

## Study unit 1

# Learning vocabulary

### A What do you need to learn?

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

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

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

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

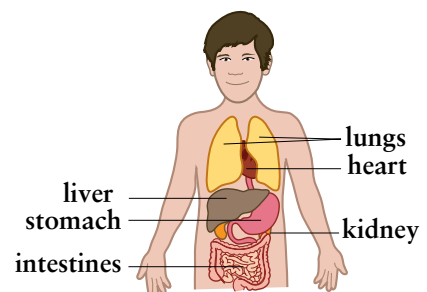
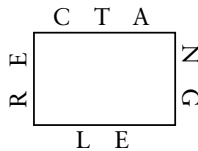
So when you learn a word you should make sure that you:

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

### C How can you help yourself to memorise words?

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

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



Pictures can help you to remember the meaning. For example:

### D How can you help yourself learn more words?

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



## Exercises

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

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

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

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

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

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

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

coincidence	difference	family	<del>likeness</del>	palace	a phrase
range	shade	suggestion	a term	welcome	new words

1.4 Write I by the words that are informal and F by those that are formal.

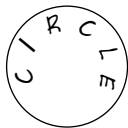
- |                  |                                |                        |
|------------------|--------------------------------|------------------------|
| 1 guys ..I..     | 4 to alight (from a bus) ..... | 7 to bug someone ..... |
| 2 a minor .....  | 5 to feel gutted .....         | 8 to zone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

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

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

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

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



1.7

### Over to you

Look at the suggestions in D. Can you think of any other ideas to add to the list? Rank each one from 0 to 4 to describe how important this way of learning vocabulary is for you. Then rank the list again considering how important this way of learning vocabulary could become for you in the future (0 = not important at all and 4 = very important).

## Study unit 2

# Organising a vocabulary notebook

### A Organising words by meaning

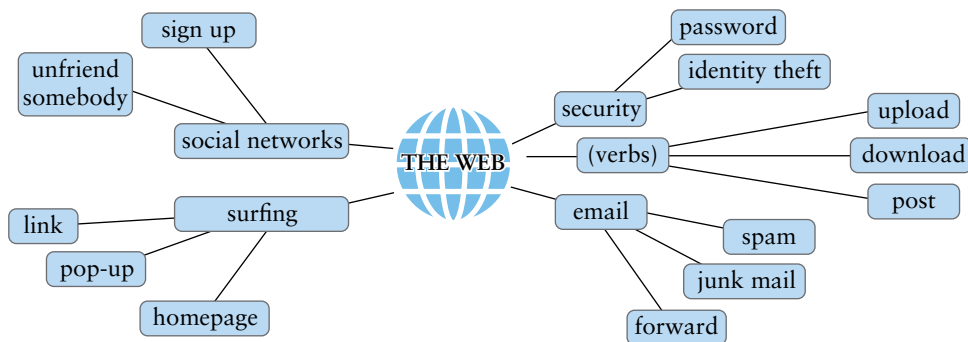
Try dividing your notebook into different broad sections, with sections for **words for feelings**, **words to describe places**, **words for movement**, **words for thinking**, etc.

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

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

### B Building networks of meaning

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



### C Collocations and fixed phrases

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

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

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

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

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

### D Synonyms and antonyms

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

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

### E Organising by word class

Make a note of the word class of a new word (whether it is a noun, verb, adjective, etc.).

Record words from the same word family together, e.g.

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

### F Stress

Record where the stress falls on a multi-syllable word, especially if the stress changes

between word classes, e.g. *produce (verb)*    *produce (noun)*    *productive (adjective)*

### Language help

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

# Exercises

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

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

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

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

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

nouns	verbs	adjectives	collocations	fixed phrases
latecomer				

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

~~glad~~ spicy deprive sb of sth shot dissatisfied chilly

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

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

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

\* Give two adjectives.

2.5

**Over to you**  
 Do you have any personal way of organising your vocabulary that is not mentioned in this unit (e.g. use of colours, drawings)? If so, why is it useful? If possible, compare your ideas with other students.

## Study unit 3

# Using your dictionary

### A What a good dictionary tells you: the basics

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

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

θ	th in <b>thick</b>	ð	th in <b>then</b>	tʃ	ch in <b>church</b>
ʃ	sh in <b>she</b>	dʒ	j in <b>jam</b>	ʒ	s in <b>pleasure</b>
ŋ	ng in <b>ring</b>	æ	a in <b>bad</b>	ɒ	o in <b>top</b>
ɔː	o in <b>form</b>	ʊ	u in <b>put</b>	ə	a in <b>about</b>
ʌ	u in <b>up</b>	ɜː	in <b>bird</b>		

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

### B Additional information

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

**hurtful** /'hɜːt.fəl/ adjective

causing emotional pain: *That was a very hurtful remark! How can you be so hurtful?*



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

## Exercises

### 3.1 Pronunciation. What English words are these?

- 1 /edʒu'keɪʃən/ ..education.....      3 /'li:nɪŋ/ .....  
 2 /'pɑ:spɔ:t/ .....      4 /'lɪbətɪ/ .....      5 /rə'vɪzən/ .....  
 6 /'brʌðə/ .....

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

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

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

1

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

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

2

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

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

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

	person	thing		person	thing
sad	✓		damp		
lucky			awkward		
content			compulsory		

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

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

### 3.6

#### Over to you

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

Study  
unit **4**

## Guessing and explaining meaning

### A Working out meaning from context

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

#### The context in which the word is used

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

#### Similarity to other words you already know in English

A large number of words in English are made up of combinations of other words. You may never have seen the word 'headscarf', for example, but it is easy to work out that it is a scarf worn on the head. Units 73–75 will help you improve your skills in understanding how English uses everyday words to build up new concepts.

#### Structure

A prefix or suffix may give you a clue: for example, Units 69–71 focus on different aspects of word formation in English and should help you use those clues to make sense of unfamiliar words.

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

If your first language is of Latin or of Germanic origin, you will come across many words in English that resemble words in your own language. However, English has taken many words from many other languages too. So make use of any other languages you know. But remember that some words are false friends – they sound as if they mean the same but in fact they have a different meaning. For example, *gift* in English means *a present* but in German *Gift* means *poison*.

### B Explaining unknown words

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

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

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

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

I think it must / could mean ...

## Exercises

- 4.1 Look at the following text. Before you read it, see if you know what the underlined words mean.

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



Which of the underlined words can you guess from the context or using any other clues? First make a guess and then check your guesses in the Answer key.

- 4.2 Use the context to work out what the underlined words mean. Explain them using one or other of the expressions in B on the opposite page.
- 1 Above the trees at the edge of the meadow, a buzzard hangs for a moment on the wind before soaring towards the hills. *I think a buzzard must be a kind of bird.*
  - 2 According to some sources, the water vole is one of the most rapidly declining creatures in Britain and a new survey is now being carried out to determine how serious the threat of extinction really is.
  - 3 Using a large chisel Jack managed to knock down the old garden wall.
  - 4 Sarah carried in a delicious chicken and noodle soup in a large tureen and we enjoyed several bowls each.
  - 5 We often used to walk up to the cliff top where we would clamber over the farmer's gate and go right to the edge where the view was better.
  - 6 Some people get really ratty when they haven't had enough sleep.
- 4.3 Use your knowledge of other basic English words to help you work out the meanings of the underlined words and expressions. Rewrite them using simpler words or explanations for the underlined words and phrases.
- 1 It says on the can that this drink is sugar-free. ... *this drink doesn't contain sugar.*
  - 2 I find Mo a very warm-hearted person.
  - 3 I've been up to my eyes in work ever since I got back from holiday.
  - 4 We walked down a tree-lined street towards the station.
  - 5 The little boys were fascinated by the cement-mixer.
  - 6 More and more shops now have their own special store cards and offer you a discount if you use one of them.
- 4.4 Use your knowledge of prefixes and suffixes to suggest what these phrases mean.
- |  |                               |
|--|-------------------------------|
| 1 to redirect an envelope <i>to send it to a different address</i> | 5 my ex-boss                  |
| 2 uncontrollable anger   | 6 anti-tourist feelings       |
| 3 pre-dinner drinks  | 7 to disconnect the telephone |
| 4 bi-monthly report  | 8 undelivered letters         |



## 5 Countries, nationalities and languages

### A Using 'the'

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

### B Adjectives referring to people, countries and languages

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

### C Nationalities

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

### D World regions



### E Regional groups and ethnic groups

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

**Europeans** often find **Asian** cultures to be very different from their own.

**Arabic** culture spreads across a vast region of North Africa and the Middle East.

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

## Exercises

5.1 Put each of the countries into the correct column depending on which adjectives are used to refer to the people or language of that country.

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

-(i)an	-ic	-ish	-i	-ese	(other)
Latvian		Irish			

5.2 Match the countries with their world regions.

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

5.3 Correct the mistakes in these newspaper headlines.

- |  |   |   |
|--|---|---|
| 1 <b>Soccer sensation!<br/>England team captain<br/>to marry a French!</b> | 2 <b>BRITAIN’S HAVE HIGHEST<br/>TAX RATE IN EUROPE</b>          | 3 <b>MALTISH PRIME MINISTER<br/>VISITS WASHINGTON</b> |
| Frenchman/French woman   |   |   |
| 4 <b>Police arrest Danish<br/>on smuggling charge</b>                      | 5 <b>Iraqian delegation<br/>meets Pakistanian<br/>President</b> |   |

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

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

### Over to you

Complete the sentences so that they are true for you.

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

## 6 The weather

### A Cold weather

In Northern Europe, **daytime**<sup>1</sup> temperatures are often quite mild, even in **late**<sup>2</sup> autumn. The days are often **misty**<sup>3</sup>, foggy and **damp**<sup>4</sup>. Soon, winter arrives, with **frost**<sup>5</sup>, icy roads and **severe**<sup>6</sup> weather, including heavy snow. As people **expect** the weather to be bad, they try and keep warm so they don't **freeze**! Freezing weather may continue in the far north until May or even June, when the ground starts to **thaw** /θɔː/ and the ice **melts**<sup>8</sup> again.



<sup>1</sup> during the day    <sup>2</sup> towards the end of a period of time    <sup>3</sup> with clouds of small drops of water in the air, making it difficult to see things in the distance    <sup>4</sup> slightly wet, and not pleasant or comfortable  
<sup>5</sup> thin, white layer of ice on surfaces when the weather is very cold    <sup>6</sup> extremely bad    <sup>7</sup> change from hard, frozen state to softer state    <sup>8</sup> change from solid to liquid under heat

### B Warm/hot weather



In a **tropical**<sup>1</sup> climate, the weather is often **stifling**<sup>2</sup>, **muggy**<sup>3</sup> and **humid**<sup>4</sup>. In other hot climates, there may be **boiling**<sup>5</sup> hot days, and **heatwaves**<sup>6</sup> may be common.

<sup>1</sup> very hot, as in countries near the Equator    <sup>2</sup> hot, uncomfortable, you can hardly breathe    <sup>3</sup> very warm and a little damp    <sup>4</sup> hot and damp, makes you sweat a lot    <sup>5</sup> extremely hot    <sup>6</sup> very hot, dry period

### C Wet weather



This wet weather scale gets stronger from left to right.

**shower** (noun) → **heavy rain** → **pour down** (verb) / **downpour** (noun) → **torrential rain** → **flood** (noun and verb)

This rain won't last long; it's only a **shower**. [short period of rain]  
 There was quite **heavy rain** during the night. / It **rained heavily** during the night.

It was absolutely **pouring down** yesterday. / There was a real **downpour**.

In Malaysia there is usually **torrential rain** most days, and the roads sometimes get **flooded**. / There are sometimes **floods** on the roads.

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.



shower

heavy  
rain

pour  
down

torrential  
rain

flood



### D Wind

There was a **gentle breeze** on the beach, just enough to cool us.  
 There was a very **strong/high wind** and my umbrella blew away.  
 There was a **gale** that day, so we didn't go sailing. [very high wind]  
 People stayed indoors because there was a **hurricane** on the way. [extremely high, dangerous wind]



#### Common mistake

The noun *weather* is uncountable. We say: *We had bad weather that day.* (NOT *We had a bad weather.*)

## Exercises

### 6.1 Answer the questions about the words in A opposite.

- 1 Which adjective could you use to describe something that is wet, but not very wet? *damp*
- 2 Which adjective would you use before ‘summer’ to refer to the end part of it?
- 3 Which verb means the temperature has gone up and there is no longer frost or ice?
- 4 Which word can be used to describe something that happens in the day?
- 5 What happens to ice cream on a very hot day?
- 6 If you see a thin, white covering on everything on a cold day, what is it?
- 7 If you can’t see things in the distance, what is the weather probably like?
- 8 Which two adjectives could you use to describe a wind that blows very hard?
- 9 Which adjective can you use to describe very bad weather?

### 6.2 What types of weather do these pictures suggest?



- 1 *hurricane*.....      2 .....      3 .....      4 .....

### 6.3 Rewrite the words in bold using words from B opposite.

I think it would be interesting to live in a **hot tropical**..... climate. However, I don’t like weather **that is hot and damp and makes you sweat** ..... I even dislike the days **that are slightly warm and damp** ..... which we get in the UK. Some people love **extremely**..... hot days, and I don’t mind **very hot, dry periods** ..... occasionally, but when it’s **hot and uncomfortable and you can hardly breathe** ....., it’s just impossible. Maybe I should stay at home and forget about moving to a hot climate!

### 6.4 What kinds of weather do you think caused the following to happen? Write a sentence which could go *before* each of these. Use words from the opposite page.

- 1 *The weather was stifling.*..... We had to use the air-conditioning every afternoon.
- 2 ..... The sweat was pouring out of us.
- 3 ..... It just cooled us nicely on the hot beach.
- 4 ..... Cars were sliding everywhere out of control.
- 5 ..... The postman had to use a boat to get around.
- 6 ..... You couldn’t really see the trees in the distance.
- 7 ..... The earth became rock hard and a lot of plants died.
- 8 ..... It blew the newspaper right out of my hands.
- 9 ..... My hair and clothes got soaking wet.
- 10 ..... It looked as if it would rain at any minute.

### 6.5

#### Over to you

This chart shows anyone who wants to visit the West of Ireland what weather they can expect at different times of the year. Make a similar chart for your country or home region. If possible, compare your chart with someone else.

Dec–Mar	April–June	July–Aug	Sept–Nov
coldest months; usually wet; heavy rain; snow on high ground	generally cool, often wet and windy but getting warmer	warmest months; sunny, with showers; cool sea breezes	often mild, becoming cold; damp, misty and foggy, often overcast

## 7 Describing people: appearance

### A Hair, face, skin and complexion /kəm'plekʃən/



She's got **straight hair** and she's **thin-faced** / she's got a **thin face**.



She's got **long, wavy hair** and she's **round-faced** / she's got a **round face**.



She's got **curly hair** and is **dark-skinned** / she's got **dark skin**.



He's got a **crew-cut**.



He's **bald** /bɔ:ld/ and has **freckles**.



He's got a **beard** and **moustache** /mʊs'tɑ:ʃ/ and has a **chubby face**.



He's got **receding hair** and a few **wrinkles** /'rɪŋkəlz/.



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

What sort of person would you find attractive? **Blonde**, **fair**, **dark** or **ginger-haired** / **red-haired**. She has such beautiful **auburn hair**. /'ɔ:bən/ [red-brown]  
**Fair** and **dark** can be used for hair, complexion or skin. Some people like **getting a tan** in summer. [exposing their skin to the sun so that it goes brown]

### B Height and build



a rather **plump** or **stout** person



a **slim** person / a **skinny** person  
 [positive] [rather negative]



an **obese couple** /ə'bi:z/  
 [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** /æ'nɔ'reksɪk/. If someone has a **nice figure**, they have an attractive shape. [generally said about women]

### 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** / **messy-looking**.

Chloe looked **stunning** in her red dress. [very attractive]

He's very **good-looking**, but his friend's rather **unattractive**. [opp attractive]

Her eyes are her best **feature**. [the most attractive part of her face]

Do you think **beautiful** women are always attracted to **handsome** men? I don't. I think **personality** matters most.

**First impressions** are always important. [your first reaction to someone]

#### Language help

The suffix **-ish** is useful for describing people (see Unit 8). She's **tallish**. He has **brownish hair**. He must be **thirtyish** / in his **thirties**.

## Exercises

### 7.1 Choose a word from the opposite page to complete these sentences.

- I wish I could get a ~~tan~~ ..... like yours but my skin just goes red in the sun.
- My cousin used to have a lovely ..... but she's put on weight in all the wrong places since she stopped taking much exercise.
- Thomas's eyes are his best ..... – they're so large and sparkly and such a deep brown.
- Tessa's in her thirties but she still has the same lovely fresh ..... as her young daughter has.
- Staff at the bank were told to dress smartly for work so they would always create a good ..... on customers.
- I'd call her ..... rather than ginger-haired – her hair's dark brown with just a tinge of red in it.
- George says that the ..... round his eyes just show that he has smiled a lot in his life.
- Even in jeans Alina manages to look .....
- Carla looks beautiful in old clothes and without any make-up but when she's dressed up for an evening out she's absolutely .....

### 7.2 Answer these remarks with the opposite description.

- A: I thought you said he was the short, chubby one.  
B: No, no, no, not at all, he's the tall, thin-faced one.
- A: Was that his brother, the dark-skinned, wavy-haired one?  
B: No, completely the opposite, his brother's ...
- A: She's always quite well-dressed, so I've heard.  
B: What! Who told you that? Every time I see her, she's ...
- A: So Charlene's that rather plump, fair-haired woman, is she?  
B: No, you're looking at the wrong one. Charlene's ...
- A: So, tell us about the new boss; good-looking?  
B: No, I'm afraid not; rather ...
- A: I don't know why, but I expected the tour guide to be fiftyish or rather plump.  
B: No, apparently she's only ...

### 7.3 WANTED! MISSING! Complete the gaps in these police posters with your own ideas.

<p><b>WANTED FOR MURDER</b></p>  <p>Ian Prowse White, height 6ft, .....-faced, ..... hair, ..... skin</p>	<p><b>Wanted for Armed Robbery</b></p>  <p>Sandra King White, height 5ft 4, ..... hair, ..... build, .....-faced</p>	<p><b>Missing</b></p>  <p>Louise Fox Age 7, Asian appearance, .....-faced, ..... ; ..... hair</p>	<p><b>Wanted</b> dead or alive</p>  <p>Jack 'Dagger' Flagstone White, height 6ft, ..... , with ..... and ..... ; ..... build.</p>
--	---	--	--

### 7.4 Over to you

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

- you yourself
- your best friend
- a neighbour
- your ideal of a handsome man / a beautiful woman

Now, in the same way, describe somebody very famous and give some extra clues about them, e.g. He's/She's a *pop star* / *politician*. Can a partner guess who you are describing?

## 8 Describing people: character

### A Intellectual ability

ability	intelligent bright clever sharp 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

### B Attitudes towards life

Amal is **pessimistic** while Nia is **optimistic** – he always expects the worst to happen while she looks on the bright side.

It is strange that one of the twins is so **extroverted** while the other is so **introverted** – Ben loves being the focus of attention while Bill prefers to be alone with his thoughts.

I feel very **tense** (or **wound up** / **stressed out**\*\*\*) after a very busy day at work but, after a hot bath and a nice cup of tea, I'll soon feel **relaxed**.

Jane is very **sensible** – she'd never do anything stupid. In other words, she's very practical and **down-to-earth**.

Roberto is very **sensitive** – he gets very **upset** (or **worked-up**, more colloquial), if he feels people are criticising him.

### C Attitude 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** **laid-back**\*\*

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**

### D 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.

positive associations	negative associations
determined	obstinate stubborn pig-headed
thrifty economical	stingy mean tight-fisted miserly*
self-assured confident	self-important arrogant full of oneself**
unconventional original	eccentric odd peculiar weird**
frank direct open	blunt abrupt brusque curt
broad-minded	unprincipled permissive
enquiring*	inquisitive nosy**
generous	extravagant
innocent	naive
ambitious	pushy**
assertive	aggressive bossy**

\*These words are much more common in written than in spoken English.

\*\*These words are much more common in spoken than in written English.

## Exercises

### 8.1 Match the words on the left with their opposites on the right.

- |               |                                     |                |
|---------------|-------------------------------------|----------------|
| 1 clever      | <input checked="" type="checkbox"/> | a introverted  |
| 2 extroverted | <input type="checkbox"/>            | b tight-fisted |
| 3 rude        | <input type="checkbox"/>            | c courteous    |
| 4 cruel       | <input type="checkbox"/>            | d gregarious   |
| 5 generous    | <input type="checkbox"/>            | e kind-hearted |
| 6 unsociable  | <input type="checkbox"/>            | f half-witted  |

### 8.2 Do you think that the speaker likes or dislikes the people in these sentences? Reword each sentence to give the opposite impression (negative rather than positive or vice versa).

- |  |                                  |
|--|----------------------------------|
| 1 Carmen's very thrifty. Likes – Carmen's very stingy. | 5 Nico's quite bossy.            |
| 2 Molly's usually frank.                               | 6 I find Dave self-important.    |
| 3 Liz is quite broad-minded.                           | 7 Don't you think James is nosy? |
| 4 Sam can be aggressive.                               | 8 Rachel is very original.       |

### 8.3 Pair the words that have similar meanings.

brainless – silly

brainless	curt	gifted	rude	tense
brusque	direct	honest	sensible	tight-fisted
crafty	down-to-earth	impolite	silly	trustworthy
cunning	frank	miserly	talented	wound up

### 8.4 Magazines often publish questionnaires which are supposed to analyse aspects of your character. Look at the words below and match them to the corresponding question.

pessimistic	argumentative	sensitive	sociable
extravagant	assertive	inquisitive	reliable



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

### 8.5 What questions like those in 8.4 could you ask to find out if a person is the following?

- |   |                 |             |                |
|---|-----------------|-------------|----------------|
| 1 thrifty Do you keep old pieces of string in case they might come in useful? |                 |             |                |
| 2 blunt   | 4 intelligent   | 6 original  | 8 stressed out |
| 3 sensible  | 5 even-tempered | 7 obstinate |                |

### 8.6 Over to you

Choose two people who are important in your life. Then pick three different adjectives to describe each of these people. Explain why you chose these adjectives to describe that person.

EXAMPLE *Sociable – My brother is sociable because he loves being with other people.*



## 9 Idioms describing people

### A Positive and negative qualities

#### positive

She has a **heart of gold**. [very kind, generous]  
 He's **as good as gold**. [helpful, well-behaved;  
 used generally for children]

#### Note also:

Her **heart's in the right place**. [is a good and kind person even though they do not always seem so]  
 He's such an **awkward customer**. [difficult person to deal with]  
 She's a **pain in the neck**. Nobody likes her. [nuisance, difficult]  
 He **gets on everyone's nerves**. [irritates everybody]

#### negative

She's **as hard as nails**. [no sympathy for others]  
 He's a **nasty piece of work**. [unpleasant]

### B Idioms based on 'head'

You can learn idioms by associating them with a key word or words. Two of the idioms in A, for example, are based on *gold* and two on *heart*. Here is a set of idioms describing people based on the word *head*.

to have { **your head screwed on** [be sensible, informal]  
**a head for heights** [not suffer from vertigo]  
**a head like a sieve** [bad memory]  
**a good head for figures** [be good at maths]  
**your head in the clouds** [unaware of reality]

**to be head and shoulders above someone** [much better than]

**to bury your head in the sand** [refuse to think about a difficult situation in the hope you won't have to deal with it]

**to keep your head** [stay calm in a difficult situation]



### C How people relate to the social norm

She's a bit of an **odd-ball**. [peculiar, strange]

He's really **over the top**. [very exaggerated in behaviour]

He's (gone) **round the bend**, if you ask me. [absolutely crazy/mad]

My politics are very **middle-of-the-road**. [very normal; no radical ideas; neither left- nor right-wing]

### D Who's who in the class? Idioms for 'people in the classroom'

Sam's **teacher's pet**. [teacher's favourite] Mary's **top of the class**.

Charles is a real **know-all**. [thinks he knows everything]

Ali's a bit of a **big-head**. [has a high opinion of him/herself] Anna's a **lazy-bones**.

The last three idioms are used of people outside the **classroom situation** too.

## Exercises

### 9.1 Try to complete these idioms from memory if possible.

- 1 She does a lot of voluntary work; she has a heart ... *of gold*.....
- 2 Don't expect any sympathy from the boss; she's as hard ... ..
- 3 I'm sure Ahmed will help you; he's as good ... ..
- 4 Although Florian sometimes seems a bit bad-tempered his heart is ... ..
- 5 I don't think you'll like him; he's a nasty ... ..
- 6 I try to avoid having much to do with Peter. He's rather an ... ..

### 9.2 What do we call ...

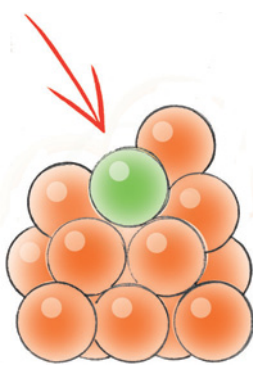
- 1 an irritating person who knows everything? *a know-all*.....
- 2 the person who is the teacher's favourite? .....
- 3 someone who thinks they are the best and says so? .....
- 4 the one who gets the best marks? .....
- 5 a person who is very lazy? .....

### 9.3 Complete the sentences using an idiom from B.

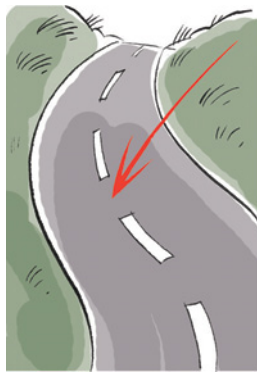
- 1 I'd better write it in my notebook. I have ... *a head like a sieve*.....
- 2 Ask Martha to check those sums. She has ... ..
- 3 Don't ask me to go up that tower. I'm afraid I don't ... ..
- 4 She's very sensible and knows what she's doing. She ... ..
- 5 He's quite out of touch with reality. He really ... ..
- 6 The problem won't go away so there's no point ... ..
- 7 Max is top of the class, ... .. everyone else.
- 8 Even when others around him are panicking Raul always ... ..

### 9.4 Which part of the body might a difficult person (a) get on (b) be a pain in?

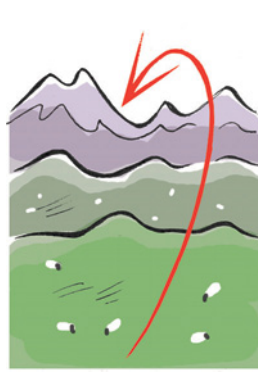
### 9.5 Which idioms do you think these pictures represent?



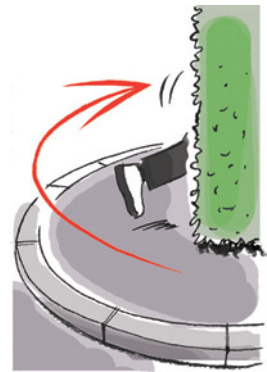
1 *an odd-ball*.....



2 .....



3 .....



4 .....

### 9.6

#### Over to you

Choose five idioms from this unit that you could use to describe people that you know. Tell a partner about those people.

# 10 Relationships

## A Types of relationship

- ANITA: Are you and Holly **best friends**?
- PAMELA: She's a **good friend** – she's not my best friend.
- ANITA: But she's more than just a **casual acquaintance**<sup>1</sup>, right?
- PAMELA: Oh, yes. We were **housemates**<sup>2</sup> at university.
- ANITA: Really? So how did you first meet her?
- PAMELA: I met her through my **ex**<sup>3</sup>, Andy. She wasn't in a **steady**<sup>4</sup> relationship with anyone at the time, and she was looking for someone to share a room.
- ANITA: Uh-huh. Is that Andy who's now Julia's **partner**<sup>5</sup>?
- PAMELA: Yeah, that's the one. They're not just partners, they're married and they're **colleagues** too. They're saving to buy a house now, so Andy's living with his **parents-in-law**<sup>6</sup> at the moment.

<sup>1</sup> a person you have met but you don't know well    <sup>2</sup> **mate** [friend; *informal*] is used in compound nouns to describe a person you share something with, e.g. classmate, roommate, workmate, flatmate, housemate. Workmate is common in non-professional or informal contexts; colleague is common among professional people, and sounds more formal.    <sup>3</sup> **ex-** can be used without (informally) or with another word: ex-girlfriend, ex-husband, etc.    <sup>4</sup> **fixed** and not changing suddenly    <sup>5</sup> **partner** is used for someone you live with but are not married to, or for a business relationship where you share the ownership or running of a company    <sup>6</sup> his wife's parents (his mother-in-law and father-in-law)

## B Internet relationships

**MyBook** Home Profile Friends Inbox

If you join a social network, you acquire **friends** (people you share personal information with). You can choose to **accept** a new friend and then you can **interact** with them by exchanging messages or posting **comments** on their page, or, if you want to finish the relationship, you can **unfriend/defriend** that person. In email and mobile phone address books, you list your **contacts**.

## C Liking and not liking someone

<i>core verb</i>	<i>positive (stronger)</i>	<i>negative</i>
like	love <b>adore</b> <b>idolise</b>	dislike can't stand <b>loathe</b> /ləʊð/
respect	<b>look up to</b> <b>admire</b>	<b>look down on</b> <b>despise</b>
<b>attract</b> <b>be attracted to</b>	<b>fancy</b> ( <i>informal</i> )	leave someone cold

She doesn't just like Ben, she **idolises** him. I **can't stand** him.

I really **fancy** Leila, but her friend just **leaves me cold** / **doesn't do anything for me**.

## D Phrases and idioms for relationships and dating

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

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

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

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

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

He's dating a Spanish girl. They've been **seeing each other** for a couple of months. [meeting and spending time together]

They met at a party and **got together** soon after. [started a romantic relationship]

### Common mistake

We say: People **make friends**. (NOT ~~get friends~~ or ~~find friends~~)

*It's often difficult to **make new friends** when you move to another city.* (NOT ~~It's often difficult to get friends ...~~)

## Exercises

### 10.1 Use words with the suffix *-mate* to rewrite these sentences.

- This is Jack. He and I share a flat. *This is Jack. He and I are flatmates.*
- Mick was the person I shared a room with at university.
- We were in the same class together in 1998, weren't we?
- She's not really a friend; she's just someone I work with.
- Freda is always arguing with the people she shares a house with.

### 10.2 How many sentences can you write about the relationships between the people in the pictures, using words from the opposite page?

EXAMPLE John and Lorna are colleagues.



### 10.3 What do you think the relationships between the people below would be? Use the verbs, phrases and idioms opposite.

- a teenage music fan: (a) parents *he/she might like/dislike his/her parents* (b) pop star (c) strict teacher (d) mate
- a personal assistant: (a) another personal assistant (b) the boss (c) a very attractive workmate
- a 45-year-old: (a) teenagers (b) ex-husband/wife who was cruel

### 10.4 Correct the mistakes in these sentences. There may be more than one mistake.

- Julia and Matt don't <sup>see</sup> get on eye to eye.
- I fell up with my parents last night. It wasn't my fault.
- We had a quarrel but now we've made it well.
- Do you think Josh and Nuala are making an affair? I do.
- I see very well with all my colleagues at work.
- Jo's attractive, but her mate just makes me cold completely.
- Margaret seems to find it difficult to get friends among her classmates.
- I met my boyfriend at a party and we became together soon after.
- I accepted her as a friend on a social network site but later I disfriended her.

### 10.5

#### Over to you

Complete the sentences so they are true for you.

..... is a good friend of mine. .... is just a casual acquaintance.  
 Someone I look up to is ..... A famous person I loathe is .....  
 Someone I once fancied was ..... Someone I adore is .....  
 ..... is my ex-..... I would never look down on .....