

Advanced

Ruth Gairns and Stuart Redman

Oxford Word Skills



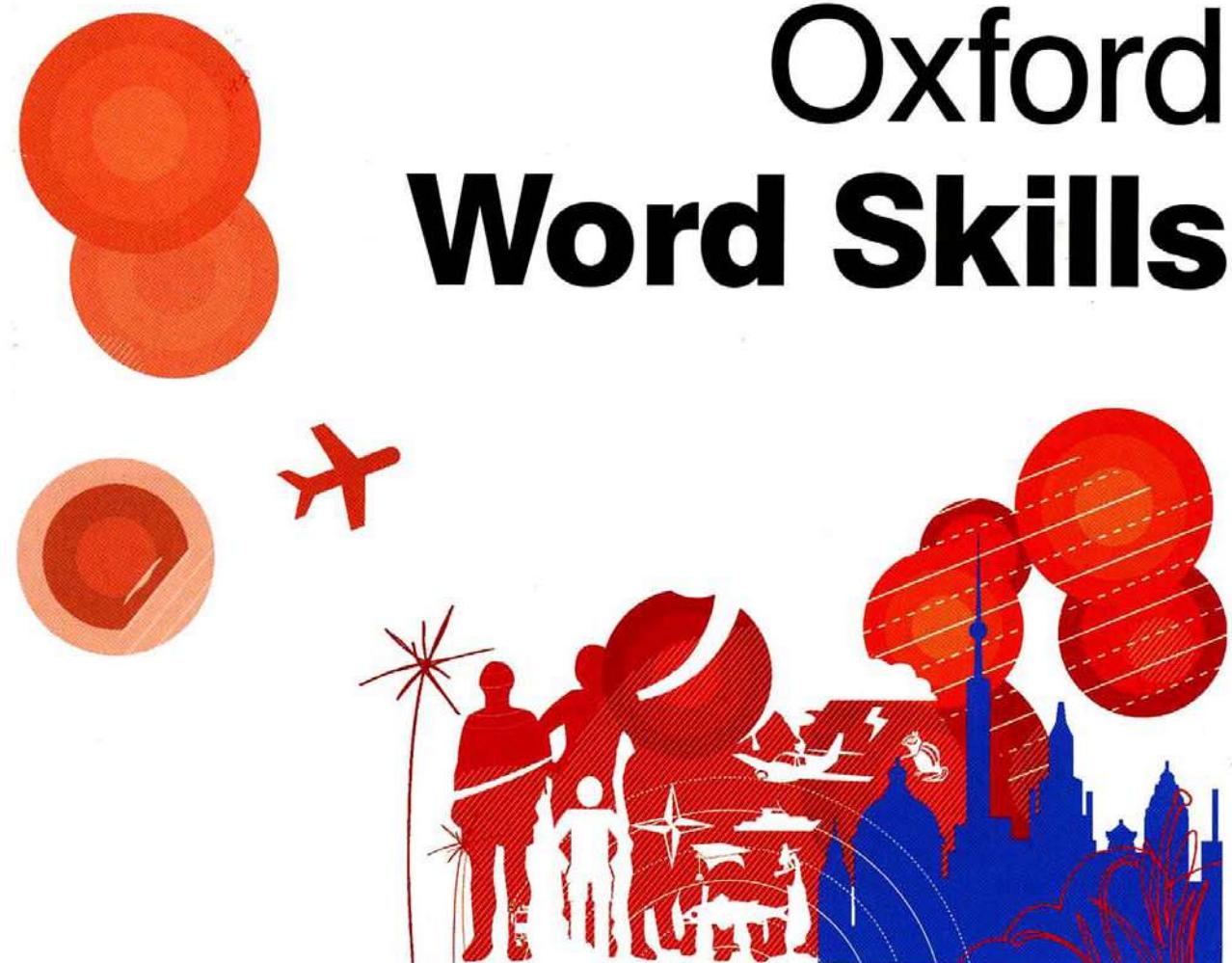
Learn and practise English vocabulary



Advanced

Ruth Gairns and Stuart Redman

Oxford Word Skills



OXFORD
UNIVERSITY PRESS

Great Clarendon Street, Oxford OX2 6DP

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide in

Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi
Kuala Lumpur Madrid Melbourne Mexico City Nairobi
New Delhi Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic France Greece
Guatemala Hungary Italy Japan Poland Portugal Singapore
South Korea Switzerland Thailand Turkey Ukraine Vietnam

OXFORD and OXFORD ENGLISH are registered trade marks of
Oxford University Press in the UK and in certain other countries

© Oxford University Press 2009

The moral rights of the author have been asserted

Database right Oxford University Press (maker)

First published 2009

2013 2012 2011 2010 2009

10 9 8 7 6 5 4 3 2 1

No unauthorized photocopying

All rights reserved. No part of this publication may be reproduced,
stored in a retrieval system, or transmitted, in any form or by any
means, without the prior permission in writing of Oxford University
Press, or as expressly permitted by law, or under terms agreed with the
appropriate reprographics rights organization. Enquiries concerning
reproduction outside the scope of the above should be sent to the ELT
Rights Department, Oxford University Press, at the address above

You must not circulate this book in any other binding or cover
and you must impose this same condition on any acquirer

Any websites referred to in this publication are in the public domain
and their addresses are provided by Oxford University Press for
information only. Oxford University Press disclaims any responsibility
for the content

ISBN: 978 0 19 462008 6

Printed in China

ACKNOWLEDGEMENTS

The authors and publisher are grateful to those who have given permission to
reproduce the following extracts and adaptations of copyright material:

p 86 adapted from 'A Revolutionary Era in Medicine'.

www.fiftyyears.healthcare.ucla.edu. Reproduced by permission.

p 98 from 'Organised Crime', www.soca.gov.uk © Copyright SOCA
Serious Organised Crime Agency. All rights reserved 2006. Reproduced
under the terms specified on the website.

Sources: www.holisticonline.com, www.raisingkids.co.uk,

www.uk.tickle.com, www.acornhouserestaurant.com,

www.bbc.co.uk, www.npr.org, <http://en.wikipedia.org>

Illustrations by: Mark Duffin p 145; Andy Hammond pp 134, 138, 162,
166; Gavin Reece p 29; Willie Ryan pp 102, 125, 159

Cover illustration by Carol Verbyst

The authors and publisher would also like to thank the following for permission
to reproduce the following photographs: Alamy pp 7 (leak/David Wasserman/
Jupiterimages/ Brand X), 7 (microscope/IS-200601/Image Source Black),
14 (drawing pins/Indigo Photo Agency), 14 (paper clips/Barrie Watts),
14 (barbed wire/colinspics), 14 (nail polish/Jupiterimages/Pixland), 17
(firefighters/John Powell Photographer), 30 (IS669/Image Source Black),
31 (clenched fist/Vincent Abbey), 31 (leaning towards/Mel Yates/Cultura),
31 (fiddling with hair/Radius Images), 31 (stroking earlobe/Dorota
Szpił), 33 (stretching/paul postle), 33 (press-ups/paul postle), 35 (growl/
Fionline digitale Bildagentur GmbH), 35 (buzz/CJPhotography), 35
(crow/Tony Fagan), 35 (hoot/Bob Elsdale/Eureka), 40 (leg showing
muscle/Nucleus Medical Art, Inc./PHOTOTAKE Inc.), 45 (axel leschinski),

51 (Rafal Strzelecki/PhotoAlto), 61 (pomegranate/D. Hurst), 61
(passion fruit/Arco Images/imagebroker), 61 (papaya/blickwinkel/
fotototo), 61 (beetroot/Nigel Cattlin), 61 (bean sprouts/Purestock), 61
(squash/Krys Bailey), 61 (fennel/Tim Hill), 61 (almonds/Geoffrey Kidd),
61 (cashews/Nikreates), 61 (lentils/foodfolio), 61 (cinnamon/Teubner
Foodfoto/Bon Appetit), 61 (sage/foodfolio), 61 (sultanas/Wolfgang
Heidasch), 61 (raisins/William Nicklin), 62 (wok/Arras, Klaus/Bon Appetit),
62 (whisk/foodfolio), 62 (grater/Joe Tree), 62 (kitchen scales/foodfolio),
64 (Algarve/Alan Copson/Jon Arnold Images Ltd), 64 (Great Wall of
China/Jon Arnold Images Ltd), 70 (plant/Cleuna (Medicinal Plants)),
71 (digging/David Noton Photography), 71 (mowing/aberystwyth), 82
(light bulb/Clynt Garnham), 82 (battery charger/Jeff Lam), 86 (stethoscope/
Judith Collins), 113 (Alessandra Sarti/imagebroker), 131 (Tom Grill/
Corbis Premium RF), 140 (Collection24/Glow Images), 144 (dilapidated
house/Coston Stock), 144 (ruined tower/Brian Gibbs (Oxfordshire)/
PBPA/PBPA Paul Beard Photo Agency), 145 (guidebook/Jon Bower),
145 (Egyptian ornament/Pink Sun Media), 145 (grandfather clock/
Adrian Sherratt), 145 (exercise bike/IS326/Image Source Black), 178
(The Print Collector), 184 (winking/Dimitri Vervits), 193 (magnet/D.
Hurst), 200 (Philip Wolmuth); Corbis pp 34 (house with lightning/Craig
Aurness), 34 (woman screaming/John Springer Collection), 35 (howl/
Daniel J. Cox), 38 (Goodshoot), 97 (Richard Bryant/Arcaid), 193 (bullet-
proof vest/Reuters); Dorling Kindersley pp 62 (deep fat fryer/David
Murray and Jules Selmes), 71 (pruning/Peter Anderson); Getty Images
pp 7 (flood/Daniel Berehulak), 12 (Marc Romanelli/The Image Bank), 28
(sister/Bambu Productions/iconica), 28 (uncle/Leland Bobbe/Stone), 28
(Gran/Chris Windsor/Riser), 35 (bark/Dorling Kindersley), 35 (squeak/
Konrad Wothe/Minden Pictures), 37 (Richard Packwood/Photolibrary),
46 (William Edward King/Stone), 62 (food processor/Dave King/Dorling
Kindersley), 62 (peeler/Lew Robertson/StockFood Creative), 62 (corkscrew/
Steve Gorton/Dorling Kindersley), 64 (Prague/Peter Adams/Riser), 70
(butterfly/Pete Turner/The Image Bank), 71 (planting/Johner/Johner
Images), 83 (Joerg Lehmann/StockFood Creative), 85 (Gerry Ellis/
Minden Pictures), 86 (scanner/Dana Neely/Taxi), 102 (DON EMMERT/
AFP), 182 (Mark Horn/Photonica), 183 (footings/Zubin Shroff/Stone+),
183 (crane/Johannes Kroemer/Photonica), 184 (mobile phone/Erik Von
Weber/Taxi); PA Photos pp 17 (flames/Nikolas Giakoumidis/AP), 68
(Alvaro Barrientos/AP); Punchstock pp 10 (Dougal Waters/Digital Vision),
28 (Keira/PhotoAlto/Laurence Mouton), 28 (Tom/Image Source), 28
(Jessica/Plush Studios/Photodisc), 31 (folded arms/Marcy Maloy/Photodisc),
35 (roar/Tom Brakefield/Digital Vision), 40 (scratching head/George
Doyle/Stockbyte), 50 (Nancy R Cohen/Photodisc), 56 (Foodcollection),
61 (ginger/Stockdisc/Photodisc), 61 (coriander/Brand X/Burke Triolo),
62 (casserole/Stockbyte), 62 (colander/Stockbyte), 62 (garlic crusher/
Creativ Studio Heinemann/Westend61), 62 (lemon squeezer/Image
Source), 91 (George Doyle & Ciaran Griffin/Stockbyte), 114 (Digital
Vision), 145 (mobile phone/George Diebold/Digital Vision), 183 (glass
building/Frederic Cirou/PhotoAlto Agency RF Collections), 198 (Peter
Dazeley/Photographer's Choice RF); Royalty-free pp 61 (radishes), 61
(artichoke/Ingram), 62 (steamer/Photodisc), 62 (sieve/Stockbyte), 62
(ladle/simple stock shots); Courtesy of The Woman in Black. Adapted by
Stephen Mallatratt from the novel by Susan Hill. Production photos/
Pascal Molliere p 66

Images sourced by: Suzanne Williams/Pictureresearch.co.uk

The authors and publishers would like to thank teachers and students from the
following schools who helped with the development of this book: International
House, Business English Centre, Madrid, Spain; Shamrock School of
English, Getxo, Bizkaia, Spain; English Language Institute, Macarena,
Seville, Spain; English Centre, Valencia, Spain; Tti School of English,
London, UK; Bell International, London, UK; Mark Appleton, Mark
Lloyd, and the students at International House, Bath, UK; Małgorzata
Salomać, Dorota Brach, Anna Wnuk, and Iza Algermissen in Poland
They would also like to thank: Rachel Godfrey, Carol Tabor, Michael Terry,
and Scott Thornbury for their valuable comments on early drafts of the
text; the actors Nigel Greaves and Joanna Hall and The Soundhouse Ltd
for the listening material; Suzanne Williams for picture research.

The authors would like to acknowledge their use of the following dictionaries:
Oxford Advanced Learner's Dictionary, Longman Dictionary of
Contemporary English, Macmillan English Dictionary for Advanced
Learners.

Contents

Introduction	5
Starter: vocabulary at advanced level	7
Abbreviations	9

Expanding your vocabulary

1 I can talk about meaning and style	10
2 I can use familiar words in a new way	12
3 I can use compounds	14
4 I can use a range of collocations	17
5 I can use a dictionary productively	20
6 I can build word families	22
Review	25

The body

7 I can describe the human body	28
8 I can talk about body language	30
9 I can describe physical movement	32
10 I can describe sounds	34
11 I can describe sight	36
12 I can describe touch, smell, and taste	38
13 I can describe illness and injuries	40
Review	42

You and other people

14 I can discuss aspects of character	45
15 I can talk about feelings	48
16 I can talk about relationships	50
17 I can talk about people I admire and loathe	52
18 I can talk about behaviour	54
19 I can talk about manners	56
Review	58

Leisure and lifestyle

20 I can talk about food	61
21 I can talk about holidays	64
22 I can talk about plays and films	66
23 I can talk about competitive sport	68
24 I can talk about gardens and nature	70
25 I can talk about shopping habits	72
26 I can talk about socializing	74
Review	76

A changing world

27 I can talk about change	80
28 I can talk about energy conservation	82
29 I can discuss wildlife under threat	84
30 I can describe medical advances	86
31 I can talk about communication technology	88
32 I can talk about migration	90
Review	92

Institutions

33 I can discuss health services	94
34 I can talk about local government	96
35 I can talk about crime and the police	98
36 I can discuss prisons	100
37 I can talk about the armed forces	102
Review	105

News and current affairs

38	I can understand news headlines	108
39	I can understand news journalism	110
40	I can read human interest stories	112
41	I can talk about celebrity	114
42	I can discuss political beliefs	116
43	I can talk about areas of conflict	118
	Review	119

Work and finance

44	I can explain job benefits	121
45	I can describe ways of working	122
46	I can talk about the business world	124
47	I can talk about money markets	126
48	I can talk about personal finance	128
49	I can discuss time management	130
50	I can discuss workplace disputes	132
51	I can talk about office problems	134
	Review	135

Concepts

52	I can describe cause and effect	138
53	I can talk about truth and lies	140
54	I can discuss problems and solutions	142
55	I can describe old and new	144
56	I can talk about success and failure	146
57	I can describe the past, present, and future	148
	Review	150

Spoken English

58	I can use everyday language	152
59	I can use idioms and set phrases (1)	154
60	I can use idioms and set phrases (2)	156
61	I can use set phrases with two key words	158
62	I can use similes	159
63	I can use a range of phrasal verbs	160
64	I can use discourse markers	162
65	I can use vague language	164
66	I can use sayings and proverbs	165
	Review	168

Written English

67	I can write a formal letter	172
68	I can use formal link words	175
69	I can use academic English	176
70	I can talk about literature	178
71	I can use scientific English	180
72	I can use technical English	182
73	I can use abbreviations	184
	Review	187

Aspects of language

74	I can use prefixes	190
75	I can use suffixes	192
76	I can use words with prepositions	194
77	I can use prepositional phrases	196
78	I can use a range of adjectives	198
79	I can use different types of adverb	200
80	I can use euphemisms	203
	Review	204

Vocabulary building	207
Answer key	209
Answer key to review units	227
List of spotlight boxes	235
Word list / Index	236

Introduction

What is Oxford Word Skills?

Oxford Word Skills is a series of three books for students to learn, practise, and revise new vocabulary.

Basic:	elementary and pre-intermediate (CEF levels A1 and A2)
Intermediate:	intermediate and upper-intermediate (CEF levels B1 and B2)
Advanced:	advanced (CEF levels C1 and C2)

There are over 2,000 new words or phrases in each level, and all of the material can be used in the classroom or for self-study.

How are the books organized?

Each book contains 80 units of vocabulary presentation and practice. Units are between one and three pages long, depending on the topic. New vocabulary is presented in manageable quantities for learners, with practice exercises following immediately, usually on the same page. The units are grouped together thematically in modules of five to ten units. At the end of each module there are further practice exercises in the review units, so that learners can revise and test themselves on the vocabulary learned.

At the back of each book you will find:

- vocabulary building tables
- an answer key for all the exercises (other than personalized exercises)
- a list of all the vocabulary taught, with a phonetic pronunciation guide and a unit reference to where the item appears

There is a CD-ROM at each level with oral pronunciation models for all the vocabulary taught, and further practice exercises, including listening activities.

What vocabulary is included?

At advanced level, the vocabulary includes:

- a wide range of topics, e.g. behaviour, competitive sport, medical advances
- a range of concepts, e.g. problems and solutions, truth and lies, old and new
- different fields of academic English, e.g. literature, science, technical English
- an increased focus on different styles of English, e.g. informal English, newspaper journalism, formal letters
- a wide range of idiomatic expressions, with a particular focus on figurative uses of language
- various aspects of language, e.g. compounds, discourse markers, prepositional phrases

The series includes almost all of the words in the Oxford 3000™, which lists the 3,000 words teachers and students should prioritize in their teaching and learning. The list is based on frequency and usefulness to learners, and was developed by Oxford University Press using corpus evidence and information supplied by a panel of over 70 experts in the fields of teaching and language study. In addition, we have included a wide range of high frequency phrases, e.g. *at the last minute, for the time being*, as well as items which are extremely useful in a particular context, e.g. *in danger of extinction* when discussing wildlife conservation, or *remanded in custody* when discussing the law.

We have taken great care to ensure that learners will be able to understand the meaning of all the new words and phrases as used in the particular contexts by supplying a clear illustration or glossary definition. Learners should be aware that many English words have more than one meaning, and they should refer to an appropriate learner's dictionary for information on other meanings.

How can teachers use the material in the classroom?

New vocabulary at this level is presented primarily through different types of text, but also through tables, and where appropriate, through visuals. The meaning of new vocabulary is explained in an accompanying glossary unless it is illustrated in visuals or diagrams. Important items, or those that require additional information, are highlighted by means of 'spotlight' boxes.

Here is a procedure you could follow:

- Students study the presentation for 5–10 minutes (longer if necessary).
- You answer any queries the students may have about the items, and provide a pronunciation model of the items for your students where necessary.
- Students do the first exercise, which they can check for themselves using the answer key, or you can go over the answers with the whole class.
- When you are satisfied, you can ask students to go on to further exercises, while you monitor them as they work individually or in pairs, and assist where necessary.
- When they have completed the written exercises, students can often test themselves on the new vocabulary using the cover card enclosed with the book. The material has been designed so that students can usually cover the glossary definitions while they look at the target items, and test themselves; or cover the items and look at the definitions. This is a simple, quick, and easy way for learners to test themselves over and over again, so there is no pressure on you to keep searching for different exercises.
- After a period of time has elapsed, perhaps a couple of days or a week, you can use the review exercises for further consolidation and testing.
- You will often notice the headings 'About you' or 'About your country'. These indicate personalized exercises which give learners an opportunity to use the new vocabulary within the context of their own lives. Students can write answers to these, but they make ideal pair work activities for learners to practise their spoken English while using the new vocabulary. If you use these as speaking activities, students could then write their answers (or their partner's answers) as follow-up.

How can students use the material on their own?

The material has been designed so that it can be used effectively both in the classroom or by learners working alone. If working alone, learners should look at the Starter unit first. For self-study, we recommend that learners use the book alongside the CD-ROM, as it gives them a pronunciation model for every item of vocabulary, as well as further practice exercises. They can check their own answers and use the cover card to test themselves. One advantage of self-study learning is that students can select the topics that interest them, or the topics where they most need to expand their knowledge.

Starter: vocabulary at advanced level

Six steps to a wider vocabulary

Here are six ways to help you achieve a wider vocabulary, and become a more effective learner. Each one illustrates a feature of vocabulary learning which is given particular emphasis at the advanced level of *Oxford Word Skills*.

1 Adding new meanings to familiar words

An important part of vocabulary expansion is learning new meanings for familiar words.

What are the different meanings of **still** in these sentences?
(Go to Units 11, 28, and 64 to find or check the answers.)

Come over here and stand **still**. _____

These apples are very nice, but the others are better **still**. _____

My arm's very sore after the accident. **Still**, it feels better than it did yesterday. _____

2 Understanding the figurative meaning of vocabulary items

Many words have a literal meaning and a figurative meaning. For example, the literal meaning of *crawl* is to move forwards on your hands and knees, but we can also describe traffic as *crawling along the road*, which means that it is moving very slowly.

What is the figurative meaning of the words in bold in these sentences?
(Go to Units 39 and 42 to find or check the answers.)



The contents of the report have already been **leaked** to the press.



Thousands of refugees are now **flooding** across the border.



The Trade Secretary could find herself under the **microscope**.

3 Expanding your knowledge of collocation

These are common examples of collocation.

She's an old friend.

(= a friend I have known a long time)

I missed the bus.

(= I wasn't able to catch the bus)

It's highly unlikely he'll come.

(= it's very unlikely he'll come)

In English, we choose to combine certain words in order to express particular meanings.

Other languages might choose different words to express the same ideas; for example, many languages would say *I lost the bus* where we say *I missed the bus*. Common collocations appear in all three levels of *Oxford Word Skills*, but in the Advanced there is an even greater emphasis on this aspect of vocabulary learning.

Can you complete the collocations in these sentences?

(Go to Units 4, 9, 45, and 50 to find or check the answers.)

Last night we had **torrential** _____. _____

If we work together on this, we'll be able to _____ our **resources**.

His mother is very elderly and needs **constant** _____. _____

Do you think they'll be able to _____ the **deadlock**? _____

4 Using a wider range of idiomatic expressions

At an advanced level you should be able to use a wider range of idiomatic expressions.

Can you complete these idioms? (Go to Units 39, 59, and 61 to find or check the answers.)

*It may seem a lot of money, but really it's just
a drop in the _____.*

*They're bound to win; it's a foregone
_____.*

*She might as well apply for the job; she's got
nothing to _____.*

*First and _____ we must decide what
to do.*

5 Vocabulary building

At the end of a glossary entry for a particular word, we often include related word forms. Here is an example from Unit 53.

Glossary

deteriorate	become worse. deterioration N.
interrogation	the process of asking sb a lot of questions, especially in an aggressive way. interrogate sb v.
catch sb out	make sb make a mistake which shows they have been lying.
humiliated	feeling ashamed because you have lost the respect of other people.
humiliate sb v. humiliation N.	
needless to say	obviously.

We also provide vocabulary building tables at the back of the book. Building word families is an easy way to expand your vocabulary and increase your range of expression.

Can you complete these sentences with the correct form of the word in capital letters? (Go to Units 36 and 71, and the vocabulary building tables on pages 207–8, to find or check the answers.)

*Most people find the treatment very
_____. THERAPY*

*His behaviour was very _____.
PROVOKE*

*They are sure to _____ the results
carefully. SCRUTINY*

*Some people prefer to maintain their
_____. ANONYMOUS*

6 Vocabulary expansion beyond the book

At this level, we have introduced a new feature called **more words**. After you have completed a unit and the review section for that unit, **more words** gives you an opportunity to expand your vocabulary further within the same topic or linguistic area. Here is an example, from Unit 9.

7 On a long walk, why might you alternate between walking and running? _____

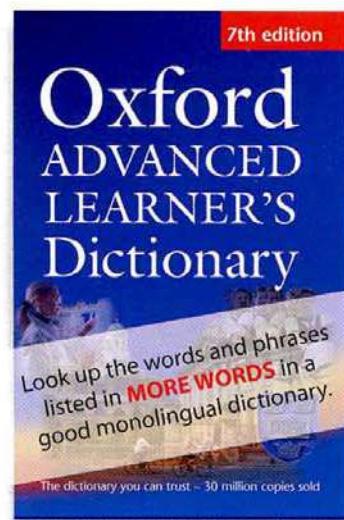
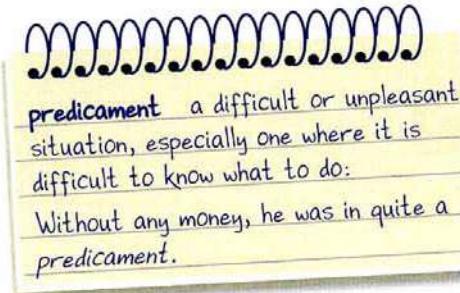
8 What should you do if you feel stiff? _____

A Z more words: *stumble, trudge, shuffle, meander, get a move on, stampede*

Suggested procedure with more words

- Look up the words and phrases listed in **more words** in a good monolingual dictionary. In the *Oxford Advanced Learner's Dictionary*, you will find that the meanings of the phrases are explained at the entry for the word in **bold**, although it may be different in some other dictionaries.
- Write the word or phrase in your notebook, then leave a small gap before adding the meaning of the item. Below the meaning, write an example sentence using the target word or phrase; take one from the dictionary, or write your own.

For example:



The CD-ROM and cover card

A Walking and running

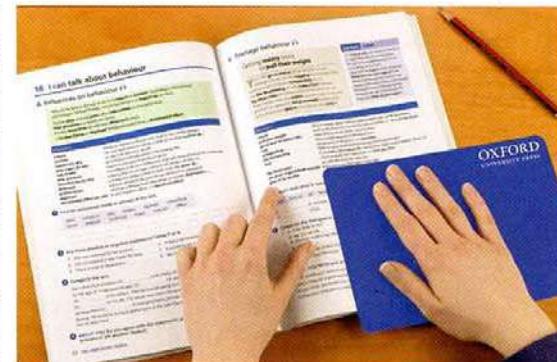
Word	Example
------	---------



You can use the **CD-ROM** to listen to the texts and dialogues, or to hear the words, and then practise the pronunciation. Or you can look at the **word list** (pages 236–56) to find out how to say the words.



Remember to test yourself



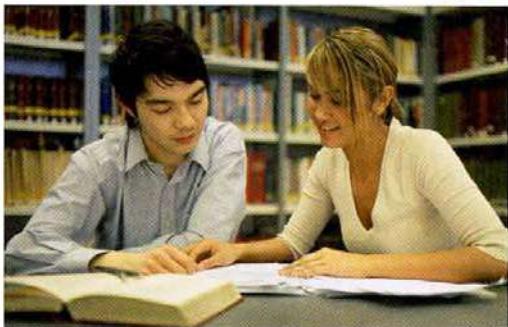
Use the **cover card** to test yourself when you have completed the exercises.

Abbreviations

N	noun	c	countable
V	verb	U	uncountable
ADJ	adjective	PP	past participle
ADV	adverb	AmE	American English
OPP	opposite	BrE	British English
SYN	synonym	sth	something (used in glossaries and tables)
INF	informal	sb	somebody (used in glossaries and tables)
FML	formal	etc.	You use 'etc.' at the end of a list to show there are other things, but you aren't going to say them all.
PL	plural	i.e.	that is
SING	singular	e.g.	for example
USU	usually		

1 I can talk about meaning and style

A Asking about meaning



- A Are the words **phase** and **stage** synonymous?
- B In one **sense**, they're **interchangeable**. They both mean a particular point in a process.
- A It's a bit **ambiguous** to say 'She's a good student', isn't it?
- B Yes, you can **interpret** it in different ways. *Good* can mean well behaved or hard-working.
- A The meaning of **wrapping paper** is **transparent**, isn't it?
- B Yes, it's **self-explanatory** – just paper for wrapping presents and stuff.
- A Can you give me a more **precise** definition of **soul**?
- B Well, it's **virtually** the same as **spirit** – the part of you that is believed to exist after you die. But it can also mean your inner character.

Glossary

synonymous	having the same, or nearly the same, meaning. synonym N.
sense	the meaning of a word or phrase.
interchangeable	if two things are interchangeable you can use one instead of the other and the effect will be the same.
ambiguous	not clear; able to be explained in different ways. ambiguity N.
interpret sth	decide that sth has a particular meaning. interpretation N.
transparent	(of language) easy to understand. OPP opaque .
self-explanatory	easy to understand and not needing more explanation.
precise	clear and accurate. SYN exact. precision N.
virtually	almost; very nearly (virtually the same /impossible/certain).

1 Is the meaning the same or different? Write S or D.

1	The meaning's virtually the same.	The meaning's opaque.
2	This is the final phase of the project.	This is the final stage of the project.
3	These two words are synonymous.	These two words mean the same.
4	These phrases are self-explanatory.	These phrases are interchangeable.
5	The meaning is ambiguous.	The meaning is exactly the same.
6	What she said was quite transparent.	What she said was quite precise.
7	The soul lives on after the body dies.	The spirit lives on after the body dies.
8	The word <i>leg</i> has several senses.	The word <i>leg</i> has several meanings.

2 Complete the sentences with the correct form of the word in capitals at the end.

- If you want to make something clear, it's better to avoid _____. AMBIGUOUS
- She always expresses herself with accuracy and _____. PRECISE
- Hide* and *conceal* are very similar, but not completely _____. SYNONYM
- In most contexts, *get better* and *improve* are _____. CHANGE
- I think this sentence is open to _____. INTERPRET
- The instructions were _____; a child could understand them. EXPLAIN



B Explaining meaning and style

Word	Example	Meaning
irony N ironic ADJ	'Thank you, Sam,' she said, with heavy irony . In fact, Sam had hardly helped at all.	the use of words to say the opposite of what you mean, often humorously (a trace/hint of irony = a little irony).
sarcasm N sarcastic ADJ	'I've broken your CD.' 'Oh, that's just great,' was her sarcastic reply.	the use of words to say the opposite of what you mean in order to be unpleasant to sb or make fun of sb.
figurative	Slim is used figuratively in the sentence <i>Many firms are slimmer than they were.</i>	(of words) not used with their literal (= usual) meaning.
literary	Heart can be used in a literary way, e.g. <i>She put her hand on her heart.</i>	used of the kind of language you find in stories and poems.
disapproving	The dictionary marks stupid as ' disapproving '.	(often used in dictionaries) showing that sth is bad or wrong.
old-fashioned	Spiffing means 'great', but it's very old-fashioned .	no longer modern or fashionable. SYN dated . OPP in current use .
slang	In slang , wicked means 'very good'.	very informal words which are not suitable in formal situations.
pejorative	His pejorative comments about my essay upset me.	FML expressing disapproval or criticism. SYN derogatory .
insulting insult sb v	He called Mark an 'old woman': how insulting !	rude or offensive (deliberately/highly insulting).

spotlight make fun of someone

If you **make fun of** or **poke fun at** someone or something, you make jokes about them in an unkind way. To **mock** someone means to make fun of them, often by copying what they say or do.

Stop **making fun of** her! He's always **mocking** her country accent.

3 Circle the correct word(s). Sometimes both words are correct.

- 1 The **literal / literary** meaning of curtain is 'a piece of cloth which covers a window'.
- 2 The curtain fell on her career is **figurative / dated**, meaning 'her career ended'.
- 3 I hate people **making / poking** fun of my pronunciation.
- 4 She told him his acting was brilliant without a **hint / trace** of irony.
- 5 He uses **sarcasm / old-fashioned** language as a way of insulting people.
- 6 I got upset when my teacher **mocked / insulted** the way I pronounced 'castle'.
- 7 He was being **ironic / sarcastic** – he didn't mean any harm.
- 8 Telling me I was a second-rate journalist was **highly / deliberately** insulting.

4 Complete the sentences with a suitable word.

- 1 The word **racist** has a negative meaning and is marked '_____' in the dictionary.
- 2 Her written work is very _____ : it's a bit like reading a novel by Charles Dickens!
- 3 The children _____ fun of Josie because of her red hair; it was very cruel of them.
- 4 My brother's lived abroad for years. He tends to use a lot of informal language and _____ which is not in _____ use, so some of his speech sounds rather _____ .
- 5 Does this phrase have a positive meaning, or is it _____ ?
- 6 I know the literal meaning of **flood**, but what does it mean when it's used _____ ?



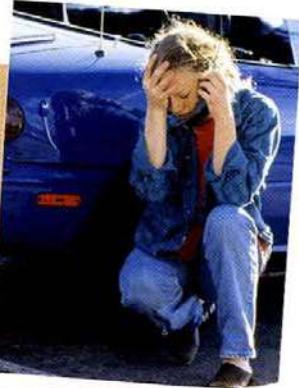
2 I can use familiar words in a new way

A Phrases and figurative meaning

Familiar words may appear with an unfamiliar meaning (often a figurative meaning), or surrounded by other words that form an idiom or set phrase.

As I crawled along the motorway, I was having second thoughts about staying with Marcus. I'd been in two minds about going in the first place, but it was sweet of him to invite me, and I wasn't tied up, so I said, 'Yes'. But now it dawned on me that he may have had an ulterior motive: he wanted to go out with me! How could I be so thick? Marcus

was very nice, but a romantic relationship was the last thing on my mind. How can I get out of this, I wondered? Just as the traffic started to speed up, something went into the back of me and sent the car flying off the road. Dazed but OK, I pulled my mobile out of my bag. 'Is that you, Marcus? Listen, you're not gonna believe this, but ...'



Glossary

crawl

(of a vehicle) move very slowly.

have second thoughts

start having doubts about a decision you have made.

be in two minds about sth

be unable to decide what to do about sth.

sweet (of sb)

kind (of sb).

be tied up

be busy and unable to do other things.

dawn on sb

If sth dawns on you, you begin to realize it for the first time.

ulterior motive

a reason for doing sth that you keep hidden.

thick

INF stupid.

be the last thing on sb's mind

be the thing that sb is least likely to be thinking about.

get out of sth

avoid doing sth.

send sth/sb flying

make sth/sb move quickly and without control.

you're not gonna believe this

used to introduce surprising and often unwelcome news
(gonna INF = going to).

1 Complete the dialogues with a word or phrase.

- 1 Do you still want to go? ~ Actually, I'm having _____.
- 2 Are you thinking of getting married? ~ That's the last thing _____!
- 3 Do you want to go to the wedding? ~ No, but I can't _____ it.
- 4 You're not gonna _____, but . . . ~ You've lost my keys again! How could you?
- 5 Did he bump into you? ~ Yes, he sent me _____ across the room.
- 6 Are you going or not? ~ I'm afraid I'm still in _____ about it.
- 7 I'm sure it's just an innocent request. ~ Mm. I think he has an _____ motive.
- 8 Could we talk about it this morning? ~ I'm afraid I'm _____ this morning.

2 Complete the sentences using words from the glossary with their more common meanings.

- 1 She's only eight months old, so she's still _____ across the living room floor.
- 2 It's a very _____ book: almost 1,000 pages.
- 3 These oranges are lovely; they're very _____.
- 4 The men were _____, with both hands behind their backs.
- 5 The morning _____ with a clear blue sky after the storm.



B Common verbs with less familiar meanings

Verb	Example	Meaning
get sth/sb to do sth	I finally got the car to start. I couldn't get him to leave the party.	make or persuade sb/sth to do sth.
keep sb going	We must eat the grapes – they won't keep . I'll have a sandwich. That will keep me going until lunchtime.	remain fresh. be enough for sb until a later time.
put sth	It's hard to put your feelings into words . I think he put it very well in his essay.	say or write sth in a particular way.
push sb	Some parents push their kids really hard. I need to push myself more at work.	make sb work harder.
leave sth to/with sb	We need to book a table. I'll leave that to you . Leave it to/with me – I'll do it.	allow sb to take care of sth.
make sth sth	My watch says 10.20. What time do you make it ? He bought ten more; I make that 25 now.	think or calculate sth to be a particular time or number.
bring sb somewhere	It was the war that brought him to power. What brings you here? ~ I've got a meeting.	cause sb to reach a particular condition or place.
come with come in	I'm sure the radio comes with batteries. The chairs come in four different colours.	be sold or produced with a particular feature.
do (for sb/sth)	I peeled six potatoes. Will that do ? Will these shoes do for the wedding?	be enough or be acceptable in a particular situation.

3 One word is missing in each sentence. What is it, and where does it go?

- How did you **him** to do it? ~ I offered him money.
- Take this apple to **keep** you until lunchtime.
- If we can find another ten chairs, that will **it** 90 altogether.
- It was the fishing that **people** to this part of the coast.
- We'd better finish the cream – it won't **after** tomorrow.
- He has great ideas but finds it difficult to **them** into words.
- I've got a packet of noodles – do you think that **will** for six people?

4 Complete the dialogues with suitable verbs.

- A Hello. What (1) _____ you to this part of the building?
 B I can't (2) _____ this new clock to work, and it didn't (3) _____ with instructions.
 A OK, (4) _____ it with me.
 B Thanks. Oh, one other thing, we've run out of paper for the photocopier.
 A Er, there's some over there. Will that (5) _____ ?
 B Yeah, that'll (6) _____ us going for now.
 C What are the bookings like for this evening?
 D We had two more this morning, so I (7) _____ that 36 now.
 C OK. We'll need more tables, then. Can I (8) _____ that with you?
 D I'll see how things go, but I may have to (9) _____ Mario to do it.
 C OK, but don't (10) _____ him too hard; he's had a very tough week.

5 ABOUT YOUR LANGUAGE Translate the meanings in the table into your own language.



Remember to test yourself

3 I can use compounds

A Nouns



Cover the compounds below and read the meanings. Do you know the compounds, or can you guess them?

Meaning	Compound noun
an official document that shows you are qualified to drive	driving licence
an official document showing when and where you were born	birth certificate
a part for a car or machine to replace an old or broken part	spare part
a person walking past a place by chance	passer-by
a short holiday from Friday to Sunday, or Saturday to Monday	long weekend
the number of years that a person is likely to live	life expectancy
a path or route that is quicker than the normal way	short cut / shortcut
clothes that you wear to a party to make you appear a different character	fancy dress
a short and usually very old song or poem for young children	nursery rhyme
a machine into which you put money in the hope of winning more back	fruit/slot machine
your closest living relative (often used on official documents)	next of kin

1 Replace the crossed-out word with a more appropriate word that forms a compound.

- Do you know a short ~~way~~ to the school from here? _____
- I ripped my shirt on the ~~twisted~~ wire around the field. _____
- What's the average life ~~length~~ for men in your country? _____
- I stepped on a drawing ~~nail~~; it really hurt. _____
- I need some paper ~~staples~~ to put these notes together. _____
- Have you got any nail ~~paint~~? _____
- Is it easy to get ~~new~~ parts for your car? _____
- I stopped and asked a ~~walker~~-by where the park was. _____

2 Complete the compound in each sentence.

ABOUT YOU

- Have you got a driving _____? How long have you had it? _____
- Have you written your next of _____ in your passport? Who is yours? _____
- Have you been to a _____ dress party? If so, who did you go as? _____
- Do you remember any nursery _____? If so, which ones? _____
- When did you last go away for a long _____? Where did you go? _____
- Do you know where your birth _____ is? If so, where is it? _____
- Do you ever play on _____ machines? If so, do you often win? _____

3 ABOUT YOU Write answers to the questions in Exercise 2, or ask another student.



B Adjectives

It was a **last-minute** decision, but we managed to get a cheap holiday in Spain. The area's quite **built-up**, but the beach is lovely.

My cousin is very **absent-minded**. He leaves things lying around and then gets **panic-stricken** when he can't find them.

My brother's pretty **thick-skinned**, whereas I'm more sensitive. He often criticizes me in front of other people; I find this very **off-putting** and it makes me a bit **tongue-tied**.

Most compound adjectives are hyphenated.

These boots are **worn out** now, but they've been incredibly **hard-wearing**.

My uncle's very **narrow-minded**: whenever I visit him, the rows seem to be **never-ending**. It makes me very **bad-tempered**.

Glossary

last-minute	happening at the last possible moment.
built-up	A built-up area has a lot of houses and not many open spaces.
panic-stricken	extremely anxious about sth.
thick-skinned	not easily upset by unkind or critical comments.
off-putting	(of behaviour) irritating or unattractive.
tongue-tied	unable to speak easily because of nerves or shyness.
worn out	1 (of a thing) no longer useful because it has been used so much. 2 (of a person) exhausted from work or exercise. (of a product) remaining in good condition for a long time.
hard-wearing	(especially of sth unpleasant) seeming to last for ever.
never-ending	often angry and easily annoyed.
bad-tempered	

spotlight

Adjectives with *-minded*

narrow-minded = not willing to listen to the ideas and opinions of others, SYN **bigoted**.
OPPS **broad-minded**, **open-minded**.

absent-minded = forgetful.
single-minded = thinking in a concentrated way about sth and determined to achieve it.

4 Find six compound adjectives using words from the box.

built worn thick panic narrow bad minded
tempered up skinned stricken out

5 Complete the sentences with a suitable compound adjective.

- 1 He's very bigoted, isn't he? ~ Yes, he's very _____.
- 2 Had you planned to go? ~ No, it was a _____ decision.
- 3 Were you unable to speak? ~ Yes, I got completely _____.
- 4 He's very determined, isn't he? ~ Yes, he's extremely _____.
- 5 It's rather irritating behaviour. ~ Yes, very _____.
- 6 They aren't bigoted, are they? ~ Quite the opposite. They're very _____.



Remember to test yourself

C Phrasal verb to compound noun

A number of compound nouns are created from one particular meaning of a related phrasal verb. This gives you an opportunity to learn two words instead of one.

The course has been a real **let-down**. Some people have **dropped out** already, and last night the **turnout** was awful. There could be quite a **shake-up** at the end of the year.

A car **broke down** on the side of the road and a lorry crashed into it; we were **held up** in the ensuing **tailback**. Fortunately no one was injured, but the car was a **write-off**.

The **break-up** of their marriage was a real **setback** for Paula ...

Glossary

let-down	a disappointment. let sb down v.
drop out (of sth)	leave school, college, a course, etc. without finishing your studies. dropout n.
turnout	the number of people who attend an event. turn out v.
shake-up	large changes made in an organization to improve it. shake sth up v.
break down	(of a vehicle or machine) stop working. breakdown n.
hold sth/sb up	delay sth/sb. hold-up n.
tailback	a long line of traffic, moving very slowly. tail back v.
write-off	a vehicle that is so badly damaged that it is not worth repairing. write sth off v.
break-up	the ending of a relationship or association. break up v.
setback	a problem that delays or prevents progress, or makes a situation worse for sb. set sth/sb back v.

spotlight

outbreak, outlay, etc.

A few compounds based on phrasal verbs change the position of the particle.

*When did war **break out**?
(= start)*

*The **outbreak** of war followed.
Did he **lay out** much money?
(INF = spend)*

*What was the initial **outlay**?*

6 Rewrite the sentences using the phrasal verbs as compound nouns.

- How much did they lay out for the wedding? What was the outlay for the wedding?
- 1 Did many people drop out?
 - 2 The traffic tailed back for five miles.
 - 3 It set him back when he failed the exam.
 - 4 We were held up for two hours.
 - 5 A car broke down on the motorway.
 - 6 It was awful after they broke up.
 - 7 How many people turned out?
 - 8 It was inevitable that war broke out.

7 Complete the sentences with a compound.

- 1 There was a really good _____ at the annual food festival: over 3,000 people.
- 2 My brother had an accident last week. He's all right, but the car is a _____.
- 3 I thought the concert was a real _____. I was very disappointed.
- 4 It wasn't a happy marriage, but I don't know exactly what caused the _____.
- 5 Long _____ are expected on the motorway after the violent storms.
- 6 I spent over £50,000 in the end, but the initial _____ was about £10,000.



4 I can use a range of collocations

A Collocations relating to fire

Collocation is the common combination of particular words with each other. These are some common collocations with **fire** and **flames**.

- Two boys **set fire to** the school. = made it start burning.
These buildings **catch fire** easily. = start to burn.
The **fire broke out** in the kitchen. = the fire started.
The building is **on fire**. = burning.
The **fire spread** to the first floor. = the fire moved and covered a larger area.
The plane **burst into flames**. = suddenly began burning strongly.
The cottage **went up in flames**. = was destroyed by fire.
The **fire/flames soon died down**. = the fire/flames became weak.
They managed to **put out the fire**. = stop the fire burning. SYN **extinguish the fire** FML.
We get a lot of **forest fires** here.
I **lit a fire** this morning.
The **fire went out** last night. = the fire stopped burning.



1 Complete the sentences in different ways.

- 1 A fire can ▶ break out / _____
_____ / _____ / _____ .
2 A person can _____ / _____ a fire.
3 A building can _____ fire / be on _____ / _____ into flames / _____ in flames.

2 Complete the text.

A large warehouse near the river (1) _____ fire early this morning. The fire brigade was called when a fire (2) _____ out on the ground floor, but the fire quickly (3) _____ to the upper floors, and the timber roof just (4) _____ into flames. Within minutes, the whole building was (5) _____ fire. By this afternoon firemen had managed to (6) _____ it _____, but the damage has been considerable. The exact cause has not been established, but several boys were seen (7) _____ fire to some wooden boxes near the warehouse entrance.

3 Complete the sentences.

- 1 We lit the fire last night but unfortunately it had _____ by this morning.
2 I shall wait for the noise to _____ before I start speaking.
3 There was a loud bang and all the lights _____.
4 How can you ask a smoker to _____ their cigarette _____ without being rude?
5 The fight _____ after the football match.
6 She _____ tears when I told her about the accident.
7 They get awful _____ fires in the south of France during the summer.
8 The government has taken measures to stop the disease from _____.

4 ABOUT YOUR LANGUAGE Translate the sentences about fire into your own language. How similar are they?



Remember to test yourself

spotlight Collocation

Notice how the verbs above collocate with other nouns.

Suddenly the lights went out.

Put that cigarette out, please.

A fight broke out between the gangs.

The little girl burst into tears.

This disease could spread easily.

The noise soon died down.

B Adjective + noun

Example	Meaning
We had torrential rain last night.	very heavy rain.
They are predicting gale-force winds tonight.	very strong winds.
I had considerable difficulty getting here.	a lot of difficulty. SYN great difficulty .
The storms caused extensive damage .	a lot of damage. SYN widespread damage .
He speaks with a strong accent .	a very noticeable accent. OPP slight accent .
It was a great honour to meet the president.	an action or occasion that creates a feeling of pride.
We made a real effort to finish it on time.	a big effort. SYNS special/concerted effort .
My main concern is the effect of the drugs.	biggest worry. SYN principal concern (also growing concern = an increasing concern).
It's nice to see a familiar face .	a person who you recognize and know.
Could you give us a brief summary ?	a short statement giving the main points of sth.
It was a classic example of his stupidity.	a very typical example of sth. SYN perfect example .
I had to face strong criticism over this issue.	a lot of disapproval from others. SYN fierce criticism (also widespread criticism).
The place was in utter chaos when I arrived.	a state of complete confusion. SYN total chaos .
The children had a narrow escape .	= they were lucky to get away safely.

- 5 Replace the underlined adjective with a different adjective which keeps the same meaning.

- 1 I had great difficulty with it. 4 Why is there strong criticism? ...
 2 What's your main concern? 5 It'll be total chaos. ...
 3 Was there extensive damage? 6 It's a perfect example of his writing. ...

- 6 Complete the dialogues.

- 1 Were you proud to meet her? ~ Yes, it was a great
 2 Did you know anyone at the event? ~ Yes, there were one or two familiar
 3 Can you give us the details? ~ No, but I'll give you a brief
 4 Did you try hard enough? ~ Yes, everyone made a real
 5 Many people disapprove of it. ~ Yes, there's been widespread
 6 Did they know what to do? ~ No, it was utter
 7 Does she still sound very foreign? ~ Yes, she has quite a strong
 8 The car missed me by inches. ~ So, you had a very narrow

- 7 Complete the text.

(1) rain and (2) winds have caused (3) chaos on many roads. The emergency services have had (4) difficulty clearing some of the roads, and have been out all night in a (5) effort to help stranded motorists. The Highways Agency has said their (6) concern now is to clear the roads of abandoned cars. It is feared that local villages will also have suffered (7) damage, and there is already (8) criticism of the authorities.



C Collocation in text

Notice how collocation (verb + noun, verb + adjective, adjective + noun, etc.) forms such an important part of a typical passage of English.

Neighbours refuse to mend fences

WHEN BARRY HUNT put a three-metre wire fence round his garden, neighbour Adam Clark thought it was a **real eyesore**, and asked him to remove it. Mr Hunt **took offence** and **made it clear that** he would **do no such thing**. One year on, the two men still haven't **reached agreement**, and now face the prospect of having to settle their dispute in court. 'It's absurd,' said Mr Clark. 'He **holds me entirely responsible** and refuses to take any of the blame. The sad truth is, we've **reached the point** where neither of us will **back down**.'

spotlight *entirely*

Entirely means 'completely' and is often used with these words: **entirely different**; **entirely responsible**; **agree entirely**.
Not entirely is used to soften what you are saying and is often used with these words:
I'm not entirely sure/happy/satisfied.

Glossary

a real eyesore	a building or object that is very unpleasant to look at.
take offence (at sth)	show you are angry or upset about sth, or feeling insulted by it.
make it clear (that)	say sth to make sb understand a situation.
do no such thing	refuse to do the thing you have been asked to do.
reach (an) agreement	successfully arrive at an agreement (reach a conclusion/compromise/verdict).
face the prospect (of/that . . .)	recognize the possibility that sth may happen.
settle a dispute	end an argument between people (settle an argument).
hold sb responsible (for sth)	think that sb should be blamed for sth.
take the blame (for sth)	accept responsibility for sth.
reach the point (where/when)	arrive at a time or stage at which sth happens.
back down	stop asking for sth, or stop saying you will do sth.

8 Cross out the word that doesn't follow the underlined word.

- 1 You can reach: a) an agreement b) a compromise c) a conversation
- 2 You can settle: a) a discussion b) an argument c) a dispute
- 3 You can take: a) offence b) the blame c) enjoyment
- 4 Entirely: a) different b) similar c) responsible
- 5 Not entirely: a) sad b) satisfied c) sure

9 Complete the sentences with a suitable word in each space.

- 1 Stella thinks the new cinema is a real _____ and I _____ agree; it's very ugly.
- 2 He _____ me completely responsible, but I refuse to _____ all the blame.
- 3 It wasn't my fault and I _____ that very clear to my boss.
- 4 How are you going to _____ this dispute if no one is prepared to _____ down?
- 5 We've tried to get him to agree to it, but he'll do no _____.
- 6 He feels we've _____ the point where we must decide, but I'm not _____ sure.
- 7 If we lose our first few opening games, we face the _____ of a difficult season.
- 8 I'm afraid he took _____ at something I said, so now we'll never _____ agreement.

