

Headway

Academic Skills

Reading, Writing, and Study Skills

LEVEL 1 Student's Book

 **BRITISH
COUNCIL**
Presented by
British Council

OXFORD

Richard Harrison

Series Editors: Liz and John Soars

Headway

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1 Student life

READING SKILLS Ways of reading

WRITING SKILLS Punctuation (1) • Linking ideas (1) • Checking your writing • Writing about people

VOCABULARY DEVELOPMENT Parts of speech • A dictionary entry (1) • Recording vocabulary (1)

READING How do you read?

- 1 What kind of reader are you? Complete the quiz. Discuss your answers with a partner.

The reading quiz

1 I like to read ...

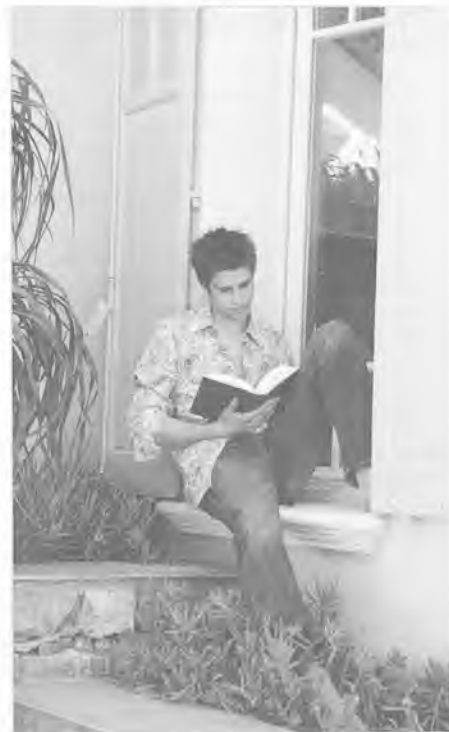
- a at a desk or table.
- b in a comfortable place.
- c on a journey.
- d anywhere.

2 I ... read slowly and carefully.

- a always
- b usually
- c sometimes
- d never

3 When I read something in English, ...

- a I check every new word in a dictionary.
- b I check a few of the new words.
- c I just read and try to understand.
- d I only look at the pictures and the headings.



- 2 Look at the words in the box. Do we usually read these things slowly or quickly? Complete the table and compare answers with a partner.

newspaper poem textbook novel magazine
report telephone directory definition

read quickly	read slowly

- 3 Read the magazine article *How do you read?* Compare your lists in exercise 2 with the information in the article.

How do you read?

People read in many different places, for example in a park, on a bus, or in a car. This is because books, newspapers, magazines, and so on, are easy to carry. We also read in many different ways, and at different speeds.

Sometimes we read quickly. We just want to get the general idea from a newspaper article, a report, or a book in a bookshop. Perhaps we want to know what it is about, or if it is interesting or important. We call this type of reading 'skimming'. We also read quickly to get a particular piece of information, such as a date, a telephone number, or the name of a restaurant. This is called 'scanning'. We scan timetables, telephone directories, dictionaries, and web pages.

At other times we need to read more carefully. For example, we read a textbook, an article, or a report to understand everything. This is called 'intensive reading' or 'study reading'. Then we read slowly and check the meaning. We use our dictionaries a lot to help us. Perhaps we take notes and try to remember things. Sometimes we need to learn things by heart, for example a poem, or a mathematical equation.



- 4 **Read STUDY SKILL** Match situations 1–3 with the ways of reading a–c.

STUDY SKILL Ways of reading

A good reader reads in different ways.

Sometimes you read **slowly and carefully** (*intensive reading / study reading*).

At other times you read **quickly** for the **general idea** (*skimming*) or for **information** (*scanning*).

A good reader chooses the right way to read.

situations	ways of reading
1 <input type="checkbox"/> reading a chapter of a physics textbook to understand a topic	a study reading
2 <input type="checkbox"/> looking for a room number on an exam timetable	b skimming
3 <input type="checkbox"/> choosing an interesting book to read	c scanning



WRITING Describing people

- 1 **Read STUDY SKILL** Match rules a–f from the Study Skill box with different uses of capital letters 1–6 in the sentences.

STUDY SKILL Punctuation (1)

Use **capital letters** for the first letter of:

- a the first word in a sentence, for example: *He studies English.*
- b people's names: *Nora*
- c titles: *Mr, Mrs, Miss, Dr, Professor*
- d cities and countries: *Turkey, Beijing*
- e languages: *English*
- f the names of schools, colleges, and companies: *International College, Microsoft*

Remember – Use a full stop (.) at the end of a sentence, and use a question mark (?) at the end of a question.

1 My name's Victor and I'm a student at the University of Oporto, in Portugal.
I am studying French, Russian, and English because I like languages.

2

3

4 5 Dr Afzal Ahmed is 36 years old. He is a doctor, and he comes from a small town near Madras, in the south of India.

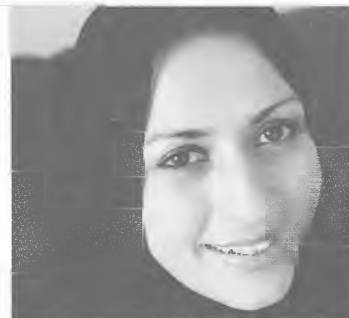
6

- 2 Rewrite the pairs of sentences. Add capital letters, and full stops or question marks.

- 1 my name is emin alpay i am a teacher at the middle east technical university in ankara
- 2 i am a receptionist in a big hotel in singapore the name of the hotel is the royal palace
- 3 my husband is called sami and he is a pilot he works for air new zealand
- 4 mrs elly hollemans is a teacher she comes from holland and she teaches german
- 5 where is the faculty for oriental studies is it in oxford

- 3 What are texts 1 and 2 about? Skim them to get a general idea.

1 My name is **Mona Saeed** and I am from Manama. It is the capital city of Bahrain. I am a student at Bahrain Training Institute. I am studying computer programming. I hope to work in a bank one day. I am 18 years old and I am single. I have two brothers and three sisters. We all live with our parents and grandmother in a large house in the suburbs of Manama. I speak Arabic, and English quite well. I also understand Farsi, but I can't speak it very well. In my free time I like reading novels, watching TV, and playing computer games.



2 **Dr Lee** is Chinese and comes from Shanghai, in China. He teaches mathematics and computing at Kuala Lumpur University. He is an Assistant Professor in the Faculty of Science. He is a graduate of Shanghai University and has a PhD from the USA. Dr Lee speaks many languages. As well as Chinese, he speaks very good English, French, and Malay. He is 35 years old and he is married with two children. They live in a small flat on the university campus. He likes music very much and he is an excellent pianist. Dr Lee likes teaching at the university, but in the future he wants to return to China to continue his research.



- 4 Scan the texts on page 6 to complete the table with information about Mona Saeed and Dr Lee.

	Mona Saeed	Dr Lee	you
city	Manama		
country			
job			
age			
flat/house			
married/single			
children			
languages			
other information			

- 5 Complete the table with information about you.
- 6 **Read STUDY SKILL** Look at the paragraph about Dr Lee again. Underline the words *and* and *but* where they join sentences.
- 7 Join the sentences. Use *and* or *but*.
- I am 18 years old. I am single.
 - I am from Turkey. I live in the capital, Ankara.
 - Joe comes from India. He is working in Germany at the moment.
 - Maria and José are married. They have four children.
 - Sam likes computers. He doesn't like computer games.
 - I want to build a big villa near my parents' house. I have no money.
- 8 Read the rules. Use the information from the table in exercise 4 to write a paragraph about you for a class journal. Start: *My name is ...*

STUDY SKILL Linking ideas (1)

Use *and* or *but* to join sentences. Look at the examples:

- *Hasan lives in Izmir. He works in an Internet café.*
Hasan lives in Izmir and he works in an Internet café.
- *I understand Farsi. I don't speak it very well.*
I understand Farsi, but I don't speak it very well.

Linking ideas makes your writing easier to follow.

RULES Present simple

To describe people and what they do, use the Present Simple.

When you write about yourself:

I live ... In the evenings, I like ...

When you write about other people:

George lives ... He likes ... They live ... They like ...

Writing about people

- 9 Find out information about another student (or teacher). Make notes in your notebook. Write a paragraph about this person.
- 10 **Read STUDY SKILL** Find nine mistakes in the sentences and correct them.



My nam is Sonia I come from brazil. I am teacher in a school
My husband work in bank. His name is riccardo.
We have two childrens.

STUDY SKILL Checking your writing

It is important to check that your writing is correct. Check:

- spelling
- capital letters
- punctuation
- grammar

- 11 Read your two paragraphs and check your writing.

VOCABULARY DEVELOPMENT Dictionary work (1)

Read STUDY SKILL Match the parts of speech a–e in the Study Skill box with words 1–10 in the sentences.

STUDY SKILL Parts of speech

It is important to know the part of speech of a new word.
Is it a/an ... ?

- a **noun**: a student
- b **verb**: to study
- c **adjective**: long
- d **adverb**: always, quickly
- e **preposition**: at, in, on

This knowledge will help you learn and use the word correctly.

1 2 3 4

1 Selina lives with her parents in the centre of town.

5 6 7

2 We usually read textbooks or reports quite carefully.

8 9 10

3 This is a very interesting novel, but the language is difficult.

Read STUDY SKILL Look at the entries from the *Oxford Essential Dictionary*. Complete the table with information about the words.

STUDY SKILL A dictionary entry (1)

A dictionary gives you the meaning (or meanings) of a word. It also gives you other information, for example:

- **pronunciation** (see phonetic symbols p 71)
- **part of speech**
- **example(s) of use**

Get a good dictionary and learn how to use it!

suburb /'sʌbɜ:b/ **noun**

one of the parts of a town or city outside the centre: *We live in the suburbs.*

▶ **suburban** /sə'bs:bən/ **adjective**: suburban areas

quick 0- /kwɪk/ **adjective, adverb** (quicker, quickest)

taking little time ◊ SAME MEANING **fast**: *It's quicker to travel by plane than by train.* ◊ *Can I make a quick telephone call?*

◊ OPPOSITE **slow**

▶ **quickly** **adverb**: *Come as quickly as you can!*

check 1 0- /tʃek/ **verb** (checks, checking, checked /tʃekt/)

1 to look at something to see that it is right, good, or safe: *Do the sums and then use a calculator to check your answers.* ◊ *Before driving off, I checked the oil and water.* ◊ *Check that all the windows are closed before you leave.*

always 0- /'ɔ:lweɪz/ **adverb**

1 at all times; every time: *I have always lived in London.* ◊ *The train is always late.*

word	pronunciation	part of speech	meaning	example
suburb	/'sʌbɜ:b/	noun	one of the parts of a town or city outside the centre	<i>We live in the suburbs.</i>
quick				
check				
always				

Read STUDY SKILL Organize the words in the box into three groups. Add more words to the table.

translator sister house father flat builder mother
apartment accountant cousin villa pilot brother
hostel doctor aunt teacher uncle palace professor

STUDY SKILL Recording vocabulary (1)

Your brain likes organization! When you learn new words, put them together in groups, for example jobs, family, homes.

jobs	family	homes

REVIEW

- 1 Use your dictionary to answer the questions.
 - 1 What part of speech is the word *how*?
 - 2 How many floors does a bungalow have?
 - 3 What is American English for the British noun *lorry*?
 - 4 What is the opposite of *difficult*?
 - 5 How do we pronounce *magazines*? Is it: /'mægəzi:nz/, /mæ'gəzi:nz/, or /mægə'zi:nz/?
 - 6 What is the past tense of the verb *buy*?
 - 7 How do we spell the plural of the noun *address*?
 - 8 What is the adjective of the noun *mathematics*?
 - 9 What is the name of a person who writes poetry?
 - 10 What is the missing word? We were late because our car broke _____.

- 2 Look back at page 6. Study the rules about capital letters, full stops, and question marks again. Punctuate sentences 1–6.
 - 1 my friend igor comes from moscow
 - 2 i am studying french and history at manchester university
 - 3 is charles doing a course at capital institute
 - 4 my brother wants to visit turkey and germany next summer
 - 5 is there a message for mr hector ortiz from mexico
 - 6 the name of the hotel is al bustan palace it is just outside riyadh

- 3 Find words in Unit 1 to add to the groups. Add other words you know.

Things we read
novel, poem, ...

Academic subjects
physics, English, ...



- 4 Choose three words from Unit 1 that are new for you. Look them up in a dictionary. Complete the table.

word	pronunciation	part of speech	meaning	example

2 Daily routines

READING SKILLS Predicting content (1) • Skimming

WRITING SKILLS Handwriting • Paragraphs • Linking ideas (2) • Writing about routine and procedure

VOCABULARY DEVELOPMENT Collocations • Jobs ending in *-er, -or, -ist*

READING Work and stress

- 1 Work with a partner and complete the survey. How important are a–c when choosing a job? Write 1 = very important, 2 = quite important, or 3 = not important.

	me	my partner
a the job is healthy		
b the salary is good		
c the work is interesting		

Compare your answers with the class.

- 2 **READ STUDY SKILL** Look at the people in the pictures on page 11. Answer the questions.

STUDY SKILL Predicting content (1)

Before you read, look at the pictures in a text. They can help you predict the content. They can tell you what the text is about and help you understand it.

- 1 What jobs do they do? *A florist sells flowers.*
- 2 Are their jobs healthy or stressful?
What do you think?

- 3 **Read STUDY SKILL** Skim the article *Work and stress* to get the general idea. Choose a heading for each paragraph. There is one extra heading.

- Eating healthy food What people want
 Stressful jobs Jobs that are healthy

STUDY SKILL Skimming

Remember – **skimming** is reading very quickly to get the general idea from a text (a book, an article, a chapter, or just a paragraph).

- 4 Read the article. Were your predictions in exercise 2 correct?
- 5 Complete the summary of the article. Use the words in the box.

unhealthy drives interesting salary a florist stress traffic healthy

Summary

Some jobs, for example ¹_____, a personal trainer, and a nutritionist, are ²_____. These jobs have very little ³_____ or worry. Other jobs, however, are very ⁴_____. An example is a taxi driver. He ⁵_____ people all day and often faces ⁶_____ problems. It is difficult to get a job that is ⁷_____ and healthy, and also has a good ⁸_____.

work and stress

We all need to work in order to live. Some people are lucky with their work. This is because their jobs are healthy. What do we mean by 'healthy', and how can we find a 'healthy job'?



1

Florists, personal trainers, professors, and nutritionists all have healthy jobs according to research. There are many reasons for this. A florist, for example, sells flowers and plants to customers. This is very relaxing work. A personal trainer, on the other hand, is usually very fit. He or she trains other people to lose weight and to keep fit. A nutritionist has a healthy job too. He or she knows all about healthy food and teaches people to eat well.

2

However, research also shows that some jobs are 'unhealthy'. They cause a lot of stress and worry. For example, a taxi driver drives all day. He or she often faces traffic jams and difficult passengers too. A firefighter puts out dangerous fires and sometimes saves people from burning buildings. An MD (Managing Director) runs a large company. It is an interesting job, but it is also stressful. The MD has to keep everyone happy – the staff and the customers.

3

Most people are looking for the perfect job. They want a job that is interesting, with a good salary and not much stress. However, it is difficult to get everything. Healthy, relaxing jobs are usually not very well paid. On the other hand, people with stressful jobs often get good salaries. For example, the head of a big company gets a lot of money, but he or she does not always have good health, or the time to enjoy life.

BEFORE looking for a job, people should think carefully. What is most important for them? Is it money, health, or a job that is interesting? Then they can start their search. They may be lucky – and get everything they want!

WRITING Routines and procedures

1 **Read STUDY SKILL** Look at the text about Matthias. It shows examples of six common mistakes in handwriting. Match a–f with examples 1–6.

- a Letters are not clearly formed.
- b Capital letters are not larger than small letters.
- c There is not a space between each word.
- d Letters do not point in the same direction.
- e The letters are above the line or below.
- f Lines do not start on the left hand side of the page.

STUDY SKILL Handwriting

Does everyone use a computer nowadays?

No! Sometimes you need to write by hand, for example:

- to make notes from a text/in a lecture
- for classwork/homework
- to draft an essay
- in exams
- for lists, postcards, or personal notes

Write clearly when you write by hand.

1 My name is Matthias. I am 22 years
old and I am a student at a university
2 in Berlin in Germany. I am studying
chemical engineering. I live in a
student hostel on the university 3
campus. I am going to finish my course
4 next semester, so I am working
hard to pass my exams. When I 5
leave the university, I want to go
6 overseas to continue my studies. I would
like to do a Master's degree. One day I
would like to work for an oil company.

2 **Read STUDY SKILL** Look at the text about Helena. What is wrong with the organization?

My sister, Helena, is an English teacher. She teaches in a secondary school in Lisbon, Portugal. The school is near her flat, so she usually walks to work.

She arrives at work at 8 o'clock in the morning and she leaves school at about 3 or 4 in the afternoon. In the evenings she marks homework and prepares lessons for the following day.

At the weekends she is also busy, but with her family and friends. She shops for food at the local market, visits relatives, and spends time with her husband.

In summer, if the weather is good, she likes having a barbecue with friends and family by the beach.

STUDY SKILL Paragraphs

Write in **paragraphs**. There are two styles for paragraphs:

- block
- indented



A paragraph usually contains at least three sentences. Do not start each sentence on a new line. Do not write one-sentence paragraphs.

3 Write the text again on lined paper as two paragraphs. Use the block or the indented style. Write clearly.

- 4 **Read STUDY SKILL** Read the sentences about Maria's daily routine at university. Circle the sequencing words.

Paragraph 1

- Then she goes to her first class. This is at 9 o'clock.
- First, she has a cup of tea in the snack bar.
- After that, she goes to the library and studies for an hour before lunch.
- Maria usually gets to the university at about 8.30.
- At 11 o'clock she has another class. This is poetry.

Paragraph 2

- They talk about their studies or their plans for the weekend.
- Finally, she leaves the university at about 5. It is a long day.
- After the class she goes to the library again for another hour.
- At about 1 o'clock Maria goes to the student canteen with some of her friends.
- In the afternoon Maria has one more class from 2 o'clock to 3.30.

- 5 Use the sequencing words and time expressions to help you put sentences 1–10 in order.

- 6 Read about the procedure Maria follows to write an essay. Complete the paragraph with words from the box.

finally while next then after first

1 _____, Maria thinks of a topic. 2 _____, she searches for information about the topic and reads all she can. She makes notes about the subject 3 _____ she is reading. 4 _____ that, she uses her notes to write a plan for the essay. 5 _____ she is ready to write the essay. She usually writes on the computer. She rewrites parts of the essay again and again until she is happy with it. 6 _____, she checks the essay very carefully for punctuation, grammar, and spelling before giving it to her lecturer.

STUDY SKILL Linking ideas (2)

To describe a daily routine (working, studying, etc.) or a procedure (writing an essay, applying for a job), use:

- **sequencing words** to say one thing happens after another, for example: *first, after, then, finally.*
- **time expressions** to say when, for example: *at 1 o'clock, in the evening.*

Note If two things happen at the same time, use *while*. For example: *I listen to the radio while I am having breakfast.*



Writing about routine and procedure

- 7 Interview your partner. What is his/her daily routine at school/college/university? Write two paragraphs. Use ideas from the box.

gets to / leaves (the university/school) ...	First, then, next, after that, ...
has (tea/coffee/lunch) ...	At (...) o'clock ...
goes to (the first class / the library) ...	In the morning / In the afternoon ...
studies ...	After / before ...

- 8 How do you revise for an important exam? Write a paragraph to describe the procedure you follow. Use ideas from the box.

Start: *To revise for an important exam, first I ...*

make a study plan look at the syllabus find a quiet place to study
make notes take breaks remember the main points

VOCABULARY DEVELOPMENT Words that go together

1 **Read STUDY SKILL** Match the verbs 1–7 with words or phrases a–g.

- | | | | |
|---|---------|---|-----------------|
| 1 <input checked="" type="checkbox"/> e | put out | a | research |
| 2 <input type="checkbox"/> | fill in | b | fit |
| 3 <input type="checkbox"/> | run | c | telephone calls |
| 4 <input type="checkbox"/> | make | d | a company |
| 5 <input type="checkbox"/> | send | e | fires |
| 6 <input type="checkbox"/> | do | f | a form |
| 7 <input type="checkbox"/> | keep | g | emails |

2 Complete the sentences with the correct verb. Use a dictionary to help you find the collocation of the underlined word.

- Last weekend Sami _____ a walk in the park.
- Last week Hasan _____ an accident in his new pick-up truck.
- Can you _____ me the time of the next flight to Bangkok?
- Igor usually _____ the 11.30 train to Moscow from St Petersburg.
- Exercise helps people to _____ weight.
- Shall we _____ a taxi to the airport?

3 How many collocations can you think of for *computer* and *business*? Use your dictionary to help. Draw diagrams.



Spelling (1)

4 Read the rules. Complete the definitions.

- A s _____ does research in science.
- A d _____ helps sick people.
- A sh _____ sells things.
- A f _____ sells flowers.
- An a _____ acts in plays and films.
- An i _____ interprets from one language to another.

RULES Jobs ending in *-er*, *-or*, *-ist*

Many jobs end in *-er* and *-or*. Others end in *-ist*.
For example: *taxi driver*; *professor*; *journalist*

5 Write the jobs in exercise 4 in the table. Add other jobs.

<i>-er</i>	<i>-or</i>	<i>-ist</i>
taxi driver	professor	journalist

STUDY SKILL Collocations

Learn a word – and its friends!

When you learn a new word, learn its **collocations** – the words that go with it. For example:

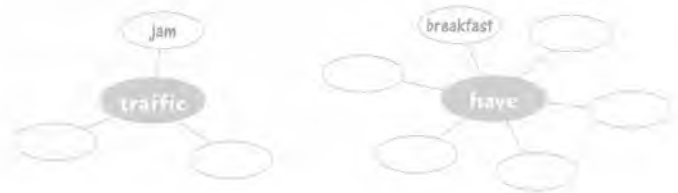
traffic + jam

traffic jam /'træfɪk dʒæm/ *noun* (no plural)
all the cars and other vehicles that are on a road: *There was a lot of traffic on the way to work this morning.*

traffic lights /'træfɪk laɪts/ *noun* (plural)
lights that change from red to orange to green, to tell cars and other vehicles when to stop and start

traffic warden /'træfɪk wɔ:dn/ *noun* (British)
a person whose job is to check that cars park in the right places and for the right time

You can record these words in a diagram. Copy the diagrams and write collocations for *traffic* and *have*.



REVIEW

1 Choose five jobs from Unit 2. Write a sentence about each. Describe what the people do. For example:

a taxi driver A taxi driver drives people from one place to another.

a florist A florist sells flowers and plants to customers.

2 Complete the paragraph about Sam's day with the sentences in the box.

Then he goes to his office.
 First he has a quick breakfast in the hotel coffee shop.
 Finally, at about 4 o'clock Sam leaves work.
 After that, he has a meeting with his manager.
 In the afternoon, he goes back to his office.
 Next, he speaks to the hotel staff.



Sam is the assistant manager of a big hotel in Hong Kong. It is a busy hotel and his day starts very early. He gets to work at about 7 o'clock. ¹ _____ He usually just has tea and toast. ² _____ He starts up his computer and checks his emails. There are always a lot of messages. ³ _____ He asks them about any problems in the kitchens, or with the guests. ⁴ _____ They find solutions to problems, and discuss improvements and other changes to the hotel. At about 1 o'clock he has lunch. ⁵ _____ He sends a few more emails and makes some telephone calls. ⁶ _____ On his way home he collects his children from school, and arrives home at about 5.30.

3 How do you get information on a topic from the Internet? Write down the steps. Check your list with another student. Then write a paragraph to describe the procedure.

Start: *To get information from the Internet, first I ...*

4 Find nouns that go with the verbs in table A, and verbs that go with the nouns in table B. Use a dictionary to help.

A

verb	noun
save	time, money
face	
train	
scan	
spend	

B

verb	noun
have, go for	lunch
	emails
	telephone calls
	a meeting
	the computer

3 People and the environment

READING SKILLS Scanning – using headings • Meaning from context

WRITING SKILLS Punctuation (2) • Talking about frequency • Writing about study habits

RESEARCH Sources

VOCABULARY DEVELOPMENT Recording vocabulary (2)

READING Weather

1 Look at the pictures of weather. Match the titles 1–3 with the pictures a–c.

- 1 Desert morning
- 2 A winter's day
- 3 Hurricane season



2 Match the words with the pictures in exercise 1.

- | | | | |
|---------------------------------------|-----------------------------------|--------------------------------|-------------------------------|
| <input type="checkbox"/> a heavy rain | <input type="checkbox"/> snow | <input type="checkbox"/> sunny | <input type="checkbox"/> cold |
| <input type="checkbox"/> dry | <input type="checkbox"/> blue sky | <input type="checkbox"/> wet | <input type="checkbox"/> warm |
| <input type="checkbox"/> strong winds | <input type="checkbox"/> hot | <input type="checkbox"/> storm | <input type="checkbox"/> ice |

3 Work with a partner. Use the words to talk about the pictures. What countries do you think they are in?

4 With your partner, discuss answers to the questions. Make a note of your ideas.

- 1 Do hurricanes have names?
- 2 What is the difference between a hurricane and a typhoon?
- 3 How do we measure hurricanes?
- 4 What is the centre of a hurricane called?
- 5 In what seasons are there hurricanes?

5 **Read STUDY SKILL** Scan the encyclopaedia entry *Hurricanes* to check your answers to exercise 4. Use the headings to help. Were your ideas right?

STUDY SKILL Scanning – using headings

Scanning is reading quickly to find information.

One way to scan for information is to use the headings of paragraphs, sections, and chapters. For example, to find the answer to question 1 in exercise 4, *Do hurricanes have names?* look in the encyclopaedia entry under the heading *Naming hurricanes*.

HURRICANES

What are hurricanes?

Hurricanes are very big storms. They usually form in the warm waters of the Atlantic Ocean, the Caribbean Sea, and the Gulf of Mexico. Hurricanes also form in other parts of the world, but they have different names. In the Pacific Ocean, near Japan, China, and the Philippines, they are called 'typhoons'.

How do they form?

Hurricanes rotate anti-clockwise around an 'eye'. This is the centre of the storm. They move across the warm oceans and grow bigger and stronger. They cause heavy rain, strong winds, and huge waves at sea. Most hurricanes stay at sea, but occasionally they come onto the land. Then they cause a lot of damage to buildings, trees, and cars.

Measuring hurricanes

We measure hurricanes by categories – from 1 to 5. A Category 1 hurricane is the weakest. It has winds of between 119 and 153 kms per hour. A Category 5 hurricane is the strongest. The winds are more than 249 kms per hour. This is a very dangerous hurricane. Fortunately, there are not many Category 5 hurricanes.

Naming hurricanes

All hurricanes have names. In this way, we can track the storms as they move across the ocean. Hurricanes always have men's or women's names. The first storm of the season begins with the letter A, for example Andrew. The second begins with the letter B, for example Bertha, and so on.

Hurricane seasons

In the Atlantic the hurricane season is in the summer and autumn. It starts on 1 June and continues until 30 November. Occasionally, there are hurricanes at other times of the year. The peak is in September. This is when the sea is very warm. This region has about six hurricanes a year. However, in the north-west Pacific there are hurricanes (typhoons) all the year round.



- 6 **Read STUDY SKILL** Read the encyclopaedia extract again carefully. Guess the meaning of the underlined words. First identify the parts of speech (*noun, verb, adjective, adverb*). Then choose meanings from the box to complete the table.

the high point goes on sometimes part of the world follow very big

	part of speech	meaning
1 huge		
2 occasionally		
3 track		
4 continues		
5 peak		
6 region		

STUDY SKILL Meaning from context

Sometimes you can guess the meaning of a word from the words around it, that is, the **context**. Identifying the part of speech also helps. Look at the example, *rotate*:

Hurricanes *rotate* **anti-clockwise around** an 'eye'.

The word *Hurricanes* helps you identify the part of speech.

- 1 What part of speech is *rotate*:
a noun, a verb, an adjective, an adverb?

The words **anti-clockwise, around,** help you guess the meaning.

- 2 What does *rotate* mean:
get bigger, move in a circle, rain a lot?

WRITING Describing our lives

- 1 **Read STUDY SKILL** Look at sentences 1–4. Which endings show possession? Which are contractions?
- Nori's got a puncture.
 - Nori's car is in the garage.
 - Nori's late.
 - Have you got Nori's phone number?
- 2 Put apostrophes in the sentences where necessary.
- Have you got the girls books? Shes looking for them.
 - My favourite seasons are spring and summer. The weathers beautiful then.
 - The students exam results were very bad. They all have to retake them.
 - Dont swim today. The waves are huge and theyre very dangerous!
 - In the winter months many students go skiing in the mountains.
 - A Wheres Mikes computer? B Ive got it here.
- 3 Read the essay on deserts. Underline seven contractions. Write the full form.

STUDY SKILL Punctuation (2)

Use **apostrophes** for:

- **possession** (belonging to someone/something). For example:
the **boy's** computer = **his** computer (singular)
the **boys'** computer = **their** computer (plural)
- **contractions** (missing letters). For example:
I'm (I am), doesn't (does not), the student's (the student has/is)

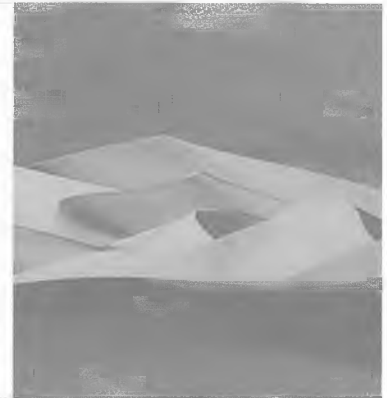
In formal writing do not use contractions, but you can use an apostrophe for possession.

Find two words with apostrophes in the article *Hurricanes*.

Deserts

They are

Deserts cover about one-fifth of the Earth's area. They're defined as regions where the rainfall's less than 250mm (or 10 inches) a year. In some years there's no rainfall at all. Deserts don't have much vegetation because of their dry climate. They're usually covered by sand or stones. As a result, most animals can't live there, except for a few, such as camels, foxes, and some insects. There are hot and cold deserts. The world's largest hot desert is the Sahara. There are other hot deserts in Australia, southern Africa, and the Middle East. They have a very high temperature in the summer, over 40°C. The icy continent of Antarctica is an example of a cold desert. It doesn't rain, but it occasionally snows.



- 4 Read the paragraph describing how Julia spends her summer. Circle the adverbs of frequency. What do you notice about the adverb *sometimes*? Read and complete the rules.



Julia's summer

In the summer we always go to our dacha in the countryside, just outside Moscow. A dacha is a kind of wooden summer house. We have a small garden with some fruit trees, and we grow vegetables too. We eat our meals in the garden. The weather is usually warm and sunny at that time of the year, but it sometimes rains. There is a lake near our dacha. My brothers like swimming and they often go there. The water is always freezing cold, so I never swim. I prefer to stay in the garden and read. Sometimes the whole family goes for a walk in the forest and we collect mushrooms for the evening meal. I do not usually cook, but I love making mushroom soup. We really enjoy our summers in the dacha.

RULES Talking about frequency

When you describe a routine, use adverbs of frequency to say how often you do something. For example:

*Hadi **usually** drives to the college.*

*Beth is **sometimes** late with her essays.*

Complete the rules. Write *before* or *after*.

a With the verb *to be*, the adverb of frequency comes _____ the main verb.

b With other verbs, the adverb of frequency comes _____ the main verb.

Complete the list of adverbs from 100% of the time to 0% of the time.

(100%) ← _____ → (0%)
always _____ often _____

- 5 Write a paragraph about your summer. Use ideas from the box and adverbs of frequency.

play sports stay at home visit friends/family go camping
go to the beach/mountains/park go swimming have picnics

- 6 Look at the *Study habits questionnaire*. Write the words in the correct order to make questions 1–6.

Study habits questionnaire

- 1 _____? do / where / you / study / to / like
a at home b in a library c other place
- 2 _____? usually / study / when / you / do
a in the morning b in the afternoon c in the evening d at night
- 3 _____? to / study / do / how / prefer / you
a alone b with a friend c in a study group
- 4 _____? make / you / notes / do / when you study
a always b usually c sometimes d never
- 5 _____? study / many / do / how / you / hours / in a week
a 0–2 hours b 3–6 c 7–10 d more than 10
- 6 _____? make / do / study plan / how often / you / a
a never b every day c every week

- 7 Read about Suresh's study habits. Circle his answers on the questionnaire above.

I am a student at Global Institute. After my classes at the Institute I like to study in the library. I usually go there in the afternoon for one or two hours. Sometimes I study at home, but not often because it is very noisy. I prefer to study alone. Sometimes friends ask me to study with them, but we usually start chatting about other things. I always make notes when I study. It helps me to remember. In a week I think I study about eight hours. Of course, I also have 16 hours of lectures. At the beginning of every week I make a study plan for the whole week. I am always busy!

- 8 Answer the questionnaire about yourself. Make notes in your notebook giving reasons for your answers.
- 9 Use the questionnaire to interview another student. Ask *Why ...?* to find out reasons for his/her answers. Make notes. What study habits do you share?
- 10 **Read STUDY SKILL** Make a study plan for yourself. Decide what to study and when. For example:

	a.m.	p.m.
Monday	9–11 Management	2–6 Accounting
Tuesday	8–10 Statistics	7–9 English

Writing about study habits

- 11 Write a paragraph about your study habits. Use your answers from the questionnaire to help.

STUDY SKILL How to be a good student

Everyone has his or her own way of studying, but here are a few tips:

- Find a quiet place to study.
- Study when you are fresh, not tired.
- Get plenty of exercise and sleep.
- Find a study partner or partners – it can help.
- Take notes when you read.
- Make a study plan for the week.

RESEARCH Finding information (1)

- 1 **Read STUDY SKILL** Complete the diagram with possible sources of information. Share your ideas with the class.



STUDY SKILL Sources

If you need information on a topic (hurricanes, deserts, etc.), you need a reliable **source**. There are many different sources of information, for example the Internet and encyclopaedias.

Remember – it is important to make a careful note of the sources you refer to (website, date, encyclopaedia title, publisher).

- 2 Decide what sources you will use to find the answers to 1–9. Try to use a different source for each one.

	source	answer
1 a definition of the word <i>search</i>	dictionary	look for something
2 the temperature today in Singapore		
3 the date when Tutenkhamun died		
4 the names of the countries which border Bhutan		
5 the time of sunset today in your country		
6 What is the <i>law of gravity</i> ?		
7 the origin of the food 'pasta'		
8 the birthplace of Mahatma Ghandi		
9 the most popular make of mobile phone among students in your class		

- 3 Find the answers to 1–9 in exercise 2. First decide which words to use in your searches. Compare answers with a partner.

VOCABULARY DEVELOPMENT Drawing and diagrams

Read STUDY SKILL Look up the words *building*, *clockwise*, and *track* in a dictionary. Draw pictures to help you remember them.

STUDY SKILL Recording vocabulary (2)

Your brain likes pictures! Use drawings and diagrams to help you remember words. For example:



wind

wave

damage

rotate

You can also visualize a picture to go with the word.



peak

Or you can draw a diagram to grade a group of words. For example:



REVIEW

1 Complete the table with words about the weather. Use your dictionary to find the right part of speech.

noun	adjective	verb
snow		to snow
	windy	
		to ice over
rain		
	cloudy	to cloud over
sun		
	warm	
heat		
fog		

2 Choose five words from Unit 3. Draw visuals to help you remember the words. Compare with a partner.

3 Put the words in the right order to make sentences.

- 1 months / form / usually / in / summer / the / hurricanes
- 2 weekend / never / at / studies / Tony / the
- 3 are / night / at / cold / sometimes / deserts
- 4 to / don't / very / cinema / often / I / go / the
- 5 India / September / in / beautiful / always / weather / in / the / is

4 Rewrite the sentences with the adverb of frequency.

- 1 Maureen likes studying at night. (usually)
- 2 Why is Yuki late for work? (always)
- 3 It rains in the summer where I live. (never)
- 4 I read the newspaper. (often)
- 5 The winters are long and cold in my country. (usually)
- 6 Kim stays at home at weekends. (sometimes)

5 Complete the sentences using the verbs *read*, *interview*, *look up*, *surf*, *consult*.

- 1 I often _____ new words in a dictionary.
- 2 If you _____ the Internet, you can find a lot of useful information.
- 3 The student was not sure when Tutenkhamun died, so he had to _____ an encyclopaedia.
- 4 The researcher will _____ several students to find out about their study habits.
- 5 Maria has to _____ three science textbooks by the end of the week.



4 Architecture

READING SKILLS Making notes (1)

RESEARCH Focusing your search

WRITING SKILLS Linking ideas (3) and (4) • Words and phrases (1) • Writing about a building

VOCABULARY DEVELOPMENT A dictionary entry (2) • Countable or uncountable nouns?

READING Famous buildings

- 1 Work with a partner. Look at the photos of the Taj Mahal and the Bank of China Tower. Discuss the questions. Use words from the box to help.

old modern tall style marble steel
glass stone city gardens architect

- How are the two buildings different?
- What do you think they are made of?
- Where are they situated?
- Who do you think built them? Why?



Taj Mahal



Bank of China Tower

- 2 **Read STUDY SKILL** Read the texts about the two buildings. Make notes to complete the table.

STUDY SKILL Making notes (1)

Making notes is an important skill. Use it for study or intensive reading. Read slowly and carefully when you make notes. Note-making helps you:

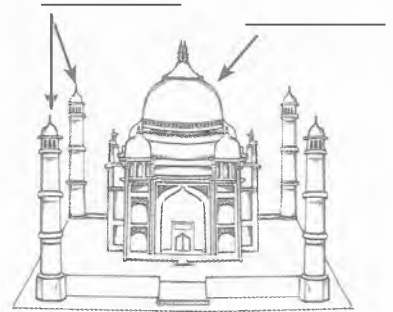
- **Understand** what you read
- **Remember** the important points
- **Write** about the topic
- **Revise** later for exams

There are many ways of making notes. Drawing and labelling diagrams is a kind of note-making.

building	Taj Mahal	
built by		
located	Agra, north of India	
date		
building type		skyscraper
made of		glass, steel
style	Islamic	
other information	Some say - most beautiful building in the world	

- 3 Read the texts again. Label the diagrams of the two buildings.
- 4 Look at the underlined words from the two texts. What part of speech are they: *noun*, *verb*, or *adjective*? Guess the meanings from the context. The words in bold will help.
- It was a tomb for his wife, Mumtaz Mahal, who **died** in 1631.
 - It is **built** in an Islamic style. It symbolizes Shah Jehan's love for his wife.
 - The **architect** was Ieoh Ming Pei. He is very well known. He designs large, unusual buildings.
 - It is a very tall skyscraper with 70 floors. It is 367 metres high.
 - There is a small viewing platform, which is open to the public. The platform is on the 42nd floor, so visitors can have a panoramic view of the whole city.

The **Taj Mahal** is located in Agra, in the north of India. Many people think it is the most beautiful building in the world. It is situated in formal gardens just outside the city, so it is in a very quiet place. Nearby there is a river. The Taj Mahal was built between 1631 and 1654 by Shah Jehan. It was a tomb for his wife, Mumtaz Mahal, who died in 1631. It is built in an Islamic style. It symbolizes Shah Jehan's love for his wife. In the centre of the building is the tomb, which is made of white marble. The rest of the building is made of sandstone. Around the tomb there are four tall minarets.



The **Bank of China Tower** is situated in Hong Kong. The architect was Ieoh Ming Pei. He is very well known. He designs large, unusual buildings. The Bank of China Tower was built between 1982 and 1990. It is a very tall skyscraper with 70 floors. It is 367 metres high. The style of the building is modern and it symbolizes strength and growth. The building is very light inside because it is made of glass and steel. There is a small viewing platform, which is open to the public. The platform is on the 42nd floor, so visitors can have a panoramic view of the whole city. It is one of the tallest buildings in Hong Kong and is used for offices.



height = _____ m.

floors = _____

5 Use your notes to complete the summary about the Taj Mahal.

Summary

The Taj Mahal was built by ¹ _____ between the years ² _____ and ³ _____ .
 It is located in ⁴ _____ , in the north of India. It is a ⁵ _____ for Jehan's wife. It is made of ⁶ _____ and ⁷ _____ . The style is ⁸ _____ .

6 Write a summary of the text about the Bank of China Tower. Use your notes from exercise 2.

RESEARCH Finding information (2)

STUDY SKILL Choose a famous building from the box, or from your country. Find information about it and make notes in the table.

Pk Mao Building – Shanghai Empire State Building – New York
 Tokyo City Hall Sydney Opera House Blue Mosque – Istanbul
 Petronas Towers – Kuala Lumpur Burj Al Arab – Dubai

STUDY SKILL Focusing your search

Before you search for information about a topic, for example a building, ask yourself: *What do I need to know?*

Make a list of things you want to find out. For example: *Who was it built by? Where is it located?*

building	
built by	

WRITING Describing buildings

- 1 **Read STUDY SKILL** Find a sentence with *because* in the paragraph about the Bank of China Tower.
- 2 Complete the sentences with a reason clause.
- 1 A lot of people visit the Taj Mahal because ...
 - 2 Some people do not like skyscrapers because ...
 - 3 Some jobs are unhealthy because ...
 - 4 Most plants cannot grow in deserts because ...
 - 5 I like _____ (name of a building) because ...

- 3 **Read STUDY SKILL** Find sentences with *so* in the texts about the Taj Mahal and the Bank of China Tower. Underline *so* and circle the commas.

STUDY SKILL Linking ideas (4)

Result clauses – *so*

Use *so* to join sentences. It tells you the **result** of something. Look at sentences **a** and **b**. Underline *so*, and circle the comma.

- a** *The building is made of glass. It gets very hot in summer.*
b *The building is made of glass, so it gets very hot in summer.*

- 4 Match sentences 1–5 with a–e. Rewrite them as one sentence using *so*. Don't forget the comma.

- | | |
|---|--|
| 1 <input type="checkbox"/> Sometimes we just want to get information. | a He is learning everything about software. |
| 2 <input type="checkbox"/> A personal diary is only for ourselves. | b We read the text quickly to find it. |
| 3 <input type="checkbox"/> George wants to work for a computer company one day. | c This is when hurricanes usually form. |
| 4 <input type="checkbox"/> Taxi drivers face traffic jams every day. | d They often suffer from stress in their work. |
| 5 <input type="checkbox"/> In the summer the oceans are very warm. | e We write in a very informal way. |

- 5 Complete the sentences with a result clause.
- 1 There is a viewing platform on the 42nd floor, so ...
you can have a view of the city.
 - 2 The Taj Mahal is a very beautiful building, so ...
 - 3 There is a lift to the top of the tower, so ...
 - 4 Deserts are very dry regions, so ...
 - 5 Marble is a very expensive material, so ...
 - 6 It is very hot in Mexico in the summer, so ...

- 6 Match sentences 1–5 with a–f. Rewrite them as one sentence using *because* or *so*. Use a comma where necessary.

- | | |
|---|--|
| 1 <input type="checkbox"/> I want to visit the Louvre in Paris. | a Most of the buildings are tall and narrow. |
| 2 <input type="checkbox"/> Paulo likes climbing mountains. | b He is going to Switzerland for his holidays. |
| 3 <input type="checkbox"/> Nora wants to work for a newspaper as a journalist. | c She loves writing and enjoys meeting people. |
| 4 <input type="checkbox"/> Land is very expensive in Hong Kong. | d They want to get away from the noisy cities and stay in a quiet place. |
| 5 <input type="checkbox"/> India has a lot of rain in the summer months. | e It is better to visit the country in the dry season. |
| 6 <input type="checkbox"/> In Russia people like to go to their dachas in the summer. | f It has some beautiful paintings. |

STUDY SKILL Linking ideas (3)

Reason clauses – *because*

Use *because* to join sentences. It tells you the **reason** (why/why not?) something happens. Look at sentences **a** and **b**. Underline *because*.

- a** *The building gets very hot in summer. It is made of glass.*
b *The building gets very hot in summer because it is made of glass.*



7 Complete the description *The Tower Houses of Yemen*. Use the words and phrases in the box.

because so are made of there is there are have were built
on the outside in the centre are located

The Tower Houses of Yemen

The Tower Houses of Yemen ¹ _____ in the old city of Sana'a, the capital of Yemen. These houses are very beautiful and unusual, ² _____ many visitors come to Yemen to see them. They ³ _____ by local builders and they are hundreds of years old. They ⁴ _____ stone and brick. The buildings are tall and they ⁵ _____ at least five floors. ⁶ _____ of the house is the main staircase. This goes up to all of the floors. The family members usually live on the upper floors. They do not live on the ground floor or the first floor ⁷ _____ these floors are for food and animals. On the top floor ⁸ _____ usually a large sitting room. Visitors come there to chat and drink tea. ⁹ _____ walls of the buildings there are beautiful decorations, such as stars and snakes. ¹⁰ _____ also decorations around the windows and the doors.



8 **Read STUDY SKILL** Find examples of descriptive words and phrases in *The Tower Houses of Yemen*. Underline them.

STUDY SKILL Words and phrases (1)

Language to describe buildings

You can describe a building using these words and phrases:

There is a viewing platform.	In the centre/ In the middle
There are four minarets.	At the top/bottom
It has 72 floors.	Around
It is made of glass and steel.	Outside/Inside
It was built in 1990.	On the left/right
It is situated/located in formal gardens.	On the (first) floor

9 Find a result clause and a reason clause in the description of *The Tower Houses of Yemen*. Write out the result and reason clauses.

Writing about a building

10 Look again at the notes you made about a famous building on page 23. Write a description of the building.

VOCABULARY DEVELOPMENT Dictionary work (2)

- 1 **Read STUDY SKILL** Find the adjective *light* in the text about the *Bank of China Tower* on page 23. In this context, what does *light* mean?

STUDY SKILL A dictionary entry (2)

Many words in English have more than one meaning. Make sure you use the correct meaning. For example:

The adjective *light* has four meanings. Look at the dictionary entry.

light² 0- π /laɪt/ *adjective* (lighter, lightest)

- 1 full of natural light: *In summer it's light until about ten o'clock.* \diamond *The room has a lot of windows so it's very light.* \Rightarrow OPPOSITE **dark**
 2 with a pale colour: *a light blue shirt*
 \Rightarrow OPPOSITE **dark**

3 easy to lift or move: *Will you carry this bag for me? It's very light.* \Rightarrow OPPOSITE **heavy**

- \Rightarrow Look at the picture at **heavy**.
 4 not very much or not very strong: *light rain*
 \diamond *I had a light breakfast.*
 \blacktriangleright **lightly** /'laɪtli/ *adverb*: *She touched me lightly on the arm.*

- 2 Look at the dictionary entries. They show definitions for the adjectives *poor*, *rich*, *hard*, and *cool*. How many meanings are there for each adjective?
 3 Match the underlined adjectives in the sentences to the meanings in the dictionary entries. Write the number. For example:

Pierre's exam results were very poor. He has to take the exams again. 2
 People who come from poor families usually work hard. 1

- 1 a I feel sick. Sonia's cake was too rich for me. ____
 b Bill Gates is a rich man and he gives a lot of money to charity. ____
 c Rome is a very old city. It is rich in history. ____
 2 a Diamond is a hard material. It is used in industry for cutting. ____
 b It is very hard to learn a new language. It takes time. ____
 3 a The pilot was very cool when the engine caught fire. ____
 b Hong Kong is great fun. It's a really cool city. ____
 c Summers in Sweden are cool, but usually quite sunny. ____
 4 Find the nouns *rest* and *view* in the texts about the Taj Mahal and the Bank of China Tower on page 23. Use the dictionary entries to check the meanings.
 5 **Read STUDY SKILL** Look at the nouns in the box. Are they countable (C) or uncountable (U)? Check in your dictionary.

STUDY SKILL Countable or uncountable nouns?

Your dictionary tells you if a noun is countable, that is, if it has a plural form. For example: **building** (*buildings*), **architect** (*architects*).
There are five new buildings in our street. (countable)

Uncountable nouns have no plural form, for example: **time**, **oil**.
We haven't got much time – let's go! (uncountable)

book C time U information ____ floor ____ public ____
 platform ____ steel ____ rain ____ tomb ____ garden ____

- 6 What is different about the nouns *glass* and *marble*? Check in your dictionary.

poor 0- π /pɔ:(r)/ *adjective* (poorer, poorest)

- 1 with very little money: *She was too poor to buy clothes for her children.* \diamond *She gave her life to helping the poor* (= poor people). \Rightarrow The noun is **poverty**. \Rightarrow OPPOSITE **rich**
 2 bad: *My grandfather is in very poor health.*

rich 0- π /rɪtʃ/ *adjective* (richer, richest)

- 1 having a lot of money: *a rich family* \diamond *It's a favourite resort for the rich* (= people who are rich) and famous. \Rightarrow **poor**
 2 containing a lot of something: *Oranges are rich in vitamin C.*
 3 Food that is **rich** has a lot of fat or sugar in it and makes you feel full quickly: *a rich chocolate cake*

hard¹ 0- π /hɑ:d/ *adjective* (harder, hardest)

- 1 not soft: *These apples are very hard.* \diamond *I couldn't sleep because the bed was too hard.*
 \Rightarrow OPPOSITE **soft**
 2 difficult to do or understand: *The exam was very hard.* \diamond *hard work* \Rightarrow OPPOSITE **easy**

cool¹ 0- π /ku:l/ *adjective* (cooler, coolest)

- 1 a little cold; not hot or warm: *cool weather* \diamond *I'd like a cool drink.* \Rightarrow Look at the note at **cold**.
 2 not excited or angry \Rightarrow SAME MEANING **calm**
 3 (informal) very good or fashionable: *Those are cool shoes you're wearing!*

rest¹ 0- π /rest/ *noun*

- 1 the rest the part that is left or the ones that are left: *If you don't want the rest, I'll eat it.* \diamond *I liked the beginning, but the rest of the film wasn't very good.* \diamond *Jason watched TV and the rest of us went for a walk.*
 2 a time when you relax, sleep or do nothing: *After walking for an hour, we stopped for a rest.*

view 0- π /vju:/ *noun*

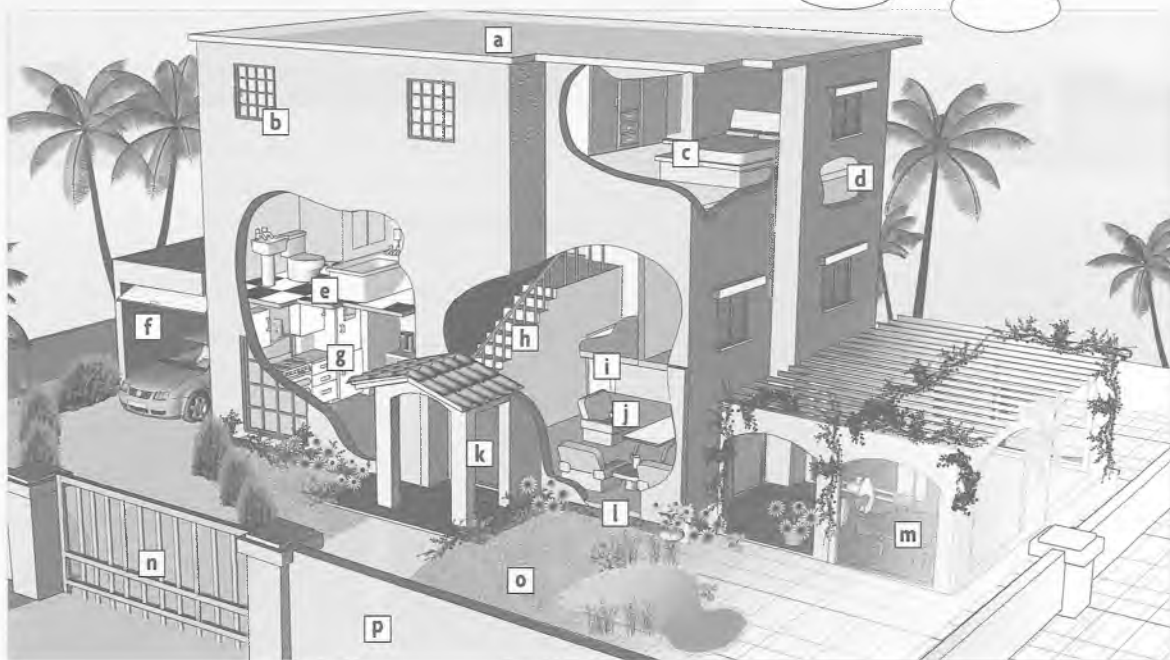
- 1 what you believe or think about something \Rightarrow SAME MEANING **opinion**: *He has strong views on marriage.* \diamond *In my view, she has done nothing wrong.*
 2 what you can see from a place: *There were beautiful views of the mountains all around.* \diamond *At the top of the hill, the lake came into view* (= could be seen).

REVIEW

- Complete the diagram with types of building material using words from Unit 4. Add other words.
- Label the diagram of a house. Use the words in the box and your dictionary to help.



- a roof
- walls
- stairs
- door
- window
- garden
- ground floor
- first floor
- second floor
- kitchen
- bathroom
- garage
- bedroom
- living room
- gate
- terrace



- Complete the description of the house in the diagram in exercise 2. Use the words and phrases in the box.

in the centre around there is on the left has is made of
on the right there are was built is located

The house ¹_____ in the suburbs, not far from the city centre. It ²_____ in 2006 and ³_____ stone and concrete. The style is modern and very simple. It ⁴_____ a flat roof and three floors. The garden is quite large and well designed. ⁵_____ of the house is a garage and ⁶_____ there is a terrace with plants. ⁷_____ several palm trees around the house and ⁸_____ of the garden is a small pond. The house has four bedrooms and three bathrooms. There are high walls ⁹_____ the garden and ¹⁰_____ a steel gate at the front.

- Result or reason? Rewrite sentences **a** and **b** as one sentence, using *because* or *so*.

- Glass is a cheap and light material.
 - It is used in many modern buildings.
- Everyone wants to visit the Burj Al Arab.
 - It is a very famous and unusual building.
- It is important to take good notes.
 - They help you to understand what you read.
- Shah Jehan decided to build a beautiful tomb for his wife.
 - He loved her very much.
- Winters in Russia are very cold.
 - It is important to wear warm clothes.
- The weather was perfect.
 - They decided to have lunch in the garden.

5 Education

READING SKILLS Predicting content (2) • Linking ideas (5)

WRITING SKILLS Greetings and endings in formal letters • Words and phrases (2) • Writing a letter or email

VOCABULARY DEVELOPMENT Plurals

RESEARCH Making notes (2)

READING Universities

1 Work with a partner. Look at the pictures and answer the questions.

1 Match pictures a–c with the universities.

- Harvard University, USA
- Oxford University, UK
- Moscow State University, Russia



2 What famous universities do you know?

3 What is a good age to be a university student? Can you be too old or too young? Why/Why not?

2 **Read STUDY SKILL** Skim the title and the first paragraph of the newspaper article *Too Young for Oxford?* Answer the questions.

1 What is the article about?

2 What information from a–d will it give?

- a a history of the city of Oxford
- b information about Oxford University
- c different types of schools in Britain
- d what was special about the young boy

3 Which five words from the box will you find in the article?

swim wedding family concert intelligent
passport examinations school knife teachers

3 Read the article quickly to check your predictions in exercise 2.

4 Complete definitions 1–6 with the underlined words in the article.

1 _____ *adjective* : like an adult, fully grown

2 _____ *noun* : a very clever person

3 _____ *verb* : to say or think the opposite

4 _____ *noun* : a big organization like a bank, hospital, prison, or school

5 _____ *adjective* : able to speak or write a language easily and correctly

6 _____ *verb* : to go to or to be present at

STUDY SKILL Predicting content (2)

Before you read the whole text, read the title and the first few sentences.

Make predictions about the content of the text.

- **the topic** (What is it about?)
- **information** (What information will it give?)
- **vocabulary** (What words will you find?)

Predicting will help you read. It will also tell you if a text is useful before you read it.

Too young for Oxford?

Yinan Wang was only 14 years old when he became a student at Oxford University, in the United Kingdom, one of the most famous academic institutions in the world. Many people asked, 'Isn't 14 too young to attend a university?'

At the age of 12, Yinan Wang was like any other student at school in Beijing, in China. Then his father got a job at an aerospace company near London, so the whole family moved from Beijing to London. Yinan Wang continued his studies at a very large secondary school near their home.

When he arrived in England, Yinan Wang could only speak a few words of English. 'At first I was very lonely,' he recalls. 'I couldn't speak to anyone, so I couldn't make friends.' However, his teachers could see that he was very intelligent. In fact, he was a genius. He was especially good at mathematics and science.

Two years later, Yinan Wang went to Oxford University to study science. At the age of 14, he was one of the youngest students to study at this famous university. However, his teachers thought he would have no problems. He had special classes in English at school, and was fluent by the age of 14. He also got top marks in all his maths exams.

Yinan Wang was not the first child to go to Oxford University. Ruth Lawrence was only 13 when she went to Oxford to study mathematics. However, are young teenagers really mature enough for university? Many universities do not take students below the age of 17 or 18. People say they cannot enjoy university life. Other people disagree and say that very clever children should not wait.



3 Read the article slowly and carefully. Choose a, b, or c to complete sentences 1–3.

- | | | |
|--|--------------------------------------|--|
| 1 Yinan's family moved to London because ... | 2 When Yinan came to England, he ... | 3 Many teachers thought that he would ... |
| a he got a place at Oxford University. | a had a lot of friends. | a have problems at Oxford University. |
| b he wanted to learn English. | b could not make any friends. | b need special classes in English. |
| c his father got a job near London. | c did not want any English friends. | c not have difficulties at the university. |

5 **Read STUDY SKILL** Find two examples of *however* in the article and circle them. What ideas does *however* contrast?

7 Match sentences 1–3 with sentences a–c. Rewrite them using *however*.

STUDY SKILL Linking ideas (5)

However is similar to *but*. We use *however* and *but* to contrast ideas. Look at sentences **a** and **b**. What differences are there?

- a** George studies hard at university. **However**, he never does well in exams.
b George studies hard at university, **but** he never does well in exams.

- | | |
|---|--|
| 1 <input type="checkbox"/> Some people think that 14 is too young for university. | a He studied at Oxford University. |
| 2 <input type="checkbox"/> Yinan Wang was only 14 years old. | b He soon became fluent in the language. |
| 3 <input type="checkbox"/> At first Yinan Wang could only speak a little English. | c Others believe that clever students should not wait. |

WRITING Formal letters and emails

1 Work with a partner. When do we write formal letters and emails?

applying for a job, ...

2 **Read STUDY SKILL** Write formal greetings and endings for people 1–7.

STUDY SKILL Greetings and endings

Look at the ways of beginning and ending formal letters (and emails) in British English.

- a Greeting *Dear* (title and family name),
Ending *Yours sincerely*,
- b Greeting *Dear Sir/Madam*,
Ending *Yours faithfully*,

- Miss Nancy Allen *Dear Miss Allen ... Yours sincerely, ...*
- The Manager, Human Resources
- Mrs Helen Thomson
- Mr Peter Ericson
- Chairman, Department of Modern Languages
- Dr Saeed Darwish
- Ms Yoshiko Yamamoto

3 You are writing to Global Institute to request some information.

Complete the email message using words in the box. **Read STUDY SKILL**

have hearing would information sincerely interested
please know studying old diploma Dear

STUDY SKILL Words and phrases (2)

Language for letters and emails

Learn words and phrases to use in formal letters or emails.

- **To ask for information/details/a form, etc.**
I am interested in ... (studying/applying for) ...
I am writing to ask for ...
Could I have ...?
I would like to have/know ...
Could you please send me/attach (details of/ information about) ...?
- **To give personal details**
At the moment I am (studying/working) ...
I have a (degree/certificate/diploma) in ...
- **To close the letter/email**
Thank you for ... (your help/time).
I look forward to (hearing/receiving/meeting) ...

1 _____ Mrs Fernandez,

I am 2 _____ in 3 _____ English language and accounting at Global Institute. Could you 4 _____ send me 5 _____ about these courses? I 6 _____ also like to 7 _____ the starting dates of the next courses.

I am 21 years 8 _____ and I am a manager in a hotel. I 9 _____ a school leaving certificate and a 10 _____ in hotel management.

I look forward to 11 _____ from you.

Yours 12 _____

Dear Sir

Hi Zara!

Dear Madam

Hello Tom!

Dear Dr Patel

Yours faithfully

Yours sincerely

Bye!

4 Scan the advertisement for International Education College.

Answer the questions.

- Where is the college?
- Can you apply online?
- Can you study part-time?
- Which subject interests you most?

International Education College



Come and study with us at **International Education College (IEC)**. You can take undergraduate or postgraduate courses. You can study for degrees, diplomas, and certificates, full or part-time. Here are some of the subjects we offer:

- Academic English
- Biological Sciences and the Environment
- Business
- Computing and IT
- Health and Sports Sciences
- Law
- Social Sciences
- Teaching and Education

Remember – your future is in your hands!

Come and join us!

For more information and an application form, write to us at: International Admissions Office, IEC, P.O. Box 5234, Sydney, Australia, or email: admissionsiec@iecniv.ac.au

Writing a letter or email

5 Write a letter or email to the Admissions Office at IEC.

- Tell them which course you are interested in studying.
- Ask for an application form.
- Ask about applying online.
- Include personal details.

VOCABULARY DEVELOPMENT Spelling (2)

1 Read and match the rules.

2 Complete the table with the plurals of the nouns in the box. Use the rules and your dictionaries to help.

magazine dictionary fax woman city email address
bookshelf company day virus hobby match knife

-s	magazines
-es	
-ies	
irregular plurals	

RULES Plurals

Look at the countable nouns and their plurals. Match groups of words 1–4 with spelling rules a–d.

- 1 *student/students, boy/boys, office/offices*
 - 2 *country/countries, company/companies, university/universities*
 - 3 *watch/watches, class/classes, box/boxes*
 - 4 *mouse/mice, woman/women, child/children*
- a nouns ending in consonant + y: change -y to -ies
 - b nouns ending in -ch, -sh, -ss, -x, or -s: add -es
 - c some nouns have irregular forms
 - d most nouns add -s

RESEARCH Notes

1 Think of four reasons for making notes (See Study Skill p22.)

Notes help you:

understand what you read, ...

2 **Read STUDY SKILL** Match the ways of making notes a–d from the Study Skill box with examples of students' notes 1–4.

STUDY SKILL Making notes (2)

There are many ways of making notes:

- a making a list of points
- b using diagrams and arrows
- c underlining or highlighting words in the text (use coloured pens)
- d making notes in margins of books or articles

1

Tower House of Yemen

The Tower Houses of Yemen are located in the old city of Sana'a, the capital of Yemen. ... They were built by local builders and they are hundreds of years old. They are made of stone and brick.

2

Measuring hurricanes.

Cat 1 - weakest
winds 119-
153km/hour

We measure hurricanes by categories – from 1 to 5.
A Category 1 hurricane is the weakest. It has winds of between 119 and 153 kms per hour. A Category 5 ...

3

Applying to university



4

Ways of reading

- study/intensive reading
- skimming (for information)
- scanning (for general meaning)

3 Look at the text about Moscow State University. What information is highlighted?

Moscow State University is one of the most famous universities in the world. It was opened in 1755 and is more than 250 years old. The main building is on Sparrow Hills overlooking the Moscow River. The building has 36 floors and is 240 metres high. It was once the tallest building in Europe. The total number of undergraduate students is now about 40,000 and postgraduate students number about 7,000. There are also 9,000 professors, teachers, and researchers. In 1755 Moscow State University had only three faculties. Today it has 39 faculties. These are: Mechanics and Mathematics, Physics, Chemistry, Geology, ...

4 Read about Harvard. Underline or highlight important information.

Harvard University is a private university in Cambridge, Massachusetts in the USA. It is one of the world's most famous universities. It was founded in 1636 and is the oldest higher education institution in the USA. At first it was called the New College, but in 1696 it was named Harvard College after John Harvard. He gave money and books to the college. It became Harvard University in 1780. Today Harvard University has about 2,300 professors. The number of undergraduate students is 6,700 and there are about 13,600 graduate students. It has nine faculties. These are: Arts and Sciences, Law, Business, Medicine, ...

5 Find information about a college/university. Make highlighted notes. Work with a partner. Use your notes to talk about the college/university.

REVIEW

1 Complete the table with the plurals of the words in the box.

university	child	professor	genius	wife	faculty
campus	family	friend	class	woman	building

-s	-es	-ies	irregular plurals
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

2 Match sentences 1–6 with a–f and then rewrite them using *however*.

Peter likes Global Institute. *However, he doesn't like his course and wants to change it.*

- | | |
|---|---|
| 1 <input checked="" type="checkbox"/> d Peter likes Global Institute. | a They have to spend a lot of time away from home. |
| 2 <input type="checkbox"/> Canada is one of the biggest countries in the world. | b Too much can cause skin cancer. |
| 3 <input type="checkbox"/> Pilots get good salaries. | c They cause a lot of pollution. |
| 4 <input type="checkbox"/> Nancy is an excellent cook. | d He doesn't like his course and wants to change it. |
| 5 <input type="checkbox"/> The sun is a good source of vitamin D. | e She usually prefers to eat in the canteen. |
| 6 <input type="checkbox"/> Cars are an important part of modern life. | f It has a very small population. |

3 Read the letter to Antonio Delgado at the Economics Academy. Correct the underlined mistakes. Add the missing words (Λ).

Dear Mr Λ,

I am writing to asking for information in courses at the Economics Academy. My name ΛKemal Alpay. I am 19 years old and I live to Istanbul. I left school a year ago and I am work in a hotel as an Assistant Manager.

I am interesting in the courses in business administration and economics. Could Λ please send me informations about the courses? I would also like to now when the next semester begins.

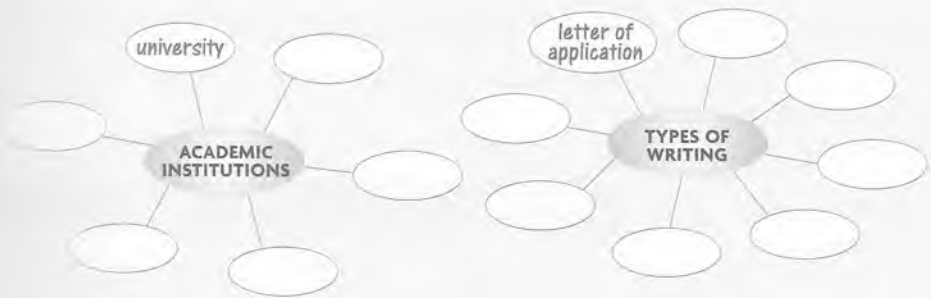
I look forward to hear from you.

Your sincerely,

Kemal Alpay



4 Work with a partner to complete the diagrams.



5 Compare your completed diagrams with the rest of the class.

6 Technology

READING SKILLS Getting information from websites • Using visuals in a website

WRITING SKILLS Writing definitions • Giving examples • Writing a description of a device

VOCABULARY DEVELOPMENT Homophones

RESEARCH Reliable sources (1)

READING Inventions

1 Match the inventions with the pictures.

- television the computer the printing press the washing machine
 the telephone the Internet the car the aeroplane radio satellites



2 Which are the three most important inventions in exercise 1? Can you think of other important inventions? Discuss with a partner.

a 1st _____ b 2nd _____ c 3rd _____

3 Read the definition and examples.

An invention is a thing that someone has made for the first time, for example the telephone, or the computer.

Write a similar definition for *device* (tool for doing special jobs).

Give two examples.

A device is ...

4 **Read STUDY SKILL** Scan the website article *Lost? No - I've got my Sat Nav!* What does the abbreviation *Sat Nav* mean?

5 Skim the article. Match the headings a–d with paragraphs 1–4.

- a When did the system start? c What is Sat Nav?
 b Are we losing important skills? d How does it work?

6 **Read STUDY SKILL** Read paragraph 2 carefully. Complete the diagram with words from the box.

- ground station satellite receiver radio signal

STUDY SKILL Getting information from websites

Websites usually contain a lot of information. Some of the information is useful and some is not. Sometimes the language of a website is very technical and difficult to understand.

Use **skimming** and **scanning** skills to find the information you need.

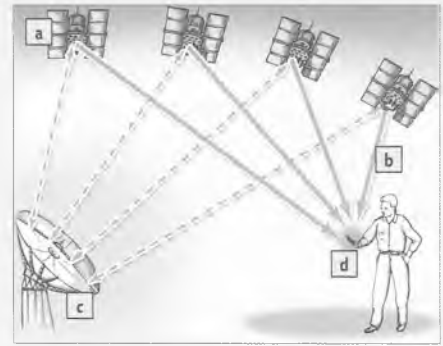
STUDY SKILL Using visuals in a website

A website about a machine, a device, or a process usually has visuals. Study these diagrams and pictures. They give you extra information. They also help you understand how things work.

Lost? No – I've got my Sat Nav!

Imagine the situation. You are driving alone in a desert or on a mountain. You passed the last house two hours ago. Then your car breaks down. It is night and it is cold. What do you do? Why, you switch on your Sat Nav, of course!

In the past, people got lost. If they couldn't read a map, they had no way of finding out where they were. But that was in the days before Sat Nav. With your Sat Nav, you can always locate your position, so you never need to be lost!



1

A Sat Nav, which means Satellite Navigation, is a small portable radio receiver. The first Sat Nav devices looked like mobile phones. You held them in your hand or put them in your pocket. Now we find Sat Nav devices in cars, aeroplanes, and boats, and most mobile phones have Sat Nav built into them. Modern Sat Nav devices, for example the popular Garmin Sat Nav systems, have accurate electronic maps, so you know exactly where you are. For example, they can even tell you the names of the streets in a city. We switch them on, and their electronic voice guides us to our destination.

2

There are three parts to the Satellite Navigation System. The first part is the receiver. You can hold it in your hand, or have it fixed into your car, plane, etc. The second part is a group of satellites orbiting the Earth. The satellites carry atomic clocks and transmit radio signals. The receiver contacts at least four of the satellites. It measures the distance from each satellite, using the radio waves and the times. The receiver then calculates its exact position. The third part of the system is a network of ground stations. They are located all over the world. They control the satellites and make sure they are working well.

3

The United States Department of Defense designed the system for the military. They launched the first satellite into space in 1978. In the 1980s the government made the system available to everyone – for free. By 1998 there were 24 satellites in orbit around the world. When a satellite becomes old or breaks down, a new satellite is sent up in its place.

4

Sat Nav is now just another technology that we all use without thinking. We don't buy maps any more. We just switch on our Sat Nav and it tells us where to go. We all think it's great. But some people worry that we rely too much on this technology. They think we might be in danger of losing some important skills, such as reading maps. What happens, they say, when we are driving alone in a strange place and the Sat Nav battery runs out? Then we are really lost!



7 Match the underlined words in the text with definitions 1–7.

- 1 sent up into space _____
- 2 finds the answer by using mathematics _____
- 3 that you can move or carry easily _____
- 4 the place you are travelling to _____
- 5 exactly right, with no mistakes _____
- 6 moving round something in space _____
- 7 find the exact position of something _____

WRITING Describing things

1 **Read STUDY SKILL** Read definitions 1–4. Circle *which* or *that*, and underline the clauses.

- 1 A thermometer is **an instrument** which measures temperature.
- 2 A satellite is **an object** that circles another object.
- 3 A vacuum cleaner is **a machine** which cleans carpets.
- 4 A laptop is **a type of computer** that is portable and weighs about 1–3kg.

2 Match the two parts of the sentences to make definitions for the objects. Add *which* or *that*.

- | | |
|--|--|
| 1 <input type="checkbox"/> A photocopier is a machine | a ... is made by Apple. |
| 2 <input type="checkbox"/> A remote control is a device | b ... controls things, such as televisions, from a distance. |
| 3 <input type="checkbox"/> A drill is a tool | c ... makes copies of documents, such as letters. |
| 4 <input type="checkbox"/> A speedometer is an instrument | d ... you use for making holes. |
| 5 <input type="checkbox"/> An iPod is a type of MP3 player | e ... tells you how fast you are travelling in a car or a plane. |

3 Complete the definitions in the same way.

- 1 A calculator is an instrument ...
- 2 A fax machine is a machine ...
- 3 A microwave is a type of oven ...
- 4 A laser ...

4 **Read STUDY SKILL** Find three ways of giving examples in the website on GPS. There are two in paragraph 1 and one in paragraph 4.

STUDY SKILL Giving examples

When you describe an object or give a definition, you usually give examples. Look at the ways of giving examples a–c. How are they different?

- a *Mobile phone companies, **such as** Nokia and Sony Ericsson, are very successful.*
- b *Planets orbit the sun, but other bodies orbit the planets. **For example**, the moon, orbits the Earth.*
- c *There are many planets in our solar system, **for example** Mars, Jupiter, and the Earth.*

We can use the abbreviation *e.g.* instead of *for example*.

There are many planets in our solar system, e.g. Mars, Jupiter, and the Earth.

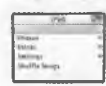
5 Complete the example sentences.

- 1 There are many different makes of television, for example _____.
- 2 A GPS has many uses. For example, we _____.
- 3 We cannot live without modern inventions, such as _____, because they are a part of our way of life.
- 4 There are many types of sports car, _____.

STUDY SKILL Writing definitions

Definitions describe an object, a device, an instrument, a machine, etc. Use a *which* or *that* clause in a definition. *Which* is more formal than *that*. Look at the definition of a GPS.

*A GPS is a device **which/that** uses satellites to locate the user's position.*



6 Read about laptops. Complete the paragraph with the words in the box.

so such as type but because which example

Laptops are a ¹ _____ of personal computer ² _____ you can use anywhere. They are also known as a notebook computer, for ³ _____ the Lenovo Thinkpad. Laptops can weigh as little as 0.6 kilograms, ⁴ _____ they are easy to carry around. These computers can run on batteries, ⁵ _____ they can also use mains electricity. Laptops are very popular ⁶ _____ they are cheaper than before. You can use them anywhere, ⁷ _____ libraries, canteens, on a train, or even in the street. They are useful for work or study, and also for entertainment.



Writing a description of a device

7 Find information about one of these modern devices (or choose your own) and make notes.

digital cameras Bluetooth mobile phones DVD players compact discs Segway MP3 players

8 Read about laptops in exercise 6 again. Use your notes about a device from exercise 7 to write a similar paragraph (50–80 words). Include a definition and examples.

9 Read about satellites. Correct the spelling and grammar mistakes.

A satellite is any object wich orbits another object. All bodies that is part of the solar system, for exampel the Earth and Jupiter, are satelites. Most ^ these bodies orbit the Sun, but others orbit planets. For example, the moon orbit the Earth. When we using the term 'satellite', we usual mean an artificial satellite. This ^ a man-made objict that orbits the Earth, or an other body. However, scieintists may also use the term for natural satellites, or moons.



10 Read your paragraph from exercise 8 again. Check your spelling, punctuation, and grammar.

VOCABULARY DEVELOPMENT Spelling (3)

Read **STUDY SKILL** Complete the sentences with the words in brackets.

- The mechanic doesn't _____ how to fix the car, and I have _____ idea. (*no/know*)
- I like autumn. _____ the best season in my country. (*it's/its*)
- I think that fourteen is _____ young for a child _____ go to university. (*to/too*)
- _____ are a lot of mistakes in _____ report. _____ writing it again. (*they're/there/their*)

STUDY SKILL Homophones

Homophones are words which sound the same, but have different spellings and different meanings. For example, **meat** and **meet**.

*Can I **meet** you at seven this evening?*

***Meat** and rice is my favourite dish.*

Learners of English often misspell these words. Here are some more examples:

no/know its/it's to/too/two they're/there/their

RESEARCH Websites

1 **Read STUDY SKILL** Look at the three examples of websites. They are all about wind power. Answer the questions.

- 1 Label the web pages. Which is ...?
 - a company website
 - an online encyclopaedia entry
 - someone's personal page
- 2 Which is best for researching an essay on wind power? Why?

a

Wikipedia
The Free Encyclopedia

article | discussion | edit this page | history

Wind power

From Wikipedia, the free encyclopedia

Wind power is the conversion of wind energy into more useful forms, usually electricity, using wind turbines. In 2009, worldwide capacity of wind-powered generators was 159.2 gigawatts, their production making up about 2% of world-wide electricity use. Although still a relatively minor source of electricity for most countries, it accounts for 20% of electricity use in Denmark, 8% in Germany and around 11% in Spain. Over 80 countries worldwide now use wind power on a commercial basis.

c

Illustrated History of Wind Power Development

The historical and technical information in this section is derived from many sources. Information on developments since 1985 is based primarily on my personal experience with the U.S. Federal Wind Energy Program, my extensive reading (and editing) of wind energy journals and research reports over the last 25 years, my conversations with wind energy researchers, interactions with members of the wind energy community, and my personal view of wind power developments and of the wind industry. Opinions expressed here are my own, of course.

STUDY SKILL Reliable sources (1)

Check websites carefully! Anyone can write on the Internet.

Ask these questions about every website:

- Who is the author? (Maybe it is someone's personal page.)
- Is the information accurate? (Are there mistakes?)
- Is it objective (honest)? (Maybe it is an advertisement.)
- Is it up-to-date?

Remember – not all websites are useful or reliable.

b

North Energy.co.uk

GAZELLE WIND TURBINES

The Gazelle is manufactured by Gazelle Wind Turbines Ltd, a member of the the MKW group, at:
Wentworth Ind Est
Wolvercot
Manchester
M40 3EX

For sales and information contact Tom Chaplin on:
0161 496 0731
email: tChaplin.Gazelle@mkw.net
website: www.mkw.co.uk

2 Choose one of the topics from the box.

paper four-wheel drive cars silk handbags
paper clips contact lenses plastic water filters

- 1 Find three websites with information about the topic.
- 2 Decide if the websites are useful or not useful for writing a report.
- 3 Explain your reasons to other students in the class.

REVIEW

1 Put the words in order to make definitions.

Gold is a metal ...

- 1 to / metal / used / jewellery / is / gold / make / a / which
 - 2 clothes / a / washes / washing machine / that / is / machine / a
 - 3 lives / a / an / is / large / Africa / elephant / which / in / animal / very
 - 4 causes / storm / a / damage / that / a lot of / is / hurricane / a / tropical
 - 5 a kind of / is / that / like / a / person / robot / works / a / machine
- 2 Complete the table with inventions from the box. Are they forms of transport, for work and study, or the home? Then add other inventions to the table.



the metro a fax machine a washing machine an aeroplane
a train a dishwasher a microwave a photocopier a printer

transport	work/study	home
the metro		

3 Use the words in the box to complete the sentences. The words are all from Unit 6.

calculate distance accurate locate device
network lost portable exactly launch

- 1 You can carry it easily in your pocket. It is _____.
- 2 I don't know where we are. We are completely _____.
- 3 My watch is not very _____. It is ten minutes slow at the moment.
- 4 How can you _____ the average age of people in the class?
- 5 They use rockets to _____ the satellites into space.
- 6 I know _____ where we are. We are here – on this street.
- 7 The World Wide Web is an international _____ of computers.
- 8 What's the _____ from your home to the college?

7 Food, drink, and culture

READING SKILLS Topic sentences • Writer's opinion

WRITING SKILLS Punctuation (2) • Linking ideas (6) • Using pronouns • Writing about food and drink

VOCABULARY DEVELOPMENT Prefixes

READING Food from other countries

- In your country, where do the food items in the table come from? Are they mainly local, do they come from outside your country, or both? Discuss in groups. Write ✓ or ✗ to complete the table.
- Look at the title of the article and the map on p41. Answer the questions.
 - What do you think *food mile* means?
 - What information will you find in the article?
 - Which five words will you find? Choose from the box.

teacher	farmer	tennis	market	television	satellite
fresh	book	aeroplanes	happy	distance	cup
watch					

	local	outside
rice	_____	_____
flour	_____	_____
sugar	_____	_____
tea	_____	_____
coffee	_____	_____
apples	_____	_____
strawberries	_____	_____
tomatoes	_____	_____
potatoes	_____	_____
lamb	_____	_____

- Scan the article quickly. Find a definition for *food mile* and underline it.
- READ STUDY SKILL** Skim the article and match the topic sentences a–e with paragraphs 1–4. There is one extra topic sentence.
 - What is wrong with a lot of food miles?
 - Traditionally, farmers sold their food in the local market, so the food did not have to travel very far.
 - Nowadays, the food that you buy comes from many different countries.
 - Tomatoes are not tasty nowadays because of food miles.
 - Some countries have to import most of their food.

STUDY SKILL Topic sentences

A **topic sentence** tells you what a paragraph is about. It is usually the first sentence in a paragraph. It is important to identify topic sentences. They help you read and understand a text more quickly.

- Read the sentences from the article. What do you think the underlined words mean? Use the context to help.

Check the origins of the food. Perhaps there are apples from California, lamb from New Zealand, or potatoes from Egypt?

Origins means the places where the food comes from.

- A food mile is the distance that food travels from the farmer's field to the person who buys the food. Nowadays, food often travels thousands of miles to get to the consumer.
 - This was a good system for farmers and consumers. However, there were some disadvantages.
 - We do not have to wait for spring or summer to buy strawberries or tomatoes. They are available in winter if we want.
 - The United Arab Emirates (UAE), for example, gets 85% of its food from other countries. Even food made in the UAE often uses imported materials.
- Which sentence shows the writer's opinion on food miles?

Read STUDY SKILL

- Food miles are useful for international trade.
- It is good that we can eat strawberries in winter.
- Long journeys by food cause pollution and global warming.

STUDY SKILL Writer's opinion

You can usually find out the writer's opinion if you read carefully. A good writer gives both sides of an argument, but also has an opinion.

Food miles:

from field to plate

- Have a look in your fridge, cupboard, and fruit bowl and check the origins of the food. Perhaps there are apples from California, lamb from New Zealand, or potatoes from Egypt? You will probably be surprised how far food travels to get to your plate. This journey, from 'field to plate', is called 'food miles'. A food mile is the distance that food travels from the farmer's field to the person who buys the food. Nowadays, food often travels thousands of miles to get to the consumer. Why is this, and what are the effects of these long distances?
- The consumers also did not travel very far because they went to their local market to buy the food. This was a good system for farmers and consumers. However, there were some disadvantages. For example, consumers could only buy food that farmers produced locally. In addition, they could only get food that was in season. Now, because of modern technology, food comes from all over the world. We do not have to wait for spring or summer to buy strawberries or tomatoes. They are available in winter if we want.
- This is because they have difficult climates. The United Arab Emirates (UAE), for example, gets 85% of its food from other countries. Even food made in the UAE often uses imported materials. An example is a type of bread called Tasty Loaf, which is made locally. Tasty Loaf contains ingredients such as flour and sugar from Australia, Germany, China, Malaysia, and India. If we add up all the distances, one loaf of this bread (about 450 grams) requires a total of 12,690 kilometres. This is a lot of 'food miles'.
- Is this not a good way of increasing international trade? I believe these miles are worrying for a number of reasons. First of all, because food travels such long distances, we need more aeroplanes, lorries, and ships to move the food. This means we use more oil or petrol, so there is more pollution and more global warming. In addition, food that travels a long way is not fresh and usually not very tasty. Tomatoes, for example, are picked early and stored for their long journeys. For this reason, they are usually tasteless when they get to the consumer. Local food has a better taste, and it also reduces the amount of global pollution. We need to buy more local food.



- 7 Complete the summary of the article using the words in the box.

disadvantage because imported petrol consumer
local pollution season distance nowadays

Summary

A 'food mile' is the ¹_____ that food travels from the farmer's field to the ²_____. In the past, people went to their ³_____ market to buy food. One ⁴_____ was that they could only buy food that was in ⁵_____, for example tomatoes in the summer. ⁶_____, however, we can send food around the world and we can eat any food at any time of the year. Some countries, such as the UAE, use a lot of ⁷_____ food because they have difficult climates. Food miles are a problem ⁸_____ we use more oil and ⁹_____. This causes ¹⁰_____ and global warming.



WRITING Describing food and drink

- 1 **Read STUDY SKILL** Punctuate the sentences with commas.

STUDY SKILL Punctuation (2)

Look at the sentences. Circle the commas.

Tasty Loaf contains ingredients such as flour and sugar from Australia, Germany, China, Malaysia, and India.

Use commas to separate the things in the list. You can put a comma before *and*.

- 1 Danny's favourite foods are pizza chocolate burgers and ice-cream.
 - 2 The three materials used in the building were glass concrete and steel.
 - 3 Parwin speaks five languages fluently: Farsi English Urdu Turkish and French.
 - 4 For the experiment you will need water salt a bowl and a small piece of paper.
 - 5 The ingredients of a Spanish omelette are onions eggs potatoes and salt.
- 2 **Read STUDY SKILL** Match sentences 1–4 with a–d. Rewrite them using *In addition*.

STUDY SKILL Linking ideas (6)

We use *In addition* and *and* to join two similar ideas, or to add extra information. *In addition* is like *and* in meaning, but it is more formal.

Look at sentences **a** and **b**. How is the punctuation different?

- a** *George studies hard at university. In addition, he has a part-time job in a hotel.*
b *George studies hard at university, and he has a part-time job in a hotel.*

Underline two examples of *In addition* in the article, and circle the commas.

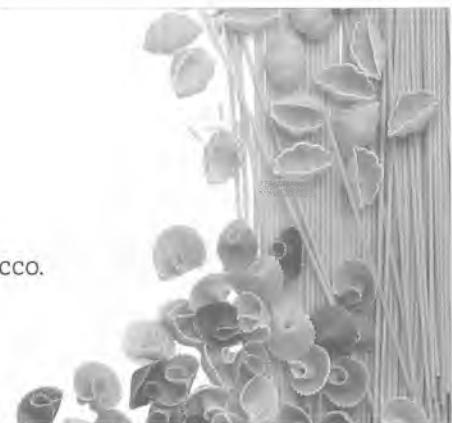
Lebanese food is delicious. It is very healthy.

Lebanese food is delicious. In addition, it is very healthy.

- | | |
|---|---|
| 1 <input type="checkbox"/> Aeroplanes cause a lot of air pollution. | a There is very little rainfall. |
| 2 <input type="checkbox"/> Food that travels a long distance is not very fresh. | b The food is usually cheaper than in supermarkets. |
| 3 <input type="checkbox"/> Shopping in local markets is more interesting. | c They make a lot of noise when they land and take off. |
| 4 <input type="checkbox"/> The climate is very hot in Saudi Arabia. | d It is very expensive because of the costs of transport. |
- 3 Read sentences a–f from a paragraph on food and culture.
- 1 Find the topic sentence for the paragraph.
 - 2 Put the sentences in the correct order 1–6 to make a paragraph. Start with the topic sentence.

Food, drink, and culture

- a** It can be as important as language, music, or literature.
b In addition, drinks can also be important to a culture.
c Eating rice, for example, is central to the culture of China.
d For example, mint tea is a traditional part of daily life for people in Morocco.
e Food is an important part of any culture.
f Similarly, the Italian way of life would be very different without pasta.



VOCABULARY DEVELOPMENT Prefixes and their meanings

1 **Read STUDY SKILL** Use a dictionary to complete the definition of *prefix*.

A *prefix* is a group of letters that ...

STUDY SKILL Prefixes

Use prefixes to help you understand the meaning of a word. Some prefixes give a word the opposite meaning. For example:

- **dis-** gives the noun *advantages* the opposite meaning:
However, there were some disadvantages.
- **un-** gives the adjective *helpful* the opposite meaning:
The people were very unhelpful.

Look at these other prefixes and their meanings.

anti- (against) – anticlockwise

sub- (under) – subway

super- (above, large) – supervisor, supermarket

pre- (before) – predict

multi- (many) – multimedia

anti-
sub-
super-
pre-
multi-

2 Match the underlined words in 1–6 with meanings a–f.

- | | |
|---|-------------------------------------|
| 1 <input type="checkbox"/> Most drivers are <u>impatient</u> when they are at the traffic lights. | a does not happen often |
| 2 <input type="checkbox"/> I <u>distrust</u> most advertisements. | b different opinions |
| 3 <input type="checkbox"/> I want to buy an <u>inexpensive</u> watch. I haven't got much money. | c cheap |
| 4 <input type="checkbox"/> It was <u>irresponsible</u> to let the children play in the busy street. | d not wanting to wait for something |
| 5 <input type="checkbox"/> It is <u>unusual</u> to have so much rain in the desert. | e not sensible |
| 6 <input type="checkbox"/> Yuki and Toni had a <u>disagreement</u> . Now they are not speaking to each other. | f do not believe |

3 Add the negative prefixes in the box to the words in the sentences. Use a dictionary to help you.

un- in- ir- im- dis-

- 1 Kim felt very ___happy when he saw the exam results.
- 2 Paulo ___liked the new lecturer. He thought her lectures were difficult to understand.
- 3 It is difficult to learn all the ___regular verbs in English.
- 4 This exercise is ___possible. I can't do it.
- 5 The essay is ___complete. You must write a conclusion.
- 6 It is ___moral to take money from the poor.
- 7 Because the statistics were ___accurate, we had to calculate the results again.
- 8 Rafa is a very ___organized person. His desk is always ___tidy and he's usually late for meetings.

un-
in-
ir-
im-
dis-

4 Match the underlined words 1–5 with meanings a–e.

- | | |
|--|--|
| 1 <input type="checkbox"/> You should <u>preview</u> the document and then print it. | a medicine for curing infection |
| 2 <input type="checkbox"/> After the success of her TV show, Belal became a <u>superstar</u> in her own country. | b with many floors |
| 3 <input type="checkbox"/> The film was in English, but fortunately there were <u>subtitles</u> . | c words at the bottom of a film/TV screen to help you understand |
| 4 <input type="checkbox"/> The antibiotic <u>penicillin</u> was discovered in 1928. | d a very famous singer or actor |
| 5 <input type="checkbox"/> The city centre has a <u>multi-storey</u> car park. | e see before |

REVIEW

1 Complete the words from Unit 7 with two vowels.

- | | | |
|---------------|-------------|--------------|
| 1 ingred__nts | 5 ar__nd | 9 f__ld |
| 2 on__ns | 6 cont__ns | 10 b__lding |
| 3 m__sure | 7 c__ntries | 11 r__son |
| 4 s__son | 8 br__d | 12 mater__ls |

2 Skim the article about coffee and match the topic sentences with the paragraphs. There is one extra topic sentence.

- a In many societies coffee is an important part of the culture.
- b Coffee has a similar position in many western societies.
- c Originally coffee came from Ethiopia, in Africa.
- d Coffee is made from the roasted beans of the coffee plant.



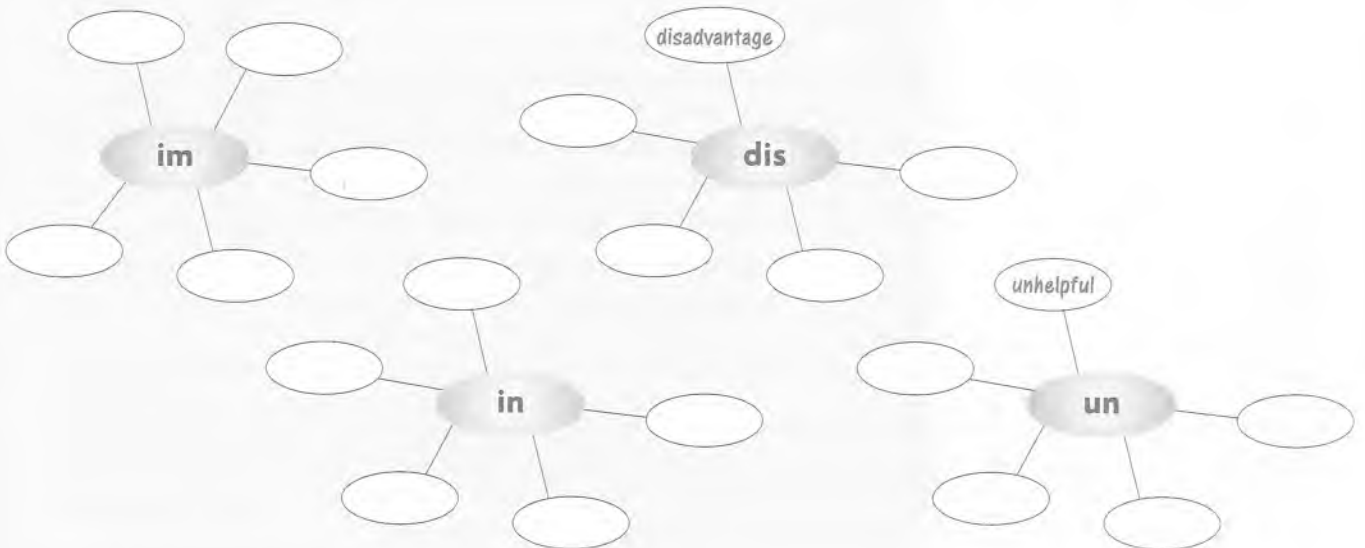
Coffee

1 _____ . The plant is grown in many different parts of the world, such as Brazil and Kenya. Coffee producers collect the green beans and roast them. The colour changes to brown and the beans become bigger. People then grind the beans into small grains. These are then boiled with water to produce coffee.

2 _____ . It then spread to the Arabian peninsula. The word coffee, in fact, comes from the Arabic *qahwa*. Later, in the 16th century, it became popular in Turkey, where it was called kahve. It then spread to Italy and the rest of Europe.

3 _____ . In Bedouin Arab society, for example, people make fresh coffee early in the morning. They heat the coffee pot on a wood fire and keep it hot all day. When guests arrive, the hosts offer them coffee in small cups. There is even a way of showing the host by a signal that you would like more, or you have had enough.

3 Find adjectives, nouns, and verbs with negative prefixes in Unit 7. Add them to the diagrams. Make sure your words are negatives (*disagree*, not *distance*; *unhappy* not *university*).



4 Use your dictionary to find other words to add to the diagram.

8 Cities of the world

READING SKILLS Looking at data • Getting facts from a text

WRITING SKILLS Comparatives and superlatives • Linking ideas (7) • Writing about cities

RESEARCH Finding facts and figures

VOCABULARY DEVELOPMENT Word-attack skills

READING City life

1 What things are important to you in a city? Put the following in order 1 to 5 (1 is the most important).

- climate transport education safety recreation

2 Which city in the world would you most like to live in? Give reasons.

3 **Read STUDY SKILL** Scan the article *The world's best city* to find the information.

- 1 the name of the group that did the survey 3 the 'best' cities
2 the number of cities in the survey 4 the top Asian cities

4 Look at the article again to complete the table *Top Ten Cities*.

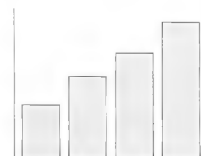
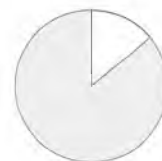
5 Read the article. Answer the questions.

- 1 Where are famous cities like Paris, London, and New York in the table? What reasons does the writer give?
2 Why do you think Japanese cities have high scores?
3 What do you think of surveys like this? Do you believe the results? Why/why not?

STUDY SKILL Looking at data

We often show data (or statistics) in tables, pie or bar charts, graphs, etc.

Year	Population
1970	12.3m
1980	12.7m
1990	12.9m
2000	13.3m
2010	13.6m



Study the information in visuals to help you understand a text.

The world's best city

Which is the best city in the world to live and work in? Every year the Economist Intelligence Unit asks this question. It uses factors such as climate, transport, education, safety, and recreational facilities for around 140 world cities. It gives scores for each, and then ranks the cities in order – from the 'best' to the 'worst'.

This year all of the top ten cities came from either Canada, Australia, or Western Europe. Vancouver, Canada had the highest score, which means it is the most 'liveable' city. Two other Canadian cities, Toronto (4th place) and Calgary (5th), were also in the top five. In second place was Vienna (Austria) followed by Melbourne (Australia). The final two cities in the top ten were Adelaide (Australia) in 9th place and Auckland (New Zealand) in 10th.

At the bottom of the list were the cities with the most difficult or dangerous living conditions. The city with the lowest score was Harare, Zimbabwe in 140th place. Some other African cities, such as Lagos, Nigeria also did badly. This could be because of climate, or the political situation in these countries.

In the middle of the list came big cosmopolitan cities with their transport and crime problems. These included Paris (17th), London (54th), and New York (56th). The Japanese cities of Osaka and Tokyo did better, however. These cities (both in the top twenty) also had the biggest scores in Asia along with Singapore and Hong Kong.

TOP TEN CITIES

1	_____
2	_____
3	_____
4	_____
5	_____
6	<u>Helsinki</u>
7	<u>Sydney</u>
8	<u>Perth</u>
9	_____
10	_____

6 **Read STUDY SKILL** Look at the webpage *Welcome to Vancouver*.

Scan the text and visuals to answer the questions.

- 1 What ocean is the city on?
- 2 What is the temperature in the summer?
- 3 Is there snow in winter?
- 4 Which month is the wettest?
- 5 What is the total population?
- 6 What is the second language of the city after English?
- 7 How did the city get its name?
- 8 Where can you get a good view of the city?

STUDY SKILL Getting facts from a text

Remember – use headings in a text and the titles of visuals. They can help you find the information you want quickly.



Welcome to Vancouver – Canada's Coolest City!

Location

Vancouver is located in the south-west corner of Canada, just to the north of the border with the United States. Vancouver is a busy port and tourist centre. It is situated on a peninsula and is surrounded by the Pacific Ocean on three sides. On the other side of the city are mountains, which rise to over 1500 metres.

Population

According to the 2006 census, the population of Vancouver City is about 580,000. However, there are more than two million people living in the region. The population is ethnically very mixed. The largest ethnic group is Chinese, although there are many Indians, Vietnamese, and Filipinos. Nearly a quarter of the population say that Chinese is their mother tongue. Only about half of the population speak English as their mother tongue.

History

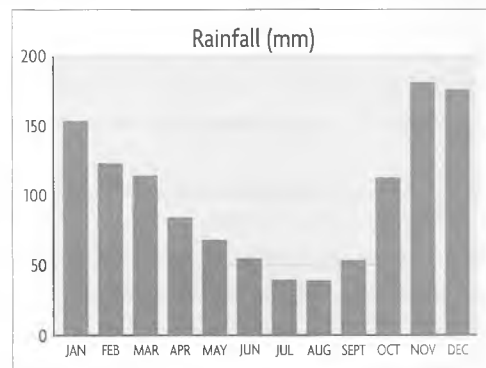
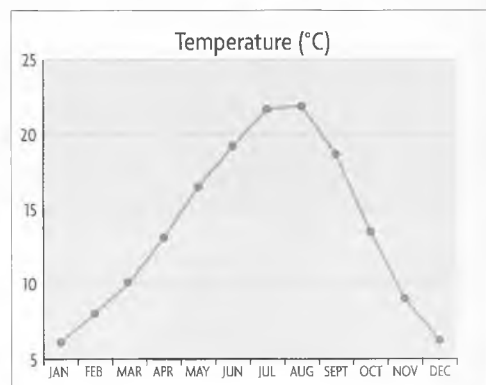
Vancouver was founded as a small settlement called Granville in the 1870s. It was a small trading port for wood. In 1886 the city was renamed after a British naval captain, George Vancouver.

Climate

It has one of the mildest climates in Canada. The summers are usually sunny and dry. The hottest months are July and August. However, the temperature rarely goes above 22°C. The winter is mild. It is also the wettest season. There is some snow in the winter, but usually just on the mountains near the city.

Things to see

Vancouver is famous for its scenery. It has more than 180 parks, including the famous Stanley Park. Near the city are forests and snow-capped mountains. Sports include skiing, hiking, cycling, and boating. The most interesting sights include Gastown (the historic area of Vancouver), Chinatown, English Bay, Vancouver Harbour, and Robson Street, which is the main shopping street for high fashion. You can also take a trip to Granville Island, where you can buy paintings from artists' studios. To get a great panoramic view of Vancouver, visitors should go to the Lookout – a viewing platform at the top of the Harbour Centre Tower.



RESEARCH Researching a city

- 1 **Read STUDY SKILL** Choose a city you would like to visit. Find out information about it. Give the source (or sources). Make notes.



STUDY SKILL Finding facts and figures

Make a note of good sources of facts and figures – about cities, countries, climate, people, etc. They will help you in your studies. Here are some useful websites to begin with:

www.wikipedia.org

www.worldfactsandfigures.com

Name: _____
Location: _____
Climate: _____
Population: _____
Famous for: _____
History: _____
Things to see: _____
Source: _____

- 2 Use your notes from exercise 1 to write a paragraph about the city for visitors. Look again at the paragraph about Mumbai on page 49 to help.

VOCABULARY DEVELOPMENT New words

Read STUDY SKILL Use word-attack skills to understand the words in bold.

STUDY SKILL Word-attack skills on new words

Sometimes the different parts of a word can help you guess the meaning.

Look at the word *liveable* in this sentence:

*Vancouver, Canada had the highest score, which means it is the most **liveable** city.*

Look at the two parts:

live/able

■ *live* is a verb ■ *-able* means you can

So *liveable* is an adjective meaning *you can live there*.

Look at the word *renamed* in this sentence:

*In 1886 the city was **renamed** after a British naval captain George Vancouver.*

Look at the three parts:

re/name/d

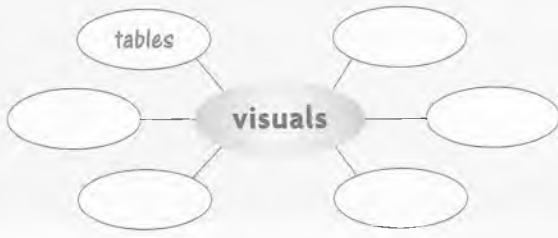
■ *re-* ■ *name* ■ *-d*

What does *renamed* mean?

- 1 Many nouns such as *time*, *air*, *water*, and *information* are **uncountable**.
- 2 If you fail the exam, you will have to **retake** it next semester.
- 3 Belal is a very **disorganized** person. She is late for lessons and always forgets her books.
- 4 After the fire, they **rebuilt** the school.
- 5 The city was **unrecognizable** – it had changed so much.

REVIEW

1 How many ways are there to show data? Add words to the diagram.



2 Match the sentences 1–5 with sentences a–e. Rewrite them using *which* to make clauses. Use the correct punctuation.

- | | |
|--|---|
| 1 <input type="checkbox"/> New York is the best-known city in North America. | a They are located near the centre of the city. |
| 2 <input type="checkbox"/> Port Moresby has a very high crime rate. | b It is the main shopping street for fashion. |
| 3 <input type="checkbox"/> In Vancouver you can go skiing in the mountains. | c They surround the city and are covered in snow in the winter. |
| 4 <input type="checkbox"/> Robson Street is well worth a visit. | d It is the capital of Papua New Guinea. |
| 5 <input type="checkbox"/> London is famous for its beautiful parks. | e It is located on Manhattan Island. |

3 Complete the *where* clauses using your own words.

- In summer many people go to the mountains, where _____.
- In the centre of the city is the main square, where _____.
- The National Stadium, where _____, is located near the station.
- Near the harbour there are many restaurants, where _____.
- There is a river in the middle of the city, where _____.

4 Look at the table. Write five sentences about the information.

The birth rate in Turkey is higher than in Russia and Germany.

	Turkey	Russia	Germany
births (per 1000 population)	18.66	11.1	8.18
total population	72,561,312	141,927,297	81,757,600

5 Find the information as quickly as you can to complete the *City Quiz*.



CITY QUIZ

- Which is the world's largest city?
- What is its population (latest figure)?
- Which city is wetter?
 - Rio de Janeiro
 - Lisbon
- Which city is not located by the sea?
 - Istanbul
 - Shanghai
 - Manila
 - Berlin
 - Karachi
 - Cape Town
- In which city can you find...?
 - the Prado Museum
 - Shalimar Gardens
 - the Golden Gate Bridge
- Which city is the oldest?
 - Damascus
 - Mexico City
 - St Petersburg
- Which city is the highest above sea level?
 - Delhi
 - Nairobi
 - Riyadh
- Only one of these cities is a capital city. Which one?
 - New York
 - Sydney
 - Rio de Janeiro
 - Bangkok
 - Amsterdam
 - Mumbai

9 Brain power

READING SKILLS In other words • Making notes (3)

WRITING SKILLS Common mistakes • Summaries • Writing a summary

RESEARCH Reliable sources (2)

READING A healthy brain

- 1 What do you know about the human brain? Answer the questions in the *Brain Quiz* on page 53.
- 2 Scan the information in *Brain facts* on page 53 to check your answers.
- 3 Skim the article *How to keep your brain healthy*. Match topic sentences a–e with paragraphs 1–5.
 - a Physical activity is also important.
 - b Finally, we should eat a 'brain-healthy' diet.
 - c Another thing we can do is to be socially active.
 - d Most people know how to keep their bodies healthy.
 - e First of all, it is important to stay mentally active.

- 4 **Read STUDY SKILL** Look at the underlined words and phrases in the article. Find synonyms in the same paragraph.

- a exercise (paragraph 2) _____
- b socialize (paragraph 3) _____
- c beneficial (paragraph 4) _____
- d avoid (paragraph 5) _____
- e nutritious (paragraph 5) _____
- f improve brainpower (paragraph 5) _____

- 5 **Read STUDY SKILL** Read paragraphs 1 and 2 of the article again. Look at the notes. Read the rest of the article, and complete the notes. Follow the order of the text. Use these headings:

- Socially active
- Brain-healthy diet
- Physical activity

STUDY SKILL Making notes (3)

One way of making notes is by making a list of points. Use bullets (●), dashes (–), or numbering (1, 2, 3, etc.) to group your notes.

Organizing notes in this way makes them easy to read and remember.

- 6 Answer the questions. Use your notes from exercise 5. Do not look at the article.

- 1 How can we stay mentally active? Give two examples.
- 2 How can we meet different people? Give two suggestions.
- 3 How is exercise good for the brain?
- 4 What kind of food is bad for the brain?
- 5 What food is good for the brain? Give examples.

STUDY SKILL In other words

Sometimes writers do not want to repeat words. It is not good style. They use pronouns (*it, he, them*, etc.), or they find other words which mean the same thing (synonyms). For example:

- a ... we can also take steps to keep our brains **healthy**? Experts recommend the following tips to keep your brain in good shape.
- b Of course, the brain is a very **delicate** organ. It is easily damaged ...

Which words or phrases mean *healthy* and *delicate*?

Notes

• How to keep body healthy

- a good diet
- exercise, sleep
- avoid smoking

But we can also keep brains healthy. How?

• Mentally active

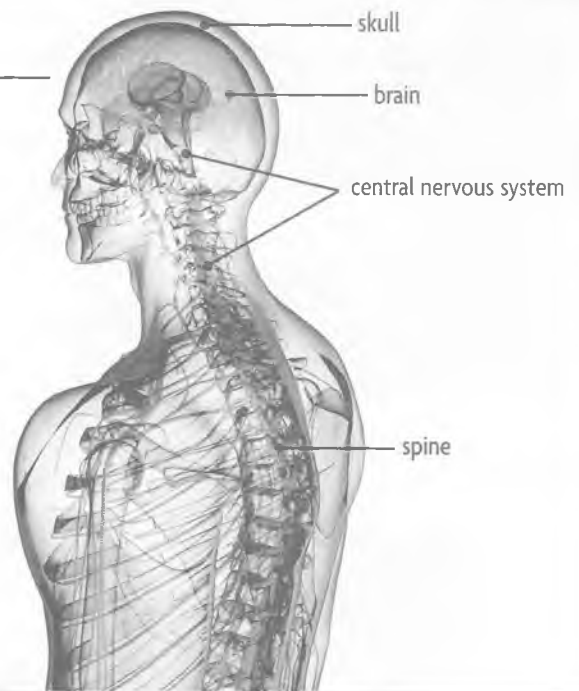
Exercises for the brain, e.g:

- quizzes
- puzzles
- maths problems

Keep nerve cells sharp (creates new cells?)

Brain Quiz

- How much does the human brain weigh?
a less than 2 kilos c 3–4 kilos
b 2–3 kilos d more than 4 kilos
- Which has the heaviest brain?
a a human c a dolphin
b an elephant d a cow
- How many neurons (nerve cells) are there in the brain?
a 1 million c 1 billion
b 100 million d 100 billion
- The brain is one part of the central nervous system. What is the other part called?
a the skin c the lungs
b the heart d the spine



how to keep your brain healthy

- Most people know how to keep their bodies healthy. They know they should eat a good diet and try to get plenty of exercise and sleep. They should also avoid smoking, drinking, etc. However, do you know that we can also take steps to keep our brains healthy? Experts recommend the following tips to keep your brain in good shape.
- . We exercise our bodies by walking, swimming, or going to the gym, but we can also do workouts for our brains. For example, we can try quizzes and word puzzles, or solve mathematical problems. This will keep the nerve cells sharp. It may also help to create new cells.
- . This means that we should socialize by joining clubs and social groups. We can also mix with other people by travelling to other countries, or learning new skills. For example, we can do courses to learn skiing, dancing, or a new language.
- . We know that exercise is beneficial for the body. However, it is also good for the brain. It keeps a good flow of blood to the brain, and encourages new cells. Of course, the brain is a very delicate organ. It is easily damaged, so people who like dangerous activities should be very careful. Rock climbers, cyclists, and cricket players should all protect their heads.
- . This means we should avoid fatty foods. We should also stay away from food that is high in cholesterol. Instead, we should eat nutritious foods such as green vegetables, fruit, fish, and nuts. Foods which are good for you will protect the brain from disease. Certain foods, however, may actually improve brainpower. Research suggests that the nutrient 'choline', which is found in foods such as liver, eggs, and red meat, helps the brain work better.

Brain facts

- The human brain is part of the central nervous system, which also includes the spine.
- It consists of 100 billion neurons, or nerve cells, that send information to each other.
- The brain has many functions, such as memory, learning, and emotion.
- The skull, which is made of bone, protects the brain.
- The average human brain weighs 1300g–1400g. This compares to 7500g for the brain of an elephant, 420g for a chimpanzee, 500g for a cow, 840g for a dolphin, and 30g for a cat.
- The human brain is about 2% of the average body weight.



WRITING Notes and summaries

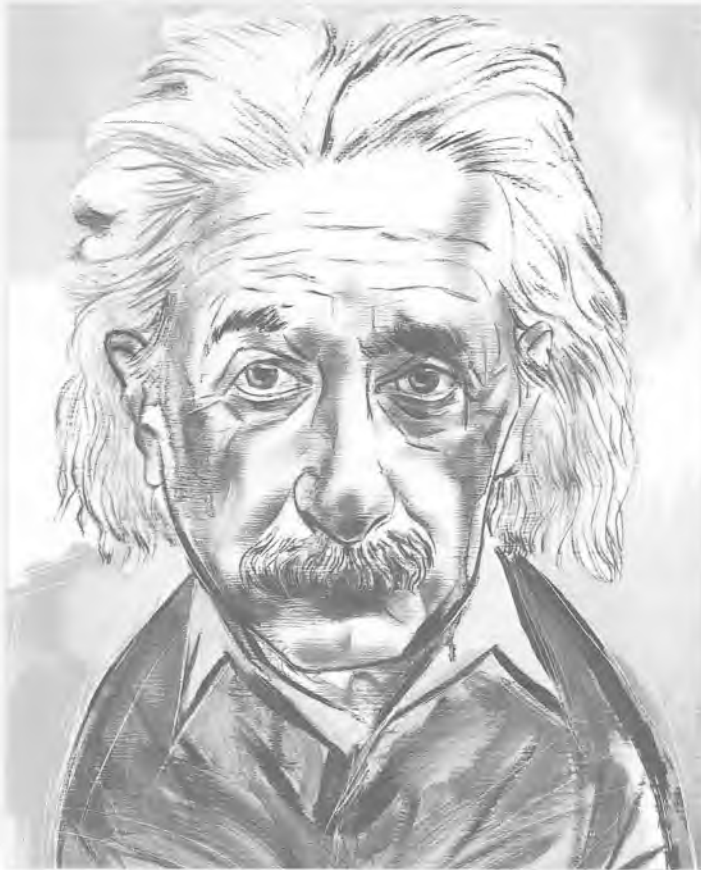
- 1 **Read STUDY SKILL** Match the common mistakes a–f in the Study Skill box to the mistakes in sentences 1–6.
- 1 My brother studying mathematics at the University of Milan.
 - 2 Bill Gates begins programming computers when he was 13 years old.
 - 3 Atilla is the student at Bilkent University, Ankara.
 - 4 How we can measure hurricanes?
 - 5 We know that exercise are good for the body.
 - 6 I have a lecture in Tuesday at 10 o'clock.
- 2 Look at a student's essay about Albert Einstein. Correct six more mistakes in the paragraph (see a–f in the Study Skill box).

STUDY SKILL Common mistakes

Language learners often repeat the same mistakes. For example, they make mistakes with:

- a prepositions
- b articles (*the, a, an*)
- c missing words
- d word order
- e verb tenses
- f subject/verb agreement

Know your strong and weak points, and always check your writing. Check the grammar, spelling, punctuation, and capital letters.



Albert Einstein was born in 1879 ⁱⁿ at Germany. His family moved to Italy in 1894 and later he lives in Switzerland. He became a teacher of mathematics and physics in the secondary school and later he became a university lecturer. He was world famous for his research. He were probably most famous for the Theory of Relativity, which in 1915 he discovered. On 1921 he received the Nobel Prize. This award was for his research in physics and mathematics. Einstein ^ the greatest scientist of the 20th century. He died in 1955.

- 3 Think about your own writing. What is good about it? What mistakes do you make most? Discuss with a partner.

RESEARCH Books

- 1 **Read STUDY SKILL** Look at the parts of a text book a–e. Label them.
- 2 Answer the questions.
 - 1 What is the title of the book?
 - 2 Who is the author?
 - 3 When was the book first published?
 - 4 Is this the author's only book?
 - 5 Where can you find an alphabetical list of topics?
 - 6 On which page can you find information on blood pressure?
 - 7 Which chapter tells you about eating well?
 - 8 Who is the book for – students, or scientists? Why do you think so?
- 3 Find a book that you want to read. Answer the questions.
 - 1 What is the title of the book?
 - 2 Who is the author?
 - 3 When was the book first published?
 - 4 Why do you want to read this book?
 - 5 Will you read all of the book or just some parts?
- 4 Tell another student about the book and why you want to read it.

STUDY SKILL Reliable sources (2)

Before you read a book, have a look at it. Will it be useful? Use all of the information to help you decide. For example, you can use:

- the title page
- the contents page
- the back cover
- the printing history
- the index

b

Abiotic factor 242, 243, 250, 251 ABO blood groups 207, 300, 301 Accommodation 102 Acid rain 261, 262 Actin 124 Activator 15 Active site 14 Active transport 24, 27, 28, 161 Adaptation 210 Addiction 80 ADH (anti-diuretic hormone) 96, 115, 116, 117 Adolescence 145 Adrenaline 71, 103, 106 Aerofoil 127 Aerosol 97 Afforestation 270 Afterbirth 143 Age (population) pyramid 259	Biodegradable 292 Biodiversity 270 Biogas 292, 309 Biological control 272, 273 Biomass fuel 254, 308 Bioreactor 219, 304, 305 Biosphere 320 Biotic factor 242, 243, 250, 251 Biotic potential 251 Bird 126, 236 Birth 142 Biuret reagent 13 Bladder 114 Blind spot 101 Blood 21, 60, 110, 294 circulation 316–17 clotting 61, 294 pressure 70, 81
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c

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a

Complete BIOLOGY

W R Pickering

d

Complete Biology provides all the content needed for GCSE and IGCSE syllabuses. It is also an excellent text for Double Award Science candidates who may go on to take Biology at advanced level.

Although thoroughly addressing some of the harder concepts at this level, the author has achieved a high degree of clarity in presenting ideas, using many original diagrams and straightforward explanations.

There are questions on each double-page spread for students to check their understanding, and learning objectives to enable users to identify relevant pages at a glance.

In the same series:

Complete Chemistry
by RoseMarie Gallagher and Paul Ingram

Complete Physics
by Stephen Pople

By the same author:

Oxford Revision Guides

GCSE Biology

A level Biology

A level Human Biology

e

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1 3 All living things are made up of organic molecules	10
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1 10 Respiration provides the energy for life	28
1 11 The measurement of respiration	30
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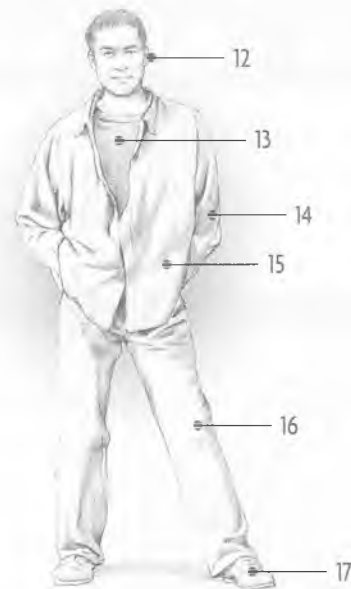
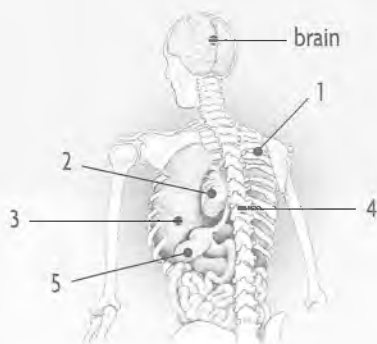
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REVIEW

1 Label the parts of the human body. Some words are from Unit 9. Use your dictionary to help.



2 Read the paragraph about Albert Einstein's brain. There are twelve mistakes. What kind of mistakes are they? Choose from the box.

punctuation capital letters word order missing words spelling
preposition incorrect article verb tense subject/verb agreement

Einstein's brain

What know we do about Einstein's brain? We know quite a lot. Because Albert Einstein was the great mathematician and scieintist, other scientists wanted to study his brain. He agreed that after his death they could use ^ brain for research. When einstein died at 1955 at the age of 76, scientists began to studying his brain. They found that his brain were the same as other brains. In fact, its weight was less than the average male brain. However ^ one thing was unusual. His brain was 15% wider ^ normal. this area was the part of the brain responsible for mathematical thinking.



3 Work in small groups to correct the mistakes.

4 Match words 1–6 with the words and phrases a–f.

- | | |
|---------------------------------------|-------------------------|
| 1 <input type="checkbox"/> beneficial | a do work outs |
| 2 <input type="checkbox"/> avoid | b easily damaged |
| 3 <input type="checkbox"/> healthy | c good for |
| 4 <input type="checkbox"/> exercise | d mix with other people |
| 5 <input type="checkbox"/> socialize | e stay away from |
| 6 <input type="checkbox"/> delicate | f in good shape |

5 Complete the sentences with words 1–6 from exercise 4.

- It is important to _____ our brains by doing puzzles and quizzes.
- Fresh fruit and vegetables are _____ for the body and the brain.
- You must protect the brain when you do dangerous sports. It is a very _____ organ.
- If you want to stay healthy, _____ foods that are full of fat and sugar.
- Scientists say it is important to _____ with people. It helps the brain stay active.
- When you are studying, keep your body and brain _____. Do exercise, eat good food, and sleep.

6 Choose a topic on health, for example, *Keeping your brain healthy*, *The importance of sleep*, etc. Think of tips on what people should and shouldn't do. Make a poster to display in class.

10 Staying alive

READING SKILLS Using what you know • Using reference to understand a text • Focusing on statistics

WRITING SKILLS Linking ideas (8), (9), and (10) • Words and phrases (3) • Writing about statistics

VOCABULARY DEVELOPMENT Words or figures? • Learning a word – synonyms and antonyms

READING Dangerous diseases of our time

1 What are the most serious diseases in the world?

Heart disease, ...

2 What are *developed* and *developing* countries? Give two examples of each.

3 **Read STUDY SKILL** Work in pairs. How much do you know about diabetes? Discuss the questions.

- 1 What is diabetes?
- 2 Which countries have the highest rate of diabetes – developed, or developing?
- 3 Will the number of people with diabetes rise (↑) or fall (↓) in the future?
- 4 What causes diabetes?
- 5 How can we avoid getting it?

4 Skim the article *Diabetes: a growing world danger* on page 59. Which paragraph tells us ...?

- a how to avoid diabetes
- b unhealthy lifestyles in rich countries
- c diabetes death rates
- d why people live longer in rich countries
- e what will happen in the future

5 Read the article. Check your answers to exercise 3 above.

6 **Read STUDY SKILL** Look at the underlined pronouns in the article. What or who do they refer to?

Pronoun	refers to
<i>They</i> – who? (paragraph 1)	the inhabitants
<i>it</i> – what? (paragraph 1)	
<i>They</i> – who? (paragraph 2)	
<i>which</i> – what? (paragraph 2)	
<i>which</i> – what? (paragraph 3)	
<i>Here</i> – where? (paragraph 4)	
<i>it</i> – what? (paragraph 5)	

7 **Read STUDY SKILL** Scan the article and complete the three tables with the correct figures.

8 Find statistics about another country (e.g. your country) for life expectancy and diabetes. Make a note of the source you use.

STUDY SKILL Using what you know

Before you read about a topic, for example *diabetes*, ask yourself: What do I already know about this topic?

You may know more than you think. Your knowledge will help you read and understand the text.

STUDY SKILL Using reference to understand a text

When writers refer back to something they said earlier, they may use:

- **personal pronouns**, such as *he, him, it, they, them*
- **possessive adjectives and pronouns**, such as *his, its, their, theirs* (see Unit 7 p43)
- **relative pronouns**, such as *which* and *where* (see Unit 8 p49)

Writers can also use **adverbs** such as *here* and *there* to refer back to a place. For example:

*Japan is a wealthy country. **Here** the standard of living is very high. Botswana is a poor country. Life expectancy is very low **there**.*

It is important for a reader to understand reference. Reference helps the reader understand the text.

STUDY SKILL Focusing on statistics

Remember – visuals in a text are an important part of that text. Visuals such as tables, charts, and graphs organize the statistics for the reader. They make the statistics easier to understand. Read the text carefully, but also study the visuals to get the complete idea.

Diabetes: a growing world danger

- 1 As a country develops, the inhabitants usually become wealthier – and healthier. They have better health care, drink cleaner water, and eat better food. Both men and women can expect to live longer. For example, **table a** shows that in Japan the average life expectancy at birth for men is 81.4 years, and for women is 87.5 years. On the other hand, in a developing country like Zambia, it is just 38.5 for men and 38.7 for women.
- 2 However, in developed countries, lifestyle and diet are changing. People have busier lives. They are working longer hours, so they are more likely to suffer from stress. They do not have time to prepare proper meals. They eat processed or fast food instead, which contains a higher proportion of fat, salt, and sugar. They do not walk so much, and some do not do any physical activity at all. As a result, the percentage of the population with heart disease or cancer is increasing.
- 3 Another disease that has become more common in richer countries is diabetes. This is a disease in which the body cannot control the level of sugar in the blood. Diabetes is caused by poor diet and a lack of exercise. We can see from **table b** that Germany, which is a developed country, has 183.7 deaths per million people. On the other hand, in Peru, a developing country, the death rate is just 61.3 per million people. The rate in Germany is more than three times the rate in Peru.
- 4 We can also see from the statistics in **table c** that the number of people with diabetes is rising. In the year 2003, according to the World Health Organization (the WHO), 194 million adults had diabetes – about 5.1% of the population. By 2030, the WHO say this figure will be about 366 million (6.3%). The Middle East, they say, will see the biggest increase. Here the total will go up from 15.2 million people to 42.6 million by 2030.
- 5 It is possible to control diabetes with drugs, but there is no cure. There are things, however, that people, especially young people, can do to avoid it. If they are overweight, they should try to lose weight. They should also watch what they eat and try to avoid foods high in fats and sugars. People should exercise regularly by jogging, swimming, or doing aerobics. In addition, they should walk or cycle more instead of travelling by car or bus. If people change to this healthier lifestyle, we may be able to stop the rise in diabetes in the future.



table a life expectancy

	men	women
Japan	_____	_____
Zambia	_____	_____

table b death rates for diabetes

	deaths per million population
Germany	_____
Peru	_____

table c diabetes worldwide

	2003	2030
People (aged 20–79) with diabetes	_____	_____
Percentage (%) of population	_____	_____

WRITING Describing statistics

- 1 **Read STUDY SKILL** Complete the sentences with a contrast clause.

STUDY SKILL Linking ideas (8)

On the other hand

We use linking words such as *however* and *but* to contrast ideas (see Study Skill p29). We can also use *on the other hand*:

*In Europe there were no deaths from Malaria in 2002. **On the other hand**, in Africa, there were 1,136,000.*

Find two examples of *on the other hand* in the article on diabetes. Underline them, and circle the commas.

- 1 Germany is quite a rich country. On the other hand, Zambia ...
- 2 The courses at Central College are very expensive. On the other hand, ...
- 3 Mobile phones are very useful. On the other hand, ...
- 4 Running is good exercise and helps you to lose weight. On the other hand, ...

- 2 **Read STUDY SKILL** Complete the sentences with a result clause.

STUDY SKILL Linking ideas (9)

As a result

We use *so* to link ideas in a sentence and to show a result (see Study Skill p24).

A similar linking phrase is *as a result*:

*The world is not doing enough to stop the spread of malaria. **As a result**, there are more than 1.2 million deaths from malaria every year.*

Find an example of *as a result* in paragraph 2 of the article on diabetes. Underline it, and circle the comma.

- 1 People in some European countries have very small families. As a result, ...
- 2 These days, most people know that smoking causes cancer. As a result, ...
- 3 My cousin speaks five languages fluently. As a result, ...
- 4 Canada has beautiful mountains and lakes. As a result, ...

- 3 **Read STUDY SKILL** Match sentences 1–6 with a–f. Rewrite them using *also*.

STUDY SKILL Linking ideas (10)

Also

We use linking words and phrases such as *in addition* and *and* to introduce a similar idea or extra information (see Study Skill p42).

A similar linking word is *also*. It usually comes before the main verb, or after the verb *to be*:

*The lowest number of deaths from malaria was in Europe. The Americas and the Western Pacific **also** had a small number of deaths.*

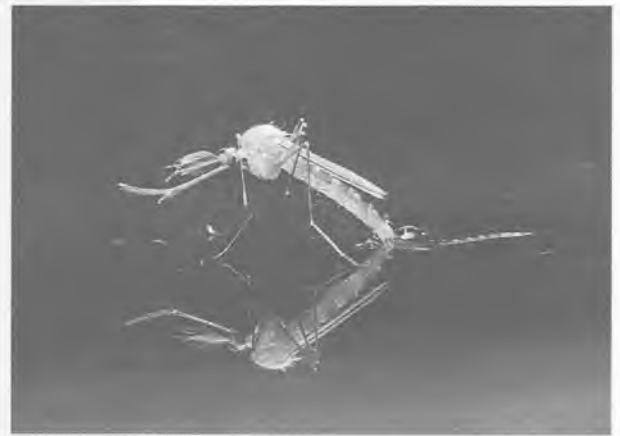
*The number of deaths in Europe is low. It is **also** low in the Americas and the Western Pacific.*

Find two examples of *also* in the article on diabetes, and underline them.

- | | |
|---|--|
| 1 <input type="checkbox"/> Fast food contains a lot of fat. | a It can be a very difficult subject for students. |
| 2 <input type="checkbox"/> Diabetes is very common in European countries. | b It has a lot of salt and sugar. |
| 3 <input type="checkbox"/> Sam runs for five kilometres every morning before college. | c He goes to the gym twice a week. |
| 4 <input type="checkbox"/> A degree in medicine is expensive because it takes many years. | d His level of cholesterol is very high. |
| 5 <input type="checkbox"/> Elena would like to have her own company one day. | e Her sister wants to go into business. |
| 6 <input type="checkbox"/> Henry has high blood pressure. | f There are many people with diabetes in Africa and the Middle East. |

- 4 Look at the table on deaths from malaria in six different regions of the world. Answer the questions.

deaths from malaria – 2002		
region	number of deaths	% of global total
Africa	1,136,000	89.3
South-East Asia	65,000	5.1
Americas	1,000	less than 1
Western Pacific	11,000	less than 1
Eastern Mediterranean	59,000	4.6
Europe	0	0
World	1,272,000	100



- Which region has the highest number of deaths from malaria?
 - Which region has the lowest number of deaths?
 - How many people in the Eastern Mediterranean died from malaria in 2002?
 - What percentage of the world total were Eastern Mediterranean?
 - What was the total number of deaths from malaria in the world in 2002?
- 5 **Read STUDY SKILL** Study the table about deaths from malaria again. Complete the paragraph about the table with the words and numbers.

89.3% was 65,000 one million number
see no 4.6% shows 5.1%

The table ¹ _____ the number of deaths from malaria in 2002 in six different regions of the world. We can ² _____ that most deaths from malaria occurred in Africa. More than ³ _____ people died in 2002, which was ⁴ _____ of all the deaths in the world. The second largest ⁵ _____ of deaths was in South-East Asia. About ⁶ _____ people died, which was ⁷ _____ of the total. The third largest number is in the Eastern Mediterranean region. The number of deaths ⁸ _____ 59,000, which was ⁹ _____. In Europe, however, there were ¹⁰ _____ deaths during this year.

STUDY SKILL Words and phrases (3)

Describing tables, charts, and graphs

We can describe tables, charts, or graphs using the following language:

- *The table (chart, graph) shows that ...*
We can see from the table (chart, graph) that ...
- *The total (largest/smallest) number of ...*
The (highest/lowest) percentage of ...
... % of the population
- *the (birth/death) rate*
the rate of ...
- *In 2003*
from 2006 to 2008 ...
between 2006 and 2008 ...
by 2030 ...
in August ...
- *is rising/falling/increasing/decreasing*
will rise/fall/increase/decrease

Writing about statistics

- 6 Look at the table on life expectancy in different regions of the world. Describe the statistics for males, females, or both. Use the language in the Study Skill box. For example:

The table shows life expectancy in ...

In Africa the life expectancy for males was 49 in 2002.

By 2025 this figure will increase to ...

region	2002		2025	
	males	females	males	females
Africa	49	51	53	57
Near East	67	71	72	77
Asia	65	68	71	75
Latin America and the Caribbean	68	74	73	79
Europe	69	76	73	81
North America	74	78	78	84

VOCABULARY DEVELOPMENT Numbers in texts

1 Underline the numbers in the sentences. **Read STUDY SKILL**

- 1 A hundred and fifty-three workers were injured in the fire.
- 2 The fire injured 153 workers.
- 3 The politicians visited six cities in a week.
- 4 The Taj Mahal is more than 450 years old.
- 5 Rashid was first in the boxing competition.
- 6 The meeting is on the 3rd October 2006.
- 7 The price of cars has increased by 12% this year.
- 8 The room was 6.5 m wide.

2 Correct the sentences using the rules in the Study Skill box.

- 1 More than two thousand, five hundred and sixty people live in my village.
- 2 There were 4 cars outside my house.
- 3 245 people died in the plane crash.
- 4 China has the 2nd largest number of people with diabetes.
- 5 Salaries will go up by fifteen point five per cent next month.

STUDY SKILL Words or figures?

Sometimes we write numbers as words (e.g. twenty-five) and sometimes as figures (e.g. 25). What are the rules?

Complete the rules about numbers. Write *figures* or *words*. Use sentences 1–8 in exercise 1 to help.

- a We use words at the beginning of a sentence.
- b For numbers 1–10, we use _____.
- c For larger numbers (11 and over) we usually use _____.
- d We usually write ordinal numbers (1st, 2nd, 3rd, etc.) as _____ (except for dates).
- e For decimals and percentages, we use _____.

Using antonyms and synonyms

3 **Read STUDY SKILL** Use a dictionary to find the antonyms of the words in bold. Use the antonyms to complete the sentences.

- 1 This water is **dirty**. There is some _____ water in the bottle.
- 2 In general, the rate of cancer will **increase** in the future, but in some countries it will _____.
- 3 This food contains a **high** proportion of fat. Try to eat _____ fat food such as skimmed milk.
- 4 The plane will **depart** at 10.55 and _____ in London at 16.30.
- 5 Physics is usually a **difficult** subject, but yesterday's physics exam was very _____.
- 6 The first conference at the university was a great **success**. More than 100 people came. However, the second conference was a _____.
Only 12 people came.

4 Replace the words in bold with a synonym.

- 1 Martha is a fast reader. She is also very **fast** at mathematical calculations.
- 2 I am quite nervous about starting the new job. I am also **nervous** about meeting the boss.
- 3 I am not interested in the subject. It is very **dull**. The lecturer is **dull** too.
- 4 The ideal time for picnics is in the spring. The **ideal** place is near a river or in a park.
- 5 I will **ring** the bank on Saturday. I will also **ring** the airline to book the tickets.
- 6 The company would like to purchase a new photocopier. We also need to **purchase** some desks and office chairs.

STUDY SKILL

Learning a word and its synonyms and antonyms

- A **synonym** is a word with the same meaning as another word. For example: **wealthy/rich**.
Use synonyms to avoid repeating the same word in a sentence or paragraph.
- An **antonym** has the opposite meaning. For example: **wealthy/poor**.

A dictionary can help you to find synonyms and antonyms.

REVIEW

1 Complete the table with the correct noun or verb. Use your dictionary to help.

verb	noun
to be born	
	a life
to die	
	an increase
to rise	
to decrease	
	a fall

2 Complete the sentences with nouns from the table.

- The _____ expectancy in Zambia in Africa is very low.
- The _____ rate from diabetes is increasing in developed countries.
- The population of many developing countries is increasing. Pakistan has the highest _____ rate in the world.
- Last year there were 15,000 students in the university and now there are 20,000. This is an _____ of 33%.
- The price of oil went down last month. There was a _____ of \$5.3 per barrel.

3 Use negative prefixes to make the antonyms of the words.

- | | |
|-------------------|---------------------|
| 1 healthy _____ | 5 legal _____ |
| 2 expensive _____ | 6 interesting _____ |
| 3 personal _____ | 7 possible _____ |
| 4 approve _____ | 8 organized _____ |

Spelling (4) -ing forms

4 Read the rules. Copy and complete the table with verbs from the unit. Add other verbs that you know.

verb + -ing	-e + -ing	double consonant + -ing

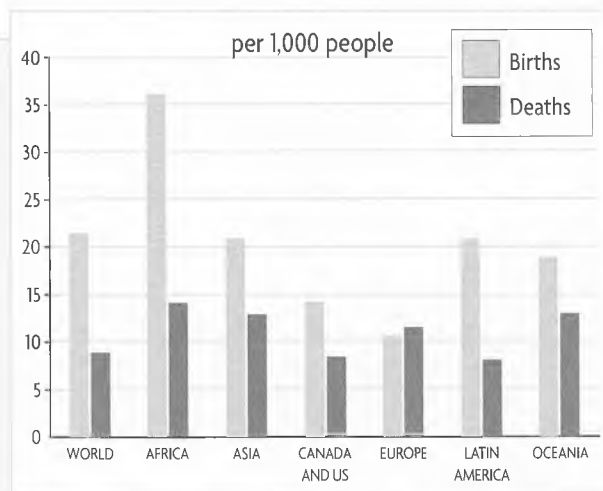
RULES Spelling -ing forms

- most verbs: + -ing: *develop/developing*
- verbs ending in -e: -e + -ing: *rise/rising*
- a one-syllable verb ending in vowel + consonant: double the consonant + -ing: *jog/jogging*

5 Read the paragraph about birth and death rates worldwide. Complete the table with details of *who*, *what*, or *where* the pronouns refer to.

- 1 The bar chart shows the birth and death rates in the world by region. It indicates that the region
 2 with the highest birth rate is Africa. Here the rate is over 35 births per 1000 people. It is much
 3 higher than the death rate, which is under 15 deaths per thousand. The region with the lowest
 4 birth rate is Europe, where the rate is just over 10 births per 1000 people. However, the chart
 5 also shows that the death rate here is higher than the birth rate. It is approximately 12 deaths
 6 per 1000. These figures mean that the population of Europe is declining slowly. The countries of
 7 Asia have birth rates of just over 20 births per 1000. They have rates that are about the same as
 8 the world average. This is the same as the rate in Latin America.

pronoun	refers to
It (line 1)	the bar chart
Here (line 2)	
It (line 2)	
which (line 3)	
where (line 4)	
here (line 5)	
It (line 5)	
They (line 7)	



WORDLIST

Here is a list of most of the new words in the units of *Headway Academic Skills Level 1 Student's Book*.

adj = adjective

adv = adverb

conj = conjunction

n = noun

pl = plural

prep = preposition

pron = pronoun

US = American English

v = verb

Unit 1

- accountant *n* /ə'kaʊntənt/
adjective *n* /'ædʒɪktɪv/
adverb *n* /'ædvɜːb/
all *adv* /ɔːl/
always *adv* /'ɔːlweɪz/
American *adj* /ə'merɪkən/
anywhere *adv* /'eniweə(r)/
apartment *n* /ə'pɑːtmənt/
Arabic *n* /'ærəbɪk/
article *n* /'ɑːtɪkl/
assistant *n* /ə'sɪstənt/
as well as /əz 'wel əz/
at the start /ət ðə 'stɑːt/
aunt *n* /ɑːnt/
Bahrain *n* /bə'reɪn/
bank *n* /bæŋk/
big *adj* /bɪɡ/
brain *n* /breɪn/
Brazil *n* /brə'zɪl/
break down *v* /breɪk 'daʊn/
British *adj* /'brɪtɪʃ/
brother *n* /'brʌðə(r)/
build *v* /bɪld/
builder *n* /'bɪldə(r)/
bungalow *n* /'bʌŋɡələʊ/
business *n* /'bɪznəs/
buy *v* /baɪ/
café *n* /'kæfeɪ/
campus *n* /'kæmpəs/
capital (city) *n* /,kæpɪtl ('sɪti)/
carefully *adv* /'keəfəli/
carry *v* /'kæri/
chapter *n* /'tʃæptə(r)/
check *v* /tʃek/
China *n* /'tʃaɪnə/
Chinese *adj, n* /tʃaɪ'niːz/
choose *v* /tʃuːz/
comfortable *adj* /'kɒmfətəbl/
computers *n pl* /kəm'pjʊːtəz/
computer games *n pl* /kəm'pjʊːtə ,geɪmz/
computer programming *n* /kəm'pjʊːtə 'prəʊgræmɪŋ/
computing *n* /kəm'pjʊːtɪŋ/
continue *v* /kən'tɪnjuː/
correct *adj* /kə'rekt/
course *n* /kɔːs/
cousin *n* /'kʌzɪn/
desk *n* /desk/
different *adj* /'dɪfrənt/
difficult *adj* /'dɪfɪkəlt/
doctor *n* /'dɒktə(r)/
easy *adj* /'iːzi/
equation *n* /r'kwetʃən/
evenings *n pl* /'iːvniŋz/
every *adj* /'evri/
everything *pron* /'evriθɪŋ/
excellent *adj* /'eksələnt/
faculty *n* /'fækəlti/
Farsi *n* /'fɑːsi/
father *n* /'fɑːðə(r)/
a few /ə 'fjuː/
finally *adv* /'faɪnəli/
find *v* /faɪnd/
flat *n* /flæt/
floor *n* /flɔː(r)/
free time *n* /,friː 'taɪm/
French *n* /frenʃ/
future *n* /'fjuːtʃə(r)/
general idea *n* /,dʒenrəl aɪ'diə/
German *n* /'dʒɜːmən/
Germany *n* /'dʒɜːməni/
graduate *n* /'grædʒuːət/
grandmother *n* /'grænmʌðə(r)/
heading *n pl* /'hedɪŋ/
history *n* /'hɪstri/
Holland *n* /'hɒlənd/
hope *v* /həʊp/
hostel *n* /'hɒstl/
hotel *n* /həʊ'tel/
house *n* /haʊs/
India *n* /'ɪndiə/
information *n* /,ɪnfə'metʃən/
institute *n* /'ɪnstɪtjuːt/
interesting *adj* /'ɪntərəstɪŋ/
Internet café *n* /'ɪntənət ,kæfeɪ/
in this case /ɪn 'ðɪs ,keɪs/
island *n* /'aɪlənd/
journey *n* /'dʒɜːni/
kitchen *n* /'kɪtʃɪn/
knowledge *n* /'nɒlɪdʒ/
language *n* /'læŋɡwɪdʒ/
large *adj* /lɑːdʒ/
late *adj* /leɪt/
learn by heart *v* /,lɜːn baɪ 'hɑːt/
library *n* /'laɪbrəri/
link *v* /lɪŋk/
look through *v* /'lʊk ,θruː/
lorry *n* /'lɒri/
magazine *n* /,mæɡə'ziːn/
Malay *n* /mə'leɪ/
married *adj* /'mæriɪd/
mathematical *adj* /,mæθə'mætɪkəl/
mathematics *n* /,mæθə'mætɪks/
meaning *n* /'miːnɪŋ/
message *n* /'mesɪdʒ/
Middle East *n* /,mɪdl 'iːst/
mother *n* /'mʌðə(r)/
need *v* /niːd/
never *adv* /'nevə(r)/
newspaper *n* /'njuːspeɪpə(r)/
notebook *n* /'nəʊtbʊk/
noun *n* /naʊn/
novel *n* /'nɒvl/
one day /'wʌn ,deɪ/
only *adv* /'əʊnli/
opposite *n* /'ɒpəzɪt/
organization *n* /,ɔːɡənə'zeɪʃn/
other *adj* /'ʌðə(r)/
palace *n* /'pæləs/
paragraph *n* /'pærəgrɑːf/
parents *n pl* /'peərənts/
park *n* /pɑːk/
part of speech *n* /,pɑːt əv 'spiːtʃ/
perhaps *adv* /pə'hæps/
PhD *n* /,piː eɪtʃ 'diː/
physics *n* /'fɪzɪks/
pianist *n* /'piənɪst/
pilot *n* /'paɪlət/
place *n* /pleɪs/
plural *n* /'plʊərəl/
poem *n* /'pəʊɪm/
poetry *n* /'pəʊətri/
Portugal *n* /'pɔːtʃʊɡl/
preposition *n* /,prepə'zɪʃn/
professor *n* /prə'fesə(r)/
pronounce *v* /prə'naʊns/
pronunciation *n* /prə,nʌnsi'eɪʃn/
quick *adj* /kwɪk/
quickly *adv* /'kwɪkli/
quite *adv* /kwaɪt/
quiz *n* /kwɪz/
reader *n* /'riːdə(r)/
receptionist *n* /rɪ'sepʃənɪst/
remember *v* /rɪ'membə(r)/
report *n* /rɪ'pɔːt/
research *n* /rɪ'sɜːtʃ, 'riːsɜːtʃ/
restaurant *n* /'restrɒnt/
return *v* /rɪ'tɜːn/
right *adj* /raɪt/
Russian *n* /'rʌʃn/
scanning *n* /'skænɪŋ/
science *n* /'saɪəns/
Singapore *n* /,sɪŋə'pɔː(r)/
single *adj* /'sɪŋɡl/
sister *n* /'sɪstə(r)/
slowly *adv* /'sləʊli/
skimming *n* /'skɪmɪŋ/
small *adj* /smɔːl/
sofa *n* /'səʊfə/
sometimes *adv* /'sʌmtaɪmz/
south *n* /saʊθ/
speeds *n pl* /spiːdz/
student *n* /'stjuːdənt/
study reading *n* /'stʌdi ,riːdɪŋ/
suburb *n* /'sʌbɜːb/
summer *n* /'sʌmə(r)/
teach *v* /tiːtʃ/
technical *adj* /'teknɪkl/
telephone directory *n* /'telɪfəʊn də'rektəri/
telephone number *n* /'telɪfəʊn ,nʌmbə(r)/
textbook *n* /'tekstbʊk/
timetable *n* /'taɪmteɪbl/
topic *n* /'tɒpɪk/
town *n* /taʊn/
translator *n* /trænz'leɪtə(r)/
Turkey *n* /'tɜːki/
type *n* /taɪp/
uncle *n* /'ʌŋkl/
university *n* /,juːnɪ'vɜːsəti/
USA *n* /,juː es 'eɪ/
useful *adj* /'juːsfəl/
usually *adv* /'juːʒʊəli/
verb *n* /vɜːb/
villa *n* /'vɪlə/
way *n* /weɪ/
well *adv* /wel/

Unit 2

academic *adj* /ˌækə'demɪk/
accident *n* /'æksɪdənt/
according to *prep* /ə'kɔːdɪŋ tə/
actor *n* /'æktə(r)/
airport *n* /'eəpɔːt/
assistant manager *n*
/ə,sɪstənt 'mænɪdʒə(r)/
attend *v* /ə'tend/
author *n* /'ɔːθə(r)/
block style *n* /'blɒk ,staɪl/
breakfast *n* /'brekfəst/
breaks *n pl* /breɪks/
burning *adj* /'bɜːnɪŋ/
business *n* /'bɪznəs/
business studies *n pl*
/'bɪznəs ,stʌdɪz/
busy *adj* /'bɪzi/
canteen *n* /kæn'tiːn/
capital letters *n pl* /,kæpɪtl 'letəz/
catch *v* /kæʃ/
change *v* /tʃeɪndʒ/
chemical engineering *n*
/ˌkemɪkl ˌendʒɪ'nɪərɪŋ/
clearly *adv* /'kliəli/
coffee *n* /'kɒfi/
coffee shop *n* /'kɒfi ,ʃɒp/
collect *v* /kə'lekt/
college *n* /'kɒlədʒ/
common *adj* /'kɒmən/
company *n* /'kʌmpəni/
computer *n* /kəm'pjʊːtə(r)/
computer virus *n*
/kəm'pjʊːtə ,vaɪrəs/
customers *n pl* /'kʌstəməz/
dangerous *adj* /'deɪndʒərəs/
direction *n* /dɪ'rekʃn, dɪ-, daɪ-/
drive *v* /draɪv/
early *adj* /'ɜːli/
email *n* /'iːmeɪl/
essay *n* /'eseɪ/
exams *n pl* /ɪg'zæmz/
face *v* /feɪs/
fill in *v* /,fɪl 'ɪn/
finally *adv* /'faɪnəli/
firstly *adv* /'fɜːstli/
fit *adj* /fɪt/
fireman *n* /'faɪəmən/
fires *n pl* /'faɪəz/
florist *n* /'flɒrɪst/
flowers *n pl* /'flaʊəz/
following *adj* /'fɒləʊɪŋ/
form *n, v* /fɔːm/
guests *n pl* /gests/
handwriting *n* /'hændraɪtɪŋ/
head (of a company) *n* /hed/
healthy *adj* /'helθi/
however *conj* /haʊ'evə(r)/
husband *n* /'hʌzbənd/
important *adj* /ɪm'pɔːtənt/
indented *adj* /ɪn'dentɪd/
in order to /ɪn 'ɔːdə tə/
Internet *n* /'ɪntənət/
interpreter *n* /ɪn'tɜːprɪtə(r)/
journalist *n* /'dʒɜːnəlɪst/

keep fit *v* /,ki:p 'fɪt/
leave *v* /li:v/
left-hand *adj* /'left ,hænd/
link *v* /lɪŋk/
long *adj* /lɒŋ/
lose weight *v* /,luːz 'weɪt/
lucky *adj* /'lʌki/
lunch *n* /lʌntʃ/
main *adj* /meɪn/
manager *n* /'mænɪdʒə(r)/
managing director *n* /,mænɪdʒɪŋ
də'rektə(r), dɪ-, daɪ/
mark *v* /mɑːk/
market *n* /'mɑːkɪt/
Master's degree *n*
/'mɑːstəz dɪ'ɡriː/
MD *n* /,em 'diː/
meeting *n* /'miːtɪŋ/
next *adv* /nekst/
notes *n pl* /nəʊts/
nutritionist *n* /njuː'trɪʃənɪst/
office *n* /'ɒfɪs/
oil *n* /ɔɪl/
on the other hand
/ɪ,ʌn ðɪ 'ʌðə ,hænd/
overseas *adv* /,əʊvə'siːz/
pass *v* /pɑːs/
passengers *n pl* /'pæsɪndʒəz/
perfect *adj* /'pɜːfɪkt/
personal trainer *n*
/ˌpɜːsənl 'treɪnə(r)/
pick-up truck *n* /'pɪk ʌp ,trʌk/
picnics *n pl* /'pɪkɪks/
plan *n* /plæn/
plants *n pl* /plɑːnts/
point *v* /pɔɪnt/
points *n pl* /pɔɪnts/
predict *v* /prɪ'dɪkt/
prepare *v* /prɪ'peə(r)/
problems *n pl* /'prɒbləmz/
procedure *n* /prə'siːdʒə(r)/
put out *v* /,pʊt 'aʊt/
quiet *adj* /'kwaɪət/
reasons *n pl* /'riːznz/
relatives *n pl* /'relətɪvz/
relaxing *adj* /rɪ'læksɪŋ/
revise *v* /rɪ'vaɪz/
routine *n* /ruː'tiːn/
run (a company) *v* /rʌn/
salary *n* /'sæləri/
save *v* /seɪv/
scan *v* /skæn/
scientist *n* /'saɪəntɪst/
search *n* /sɜːʃ/
secondary school *n*
/'sekəndri ,sku:l/
semester *n* /sə'mestə(r)/
send *v* /send/
sequencing words *n pl*
/'siːkwənsɪŋ ,wɜːdz/
shopkeeper *n* /'ʃɒpkɪ:pə(r)/
show *v* /ʃəʊ/
snack bar *n* /'snæk ,bɑː(r)/
space *n* /speɪs/
spend *v* /spend/
staff *n* /stɑːf/
start up *v* /,stɑːt 'ʌp/

steps *n pl* /steps/
stress *n* /stres/
stressful *adj* /'stresfl/
studies *n pl* /'stʌdɪz/
summary *n* /'sʌməri/
survey *n* /'sɜːveɪ/
syllabus *n* /'sɪləbəs/
taxi *n* /'tæksi/
taxi-driver *n* /'tæksi ,draɪvə(r)/
tea *n* /tiː/
telephone calls *n pl*
/'telɪfəʊn ,kɔːlz/
tell *v* /tel/
toast *n* /təʊst/
too *adv* /tuː/
traffic *n* /'træfɪk/
traffic jam *n* /'træfɪk ,dʒæm/
traffic lights *n pl* /'træfɪk ,laɪts/
traffic warden *n* /'træfɪk ,wɔːdn/
train *v* /treɪn/
unhealthy *adj* /ʌn'helθi/
visit *v* /'vɪzɪt/
weather *n* /'weðə(r)/
weekend *n* /,wiːk'end/
well-paid *adj* /,wel 'peɪd/
while *conj* /waɪl/
worry *n* /'wɒri/

Unit 3

Africa *n* /'æfrɪkə/
alone *adj* /ə'ləʊn/
always *adv* /'ɔːlweɪz/
and so on /ən 'səʊ ,ɒn/
animals *n pl* /'ænɪmlz/
Antarctica *n* /æn'tɑːktɪkə/
anti-clockwise *adv*
/ˌæntɪ 'klɒkwaɪz/
apostrophes *n pl* /ə'pɒstrəfɪz/
area *n* /'eəriə/
Atlantic (Ocean) *n*
/ət,læntɪk ('əʊʃn)/
Australia *n* /ɒ'streɪliə/
autumn *n* /'ɔːtəm/
beach *n* /biːtʃ/
Bhutan *n* /buː'tʌn/
blue *adj* /bluː/
camels *n pl* /'kæmlz/
camping *n* /'kæmpɪŋ/
Caribbean Sea *n* /,kærə,bɪːən 'siː/
category *n* /'kætəgəri/
cause *v* /kɔːz/
centre *n* /'sentə(r)/
chat *v* /tʃæt/
cinema *n* /'sɪnəmə/
city *n* /'sɪti/
climate *n* /'klaɪmət/
clothes *n pl* /kləʊðz/
cloud *n* /klaʊd/
cloud over *v* /klaʊd 'əʊvə(r)/
cloudy *adj* /'klaʊdi/
cold *adj* /kəʊld/
collect *v* /kə'lekt/
consult *v* /kən'sʌlt/
context *n* /'kɒntekst/
contractions *n pl* /kən'trækʃnz/
cook *v* /kʊk/
countryside *n* /'kʌntrɪsaɪd/
cover *v* /'kʌvə(r)/
dacha *n* /'dætʃə/
damage *n* /'dæmɪdʒ/
define *v* /drɪ'faɪn/
definition *n* /,defɪ'nɪʃn/
description *n* /drɪ'skrɪpʃn/
desert *n* /'dezət/
diagrams *n pl* /'daɪəgræmz/
divide *v* /drɪ'vaɪd/
drawings *n pl* /'drɔːɪŋz/
dry *adj* /draɪ/
Earth *n* /ɜːθ/
economic *adj* /,iːkə'nɒmɪk, ˌekə-/
encyclopaedia *n* /ɪn,sʌɪklə'piːdiə/
entry *n* /'entri/
except for *prep* /ɪk'sept fə(r)/
extract *n* /'ekstrækt/
eye (of a hurricane) *n* /aɪ/
favourite *adj* /'feɪvərɪt/
follow *v* /'fɒləʊ/
forest *n* /'fɒrɪst/
formal *adj* /'fɔːml/
formality *n* /fɔː'mæləti/
fortunately *adv* /'fɔːtʃənətli/
foxes *n pl* /'fɒksɪz/
freezing cold *adj* /,friːzɪŋ 'kəʊld/
friends *n pl* /frendz/
fruit trees *n pl* /'fru:t ,triːz/

garage *n* /'gærɑ:ʒ, 'gæri:dʒ/
 garden *n* /'gɑ:dn/
 global *adj* /'gləʊbl/
 go on *v* /,gəʊ 'ɒn/
 grade *v* /greɪd/
 grey *adj* /greɪ/
 grow *v* /grəʊ/
 guess *v* /ges/
 Gulf of Mexico *n*
 /,gʌlf əv 'meksɪkəʊ/
 habits *n pl* /'hæbɪts/
 headings *n pl* /'hedɪŋz/
 headlines *n pl* /'hedlaɪnz/
 heavy *adj* /'hevi/
 heat *n, v* /hi:t/
 high *adj* /haɪ/
 high point *n* /'haɪ ,pɔɪnt/
 home *n* /həʊm/
 hot *adj* /hɒt/
 huge *adj* /hju:ʒ/
 hurricane *n* /'hʌrɪkən/
 ice *n* /aɪs/
 ice over *v* /,aɪs 'əʊvə(r)/
 icy *adj* /'aɪsi/
 identify *v* /aɪ'dentɪfaɪ/
 inches *n pl* /'ɪnʃɪz/
 insects *n pl* /'ɪnsektz/
 institute *n* /'ɪnstɪtju:t/
 interview *v* /'ɪntəvju:/
 Japan *n* /dʒə'pæn/
 kms *n pl* /,keɪ 'em, 'kɪləmi:təz,
 kɪ'lɒmɪtəz/
 lake *n* /leɪk/
 land *n* /lænd/
 Law of Gravity *n*
 /,lə:ɪ əv 'grævəti/
 lectures *n pl* /'lektʃəz/
 life *n* /laɪf/
 location *n* /ləʊ'keɪʃn/
 look up *v* /,lʊk 'ʌp/
 love *v* /lʌv/
 make *n* /meɪk/
 meals *n pl* /mi:lz/
 measure *v* /'meʒə(r)/
 mm *n* /,em 'em, 'mɪlɪmi:təz/
 mobile phone *n* /,məʊbaɪl 'fəʊn/
 months *n pl* /mʌnθs/
 mountains *n pl* /'maʊntənz/
 move *v* /mu:v/
 mushrooms *n pl* /'mʌʃru:mz/
 never *adv* /'nevə(r)/
 news *n* /nju:z/
 night *n* /naɪt/
 noisy *adj* /'nɔɪzi/
 north-west *adj* /'nɔ:θ ,west/
 occasionally *adv* /ə'keɪzɪnəli/
 ocean *n* /'əʊʃn/
 often *adv* /'ɒftən, 'ɒfn/
 one-fifth *n* /,wʌn 'fɪfθ/
 order *n* /'ɔ:də(r)/
 origin *n* /'ɒrɪdʒɪn/
 Pacific (Ocean) *n* /pə'sɪfɪk 'əʊʃn/
 pasta *n* /'pæstə/
 peak *n* /pi:k/
 the Philippines *n pl* /ðə 'fɪləpi:nz/
 play *v* /pleɪ/
 pool *n* /pu:l/
 popular *adj* /'pɒpjələ(r)/

possession *n* /pə'zeʃn/
 prefer *v* /prɪ'fɜ:(r)/
 publisher *n* /'pʌblɪʃə(r)/
 puddle *n* /'pʌdl/
 puncture *n* /'pʌŋktʃə(r)/
 rain *n, v* /reɪn/
 rainfall *n* /'reɪnfɔ:l/
 rainy *adj* /'reɪni/
 reference *n* /'refrəns/
 region *n* /'ri:dʒən/
 researcher *n* /rɪ'sɜ:ʃə(r)/
 result *n* /rɪ'zʌlt/
 rotate *v* /rəʊ'teɪt/
 the Sahara *n* /ðə sə'hɑ:rə/
 sand *n* /sænd/
 sea *n* /si:/
 season *n* /'si:zn/
 section *n* /'sekʃn/
 share *v* /ʃeə(r)/
 similar *adj* /'sɪmələ(r)/
 size *n* /saɪz/
 ski *v* /ski:/
 sky *n* /skaɪ/
 snow *n, v* /snəʊ/
 snowy *adj* /'snəʊi/
 sometimes *adv* /'sʌmtaɪmz/
 soup *n* /su:p/
 source *n* /sɔ:s/
 southern *adj* /'sʌðən/
 sports *n pl* /spɔ:ts/
 spring *n* /sprɪŋ/
 statement *n* /'steɪtmənt/
 stay *v* /steɪ/
 stones *n pl* /stəʊnz/
 storm *n* /stɔ:m/
 strong *adj* /strɒŋ/
 study group *n* /'stʌdi ,gru:p/
 summer *n* /'sʌmə(r)/
 summer-house *n* /'sʌmə ,haus/
 sun *n* /sʌn/
 sunny *adj* /'sʌni/
 surf *v* /sɜ:f/
 swim *v* /swɪm/
 temperature *n* /'temprətʃə(r)/
 tips *n pl* /tɪps/
 title *n* /'taɪtl/
 track *v* /træk/
 trees *n pl* /tri:z/
 typhoon *n* /taɪ'fu:n/
 useful *adj* /'ju:sfl/
 usually *adv* /'ju:ʒʊəli/
 vegetables *n pl* /'vedʒtəblz/
 vegetation *n* /,vedʒɪ'teɪʃn/
 visualize *v* /'vɪzʊəlaɪz/
 visuals *n pl* /'vɪzʊəlz/
 warm *adj, v* /wɔ:m/
 warmth *n* /wɔ:mθ/
 waters *n pl* /'wɔ:təz/
 waves *n pl* /weɪvz/
 weak *adj* /wi:k/
 website *n* /'websaɪt/
 wet *adj* /wet/
 whole *adj* /həʊl/
 wind *n* /wɪnd/
 windy *adj* /'wɪndi/
 winter *n* /'wɪntə(r)/
 wooden *adj* /'wʊdn/
 year *n* /jɪə(r)/

Unit 4

air-conditioning *n*
 /'eə kən,dɪfɪnɪŋ/
 architect *n* /'ɑ:kɪtekt/
 bathroom *n* /'bɑ:θru:m/
 beautiful *adj* /'bju:tɪfl/
 bedroom *n* /'bedru:m/
 bottom *n* /'bɒtəm/
 brick *n* /brɪk/
 building material *n*
 /'bɪldɪŋ mə,tɪərɪəl/
 cake *n* /keɪk/
 catch fire *v* /,kætʃ 'faɪə(r)/
 charity *n* /'tʃærəti/
 cheap *adj* /tʃi:p/
 climb *v* /klaɪm/
 content *n* /'kɒntent/
 cool *adj* /ku:l/
 cut *v* /kʌt/
 decorations *n pl* /,dekə'reɪfɪnz/
 design *v* /drɪ'zaɪn/
 diamond *n* /'daɪəmənd/
 diary *n* /'daɪəri/
 die *v* /daɪ/
 easy *adj* /'i:zi/
 engine *n* /'endʒɪn/
 expensive *adj* /ɪk'spensɪv/
 famous *adj* /'feɪməs/
 first floor *n* /,fɜ:st 'flɔ:(r)/
 floor *n* /flɔ:(r)/
 gate *n* /geɪt/
 glass *n* /glɑ:s/
 ground floor *n* /,graʊnd 'flɔ:(r)/
 growth *n* /grəʊθ/
 hard *adj* /hɑ:d/
 height *n* /haɪt/
 holidays *n pl* /'hɒlədeɪz/
 industry *n* /'ɪndəstri/
 informal *adj* /ɪn'fɔ:ml/
 Islamic *adj* /ɪz'læmɪk/
 left *n* /left/
 lift *n, v* /lɪft/
 light *adj, n* /laɪt/
 living room *n* /'lɪvɪŋ ,ru:m/
 local *adj* /'ləʊkl/
 located *adj* /ləʊ'keɪtɪd/
 marble *n* /'mɑ:bl/
 material *n* /mə'tɪərɪəl/
 members *n pl* /'membəz/
 metres *n pl* /'mi:təz/
 middle *n* /'mɪdl/
 minarets *n pl* /,mɪnə'rets/
 modern *adj* /'mɒdn/
 natural *adj* /'nætʃrəl/
 nearby *adv* /,nɪə'baɪ/
 north *n* /nɔ:θ/
 old *adj* /əʊld/
 paintings *n pl* /'peɪntɪŋz/
 pale *adj* /peɪl/
 panoramic *adj* /,pænə'ræmɪk/
 personal *adj* /'pɜ:sənəl/
 platform *n* /'plætfɔ:m/
 poor *adj* /pɔ:(r)/
 public *n* /'pʌblɪk/
 put on *v* /,put 'ɒn/

really *adv* /'ri:əli/
 rest *n* /rest/
 rich *adj* /rɪʃ/
 right *n* /raɪt/
 river *n* /'rɪvə(r)/
 roof *n* /ru:f/
 sandstone *n* /'sændstəʊn/
 second floor *n* /,sekənd 'flɔ:(r)/
 sick *adj* /sɪk/
 sitting room *n* /'sɪtɪŋ ,ru:m/
 situated *adj* /'sɪtʃu'eɪtɪd/
 skyscraper *n* /'skaɪskreɪpə(r)/
 snakes *n pl* /sneɪks/
 software *n* /'sɒftweə(r)/
 south *n* /sauθ/
 staircase *n* /'steɪkɜ:ɪs/
 stairs *n pl* /steəz/
 stars *n pl* /stɑ:z/
 steel *n* /sti:l/
 stone *n* /stəʊn/
 strength *n* /streŋθ/
 style *n* /stɑɪl/
 summary *n* /'sʌməri/
 Sweden *n* /'swɪ:dn/
 Switzerland *n* /'swɪtsrələnd/
 symbolize *v* /'sɪmbəlaɪz/
 tall *adj* /tɔ:l/
 tomb *n* /tu:m/
 top *n* /tɒp/
 tower *n* /'taʊə(r)/
 unhealthy *adj* /ʌn'helθi/
 unusual *adj* /ʌn'ju:ʒʊəl/
 upper *adj* /'ʌpə(r)/
 viewing platform *n*
 /'vju:ɪŋ ,plætfɔ:m/
 visitors *n pl* /'vɪzɪtəz/
 walls *n pl* /wɔ:lz/
 world *n* /wɜ:ld/
 Yemen *n* /'jemən/

Unit 5

academy *n* /ə'kædəmi/
accounting *n* /ə'kaʊntɪŋ/
administration *n* /əd,mɪnɪ'streɪfɪn/
admissions *n pl* /əd'mɪfɪnz/
adult *n* /'ædʌlt/
aerospace *n* /'eərəʊspets/
application form *n*
/,æplɪ'keɪfɪn ,fɔ:m/
apply (for) *v* /ə'plai (fə)/
arrows *n pl* /'ærəʊz/
arts *n pl* /ɑ:ts/
biological sciences *n pl*
/,baɪə'lɒdʒɪkl 'saɪənsɪz/
bookshelf *n* /'bʊkʃelf/
brochure *n* /'brəʊʃə(r)/
Canada *n* /'kænədə/
cause *v* /kɔ:z/
certificate *n* /sə'tɪfɪkət/
chairman *n* /'tʃeəmən/
chemistry *n* /'kemɪstri/
clever *adj* /'klevə(r)/
computing *n* /kəm'pjʊ:tɪŋ/
concert *n* /'kɒnsət/
contrast *n* /'kɒntrɑ:st/
cook *n* /kʊk/
correctly *adv* /kə'rektli/
dear *adj* /dɪə(r)/
degree *n* /drɪ'ɡri:/
department *n* /drɪ'pɑ:tmənt/
details *n pl* /'di:teɪlz/
difficulties *n pl* /'dɪfɪkəltɪz/
diploma *n* /drɪ'pləʊmə/
disagree *v* /,dɪsə'ɡri:/
Dr *n* /'dɒktə(r)/
easily *adv* /'i:zəli/
economics *n* /,i:kə'nɒmɪks, ,ekə-
ending *n* /'endɪŋ/
environment *n* /ɪn'veɪrənmənt/
essay *n* /'eseɪ/
especially *adv* /ɪ'speʃəli/
Europe *n* /'juərəp/
family name *n* /'fæməli ,neɪm/
fax *n* /fæks/
fluent *adj* /'flu:ənt/
found *v* /faʊnd/
full-time *adj* /'fʊl ,taɪm/
genius *n* /'dʒi:niəs/
geology *n* /dʒi'nlɒdʒi/
greeting *n* /'ɡri:tɪŋ/
higher education *n*
/,haɪə ,edʒʊ'keɪfɪn/
highlight *v* /'haɪlaɪt/
history *n* /'hɪstri/
hobby *n* /'hɒbi/
human resources *n pl*
/,hju:mən rɪ'zɔ:sɪz/
intelligent *adj* /ɪn'telɪdʒənt/
interest *v* /'ɪntrəst/
interested *adj* /'ɪntrəstɪd/
IT *n* /,aɪ 'ti:/
knife *n* /naɪf/
law *n* /lɔ:/
lonely *adj* /'ləʊnli/
look forward to *v*
/,lʊk 'fɔ:wəd tə/

management *n* /'mænɪdʒmənt/
margins *n pl* /'mɑ:dʒɪnz/
maths *n* /mæθs/
mature *adj* /mə'tʃʊə(r)/
mechanics *n* /mə'kæniks/
medicine *n* /'medsn/
modern languages *n pl*
/,mɒdn 'læŋɡwɪdʒɪz/
number *v* /'nʌmbə(r)/
officer *n* /'ɒfɪsə(r)/
online *adv* /ɒn'laɪn/
opposite *n* /'ɒpəzɪt/
overlook *v* /,əʊvə'lʊk/
part-time *adj* /'pɑ:t ,taɪm/
passport *n* /'pɑ:spɔ:t/
physics *n* /'fɪzɪks/
pollution *n* /pə'lju:ʃn/
population *n* /,pɒpjə'leɪfɪn/
postgraduate *n* /,pəʊst'ɡrædʒuət/
predictions *n pl* /prɪ'dɪkʃnz/
private *adj* /'praɪvət/
recently *adv* /'ri:səntli/
Russia *n* /'rʌʃjə/
schoolteachers *n pl* /'sku:l,tɪ:tʃəz/
skin cancer *n* /'skɪn ,kænsə(r)/
social sciences *n pl*
/,səʊʃl 'saɪənsɪz/
special *adj* /'speʃl/
sports sciences *n pl*
/'spɔ:ts ,saɪənsɪz/
teenagers *n pl* /'ti:neɪdʒəz/
total *adj* /'təʊtl/
UK *n* /,ju: 'keɪ/
undergraduate *n*
/ˌʌndə'ɡrædʒuət/
United Kingdom *n*
/ju:,naɪtɪd 'kɪŋdəm/
virus *n* /'vaɪrəs/
vitamin D *n* /,vɪtəmɪn 'di:/
young *adj* /jʌŋ/
Yours faithfully /,jɔ:z 'feɪθfəli/
Yours sincerely /,jɔ:z sɪn'sɪəli/
wait *v* /weɪt/
wedding *n* /'wedɪŋ/

Unit 6

accurate *adj* /'ækjʊərət/
advertisement *n* /əd'vɜ:tɪsmənt/
aeroplane *n* /'eərəpleɪn/
artificial *adj* /,ɑ:tɪ'fɪʃl/
at least /ət 'li:st/
atomic *adj* /ə'tɒmɪk/
available *adj* /ə'veɪləbl/
batteries *n pl* /'bætəri:z/
bluetooth *n* /'blu:tu:θ/
boats *n pl* /bəʊts/
body *n* /'bɒdi/
bury *v* /'beri/
businessmen *n pl* /'bɪznəsmən/
businesswomen *n pl*
/'bɪznəsweɪmɪn/
calculate *v* /'kælkjəleɪt/
calculator *n* /'kælkjəleɪtə(r)/
carpets *n pl* /'kɑ:pɪts/
circle *v* /'sɜ:kl/
clause *n* /klaʊz/
clean *v* /kli:n/
clocks *n pl* /klɒks/
common *adj* /'kɒmən/
compact discs *n pl*
/ˌkɒmpækt 'dɪskz/
construction *n* /kən'strʌkʃn/
contact *v* /'kɒntækt/
contact lenses *n pl*
/'kɒntækt ,lenzɪz/
contain *v* /kən'teɪn/
control *v* /kən'trəʊl/
copies *n pl* /'kɒpɪz/
criminals *n pl* /'krɪmɪnəlz/
deal with *v* /'di:l ,wɪð/
defense *n US* /drɪ'fens/
deployment *n* /drɪ'pləʊmənt/
destination *n* /destən'eɪʃn/
device *n* /drɪ'vaɪs/
digital cameras *n pl*
/,dɪdʒɪtəl 'kæmərəz/
dish *n* /dɪʃ/
dishwasher *n* /'dɪʃwɒʃə(r)/
distance *n* /'dɪstəns/
documents *n pl* /'dɒkjəmənts/
DVD player *n*
/,di:vi:'di:,pleɪə(r)/
electricity *n* /ɪ,lek'trɪsətɪ/
electronic *adj* /ɪ,lek'trɒnɪk/
elephant *n* /'elɪfənt/
encyclopaedia *n* /ɪn,sʌɪklə'pi:diə/
energy *n* /'enədʒi/
entertainment *n* /entə'teɪnmənt/
exact *adj* /ɪg'zækt/
exactly *adv* /ɪg'zæktli/
extraction *n* /ɪk'strækʃn/
fast *adv* /fɑ:st/
fit *v* /fɪt/
fix *v* /fɪks/
four-wheel drive *adj*
/,fɔ: ,wi:l 'draɪv/
free *adj* /fri:/
generate *v* /'dʒenəreɪt/
gold *n* /gəʊld/
ground station *n* /'graʊnd ,steɪʃn/
group *n* /gru:p/

handbags *n pl* /'hændbægz/
hold *v* /həʊld/
homophones *n pl* /'hɒməfəʊnz/
honest *adj* /'ɒnɪst/
imagine *v* /ɪ'mædʒɪn/
instrument *n* /'ɪnstɪrəmənt/
international *adj* /,ɪntə'næʃnəl/
intricacies *n pl* /'ɪntrɪkəsɪz/
invention *n* /ɪn'venʃn/
jewellery *n* /'dʒu:ələri/
Jupiter *n* /'dʒu:pɪtə(r)/
kilograms *n pl* /'kɪləgræmz/
kinetic energy *n* /kɪ'netɪk 'enədʒi/
kg *n* /,keɪ 'dʒi:, 'kɪləgræmz/
be known as *v* /bɪ 'nəʊn əz/
laptop (computer) *n*
/ˌlæptɒp (kəm'pjʊ:tə)/
large-scale *adj* /lɑ:dsʒ ,skeɪl/
laser *n* /'leɪzə(r)/
last *adj* /lɑ:st/
launch *v* /lɔ:nʃ/
learners *n pl* /'lɜ:nəz/
level *n* /'levl/
liquid *n* /'lɪkwɪd/
locate *v* /ləʊ'keɪt/
look like *v* /'lʊk ,laɪk/
lost *adj* /lɒst/
machine *n* /mə'ʃi:n/
main *adj* /meɪn/
mainly *adv* /'meɪnli/
mains electricity *n*
/ˌmeɪnz ɪ,lek'trɪsətɪ/
make sure *v* /,meɪk 'ʃʊə(r)/
man-made *adj* /,mæn 'meɪd/
maps *n pl* /mæps/
marks *n pl* /mɑ:ks/
mechanic *n* /mə'kæni:k/
metal *n* /'metl/
metro *n* /'metrəʊ/
microwave *n* /'maɪkrəweɪv/
military *n* /'mɪlətri/
misspell *v* /,mɪs 'spel/
mobile *n* /'məʊbaɪl/
moment *n* /'mɒmənt/
moon *n* /mu:n/
MP3 player *n*
/ˌem pi: 'θri:,pleɪə(r)/
natural *adj* /'nætʃərəl/
navigation *n* /ˌnævɪ'ɡeɪʃn/
network *n* /'netwɜ:k/
notebook computer *n*
/ˌnəʊtbʊk kəm'pjʊ:tə(r)/
object *n* /'ɒbdʒɪkt/
objective *adj* /əb'dʒektɪv/
orbit *n, v* /'ɔ:bɪt/
oven *n* /'ʌvən/
paper clips *n pl* /'peɪpə ,klɪps/
part (of) *n* /'pɑ:t (əv)/
pass *v* /pɑ:s/
petrol *n* /'petrəl/
photocopier *n* /'fəʊtəʊkɒpiə(r)/
plane *n* /pleɪn/
planets *n pl* /'plænɪts/
plastic *n* /'plæstɪk/
pocket *n* /'pɒkɪt/
popular *adj* /'pɒpjələ(r)/
portable *adj* /'pɔ:təbl/

Unit 3

position *n*, *v* /pə'zɪʃn/
printer *n* /'prɪntə(r)/
printing press *n* /'prɪntɪŋ ,pres/
process *n* /'prəʊses/
provide *v* /prə'vaɪd/
radio signal *n* /'reɪdiəʊ ,sɪgnəl/
radio waves *n pl* /'reɪdiəʊ ,weɪvz/
receiver *n* /rɪ'si:və(r)/
reliable *adj* /rɪ'laɪəbl/
remote control *n*
/rɪ,məʊt kən'trəʊl/
report *n* /rɪ'pɔ:t/
rice *n* /raɪs/
robot *n* /'rəʊbɒt/
rockets *n pl* /'rɒkɪts/
run (on) *v* /rʌn (ɒn)/
sailors *n pl* /'seɪləz/
Sat Nav *n* /'sæt ,næv/
satellite *n* /'sætələɪt/
Segway *n* /'segweɪ/
signs *n pl* /saɪnz/
silk *n* /sɪlk/
simple *adj* /'sɪmpl/
situation *n* /,sɪtʃu'eɪʃn/
skills *n pl* /skɪlz/
slow *adj* /sləʊ/
solar system *n* /'səʊlə ,sɪstəm/
sound *v* /saʊnd/
space *n* /speɪs/
speedometer *n* /spi:d'ɒmɪtə(r)/
street *n* /stri:t/
system *n* /'sɪstəm/
technical *adj* /'teknɪkl/
term *n* /tɜ:m/
thermometer *n* /θə'mɒmɪtə(r)/
tin-opener *n* /'tɪn ,əʊpnə(r)/
transmit *v* /træns'mɪt/
transport *n* /'træns'pɔ:t/
travel *v* /'trævl/
travellers *n pl* /'trævləz/
tropical *adj* /'trɒpɪkl/
update *n* /'ʌpdeɪt/
up-to-date *adj* /,ʌp tə 'deɪt/
use *n* /ju:s/
user *n* /'ju:zə(r)/
vacuum cleaner *n*
/'vækju:m ,kli:nə(r)/
wash *v* /wɒʃ/
washing machine *n*
/'wɒʃɪŋ mə'ʃi:n/
water filters *n pl* /'wɔ:tə ,fɪltəz/
website *n* /'websaɪt/
weigh *v* /weɪ/
wind power *n* /'wɪnd ,paʊə(r)/
wind turbines *n pl*
/'wɪnd ,tɜ:bajnz/
World Wide Web *n*
/,wɜ:lɪd ,waɪd 'web/

add *v* /æd/
add up *v* /,æd 'ʌp/
air *n* /eə(r)/
apples *n pl* /'æplz/
America *n* /ə'merɪkə/
Arab *adj* /'ærəb/
Arabian peninsula *n*
/ə'reɪbiən pə'nɪnsjələ/
area *n* /'eəriə/
argument *n* /'ɑ:gjʊmənt/
beans *n pl* /bi:nz/
Bedouin *adj* /'beduɪn/
believe *v* /bɪ'li:v/
boil *v* /bɔɪl/
boiling *adj* /'bɔɪlɪŋ/
bowl *n* /bəʊl/
bread *n* /bred/
burgers *n pl* /'bɜ:gəz/
carrots *n pl* /'kærəts/
central *adj* /'sentrəl/
chart *n* /tʃɑ:t/
chocolate *n* /'tʃɒklət/
coffee *n* /'kɒfi/
coffee pot *n* /'kɒfi ,pɒt/
conclusion *n* /kən'klu:ʒn/
concrete *n* /'kɒŋkri:t/
consumer *n* /kən'sju:mə(r)/
costs *n pl* /kɒsts/
culture *n* /'kʌltʃə(r)/
cupboard *n* /'kʌbəd/
daily *adj* /'deɪli/
delicious *adj* /dɪ'lɪʃəs/
disadvantage *n* /,dɪsəd'vɑ:ntɪdʒ/
disagreement *n* /,dɪsə'gri:mənt/
dislike *v* /dɪs'lʌɪk/
distrust *v* /dɪs'trʌst/
effects *n pl* /ɪ'fekts/
Egypt *n* /'i:ʒɪpt/
enjoyable *adj* /ɪn'dʒɔɪəbl/
Ethiopia *n* /,i:θi'əʊpiə/
experience *n* /ɪk'spiəriəns/
experiment *n* /ɪk'sperɪmənt/
far *adj* /fɑ:(r)/
farmer *n* /'fɑ:mə(r)/
Farsi *n* /fɑ:si:/
field *n* /fi:ld/
first of all /,fɜ:st əv 'ɔ:l/
flour *n* /'flaʊə(r)/
fluently *adv* /'flu:əntli/
food *n* /fu:d/
food mile *n* /'fu:d ,maɪl/
foreign *adj* /'fɔ:rən/
fresh *adj* /fref/
fridge *n* /frɪdʒ/
friendly *adj* /'frendli/
fruit *n* /fru:t/
global warming *n*
/,gləʊbl 'wɔ:mɪŋ/
grams *n pl* /græmz/
grind *v* /graɪnd/
grains *n pl* /greɪnz/
hard *adv* /hɑ:d/
heat *v* /hi:t/
hosts *n pl* /həʊsts/
ice-cream *n* /,aɪs 'kri:m/

impatient *adj* /ɪm'peɪʃnt/
import *v* /ɪm'pɔ:t/
imported *adj* /ɪm'pɔ:tɪd/
impossible *adj* /ɪm'pɒsəbl/
in addition /,ɪn ə'dɪʃn/
incomplete *adj* /,ɪnkəm'pli:t/
increase *v* /ɪn'kri:s/
ingredients *n pl* /ɪn'gri:diənts/
in season /,ɪn 'si:zən/
irregular *adj* /ɪ'regjələ(r)/
irresponsible *adj* /,ɪrɪ'spɒnsəbl/
Italian *adj* /ɪ'tæliən/
Italy *n* /'ɪtəli/
items *n pl* /'aɪtəmz/
journey *n* /'dʒɜ:ni/
jumbled *adj* /'dʒʌmblɪd/
Kenya *n* /'kenjə/
lamb *n* /læm/
land *v* /lænd/
leaves *n pl* /li:vz/
Lebanese *adj* /,lebə'ni:z/
lecturer *n* /'lektʃərə(r)/
literature *n* /'lɪtrətʃə(r)/
loaf *n* /ləʊf/
locally *adv* /'ləʊkəli/
Malaysia *n* /mə'leɪzə/
market *n* /'mɑ:kɪt/
miles *n pl* /maɪlz/
mint *n* /mɪnt/
mint tea *n* /,mɪnt 'ti:/
minutes *n pl* /'mɪnɪts/
Moroccan *adj* /mɔ'rɒkən/
Morocco *n* /mɔ'rɒkəʊ/
music *n* /'mju:zɪk/
New Zealand *n* /,nju: 'zi:lənd/
noise *n* /nɔɪz/
nowadays *adv* /'naʊədeɪz/
omelette *n* /'ɒmlət/
onions *n pl* /'ɒnjənz/
opinion *n* /ə'pɪnjən/
originally *adv* /ə'rɪdʒənəli/
origins *n pl* /'ɒrɪdʒɪnz/
pasta *n* /'pæstə/
pick *v* /pɪk/
pizza *n* /'pi:tə/
plate *n* /pleɪt/
potatoes *n pl* /pə'teɪtəʊz/
pour *v* /pɔ:(r)/
probably *adv* /'prɒbəbli/
produce *v* /prə'dju:s/
producers *n pl* /prə'dju:səz/
projects *n pl* /'prɒdʒekts/
reduce *v* /rɪ'dju:s/
repair *v* /rɪ'peə(r)/
require *v* /rɪ'kwaɪə(r)/
rice *n* /raɪs/
roast *v* /rəʊst/
roasted *adj* /'rəʊstɪd/
salt *n* /sɔ:lt, sɒlt/
sell *v* /sel/
sensible *adj* /'sensəbl/
separate *v* /'sepəreɪt/
serve *v* /sɜ:v/
ships *n pl* /ʃɪps/
sides *n pl* /saɪdz/
signal *n* /'sɪgnəl/
similar *adj* /'sɪmələ(r)/

similarly *adv* /'sɪmələli/
society *n* /sə'saɪəti/
Spanish *adj* /'spæɪnɪʃ/
spread *v* /spred/
store *v* /stɔ:(r)/
strawberries *n pl* /'strɔ:bərɪz/
sugar *n* /'fʊgə(r)/
supermarket *n* /'su:pəmə:kɪt/
surprised *adj* /sə'praɪzd/
take off *v* /,teɪk 'ɒf/
taste *n* /teɪst/
tasteless *adj* /'teɪstləs/
tasty *adj* /'teɪsti/
tea *n* /ti:/
teapot *n* /'ti:pɒt/
technology *n* /tek'nɒlədʒi/
tennis *n* /'tenɪs/
thousands *n pl* /'θaʊzəndz/
tomatoes *n pl* /tə'mɑ:təʊz/
total *n* /'təʊtl/
trade *n* /treɪd/
traditional *adj* /trə'dɪʃənəl/
traditionally *adv* /trə'dɪʃənəli/
tray *n* /treɪ/
Turkish *n* /'tɜ:kɪʃ/
UAE *n* /,ju: eɪ 'i:/
unhappy *adj* /ʌn'hæpi/
unhelpful *adj* /ʌn'hɛlpfl/
United Arab Emirates *n*
/ju:,nɑ:ɪtɪd ,ærəb 'emɪrəts/
unpleasant *adj* /ʌn'pleznt/
upset *adj* /ʌp'set/
Urdu *n* /'ɜ:du:/
way of life *n* /,weɪ əv 'laɪf/
welcoming *adj* /'welkəmɪŋ/
western *adj* /'westən/
wood *adj* /wʊd/
worrying *adj* /'wɒrɪŋ/

Unit 8

African *adj* /'æfrɪkən/
artists' *n pl* /'ɑ:tɪsts/
Asia *n* /'eɪʒə/
Asian *adj* /'eɪʒn/
Austria *n* /'ɒstriə/
Bangladesh *n* /,bæŋglə'deɪʃ/
bar chart *n* /'bɑ:ʃ,tʃɑ:t/
beach *n* /bi:tʃ/
best *adj* /best/
best-known *adj* /'best ,nəʊn/
births *n pl* /bɜ:θs/
birth rate *n* /'bɜ:θ ,reɪt/
boating *n* /'bəʊtɪŋ/
border *n* /'bɔ:də(r)/
Canada *n* /'kænədə/
captain *n* /'kæptɪn/
census *n* /'sensəs/
chains *n pl* /tʃeɪnz/
coast *n* /kəʊst/
commercial *adj* /kə'mɜ:ʃl/
cool *adj* /ku:l/
corner *n* /'kɔ:nə(r)/
cosmopolitan *adj*
/ ,kɔ:zmə'pɒlɪtən/
cover *v* /'kʌvə(r)/
crime *n* /kraɪm/
cycling *n* /'saɪklɪŋ/
data *n* /'deɪtə/
disorganized *adj* /dɪs'ɔ:gənəraɪzd/
ethnic *adj* /'eθnɪk/
ethnically *adv* /'eθnɪkli/
facilities *n pl* /fə'sɪlətɪz/
factors *n pl* /'fæktəz/
facts *n pl* /fæktz/
fashion *n* /'fæʃn/
figures *n pl* /'fɪgəz/
Filipinos *n pl* /,fɪlə'pi:nəʊz/
forests *n pl* /'fɒrɪsts/
graph *n* /grɑ:f/
half *n* /hɑ:f/
harbour *n* /'hɑ:bə(r)/
high fashion *n* / ,haɪ 'fæʃn/
high-ranking *adj* /'haɪ ,ræŋkɪŋ/
hiking *n* /'haɪkɪŋ/
historic *adj* /hɪ'stɔ:rɪk/
include *v* /ɪn'klu:d/
Indians *n pl* /'ɪndiənz/
intelligence *n* /ɪn'telɪdʒəns/
Ian *n* /'iɑ:n, i'ræn/
Japanese *adj* /,dʒæpə'ni:z/
Jordan *n* /'dʒɔ:dn/
Kuwait *n* /ku'weɪt/
lie *v* /laɪ/
liveable *adj* /'lɪvəbl/
living conditions *n pl*
/ 'lɪvɪŋ kən,dɪʃnz/
low *adj* /ləʊ/
maximum *adj* /'mæksɪməm/
mild *adj* /maɪld/
million *n* /'mɪljən/
mixed *adj* /mɪkst/
monsoon *n* /mən'su:n/
mother tongue *n* /'mʌðə ,tʌŋ/
museum *n* /mju:'zi:əm/

naval *adj* /'neɪvl/
Nigeria *n* /naɪ'dʒɪəriə/
order *n* /'ɔ:də(r)/
Pakistan *n* /,pæki'stɑ:n/
panoramic *adj* /,pænə'remɪk/
Papua New Guinea *n*
/ ,pæpjʊə ,nju: 'ɡuɪni/
peninsula *n* /pə'nɪnsjələ/
per *prep* /pɜ:(r)/
pie chart *n* /'paɪ ,tʃɑ:t/
political *adj* /pə'lɪtɪkl/
port *n* /pɔ:t/
precipitation *n* /prɪ,sɪpɪ'teɪʃn/
quarter *n* /'kwɔ:tə(r)/
rank *v* /ræŋk/
rarely *adv* /'reəli/
rate *n* /reɪt/
recreation *n* / ,rekreɪ'etʃn/
recreational *adj* / ,rekreɪ'etʃən/
rename *v* / ,ri:'neɪm/
retake *v* / ,ri:'teɪk/
rise *v* /raɪz/
safety *n* /'seɪftɪ/
scenery *n* /'si:nəri/
scores *n pl* /sko:z/
second language *n*
/ ,sekənd 'læŋgwɪdʒ/
settlement *n* /'setlmənt/
shopping *n* /'ʃɒpɪŋ/
sights *n pl* /saɪts/
skiing *n* /'skiɪŋ/
snow-capped *adj* /'snəʊ ,kæpt/
south-west *adj* /'saʊθ ,west/
square *n* /skweə(r)/
stadium *n* /'steɪdɪəm/
statistics *n pl* /stə'tɪstɪks/
successful *adj* /sək'sesfl/
surround *v* /sə'raʊnd/
survey *n* /sɜ:veɪ/
Switzerland *n* /'swɪtsələnd/
studios *n pl* /'stju:diəʊz/
table *n* /'teɪbl/
top *adj* /tɒp/
tourist centre *n* /'tuərɪst
,sentə(r)/
trading *n* /'treɪdɪŋ/
trip *n* /trɪp/
unit *n* /'ju:nɪt/
United States *n* /'ju:nəɪtɪd 'steɪts/
Vietnamese *n pl* /vjetnə'mi:z/
view *n* /vju:/
visuals *n pl* /'vɪʒʊəlz/
wood *n* /wʊd/
worst *adj* /wɜ:st/
worth *adj* /wɜ:θ/

Unit 9

active *adj* /'æktɪv/
activity *n* /æk'tɪvətɪ/
aims *n pl* /eɪmz/
arm *n* /ɑ:m/
articles *n pl* /'ɑ:tɪklz/
average *adj* /'ævərɪdʒ/
avoid *v* /ə'vɔɪd/
bath *n* /bɑ:θ/
bedtime *n* /'bedtaɪm/
beneficial *adj* / ,benə'fɪʃl/
billion *n* /'bɪljən/
blood *n* /blʌd/
body *n* /'bɒdi/
bone *n* /bəʊn/
brain *n* /breɪn/
brainpower *n* /'breɪnpaʊə(r)/
caffeine *n* /'kæfi:n/
cat *n* /kæt/
cells *n pl* /selz/
central nervous system *n*
/ ,sentrəl 'nɜ:vəs ,sɪstəm/
chest *n* /tʃest/
chimpanzee *n* / ,tʃɪmpən'zi:/
cholesterol *n* /kə'lestərɒl/
choline *n* /'kəʊli:n/
clubs *n pl* /klʌbz/
comfortable *adj* /'kɒmfətəbl/
compare *v* /kəm'peə(r)/
comprehension *n* / ,kɒmprɪ'hensjən/
consist of *v* /kən'sɪst əv/
contents *n pl* /'kɒntents/
corporation *n* / ,kɔ:pə'reɪʃn/
cover *n* /'kʌvə(r)/
cow *n* /kaʊ/
create *v* /kri'eɪt/
cricket *n* /'krɪkɪt/
cyclists *n pl* /'saɪklɪsts/
damage *v* /'dæmɪdʒ/
dancing *n* /'dɑ:nsɪŋ/
dark *adj* /dɑ:k/
delicate *adj* /'delɪkət/
diet *n* /'daɪət/
disease *n* /dɪ'zi:z/
display *v* /dɪ'spleɪ/
disturb *v* /dɪ'stɜ:b/
dolphin *n* /'dɒlfɪn/
ear *n* /ɪə(r)/
eggs *n pl* /egz/
emotion *n* /ɪ'məʊʃn/
encourage *v* /ɪn'kʌrɪdʒ/
exercise *n, v* /'eksəsaɪz/
experts *n pl* /'ekspɜ:ts/
eye *n* /aɪ/
facts *n pl* /fæktz/
fat *n* /fæt/
fatty *adj* /'fæti/
fish *n* /fɪʃ/
flow *n* /fləʊ/
foot *n* /fʊt/
functions *n pl* /'fʌŋkʃnz/
great *adj* /ɡreɪt/
gym *n* /dʒɪm/
hair *n* /heə(r)/
hand *n* /hænd/
head *n* /hed/
heavy *adj* /'hevi/
heart *n* /hɑ:t/
human *adj, n* /'hju:mən/
ill *adj* /ɪl/
immune system *n*
/ɪ'mju:n ,sɪstəm/
importance *n* /ɪm'pɔ:təns/
improve *v* /ɪm'pru:v/
index *n* /'ɪndeks/
in good shape /ɪn ,ɡʊd 'ʃeɪp/
join *v* /dʒɔɪn/
kilos *n pl* /'ki:ləʊz/
lawyer *n* /'lɔ:jə(r)/
leader *n* /'li:də(r)/
leg *n* /leg/
liver *n* /'lɪvə(r)/
lungs *n pl* /lʌŋz/
male *adj* /meɪl/
mathematician *n* / ,mæθəmə'tɪʃn/
mattress *n* /'mætrəs/
memory *n* /'meməri/
mentally *adv* /'mentəli/
mention *v* /'menʃn/
midday *n* /'mɪd'deɪ/
mix *v* /mɪks/
mouth *n* /maʊθ/
neck *n* /nek/
nerve cells *n pl* /'nɜ:v ,selz/
neurons *n pl* /'njuərɒnz/
new *adj* /nju:/
normal *adj* /'nɔ:məl/
nose *n* /nəʊz/
nutrient *n* /'nju:triənt/
nutritious *adj* /nju:'trɪʃəs/
nuts *n pl* /nʌts/
organ *n* /'ɔ:gən/
physical *adj* /'fɪzɪkl/
pillows *n pl* /'pɪləʊz/
players *n pl* /'pleɪəz/
plenty *n* /'plenti/
poster *n* /'pəʊstə(r)/
print *v* /prɪnt/
program *v* /'prəʊɡræm/
protect *v* /prə'tekt/
puzzles *n pl* /'pʌzlz/
recommend *v* / ,rekə'mend/
red meat *n* / ,red 'mi:t/
relaxed *adj* /rɪ'læksd/
relaxing *adj* /rɪ'læksɪŋ/
responsible *adj* /rɪ'spɒnsəbl/
revision *n* /rɪ'vɪʒn/
ribs *n pl* /rɪbz/
rock climbers *n pl* /'rɒk ,klaɪməz/
routine *n* /ru:'ti:n/
self-defence *n* / ,self dɪ'fens/
sharp *adj* /ʃɑ:p/
skin *n* /skɪn/
skull *n* /skʌl/
smoking *n* /'sməʊkɪŋ/
skills *n pl* /skɪlz/
sleep *n* /sli:p/
social *adj* /'səʊʃl/
socialize *v* /'səʊʃəlaɪz/
socially *adv* /'səʊʃəli/
solve *v* /sɒlv/
spine *n* /spain/

steps *n pl* /stɛps/
 stomach *n* /ˈstʌmək/
 store *v* /stɔ:(r)/
 suggest *v* /səˈdʒest/
 summary *n* /ˈsʌməri/
 supper *n* /ˈsʌpə(r)/
 synonym *n* /ˈsɪnənɪm/
 teeth *n pl* /ti:θ/
 Theory of Relativity *n*
 /θiəri əv ˈreləˈtɪvəti/
 thinking *n* /ˈθɪŋkɪŋ/
 tips *n pl* /tɪps/
 tired *adj* /ˈtaɪəd/
 title page *n* /ˈtaɪtl ˌpeɪdʒ/
 unusual *adj* /ʌnˈju:ʒʊəl/
 waist *n* /weɪst/
 weight *n* /weɪt/
 work-outs *n pl* /ˈwɜ:k ˌaʊts/
 world famous *adj* /ˌwɜ:ld ˈfeɪməs/
 wide *adj* /waɪd/

Unit 10

according to *prep* /əˈkɔ:dn̩ tə/
 advantages *n pl* /ədˈvɑ:ntɪdʒɪz/
 aerobics *n* /eəˈrəʊbɪks/
 airline *n* /ˈeəlaɪn/
 alive *adj* /əˈlaɪv/
 also *adv* /ˈɔ:lsəʊ/
 the Americas *n pl* /ði əˈmerɪkəz/
 antonym *n* /ˈæntənɪm/
 approve *v* /əˈpru:v/
 arrive *v* /əˈraɪv/
 as a result /əz ə rɪˈzʌlt/
 average *n* /ˈævərɪdʒ/
 bar chart *n* /ˈbɑ: ˌtʃɑ:t/
 barrel *n* /ˈbærəl/
 birth *n* /bɜ:θ/
 blood pressure *n* /ˈblʌd ˌpreʃə(r)/
 book *v* /bʊk/
 boss *n* /bɒs/
 Botswana *n* /bɒtˈswɑ:nə/
 boxing *n* /ˈbɒksɪŋ/
 calculations *n pl* /ˌkælkjəˈleɪʃnz/
 cancer *n* /ˈkænsə(r)/
 Caribbean *n* /ˌkærəˈbi:ən/
 charts *n pl* /tʃɑ:ts/
 cholesterol *n* /kəˈlestərol/
 clean *adj* /kli:n/
 competition *n* /ˌkɒmpəˈtɪʃn/
 conference *n* /ˈkɒnfərəns/
 crash *n* /kræʃ/
 cure *n* /kjʊə(r)/
 cycle *v* /ˈsaɪkl/
 danger *n* /ˈdeɪndʒə(r)/
 death *n* /deθ/
 decimals *n pl* /ˈdesɪmlz/
 decline *v* /drɪˈklaɪn/
 decrease *v* /drɪˈkri:s/
 depart *v* /drɪˈpɑ:t/
 develop *v* /drɪˈveləp/
 developed *adj* /drɪˈveləpt/
 developing *adj* /drɪˈveləpɪŋ/
 diabetes *n* /ˌdaɪəˈbi:ti:z/
 dirty *adj* /ˈdɜ:ti/
 disapprove *v* /ˌdɪsəˈpru:v/
 disorganized *adj* /ˌdɪsˈɔ:gənəɪzd/
 drugs *n pl* /drʌgz/
 dull *adj* /dʌl/
 Eastern Mediterranean *n*
 /ˌi:stən ˌmedɪtəˈreɪniən/
 expect *v* /ɪkˈspekt/
 failure *n* /ˈfeɪljə(r)/
 fall *v* /fɔ:l/
 fast *adj* /fɑ:st/
 fast food *n* /ˌfɑ:st ˈfu:d/
 females *n pl* /ˈfi:meɪlz/
 figure *n* /ˈfɪgə(r)/
 Germany *n* /ˈdʒɜ:məni/
 go down *v* /ˌgəʊ ˈdaʊn/
 go into business *v*
 /ˌgəʊ ˌɪntə ˈbɪznəs/
 go up *v* /ˌgəʊ ˈʌp/
 graphs *n pl* /grɑ:fs/
 growing *adj* /ˈgrəʊɪŋ/
 health care *n* /ˈhelθ ˌkeə(r)/
 heart disease *n* /ˈhɑ:t dɪˌzi:z/
 high *adj* /haɪ/

ideal *adj* /aɪˈdi:əl/
 illegal *adj* /ɪˈli:gl/
 impersonal *adj* /ˌɪmˈpɜ:sənəl/
 increase *n, v* /ɪnˈkri:s, ɪnˈkri:s/
 indicate *v* /ˈɪndɪkeɪt/
 inexpensive *adj* /ˌɪnɪkˈspensɪv/
 inhabitants *n pl* /ɪnˈhæbɪtənts/
 injure *v* /ˈɪndʒə(r)/
 instead *adv* /ɪnˈsted/
 jog *v* /dʒɒg/
 lack *n* /læk/
 large *adj* /lɑ:dʒ/
 Latin America *n* /ˌlætɪn əˈmerɪkə/
 lecturer *n* /ˈlektʃərə(r)/
 legal *adj* /ˈli:gl/
 life *n* /laɪf/
 life expectancy *n* /ˈlaɪf ˌɛkspektənsi/
 lifestyles *n pl* /ˈlaɪfstɑɪlz/
 lose weight *v* /ˌlu:z ˈweɪt/
 low *adj* /ləʊ/
 malaria *n* /məˈleəriə/
 males *n pl* /meɪlz/
 mountains *n pl* /ˈmaʊntənz/
 Near East *n* /ˌni:ə ˈi:st/
 nervous *adj* /ˈnɜ:vəs/
 North America *n* /ˌnɔ:θ əˈmerɪkə/
 occur *v* /əˈkɜ:(r)/
 on the other hand
 /ˌɒn ðɪ ˈʌðə ˌhænd/
 ordinal numbers *n pl*
 /ˈɔ:dɪnl ˌnʌmbəz/
 organized *adj* /ˈɔ:gənəɪzd/
 overweight *adj* /ˌəʊvəˈweɪt/
 per *prep* /pɜ:(r)/
 percentage *n* /pəˈsentɪdʒ/
 personal *adj* /ˈpɜ:sənəl/
 Peru *n* /pəˈru:
 photocopier *n* /ˈfəʊtəʊkɒpiə(r)/
 picnics *n pl* /ˈpɪknɪks/
 politicians *n pl* /ˌpɒləˈtɪʃnz/
 poor *adj* /pɜ:(r)/
 possible *adj* /ˈpɒsəbl/
 prepare *v* /prɪˈpeə(r)/
 processed *adj* /ˈprəʊsest/
 proper *adj* /ˈprɒpə(r)/
 proportion *n* /prəˈpɔ:ʃn/
 purchase *v* /ˈpɜ:ʃəs/
 rate *n* /reɪt/
 reader *n* /ˈri:də(r)/
 reduce *v* /rɪˈdju:s/
 refer *v* /rɪˈfɜ:(r)/
 regularly *adv* /ˈregjələli/
 rise *v* /raɪz/
 serious *adj* /ˈsɪəriəs/
 show *v* /ʃəʊ/
 skimmed milk *n* /ˌskɪmd ˈmɪlk/
 South-East Asia *n* /ˌsaʊθ i:st ˈeɪzə/
 spread *n* /spred/
 statistics *n pl* /stəˈtɪstɪks/
 stress *n* /stres/
 success *n* /səkˈses/
 suffer from *v* /ˈsʌfə ˌfrɒm ˌfrɒm/
 synonym *n* /ˈsɪnənɪm/
 table *n* /ˈteɪbl/
 the Taj Mahal *n*
 /ðə ˌtɑ:dʒ məˈhɑ:l/

tickets *n pl* /ˈtɪkɪts/
 uninteresting *adj* /ʌnˈɪntrəstɪŋ/
 wealthy *adj* /ˈwelθi/
 weight *n* /weɪt/
 Western Pacific *n*
 /ˌwestən pəˈsɪfɪk/
 WHO *n* /ˌdʌblju: ɛɪtʃ ˈəʊ/
 World Health Organization *n*
 /ˌwɜ:ld ˈhelθ ˌɔ:gənəɪˌzeɪʃn/
 worldwide *adv* /ˌwɜ:ld ˈwaɪd/

PHONETIC SYMBOLS

Consonants

1	/p/	as in	pen /pen/
2	/b/	as in	big /bɪg/
3	/t/	as in	tea /ti:/
4	/d/	as in	do /du:/
5	/k/	as in	cat /kæt/
6	/g/	as in	go /gəʊ/
7	/f/	as in	four /fɔ:/
8	/v/	as in	very /'veri/
9	/s/	as in	son /sʌn/
10	/z/	as in	zoo /zu:/
11	/l/	as in	live /lɪv/
12	/m/	as in	my /maɪ/
13	/n/	as in	near /nɪə/
14	/h/	as in	happy /'hæpi/
15	/r/	as in	red /red/
16	/j/	as in	yes /jes/
17	/w/	as in	want /wɒnt/
18	/θ/	as in	thanks /θæŋks/
19	/ð/	as in	the /ðə/
20	/ʃ/	as in	she /ʃi:/
21	/ʒ/	as in	television /'telɪvɪʒn/
22	/tʃ/	as in	child /tʃaɪld/
23	/dʒ/	as in	German /'dʒɜ:mən/
24	/ŋ/	as in	English /'ɪŋɡlɪʃ/

Vowels

25	/i:/	as in	see /si:/
26	/ɪ/	as in	his /hɪz/
27	/i/	as in	twenty /'twenti/
28	/e/	as in	ten /ten/
29	/æ/	as in	stamp /stæmp/
30	/ɑ:/	as in	father /'fɑ:ðə/
31	/ɒ/	as in	hot /hɒt/
32	/ɔ:/	as in	morning /'mɔ:nɪŋ/
33	/ʊ/	as in	football /'fʊtbɔ:l/
34	/u:/	as in	you /ju:/
35	/ʌ/	as in	sun /sʌn/
36	/ɜ:/	as in	learn /lɜ:n/
37	/ə/	as in	letter /'letə/

Diphthongs (two vowels together)

38	/eɪ/	as in	name /neɪm/
39	/əʊ/	as in	no /nəʊ/
40	/aɪ/	as in	my /maɪ/
41	/aʊ/	as in	how /haʊ/
42	/ɔɪ/	as in	boy /bɔɪ/
43	/ɪə/	as in	hear /hɪə/
44	/eə/	as in	where /weə/
45	/ʊə/	as in	tour /tʊə/

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

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First published in 2011

2015 2014 2013 2012

10 9 8 7 6 5 4 3

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ISBN: 978 0 19 474159 0

Printed in China

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ACKNOWLEDGEMENTS

Illustrations by: Kathy Baxendale p.12 (neat handwriting), 20 (diagrams); Jason Cook p.27; Mark Duffin pp.21, 23, 35 (diagram of GPS & satellites in orbit), 41 (map); Andy Hammond p.5; Joe Morse/The Artworks p.54; Oxford Designers & Illustrators p.57

Commissioned photography by: Pearl Bevan, p.5, p.33; Ellie Farr p.31

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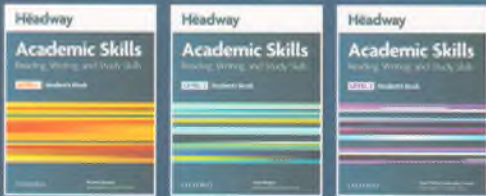
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