

Advanced

Ruth Gairns and Stuart Redman

# Oxford Word Skills



Learn and practise English vocabulary



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# Introduction

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## What is Oxford Word Skills?

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

<b>Basic:</b>	elementary and pre-intermediate (CEF levels A1 and A2)
<b>Intermediate:</b>	intermediate and upper-intermediate (CEF levels B1 and B2)
<b>Advanced:</b>	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** \_\_\_\_\_.

His mother is very elderly and needs **constant** \_\_\_\_\_.

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

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

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

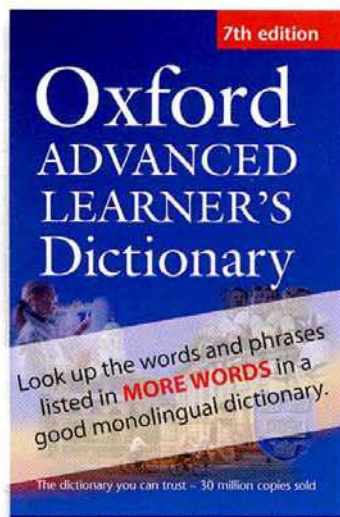
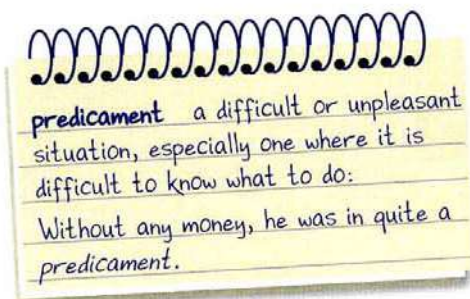
8 What should you do if you feel stiff? \_\_\_\_\_

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

Unit 10

### 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:



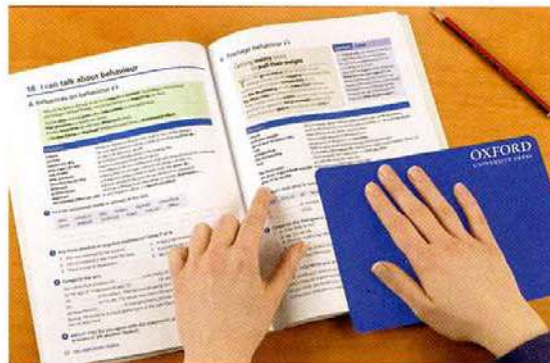
## The CD-ROM and cover card

### 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

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

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

### 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.

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

### 4 Complete the sentences with a suitable word.

- The word *racist* has a negative meaning and is marked '\_\_\_\_\_.' in the dictionary.
- Her written work is very \_\_\_\_\_: it's a bit like reading a novel by Charles Dickens!
- The children \_\_\_\_\_ fun of Josie because of her red hair; it was very cruel of them.
- 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 \_\_\_\_\_.
- Does this phrase have a positive meaning, or is it \_\_\_\_\_?
- I know the literal meaning of *flood*, but what does it mean when it's used \_\_\_\_\_?



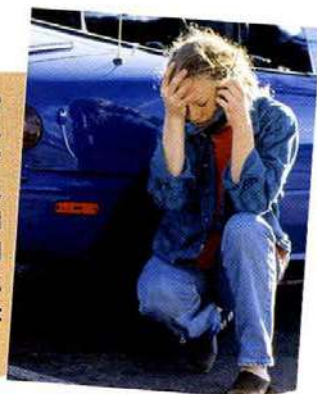


## 2 I can use familiar words in a new way

### 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.

**A**s 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

<b>crawl</b>	(of a vehicle) move very slowly.
<b>have second thoughts</b>	start having doubts about a decision you have made.
<b>be in two minds about sth</b>	be unable to decide what to do about sth.
<b>sweet (of sb)</b>	kind (of sb).
<b>be tied up</b>	be busy and unable to do other things.
<b>dawn on sb</b>	If sth <b>dawns on</b> you, you begin to realize it for the first time.
<b>ulterior motive</b>	a reason for doing sth that you keep hidden.
<b>thick</b>	INF stupid.
<b>be the last thing on sb's mind</b>	be the thing that sb is least likely to be thinking about.
<b>get out of sth</b>	avoid doing sth.
<b>send sth/sb flying</b>	make sth/sb move quickly and without control.
<b>you're not gonna believe this</b>	used to introduce surprising and often unwelcome news (gonna INF = going to).

#### 1 Complete the dialogues with a word or phrase.

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

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



## B Common verbs with less familiar meanings

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





### 3 I can use compounds

#### A Nouns



drawing pins



paper clips



barbed wire



nail polish

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

#### 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

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

### 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.

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





## 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

<b>let-down</b>	a disappointment. <b>let sb down</b> v.
<b>drop out (of sth)</b>	leave school, college, a course, etc. without finishing your studies. <b>dropout</b> n.
<b>turnout</b>	the number of people who attend an event. <b>turn out</b> v.
<b>shake-up</b>	large changes made in an organization to improve it. <b>shake sth up</b> v.
<b>break down</b>	(of a vehicle or machine) stop working. <b>breakdown</b> n.
<b>hold sth/sb up</b>	delay sth/sb. <b>hold-up</b> n.
<b>tailback</b>	a long line of traffic, moving very slowly. <b>tail back</b> v.
<b>write-off</b>	a vehicle that is so badly damaged that it is not worth repairing. <b>write sth off</b> v.
<b>break-up</b>	the ending of a relationship or association. <b>break up</b> v.
<b>setback</b>	a problem that delays or prevents progress, or makes a situation worse for sb. <b>set sth/sb back</b> 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?
- Did many people drop out? \_\_\_\_\_
  - The traffic tailed back for five miles. \_\_\_\_\_
  - It set him back when he failed the exam. \_\_\_\_\_
  - We were held up for two hours. \_\_\_\_\_
  - A car broke down on the motorway. \_\_\_\_\_
  - It was awful after they broke up. \_\_\_\_\_
  - How many people turned out? \_\_\_\_\_
  - It was inevitable that war broke out. \_\_\_\_\_

### 7 Complete the sentences with a compound.

- There was a really good \_\_\_\_\_ at the annual food festival: over 3,000 people.
- My brother had an accident last week. He's all right, but the car is a \_\_\_\_\_.
- I thought the concert was a real \_\_\_\_\_. I was very disappointed.
- It wasn't a happy marriage, but I don't know exactly what caused the \_\_\_\_\_.
- Long \_\_\_\_\_ are expected on the motorway after the violent storms.
- 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 <b>set fire to</b> the school.	= made it start burning.
These buildings <b>catch fire</b> easily.	= start to burn.
The <b>fire broke out</b> in the kitchen.	= the fire started.
The building is <b>on fire</b> .	= burning.
The <b>fire spread</b> to the first floor.	= the fire moved and covered a larger area.
The plane <b>burst into flames</b> .	= suddenly began burning strongly.
The cottage <b>went up in flames</b> .	= was destroyed by fire.
The <b>fire/flames</b> soon <b>died down</b> .	= the fire/flames became weak.
They managed to <b>put out the fire</b> .	= stop the fire burning. SYN <b>extinguish the fire</b> FML.
We get a lot of <b>forest fires</b> here.	= fires that occur in forests during hot summer months.
I <b>lit a fire</b> this morning.	= started a fire for a purpose (e.g. in a fireplace or garden).
The <b>fire went out</b> last night.	= the fire stopped burning.



#### 1 Complete the sentences in different ways.

- A fire can ► break out / \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_.
- A person can \_\_\_\_\_ / \_\_\_\_\_ a fire.
- 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.

- We lit the fire last night but unfortunately it had \_\_\_\_\_ by this morning.
- I shall wait for the noise to \_\_\_\_\_ before I start speaking.
- There was a loud bang and all the lights \_\_\_\_\_.
- How can you ask a smoker to \_\_\_\_\_ their cigarette \_\_\_\_\_ without being rude?
- The fight \_\_\_\_\_ after the football match.
- She \_\_\_\_\_ tears when I told her about the accident.
- They get awful \_\_\_\_\_ fires in the south of France during the summer.
- 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?



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

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

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

### 6 Complete the dialogues.

- Were you proud to meet her? ~ Yes, it was a great \_\_\_\_\_.
- Did you know anyone at the event? ~ Yes, there were one or two familiar \_\_\_\_\_.
- Can you give us the details? ~ No, but I'll give you a brief \_\_\_\_\_.
- Did you try hard enough? ~ Yes, everyone made a real \_\_\_\_\_.
- Many people disapprove of it. ~ Yes, there's been widespread \_\_\_\_\_.
- Did they know what to do? ~ No, it was utter \_\_\_\_\_.
- Does she still sound very foreign? ~ Yes, she has quite a strong \_\_\_\_\_.
- 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 ( <b>reach a conclusion/compromise/verdict</b> ).
face the prospect (of/that...)	recognize the possibility that sth may happen.
settle a dispute	end an argument between people ( <b>settle an argument</b> ). think that sb should be blamed for sth.
hold sb responsible (for sth)	accept responsibility for sth.
take the blame (for sth)	arrive at a time or stage at which sth happens.
reach the point (where/when)	stop asking for sth, or stop saying you will do sth.
back down	

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

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

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

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

