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# Vocabulary *in use* High Intermediate

**Second  
Edition**

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with John D. Bunting

100 units of  
vocabulary  
practice in  
North American  
English

**with answers**

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# Introduction

This new edition of *Vocabulary in Use High Intermediate* still retains the features that made the first edition so popular:

- The format of presentation on the left-hand page and practice on the right-hand page.
- It opens with a section on skills for vocabulary recording and memorizing.
- It approaches English vocabulary from a range of different angles – looking not just at topics, but also at word formation, at words and grammar, at functions like *Connecting and linking*, at concepts like *Time* or *Distance*, and at varieties of English.
- A student-friendly Answer key, including not only correct answers to right/wrong exercises, but also possible answers for more open-ended exercises.
- It contains language and usage notes that are ideal for self-study learners.
- It has a complete Index, which lists all the target words and phrases covered.

## What is different about the new edition?

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

All the artwork is new: the full-color illustrations are clearer and more attractive, and they reflect recent changes in technology.

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

- The *Corpus* has been used to check that all language and content is contemporary, natural, and accurate.
- The frequency information in the *Corpus* has helped guide the selection of words and phrases in the book and ensure that the vocabulary is suitable for learners of English at a high intermediate level.
- Example sentences are the same or similar to those in the *Corpus*. In other words, the examples show you words and phrases being used in their most typical contexts.

The process of updating the materials has also allowed us to introduce some new units, as requested by teachers and students. This edition contains a unit on *Guessing and explaining meaning* (Unit 7) and a unit on *Music* (Unit 47). *New words in English* (Unit 17) and *Computers and the Internet* (Unit 58) have both been totally revised to match changes in the language since the first edition.

In this second edition, we have reorganized the units in a more logical way and have introduced clearer headings for some of the sections. We have also created a new section, *Words and pronunciation*. In addition, we have made changes to the presentation materials and the exercises which we hope will make the book easier for students to use.

The Index is now organized unit by unit, allowing learners to see at a glance the key words and phrases of any unit.

## Using this book

### Who is this book for?

*Vocabulary in Use High Intermediate* has been written to help learners at this level to improve their English. The material corresponds approximately to level B2 of the Council of Europe's CEFR (Common European Framework of Reference for Languages). It will help students to learn not only the meanings of words but also how they are used. *Vocabulary in Use High Intermediate* has been designed for students who are studying on their own, but it can also be used by a teacher in the classroom with a group of students.

### How is the book organized?

The book has 100 two-page units. The left-hand page explains the new words and expressions chosen for that unit. Where appropriate, it gives information about the meanings of words as well as how to use them. The right-hand page gives you a chance to check your understanding through a series of exercises which practice the new vocabulary. Sometimes, the right-hand page will also teach you some more new words.

There is an Answer key at the back of the book. It will help you learn more about the words and expressions studied in the unit. Some questions have only one correct answer. Other questions have more than one correct answer. You will find comments on the answers giving reasons why one answer may be more appropriate than another. You will also find suggested answers for more open-ended questions. These suggested answers are intended to be used as possible examples and are not the only correct answer.

There is also an Index at the back of the book. This lists all the words and phrases introduced in the book.

### How should I use the book?

The book is divided into a number of sections. Start by working through the first seven units. These units not only teach you some new vocabulary but they also help you with useful techniques for vocabulary learning in general. After completing those units, you may 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 where you can write down the new words you are learning (see Unit 3 for advice on how to do this).

It is also important to have access to a good dictionary. This book selects the words that are most useful for you to learn at your level and it gives you the most essential information about those words, but you will sometimes need to refer to a dictionary as well for extra information about meaning and usage. Remember, you can always go to <http://dictionary.cambridge.org/> to look up words and learn more about them.

**Companion Web site:** [www.cambridge.org/vinu](http://www.cambridge.org/vinu)

On the *Vocabulary in Use* Companion Web site, you will find a range of free additional activities for vocabulary and listening practice.

We hope you enjoy learning with *Vocabulary in Use High Intermediate*.

Good luck!



**A** What do you need to learn?

- How many words are there in English?  
a) 10,000   b) 100,000   c) 250,000   d) 500,000
- How many words does the average English speaker use in everyday speech?  
a) 2,500   b) 5,000   c) 7,500   d) 10,000
- How many words make up 45% of everything written in English?  
a) 50   b) 250   c) 1,000   d) 2,500
- What do you think are the twenty most common words in English?

Answers are on page 236. They show the following basic facts about English vocabulary.

- There are many words in English that you don't need at all.
- There are words that you need to be able to use yourself.
- There are other words you need simply to understand when you read or hear them.
- The most common words in English are the grammar words, which you already know.

Clearly you need to spend the most time learning words that you need to be able to use yourself. In the text below, underline the words you want to understand. Then, circle the words you want to understand *and* 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.

**B** What does knowing a new word mean?

It is not enough just to know the meaning of a word. You also need to know the following:

- Which words it is usually associated with, such as  
adjectives and nouns (e.g., *classical music*, *common sense*)  
verbs and nouns (e.g., *to express an opinion*, *to take sides*)  
nouns in phrases (e.g., *in touch with*, *a sense of humor*)  
words with prepositions (e.g., *at a loss for words*, *thanks to you*)
- Its grammatical characteristics, for example,  
irregular verbs (e.g., *take*, *took*, *taken*)  
uncountable nouns (e.g., *luggage*)  
nouns that are only used in the plural (e.g., *clothes*)
- How it is pronounced (see Units 4 and 18)
- Its register – whether it is formal, informal, or neutral (see Units 95 and 96)



1. What phrases could you write to help you remember the following words?  
a) chilly    b) dissuade    c) up to my neck    d) independent    e) get married
2. What grammatical notes could you write next to the following words?  
a) scissors    b) weather    c) teach    d) advice    e) lose    f) pants
3. What pronunciation notes could you write next to the following words?  
a) subtle    b) catastrophe    c) photograph/photography    d) answer
4. What notes could you write about the register of the following words?  
a) guys    b) persons    c) people

### C Can you learn just by reading or listening to English?

You can help yourself learn English vocabulary by reading and listening to English as much as possible. Rank each item below from 0 to 4 to describe how important the way of learning vocabulary is for you personally (with 4 being the most important). You can add more items to the list if you like.

reading newspapers or magazines .....	watching TV, movies, or DVDs .....
listening to podcasts or the radio .....	listening to CDs or MP3 files .....
reading books, comics, or blog sites .....	surfing the Internet .....
talking to English speakers .....	attending lectures .....

### D What should you do when you come across new words?

- When you are reading something in English, don't stop to look up every new word or expression in a dictionary – this slows down your reading and your comprehension. Look up only those words that are 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.
- When you listen in English, don't panic when you hear words or expressions that you don't know. Keep listening for the overall meaning.
- 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 it up. Decide first which part of speech the word is, and then look for clues in its context or form.

Look at the following text. Before you read it, see if you know what the underlined words mean. After you read the text, try to guess the meaning of the underlined words from the context or from the way the word is formed. Then, if necessary, check a dictionary.

A tortoise is a shelled reptile famed for its slowness and longevity. The giant tortoise of the Galapagos may attain over 1.5 meters in length and have a life span 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.



**A Learning associated words together**

- Learn words with associated meanings together.

Complete this bubble network for the word *cat*. Add as many other bubbles as you like. Then, if possible, compare networks with your classmates. If you like, add any of their ideas to your own network.



- Learn words that form collocations together. Sometimes similar words do not make equally strong collocations (such as *a big day* or *a big race*, but not *a large day* or *a large race*). The best way to build your collocation knowledge is to notice what other words usually appear with the words you want to learn. This takes a long time, so you should also use a good learner's dictionary to find common collocations.

For these groups of words, decide which words might make the strongest collocations.

draw	<i>point ...</i>	utter	<i>highly ...</i>
make	a gun	horrible	complex
write	a finger	extreme	enjoyable
<i>... a line</i>	a book	<i>... nonsense</i>	successful

- Learn words based on the same root together.

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

- |          |               |                |
|----------|---------------|----------------|
| 1. price | priceless     | overpriced     |
| 2. handy | single-handed | give me a hand |

**B Using pictures**

- Pictures might help you remember vocabulary visually.



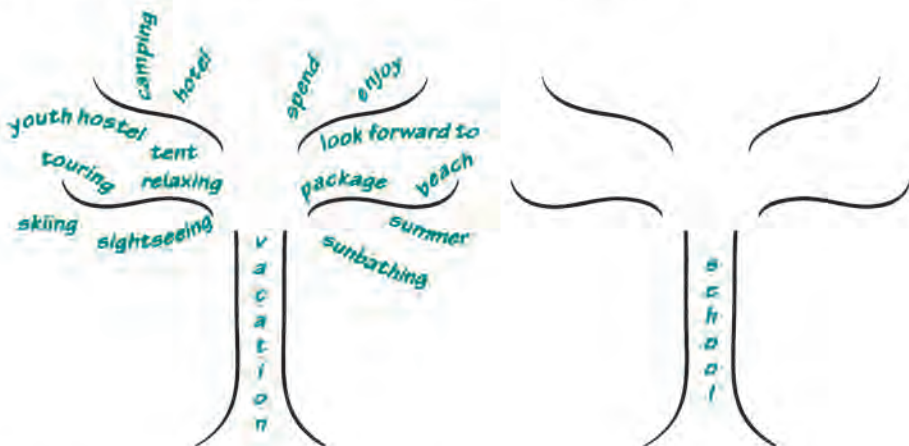
Can you draw any pictures that would help you remember the following vocabulary?

- skeleton    skinny    receipt

### C Using diagrams

- Word trees can help you make connections between related words.

Look at the word tree for *vacation*. Now complete a tree for *school*.



- Word forks are a good way of learning adjectives and verbs.

Look at the complete word forks for adjectives that go with *idea* and verbs that go with *a movie*. What words can you use to complete the word forks for *view* and *a ball*?

original		shoot		magnificent		kick	
brilliant		edit		breathtaking		hit	
unusual	idea	direct	a movie	superb	view	bounce	a ball
great		star in					
excellent		review					

- Tables can also help clarify collocations.

Look at this example of a table. Then complete the sentences below by using the correct form of the verbs *fly*, *drive*, or *ride*.

	<i>a car</i>	<i>a motorcycle</i>	<i>a truck</i>	<i>a horse</i>	<i>a plane</i>
to fly					✓
to drive	✓		✓		
to ride		✓		✓	

- Her mother ..... a truck for 15 years, but now she's retired.
- Have you ever ..... a plane?
- ..... a motorcycle can be very dangerous.



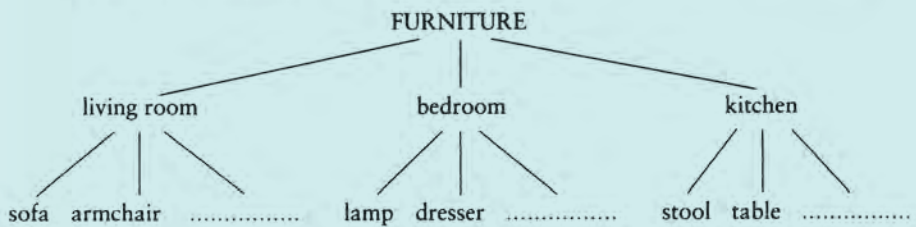
**tip** While you are learning vocabulary, you should keep a vocabulary notebook, either on paper or electronically. There are many different ways to organize your notebook. This unit provides some ideas and examples.

### A Organizing words by meaning

Try dividing your notebook into general sections, with different sections for *words for feelings*, *words to describe places*, *words for movement*, *words for thinking*, etc. In each section you can build families of words related in meaning.

### B Using various types of diagrams

- Words can be grouped under a heading, or a more general word can be drawn as a tree diagram. (See Unit 2.) In the example below, the dotted lines show that you can add more words to a diagram as you learn them.



- A bubble network is also useful since you can make it grow in whatever direction you want it to grow.



### C Adding synonyms and antonyms

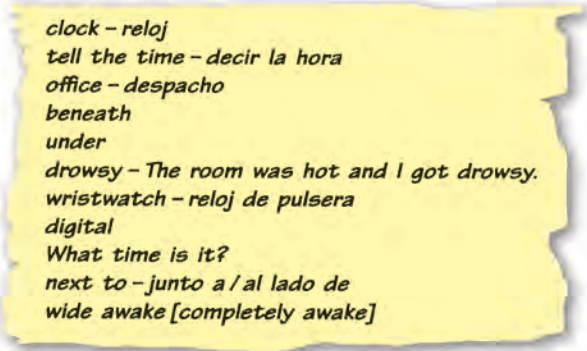
When you find a synonym or an antonym of a word you already have in your vocabulary notebook, enter it next to that word with a few notes.

*urban* ≠ *rural*

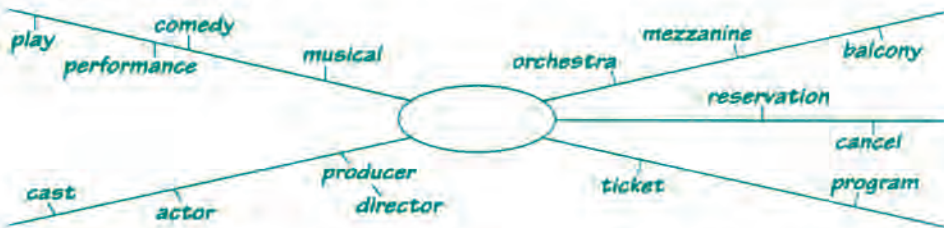
*stop* = *cease* (more formal)

## Exercises

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



- 3.2** This word map is a variation on the bubble network. Write the word that you think belongs in the middle of the map.



- 3.3** Complete this table by filling in synonyms and antonyms for the words in the center.

Synonyms	=		≠	Antonyms
<i>dominant, controlling</i>	=	powerful	≠	<i>weak, ineffective</i>
	=	ready	≠	
	=	transport	≠	
	=	destroy	≠	

- 3.4** Talk with other people who are learning English. Compare your ideas for learning vocabulary and list useful ideas in your notebook. For example, one learner tested himself regularly with his notebook, covering up the word and guessing it from his translation or from his other notes. Here is his system.

- If his translation and notes were clear, but he couldn't guess the word, he put a small red mark in the margin. Three red marks meant "needs extra effort."
- If his translation and notes couldn't help him guess the word, then he put a blue mark in the margin. This meant "need more information about this word."





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# Vocabulary *in use* High Intermediate Second Edition

**Vocabulary in Use High Intermediate** is a reference and practice book for students of North American English at the high intermediate level. Each unit is on two pages. The left-hand page teaches an important selection of vocabulary that is related by grammar or topic. The right-hand page provides practice exercises. **Vocabulary in Use High Intermediate** can be used as a classroom text or for self-study.

- teaches approximately 3,500 useful words and expressions
- contains 100 two-page units that cover different grammar- or content-based topics
- teaches words and phrases used for money and finances, the Internet, sports, the arts, politics, the environment, and more
- shows how to use new words and phrases in context
- suggests strategies for learning new vocabulary, using dictionaries, and organizing a vocabulary notebook
- allows a flexible approach: learners and teachers can select the units relevant to their needs
- includes a complete index and an answer key

[www.cambridge.org/vinu](http://www.cambridge.org/vinu)

Additional activities for extra vocabulary and listening practice are available on the companion Web site.

Also available:

**Basic Vocabulary in Use**

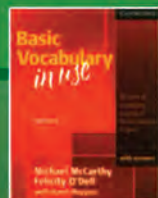
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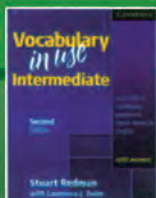
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