

ENGLISH VOCABULARY IN USE

Vocabulary
reference and
practice

with answers
and ebook

Fourth Edition

Pre-intermediate
& Intermediate

Stuart Redman



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Introduction

To the student

This book will help you learn more than 2,000 words and phrases, and you can use it without a teacher. There are 100 units in the book. You can study them in any order, but the first four units have information about vocabulary that will help you with your learning.

Here is what the pages look like:

The left-hand page presents the new vocabulary.

New vocabulary is in **bold**.

Pictures and diagrams show the meaning of some words.

Example sentences help you to understand new words.

The right-hand page practises the new vocabulary.

There is an example in each exercise to help you.

There is space for you to write your answers.

Over to you is a chance for you to use the new words to write about yourself, your life and your country.

After you do the exercises, you can check your answers in the **Answer key** at the back of the book. You will also find possible answers for most of the **Over to you** exercises.

The **Index** at the back of the book has all the new words and phrases from the units, with a phonemic transcription to help you with pronunciation. If you have the edition with the ebook, you can listen to the pronunciation of all the new vocabulary, and there are more practice exercises as well. see [p262](#) for more information about the ebook.

It is a good idea to have a dictionary when you use the book. sometimes you may want a bilingual dictionary, so you can find a translation; sometimes the book asks you to use an English dictionary for an exercise. You also need a notebook when you are studying. The study units 1-4 in this book will give you ideas and information to help you to use your notebook and become a better learner. I hope you enjoy using this book.

To the teacher

This book can be used in class or for self-study. It is intended for learners at the upper A2 level and B1 level on the Council of Europe scale, and teaches more than 2,000 words and phrases. The vocabulary is organised around common everyday topics, but also contains units on different aspects of language such as phrasal verbs, uncountable nouns and link words and phrases. These units provide key information about lexis, but also help to ensure that learners are exposed to the most important vocabulary for their level. The first four units are dedicated to aspects of vocabulary learning such as record keeping and dictionary use. The book has been written so that units can be studied in any order, but I recommend you look at these four study units first, as they provide learners with important advice about vocabulary learning in general.

Throughout the book, vocabulary items have been chosen for their usefulness in a wide range of everyday situations, and this task has been made easier by having access to the English Profile (EP). Forming part of a large research programme sponsored by the Council of Europe, the EP helps teachers and students identify the words or phrases that a learner can be expected to know at each level of the Common European Framework. The words and phrases have mainly been selected using the Cambridge Learner Corpus, examination wordlists and classroom materials, and in this book the main focus is on words and phrases at the upper end of the A2 level and across the B1 level.

Much of the new vocabulary (on average about 25 items per unit) is presented through different types of text, and then explained immediately after the item appears, or in a separate glossary below the text; some words are presented in tables or lists, and contextualised in sentence examples; some of the new vocabulary is presented in pictures and diagrams.

The new vocabulary is then practised on the right-hand pages through a wide range of exercise types. These pages generally progress from easier to more difficult exercises, with items often tested receptively first, e.g. through a matching or grouping exercise, before moving on to more challenging productive exercises such as gap-fill texts or sentence transformations. In many units, the final exercise is called **Over to you**. This indicates a personalised exercise, in which learners have an opportunity to use some of the new vocabulary to talk about themselves, their lives and their country, and sometimes to express their own personal opinions. These make ideal classroom speaking activities for pairs or groups, but many of the exercises on the right-hand page can be adapted for speaking practice. For example, where there are short question and answer dialogues, students can first read the dialogues out loud, then one student can ask the questions, and their partner has to respond appropriately using target vocabulary from the unit, but without referring to the book.

There is a comprehensive Answer key at the back of the book, as well as an Index of all the vocabulary taught with a phonemic pronunciation guide and a unit reference to where each item appears.

Find more resources for teachers at www.cambridge.org/elt/inuse

We hope you enjoy using this new edition.

Using this book

It's a good idea to have a **routine** when you use this book. [something you do often and usually in the same way] For example:

- a **weekly** routine when you study a new unit for **at least** [not less than] 30–45 minutes;
- a **daily** routine when you **revise** that unit. [study it again] You may only need to revise for five or ten minutes each time.

1.1 Over to you

Write your answers.

1 How often can you spend at least half an hour or forty-five minutes on a unit?

2 How often can you revise? How much time can you spend when you revise? Where will you do it?

Studying a new unit

When you are studying a unit for the first time, you need to be **active** when you are learning.

- With a new word or phrase, **say it aloud** [speak it so you can hear it], and repeat it to yourself **silently** [in your head, not speaking]. If you have the eBook that goes with the book, use it to check the pronunciation.
- Use a **highlighter pen** to mark words you think are important or difficult.
- Write down new words and phrases in your notebook. (See Unit 2 for more information.)
- Always try to write an example sentence for new words. You can choose an example from this book or a dictionary, but an example from your own life will often help you to remember a word, e.g. *I shared a flat with an Australian girl when I was in London last year.*
- Do exercises in pencil, then you can **rub them out** (using a **rubber**) and do them again later. This is a good way to revise vocabulary.

1.2 Over to you

Write your answers.

1 Which of these things do you do now when you are learning vocabulary?

2 What will you do in the future?

Revising a unit

When you are revising a unit one or two days later, it is also important to be as active as possible.

- Test yourself, e.g. look at a word and cover the meaning. Can you remember what the meaning is? If you can't, check the meaning, then come back to the word in five minutes' time and test yourself again.
- Look at what you wrote in your notebook when you first studied the unit. Is there any new information you want to add, e.g. something about the pronunciation, or a common word partner? (See Unit 2.)
- Diagrams may help you to organise some of the vocabulary differently, and help you to remember it.

Who took
my pen?

Let's take a
break now.

1.3

Over to you

Write your answers.

1 Do you revise vocabulary that you study? If so, how often?

2 Will you try to revise more often in the future? If so, will you use some of the ideas above?

I took notes
during the lecture.

What size shoes
do you take?

Expanding* your vocabulary

- When you learn a word, e.g. *dirty*, think of **synonyms** (*syn*) [words with a similar meaning] or **opposites** (*opp*) in your language. Look them up in a bilingual dictionary to find the English words, then look up the English words in an English dictionary to check the meaning. From this, you will find that the opposite of *dirty* is *clean*, and you may also find **filthy** [very dirty].

* making something bigger

1.4 Using this method, find opposites for the words in bold.

- My room is very **clean**. *opp* dirty
- It's a **permanent** job. *opp*
- He was **kind** to all of his animals. *opp*
- Babies have very soft, **smooth** skin. *opp*
- Where's the **entrance**? *opp*
- Was the bird **dead**? *opp*
- Did they **accept** the invitation? *opp*

- Building word families (see Units 70-72) will also help to expand your vocabulary. From a noun, verb or adjective, you can often find related words in the dictionary with a similar meaning. So, you can often learn two or three words, and not just one, e.g. **argue** v = have an angry discussion; n = argument.

1.5 Use a dictionary to find the related parts of speech for the words in bold.

- She gave me some **advice**. *verb* advise
- We mustn't **argue**. *noun*
- I will have to **revise** this unit. *noun*
- Is there a **choice**? *verb*
- I want to **expand** my vocabulary. *noun*
- The two boys are very **different**. *noun* *verb*
- They need to **communicate** more. *noun* *adj*

- Try to read and listen to English as much as possible. The more you read and listen, the more you will learn. When you read, try to:
 - Highlight or underline interesting new words.
 - Highlight words if they are familiar but you can't remember the meaning.
- There is a lot of spoken English on the Internet which you can play again and again. Try to make a note of interesting words and look up the meaning.

1.6

Over to you

Now choose a unit that interests you. Study the left-hand page, then do the exercises in pencil. Wait for at least 24 hours, revise the unit, then answer these questions.

- How many answers did you get right the first time?
- How many answers did you get right the second time?

A

What do you do?

This is what some students do.



RAFAEL I **write down** new English words and phrases in my notebook, and next to each one I write a Spanish **translation**. I usually write down if a word is a *noun, verb, adjective*, and so on.



KAZUO I sometimes write a word in phonemics because English pronunciation is very difficult for me. But my notebook is a **mess** [nothing is in a good order; *syn untidy*]. I like to **draw** pictures.



EUN I sometimes **make a note of** new words in my notebook, but I often **forget** [don't remember]. I usually write a translation, and sometimes I write example sentences as well.



ANDREY I've got a notebook. I don't use it much but when I do, I try and list words by **topic**, so I put all the animals together, and all the clothes words together, and so on. I find it's easier to remember the words this way.



DONATA I **note down** new words and phrases. Sometimes I **translate** them into Polish, and sometimes I write an **explanation** [a description of what something means] in English if it is not difficult. For example:
kitten = a very young cat

B

Tips for your notebook

A **tip** is a piece of advice to help you. Here are some tips for your notebook.

- Put words from one **topic** in the same place, e.g. food in one place, clothes in another, etc. Don't **mix** them **up** [put them together with no order]. You can also have grammar topics, e.g. 'uncountable nouns', or a page for words that all have a connection, e.g. words and phrases that were all in a story you read in English. Some words and phrases will go in more than one topic.
- If you can't find a topic for a new word or phrase, e.g. *useful* or *in particular*, put them in a different place in your notebook, e.g. a page for each day or each week, or perhaps one page for every English lesson you have. Write the **date** clearly at the top, e.g. Monday 14th May.
- When you write down new vocabulary, write a translation if it is **necessary** [you need it; *opp unnecessary*], but also write the meaning in English if it is possible, or draw pictures.
- If possible, add synonyms, opposites, other parts of speech, etc. (See **Unit 1**.)
awful *adj* = terrible (*syn dreadful*)
enjoy *v* = like something and get pleasure from it *n* = **enjoyment** *adj* = **enjoyable**
- Example sentences help you with the grammar of a word, or with word partners (collocations).
I **enjoy living** in a big city. (NOT I enjoy to live in a big city.) (See **Units 87-8**.)
I **spent two weeks in** Rome. (NOT I passed two weeks in Rome. You spend time in a place.) (See **Unit 74**.)
- Remember, words often have more than one meaning that you need to know, e.g. a **tip** is also money that you give, for example, to a waiter for serving you in a restaurant.