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The Independent for the extracts from ‘How to be smarter with the same brain’ by M O’Connor, 2.5.96, ‘After the gloom, a lighter outlook’ by A Brown, 4.96, the obituary of James Rouse by E Helmore, 12.4.96 and ‘Lethal shockwave from an island in the sun’ by P Henry, 24.6.96.

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The Times for ‘Boy invested £100,000 during school breaks’ by Craig Seton, 7.11.87. © Times Newspapers Limited, 1987.

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The Key begins on page 113 of the With Key edition.
THE PURPOSE OF THIS BOOK

The purpose of Advanced Vocabulary in Context is to enable advanced-level students to practise vocabulary in natural contexts, to help develop an awareness and appreciation of collocation, and to prepare for certain gap-filling sections in examinations such as Cambridge CAE and CPE (Proficiency). It is suitable for use in the classroom, for homework, or (in the case of the With Key edition) for self-study.

HOW THE BOOK IS ORGANISED

There are 24 four-page units arranged thematically in four groups of six. They can be done in any order, although within each group the units are ordered approximately in terms of difficulty. After each group of units there are two Review pages to test how well some of the most useful phrases from those six units have been retained. The Key contains all the answers, plus the complete texts, not simply the answers to the gaps.

HOW EACH UNIT IS ORGANISED

Each unit is built around an extract or a complete article of up to 600 words from a quality newspaper or magazine (see Acknowledgements on page 3), in which approximately 40-50 words have been blanked out. These words are listed separately, and the text has to be completed by placing each word in the right position. This central exercise – Vocabulary in Context – is preceded by two preparatory sections – Vocabulary Check and Collocation – and followed by a final page of Further Practice.

Vocabulary Check

In this first section of the unit, some of the words and expressions from the text that might be unfamiliar are defined and practised. Sometimes word elements are combined to form new words, which are also matched with definitions or practised in example sentences.

Collocation

In this group of exercises, some of the word combinations used in the text (noun + noun, adjective + noun, verb + noun, verb + adverb, etc.) are built up by matching words from lists, and these combinations are used in typical example sentences.

Vocabulary in Context

In this central exercise, the words listed before the text are used to fill the gaps in it. Nouns, adjectives, adverbs and sometimes participles are listed as they appear in the text, but verbs are listed in the infinitive and have to be put in the correct form according to the grammar of the sentence.

Further Practice

The final section of the unit contains various types of practice on vocabulary and idioms used in the text or related to it, including more collocations, word formation, figurative meanings, register and connotation. Occasionally there is an additional text for manipulation or gap-filling.

A NOTE ON COLLOCATION

Collocation is the placing together (con + location = ‘with’ + ‘place’) of words which are often associated with each other, so that they form common patterns or combinations. For example, crimes are not ‘made’ or ‘done’ but committed; we don’t ‘start’ or ‘begin’ a bank account, but open it; in the middle of the day we don’t have an ‘interval’, or a ‘period’ or a ‘pause’ for lunch, but a lunch break. (These three relatively easy collocations appear in Unit 1.) Using words together that do not commonly occur together, through ignorance of the normal collocation patterns, can make a person’s English sound foreign. Using the normal collocations, on the other hand, makes their English sound natural and idiomatic.
HOW TO USE THE COLLOCATION EXERCISES

The best way for students to become familiar with the way words combine is to look first only at the lists of words and to try to match them in as many ways as possible. Only when they have made what they think are acceptable combinations should they try to use them in the sentences. There is only one way of using all the words once in the sentences, but by first manipulating and experimenting with many word combinations students gradually develop a greater awareness and appreciation of collocation.

OTHER WAYS TO USE THE GAP-FILLING EXERCISE

There are various ways in which the gap-filling exercise – Vocabulary in Context – can be made more testing or challenging. For example, students could complete the text
(a) without doing the first two sections (Vocabulary Check and Collocation) first as preparation
(b) without referring back to the wordlist, having read it through perhaps once or twice before starting the gap-filling exercise
(c) after hearing the teacher read out the complete text (from the Key), listening with their own books closed.

In the last two variations of this exercise other answers will often be possible, using words not included in the wordlist, so students may need to refer to the teacher to check their versions.

THE REVIEW PAGES

The Review pages are a way of checking that some of the most common word combinations (or collocations) from each unit have been learned. Each example has to be completed not with one missing word but with two words that are often used together in this way.

FINALLY …

By the time students have done all the exercises in the book they will have increased enormously their ability to use the right words in the right combinations. And they will have enjoyed reading a wide variety of interesting and stimulating texts.
An enterprising schoolboy

VOCABULARY CHECK

Use these words to complete the explanations and definitions.

broker  invest  squad
deal  jargon  stock market
debtor  partner  watchdog
fraud  share  yuppie

1 When you ____________ money you put it to a particular use.
2 When someone commits ____________ they do something illegal or dishonest for financial gain.
3 A(n) ____________ is a person or organisation that tries to identify and prevent dishonest or undesirable practices.
4 A person who does financial business on another’s behalf is called a(n) ____________.
5 If you have to use specialist terms in order to talk about a particular subject you have to learn the ____________.
6 A team of specially trained people with special duties is sometimes called a(n) ____________.
7 The capital stock of a company is divided into equal parts called ____________s.
8 A(n) ____________ is someone who owes money.
9 The ____________ is a place where parts of the ownership of companies are bought and sold.
10 A young person in a professional job with a high income is sometimes called a(n) ____________.
11 If a business is owned by two or more people who share the profits from it, they are known as ____________s.
12 If you ____________ on the stock exchange or stock market you buy stocks and shares.

Pairs

Find pairs of words with similar meanings. One of the words in the box on the right must be used twice.

tumble  fully-fledged  crime  show
reveal  collapse  daring  many
offence  claim  demand  mature
numerous  audacious  fall  pick up
 glean

COLLOCATION

Noun phrases

Combine nouns from each box to form suitable phrases. Then use the phrases to complete the sentences.

economics  fraud  break
lunch  share  jargon
Stock Exchange  order
telephone  lesson  ownership

watchdog  squad

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1. He missed his ________ because he didn’t go back to school after the ________.
2. She couldn’t go to the shop in person so she placed an(s) ________.
3. You have to learn all the ________ if you want to understand the conversation of financial experts.
4. The ________ is a section of the police that specialises in trying to catch people who commit crimes in their business or financial dealings.
5. Not many people invest money in companies on the stock market; ________ is restricted to a relatively small proportion of the population.

**Adjectives and nouns**

Combine these adjectives and nouns to form suitable phrases. Then use the phrases to complete the sentences.

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Nouns</th>
<th>Adjectives</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad</td>
<td>latest</td>
<td>amount</td>
<td>loser</td>
</tr>
<tr>
<td>big</td>
<td>naughty</td>
<td>boy</td>
<td>losses</td>
</tr>
<tr>
<td>certain</td>
<td>senior</td>
<td>case</td>
<td>partner</td>
</tr>
<tr>
<td>estimated</td>
<td>tumbling</td>
<td>debts</td>
<td>prices</td>
</tr>
<tr>
<td>individual</td>
<td></td>
<td>jargon</td>
<td></td>
</tr>
</tbody>
</table>

1. She’s the ________ in a firm of solicitors.
2. The Minister will answer questions on general principles but cannot comment on an(s) ________.
3. It isn’t skill; there’s an(s) ________ of luck in the game too.
4. ________ are a big problem these days: many businesses have financial difficulties because clients don’t pay their bills.
5. It’s a buyer’s market at the moment with these ________.
6. Parents often don’t understand what their teenage children are talking about because they are not familiar with the ________.
7. He hates being called an(s) ________ and says he’s not a child any more.
8. They warned him that people don’t automatically make a profit on the Stock Exchange. He turned out to be one of the ________s with ________ of over a million pounds.

**Verb phrases**

Which nouns can be used after which verbs? Make suitable phrases to complete the sentences, changing the form of the verb if necessary.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Nouns</th>
<th>Nouns</th>
<th>Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>buy</td>
<td>meet</td>
<td>an account</td>
<td>money</td>
</tr>
<tr>
<td>cost</td>
<td>open</td>
<td>your case</td>
<td>an order</td>
</tr>
<tr>
<td>damage</td>
<td>place</td>
<td>your debts</td>
<td>shares</td>
</tr>
</tbody>
</table>

1. It ________ to stay in hotels.
2. You can ________ at the Stock Exchange.
3. You usually have to make a deposit when you ________ at a bank.
4. You’ve seen all the goods we can supply. Would you like to ________ now?
5. If you can’t ________, you might be declared bankrupt.
6. They say you should never admit fault in an accident as it might ________ if it goes to court.
VOCABULARY IN CONTEXT

Complete the newspaper article, using one of these words for each space. You will need to change the form of some of the verbs. Use each word once only.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Adjectives</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>behalf</td>
<td>audacious</td>
<td>buy</td>
</tr>
<tr>
<td>debtors</td>
<td>aware</td>
<td>meet</td>
</tr>
<tr>
<td>economics</td>
<td>big</td>
<td>cost</td>
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<tr>
<td>firms</td>
<td>certain</td>
<td>claim</td>
</tr>
<tr>
<td>fraud</td>
<td>estimated</td>
<td>comment</td>
</tr>
<tr>
<td>jargon</td>
<td>individual</td>
<td>say</td>
</tr>
<tr>
<td>offences</td>
<td>naughty</td>
<td>damage</td>
</tr>
<tr>
<td>orders</td>
<td>senior</td>
<td>deal</td>
</tr>
<tr>
<td>ownership</td>
<td>tumbling</td>
<td>slip</td>
</tr>
<tr>
<td>shares</td>
<td>unnamed</td>
<td>deal</td>
</tr>
<tr>
<td>sides</td>
<td>worth</td>
<td>talk</td>
</tr>
<tr>
<td>watchdog</td>
<td>yuppie</td>
<td>tell</td>
</tr>
</tbody>
</table>

Boy invested £100,000 during school breaks

The Stock Market collapse claimed another victim yesterday when a __________ loser was __________ to be a boy, aged 15, who __________ home from school during lunch breaks to place telephone __________ for £100,000 __________ of shares with his brokers.

The schoolboy successfully passed himself off to brokers as a fully-fledged __________ businessman, aged 19, by using the latest Stock Exchange __________ gleaned from __________ lessons at his school in Derbyshire.

But the __________ dealings of the __________ schoolboy came uncomfortably to light when __________ Stock Exchange prices left the numerous brokers who bought __________ in companies on his __________ with __________ losses of £20,000 that he could not __________.

Mr Michael Somerset-Leek, __________ partner in Coni, Gilbert and Sankey, stockbrokers, one of the __________ used by the schoolboy, said yesterday: “Obviously he has been very __________. He __________ through our Wolverhampton office and has __________ us some money, but anything I say may __________ our case in __________ money from the lad.”

Mr Somerset-Leek said that when a new customer __________ an account “there has to be a __________ amount of goodwill on both __________.

“It is just one of the problems of wider share __________,” he added.

When the schoolboy started __________ shares his name was apparently cleared by the Stock Exchange Mutual Reference Society, an internal __________ that checks for bad __________.

Now the schoolboy is being __________ about “possible __________” by __________ squad detectives in Derbyshire. His headmaster said yesterday: “I am __________ of this boy’s case, but it is not something I want to __________ about. All I can __________ is that he __________ me he went home at lunch-time and ordered shares there.”

The Stock Exchange yesterday said it could not __________ on an __________ case.
FURTHER PRACTICE

Register

Read this conversation about the incident reported in the article. The phrases in italics are informal expressions, more typical of spoken language than of a written report.

A: Did you read about that kid who went bust on the Stock Exchange?
B: No. What happened?
A: Well, apparently this lad of fifteen skipped school and ... No, he didn’t. He did it all in his lunch hour.
B: Did what? Get to the point.
A: Well, he phoned this firm of stockbrokers and conned them into buying shares for him.
B: How did he pull that off?
A: Well, I suppose he put on a posh voice, you know, talking like a grown-up, and he’d done economics at school, so he knew all the lingo. Anyway he took them in. They must have thought he was rolling in it, judging by how much they invested for him.
B: Didn’t they check up on him first?
A: Well, his name wasn’t on any blacklist, so they thought he was a safe bet. Then the stock market crashed and he lost a fortune.
B: Good lord! However much did they invest for him?
A: A hundred grand, I think.
B: More fool them for not making sure his story checked out.

Now match the expressions in italics with these explanations. Use three of them twice.

- adult
- bankrupt
- boy
- a good risk
- high-class
- jargon
- a lot of money
- pounds
- thousand pounds
- very wealthy
- investigate
- collapsed
- deceived
- a safe bet
- a packet
- a good risk
- very wealthy
- investigated
- collapsed
- how stupid of them
- a packet
- a fortune
- how stupid of them

Sentence adverbs

The adverbs obviously (line 11) and apparently (line 17) are called sentence adverbs because they modify a whole clause or sentence. We could replace these adverbs with phrases such as ‘It is obvious to everyone that’ and ‘It appears that’. Match the following adverbs with phrases a – h, and then use the adverbs to complete the sentences.

sadly
foolishly
undoubtedly
unexpectedly
naturally
frankly
personally
luckily

a if you want my honest opinion
b speaking for myself
c it is/was not a sensible thing to do
d it’s a pity
e I’m glad; it is/was fortunate
f it is/was not anticipated
g there’s no doubt about it
h it’s not surprising

1 __________. I would never lend him anything.
2 __________. I didn’t take your advice. I wish I had.
3 __________. His grandmother died just before he won the award.
4 __________. She wanted to help. She’s always been very kind to us.
5 He __________ deserved to win. He definitely played better than the others.
6 __________. We’d taken our umbrellas. As things turned out we needed them.
7 Quite __________. He arrived home early one day and found them together.
8 __________. I don’t think he’s got a chance of winning.