. Use a dictionary for any you don't know. Use phonetic script if possible (see Unit 5).

Example: Iran → Iranian /ɪ'reɪniən/ (US = /ɪ'ræniən/)

- | | |
|-----------------------|----------------------|
| 1 Panama → Panamanian | 4 Jordan → Jordanian |
| 2 Cyprus → Cypriot | 5 Egypt → Egyptian |
| 3 Ghana → Ghanaian | 6 Fiji → Fijian |

31.4 Correct the mistakes in these newspaper headlines.

- | | | |
|--|---|--|
| 1 Madonna to marry a French? Hollywood sensation! | 3 Vietnamese refugees leave Hong Kong camps | 4 POLICE ARREST DANISH SMUGGLING CHARGE |
| 2 Britains have highest tax rate in EC | 5 Iraqi delegation meet Pakistanian Presiden | |

31.5 World quiz

- 1 What are the main ethnic groups in Malaysia?
- 2 Which countries, strictly speaking, are in Scandinavia?
- 3 What are the five countries with the highest population?
- 4 How many languages are there in the world?
- 5 Where is Kiribati?
- 6 Where do people speak Inuit?
- 7 What are the five most widely spoken languages?

Follow-up: Make sure you can describe your nationality, country, region, ethnic group, language(s), etc. in English.

32 The weather

A

Cold weather

In Scandinavia, the **chilly** (1) days of autumn soon change to the cold days of winter. The first **frosts** (2) arrive and the roads become icy. Rain becomes **sleet** (3) and then snow, at first turning to **slush** (4) in the streets, but soon **settling** (5), with severe **blizzards** (6) and **snowdrifts** (7) in the far north. Freezing weather often continues in the far north until May or even June, when the ground starts to **thaw** (8) and the ice **melts** (9) again.

(1) cold, but not very (2) thin white coat of ice on everything (3) rain and snow mixed (4) dirty, brownish, half-snow, half-water (5) staying as a white covering (6) snow blown by high winds (7) deep banks of snow against walls, etc. (8) change from hard, frozen state to normal (9) change from solid to liquid under heat

Warm/hot weather

close /kləʊs/ [warm and uncomfortable] **stifling** [hot, uncomfortable, you can hardly breathe] **humid** [hot and damp, makes you sweat a lot] **scorching** [very hot, often used in positive contexts] **boiling** [very hot, often used in negative contexts] **mild** [warm at a time when it is normally cold] *Note also:* We had a **heatwave** last month. [very hot, dry period]

Wet weather

This wet weather scale gets stronger from left to right.

damp → drizzle → pour down / downpour → torrential rain → flood

Autumn in London is usually **chilly** and **damp** with rain and **drizzle**.

It was absolutely **pouring down**. *or* There was a real **downpour**.

In the Tropics there is usually **torrential rain** most days, and the roads often get **flooded**.
or There are **floods** on the roads.

This rain won't last long; it's only a **shower**. [short duration]

The **storm** damaged several houses. [high winds and rain together]

We got very wet in the **thunderstorm**. [thunder and heavy rain]

Hailstones were battering the roof of our car. [small balls of ice falling from the sky].

Note also **hail** (uncountable).

The sky's a bit **overcast**; I think it's going to rain. [very cloudy]

We had a **drought** /draʊt/ last summer. It didn't rain for six weeks.

D

Mist and fog

Nouns and adjectives: **haze/hazy** [light mist, usually caused by heat] **mist/misty** [light fog, often on the sea, or caused by drizzle] **fog/foggy** [quite thick, associated with cold weather] **smog** [mixture of fog and pollution (smoke + fog)]

E

Wind

There was a gentle **breeze** on the beach, just enough to cool us.

There's a good **wind** today; fancy going sailing?

It's a very **blustery** day; the umbrella will just blow away.

There's been a **gale** warning; it would be crazy to go sailing.

People boarded up their windows when they heard there was a **hurricane** on the way.

Exercises

32.1 Match each word with a word from the box.

1 thunder 2 torrential 3 down 4 heat 5 hail 6 snow 7 gale

| | | | | | | |
|--------|-------|-------|---------|------|------|------|
| stones | drift | storm | warning | rain | wave | pour |
|--------|-------|-------|---------|------|------|------|

32.2 Fill the gaps with words from the left-hand page.

My first experience of real winter weather was when I went to Northern Canada. I was used to the sort of snow that falls in London, which quickly turns into brown (1) with all the people walking on it. In fact, most of the time I was in London, it didn't really snow properly, it was mostly (2). Apart from that, British winters meant a bit of white (3) on my garden and occasionally having to drive very carefully on icy roads early in the morning. I had never experienced the (4) and (5) that can paralyse a whole city in less than an hour and close roads completely. However, when the earth finally (6) and all the snow (7) away in spring, everything comes to life again and looks more beautiful than ever.

32.3 What kinds of weather do you think caused the following to happen? Write a sentence which could go *before* each of these.

- 1 We had to sit in the shade every afternoon.
- 2 The sweat was pouring out of us.
- 3 I can hardly breathe; I wish it would rain to cool us down.
- 4 Cars were skidding out of control.
- 5 Even the postman had to use a boat to get around.
- 6 They had to close the airport; the snow was a metre deep.
- 7 We were able to sit in the garden in the middle of winter.
- 8 The earth became rock-hard and a lot of plants died.
- 9 It blew the newspaper clean out of my hands.
- 10 A row of big trees had been uprooted like matchsticks.
- 11 I could hardly see my hand in front of my face.

32.4 What types of weather are bad and good for doing these things?

Example: Skiing bad: mild weather which makes the snow melt; good: cold, clear days

- | | |
|-------------------------------------|---------------------------------------|
| 1 Planting flowers in a garden | 4 A day of sightseeing in a big city |
| 2 Having an evening barbecue | 5 Camping out in a tent |
| 3 Going out in a small sailing boat | 6 Looking at ships through binoculars |

32.5 This chart shows anyone who wants to visit the West of Ireland what weather to expect at different times of the year. Make a similar chart for your country or home region.

| Dec-Mar | April-June | July-Aug | Sep-Nov |
|--|---|---|--|
| coldest months; usually quite wet; snow on high ground | generally cool, often wet and windy but improving | warmest months; bright with showers; cool sea breezes | often mild becoming cold; mist and fog |

33 Describing people – appearance

A Hair, face, skin and complexion



straight hair
and thin-faced



wavy hair
and round-faced



curly hair
and dark-skinned



a crew-cut



bald
with freckles



beard and moustache
with a chubby face



receding hair
and a few wrinkles

He used to have **black** hair but now it's gone **grey**, almost white.

What sort of person would you like to go out with? **Blonde**, **fair**, **dark** or **ginger-haired** / **red-haired**?

She has such beautiful **auburn** hair. [red-brown]

Fair and **dark** can be used for hair, complexion or skin.

B Height and build



a rather plump or
stout man



a slim woman
[positive]



an obese person
[negative, very fat]

Fat may sound impolite. Instead we often say a **bit overweight**. If someone is broad and solid, we can say they are **stocky**. A person with good muscles can be **well-built** or **muscular**. If someone is terribly thin and refuses to eat, they may be **anorexic**.

C General appearance

She's a very **smart** and **elegant** woman, always **well-dressed**; her husband is quite the opposite, very **scruffy** and **untidy-looking**.

He's very **good-looking**, but his friend's rather **unattractive**.

Do you think beautiful women are always attracted to handsome men? I don't. I think **first impressions** matter most.

Tip: The suffix **-ish** is useful for describing people: (see Unit 8)

She's **tallish**.

He has **brownish** hair.

He must be **thirtyish**.

Exercises

33.1 Answer these remarks with the *opposite* description.

Example: A: I thought you said he was the short, chubby one.

B: No, quite the **opposite**, *he's the tall, thin-faced one*

- 1 A: Was that his brother, the dark-skinned, wavy-haired one?
B: No, quite the opposite, his brother's...
- 2 A: She's always quite well-dressed, so I've heard.
B: What! Who told you that? Every time I see her, she's...
- 3 A: So Charlene's that rather plump fair-haired woman, is she?
B: No, you're looking at the wrong one. Charlene's...
- 4 A: So, tell us about the new boss; good looking?
B: No, I'm afraid not; rather...
- 5 A: I don't know why, but I expected the tour-guide to be middle-aged or elderly.
B: No, apparently she's only...

33.2 Write one sentence to describe each of these people, giving information about their hair and face, their height and build and general appearance.

- 1 you yourself 3 a neighbour
- 2 your best friend 4 your ideal of a handsome man/a beautiful woman

Now, in the same way, describe somebody very famous, give some extra clues about them, e.g. *pop star/politician*, and see if someone else can guess who you are describing.

33.3 From these jumbled words, find combinations for describing people, as in the example. Not all of the words are on the left-hand page. Some of the combinations are hyphenated. Use a dictionary if necessary. *Example: good-looking*

looking long round haired good aged dressed legged
stocky faced complexion build race
middle over- well mixed red weight tanned

33.4 WANTED! MISSING! Complete the gaps in these police posters.

WANTED FOR MURDER



Ian Prowse,
height 6ft,

.....-faced,
..... hair,
..... skin

Wanted for Robbery



Sandra King
height 5ft 4,

..... hair,
..... build,
.....-faced

Missing



Louise Fox
age 7, Asian

.....,
..... hair.

Wanted dead or alive



Jake 'Dagger'
Flagstone, 6ft

....., with
..... and;
..... build.

33.5 Make a collection of descriptions of people from newspapers and magazines. Court/crime reports, celebrity and gossip pages of magazines, and the 'personal' columns where people are seeking partners are good places to start.

34 Describing people – character

Intellectual ability

Ability: intelligent bright clever smart shrewd able gifted talented brainy (colloquial)

Lacking ability: stupid foolish half-witted simple silly brainless daft dumb dim (the last four are predominantly colloquial words)

Clever, in a negative way, using brains to trick or deceive: cunning crafty sly

Attitudes towards life

Looking on either the bright or the black side of things: optimistic pessimistic

Outward-looking or inward-looking (i.e. to the world around one or to one's own inner world): extroverted introverted

Calm or not calm with regard to attitude to life: relaxed tense

Practical, not dreamy in approach to life: sensible down-to-earth

Feeling things very intensely: sensitive

Attitudes towards other people

Enjoying others' company: sociable gregarious

Disagreeing with others: quarrelsome argumentative

Taking pleasure in others' pain: cruel sadistic

Relaxed in attitude to self and others: easy-going even-tempered

Not polite to others: impolite rude ill-mannered discourteous

Telling the truth to others: honest trustworthy reliable sincere

Unhappy if others have what one does not have oneself: jealous envious

One person's meat is another person's poison

Some characteristics can be either positive or negative depending on your point of view. The words in the right-hand column mean roughly the same as the words in the left-hand column except that they have negative rather than positive connotations.

| | | |
|--------------------|---|--|
| determined | → | obstinate stubborn pig-headed |
| thrifty/economical | → | miserly mean tight-fisted |
| self-assured | → | self-important arrogant full of oneself (colloquial) |
| assertive | → | aggressive bossy (colloquial) |
| original | → | peculiar weird eccentric odd |
| frank/direct/open | → | blunt abrupt brusque curt |
| broad-minded | → | unprincipled permissive |
| inquiring | → | inquisitive nosy (colloquial) |
| generous | → | extravagant |
| innocent | → | naive |
| ambitious | → | pushy (colloquial) |

(See also Units 12, 73 and 78.)

Exercises

34.1 Match these words with their opposites.

- | | |
|---------------|--------------|
| 1 clever | introverted |
| 2 extroverted | tight-fisted |
| 3 rude | courteous |
| 4 cruel | gregarious |
| 5 generous | kind-hearted |
| 6 unsociable | half-witted |

34.2 Do you think that the speaker likes or dislikes the people s/he is talking about?

- | | |
|----------------------------|-------------------------------|
| 1 Di's very thrifty. | 5 Dick's quite bossy. |
| 2 Molly's usually frank. | 6 I find Dave self-important. |
| 3 Liz's quite broad-minded | 7 Don't you think Jim's nosy? |
| 4 Sam can be aggressive. | 8 Jill is very original. |

34.3 Reword the sentences above to give the opposite impression. *Example: Di's very stingy.*

34.4 Magazines often publish questionnaires which are supposed to analyse your character for you. Look at the words below and then match them to the question which aims to decide whether a person is like that.

Example: If you arrange to meet at 7 p.m., do you arrive at 7 p.m.? *Reliable*

- | | | | |
|-------------|---------------|-------------|----------|
| pessimistic | argumentative | sensitive | sociable |
| extravagant | assertive | inquisitive | |



- 1 Do you prefer to be in the company of other people?
- 2 Look at the picture. Do you think 'my glass is half empty'?
- 3 Do you find it easy to tell your boss if you feel he or she has treated you badly?
- 4 Do you always look out of the window if you hear a car draw up?
- 5 Do you often buy your friends presents for no particular reason?
- 6 Do you frequently disagree with what other people say?
- 7 Do you lie awake at night if someone has said something unkind to you?

34.5 What questions like those in 34.4 could you ask to try to find out whether a person is the following:

- | | | | |
|-----------|---------------|-----------------|-------------|
| 1 thrifty | 3 sensible | 5 even-tempered | 7 obstinate |
| 2 blunt | 4 intelligent | 6 original | |

34.6 Can you complete each of these word forks?

- | | | |
|---------------|-------------------|-----------------|
| 1 self- | 2 -tempered | 3 -minded |
| | | |

Write a sentence to illustrate the meanings of each of your words.

34.7 Choose five or six adjectives from the opposite page which you think best describe either your own or a friend's character. How do you or your friend demonstrate these characteristics? *Example: Sociable – I am sociable because I love being with other people.*

35 Relationships

A Types of relationships

Here is a scale showing closeness and distance in relationships in different contexts.

| | CLOSER | ← | → | MORE DISTANT |
|----------------------|----------------------|---|-----------------------|--------------------|
| <i>friendship:</i> | best friend | | good friend | friend |
| <i>work:</i> | close colleague | | | colleague/workmate |
| <i>love/romance:</i> | lover | | steady boy/girlfriend | ex-* |
| <i>marriage:</i> | wife/husband/partner | | | ex-* |

* ex- can be used with or without (informally) another word: She's my ex. (girlfriend, etc.)

Mate is a colloquial word for a good friend. It can also be used in compounds to describe a person you share something with, e.g. **classmate**, **shipmate**, **workmate**, **flatmate**.

Workmate is usual in non-professional contexts; **colleague** is more common among professional people.

Fiancé/ée can still be used for someone you are engaged to, but a lot of people feel it is dated nowadays. You will sometimes see **husband-/wife-to-be** in journalistic style.

English has no universally accepted word for 'person I live with but am not married to', but **partner** is probably the commonest.

B Liking and not liking someone

| core verb | positive | negative |
|-----------------|-------------------------------------|--|
| like | love adore worship idolise | dislike hate can't stand loathe |
| respect | look up to admire | look down on despise |
| attract | turn s.b. on | repel turn s.b. off |
| be attracted to | fancy | |

She doesn't just like Bob she **idolises** him! I **can't stand** him.

I really **fancy** Lisa, but her friend just **turns me off**.

Fancy and **turn off** are informal. **Repel** is very strong and rather formal.

C Phrases and idioms for relationships

Jo and I **get on well** with each other. [have a good relationship]

Adrian and Liz **don't see eye to eye**. [often argue/disagree]

I've **fallen out** with my parents again. [had arguments]

Tony and Jane have **broken up / split up**. [ended their relationship]

George is **having an affair** with his boss. [a sexual relationship, usually secret]

Children should **respect their elders**. [adults/parents, etc.]

Let's try and **make it up**. [be friends again after a row]

She's **my junior** / I'm her **senior** / I'm **senior to her**, so she does what she's told. [refers to position/length of service at work]

(See Unit 69 for more words relating to likes and dislikes.)

Exercises

35.1 Use words with the suffix *-mate* to resay or rewrite these sentences.

- 1 This is Jack. He and I share a flat.
- 2 My grandad still writes to his old friends he was at sea with.
- 3 We were in the same class together in 1978, weren't we?
- 4 She's not really a friend, she's just someone I work with.

35.2 How many relationships can you find between the people in column A and column B, using words from the left-hand page?

Example: John Silver and Lorna Fitt were once colleagues.

A

John Silver: owns a language school for business people in Bath. Worked at the Sun School, Oxford, 1984–5.

Josh Yates: politician, was married to Eve Cobb 1973–1980. Met Bill Nash a couple of times.

Ada Brigg: was married to Bill Nash 1981–4. Swam for Britain in 1982 Olympics.

Ana Wood: has lived as a couple (unmarried) with Bill Nash for the last five years.

B

Nora Costa: was in UK Olympic swimming team in 1982. Was in same class at school as Ada Brigg.

Bill Nash: works every day with John Silver. Shared a flat years ago with Eve Cobb.

Fred Parks: politician. Knew Ada Brigg years ago, but not very well.

Lorna Fitt: taught at Sun School Oxford 1980–7. Lives with Josh Yates.

35.3 Liking and disliking. Using the verbs, phrases and idioms opposite, what sort of relations do you think the people on the left might have with the people on the right?

1 teenage music fan

| | |
|----------------|----------|
| parents | pop star |
| strict teacher | mate |

2 secretary

| | |
|-------------------|----------|
| another secretary | boss |
| very attractive | workmate |

3 45-year-old

| | |
|-----------|-----------------|
| teenagers | ex-husband/wife |
|-----------|-----------------|

35.4 The person who typed this book has got some of the phrases and idioms opposite mixed up with one another. Correct them.

- 1 Jo and Phil don't get on eye to eye with each other.
- 2 I fell up with my parents last night. It wasn't my fault.
- 3 We had a quarrel but now we've made it well.
- 4 Do you think Jim and Nora are making an affair? I do.
- 5 I see very well with all my colleagues at work.
- 6 She should learn to respect her olders.
- 7 Jo's attractive, but her mate just turns me up completely.

36 At home

A

Places in the home

You probably already know the names of most rooms and locations in a typical home. Here are some less common ones and what they are for.

utility room: usually just for washing machine, freezer, etc.

shed: small building separated from the house usually for storing garden tools

attic: room in the roof space of a house (could be lived in)

loft: space in the roof of a house usually used only for storage

cellar: room below ground level, no windows, used for storage

basement: room below ground level, windows, for living/working

landing: flat area at the top of a staircase

hall: open area as you come into a house

porch: covered area before an entrance-door

pantry or larder: large cupboard (usually big enough to walk into) for storing food

terrace or patio: paved area between house and garden for sitting and eating, etc.

study: a room for reading/writing/studying in

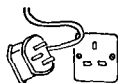
B

Small objects about the home

Ordinary, everyday objects are often difficult to name and are often not listed in dictionaries. Here is just a sample of such words.



remote control



power-point
and plug



table-mat



coaster



corkscrew



tea-towel



washing-up
liquid



grater



ironing-board



dust-pan and brush



bin-liners



mop

Types of house/places people live

detached house: not joined to any other house

semi-detached house (informal: **semi-**): joined to one other house

terraced house: joined to several houses to form a row

cottage: small house in the country or in a village

bungalow: house with only one storey (no upstairs)

bedsit: bedroom and living room all in one

villa: large house with big gardens or a rented house in a holiday resort/tourist area

time-share: holiday flat or house where you have the right to live one or two weeks a year

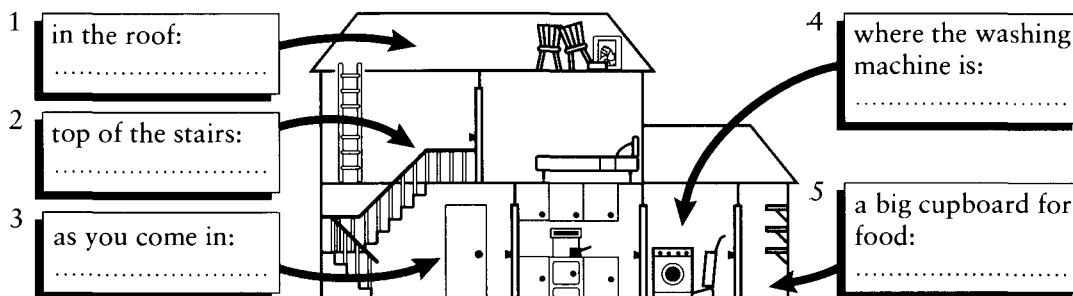
Tip: If you visit an English-speaking country, go to a supermarket and look at the names of ordinary, everyday things for the home. This is often a good way of getting vocabulary that just does not appear in dictionaries.

Exercises

36.1 Where in a typical house would you look for the following things?

- | | | |
|-----------------|------------------|--------------------|
| 1 a rake | 5 suitcases | 9 a grater |
| 2 cutlery | 6 a tumble-dryer | 10 old empty boxes |
| 3 dental floss | 7 a power point | |
| 4 a coat-hanger | 8 a porch | |

36.2 Fill in the room and place labels on the plan of the house.



36.3 Fill the gaps with a suitable word.

- I've got a darkroom in the where I develop films. It's perfect because there are no windows down there.
- Is there a where I can plug in this radio?
- You'd better have a under your drink in case you mark that side-table. It's an antique.
- The waste-bin's full again. I'll empty it. Are there any more? Where are they?
- We keep our skis up in the during the summer. They're out of the way up there.
- You'll find the garden-chairs in the at the bottom of the garden. Bring them up and we'll have a drink on the and watch the sunset.
- The light-switch for the stairs is on the as you come out of your bedroom.
- I've moved to a now as I found I couldn't manage the stairs any more at my age.

36.4 Answer these questions about yourself and, if possible, find out how someone else would answer them.

- Is your house detached? What sort is it if not?
- Are time-shares common in any part of your country?
- Do houses still have pantries in your country?
- Is it common to rent bedsits in your country? If so, what sorts of people do so?

36.5 Everyday objects.

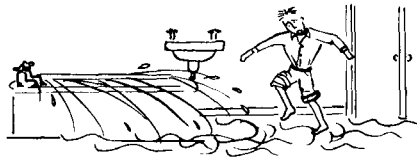
- How can you make very small pieces of cheese to sprinkle on a dish?
- What might you fetch if someone dropped a saucer and it broke into small pieces on the floor?
- What could you put under a dinner plate to prevent it marking the table?
- How can you switch off the TV without leaving your chair?

37 Everyday problems

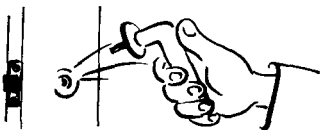
Things that go wrong in houses and flats



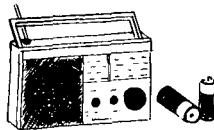
The lights are not working
there must be a power-cut.



Oh no! The bathroom's flooded!
Get a mop, quick!



The kitchen door-handle's
come off.



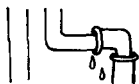
The batteries have run out.
I'll have to get some more.



The washing machine broke
down the other day. I'll
have to wash by hand.



Oh dear! This chair's broken.
I wonder how that happened?



This pipe's leaking.



I'm sorry, your cup's chipped.

B Everyday minor injuries



Sharon fell down and cut her
knee this morning.



I bumped/banged my head
against the cupboard door
and got a bruise.



She twisted her ankle
coming down the stairs.

C Other everyday problems

I've mislaid Bob's letter. Have you seen it anywhere? [put it somewhere and can't find it]
She spilt some coffee on the carpet. I hope it doesn't stain. [leave a permanent mark]
I overslept this morning and was half an hour late for work.
I've locked myself out. Can I use your phone to ring my wife?
The car won't start. I hope it's nothing serious.
The kitchen clock's slow/fast/stopped. What time d'you make it?

Exercises

37.1 What do you think happened to make these people do/say what they did?

Example: We had to send for a plumber. *Maybe a pipe was leaking/the lavatory was flooded.*

- 1 I had to call out our local mechanic.
- 2 Our neighbours let us use their washing machine.
- 3 Don't worry, it often does that; I'll screw it back on.
- 4 Come here and I'll put a plaster on it.
- 5 How many batteries does it take? I'll get some for you.
- 6 I don't know where you've put them. Try the bedside table.

37.2 Odd one out. Which of the three words is the odd one out in each case?

Example: spill flood chip *chip – the other two involve liquids.*

- | | | | | | |
|--------------|-------|-------|--------|----------|-------|
| 1 break down | smash | break | 3 leak | come off | chip |
| 2 run out | stain | stop | 4 cut | bruise | flood |

37.3 What would you do if...

- | | |
|---|------------------------------|
| 1 you mislaid your credit card? | 4 your TV set broke down? |
| 2 you noticed your guest's glass was chipped? | 5 you bruised your forehead? |
| 3 one of your coat-buttons came off? | 6 your watch was slow? |

37.4 Here is a matrix. There are the names of things and things that can go wrong with them. Not all of the words are on the left-hand page. Use a dictionary for any you are not sure of. Put just one tick (✓) along each horizontal line, for things that most typically go together, as in the example.

| | <i>cake-tin</i> | <i>vase</i> | <i>elbow</i> | <i>clock</i> | <i>moped</i> | <i>sink</i> |
|-------------|-----------------|-------------|--------------|--------------|--------------|-------------|
| banged | | | | | | |
| cracked | | | | | | |
| broken down | | | | | | |
| dented | | | | | | |
| stopped | | | | ✓ | | |
| blocked | | | | | | |

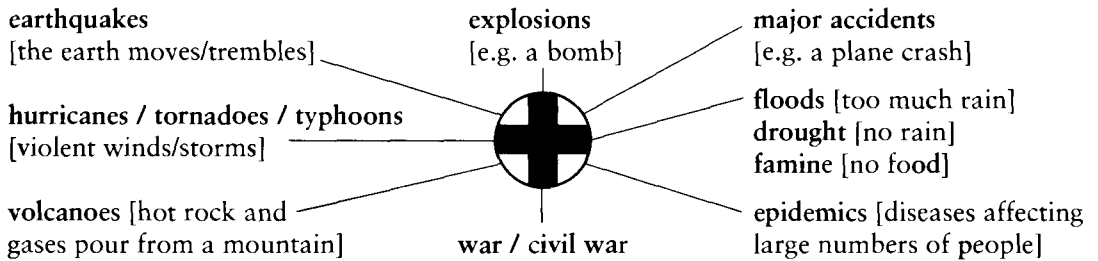
37.5 Complete these sentences using words and phrases from the opposite page.

Example: There was a power-cut so we... *had to sit in the dark / light candles.*

- 1 I was so tired when I finally went to bed that next morning I...
- 2 The wind blew the door shut and I realised I'd...
- 3 I would ring her but I'm afraid I've...
- 4 I can't take a photo, my camera's...
- 5 I tried to run over the rocks but I...

38 Global problems

Disasters/tragedies



Verbs connected with these words

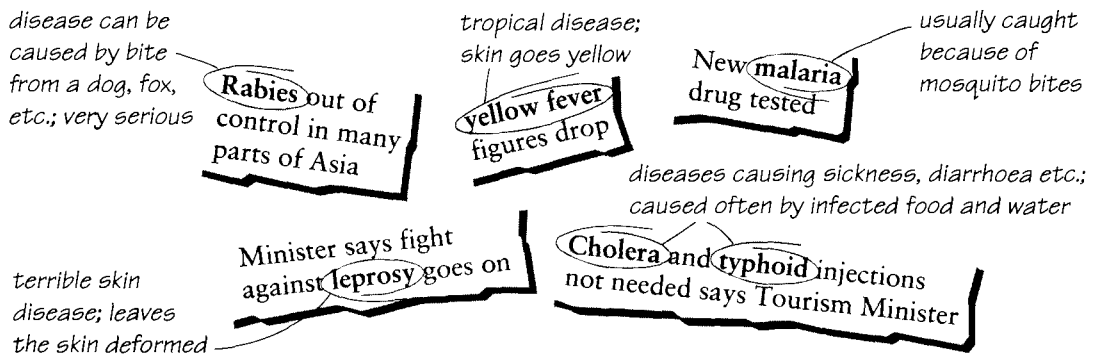
A volcano has **erupted** in Indonesia. Hundreds are feared dead.
 The flu epidemic spread rapidly throughout the country.
 Millions are **starving** as a result of the famine.
 A big earthquake **shook** the city at noon today.
 The area is **suffering** its worst drought for many years.
 Civil war has **broken out** in the north of the country.
 A tornado **swept** through the islands yesterday.
Remember: injure [people], damage [things]:
 200 people were **injured** and dozens of buildings were **damaged** in the hurricane.

Words for people involved in disasters/tragedies

The explosion resulted in 300 casualties. [dead and injured people]
 The real victims of the civil war are the children left without parents. [those who suffer the results of the disaster]
 There were only three survivors. All the other passengers died instantly. [people who live through a disaster]
 Thousands of refugees have crossed the border looking for food and shelter.
 During the battle, the dead and wounded were flown out in helicopters. [wounded: injured in a battle/by a weapon]

Headlines

Here are some headlines from newspapers all connected with diseases and epidemics. Explanations are given.



Exercises

38.1 What type of disaster from the list at A opposite are these sentences about? Why?

Example: The lava flow destroyed three villages. *volcano; lava is the hot rocks and metal*

- 1 The earth is cracked and vegetation has withered.
- 2 The tremor struck at 3.35 p.m. local time.
- 3 People had boarded up shops and houses during the day before, and stayed indoors.
- 4 Shelling and mortar fire could be heard all over the town.
- 5 Witnesses said they saw a fire-ball fall out of the sky.
- 6 People were stranded in the upper floors and sometimes on the roofs of their homes, unable to move about.

38.2 Complete the missing items in this word-class table, using a dictionary if necessary. Where there is a dash (-), you do not need to write anything.

| <i>verb</i> | <i>noun: thing or idea</i> | <i>noun: person</i> |
|-------------|----------------------------|---------------------|
| ..... | explosion | - |
| | | survivor |
| injure | | |
| starve | | |
| erupt | | - |

38.3 In these headlines, say whether the situation seems to be getting *worse* or *better*, or whether a disaster has *happened* or has been *avoided/prevented*.

- | | | |
|--------------------------------------|--|--|
| 1 Poison gas cloud spreads | 3 POLICE DEFUSE TERRORIST BOMB | 5 Oil slick recedes |
| 2 AIDS time-bomb ticking away | 4 All survive jumbo crash-landing | 6 Flood warnings not heeded in time |

38.4 Fill the gaps with a suitable word from B opposite. Try to work from memory.

- 1 Another 50 people died today, yet more of this terrible famine.
- 2 The government has agreed to allow 3,000 trying to escape the civil war to enter the country.
- 3 It was the worst road accident the country has ever seen, with over 120
- 4 A: Were there any when the ship sank? B: I'm afraid not.
- 5 The and were simply left lying on the battlefield; it was a disgrace.

38.5 Which diseases are we talking about? Try to do this from memory.

- 1 One that can be caused by a mosquito bite.
- 2 One that leaves the skin badly deformed.
- 3 One you can get by drinking infected water.
- 4 One you can get from an animal bite.
- 5 One that makes the skin go yellow.

39 Education

Stages in a person's education

Here are some names that are used to describe the different types of education in Britain.

| | | |
|--|-------------------------------|---|
| play-school nursery school | pre-school (2-5 years old) | mostly play with some early learning |
| | ↓ | |
| infant school junior school | primary (5/6-12/13) | basic reading, writing, arithmetic, art, etc. |
| | ↓ | |
| comprehensive school or grammar school | secondary (12/13-16/18) | wide range of subjects in arts and sciences and technical areas |
| | ↓ | |
| college or polytechnic or university | further/higher (18+) | degrees/diplomas in specialised academic areas |

Note: Comprehensive schools in the UK are for all abilities, but grammar schools are usually by competitive entry. Public schools in the UK are very famous private schools. Polytechnics are similar to universities, but the courses tend to be more practically-oriented. Colleges include teacher-training colleges, technical colleges and general colleges of further education.

B Exams and qualifications



take/do/sit/resit an exam



pass / do well in an exam



fail / do badly in an exam

Before an exam it's a good idea to revise for it.

If you skip classes/lectures, you'll probably do badly in the exam. [informal; miss deliberately]

Some schools give pupils tests every week or month to see if they are making progress. The school-leaving exams are held in May/June. In some schools, colleges and universities, instead of tests and exams there is continuous assessment, with marks, e.g. 65%, or grades, e.g. A, B+, for essays and projects during the term. If you pass your university exams, you graduate /'grædjuət/ (get a degree), then you're a graduate /'grædjuət/.

C Talking about education

Asking somebody about their country's education system.

What age do children start school at?

What's the school-leaving age?

Are there evening classes for adults?

Do you have state and private universities?

Do students get grants for further education?

Note: A professor is a senior university academic, not an ordinary teacher. University and college teachers are usually called lecturers or tutors.

Exercises

39.1 Make a table for the various stages and types of education in your country, like the table at A opposite. How does it compare with the UK system and with the system in other countries represented in your class or that you know of? Is it possible to find satisfactory English translations for all the different aspects of education in your country?

39.2 Fill the gaps in this life story of a British woman.

At 5, Nelly Dawes went straight to (1) school, because there were very few (2) schools for younger children in those days. When she was ready to go on to secondary school, she passed an exam and so got into her local (3) school. Nowadays her own children don't do that exam, since most children go to a (4) school. She left school at 16 and did not go on to (5) education, but she goes to (6) once a week to learn French. She would like to take up her education again more seriously, if she could get a (7) or scholarship from the government. Her ambition is to go to a (8) and become a school-teacher.

39.3 Correct the mis-collocations in these sentences.

- 1 I can't come out. I'm studying. I'm passing an examination tomorrow.
- 2 Congratulations! I hear you succeeded your examination!
- 3 You can study a lot of different careers at this university.
- 4 I got some good notes in my continuous assessment this term.
- 5 She's a professor in a primary school.
- 6 He gave an interesting 45-minute conference on Goethe.
- 7 She got a degree in, personnel management from a private college.

39.4 What questions could you ask to get these answers?

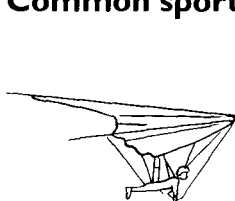
- 1 No, they have to finance their own studies.
- 2 There isn't much difference; it's just that the courses are more practical in a polytechnic instead of being very academic.
- 3 Well, they learn one or two things, like recognising a few numbers, but most of the time they play around.
- 4 Because I wanted to be a teacher, no other reason.
- 5 It's sixteen, but a lot of kids stay on until eighteen.
- 6 Well, I've been up all night revising for an exam.
- 7 No, ours are given in grades, you know, B+, A, that sort of thing.
- 8 No, I was ill. I didn't miss it deliberately.

Follow-up: The education system in the USA is a bit different from in the UK. How could you find out what the following terms mean in the US education system?

high-school college sophomore graduate school

4 | Sport

A Common sports



hang-gliding



windsurfing



bowls



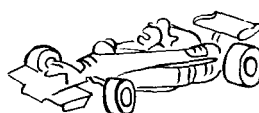
darts



riding



snooker/pool/billiards



motor-racing

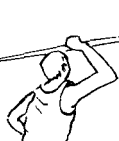
B Equipment – what you hold in your hand

golf – club squash/tennis/badminton – racket darts – dart archery – bow
cricket/table-tennis/baseball – bat hockey – stick snooker/pool/billiards – cue
canoeing – paddle rowing – oar fishing – rod/line

C Athletics – some field events



discus



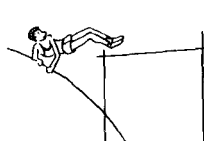
javelin



high-jump



long-jump



pole-vault

She's a good sprinter. [fast over short distances]

He's a great long-distance runner. [e.g. 5000 metres, marathon]

Jogging round the park every Saturday's enough for me.

D Verbs and their collocations in the context of sport

Our team won/lost by three goals/points.

She broke the Olympic record last year.

He holds the record for the 100 metres breast-stroke.

Liverpool beat Hamburg 4–2 yesterday.

The team have never been defeated. [more formal than beat]

How many goals/points have you scored this season?

I think I'll take up bowls next spring and give up golf.

E People who do particular sports

-er can be used for many sports, e.g. footballer, swimmer, windsurfer, high-jumper, cricketer, golfer, etc. Player is often necessary, e.g. tennis-player, snooker-player, darts-player; we can also say football-player, cricket-player. Some names must be learnt separately, e.g. canoeist, cyclist, mountaineer, jockey, archer (not archerer), gymnast.

Exercises

41.1 Which of the sports opposite are these people probably talking about?

- 1 'The ball has a natural curve on it so it doesn't go in a straight line on the grass.'
- 2 'Provided it's not too windy at the top, there's no problem.'
- 3 'It is incredibly noisy, fast and dangerous, but it's really exciting to watch.'
- 4 'You get sore at first and can hardly sit down, but you get used to it after a while.'
- 5 'It's all a matter of balance really.'
- 6 'You need a good eye and a lot of concentration.'

41.2 Look at the sports page of one or two newspapers (either in English or in your own language). Are there any sports mentioned not listed at A opposite? If so, what are their English names? Use a bilingual dictionary if necessary.

41.3 Name one *other* piece of equipment necessary to play these sports apart from the item given, as in the example. What special *clothing*, if any, is worn for each sport?

Example: golf: clubs, balls

- 1 archery: bow,
- 2 badminton: racket,
- 3 hockey: stick,
- 4 baseball: bat,
- 5 darts: darts,

41.4 Collocations. Fill the gaps with suitable verbs.

- 1 Were many records at the Olympics?
- 2 We've been so many times we deserve to be bottom of the league!
- 3 Congratulations! How many points did you by?
- 4 You should jogging. That would help you lose weight.
- 5 Who the world record for the 1000 metres? Is it a Russian?
- 6 I only ever once a goal, and that was sheer luck.

41.5 What do you call a person who...?

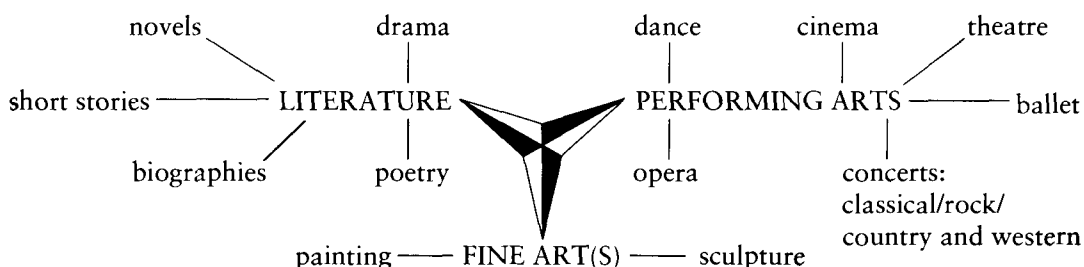
- | | |
|--|------------------------|
| 1 does the long-jump? <i>a long-jumper</i> | 5 does gymnastics? |
| 2 rides horses in races? | 6 plays hockey? |
| 3 drives cars in races? | 7 plays football? |
| 4 throws the discus/javelin? | 8 does the pole-vault? |

41.6 Make sure you know which sports these places are associated with, as in the example. Use a dictionary if necessary.

- | | |
|-------------------------------------|---------|
| 1 court <i>tennis, squash, etc.</i> | 5 rink |
| 2 course | 6 alley |
| 3 ring | 7 piste |
| 4 pitch | |

42 The arts

Things which generally come under the heading of 'the arts'



We often also include architecture and ceramics within the arts.

The arts (plural) covers everything in the network. Art (singular, uncountable) usually means fine art, but can also refer to technique and creativity.

Have you read the arts page in *The Times* today? [that part of the paper that deals with all the things in the network]

She's a great art lover. [loves painting and sculpture]

Shakespeare was skilled in the art of poetry. [creative ability]

Dance usually refers to modern artistic dance forms; ballet usually has a more traditional feel, unless we say **modern ballet**. Remember: a novel is a long story, e.g. 200–300 pages; a short prose fiction, e.g. 10 pages, is a short story.

Use of the definite article

When we refer to a performing art in general, we can leave out the article.

Are you interested in (the) cinema/ballet/opera/theatre?

Would you like to come to the cinema/ballet/opera/theatre with us next week.
[particular performance]

Describing a performance

We went to see a new production of *Hamlet* last night. The sets (1) were incredibly realistic and the costumes (2) were wonderful. It was a good cast (3) and I thought the direction (4) was excellent. Anthony O'Donnell gave a marvellous performance (5). It got rave reviews (6) in the papers today.

(1) scenery, buildings, furniture on the stage or in a studio

(2) clothes the actors wear on stage

(3) all the actors in it

(4) the way the director had organised the performance

(5) and (6) note these typical collocations; (6) means 'got very enthusiastic comments'

Words connected with events in the arts

There's an exhibition (Am. Eng.: exhibit) of paintings by Manet on in London.

They're going to publish a new edition of the works of Cervantes next year.

The Opera Society are doing a performance of *Don Giovanni*.

Our local cinema's showing Bergman's *Persona* next week.

Note: What's on at the cinema/theatre, etc. next week?

Exercises

42.1 Which branch of the arts do you think these people are talking about?

Example: 'It was a strong cast but the play itself is weak.' *Theatre*

- 1 'It's called *Peace*. It stands in the main square.'
- 2 'Animation doesn't have to be just *Disney*, you know.'
- 3 'It was just pure movement, with very exciting rhythms.'
- 4 'It doesn't have to rhyme to be good.'
- 5 'Oils to me don't have the delicacy of water-colours.'
- 6 'Her design for the new shopping centre won an award.'
- 7 'I read them and imagine what they'd be like on stage.'
- 8 'The first chapter was boring but it got better later.'
- 9 'I was falling asleep by the second act.'

42.2 Definite article or not? Fill the gap with *the* if necessary.

- 1 The government doesn't give enough money to arts.
- 2 She's got a diploma in dance from the Performing Arts Academy.
- 3 I've got some tickets for ballet. Interested?
- 4 art of writing a short story is to interest the reader from the very first line.
- 5 I can't stand modern poetry; it's so pretentious.
- 6 I was no good at art at school. What about you?

42.3 Each one of these sentences contains a mistake of usage of words connected with the arts. Find the mistake and correct it. You may need a dictionary.

Example: The scene at this theatre projects right out into the audience.
not 'scene' but 'stage' (the place where the actors perform)

- 1 What's the name of the editorial of that book you recommended? Was it Cambridge University Press?
- 2 'I wandered lonely as a cloud' is my favourite verse of English poetry.
- 3 He's a very famous sculpture; he did that statue in the park, you know, the one with the soldiers.
- 4 Most of the novels in this collection are only five or six pages long. They're great for reading on short journeys.
- 5 There's an exposition of ceramic at the museum next week.
- 6 The sceneries are excellent in that new production of *Macbeth*, so dark and mysterious.
- 7 What's in the Opera House next week? Anything interesting?

42.4 Ask *questions* for which these remarks would be suitable answers.

Example: It's an oil on canvas. *What sort of painting is it?*

- 1 Yes, it got rave reviews.
- 2 No, I'm not really a concert-goer, but thanks anyway.
- 3 Oh, some beautiful old buildings and some ugly new ones.
- 4 The cast were fine, but the direction was weak.
- 5 A new Hungarian film; fancy going to see it?

Follow-up: Make sure you can name all the parts of a typical theatre in English. A picture-dictionary might help you.

43 Food

A

vegetables: cabbage cauliflower broccoli spinach cucumber courgettes

(Am. Eng: zucchini) aubergines (Am. Eng: egg plants) leeks

meat: venison liver kidneys veal

fish: cod hake plaice whiting mackerel herring sardine trout salmon /'sæmən/

seafood: prawns shrimps crab lobster crayfish squid cockles mussels oysters

herbs: parsley rosemary thyme chives oregano tarragon sage

spices: curry cinnamon ginger nutmeg

Flavours and tastes – adjectives and some opposites (≠)

sweet ≠ bitter [sharp/unpleasant] sour [e.g. unripe fruit]

hot, spicy [e.g. curry] ≠ mild bland [rather negative]

salty [a lot of salt] sugary [a lot of sugar] sickly [too much sugar]

savoury [pleasant, slightly salty or with herbs]

tasty [has a good taste/flavour] ≠ tasteless [no flavour at all]

General appearance, presentation and quality

These chips are terribly greasy. [too much oil/fat]

This meat is over-cooked/overdone / under-cooked/underdone.

British cooking can be very stodgy. [heavy, hard to digest]

Mm, this chicken's done to a turn. [just perfect, not overdone]

These pistachio nuts are terribly more-ish. [informal; you want to eat more]

Ways of cooking food – verbs



boil



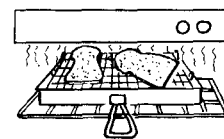
fry



bake



roast



grill

Shall I stew the beef? [boiled with vegetables in the same pot], or would you prefer it as a casserole? [similar, but in the oven]

These lamb chops would be nice barbecued. [done over hot coals, usually outdoors]

Have you seasoned the stew? [added herbs/spices/salt/pepper]

Courses and dishes – a typical menu

| Dinner | | Fish | | £ p | |
|---------|--|------|----------------------------|-----|---|
| courses | Starters | £ p | Dover sole | £ p | sometimes called <i>sweets pudding afters</i> (especially at home) |
| | Prawn cocktail | | Grilled trout | | |
| | Chilled melon | | Cod in cheese sauce | | |
| | Garlic mushrooms | | Children's Portions | | |
| | Main Courses | | Burger 'n' beans | | |
| | Meat | | Fish fingers 'n' chips | | |
| dishes | Rumpsteak | | Desserts | | |
| | Pork chop | | Chocolate fudge cake | | |
| | Lamb casserole | | Ice cream (various) | | |
| | Chicken Kiev | | Apple pie with cream | | |
| | prices include vegetables, chips or boiled potatoes | | Tea, coffee | | |
| | | | snacks always available | | small items, e.g. sandwiches, pies, etc. |

Exercises

- 43.1** To learn long lists of words, it is sometimes helpful to divide them up into groups. Try dividing these vegetable names into groups, in any way you like, e.g. 'vegetables which grow underground' (potatoes, carrots etc.). If possible, compare your answers with someone else's. There are some words not given opposite.

| | | | | | | |
|------------------|--------|-----------|-----------|---------|--------|-------------|
| aubergine | leek | cucumber | spinach | carrot | potato | cauliflower |
| green/red pepper | | courgette | sweetcorn | lettuce | onion | rice |
| cabbage | garlic | radish | bean | shallot | turnip | asparagus |
| beetroot | celery | | | | | |

- 43.2** Use the taste and flavour words opposite to describe the following.

- | | |
|-------------------|---|
| 1 Indian curry | 5 a cup of tea with five spoonfuls of sugar |
| 2 pizza | 6 strong black coffee with no sugar |
| 3 sea water | 7 factory-made white bread |
| 4 an unripe apple | |

- 43.3** Sort these dishes out under the headings *starters*, *main courses* or *desserts*.

| | | | | |
|-------------------|-------------------|-------------------|----------------------|------------|
| chicken casserole | coffee gateau | fresh fruit salad | sorbet | Irish stew |
| pâté and toast | prawn cocktail | rump steak | chocolate fudge cake | |
| grilled trout | shrimps in garlic | | | |

- 43.4** What might you say to the person/people with you in a restaurant if...

- your chips had too much oil/fat on them?
- your dish had obviously been cooked too much/too long?
- your piece of meat was absolutely perfectly cooked?
- your dish seemed to have no flavour at all?

- 43.5** How do you like the following foods prepared? Use words from D opposite and look up others if necessary. What do you like to put on the foods from the list in the box?

| | | | | |
|------------------|--------|-----------|--------|----------|
| a leg of chicken | eggs | potatoes | cheese | sausages |
| a fillet of cod | prawns | mushrooms | | |

| | | | | | |
|----------------|--------|------------|-------------|-------------|---------|
| salt | pepper | vinegar | mustard | brown sauce | ketchup |
| salad-dressing | oil | mayonnaise | lemon juice | | |

- 43.6** 1 Which are *fish* and which are usually called *seafood*?

| | | | | | | | |
|--------|----------|---------|---------|----------|---------|------|------|
| prawns | sardines | squid | oysters | mackerel | mussels | hake | crab |
| plaice | trout | lobster | cod | sole | whiting | | |

- 2 What do we call the *meat* of these animals?

| | | | |
|------|------|-------------------|-------------------|
| calf | deer | sheep (two names) | pig (three names) |
|------|------|-------------------|-------------------|

- 3 Which of these fruit grow in your country/region? Are there others not listed here?

| | | | | | | |
|-----------|-------|------------|------------|-----------|------------|--------------|
| peach | plum | grapefruit | grape | nectarine | star-fruit | blackcurrant |
| raspberry | melon | lime | kiwi-fruit | mango | | |

44 The environment

A

There are many different words referring to features of the environment. Here are some arranged on small to large scales.

brook → stream → river hillock → hill → mountain cove → bay → gulf
copse → wood → forest puddle → pond → lake footpath → lane → road

B

You have to be careful about the use of 'the' with features of the environment.

| | <i>use with the?</i> | <i>example</i> |
|--------------------------------------|----------------------|--------------------|
| countries | no | France |
| countries which are in a plural form | yes | The USA |
| countries when limited by time | yes | The Spain of today |
| individual mountains | no | Mount Everest |
| mountains in the Bernese Oberland | yes | The Jungfrau |
| mountain chains | yes | The Rockies |
| islands | no | Sicily |
| groups of islands | yes | The West Indies |
| rivers | yes | The Volga |
| oceans | yes | The Pacific |
| seas | yes | The Mediterranean |
| gulfs, bays and straits | yes | The Gulf of Mexico |
| | | The Bay of Biscay |
| lakes | no | Lake Erie |
| current | yes | The Gulf Stream |

C

Look at this encyclopaedia entry about Iceland and note any words that refer to particular features of the environment.

Iceland An island republic in the North Atlantic. The landscape consists largely of barren plains and mountains, with large ice fields particularly in the south west. The island has active volcanoes and is known for its thermal springs and geysers. With less than 1% of the land suitable for growing crops, the nation's economy is based on fishing, and fish products account for 80% of the exports. Area: 103,000 km². Population: 227,000. Capital: Reykjavik.

D

Here are some other nouns which are useful when talking about the environment. Check their meanings with a dictionary if necessary.

Where land meets sea: coast shore beach estuary cliff cape peninsula

Words connected with rivers: source tributary waterfall mouth valley gorge

Words connected with mountains: foot ridge peak summit glacier

There are many environmental problems in the world today. Check with a dictionary if you do not know any of the terms below.

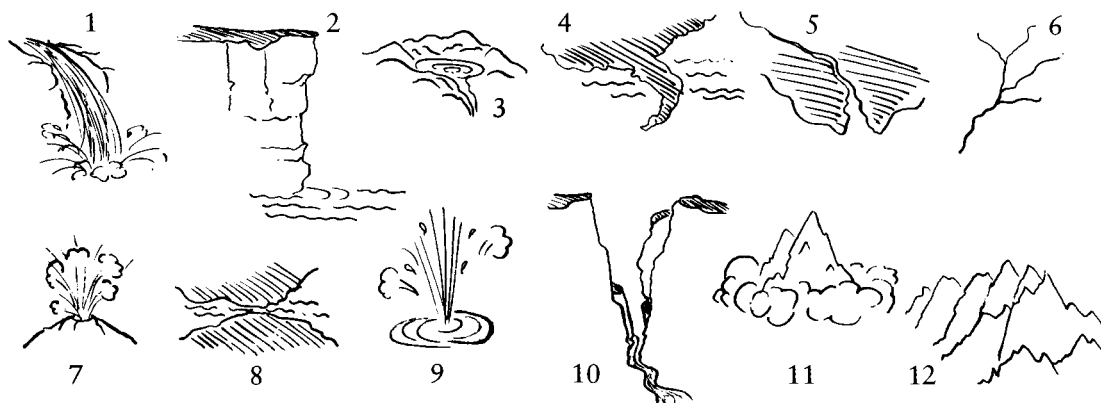
air, river and sea pollution overfishing the greenhouse effect

the destruction of the ozone layer destruction of the rainforests

battery farming waste disposal overpopulation

Exercises

44.1 Label the pictures below.



44.2 In the paragraph below all the instances of *the* have been omitted. Insert them wherever they are necessary.

Brazil is fifth largest country in world. In north densely forested basin of River Amazon covers half country. In east country is washed by Atlantic. Highest mountain chain in South America, Andes, does not lie in Brazil. Brazil's most famous city is Rio de Janeiro, former capital. Capital of Brazil today is Brasilia.

44.3 Can you answer the following general knowledge questions about the environment?

- 1 What is the highest mountain in Africa?
- 2 What is the longest river in Europe?
- 3 Where is the highest waterfall in the world?
- 4 Name another country, apart from Iceland, which has geysers and hot springs.
- 5 What is a delta and which famous river has one?
- 6 Where are the Straits of Gibraltar and the Cape of Good Hope?

44.4 Complete the paragraph below about your own country, or any other country that interests you. Remember to use 'the' whenever it is necessary.

..... (1) is a (2) in (3).
 The countryside is (4) in the north and (5) in the south. The country's economy is based on (6). The best-known river in (7) is (8). The most famous chain of mountains is (9) and the highest mountain in that chain is (10). (11) is a major environmental problem in (12) today.

44.5 Give two nouns from the opposite page to go with the adjectives below. Try not to repeat any of the nouns you choose.

Example: sandy beach/shore

- 1 sandy 2 steep 3 shallow 4 rocky 5 turbulent 6 dangerous

44.6 Why do environmentalists say we should avoid spray cans, practise organic farming and use unleaded petrol, recycled paper and bottle banks? What else are they in favour of?

45 Towns

Look at this description of Cork, one of Ireland's main towns. Underline any words or phrases that might be useful for describing your own or any other town.

Cork city is the major metropolis of the south; indeed with a population of about 135,000 it is the second largest city in the Republic. The main business and shopping centre of the town lies on the island created by two channels of the River Lee, with most places within walking distance of the centre. (The buses tend to be overcrowded and the one-way traffic system is fiendishly complicated.) In the hilly area of the city is the famous Shandon Steeple, the bell-tower of St Anne's Church, built on the site of a church destroyed when the city was besieged by the Duke of Marlborough. Back across the River Lee lies the city's cathedral, an imposing 19th century building in the French Gothic style. Cork has two markets. Neither caters specifically for tourists but those who enjoy the atmosphere of a real working market will appreciate their charm. The Crawford Art Gallery is well worth a visit. It regularly mounts adventurous exhibitions by contemporary artists. The fashionable residential districts of Cork city overlook the harbour. There are other residential areas on the outskirts.

Towns can be convenient places to live in because they have many facilities. Check with a teacher or a dictionary if you are not sure what anything means.

Sports: swimming pool sports centre golf course tennis courts football pitch skating rink

Cultural: theatre opera house concert hall radio station art gallery

Educational: school college university library evening classes museum

Catering and night-life: restaurant cafe nightclub take-away hotel

B and B (bed and breakfast) youth hostel dance-hall disco

Transport: bus service taxi rank car hire agency car park parking meters

Other: health centre law courts registry office citizens' advice bureau

job centre bottle bank department store chemist's estate agent

garden centre police station Town or City Hall suburbs housing estate

industrial estate pedestrian precinct

Towns also have their own special problems. Here are some to be found in London now.

Traffic jams: every day, particularly in the rush-hour, the streets get so packed with traffic that travel is very slow or even comes to a standstill. This is particularly stressful for commuters, people who travel to work in the town

Slums: certain parts of the city which are poor and in a very bad condition

Vandalism: pointless destruction of other people's property

Overcrowding: too many people live in too small a place

Pollution: the air and the water are no longer as pure as they were

Crime: see Unit 55

Here are some useful adjectives for describing towns.

| | | | | | |
|-------------|----------|----------|--------------------------|-------------|-------------|
| picturesque | historic | spacious | elegant | magnificent | atmospheric |
| quaint | lively | hectic | deserted (e.g. at night) | bustling | crowded |
| packed | filthy | run-down | shabby | | |

Exercises

45.1 Check that you understand the text about Cork by answering the following questions.

- 1 Where is Cork?
- 2 Where is the shopping and business centre of Cork?
- 3 What is Cork's traffic system like?
- 4 What is special about the site of St Anne's Church?
- 5 In what style is the architecture of Cork Cathedral?
- 6 Can you buy souvenirs at the markets?
- 7 Is the Crawford Gallery worth visiting and why?
- 8 Where do Cork people live?

45.2 The description of Cork comes from a guidebook for tourists. Write sentences about a town of your choice, using the following expressions from the text.

| | |
|--------------------------------|--------------------------------------|
| the second/third/fourth ...est | the main ... area of the town lies |
| within walking distance of | in the Victorian/Georgian/Classical/ |
| built on the site | Baroque/French Gothic style |
| cater for | tend to be |
| to overlook | whether or not it merits |
| well worth a visit / visiting | those who enjoy |
| a working market/museum/steam | on the outskirts |
| railway/model | to mount an exhibition |
| | to appreciate the charm |

45.3 Look at the list of facilities listed in B opposite. Tick all those which your town, or any town you know well, has.

45.4 Suggest three words which would collocate well with each of the nouns below, as in the examples.

| | | |
|---|-----------------------------------|---|
| 1 museum | 3 college | 5 <i>night</i> club |
| 2 <i>leisure</i> centre | 4 court | 6 agency |

45.5 What facilities would your ideal town have? Name the three most important facilities for you in each of the categories listed in B opposite. You may choose facilities other than those listed opposite if you wish.

45.6 Are any of the problems mentioned in C opposite to be found in your city or a city you know well? Could you suggest a solution for these problems?

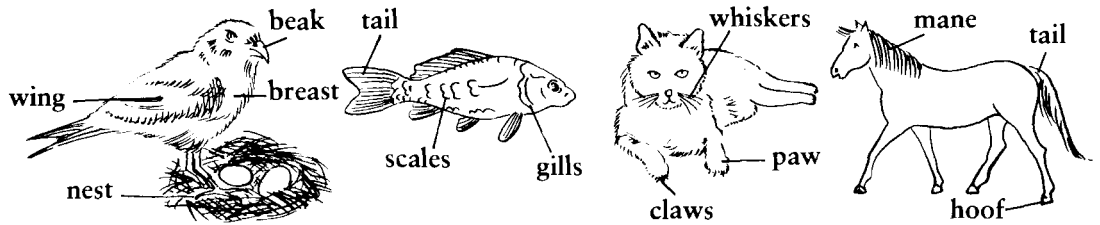
45.7 Write sentences about any towns you know, using each of the adjectives in D.

Example: The most picturesque part of my town is the old market-place.

46 The natural world

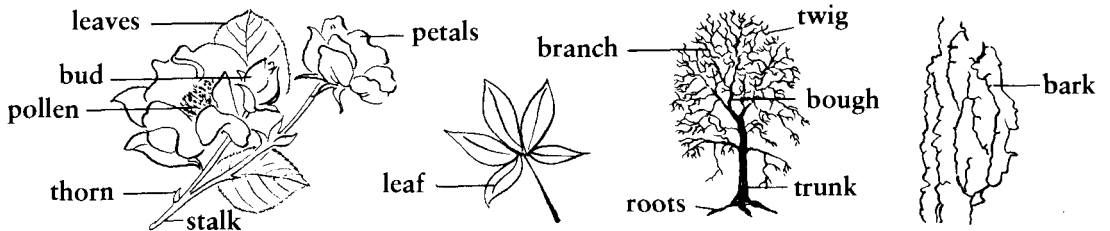
A

Animals



B

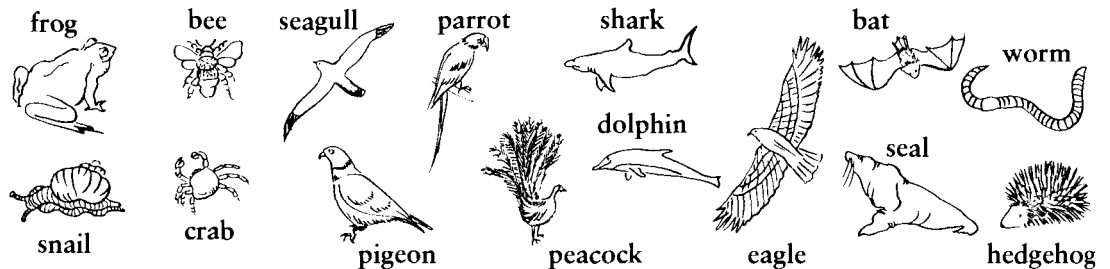
Flowers and trees



C

Specific animals

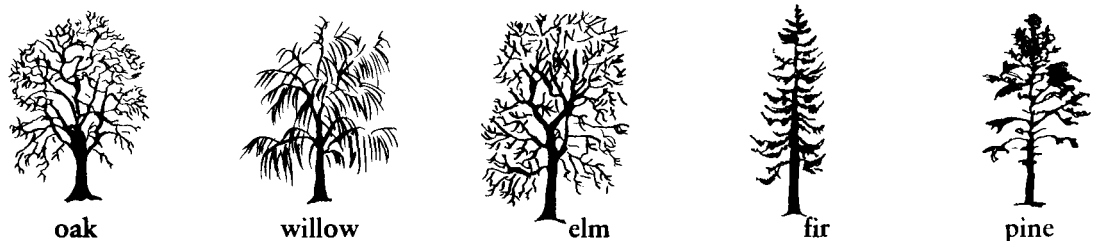
Here are the English names of some more unusual creatures.



D

Names of trees

Here are the names of some of the commonest British trees. You are likely to meet these words if you read fiction or poetry in English.



E

Some verbs for talking about the natural world

Our apple tree **flowers/blossoms** in April. Our garden is **thriving** after the rain. Let's pick some flowers (*not pick up*). Farmers **plant**, **fertilise** and **harvest** their crops.

Exercises

46.1 Can you answer the following general knowledge questions about the natural world?

- 1 Is the whale a fish or a mammal?
- 2 Which reptile alive today is a descendant of the dinosaurs?
- 3 Are the following trees deciduous or evergreen – poplar, yew, birch?
- 4 What does the bee take from flowers to make honey?
- 5 Name three animals that hibernate in winter.
- 6 What does a British boy or girl traditionally say while pulling the petals off a daisy one by one?
- 7 Which is the fastest of all land animals?
- 8 Which bird symbolises peace?
- 9 What plants or animals are the symbols of England, Scotland, Canada and New Zealand?
- 10 What do fish use their gills for?
- 11 Can you name an endangered species of plant or animal?
- 12 Which of these creatures is extinct – emu, dinosaur, phoenix?
- 13 Name three white flowers and three birds of any colour.
- 14 What plant or animal is the symbol of your country?

46.2 Write an appropriate adjective to go with each of the following nouns:

hedgehog mane petals eagle oak willow worm bark

46.3 Fill in the blanks in the sentences below using words from the opposite page.

- 1 A tree's go a long way under ground.
- 2 A cat sharpens its against the of a tree.
- 3 Most fruit trees in spring.
- 4 Plants will not unless they get enough water and light.
- 5 The horse is limping. It must have hurt its
- 6 Flowers last longer in a vase if you crush the end of their
- 7 A flower that is just about to open is called a
- 8 Take care not to prick yourself. That plant has sharp
- 9 If we pick up those, we can use them to start the fire.
- 10 Jim's as blind as a
- 11 Anne's as busy as a while Jo works at a 's pace.
- 12 Most crops in the UK are in the autumn.

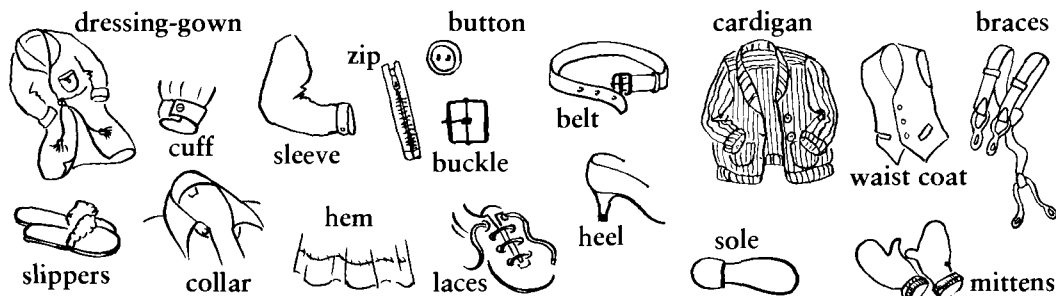
46.4 Look at this description of a camel from an encyclopaedia. Underline any words which you think would frequently be found in such descriptions of animals.

camel A mammal of the family Camelidae, (2 species): the **Bactrian**, from cold deserts in Central Asia and domesticated elsewhere, and the **dromedary**; eats any vegetation; drinks salt water if necessary; closes slit-like nostrils to exclude sand; humps are stores of energy-rich fats. The two species may interbreed; the offspring has one hump; the males are usually sterile while the females are fertile.

46.5 Write a similar description for an encyclopaedia of an elephant, or any other animal of your own choice. Use reference books to help you if necessary.

47 Clothes

At this level you probably already know most of the everyday words for clothes. Here are some items of clothing or parts of them which are perhaps less familiar.

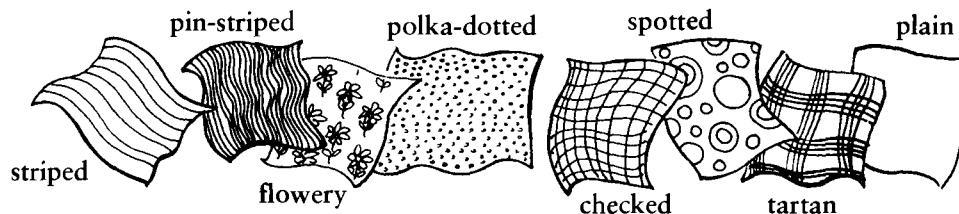


Notice that most items of clothing covering the legs are plural words only and, if you wish to count them, you need to say, e.g. 'Six pairs of trousers'. (See Unit 24.)

Here are some words used to describe materials which clothes are often made of. These words can be either nouns or adjectives.

silk cotton velvet corduroy denim leather wool/woollen suede

Here are some adjectives used to describe the patterns on materials.



Here are some verbs associated with clothing.

He **undressed** / got **undressed**, throwing all his clothes on the floor.
 She quickly **dressed** the child.
 I love **dressing up** for parties as I normally wear jeans.
 Can I **try on** those grey shoes in the window?
 The skirt is too tight and too short – it needs **letting out** and **letting down**.
 The dress is too loose and too long – it needs **taking in** and **taking up**.
 She took off her shoes and **put on** her slippers.
 He **changed out** of his weekend clothes into his uniform.
 Red usually doesn't **suit** people with ginger hair.
 Her black bag **matches** her shoes.
 Those shoes don't fit the boy any more. He's **grown out** of them.

Here are some adjectives for describing people's clothing.

How things fit: baggy loose tight close-fitting
Style: long-sleeved V-neck round-neck
General: elegant smart scruffy chic trendy with-it
Appearance: well-dressed badly-dressed old-fashioned fashionable

See Unit 33 for more useful vocabulary for describing someone's appearance.

Exercises

47.1 Which of the words illustrated in A fit best in the following sentences?

- 1 I must get my black shoes repaired. One is broken and both the have holes in them.
- 2 Do up your or you'll fall over.
- 3 There's someone at the door. You'd better put your on before you open it.
- 4 Put your on – this floor is very cold.
- 5 I've eaten too much – I'll have to loosen my
- 6 I've almost finished making my dress for the party but I've still got to sew up the and sew on some

47.2 Complete these sentences with any appropriate word. Use 'pair' where it is necessary.

- 1 Many women wear nighties in bed whereas most men and children wear
- 2 Blue are a kind of international uniform for young people.
- 3 People with ugly knees shouldn't wear
- 4 I need some new underwear. I'm going to buy three new today.
- 5 Bother! I've got a hole in my tights. I'll have to get a new
- 6 Bother! I've got a hole in my tights. I'll have to get some new

47.3 Match the following materials with the item which they are most likely to be associated with from the box.

Example: velvet ribbon

- 1 silk 2 cashmere 3 leather 4 corduroy 5 velvet 6 cotton

| | | | | | |
|---------|----------|---------|--------|----------------|-------|
| sweater | trousers | T-shirt | ribbon | evening blouse | boots |
|---------|----------|---------|--------|----------------|-------|

47.4 Describe in as much detail as possible what the people in the pictures are wearing.



47.5 Put the right verb, *match*, *suit* or *fit*, into each of these sentences.

- 1 The blue dress her properly now she's lost some weight.
- 2 The blue of her dress the blue of her eyes.
- 3 That blue dress the girl with the blonde hair.

47.6 Describe in as much detail as you can how (a) you and (b) someone else you can see are dressed.

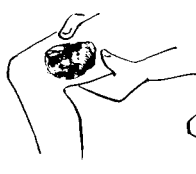
48 Health and medicine

A

What are your symptoms?



rash



bruise



lump



spots



a black eye

I've got a cold / a cough / a sore throat / a temperature / a stomach ache / chest pains / earache / a pain in my side / a rash on my chest / spots / a bruise on my leg / a black eye / a lump on my arm / indigestion / diarrhoea / painful joints / blisters / sunburn.
I feel sick / dizzy / breathless / shivery / faint / particularly bad at night.
I am depressed / constipated / tired all the time.
I've lost my appetite / voice; I can't sleep, my nose itches and my leg hurts.

B

What do doctors do?

They take your temperature, listen to your chest, look in your ears, examine you, take your blood pressure, ask you some questions and weigh and measure you before sending you to the hospital for further tests.



What's the diagnosis?

You've got flu / chickenpox / mumps / pneumonia / rheumatism / an ulcer / a virus / a bug something that's going round.
You've broken your wrist and sprained / dislocated your ankle.
You're pregnant / a hypochondriac.
He died of lung cancer / a heart attack / a brain haemorrhage / AIDS.

What does the doctor prescribe?

- Take one three times a day after meals.
- Take a teaspoonful last thing at night.
- Rub a little on before going to bed each night.
- We'll get the nurse to put a bandage on.
- You'll need to have some injections before you go.
- I'll ask the surgeon when he can fit you in for an operation.
- You'll have to have your leg put in plaster.
- I think you should have total bed rest for a week.

E

What might the doctor ask you?

What would you say if the doctor asked you the following questions?

- | | |
|--------------------------------|-----------------------------------|
| Do you have health insurance? | Have you ever had any operations? |
| Are you taking any medication? | Are you allergic to anything? |

Exercises

48.1 Match the diseases with their symptoms.

- | | |
|--------------|---|
| 1 flu | swollen glands in front of ear, earache or pain on eating |
| 2 pneumonia | burning pain in abdomen, pain or nausea after eating |
| 3 rheumatism | rash starting on body, slightly raised temperature |
| 4 chickenpox | dry cough, high fever, chest pain, rapid breathing |
| 5 mumps | headache, aching muscles, fever, cough, sneezing |
| 6 an ulcer | swollen, painful joints, stiffness, limited movement |

48.2 What does the doctor or nurse use the following things for?

Example: stethoscope *For listening to a patient's chest.*

- 1 thermometer 2 scales 3 tape measure 4 scalpel

48.3 Look at statements (a) to (g) in D opposite. Which do you think the doctor said to each of the following patients?

- | | |
|----------------------------------|-----------------------------------|
| 1 Anne with bad sunburn. | 5 Liz with a bad cough. |
| 2 Jo who's broken her leg. | 6 Sam who needs his appendix out. |
| 3 John who's off to the Tropics. | 7 Rose suffering from exhaustion. |
| 4 Paul with flu. | 8 Alf who's sprained his wrist. |

48.4 Complete the following table.

| <i>noun</i> | <i>adjective</i> | <i>verb</i> |
|-------------|------------------|-------------|
| ..... | breathless | ..... |
| ..... | faint | ..... |
| ..... | shivery | ..... |
| ..... | dislocated | ..... |
| ache | ..... | ..... |
| treatment | — | ..... |
| ..... | swollen | ..... |

48.5 What medical problems might you have if...

- | | |
|---------------------------------|---------------------------------------|
| 1 you wear shoes that rub? | 7 you eat food you're allergic to? |
| 2 you eat too fast? | 8 you run unusually fast for a bus? |
| 3 you smoke a lot? | 9 you eat food that is bad? |
| 4 you play football? | 10 a mosquito bites you? |
| 5 you go ski-ing? | 11 you get wet on a cold day? |
| 6 you stay too long in the sun? | 12 you think you're ill all the time? |

48.6 Think of some of the illnesses you (or members of your family or friends) have had. What were the symptoms and what did the doctor prescribe?

Follow-up: Look at the health page of a magazine or newspaper. Make a note of any new vocabulary on the theme that you find there. Look in your medicine cabinet at home, at school or work. Can you name everything that you find there?

49 Travel

A

Look at the table of some basic travel vocabulary. Highlight any of the words that you are not sure about and look them up in your dictionary.

| <i>transport type</i> | <i>different kinds of vehicle</i> | <i>parts of vehicle</i> | <i>people working with it</i> | <i>associated facilities</i> |
|-----------------------|---|--|--|--|
| road | sports car, estate car, bus, coach, tram, van, lorry | boot, engine, gears, steering-wheel, brakes, tyres | driver, mechanic, chauffeur, bus-conductor | petrol station, garage, service station |
| rail | passenger train, freight train, local train, express | sleeping-car, buffet, restaurant-car, compartment | engine-driver, ticket collector, guard, porter | waiting-room, ticket office, signal-box |
| sea | yacht, rowing-boat, fishing-boat, liner, ferry, trawler | engine-room, deck, bridge, gangplank, companionway | captain, skipper, purser, docker, steward(ess) | port, buoy, quay, customs shed, light-house, docks |
| air | aeroplane, jet, helicopter, supersonic aircraft | cockpit, nose, tail, wings, fuselage, joystick | pilot, ground staff, steward, air traffic controller | duty-free shop, departure lounge, hangar, runway |

B

Words at sea

Traditionally sailors use different words at sea – a bedroom is a **cabin**, a bed is a **bunk**, the kitchen on a ship is a **galley**, right is **starboard** and left is **port** and the group of people who work on the ship is called the **crew**. These terms are also now used in the context of an aircraft. Sailors also refer to their vessels as ‘she’ rather than ‘it’.

C

Some international road signs



There's a hump bridge ahead.



There's going to be a steep hill downwards.



There may be cattle on the road ahead.



There's a cycle route ahead.

D

Some words connected with travel

Last week he flew to New York. It was an early-morning **flight**. The plane was to **take off** at 6 a.m. and **land** at 7 a.m. **local time**. He was **stranded** at the airport overnight. The plane was delayed by fog. Air passengers often suffer such delays.

Trains always **run on time** here. You have to **change** trains at Crewe.

We are **sailing** on the QE2. It sets sail at noon. It will **dock** in New York at 6 p.m. and we shall **disembark** as soon as we can.

The ship was wrecked. The passengers were **marooned** on a desert island.

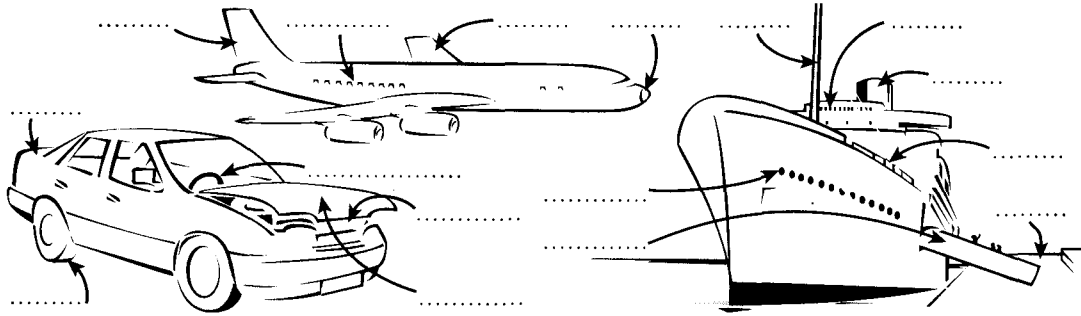
Our car does 10 km to the litre. It goes quite fast. We can usually **overtake** other cars.

The car **swerved** into the middle of the road to avoid the cyclist.

He backed the car into the drive and **parked** in front of the house.

Exercises

49.1 Label the diagrams below. Use a dictionary to help you if necessary.



49.2 Here are some more words which could have been included in the table in A opposite. Where would they fit into the table?

| | | | |
|---------------|---------------|------------|----------------------|
| bonnet | balloon | deck-chair | guard's van |
| mast | petrol pump | bus driver | anchor |
| glider | oar | rudder | left luggage lockers |
| check-in desk | control tower | canoe | dual carriageway |

49.3 Here are some more road signs. Write an explanation of their meaning similar to the explanations given in C opposite.



49.4 Fill in the blanks. Most of the words you need can be found opposite.

Yesterday John was supposed to take a (1) from London to Paris. He got up very early, put his luggage in the (2) of his car and tried to start the engine. It wouldn't start. John lifted the (3) but he couldn't see what the matter could be. He immediately called his local (4) to ask them to send a (5) at once. Fortunately, the garage had a man free and he was with John within ten minutes. He quickly saw what the matter was. 'You've (6) of petrol', he said. John felt very foolish. 'Why didn't I (7) everything last night?' he wondered. Despite all this, he got to the airport, checked in quite early and then went straight through to the (8) to read a newspaper while he waited. Soon he heard an announcement. 'Passengers on flight BA 282 to Paris are informed that all flights to and from Paris are (9) because of a heavy snowfall last night.' 'If only I had decided to go by (10)', John thought. 'It would probably have been quicker in the end and even if I sometimes feel sick on the (11) across the Channel, it can be quite pleasant sitting in a (12) on the deck, watching the seagulls and the other (13). The (14) on a ship seem to produce much better food than those on an aircraft too.'

49.5 Write two advantages and two disadvantages for each of the four forms of travel opposite.

50 Holidays

A

Here are a number of different places where you can spend a holiday.

camp site: a place where you can pitch a tent or park a caravan

self-catering flat: flat which you rent, you cook for yourself

guesthouse: accommodation like a hotel but cheaper and with fewer services

youth hostel: cheap accommodation, mainly for young people, with, perhaps, ten or more people sleeping in bunk beds in one room

holiday camp: a place providing holiday accommodation in little chalets or flats, with restaurants, bars, swimming pools and lots of other facilities and entertainment

time-share apartment: accommodation which one owns, say, a 26th part of and so has the right to stay there for 2 weeks every year

B

Here are a number of different things which people like to do on holiday.



sunbathe



swim or go swimming



do some or go sightseeing



ski or go skiing



go for a drive



hike or go hiking



tour or go touring



go on an excursion



climb or go climbing/mountaineering



camp or go camping

Note: You usually ask 'Have you ever been skiing/hang-gliding?' rather than 'Have you ever gone...?' 'He's been wind-surfing' means that at some point in his life he has done this.

C

Here is some useful language for when you are staying in a hotel.

I'd like to book a single/double room with a cot.

I'd like a room with a shower, a colour TV, and a view of the sea.

What time do you serve breakfast?

Am I too late for dinner/to get something to eat?

Is service included?

Could I have a call at 7.30, please?

Could we have dinner in our room, please?

The teasmade [tea-making machine] in my room isn't working.

I'd like an extra pillow, please.

I'd like to make a call to New Zealand, please.

What time do you like rooms to be vacated by?

Sorry to bother you, but...

I'm afraid there's something wrong with the..., could you have a look at it?

Exercises

- 50.1** Which of the holiday places in A have you or any of your friends stayed at? What are the advantages and disadvantages of each? Try and note down at least one advantage and one disadvantage for each even if you have no direct personal experience of them.
- 50.2** List the ten activities shown in B opposite according to your personal preferences.
- 50.3** Look at B opposite again. Note the way you can say either '*We camped* in Spain this year' or '*We went camping* in Spain this year'. Write the sentences below in an alternative form, either with or without *go* or *be*.
- 1 They went canoeing in the Dordogne last year.
 - 2 Have you ever been windsurfing?
 - 3 I love going sailing.
 - 4 He spends too much time fishing.
 - 5 It's quite expensive to shop in Rome.
 - 6 I enjoy cycling at weekends.
- 50.4** What would you say in a hotel when...
- 1 you want to reserve a room for a couple with a small baby?
 - 2 you have to wake up early for an important meeting?
 - 3 your TV screen suddenly goes blank?
 - 4 it's midnight, you've just arrived and you're very hungry?
 - 5 you'd rather not go to the dining-room for breakfast?
 - 6 you are not sure whether to leave a tip or not?
- 50.5** There are six typical language mistakes in the paragraph below. Underline them and then write the corrections.

The Smiths stayed at a camping last summer because all other kinds of holiday accommodations are too expensive for them. Every day Mrs Smith had a sunbath, Mr Smith made a sight-seeing and the children made a travel around the island. One day they made an excursion to a local castle.

- 50.6** To find more useful language relating to holidays, get some holiday brochures or other tourist information written in English. You could either try the embassies of those countries or a travel agency. Remember to make it clear that you want the information in English. When you receive the information, make a point of noting down any useful new words and expressions that you learn.
- 50.7** Find a tourist brochure in your own language about your own town or region. Try to translate it for English-speaking visitors.
- 50.8** Where would you spend your ideal holiday? What kind of accommodation would you stay in? How would you spend your time? Write a paragraph.

51 Numbers and shapes

A

Anyone who works with any branch of science or technology needs to be able to talk about figures. Notice how the following are said in English.

28% twenty-eight per cent

10 m × 12 m ten metres by twelve metres

10.3 ten point three

$1\frac{2}{3}$ one and two thirds

$\frac{7}{9}$ four ninths

$\frac{9}{13}$ nine thirteenths or nine over thirteen

4^2 four squared

7^3 seven cubed

8^4 eight to the power of four

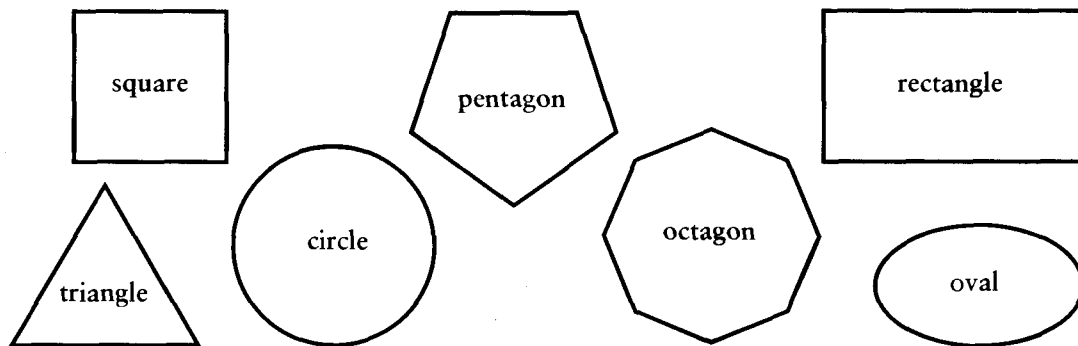
32° C or F thirty-two degrees centigrade/celsius or fahrenheit

1,623,457 one million, six hundred and twenty-three thousand, four hundred and fifty-seven

B

All scientists and technologists also need to be able to talk about shapes. Note the names of the shapes below.

Two-dimensional shapes



A rectangle has four right angles.

A circle is cut in half by its diameter. Its two halves can be called semi-circles.

The radius of a circle is the distance from its centre to the circumference.

Three-dimensional shapes



The two halves of a sphere can be called hemispheres.

C

Here are the four basic processes of arithmetic.

+ addition

- subtraction

× multiplication

÷ division

Notice how these formulae would be read aloud.

$2x+3y-z = \frac{3z}{4x}$ Two x plus three y minus z equals three z divided by four x. or
Three z over four x.

$6 \times 7 = 42$ Six times seven is forty two. or Six sevens are forty two.

Exercises

51.1 How numerate are you? Try this numbers quiz.

- 1 Name the first four odd numbers.
- 2 Name the first four even numbers.
- 3 Name the first four prime numbers.
- 4 Give an example of a decimal fraction.
- 5 Give an example of a vulgar fraction.
- 6 How do you read this formula and what does it represent: $E=mc^2$?
- 7 How do you read this and what does it represent: $2\pi r$?

51.2 Write the following in words rather than in figures or symbols.

- 1 2% of the British population owned 90% of the country's wealth in 1992.
- 2 $0^\circ \text{C} = 32^\circ \text{F}$
- 3 62.3% of adults have false teeth.
- 4 $\frac{2}{3} + \frac{1}{4} \times 4^2 = 14\%$.
- 5 2,769,425 people live here.

51.3 Look at the figures in B opposite. What is the adjective relating to each of the shapes illustrated? Use a dictionary if necessary.

51.4 Read the following records aloud.

- 1 Oxygen accounts for 46.6% of the earth's crust.
- 2 The nearest star to earth is Proxima Centauri. It is 33,923,310,000,000 km from earth.
- 3 The highest waterfall in the world is Angel Falls in Venezuela with a drop of 979 m.
- 4 The top coffee-drinking country in the world is Finland where 1,892 cups per annum are consumed per head of the population.
- 5 The tallest church in the world is the Chicago Methodist Temple which is 173 m or 568 ft high.
- 6 The commonest item of lost property on London transport is the umbrella. 23,250 umbrellas were handed in to London transport lost property offices in 1987/8.
- 7 The country with the most telephones in the world is Monaco. It has 733 telephones per 1,000 population.
- 8 The smallest country in the world is the Vatican City with an area of 0.4 sq km.

51.5 Draw the following figures.

- 1 A right-angled triangle with two equal sides of about two centimetres in length. Draw a small circle at the centre of the triangle and then draw lines from the centre of the circle to each of the angles of the triangle.
- 2 A rectangle with diagonal lines joining opposite angles.
- 3 An octagon with equal sides. Draw an oval in the middle of the octagon.
- 4 A three-dimensional rectangular shape of roughly 6 cm by 3 cm by 2 cm.

52 Science and technology

You are probably familiar with the traditional branches of science e.g. chemistry, physics, botany and zoology. But what about these newer fields?

genetic engineering: the study of the artificial manipulation of the make-up of living things

molecular biology: the study of the structure and function of the organic molecules associated with living organisms

cybernetics: the study of the way information is moved and controlled by the brain or by machinery

information technology: the study of technology related to the transfer of information (computers, digital electronics, telecommunications)

bioclimatology: the study of climate as it affects humans

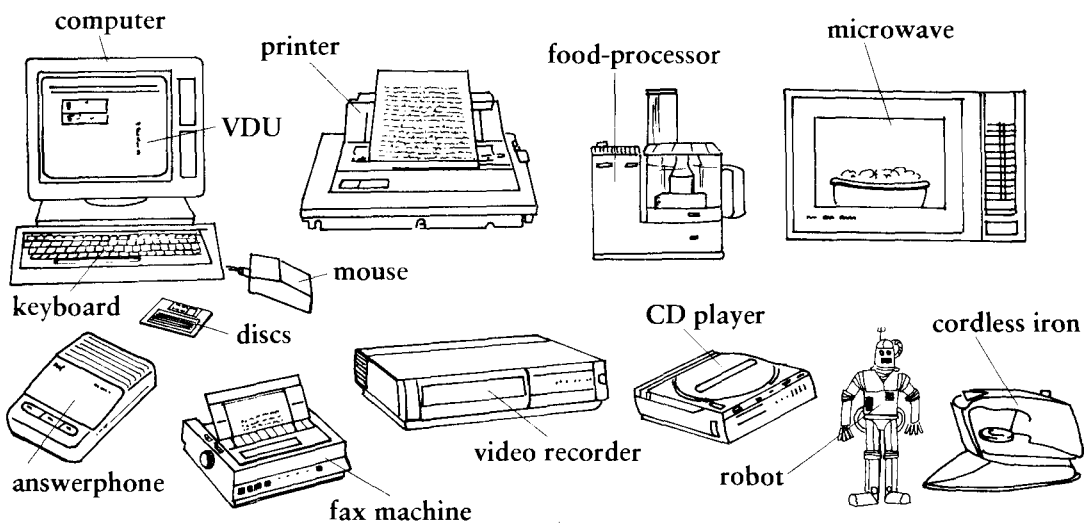
geopolitics: study of the way geographical factors help to explain the basis of the power of nation states

nuclear engineering: the study of the way nuclear power can be made useful

cryogenics: the study of physical systems at temperatures less than 183° C

astrophysics: the application of physical laws and theories to stars and galaxies

B Here are some of the modern inventions which we are now becoming quite used to.



C The verbs in the sentences below are all useful in scientific contexts.

He **experimented** with a number of different materials before **finding** the right one.

The technician **pressed** a button and lights started **flashing**.

When she **pulled** a lever, the wheel began to **rotate**.

The zoologist **dissected** the animal.

When they were **combined**, the two chemicals reacted violently with each other.

After **analysing** the problem, the physicist **concluded** that there was a flaw in his initial hypothesis.

James Watt **invented** the steam engine and Alexander Fleming, another Scot, **discovered** penicillin.

After **switching on** the computer, **insert** a floppy disc into the disc drive.

You must **patent** your invention as quickly as possible.

Exercises

52.1 Complete the following list with the name of the specialists in the particular fields.

science

scientist

chemistry

physics

zoology

genetics

information technology

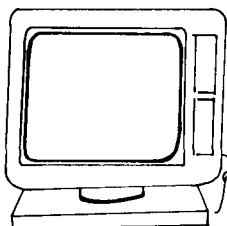
cybernetics

civil engineering

52.2 Below you have some of the amazing achievements of modern technology. Match the names on the left with the definitions on the right.

- | | |
|------------------|--|
| 1 video recorder | a kind of sophisticated typewriter using a computer |
| 2 photocopier | a machine which records and plays back sound |
| 3 fax machine | a machine which records and plays back sound and pictures |
| 4 tape recorder | a camera which records moving pictures and sound |
| 5 modem | a machine for chopping up, slicing, mashing, blending etc. |
| 6 camcorder | a machine which makes copies of documents |
| 7 robot | a machine which makes copies of documents and sends them down telephone lines to another place |
| 8 word-processor | a machine which acts like a person |
| 9 food-processor | a piece of equipment allowing you to send information from one computer down telephone lines to another computer |

52.3 Write descriptions like those in exercise 52.2, for the following objects.



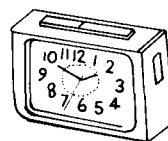
1



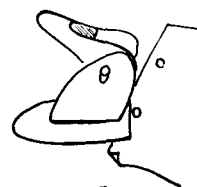
2



3



4



5

52.4 What are the nouns connected with the following verbs?

- | | | | | |
|------------|------------|-----------|--------------|-----------|
| 1 discover | 3 rotate | 5 patent | 7 dissect | 9 combine |
| 2 invent | 4 conclude | 6 analyse | 8 experiment | |

52.5 Give each of the sciences in A opposite a number from 0 to 5 depending on whether it doesn't interest you at all (0) or interests you enormously (5). Similarly mark each of the inventions in B, 0 to 5, depending on how important they are to you in your life.

Follow-up: Increase your knowledge of scientific vocabulary by reading articles of general scientific interest in English language newspapers or magazines. If possible, get a textbook in English for schoolchildren studying a branch of science that you have studied. Choose a book where the science is relatively easy for you so that you can concentrate on the English used.

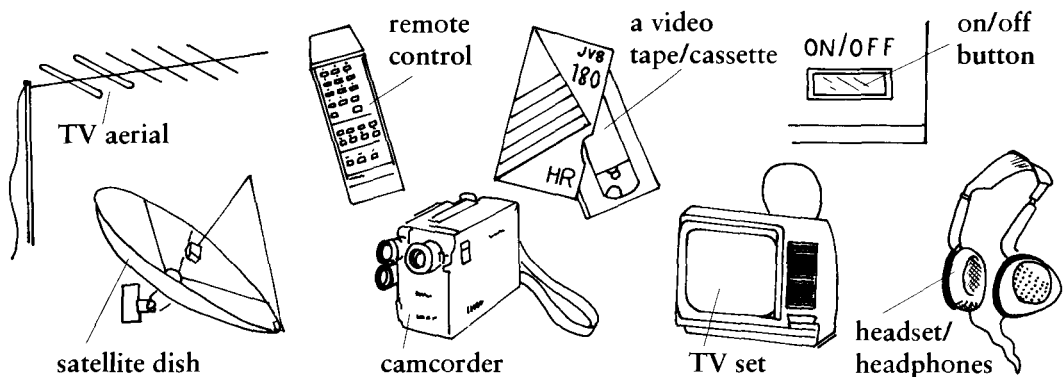
53 The press and media

The term the mass media in English refers basically to TV, radio and newspapers: means of communication which reach very large numbers of people. This page looks at some useful words for talking about the mass media and about publishing in general.

B Radio and television

Types of TV programmes: documentaries news broadcasts current affairs programmes soap operas quizzes sitcoms drama chat shows detective stories sports programmes weather forecasts music programmes game shows variety shows commercials

A serial is a story that continues from one programme or episode to the next. A series is about the same characters or has the same format each week but each programme is complete in itself.



Newspapers and publishing

Parts of the newspaper: headlines news reports the editorial feature articles, e.g. about fashion or social trends horoscope cartoons crossword small ads business news sports reports scandal the letters page

A popular or tabloid newspaper focuses more on sensation than real news whereas a quality newspaper professes to be more interested in real news than in sensation. A tabloid usually has a smaller format than a quality paper, it has larger headlines and shorter stories and, in Britain, it prefers stories about film stars, violent crimes and the royal family.

A journal is the name usually given to an academic magazine. A colour supplement is a magazine which comes out once a week (often on Sundays) as an addition to a newspaper. A comic is a magazine, usually for children or teenagers, with lots of picture stories and/or cartoons.

D Make sure you know the verbs in these sentences.

The BBC World Service broadcasts throughout the world.

I can receive / pick up broadcasts from Moscow on my radio.

They're showing a good film on TV tonight.

This book was published by CUP but it was printed in Hong Kong.

The film was shot / made on location in Spain.

They cut / censored the film before showing it on TV.

This article / programme has been badly edited.

See Unit 92 for the language of newspaper headlines.

Exercises

53.1 What sort of TV programmes do you think these would be?

- | | |
|--------------------------------|---------------------------|
| 1 Murder at the Match | 4 The \$10,000 Question |
| 2 The Amazing Underwater World | 5 Last Week in Parliament |
| 3 World Cup Special | 6 Hamlet from Stratford |

53.2 Give the name of one programme you know in your country of each type listed in B.

53.3 Write definitions explaining what jobs each of these people involved in the media do?

Example: A make-up artist makes up the faces of people who are to appear on TV.

- | | |
|---------------------------|---------------------|
| 1 a foreign correspondent | 6 a bookseller |
| 2 a sub-editor | 7 a publisher |
| 3 a continuity person | 8 a columnist |
| 4 an editor | 9 a camera operator |
| 5 a librarian | 10 a critic |

53.4 Fill in the gaps in the sentences below with the most appropriate word from the opposite page.

- He doesn't even get up from the sofa to change channels; he just presses the on the
- You can hear BBC news all over the world.
- A short wave or a VHF radio can many interesting stations.
- Although our was expensive, we've taken some priceless film of our children.
- Children often prefer looking at to reading books.

53.5 Choose any newspaper (it could be in your own language if you can't find an English one) and complete the following sentences.

- The main story today is about
- The editorial is about
- There are readers' letters on page and they deal with the following topics:
- The most interesting feature is about
- There is some scandal on page, a crossword on page, a cartoon on page and some small ads on page
- The most interesting business story is about and the largest sports article is about
- The most striking photograph shows
- There are advertisements for and
- An article about on page made me feel

53.6 Look at the TV page of an English language paper and/or listen to the News on the BBC World Service. Make a note of any other useful vocabulary on this theme.

54 Politics and public institutions

Look at the definitions below taken from a dictionary of politics. Make sure you understand not only the words listed but the words used in the definitions too.

A

Types of government

republic: a state governed by representatives and, usually, a president

monarchy: a state ruled by a king or queen


democracy: government of, by and for the people


dictatorship: system of government run by a dictator

independence: freedom from outside control; self-governing

The British Isles



 The United Kingdom

 The Republic of Ireland

B

People and bodies involved in politics

Member of Parliament (MP): a representative of the people in Parliament

politician: someone for whom politics is a career

statesman/woman: someone who uses an important political position wisely and well

Prime Minister: the head of government or leading minister in many countries

chamber: hall used by a group of legislators; many countries have two chambers

cabinet: a committee of the most important ministers in the government

President and Vice-President: the head of state in many modern states

Mayor: head of a town or city council

ambassador: top diplomat representing his/her country abroad

embassy: the building where an ambassador and his/her staff are based

ministry: a department of state headed by a minister.

C

Elections

constituency: a political area whose inhabitants are represented by one MP

candidate: someone who stands in an election

policy: the programme of action of a particular party or government

majority: the number of votes by which a person wins an election

referendum: a direct vote by the population on some important public issue

by(e)-election: an election in one constituency in contrast to a General Election

marginal seat: a parliamentary seat held by a very small majority of votes

the opposition: members of parliament who do not belong to the party in power

stand/run for Parliament: to be a candidate in an election

vote: to choose in a formal way, e.g. by marking a ballot paper

elect: to choose someone or something by voting

You will find words dealing with types of political belief in Unit 67.

Exercises

54.1 Choose the correct word from the choices offered.

- 1 India gained republic/independence/democracy from the UK in 1948.
- 2 Our MP's just died and so we'll soon need to have a vote/referendum/bye-election.
- 3 She's running/sitting/walking for Parliament in the next election.
- 4 His father was voted/stood/elected MP for Cambridge City.
- 5 What is your country's economic politics/policy/politician?
- 6 Do you think Bush deserved to be referred to as a politician/statesman/President?

54.2 Look at this text about politics in the UK. Fill in the missing words.

Parliament in the UK consists of two (1); the House of Commons and the House of Lords. In the House of Commons there are 650 (2), each representing one (3). The ruling party in the Commons is the one which gains a (4) of seats. The main figure in that party is called the (5). The Commons is elected for a maximum period of 5 years although the Prime Minister may call a general (6) at any time within that period.

54.3 Make some more words based on those you studied opposite.

| <i>abstract noun</i> | <i>person noun</i> | <i>verb</i> | <i>adjective</i> |
|----------------------|--------------------|---------------|------------------|
| revolution | revolutionary | revolutionise | revolutionary |
| representation | | | |
| election | | | |
| dictatorship | | | |
| presidency | | | |

54.4 Try this political quiz.

- 1 Name three monarchies.
- 2 Which is the oldest parliament in the world?
- 3 Name the President and the Vice-President of the USA.
- 4 Who is the Mayor of the place where you live?
- 5 What politicians represent you in local and national government?
- 6 What are the main political parties in the country where you now are?
- 7 What are the main political issues in that country and what are the policies of the different parties on those issues?
- 8 What do these political abbreviations stand for – MP, PM, UN, EU, NATO, OPEC?

54.5 Write a paragraph about the political system in your country, using as much of the vocabulary on the opposite page as you can.

55 Crime

Make sure you know the difference between the verbs: steal and rob. The object of the verb 'steal' is the thing which is taken away, e.g. they stole my bike, whereas the object of the verb 'rob' is the person or place from which things are stolen, e.g. I was robbed last night. A masked man robbed the bank. 'Steal' is irregular: steal, stole, stolen.

B

The table below gives the names of some other types of crimes together with their associated verbs and the name of the person who commits the crimes.

| <i>crime</i> | <i>definition</i> | <i>criminal</i> | <i>verb</i> |
|--------------|--|-----------------|----------------|
| murder | killing someone | murderer | murder |
| shoplifting | stealing something from a shop | shoplifter | shoplift |
| burglary | stealing from someone's home | burglar | burgle |
| smuggling | taking something illegally into another country | smuggler | smuggle |
| arson | setting fire to something in a criminal way | arsonist | to set fire to |
| kidnapping | taking a person hostage in exchange for money or other favours, etc. | kidnapper | kidnap |

All the verbs in the table above on the right are regular apart from set (set, set, set).

Here are some more useful verbs connected with crime and law. Note that many of them have particular prepositions associated with them.

- to **commit** a crime or an offence: to do something illegal
- to **accuse** someone of a crime: to say someone is guilty
- to **charge** someone **with** (murder): to bring someone to court
- to **plead guilty** or **not guilty**: to swear in court that one is guilty or otherwise.
- to **defend/prosecute** someone in court: to argue for or against someone in a trial
- to **pass verdict on** an accused person: to decide whether they are guilty or not
- to **sentence** someone **to** a punishment: what the judge does after a verdict of guilty
- to **acquit** an accused person **of** a charge: to decide in court that someone is not guilty (the opposite of to **convict** someone)
- to **fine** someone a sum of money: to punish someone by making them pay
- to **send** someone **to prison**: to punish someone by putting them in prison
- to **release** someone **from prison/jail**: to set someone free after a prison sentence
- to **be tried**: to have a case judged in court.

Here are some useful nouns.

- trial**: the legal process in court whereby an accused person is investigated, or tried, and then found guilty or not guilty
- case**: a crime that is being investigated
- evidence**: information used in a court of law to decide whether the accused is guilty or not
- proof**: evidence that shows conclusively whether something is a fact or not
- verdict**: the decision: guilty or not guilty
- judge**: the person who leads a trial and decides on the sentence
- jury**: group of twelve citizens who decide whether the accused is guilty or not

Exercises

55.1 Put the right form of either rob or steal in the sentences below.

- 1 Last night an armed gang the post office. They £2000.
- 2 My handbag at the theatre yesterday.
- 3 Every year large numbers of banks
- 4 Jane of the opportunity to stand for president.

55.2 Here are some more crimes. Complete a table like the one in B opposite.

| <i>crime</i> | <i>criminal</i> | <i>verb</i> | <i>definition</i> |
|------------------|-----------------|-------------|-------------------|
| terrorism | | | |
| blackmail | | | |
| drug-trafficking | | | |
| forgery | | | |
| assault | | assault | ..... |
| pickpocketing | | | |
| mugging | | | |

55.3 Fill the blanks in the paragraph below with one of the verbs from C opposite.

One of the two accused men (1) at yesterday's trial. Although his lawyer (2) him very well, he was still found guilty by the jury. The judge (3) him to two years in prison. He'll probably (4) after eighteen months. The other accused man was luckier. He (5) and left the courtroom smiling broadly.

55.4 Here are some words connected with law and crime. If necessary, use a dictionary to help you check that you understand what they all mean. Then divide them into three groups, in what seems to you to be the most logical way.

| | | | |
|-----------------|------------------|---------------|-------------------|
| theft | member of a jury | judge | smuggling |
| witness | prison | fine | bribery |
| detective | hi-jacking | flogging | community service |
| probation | traffic warden | death penalty | rape |
| drunken driving | lawyer | | |

55.5 Look at all the crimes named in this unit. Look both at the left-hand page and at exercises 55.2 and 55.4. Which do you think are the three most serious and the three least serious?

55.6 Write a paragraph to fit this newspaper headline. Give some details about the crime and the court case, using as many words from this unit as is appropriate.

Local girl's evidence gets mugger two years prison

Follow up: If possible look at an English language newspaper. List all the words connected with crime and the law which you can find in it.

56 Money – buying, selling and paying

A

Personal finance

Sometimes in a shop they ask you: 'How do you want to pay?'
You can answer: 'Cash / By cheque / By credit card.'

In a **bank** you usually have a **current account**, which is one where you **pay in** your salary and then **withdraw** money to **pay your everyday bills**. The bank sends you a regular **bank statement** telling you how much money is in your account. You may also have a **savings account** where you **deposit** any extra money that you have and only **take money out** when you want to **spend** it on something special. You usually try to avoid having an **overdraft** or you end up paying a lot of **interest**. If your account is **overdrawn**, you can be said to be **in the red** (as opposed to **in the black** or **in credit**).

Sometimes the bank may **lend** you money – this is called a **bank loan**. If the bank (or **building society**) lends you money to buy a house, that money is called a **mortgage**.

When you **buy** (or, more formally, **purchase**) something in a shop, you usually **pay** for it **outright** but sometimes you **buy on credit**. Sometimes you may be offered a **discount** or a **reduction** on something you buy at a shop. This means that you **get**, say, £10 off perhaps because you are a student. You are often offered a discount if you **buy in bulk**. It is not usual to **haggle** about prices in a British shop, as it is in, say, a Turkish market. If you want to return something which you have bought to a shop, you may be given a **refund**, i.e. your money will be returned, provided you have a **receipt**.

The money that you pay for services, e.g. to a school or a lawyer, is usually called a **fee** or **fees**; the money paid for a journey is a **fare**.

If you buy something that you feel was very **good value**, it's a **bargain**. If you feel that it is definitely **not worth** what you paid for it, then you can call it a **rip-off** (very colloquial).

B

Public finance

The government collects money from citizens through **taxes**. **Income tax** is the tax collected on **wages** and **salaries**. **Inheritance tax** is collected on what people inherit from others. **Customs** or **excise duties** have to be paid on goods imported from other countries. **VAT** or **value added tax** is a tax paid on most goods and services when they are bought or purchased. Companies pay **corporation tax** on their profits. If you pay too much tax, you should be given some money back, a **tax rebate**.

The government also sometimes pays out money to people in need, e.g. **unemployment benefit** (also known informally as the **dole**) **disability allowances** and **student grants** (to help pay for studying). Recipients draw a **pension** / **unemployment benefit** or are **on the dole** or **on social security**.

Every country has its own special **currency**. Every day the **rates of exchange** are published and you can discover, for example, how many dollars there are currently to the pound sterling.

A company may sell **shares** to members of the public who are then said to have **invested** in that company. They should be paid a regular **dividend** on their **investment**, depending on the **profit** or **loss** made by the company.

Exercises

56.1 Answer the following money quiz.

- 1 What currencies are used in Japan, Australia, India and Russia?
- 2 What does the expression, 'hard currency', mean?
- 3 Name two credit cards which are usable world-wide.
- 4 Give two examples of imports that most countries impose customs duties on.
- 5 Give three examples of kinds of income that would be classed as unearned.
- 6 What is the Dow Jones index and what are its equivalents in London and Japan?
- 7 Give an example of something that is priceless and something that is valueless.
- 8 Name the coins and banknotes used in your country and one other country.

56.2 Match the words on the left with their definitions on the right.

- | | |
|------------------------|--|
| 1 interest | a bank account with minus money in it |
| 2 mortgage | money paid towards the cost of raising a family |
| 3 an overdrawn account | money given by the government for education, welfare, etc. |
| 4 savings account | an account that is used mainly for keeping money |
| 5 current account | money paid to people after a certain age |
| 6 pension | an account that cheques are drawn on for day-to-day use |
| 7 disability allowance | money chargeable on a loan |
| 8 child benefit | money paid to people with a handicap |
| 9 grant | a loan to purchase property |

56.3 Is the ordinary 'person-in-the-street' pleased to see these newspaper headlines or not?

| | | |
|------------------------------|---------------------------|-----------------------------|
| Mortgage rate goes up | Wages to be frozen | Pension age raised |
| Interest rates down | VAT to be reduced | NUMBER ON DOLE RISES |

56.4 Complete the sentences with words from the opposite page.

- 1 Money which has to be paid on what you inherit is known as
- 2 If the bank lends you money, you have a bank
- 3 If you have some money in your account you are in the
- 4 I paid too much tax last year so I should get a soon.
- 5 If it's no good, take it back to the shop and ask for a

56.5 Fill in the table below for your own, or any other, country.

| | |
|---------------------------------------|-------|
| Rate of inflation | ..... |
| Exchange rate (against the US dollar) | ..... |
| Interest rate | ..... |
| Basic level of income tax | ..... |
| Rate of VAT | ..... |
| Monthly state pension | ..... |

Follow-up: To improve your financial vocabulary, read articles on business in any English magazine or newspaper. Write down any new words or expressions that you come across.

57 Number, quantity, degree and intensity

Number and quantity

Number is used for countable nouns, **amount** for uncountables.

Scale of adjectives useful for expressing number and quantity:

tiny small average large/considerable huge/vast



Add just a **tiny** amount of chilli pepper, or else it may get too hot.

A **considerable** number of people failed to get tickets. [formal]

Vast amounts of money have been wasted on this project.

Were there many people at the airport? Oh, about average, I'd say. [fairly informal]

Much/many, a lot, lots, plenty, a good/great deal

example

Is there **much** work to do?

No, not **much**.

There are **lots** of nice shops in this street.

Don't worry, there's **plenty** of time.

You were making **a lot** of noise last night.

There's **a great deal** of hard work still to do.

comments

mostly used in questions and negatives with uncountable nouns

mostly for affirmatives; has a rather positive feeling; informal

mostly affirmatives, used in positive contexts

used in all structures; neutral, better than lots in negative contexts

+ uncountables, more formal

Much and **many** do occur in affirmatives, but they sound formal and are probably best kept for formal written contexts.

Much criticism has been levelled at the government's policy.

Many people are afraid of investing in stocks and shares.

Informal and colloquial words for number/quantity

I've got **dozens** of nails in my tool-box. Why buy more? [especially good for countables]

There's **heaps/bags/loads** of time yet, slow down! [countable or uncountable and informal]

There was absolutely **tons** of food at the party; far too much. [especially good for things, not so good for abstract nouns]

There are **tons** of apples on this tree this year; last year there were hardly any. [note how the verb here is plural because of 'apples', but singular in the example before with 'food' – number depends on the *noun* following, not on tons/lots/loads]

Just a **drop** of wine for me, please. [tiny amount of any liquid]

Degree and intensity

Typical collocations of adverbs: a bit/quite/rather/fairly/very/really/awfully/extremely combine with 'scale' adjectives such as tired, worried, weak, hot.

Totally/absolutely/completely/utterly combine with 'limit' adjectives such as ruined, exhausted, destroyed, wrong.

Exercises

- 57.1** Comment on the following numbers and quantities using adjective-noun combinations from A opposite.

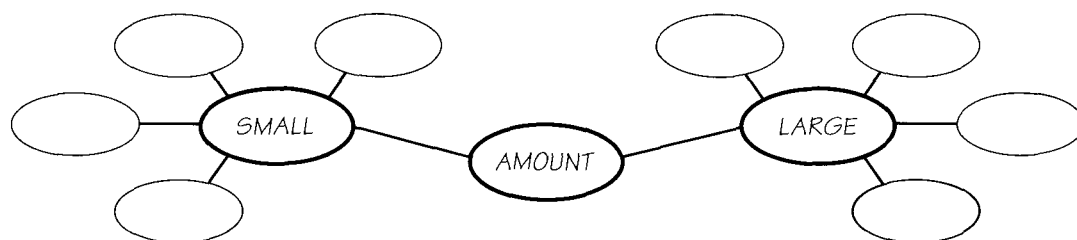
Example: The Government will only give us a grant of £20.

But that's a tiny sum of money. How mean!

- 1 £5 billion was wasted on developing the new rocket.
- 2 Over 50 people came to Sally's lecture yesterday. We were pleasantly surprised.
- 3 We have 120 students most years, and we'll probably have about that this year, too.
- 4 There was only five pounds in my purse when it was stolen.
- 5 We've wasted over 100 hours in meetings and got nowhere.

- 57.2** Here are some more adjectives which can combine with *amount*. Divide them into two groups, *small* and *large* and fill in the bubbles. Use a dictionary if necessary.

miniscule gigantic overwhelming minute /maɪ'nju:t/ meagre
excessive insignificant sizeable



Now try using them to fill in the gaps below. More than one answer may be possible.

- 1 Even a amount of sand can jam a camera.
- 2 I've had an absolutely amount of work lately.
- 3 Oh, you've given me a amount of food here!
- 4 It takes a amount of money to start a business.
- 5 An amount of fat in your diet is dangerous.

- 57.3** Fill in the gaps with *much/many*, *a lot/lots of*, *plenty of*, *a good/great deal of*.

- 1 There's dust on these books. Fetch me a duster.
- 2 Please eat up; there's food.
- 3 There wasn't we could do, so we went home.
- 4 We've put energy into this plan. I hope it works.
- 5 people seem unable to cope with computers.

- 57.4** Using intensifiers from C opposite, say how you might feel if the following happened.

- 1 You heard that a friend was in trouble with the police.
- 2 A close friend coming to stay did not turn up and sent no message to say why.
- 3 Three people gave you different directions to get to the same place.
- 4 You passed an exam you expected to fail.
- 5 Your best friend was going abroad for two years.
- 6 You had been working non-stop for 18 hours.

- 57.5** Make four sentences of your own using the informal words from B opposite. Write about yourself / where you live, etc.

58 Time

A Periods of time – words and typical contexts

The Ice Age The Stone Age The Middle Ages The age of the computer.
[major historical/geological periods]
After the war, a new era of peace began. [long period, perhaps several decades]
The doctor said I needed a period of rest and relaxation, so I'm taking three months' unpaid leave. [very general word]
A spell of hot weather. He's had a couple of spells in hospital in the last two or three years. [indefinite but short]
During the 1950s I lived in Cork for a time. [vague, indefinite]
D'you want to borrow this book for a while? [indefinite but not too long]

B Useful phrases with time

One at a time, please! I can't serve you all together.

We got there just in time for dinner.

I expected you to be late, the trains are never on time.

I've told you time and time again not to ring me at the office!

TIME


The doctor says you should stay in bed for the time being. [not specific]

He can get a bit bad-tempered at times.

By the time we get home this pizza will be cold!

C Verbs associated with time passing

1980 —————> 1990 Ten years have passed/elapsed since I last heard from her.
Elapse is more formal and is normally used in the perfect or past, without adverbs. Pass can be used in any tense and with adverbs.
Don't worry. The time will pass quickly. Time passes very slowly when you're lonely.

London —  —> Singapore It takes 12 hours to fly to Singapore.



The batteries in this radio usually last about three or four months.



This videotape lasts/runs for three hours.



The meeting went on for two hours.
[suggests longer than expected or desired]

Note also: Take your time, you don't need to hurry.

D Adjectives describing duration (how long something lasts)

He's a temporary lecturer; the permanent one's on leave.
Could we make a provisional booking now and confirm it later?
Venice has a timeless beauty.
Christians believe in eternal life after death.

Exercises

58.1 Age, era, period, spell, time. Fill the gaps as appropriate.

- 1 The Minister said that before the new law came into force there would be a of six months when people could hand in firearms without being prosecuted.
- 2 The twentieth century will be seen by historians as the of the motor car.
- 3 These factories mark the beginning of a new of industrial development for the country.
- 4 For a I thought I would never find a job, but then I was lucky.
- 5 We had a very cold in February when all the pipes froze up.

58.2 Which phrases from B opposite could you use in the following situations? Write exactly what you might say, as in the example.

- 1 To a child who repeatedly leaves the fridge door open despite being told off often.
'I've told you time and time again not to leave that fridge door open!'
- 2 To someone you're happy to see who arrives just as you are serving tea/coffee.
- 3 On a postcard you expect will arrive at someone's house after you do.
- 4 A large group of people want to talk to you but you'd prefer to see them individually.
- 5 Ask someone to use an old photocopier while the new one is being repaired.
- 6 Explain to someone that the weather occasionally gets very cold in your country.
- 7 Tell someone you'll do your best to arrive punctually at a meeting.

58.3 Complete the sentences using verbs from C opposite.

- 1 The ferry crossing...
- 2 Use this cassette to record, it will...
- 3 These shoes have been great, they've...
- 4 Everyone got bored because the speeches...
- 5 The disaster occurred in 1932. Many years...
- 6 I'll miss you terribly. I only hope the weeks...
- 7 There's no hurry at all, just...

58.4 Match the queries with suitable responses.

- | | |
|----------------------------------|------------------------------|
| 1 So, she's been promoted? | Well, provisionally. |
| 2 A lovely, quiet place? | Yes, she's permanent now. |
| 3 So she's agreed to do it? | It's a temporary measure. |
| 4 So, after death, life goes on? | Yes, absolutely timeless. |
| 5 Language classes in the gym? | Yes, I believe it's eternal. |

59 Distances and dimensions

You probably know all the common words for distances and dimensions. In this unit we shall concentrate on derived words and compounds and other connected words/phrases you may not know or be unsure of how to use accurately.

Broad and wide and tall and high

Wide is more common than broad, e.g. It's a very wide road/garden/room.

Make a note of typical collocations for broad as you meet them, e.g. Economics is a very broad subject; We came to a broad expanse of grassland. [big area]

Note the word order for talking about dimensions, e.g. The room's **five metres long and four wide**.

Don't forget that tall is for people but can be used for things such as buildings and trees when they are **high** and **thin** in some way. Otherwise, use **high** for things.

She's very **tall** for a five-year-old.

Her office is in that **tall** building in the square.

There are some **high** mountains in the North.

Deep ≠ shallow

The **deep** and **shallow** ends of a swimming pool.

C Derived words, phrases and compounds

long: Let's measure the **length** of this rope.

I swam 20 **lengths** (of the swimming pool).

I've **lengthened** her skirt for her. [shorten, see below]

Getting a visa's a **lengthy** process. [usually refers to time; rather negative]

Can I make a **long-distance** phone call?

short: The new road will **shorten** our journey by ten minutes.

There's a **short-cut** to the station. [quick way]

wide: Let's measure the **width** of the room.

They're **widening** the road.

broad: I want to **broaden** my experience. [usually more abstract contexts]

high: The **height** of the wall is two metres.

The fog **heightened** the feeling of mystery. [usually used only for feelings and emotions]

low: You can **lower** that table if it is too high.

far: He loves travelling to **faraway** places.

deep: the **depth** of the river here is about 3 metres.

His death so soon after hers **deepened** our sadness even further. [often with feelings]

E Other verbs for dimensions and for changing them.

Our garden stretches all the way to the river, so we have plenty of room to **extend** the house if we want to.

The cities are **spreading** and the countryside is **shrinking**.

Exercises

59.1 Complete B's replies using a suitable form of the dimension/distance words opposite.

- 1 A: These trousers I've bought are too long.
B: Well, why not get...
- 2 A: He's a big boy, isn't he? 1.90 metres!
B: Yes, he's...
- 3 A: Why are we going across the field?
B: Just to get there that bit quicker; it's...
- 4 A: We'll have to measure how high the room is.
B: That's not necessary; we already know the...
- 5 A: The traffic seems to move far quicker on this road since I was last here.
B: Yes, well, they...
- 6 A: Why do they have to have music on TV news programmes? It seems totally unnecessary!
B: Well, I think they want to create a feeling of drama, and the music is supposed to...

59.2 Give opposites for:

- | | | |
|------------------------|-------------------------------|-----------------|
| 1 a length of the pool | 3 a very broad range of goods | 5 deep water |
| 2 to shorten | 4 a local call | 6 nearby places |

59.3 Match the left- and right-hand columns.

- | | |
|----------------------------------|----------------------------|
| 1 The city's spread a lot; | for miles along the river. |
| 2 It takes ten weeks; | you should broaden it. |
| 3 We extended the house | it's much bigger now. |
| 4 You can choose; | there's a wide range. |
| 5 Your experience is too narrow; | it's a lengthy business |
| 6 The forest stretches | to give us more room. |

59.4 Prepositions with distance. Fill in the prepositions. If you are unsure, try looking up the word *distance* in a good dictionary.

- 1 The car was parked a distance about 150 metres from the scene of the robbery.
- 2 I saw you the distance yesterday but I didn't call out as I could see you were with someone.
- 3 She's a great shot. She can hit an empty can a distance of about 100 feet, which I can't.
- 4 What's the total distance here Paris?

59.5 Use these verbs to fill the gaps. Check their usage in a dictionary if necessary.

expand extend spread shrink grow contract

- 1 AIDS rapidly during the 1980s.
- 2 The steel industry when the economy was strong, but now it has and only employs 8,000 people.
- 3 This sweater of mine has in the wash!
- 4 Our land as far as those trees there.
- 5 Our problems have since that new boss came.

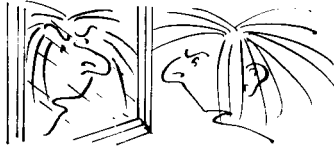
60 Obligation, need, possibility and probability

A

Obligation

Must is an instruction or command; that is why we see it on notices, e.g. Dogs **must** be kept on a lead. Cars **must** not be parked here.

Have (got) to says that circumstances oblige you to do something. Often, the two meanings overlap and there will be a choice of how to express the obligation, but not always.



I **must** get my hair cut!
[command to yourself]

I've **got** to get my hair cut. I've got an interview tomorrow. [circumstances]



There's no bus service, so I **have** to walk to work. [circumstances]

I really **must** get a bicycle.
[instruction to yourself]

The company is **obliged** to give a refund if the tour is cancelled.

You will **be liable** to pay tax if you work. [formal/legalistic]

The bank robbers **forced** him at gunpoint to open the safe.

We **had no choice/alternative but** to sell our house; we owed the bank £100,000.

The death sentence is **mandatory** for drug-smuggling in some countries. [automatic; there is no alternative]

Was sport **compulsory/obligatory** at your school? No, it was **optional** at mine.
[optional: you can choose]

I am **exempt** from tax as I'm a student. [free from obligation]

The negative of **must** and **have (got) to** are formed with **need** and **have to**, when we mean something is not necessary/not obligatory.

You **don't need to/don't have to/needn't** wash up; we've got a dishwasher.

B

Need



The grass **needs** cutting (badly).
[or 'wants cutting' – informal]



This plant is **in need of** water.
[more formal than 'needs/wants']

The miners died through a **lack of** oxygen. [there was none]

There is a **shortage of** doctors. [there are not enough]

There's a **need for** more discussion on the matter. [we feel a need]

C

Scale of probability: 'cannot happen' to 'has to happen'

impossible → unlikely → possible → probable → certain → inevitable

Note: I've been given an opportunity to go to Bonn. [a real chance] *but*, Is there any chance/possibility you'll be free next week? [chance is less formal than possibility]

Exercises

60.1 Continue the sentences using 'obligation' words and phrases from A opposite, and using the words in brackets.

- 1 They were losing £1 million a year, so the company... (close down)
- 2 You don't have to buy travel insurance... (optional)
- 3 You can hire a video camera, but you... (pay a deposit)
- 4 We'll have to sell the house, I'm afraid we have... (otherwise, bankrupt)
- 5 This jacket's got curry stains on it; I really... (the cleaners)
- 6 He didn't want to give them the money, but they had guns; they... (hand it over)
- 7 No, he couldn't choose to pay a fine; the prison sentence is... (for dangerous driving)
- 8 I didn't want to do maths, but I had to. It's... (in all secondary schools)
- 9 How kind of you! You really... (buy us a present)
- 10 If you're over 50, you're... (military service)

60.2 List something in your world which...

- 1 regularly needs cutting. *my hair, the lawn*
- 2 there is a lack of.
- 3 is obligatory once a year.
- 4 you are in need of.
- 5 is inevitable.
- 6 you no longer have to do.
- 7 was compulsory when you were at school.

60.3 Collocations with 'possibility/probability' words. Use a dictionary to try to fill in the rest of this matrix. One line has already been done for you. If you cannot find out the collocations at all, use the key to this unit.

✓ = typical collocation ✗ = not a typical collocation

| | <i>highly</i> | <i>quite</i> | <i>very</i> | <i>absolutely</i> |
|------------|---------------|--------------|-------------|-------------------|
| possible | ✗ | ✓ | ✓ | ✗ |
| impossible | | | | |
| probable | | | | |
| (un)likely | | | | |
| inevitable | | | | |
| certain | | | | |

60.4 Use the collocations in 60.3 to say how probable/possible these are.

- 1 Most people will have a videophone in their homes by 2025.
- 2 There will be rain in the Amazon forest within the next 8 days.
- 3 A human being will live to be 250.
- 4 We will all be dead by the year 2250.
- 5 A flying saucer will land in Hong Kong.
- 6 You'll be given an opportunity to meet the US President.
- 7 There will be a third world war.

6 | Sound and light

A

General words to describe sound

I could hear the sound of voices/music coming from the next room. [neutral]
Our neighbours had a party last night. The noise went on till 3 a.m. [loud, unpleasant sounds]

I tried hard to hear what she was saying above the din of the traffic. [very loud, irritating noise]

The children are making a terrible racket upstairs. Could you go and tell them to be quiet? [very loud, unbearable noise, often of human activity]

Racket and din are quite informal words. Noise can be countable or uncountable. When it means sounds of short duration, it is countable, when it means a lot of continual or continuous sounds, it is uncountable.

Their lawnmower makes a lot of noise, doesn't it? [uncountable]

I heard some strange noises in the night. [countable]

Sound words and things that typically make them

The words can be used as nouns or verbs

I could hear the rain pattering on the roof. We heard the patter of a little child's feet.

| <i>verb/noun</i> | <i>example of what makes the sound</i> |
|------------------|--|
| bang | a door closing in the wind, someone bursting a balloon |
| rustle | opening a paper/plastic bag, dry leaves underfoot |
| thud | a heavy object falling on to a carpeted floor |
| crash | a big, solid, heavy object falling on to a hard floor |
| clang | a big bell ringing, a hollow metal object being struck |
| clatter | a metal pan falling on to a concrete floor |
| hiss | gas/steam escaping through a small hole |
| rumble | distant noise of thunder, noise of traffic far away |
| roar | noise of heavy traffic, noise of a huge waterfall |

C

Darkness

Some adjectives for dark conditions. (For adjectives describing brightness, see Unit 64.)

These brown walls are a bit gloomy. We should paint them white.

This torch gives a dim light. I think it needs new batteries.

It was a sombre room, with dark, heavy curtains. [serious, imposing]

Types of light

The sun shines and gives out rays of light.

A torch gives out a beam of light.

A camera gives a flash of light.

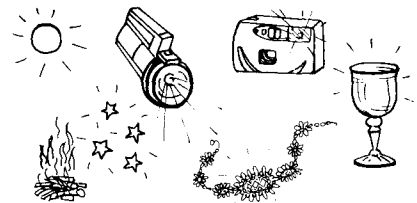
Stars twinkle.

A candle-flame flickers in the breeze.

White-hot coal on a fire glows.

A diamond necklace sparkles.

A gold object glitters.



Exercises

61.1 Choose *sound*, *noise(s)*, *din* or *racket* to fill the gaps.

- 1 There was a terrible outside the pub last night; it was a fight involving about six people.
- 2 I could sit and listen to the of the river all day.
- 3 My car's making some strange I'll have to get it looked at.
- 4 Gosh! What an awful! I think you should take up a different instrument; the violin's just not for you!
- 5 I can't sleep if there's of any kind, so I use these ear-plugs.

61.2 Using the table opposite at B, what sound do you think each of these might make?

- 1 A bottle of fizzy mineral water being opened.
- 2 A typewriter being dropped down an iron staircase.
- 3 A mouse or a hedgehog moving among dead grass and leaves.
- 4 A rather overweight person falling on to a wooden floor.
- 5 A starting-pistol for a sporting event.
- 6 A train passing at high speed a few feet away from you.
- 7 A slow train passing, heard through the walls of a house.

61.3 As in the table at B opposite, make a note of something that might make the sound.

| <i>verb/noun</i> | <i>typical source(s) of the sound</i> |
|------------------|---------------------------------------|
| hum | |
| rattle | |
| bleep | |
| screech | |
| chime | |

61.4 Join up the left-hand sentences with the right-hand ones so that they make sense.

- | | |
|--|--|
| 1 I saw a beam of light coming towards me. | Then it died, leaving us in complete darkness. |
| 2 It sparkled in the morning sunlight. | It was a police officer holding a flashlamp. |
| 3 It began to flicker uncertainly. | It was clearly time to get up and move out. |
| 4 The first rays shone into the room. | I'd never seen such a beautiful bracelet. |

61.5 What do you think the *figurative* meanings of the underlined words are? Choose from the alternatives.

- 1 She beamed at him.
a) smiled b) shouted c) attacked
- 2 After the day's skiing, our faces glowed.
a) were frozen b) were dried up c) were full of colour
- 3 He has a twinkle in his eyes.
a) a piece of grit b) a sign of humour/enjoyment c) a sign of anger

62 Possession, giving and lending

Possession

All his **possessions** were destroyed in the terrible fire. [everything he owned; always plural in this meaning]

Don't leave any of your **belongings** here; we've had a few thefts recently. [smaller things, e.g. bag, camera, coat; always plural]

Estate in the singular can mean a big area of private land and the buildings on it, or all of someone's wealth upon death.

She owns a huge **estate** in Scotland. [land, etc.]

After his death, his **estate** was calculated at £3 million. [all his wealth]

Property (uncountable) is used in a general sense for houses, land, etc.

He's only fourteen; he's too young to own **property**.

A **property** (countable) is a building, e.g. house, office-block.

She's just bought a very nice **property** near the town-centre.

B

Words for people connected with ownership

The **proprietor** of this restaurant is a friend of mine. [used for shops, businesses etc. The **owner** would be less formal]

The **landlord/lady's** put the rent up. [owner of rented property]

Do you own this house? No we're just **tenants**. [we rent it]

Giving



The river **provides** the village **with** water / **provides** water **for** the village. (or **supplies**)

Would you like to **contribute** / **donate** something to the children's hospital fund?

Jakes Ltd. **supplies** our school **with** paper and other items. [often for 'selling' contexts]

It gives me pleasure to **present** you **with** this clock from us all.

The school restaurant **caters** for 500 people every day.

That uncle of mine that died **left** £3,000 to a dogs' home.

When she died she **donated** all her books to the library. [for large gifts to institutions]

You've been **allocated** room 24. Here's your key.

D Lending, etc.

We've decided to **hire/rent** a car. Can you recommend a good **car-hire/car-rental** firm?
[rent and hire are both commonly used]

We'd like to **rent** a flat in Oxford for six months. [not hire]

We've **hired** the lecture-room for a day. [not rent; short, temporary arrangements]

Remember: when you **lend**, you give, when you **borrow**, you receive.

That step-ladder you **lent** me last week, could I **borrow** it again?

I'm trying to get a **loan** from the bank to buy a boat.

Exercises

62.1 What questions do you think were asked to get these answers?

- 1 Oh no, we own it. Most houses here are owner-occupied.
- 2 Well, sorry, no; I need it to take photos myself.
- 3 You will be in Room 44B. It's quite a big office.
- 4 No, you have to buy exercise books and pens yourself.
- 5 Actually, I've already given something. Sorry.
- 6 Oh, just a small house with a garden, you know, typical.
- 7 Yes, the charge is £50 for one that seats 30 people.

62.2 The verbs in the middle column have been jumbled. Put them in their right sentences.

- | | | |
|-----------------------|-----------|--------------------------------|
| 1 A millionaire | provided | a swimming pool to the school. |
| 2 The Director was | presented | the best parking-place. |
| 3 My mother's cousin | donated | me £5,000 in her will. |
| 4 A farmer nearby | catered | us with logs for the fire. |
| 5 When I retired they | left | me with a camcorder. |
| 6 The restaurant | allocated | for vegetarians. |

62.3 Some phrasal verbs connected with 'giving'. Check their meaning in a dictionary and then fill the gaps below.

hand over give out let go of give away hand down

- 1 That bed has been in the family. It was my great-grandmother's originally.
- 2 Would you help us some leaflets in the shopping-centre?
- 3 I don't want to that old painting. It might be valuable one day.
- 4 When Tim's bike got too small for him we it; it wasn't worth trying to sell it, too much bother.
- 5 The landlord will the keys as soon as you pay the deposit and the first month's rent.

62.4 Think of something that...

- 1 you would hand over to a mugger if threatened.
- 2 has been handed down in your family.
- 3 you have given away at some time in your life.
- 4 is often given out in classrooms.
- 5 you value and would not want to let go of.

62.5 The rise and fall of Mr Fatcatt – a sad story. Fill the gaps with suitable words.

Horace Fatcatt began his career by buying up old (1) in London when prices were low. He got (2) from several banks to finance his deals, and soon he was one of the biggest private (3) in the city, with some 3,000 (4) renting houses and flats from him. He was also the (5) of many shops and businesses. He became very rich and bought himself a huge (6) in Scotland, but he (7) more and more money from the banks and soon the bubble burst. Recession came and he had to sell all his (8) and (9), everything. He was left with just a few personal (10) and finally died penniless.

63 Movement and speed

A

Move is the basic verb for all movement, but do not forget it also means 'to move to a new house/flat', e.g. We've moved. Do you want our new address?

Particular types of movement

Cars, lorries, etc. **travel/drive** along roads.

Trains **travel** along rails.

Boats/ships **sail** on rivers / across the sea.

Rivers/streams **flow/run** through towns/villages.

Things often have particular verbs associated with their types of movement. You should learn these as collocations as you meet them, and record them with a phrase or sentence.

White clouds **drifted** across the sky.

The flag **fluttered** in the wind.

The leaves **stirred** in the light breeze.

The trees **swayed** back and forth as the gale grew fiercer.

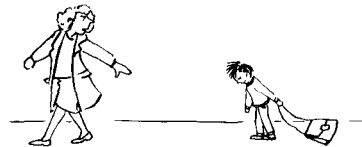
The car **swerved** to avoid a dog which had run into the road.

B

Useful verbs to describe fast and slow movement



The traffic was **crawling along** because of the roadworks.



We'll be late! Stop **dawdling**!



Suddenly a car came round the bend and **tore along** the road at high speed. Seconds later, a police car shot past after it.

Everyone was **hurrying/rushing** to get their shopping done before closing time.

The train was just **trundling/plodding** along at about 30 miles per hour. I knew we'd be late.

C

Nouns describing speed and their typical contexts

speed general word: used for vehicles, developments, changes, etc., e.g. We were travelling at high **speed**.

rate often used in statistical contexts; the rate of increase/decrease, e.g. The birth **rate** is going down.

pace how you experience something as happening fast or slow, e.g. The lesson was going at a very slow **pace**.

velocity for technical/scientific contexts, e.g. The **velocity** of a bullet.

Exercises

63.1 Write sentences which could come immediately *before* each of these sentences so that they make sense together.

- 1 It was moving so much I thought it would break altogether.
- 2 It sails at dawn.
- 3 It flows through the capital city.
- 4 I had to swerve hard and nearly ended up in the river.
- 5 It was travelling at 80 miles per hour when it happened.

63.2 What other things do you think could be described by each verb apart from the contexts given on the left-hand page. Use a dictionary if necessary.

- 1 sway: a tree, *a person dancing / someone drunk / a boat*
- 2 crawl: traffic,
- 3 shoot: a car,
- 4 flutter: a flag,
- 5 drift: a cloud,

63.3 Fill the gap with *speed*, *rate*, *pace* or *velocity*. Use the guidelines on the left-hand page to help you.

- 1 The of decline in this species is alarming.
- 2 I just couldn't stand the of life in the city, so I moved to a small village.
- 3 The police scientist said the bullet had come from a high- rifle.
- 4 A: What were you doing at the time? B: Oh, about 60, I'd say.

63.4 Use a dictionary to make notes to help you learn the difference between these near-synonyms. Make notes under the headings *usage* and *grammar*, as in the example.

| | <i>usage</i> | <i>grammar</i> |
|-------|---|--|
| fast | <i>e.g. fast car/fast train – refers to speed</i> | <i>adjective and adverb – 'she drove fast'</i> |
| quick | | |
| rapid | | |
| swift | | |

63.5 In what situations might you...

- 1 tear out of the house?
- 2 deliberately dawdle?
- 3 plod along at a steady pace?
- 4 not even dare to stir?
- 5 shoot past somebody's office/room?

63.6 People and verbs of motion. What sorts of people do you think these are? Use a dictionary if necessary.

- 1 a slowcoach
- 2 a streaker
- 3 a plodder
- 4 a stirrer

64 Texture, brightness, weight and density

Texture – how something feels when you touch it

| <i>adjective</i> | <i>typical examples</i> |
|------------------|---|
| smooth | the paper in this book |
| polished | varnished wood / a shiny metal surface |
| silky | silk itself / fine, expensive tights or stockings |
| sleek | highly polished, streamlined new car bodywork |
| downy | new-born baby's hair |
| slippery | a fish just out of the water |
| furry | a thick sheepskin rug |
| rough | new, unwashed denim jeans / bark of a tree |
| coarse | sand |
| jagged | sharp, irregular edges of broken glass or metal |
| prickly | a thistle, a hedgehog, thorns on a rose |
| gnarled | twisted, dead wood from an old tree |

Your hair has a **silky** feel.

The table had a beautiful **polished** surface.

This cotton is very **smooth** to the touch.

The ground was **rough** underfoot.

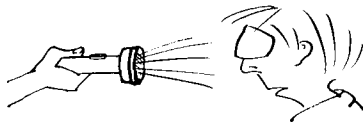
Brightness – some adjectives



A **shiny** object lying in the sand



a carnival full of **vivid** colours



a **dazzling** light



a **shady** corner of the garden

You wear such **dull** colours: why not get some **brighter** clothes?

This torch is getting a bit **dim**; it needs new batteries.

I wear sun-glasses because of the **glare** of the sun on the sand.

Density and weight

A solid ≠ hollow object She has **thick** ≠ **thin**/fine hair

An area with **dense** ≠ **sparse** vegetation.

These boxes are rather **weighty**. [heavier than expected]

Your bag's as **light** as a feather! Have you brought enough?

Your bag's as **heavy** as lead! What's in it, bricks?

This suitcase is very **cumbersome**. [difficult, big and heavy]

Exercises

64.1 How would you personally expect the following things to feel?

- | | |
|--|---|
| 1 The cover of a well-produced brochure. | 6 The inside of a pair of sheepskin gloves. |
| 2 The feathers in a pillow or duvet. | 7 The edge of a piece of broken, rusty metal. |
| 3 A wet bar of soap. | 8 Heavy, stone-ground wholemeal flour. |
| 4 The branches of a rose-bush. | 9 The surface of a mirror. |
| 5 A gravel pathway. | 10 An old, dead log on the forest floor. |

Look round your own house/flat and find:

- | | |
|-------------------------------------|--------------------|
| 1 something sleek to the touch | 4 something furry |
| 2 something rough underfoot | 5 something smooth |
| 3 something with a polished surface | |

64.2 Here are the commonest British weights with their metric equivalents. Try and answer the questions that follow.

| weight | written as | approximate metric equivalent | |
|--------|------------|-------------------------------|---------------------------------|
| ounce | oz | 28 grams | } used for goods in shops, etc. |
| pounds | lb | 454 grams | |
| stone | st | 6.3 kilos | } used for personal weight |

- 1 A friend tells you her new baby weighed seven pounds at birth. Is this a huge, tiny or more or less average baby?
- 2 Someone tells you their cousin weighs 20 stone. What would you expect the cousin to look like?
- 3 You ask someone to get you a piece of cheese at the market, enough for you personally for a week. They ask if 8 ounces will do. What would you say?
- 4 Make a note (a private one if you wish!) of your approximate weight in British terms.

64.3 Quiz. Name the following.

- | | |
|---------------------------------|---------------------------------|
| 1 A creature with a sleek coat. | 4 A creature with a furry coat. |
| 2 A slippery creature. | 5 A creature with a downy coat. |
| 3 A prickly creature. | |

64.4 Pair-puzzles. Each word has a letter in it that is part of a *related* word from the left-hand page. Fill in the letters, as in the example.

| | | | | | |
|-------|-------|------------|----------|----------|----------|
| P | | D | S | C | D |
| O | SHADY | E | H | O | A |
| OUNCE | U | N | VI _ _ _ | A | Z |
| N | _ | S _ _ _ SE | N | RO _ _ _ | Z |
| D | _ | E | Y | S | GL _ _ _ |
| | | | | E | E |

Can you make pair-puzzles with *cumbersome*, *lead* and *feather*?

65 Success, failure and difficulty

Succeeding

I **managed** to contact him just before he left his office.

I don't think I can **manage** the whole walk. I think I'll turn back. [manage, but not succeed, may have a direct object in this meaning]

We **succeeded in** persuading a lot of people to join our protest. [in + -ing]

We've **achieved/accomplished** a great deal in the last three years. [both are used with quantity phrases such as 'a lot'/'a little']

The company has **achieved** all its goals/aims/targets for this year [achieve is more common than accomplish with nouns expressing goals and ambitions]

D'you think his plan will **come off**? [succeed; informal]

Matrix for some typical collocations with 'succeeding' verbs

| | <i>reach</i> | <i>attain</i> | <i>secure</i> | <i>realise</i> | <i>fulfil</i> | <i>achieve</i> |
|---------------|--------------|---------------|---------------|----------------|---------------|----------------|
| an ambition | | ✓ | | ✓ | ✓ | ✓ |
| a dream | | | | ✓ | | ✓ |
| an agreement | ✓ | | ✓ | | | |
| an obligation | | | | | ✓ | |
| a target | ✓ | ✓ | | | | ✓ |
| a compromise | ✓ | | | | | ✓ |

B Failing

Plans and projects often go wrong or **misfire**. [don't turn out as intended]

Companies, clubs and societies often **fold** through lack of success. [close down]

A plan or project may **falter**, even if it finally succeeds. [go through ups and downs]

All your plans and hard work/efforts may **come to nothing**.

C Difficulty

I have great **difficulty in** getting up in the morning. I **find it difficult** to remember the names of everybody in the class. [hard can be used here; it is more informal]

It's **hard/difficult** to hear what she's saying.

I often have **trouble** starting the car on cold mornings.

We've **had a lot of bother with** the neighbours lately.

Can you **cope with** three more students? They've just arrived.

I've no money, my girl-friend's left me; I need help; I just can't **cope** any more.

Word-classes

| <i>verb</i> | <i>noun</i> | <i>adjective</i> | <i>adverb</i> |
|-------------|----------------|------------------|---------------|
| succeed | success | successful | successfully |
| accomplish | accomplishment | accomplished | — |
| achieve | achievement | achievable | — |
| attain | attainment | attainable | — |
| fulfil | fulfilment | fulfilling | — |
| — | — | hard | hard |

Exercises

65.1 Using the collocation matrix opposite, choose a suitable verb to fill the gap. If the exact word in the sentence is not in the vertical column of the matrix, look for something that is close in meaning.

- The management have an agreement with the union which will guarantee no strikes for the next three years.
- Now that I've all my responsibilities to my family, I feel I can retire and go round the world.
- The church building-fund has failed to its target of £250,000.
- I never thought I would my ambition, but now I have.
- Very few people all their hopes and dreams in life, very few indeed, I can tell you.
- We hope the two sides a compromise and avoid war.
- I'm afraid that little scheme of mine didn't off.

65.2 Fill in the missing word forms where they exist.

| <i>verb</i> | <i>noun</i> | <i>adjective</i> | <i>adverb</i> |
|-------------|-------------|------------------|---------------|
| realise | ..... | ..... | ..... |
| ..... | difficulty | ..... | ..... |
| ..... | target | ..... | ..... |
| ..... | ambition | ..... | ..... |
| fail | ..... | ..... | ..... |
| ..... | trouble | ..... | ..... |

65.3 Correct the mistakes in these sentences.

- I find very difficult to understand English idioms.
- She succeeded to rise to the top in her profession.
- Do you ever have any trouble to use this photocopier? I always seem to.
- I've accomplished to work quite hard this last month.
- I'm amazed that you can cope all the work they give you.

65.4 What might happen if... / What would you do if...

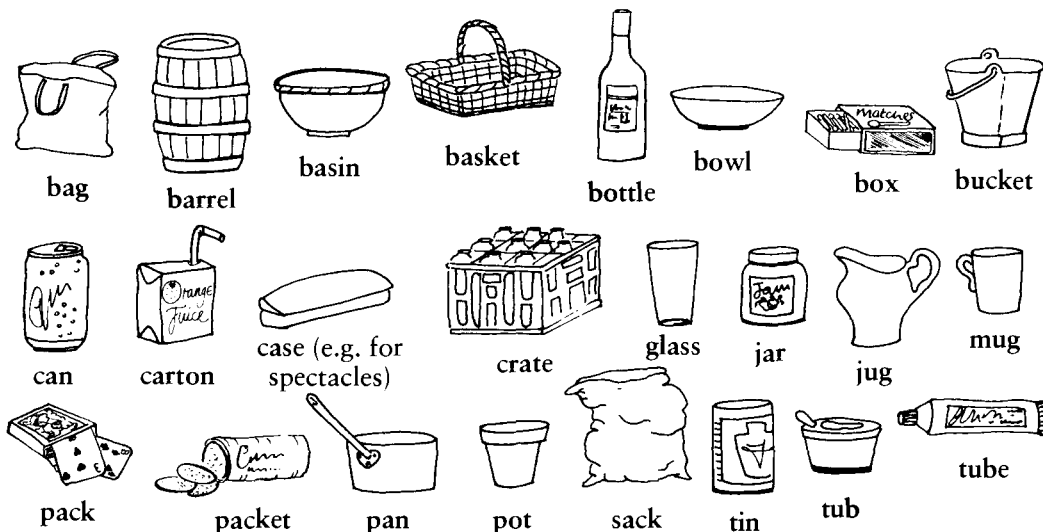
- a plan misfired? *Abandon it. / Look for an alternative.*
- you were having a lot of bother with your car?
- a club had only two members left out of fifty?
- a student faltered in one exam out of six, but did well in all the rest?
- you started a small business but it came to nothing?
- you couldn't cope with your English studies?

65.5 In what sorts of situations would you hear the following remarks? Check any new words/phrases if you are not sure.

- We'll have to get an au pair. I just can't cope.
- £5,000 and I've got nothing to show for it!
- It collapsed, I'm afraid, and he's bankrupt now.
- Yes, she pulled it off despite the competition.

66 Containers and contents

A There are a number of special words in English which are used to describe different kinds of containers. Look at the following pictures.



Here is some additional information about each of these types of containers.

| <i>container</i> | <i>usually made of</i> | <i>typical contents</i> |
|------------------|------------------------|--|
| bag | cloth, paper, plastic | sweets, shopping, letters |
| barrel | wood and metal | wine, beer |
| basin | pottery, metal | ingredients for making a cake |
| basket | canes, rushes | shopping, clothes, waste paper |
| bottle | glass, plastic | milk, lemonade, wine |
| bowl | china, glass, wood | fruit, soup, sugar |
| box | cardboard, wood | matches, tools, toys, chocolates |
| bucket | metal, plastic | sand, water |
| can | tin | coca cola, beer |
| carton | card | milk, yoghurt, 20 packets of cigarettes |
| case | leather, wood | jewellery, spectacles |
| crate | wood, plastic | bottles |
| glass | glass | milk, lemonade, wine |
| jar | glass, pottery | jam, honey, olives, instant coffee |
| jug | pottery | milk, cream, water |
| mug | pottery | tea, coffee, cocoa |
| pack | card | cards, eight cans of coca cola |
| packet | card, paper | cigarettes, tea, biscuits, juice, cereal |
| pan | metal | food that is being cooked |
| pot | metal, pottery | food, plant |
| sack | cloth, plastic | coal, rubbish |
| tin | tin | peas, baked beans, fruit |
| tub | wood, zinc, card | flowers, rainwater, ice-cream |
| tube | soft metal, plastic | toothpaste, paint, ointment |

Exercises

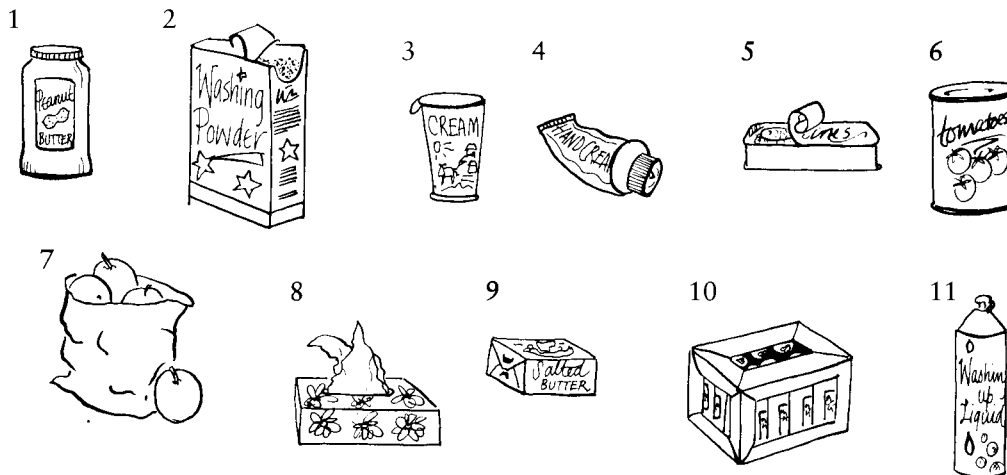
66.1 Try to complete the blanks in the shopping list without looking at the opposite page.

2 of milk
 4 of coke
 a of condensed milk
 a of chocolate biscuits
 a of cigarettes
 a large of matches
 a of honey
 6 of crisps

66.2 Try the following quiz about the words on the opposite page.

- 1 Which two of the containers listed would you be most likely to find holding flowers in a garden?
- 2 Which three are you most likely to find in a cellar?
- 3 Which six would you be likely to find in an off-licence (a shop which sells drink)?
- 4 Which five would you be most likely to see on the breakfast table?
- 5 Which ones does a postman carry with him?
- 6 Which two are often used for carrying shopping?
- 7 How many cigarettes would you expect to find in (a) a carton (b) a packet?

66.3 Name the containers and their contents.



66.4 Think of three words which are often used with the following containers.

Example: shopping, wastepaper, linen basket

- | | |
|----------------|---------------|
| 1 box | 4 jug |
| 2 bottle | 5 glass |
| 3 bag | 6 pot |

66.5 Look in a kitchen cupboard or a supermarket. Can you name everything that you see there?
 You will find more useful vocabulary for this exercise in Unit 43.

67 Belief and opinion

A

Verbs connected with beliefs and opinions

You probably already know **think** and **believe**; here are more.

I'm **convinced** we've met before. [very strong feeling that you're right]

I've always **held** that compulsory education is a waste of time. [used for very firm beliefs; **maintain** could be used here]

She **maintains** that we're related, but I'm not convinced. [insist on believing, often against the evidence; **hold** could not be used here]

I feel she shouldn't be forced to do the job. [strong personal opinion]

I **reckon** they'll get married soon. [informal, usually an opinion about what is likely to happen / to be true]

I **doubt** we'll ever see total world peace. [don't believe]

I **suspect** a lot of people never even think about pollution when they're driving their own car. [have a strong feeling about something negative]

Phrases for expressing opinion

In my view / in my opinion, we haven't made any progress.

She's made a big mistake, **to my mind**. [fairly informal]

If you ask me, he ought to change his job. [informal]

Note how **point of view**, is used in English:

From a teacher's **point of view**, the new examinations are a disaster. [how teachers see things, or are affected]

Prepositions used with belief and opinion words

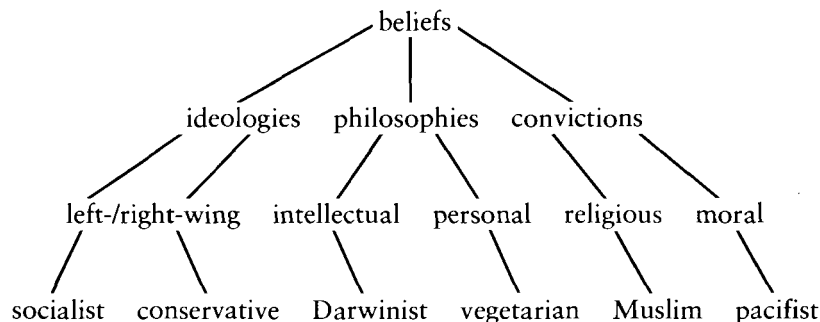
Do you **believe in** God? What are your **views on** divorce?

What do you **think of** the new boss? I'm **in favour of** long prison sentences.

Are you **for or against** long prison sentences? I **have my doubts about** this plan.

Beliefs, ideologies, philosophies, convictions

If you would rather organise this word tree differently or can add more examples, do so; it will probably help you to remember the words better.



Some adjectives for describing people's beliefs and views, in pairs of similar, but not the same, meaning.

| | | |
|-----------------------------|---------------------|--------------------------|
| fanatical/obsessive | eccentric/odd | conservative/traditional |
| middle-of-the-road/moderate | dedicated/committed | firm/strong |

Exercises

67.1 Draw lines connecting the left and right, as in the example, adding the appropriate preposition.

- | | |
|---------------------------|-----------------------|
| 1 I have strong views | my opinion. |
| 2 Most people believe | the proposed changes. |
| 3 I was in favour | marriage. |
| 4 What does she think | my mind. |
| 5 This is absurd | life after death. |
| 6 He's quite wrong | the new teacher? |
| 7 Well, that's just silly | our point of view. |
- of

67.2 Use adjectives from E opposite which fit the phrases describing the beliefs and views of these people, as in the example.

- 1 A person who insists that the earth is flat. (An *eccentric* belief.)
- 2 A person who believes absolutely in the power of love to solve world problems.
(A believer in the power of love.)
- 3 A socialist neither on the left or the right of the party. (A socialist.)
- 4 A vegetarian who refuses even to be in the same room as people who like meat.
(A(n) vegetarian.)
- 5 Someone who is always suspicious of change. (A rather view of the world.)

67.3 Rewrite these sentences using the verbs in brackets.

- 1 I've always suspected that ghosts don't really exist. (doubt)
- 2 My view has always been that people should rely on themselves more. (hold)
- 3 Claudia is convinced that the teacher has been unfair to her. (maintain)
- 4 I felt a very strong feeling that I had been in that room before. (convince)
- 5 In his view, we should have tried again. (feel)

67.4 Are you...? Consider how many of these words apply to you, and in what situations. Some ideas for situations are given in the box, but you can add your own. Look up any words you don't know in a dictionary.

| | | | | |
|-----------------|--------------------|-------------------|-----------------|------------------|
| a perfectionist | left-wing | a moralist | an intellectual | a traditionalist |
| a philosopher | middle-of-the-road | a radical thinker | narrow-minded | |
| open-minded | dedicated | dogmatic | | |

| | | | |
|------------------|--------------------|------------------|-------|
| food preferences | politics | learning English | sport |
| sexual relations | life and existence | religion | work |

68 Pleasant and unpleasant feelings

A Happiness and unhappiness

You feel:

ecstatic when you are madly in love or are spiritually uplifted for some reason.

content(ed) when you are peaceful and satisfied with what you have. Notice that **content** is not used before a noun. You can say 'She is content' or 'She is contented' but only 'a contented person'.

cheerful when life is looking quite bright and positive.

grateful when someone has done you a favour.

delighted when something has happened that gives you great pleasure, when you hear news of someone's good fortune, for instance.

miserable when everything seems wrong in your life.

discontented when your life is not giving you satisfaction.

fed-up / sick and tired when you have had enough of something disagreeable. You could be fed up with someone's rudeness, for instance, or sick and tired of someone's behaviour.

depressed when you are miserable over a long period of time. Depression is considered an illness in some severe cases.

frustrated when you are unable to do something that you want to do.

confused / mixed up when you cannot make sense of different conflicting feelings or ideas; **mixed up** is more colloquial.

B Excitement, anger and anxiety

You feel:

excited when you are expecting something special to happen, e.g. before a party or before a meeting with someone special.

inspired when you are stimulated to creative deeds or words. You might feel **inspired** after listening to some very powerful music, perhaps, or you might be **inspired** to action by a friend.

enthusiastic when you have very positive feelings about something, e.g. a new project.

thrilled when something extremely exciting and pleasing happens – quite a colloquial word. She was **thrilled** when the film star kissed her.

cross when you are angry or bad-tempered. It is often, though not exclusively, used about small children; quite a colloquial word.

furious/livid/seething when you are extremely angry; **livid** and **seething** are more informal; **in a rage/fury** are other ways of saying furious or violently angry.

anxious when you are afraid and uncertain about the future. I am so **anxious** about the results of my exams that I can't sleep.

nervous when you are afraid or anxious about something that is about to or may be about to happen. I always feel nervous when I have to go to the dentist. Feeling nervous is a little bit like feeling excited but it is a negative feeling whereas excitement is positive.

apprehensive when you are slightly nervous or anxious about something in the future.

worried when anxious thoughts are constantly going through your head.

upset when something unpleasant has happened to disturb you. It often combines feelings of both sadness and anger.

Exercises

68.1 Complete the following table.

| <i>adjective</i> | <i>abstract noun</i> | <i>adjective</i> | <i>abstract noun</i> |
|------------------|----------------------|------------------|----------------------|
| furious | ..... | frustrated | ..... |
| ..... | anxiety | ..... | cheerfulness |
| grateful | ..... | enthusiastic | ..... |
| ..... | ecstasy | ..... | apprehension |
| inspired | ..... | excited | ..... |

68.2 Choose the best word from those given to complete each of the sentences which follow.

enthusiastic confused cross thrilled depressed
upset fed-up frustrated discontented

- I didn't know who was telling the truth. I felt totally
- Some mothers are for several months after the birth of a baby.
- I think she is bad-tempered because she is She wanted to be an actress and not a school-teacher.
- Although he seems to have everything anyone could possibly want, he is still
- He went skiing for the first time last month, but now he is so about it that he can talk of little else.
- My baby brother gets very by the evening if he doesn't have an afternoon sleep.
- This rainy weather has gone on for so long. I feel really with it.
- He was terribly when he heard the news of his friend's accident.
- She was when she learnt that she had won the first prize.

68.3 Write sentences about when you have experienced the following feelings.

Example: anxious *I felt anxious until we heard the results of my mother's medical tests.*

- anxious
- apprehensive
- grateful
- in a rage
- miserable
- inspired
- enthusiastic

68.4 The words opposite ending in -ed (apart from contented and delighted) also have -ing forms e.g. interested/interesting and bored/boring. Add the correct ending -ed or -ing.

Example: She was thrilled by her present.

- I found the film very excit.....
- The poet was inspir..... by the sunset.
- This weather is terribly depress.....
- It is very frustrat..... when the phones aren't working.
- She was confus..... by the ambiguous remarks he made to her.

68.5 You, of course, know the basic expressions: 'I'm hungry/thirsty/hot/cold/tired/cross'. Colloquially, we often say the same things using a much stronger expression. What do you think people mean when they say:

- I'm boiling
- I'm dying for a drink
- I'm seething
- I'm freezing
- I'm starving
- I'm worn out

69 Like, dislike and desire

A

Words and expressions relating to liking

I quite liked Tom when we first met. However, although lots of my friends said they found him attractive, I didn't fancy him at all. He invited me out and I must admit that I was more tempted by his sports car than by him at first. However, I really enjoyed spending time with him. He fascinated me with his stories of his travels around the world and something mysterious about his past also attracted me. Moreover, we were both very keen on sailing. Soon I realised I had fallen in love with him. His sense of humour really appealed to me and I was also captivated by his gift for poetry. Now, three years later I absolutely adore him and I cannot understand why I didn't fall for him the moment we first set eyes on each other. He is a very caring person, fond of animals and small children. He is always affectionate and loving towards me and passionate about the causes he believes in and the people he cares for. I hope we shall always worship each other as much and be as devoted to our life together as we are now.

B

Words and expressions relating to desiring

Desire is used either as a formal verb to express a sexual wish for someone or else it is quite a formal word for wish.

He desired her the moment he saw her.

I have a strong desire to see the Himalayas before I die.

Looking forward to means thinking about something in the future with pleasant anticipation. The opposite of look forward to is dread.

I am looking forward to going to Fiji but I'm dreading the flight.

Note: 'to' is a preposition here and not part of the infinitive and is followed by a noun or an -ing form.

Long for means to wish for something very much.

As soon as I get back from one holiday, I'm longing for the next.

Yearn for is a more poetic way of saying long for.

He will never stop yearning for his country although he knows he can never return.

C

Words and expressions relating to disliking.

Loathe, detest, hate, cannot stand and cannot bear are all stronger ways of saying dislike and they are all followed by a noun or an -ing form.

I loathe / detest / hate / cannot stand / cannot bear bad-mannered people.

Repel, revolt and disgust are all strong words used to describe the effect which something detested has on the person affected.

His paintings disgust me. I was revolted by the way he spoke. His behaviour repels me.

D

Ways of addressing loved ones

dearest sweetheart darling love dear pet

Pet is used mainly to children. Note that the last three words in the list are not confined to use with people who are really loved. It is not uncommon for a London bus conductor, for example, to address any girl or woman as 'love'. (His Glasgow equivalent calls his female passengers 'hen'.) It's best for you, however, to keep such words for people you have a close relationship with!

Exercises

69.1 Complete the following table.

| <i>verb</i> | <i>noun</i> | <i>adjective</i> | <i>adverb</i> |
|-------------|-------------|------------------|---------------|
| – | passion | ..... | ..... |
| tempt | ..... | ..... | ..... |
| attract | ..... | ..... | ..... |
| appeal | ..... | ..... | ..... |
| disgust | ..... | ..... | ..... |
| hate | ..... | ..... | ..... |
| repel | ..... | ..... | ..... |
| – | affection | ..... | ..... |
| adore | ..... | ..... | ..... |

69.2 Complete the following sentences.

- 1 Misogynists hate
- 2 Ornithologists are fascinated by
- 3 People who suffer from arachnophobia find repulsive.
- 4 Kleptomaniacs are constantly tempted to
- 5 Masochists enjoy
- 6 Optimists look forward to

69.3 Reword the sentences without changing the meaning. Use the word in brackets.

Example: I very much enjoy his novels. (love) *I love his novels.*

- | | |
|---------------------------------------|--|
| 1 I strongly dislike jazz. (stand) | 5 She has totally charmed him. (captivate) |
| 2 Beer makes me feel sick. (revolt) | 6 Do you fancy a pizza tonight? (like) |
| 3 I don't really care for tea. (keen) | 7 She likes rowing and golf. (keen) |
| 4 His art attracts me. (appeal) | 8 I'm dreading the exam. (look) |

69.4 In each pair of sentences which person probably feels more strongly?

- | | |
|----------------------------------|-----------------------------------|
| 1 a Dear Louise, How are things? | b Darling Louise, How are things? |
| 2 a He's devoted to his sister. | b He's very fond of his sister. |
| 3 a I dislike his poetry. | b I loathe his poetry. |
| 4 a She's yearning to see him. | b She's longing to see him. |
| 5 a He worships her. | b He loves her very much. |

69.5 Complete the sentences or answer the questions in any way that is true for you.

- 1 What kind of food do you like? I like and I adore but I can't stand
- 2 I'm longing for
- 3 I'm fascinated by
- 4 What attracts you most in a person of the opposite sex?
- 5 What do you enjoy most about your job?
- 6 If you were on a diet, what food or drink would tempt you most to break the diet?
- 7 What characteristics in people do you most detest?
- 8 What do you dread most about getting old?
- 9 What do you fancy doing this evening?

70 Speaking

The verbs in the table below describe how loudly or quietly a person is speaking and also, often, indicate mood. These verbs are all followed by clauses beginning with 'that'.

| <i>verb</i> | <i>loudness</i> | <i>most likely mood</i> |
|------------------|------------------------------|-------------------------|
| whisper | soft | — |
| murmur | soft | romantic or complaining |
| mumble | soft (and unclear) | nervous or insecure |
| mutter | soft | irritated |
| shout | loud | angry or excited |
| scream | loud (usually without words) | frightened or excited |
| shriek | loud (and shrill) | frightened or amused |
| stutter, stammer | neutral | nervous or excited |

The following verbs all indicate something about how the speaker feels. What they usually indicate is given in the *feeling* column. (Note: s.b. = somebody s.t. = something)

| <i>verb</i> | <i>patterns</i> | <i>feeling</i> | <i>verb</i> | <i>patterns</i> | <i>feeling</i> |
|-------------|--------------------------------|------------------|-------------|------------------------------|----------------|
| boast | to s.b. about s.t. / that... | proud of oneself | complain | to s.b. about s.t. / that... | displeased |
| insist | on s.t. / that... | determined | maintain | that... | confident |
| object | that... / to + ing | unhappy | confess | that... / to + ing | repentant |
| threaten | that... / to do s.t. | aggressive | urge | s.b. to do s.t. | encouraging |
| argue | with s.b. about s.t. / that... | not in agreement | beg | s.b. to do s.t./ for s.t. | desperate |
| groan | that... | despair, pain | grumble | about s.t./ | displeased |

It is also possible to give an idea of the way someone speaks by using a speaking verb, plus an adverb. For example, 'He said **proudly**'. 'She spoke **angrily**'. This is most common in written style.

Some useful adverbs describing the way someone is feeling while they are speaking.

If someone feels angry: angrily crossly furiously bitterly

If someone feels unhappy: unhappily gloomily miserably uneasily sadly

If someone feels happy: happily cheerfully gladly hopefully eagerly

If someone feels worried: anxiously nervously desperately hopelessly

Other useful adverbs are boldly, excitedly, gratefully, impatiently, passionately, reluctantly, shyly, sincerely.

Exercises

70.1 Choose the verb which best fits the meaning of the sentences.

Example: 'I love you,' he *murmured*.

- 1 'It was I who broke the vase,' he
- 2 'I am the cleverest person in the class,' the little boy
- 3 'Look, there's a mouse over there!' he
- 4 'I'll stop your pocket money if you don't behave,' she
- 5 'I d-d-d-did it,' he
- 6 'Please, please, help me,' he
- 7 'This hotel is filthy,' she
- 8 'Go on, Jim, try harder,' he

70.2 Change the sentences above into reported speech using the same verbs.

Example: He *murmured* that he loved her.

70.3 Add the appropriate adjectives and nouns to the table below.

| <i>adverb</i> | <i>adjective</i> | <i>noun</i> |
|---------------|------------------|-------------|
| angrily | | |
| furiously | | |
| bitterly | | |
| miserably | | |
| cheerfully | | |
| gratefully | | |
| anxiously | | |

70.4 The answers to the following questions are all words which are from the same root as the verbs on the page opposite.

Example: How do you describe a person who boasts a lot? *boastful*

What do you call:

- 1 what you make when you threaten? 3 what you make when you object?
- 2 what you make when you complain? 4 a person who asks for money on the streets?

How do you describe:

- 5 someone who insists a lot? 6 someone who argues a lot?

70.5 Look at the verbs in the table in B and answer the following quiz.

- 1 Which verbs could replace ask in the sentence 'She asked me to dance with her' without changing the grammar of the sentence?
- 2 Which prepositions usually follow a) object b) insist c) complain?
- 3 Which verb could grammatically replace promise in 'He promised to do it'?
- 4 Which of the verbs can be followed by 'that' and a clause?
- 5 Find a synonym for each of the six verbs in the fourth column of the table.

70.6 Write a sentence to match each of the eight adverbs listed at the end of C.

Example: Excitedly, 'Let's go at once,' she said excitedly.

71 The six senses

A

Our basic five senses are **sight**, **hearing**, **taste**, **touch** and **smell**. What is sometimes referred to as a 'sixth sense' is a power to be aware of things independently of the five physical senses, a kind of supernatural sense. The five basic verbs referring to the senses are modified by an adjective rather than an adverb.

He looks dreadful. The trip **sounds** marvellous. The cake **tastes** good.
It felt strange. The soup **smelt** delicious.

B

Sight

Look at the verbs of seeing in the text below.

Yesterday I **glanced** out of the window and **noticed** a man **observing** a house opposite through a telescope. I thought I **glimpsed** a woman inside the house. Then I **saw** someone else **peering** into the window of the same house. I **gazed** at them wondering what they were doing. Suddenly the first man **stopped staring** through his telescope. He went and hit the other one on the head with the telescope and I realised that I had **witnessed** a crime.

C

Hearing

The following scale relates to the sense of hearing and how loud things are.

noiseless → silent → quiet → noisy → loud → deafening

D

Taste

Some different tastes with an example of a typical food. (See also Unit 43.)

sweet (honey) salty (crisps) bitter (strong coffee) sour (vinegar) spicy (Indian food)

If you say something **tastes hot** it may mean **spicy** rather than **not cold**. Food can be **tasty**, but **tasteful** is used to refer to furnishings, architecture or a style of dressing or behaviour. The opposite of both is **tasteless**.

E

Touch

Some good verbs for describing different ways of touching.

She nervously **fingered** her collar. He **stroked** the cat and **patted** the dog.
She **tapped** him on the shoulder. He **grasped** my hand and we ran.
She **grabbed** her bag and ran. It's rude to **snatch**. Press the button.
Please **handle** the goods with great care.
The secretaries complained that their boss was always **pawing** them.

Smell

These adjectives describe how something smells.

stinking evil-smelling smelly aromatic scented
fragrant sweet-smelling perfumed

G

Sixth sense

Different phenomena which a person with sixth sense may experience:

telepathy ghosts UFOs premonitions intuition déjà vu

Exercises

71.1 Make a sentence using any of these verbs, *look, sound, taste, touch* and *smell*, plus an adjective about the situations.

Example: You see a film about the Rocky Mountains. They look magnificent.

- 1 You come downstairs in the morning and smell fresh coffee.
- 2 A friend has just had her hair cut.
- 3 You hear the record that is top of the pops.
- 4 A friend, an excellent cook, tries a new soup recipe.
- 5 A friend asks how you feel today.
- 6 A little boy asks you to listen to his first attempts at the piano.
- 7 You see a friend of yours with a very worried look on her face.
- 8 Someone you are working with smells strongly of cigarettes.

71.2 Which of the verbs in the text in B suggests looking:

- | | |
|--|------------|
| 1 on as a crime or accident occurs? | 4 quickly? |
| 2 closely, finding it hard to make things out? | 5 fixedly? |
| 3 in a scientific kind of way? | |

71.3 Replace the underlined words with a more interesting and precise verb from the opposite page.

- | | |
|---|--|
| 1 I <u>saw</u> a crime. | 5 He <u>touched</u> the cat affectionately. |
| 2 He <u>looked fixedly</u> at me. | 6 The zoologist <u>looked at</u> the lion's behaviour. |
| 3 She <u>took</u> my hand <u>firmly</u> . | 7 The robber <u>took</u> the money and ran. |
| 4 <u>Touch</u> the button to start. | 8 I <u>quickly looked</u> at my watch. |

71.4 Are the following best described as *sweet, salty, bitter, sour, spicy* or *hot*?

- | | | |
|----------------------|----------|-------------------|
| 1 unsweetened coffee | 3 chilli | 5 Chinese cooking |
| 2 pineapple | 4 lime | 6 sea water |

71.5 Match the verbs used in E with these definitions.

- | | |
|----------------------------------|--------------------------------|
| 1 to take something very quickly | 3 to touch with the hands |
| 2 to move between the fingers | 4 to touch in an offensive way |

71.6 Which of the adjectives in F describes best for you the smell of the following?

- | | | |
|----------------------|---------------|-------------------|
| 1 herbs in a kitchen | 3 rotten eggs | 5 a baby's bottom |
| 2 old socks | 4 roses | 6 a hairdresser's |

71.7 Which of the phenomena mentioned in G have you experienced if you:

- 1 see a flying saucer?
- 2 suddenly think of someone two minutes before they phone you?
- 3 see someone in white disappearing into a wall?
- 4 feel certain someone cannot be trusted although you have no real reason to believe so?
- 5 walk into a strange room and feel you have been there before?
- 6 refuse to travel on a plane because you feel something bad is going to happen?

71.8 Write a sentence about the most remarkable experience each of your six senses has had.

72 What your body does

This unit deals with some interesting words used to describe things your body does.

Note: All the verbs on this page (except shake and bite) are regular verbs; almost all the words have an identical noun form: to yawn/a yawn, to cough/a cough etc. (except for breathe and perspire; the nouns are breath and perspiration).

Verbs connected with the mouth and breathing

breathe: A nurse gave the old man the kiss of life and he started **breathing** again.

yawn: If one person **yawns** everyone else seems to start too.

cough: It was so smoky in the room that he couldn't stop **coughing**.

sneeze: Dust often makes me **sneeze**.

sigh: She **sighed** with relief when she heard his plane had landed safely.

hiccough: Some people say that drinking out of the wrong side of a cup can help to stop you **hiccoughing**. (*Note:* pronunciation = /'hɪkəlɪŋ/)

snore: She **snored** all night with her mouth wide open.

Verbs connected with eating and the digestion

burp: He patted the baby's back to make it **burp** after its feed.

chew: My granny used to say you should **chew** every mouthful ten times.

rumble: It's embarrassing if your stomach **rumbles** during an interview.

swallow: Take a drink of water to help you **swallow** the pills.

suck: You're too old to **suck** your thumb!

lick: After having a meal, the cat **licked** herself clean.

bite: He always **bites** his nails when he's nervous.

C Verbs connected with the eyes and face

blink: She **blinked** several times to try and get the dust out of her eye.

wink: He **winked** at me across the room to try and make me laugh.

frown: Why are you **frowning**? What's the problem?

grin: She was so delighted with the present that she **grinned** from ear to ear.

blush: He **blushed** with embarrassment when she smiled at him.

D Verbs connected with the whole body

perspire/sweat: When it's hot you sweat/perspire. [perspire is more formal]

tremble: My hands **tremble** when I've been drinking too much coffee.

shiver: Look at him! He's so cold that he's **shivering**!

shake: She **laughed** so much that her whole body **shook**.

The pronunciation of some of the words in this unit is unusual. The index will tell you how to pronounce them.

Exercises

72.1 Find the word to match the dictionary definitions given below.

Example: to draw the eyebrows together to express displeasure or puzzlement *to frown*

- 1 to go pink from embarrassment
- 2 to tremble especially from cold or fear
- 3 to hold something in the mouth and lick it, roll it about, squeeze it etc. with the tongue and teeth
- 4 to shut and open both eyes quickly
- 5 to deliberately shut and open one eye

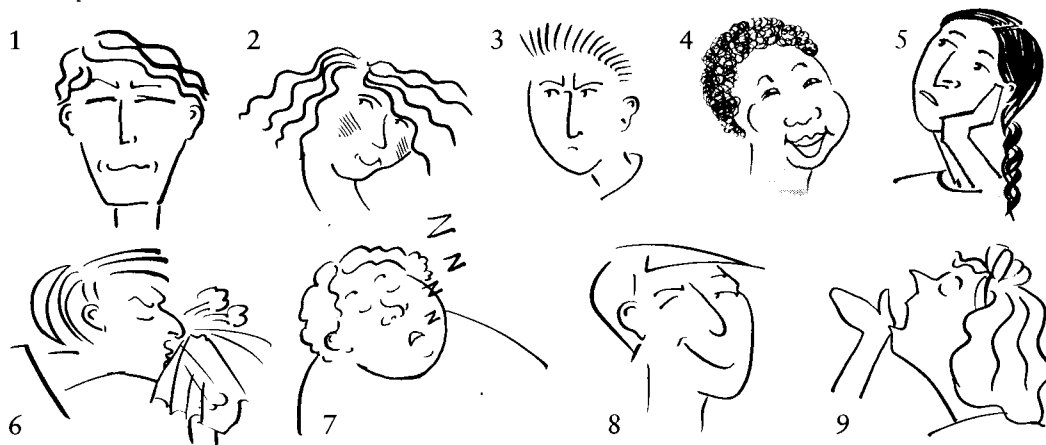
72.2 Say what must be happening in each of the situations below.

Example: (Parent to child) Take your thumb out of your mouth! *The child is sucking its thumb.*

- 1 Listen to that! I can't sleep in the same room as him.
- 2 Am I boring you?
- 3 If you have a drink of water, it might stop!
- 4 I'd have a honey and lemon drink if I were you!
- 5 Are you hungry?
- 6 You shouldn't eat so much so quickly!

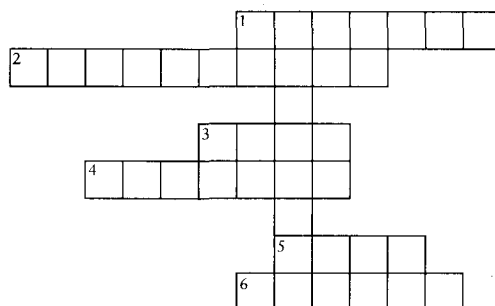
72.3 Which of the words on the opposite page do these pictures illustrate?

Example: 1 *blink*



72.4 Complete the puzzle. If you answer correctly, the central letters going downwards will form a word from the left-hand page.

- 1 a special kind of gum
- 2 a more formal word for sweating
- 3 what you need to do to a stamp
- 4 try to do this quickly with pills
- 5 smile broadly
- 6 James Bond liked to have his drinks
..... not stirred.



72.5 Organise the words on the opposite page into one or more bubble networks. Add any other words that you wish to the networks.