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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.

<table>
<thead>
<tr>
<th>newspaper</th>
<th>poem</th>
<th>textbook</th>
<th>novel</th>
<th>magazine</th>
</tr>
</thead>
<tbody>
<tr>
<td>report</td>
<td>telephone</td>
<td>directory</td>
<td>definition</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>read quickly</th>
<th>read slowly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>situations</th>
<th>ways of reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 □ reading a chapter of a physics textbook to understand a topic</td>
<td>a study reading</td>
</tr>
<tr>
<td>2 □ looking for a room number on an exam timetable</td>
<td>b skimming</td>
</tr>
<tr>
<td>3 □ choosing an interesting book to read</td>
<td>c scanning</td>
</tr>
</tbody>
</table>
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, 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. 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.

**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.

<table>
<thead>
<tr>
<th>Mona Saeed</th>
<th>Dr Lee</th>
<th>you</th>
</tr>
</thead>
<tbody>
<tr>
<td>city</td>
<td></td>
<td></td>
</tr>
<tr>
<td>country</td>
<td></td>
<td></td>
</tr>
<tr>
<td>job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>flat/house</td>
<td></td>
<td></td>
</tr>
<tr>
<td>married/single</td>
<td></td>
<td></td>
</tr>
<tr>
<td>children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>languages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other information</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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*.
1. I am 18 years old. I am single.
2. I am from Turkey. I live in the capital, Ankara.
3. Joe comes from India. He is working in Germany at the moment.
4. Maria and Jose are married. They have four children.
5. Sam likes computers. He doesn't like computer games.
6. 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 ...*

**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.

**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)

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 Selina lives with her parents in the centre of town.

2 We usually read textbooks or reports quite carefully.

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

2. **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 page 71)
- part of speech
- example(s) of use

Get a good dictionary and learn how to use it!

<table>
<thead>
<tr>
<th>word</th>
<th>pronunciation</th>
<th>part of speech</th>
<th>meaning</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>suburb</td>
<td>/'səbstrə/</td>
<td>noun</td>
<td>one of the parts of a town or city outside the centre</td>
<td>We live in the suburbs.</td>
</tr>
<tr>
<td>quick</td>
<td>/kwɪk/</td>
<td>adverb</td>
<td>quick, quickest</td>
<td></td>
</tr>
<tr>
<td>check</td>
<td>/tʃek/</td>
<td>verb</td>
<td>checks, checking, checked</td>
<td></td>
</tr>
<tr>
<td>always</td>
<td>/'ælweɪz/</td>
<td>adverb</td>
<td>at all times; every time I have always lived in London</td>
<td></td>
</tr>
</tbody>
</table>

3. **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**

<table>
<thead>
<tr>
<th>jobs</th>
<th>family</th>
<th>homes</th>
</tr>
</thead>
</table>
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: /ˈmeɪɡəˌziːnz/, /ˈmeɪˌɡəziːnz/, or /ˈmeɪɡəˌziːnz/?
   6 What is the past tense of the verb *buy*?
   7 How do we spell the plural of *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.

<table>
<thead>
<tr>
<th>word</th>
<th>pronunciation</th>
<th>part of speech</th>
<th>meaning</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th></th>
<th>me</th>
<th>my partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>the job is healthy</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>the salary is good</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>the work is interesting</td>
<td></td>
</tr>
</tbody>
</table>

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

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 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.

My name is Matthias. I am 22 years old and I am a student at a university in Berlin, Germany. I am studying chemical engineering. I live in a student hostel on the university campus. I am going to finish my course next semester, so I am working hard to pass my exams. When I leave the university, I want to go 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.

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 ________ 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.

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. put out a. research
2. fill in b. fit
3. run c. telephone calls
4. make d. a company
5. send e. fires
6. do f. a form
7. keep g. emails

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

1. At the weekend Sami ________ a walk in the park.
2. Last week Hasan ________ an accident in his new pick-up truck.
3. Can you ________ me the time of the next flight to Bangkok?
4. Igor usually ________ the 11.30 train to Moscow from St Petersburg.
5. Exercise helps people to ________ weight.
6. 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 (I)

4. Read the rules. Complete the definitions.

1. A s ________ does research in science.
2. A d ________ helps sick people.
3. A sh ________ sells things.
4. A f ________ sells flowers.
5. An a ________ acts in plays and films.
6. 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.

<table>
<thead>
<tr>
<th>-er</th>
<th>-or</th>
<th>-ist</th>
</tr>
</thead>
<tbody>
<tr>
<td>taxi driver</td>
<td>professor</td>
<td>journalist</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>A</th>
<th>verb</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>save</td>
<td>time, money</td>
<td></td>
</tr>
<tr>
<td>face</td>
<td></td>
<td></td>
</tr>
<tr>
<td>train</td>
<td></td>
<td></td>
</tr>
<tr>
<td>scan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>spend</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B</th>
<th>verb</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>have, go for</td>
<td>lunch</td>
<td></td>
</tr>
<tr>
<td></td>
<td>emails</td>
<td></td>
</tr>
<tr>
<td></td>
<td>telephone calls</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the computer</td>
<td></td>
</tr>
</tbody>
</table>
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.

a heavy rain
□ dry
□ strong winds
b snow
□ blue sky
□ hot
□ sunny
□ wet
□ storm
□ cold
□ warm
□ 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’s 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 kmsg per hour. A Category 5 hurricane is the strongest. The winds are more than 249 kmsg 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.

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?

1 Nori’s got a puncture.
2 Nori’s car is in the garage.
3 Nori’s late.
4 Have you got Nori’s phone number?

2 Put apostrophes in the sentences where necessary.

1 Have you got the girls’ books? She’s looking for them.
2 My favourite seasons are spring and summer.
   The weather’s beautiful then.
3 The students’ exam results were very bad. They all have to retake them.
4 Don’t swim today. The waves are huge and they’re very dangerous!
5 In the winter months many students go skiing in the mountains.
6 A Where’s Mike’s computer? B I’ve got it here.

3 Read the essay on deserts. Underline seven contractions. Write the full form.

Deserts

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.

STUDY SKILL Punctuation (2)

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

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

Find two words with apostrophes in the article Hurricanes.

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%) —— always —— often —— (0%)
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:

<table>
<thead>
<tr>
<th>a.m.</th>
<th>p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>9–11 Management</td>
</tr>
<tr>
<td>Tuesday</td>
<td>8–10 Statistics</td>
</tr>
</tbody>
</table>

**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.

11 Write a paragraph about your study habits. Use your answers from the questionnaire to help.
RESEARCH   Finding information (1)

1  Read Study Skill Complete the diagram with possible sources of information. Share your ideas with the class.

Internet  encyclopaedia

INFORMATION

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

<table>
<thead>
<tr>
<th>source</th>
<th>answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>a definition of the word search</td>
<td>dictionary  look for something</td>
</tr>
<tr>
<td>the temperature today in Singapore</td>
<td></td>
</tr>
<tr>
<td>the date when Tutenkhnum died</td>
<td></td>
</tr>
<tr>
<td>the names of the countries which border Bhutan</td>
<td></td>
</tr>
<tr>
<td>the time of sunset today in your country</td>
<td></td>
</tr>
<tr>
<td>What is the law of gravity?</td>
<td></td>
</tr>
<tr>
<td>the origin of the food ‘pasta’</td>
<td></td>
</tr>
<tr>
<td>the birthplace of Mahatma Ghandi</td>
<td></td>
</tr>
<tr>
<td>the most popular make of mobile phone among students in your class</td>
<td></td>
</tr>
</tbody>
</table>

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, 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
- peak

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

- huge
- very big
- big
- small
- country
- city
- town
- village

20  Unit 3  People and the environment
1 Complete the table with words about the weather. Use your dictionary to find the right part of speech.

<table>
<thead>
<tr>
<th>noun</th>
<th>adjective</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>snow</td>
<td>windy</td>
<td>to snow</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to ice over</td>
</tr>
<tr>
<td>rain</td>
<td>cloudy</td>
<td>to cloud over</td>
</tr>
<tr>
<td>sun</td>
<td>warm</td>
<td></td>
</tr>
<tr>
<td>heat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fog</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Unit 3 · People and the environment
1 Complete the table with words about the weather. Use your dictionary to find the right part of speech.

<table>
<thead>
<tr>
<th>noun</th>
<th>adjective</th>
<th>verb</th>
</tr>
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<tbody>
<tr>
<td>snow</td>
<td>windy</td>
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</tr>
<tr>
<td></td>
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<td>to ice over</td>
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<tr>
<td>rain</td>
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</tr>
<tr>
<td>sun</td>
<td>warm</td>
<td></td>
</tr>
<tr>
<td>heat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fog</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
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   3 The student was not sure when Tutenkhamun died, so he had to _________ an encyclopaedia.
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   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

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

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.

<table>
<thead>
<tr>
<th>building</th>
<th>Taj Mahal</th>
</tr>
</thead>
<tbody>
<tr>
<td>built by</td>
<td>Agra, north of India</td>
</tr>
<tr>
<td>located</td>
<td>skyscraper</td>
</tr>
<tr>
<td>made of</td>
<td>glass, steel</td>
</tr>
<tr>
<td>style</td>
<td>Islamic</td>
</tr>
<tr>
<td>other information</td>
<td>Some say - most beautiful building in the world</td>
</tr>
</tbody>
</table>

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.

1 It was a tomb for his wife, Mumtaz Mahal, who died in 1631.
2 It is built in an Islamic style. It symbolizes Shah Jehan’s love for his wife.
3 The architect was Ieoh Ming Pei. He is very well known. He designs large, unusual buildings.
4 It is a very tall skyscraper with 70 floors. It is 367 metres high.
5 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.

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)

**Read Study Skill** Choose a famous building from the box, or from your country. Find information about it and make notes in the table.

<table>
<thead>
<tr>
<th>Jin Mao Building – Shanghai</th>
<th>Empire State Building – New York</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tokyo City Hall</td>
<td>Sydney Opera House</td>
</tr>
<tr>
<td></td>
<td>Blue Mosque – Istanbul</td>
</tr>
<tr>
<td>Petronas Towers – Kuala Lumpur</td>
<td>Burj Al Arab – Dubai</td>
</tr>
</tbody>
</table>

**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?**
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  Sometimes we just want to get information.                         a  He is learning everything about software.
2  A personal diary is only for ourselves.                            b  We read the text quickly to find it.
3  George wants to work for a computer company one day.              c  This is when hurricanes usually form.
4  Taxi drivers face traffic jams every day.                          d  They often suffer from stress in their work.
5  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  I want to visit the Louvre in Paris.                                a  Most of the buildings are tall and narrow.
2  Paulo likes climbing mountains.                                    b  He is going to Switzerland for his holidays.
3  Nora wants to work for a newspaper as a journalist.               c  She loves writing and enjoys meeting people.
4  Land is very expensive in Hong Kong.                               d  They want to get away from the noisy cities and stay in a quiet place.
5  India has a lot of rain in the summer months.                      e  It is better to visit the country in the dry season.
6  In Russia people like to go to their 'dachas' in the summer.        f  It has some beautiful paintings.
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.*  
- *There are four minarets.*  
- *It has 72 floors.*  
- *It is made of glass and steel.*  
- *It was built in 1990.*  
- *It is situated/located in formal gardens.*

- *In the centre/* in the middle  
- *At the top/bottom*  
- *Around*  
- *Outside/Inside*  
- *On the left/right*  
- *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.

light 1  /lait/ adjective (lighter, lightest)
1 full of natural light: In summer it's light until about ten o'clock. 2 The room has a lot of windows so it's very light. 3 easy to lift or move: Will you carry this bag for me? It’s very light.

light 2  /laɪt/ adjective (lighter, lightest)
1 with a pale colour: a light blue shirt
2 with a pale colour: a light blue shirt
3 opposite dark

light 3  /laɪt/ adverb: She touched me lightly on the arm.
4 not very much or not very strong: light rain
5 at the picture at heavy.

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. 3

People who come from poor families usually work hard. 1

1 a I feel sick. Sonia’s cake was too rich for me. 3
   b Bill Gates is a rich man and he gives a lot of money to charity. 2
   c Rome is a very old city. It is rich in history. 3

2 a Diamond is a hard material. It is used in industry for cutting. 2
   b It is very hard to learn a new language. It takes time. 3

3 a The pilot was very cool when the engine caught fire. 3
   b Hong Kong is great fun. It’s a really cool city. 2
   c Summers in Sweden are cool, but usually quite sunny. 3

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 C  floor C  public C
platform C  steel C  rain C  tomb C  garden C

6 What is different about the nouns glass and marble? Check in your dictionary.
1 Complete the diagram with types of building material using words from Unit 4. Add other words.

2 Label the diagram of a house. Use the words in the box and your dictionary to help.

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

3 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.

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

1 a Glass is a cheap and light material.  
   b It is used in many modern buildings.
2 a Everyone wants to visit the Burj Al Arab.  
   b It is a very famous and unusual building.
3 a It is important to take good notes.  
   b They help you to understand what you read.
4 a Shah Jehan decided to build a beautiful tomb for his wife.  
   b He loved her very much.
5 a Winters in Russia are very cold.  
   b It is important to wear warm clothes.
6 a The weather was perfect.  
   b 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.
2 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 is 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 is a 14-year-old Chinese boy. In a few months he will be a student at Oxford University, in the United Kingdom, one of the most famous academic institutions in the world. Many people are asking, 'Isn't he too young to attend a university?'

Two years ago, Yinan Wang was a student at a 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 says. '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.

Now, two years later, Yinan Wang is going to Oxford University to study science. At the age of 14, he is one of the youngest students to study at this famous university. However, his schoolteachers think he will have no problems. One teacher says, 'He had special classes in English and he is now fluent. He also recently got 98% in a university maths exam.'

Yinan Wang is 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.

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

1. Yinan's family moved to London because ...
   a. he got a place at Oxford University.
   b. he wanted to learn English.
   c. his father got a job near London.

2. When Yinan came to England, he ...
   a. had a lot of friends.
   b. could not make any friends.
   c. did not want any English friends.

3. Yinan's teachers think that he will ...
   a. have problems at Oxford University.
   b. need special classes in English.
   c. not have difficulties at the university.

6 Read Study Skill Find two examples of however in the article and circle them. What ideas does however contrast?

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.

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

1. Some people think that 14 is too young for university. a. He will soon be a student at Oxford University.
2. Yinan Wang is only 14 years old. b. Now he is fluent in the language.
3. At first Yinan Wang could only speak a little English. c. Others believe that clever students should not wait.
Dear Sir

Hi Zara!

Dear Madam

Hello Tony

Dear Dr Patel

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/meeti...

Yours faithfully

Yours sincerely

Bye!

1 Miss Nancy Allen  Dear Miss Allen ... Yours sincerely, ...
2 The Manager, Human Resources
3 Mrs Helen Thomson
4 Mr Peter Ericson
5 Chairman, Department of Modern Languages
6 Dr Saeed Darwish
7 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

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 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 ______.

From:  
Date:  Wed, 27 Apr 2007 16:01:00 +0100 (BST)  
To:  "Global Institute" <globalinstitute@gj.net>  
Subject:  Information
4 Scan the advertisement for International Education College. Answer the questions.
- Where is the college?
- Can you study part-time?
- Can you apply online?
- Which subject interests you most?

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@iecuniv.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.

<table>
<thead>
<tr>
<th>magazine</th>
<th>dictionary</th>
<th>fax</th>
<th>woman</th>
<th>city</th>
<th>email</th>
<th>address</th>
</tr>
</thead>
<tbody>
<tr>
<td>bookshelf</td>
<td>company</td>
<td>day</td>
<td>virus</td>
<td>hobby</td>
<td>match</td>
<td>knife</td>
</tr>
</tbody>
</table>

**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.

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 114–153km/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
Write to university → choose course → fill in application form → attend interview

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 around 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 27 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 6,650 and there are about 13,000 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 in the table.

<table>
<thead>
<tr>
<th>university</th>
<th>child</th>
<th>professor</th>
<th>genius</th>
<th>wife</th>
<th>faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>campus</td>
<td>family</td>
<td>friend</td>
<td>class</td>
<td>woman</td>
<td>building</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-s</th>
<th>-es</th>
<th>-ies</th>
<th>irregular plurals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

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  d  Peter likes Global Institute.
2  a  Canada is one of the biggest countries in the world.
3  b  Pilots get good salaries.
4  c  Nancy is an excellent cook.
5  d  The sun is a good source of vitamin D.
6  e  Cars are an important part of modern life.

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

Dear Mr. A,

I am writing to asking for information in courses at the Economics Academy. My name is Kemal 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 you 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  Websites

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

a  

b  

c  

d  

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? Never again! What do the letters GPS mean?

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

a  ☐ When did the system start?  c  ☐ What is GPS?

b  ☐ What is the future?  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 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? Never again!

Imagine the situation. You are driving alone in a desert or on a mountain. You have no idea where you are. You passed the last house two hours ago. Then your car breaks down. It is night and it is cold. You have no mobile phone. What do you do? Well, next time take a GPS with you. This invention may be able to help you. It is a device which uses satellites to locate the user's position. It can locate your position to within 20 metres. Some GPS devices are even more accurate. A GPS cannot start your car, but at least you will know where you are.

GPS, which means Global Positioning System, is a small portable radio receiver. It looks like a mobile phone. You can hold it in your hand, or put in your pocket. It is sometimes fitted into a watch or a telephone. We also find GPS devices in cars, aeroplanes, or boats. Some of these devices, for example the Garmin GPSMAP 60, have electronic maps, so you know exactly where you are. For example, in a city they can tell you the name of the street.

There are three parts to the Global Positioning 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.

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.

Some people think that in the future the GPS will be as common as the mobile. They are becoming cheaper and more and more accurate. There are also new uses for the GPS, such as tracking criminals. Perhaps they will become like watches. Everyone will have one and you will never be lost again!

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 following signs or marks to find somebody
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. Use which or that.
   1  A photocopier is a machine a ... is made by Apple.
   2  A remote control is a device b ... controls things, such as televisions, from a distance.
   3  A drill is a tool c ... makes copies of documents, such as letters.
   4  A speedometer is an instrument d ... you use for making holes.
   5  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 Motorola, 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, ________________________ .
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 IBM Thinkpad. Laptops usually weigh between one and three kilograms, 4______ they are easy to carry around. These computers can run on batteries, 5______ they can also use mains electricity. Laptops are becoming very popular 6______ they are cheaper than before. You can use them in different places, 7______ libraries, canteens, on a train, or even in the street. They are useful for businessmen and women, and also for students.

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 which orbits another object. All bodies that is part of the solar system, for example the Earth and Jupiter, are satellites. Most of 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 is a man-made object that orbits the Earth, or an other body. However, scientists 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.

1 The mechanic doesn’t _______ how to fix the car, and I have _____ idea. (no/know)
2 I like autumn. _______ the best season in my country. (it’s/its)
3 I think that fourteen is _______ young for a child _______ go to university. (to/too)
4 _______ 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?

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 2005, worldwide capacity of wind-powered generators was 58,982 megawatts, their production making up less than 1% of world-wide electricity use. Although still a relatively minor source of electricity for most countries, it accounts for 23% of electricity use in Denmark, 4.3% in Germany and around 8% in Spain. Globally, wind power generation more than quadrupled between 1999 and 2005.

Illustrated History of Wind Power Development

The historical and technical information in this section is derived from many sources. Information on developments since 1975 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.

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.

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.

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
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
   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.

<table>
<thead>
<tr>
<th>transport</th>
<th>work/study</th>
<th>home</th>
</tr>
</thead>
<tbody>
<tr>
<td>the metro</td>
<td>a fax machine</td>
<td>a washing machine</td>
</tr>
<tr>
<td>a train</td>
<td>an aeroplane</td>
<td>a microwave</td>
</tr>
<tr>
<td>a dishwasher</td>
<td>a printer</td>
<td>a photocopier</td>
</tr>
</tbody>
</table>

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?
   9. A tin-opener is a very simple ____________, but a very important one.
   10. In the past, sailors and travellers used the sun and the stars to ____________ their position.
READER 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

1 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.

2 Look at the title of the article and the map on p41. Answer the questions.
   1 What do you think ‘food mile’ means?
   2 What information will you find in the article?
   3 Which five words will you find? Choose from the box.

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

3 Scan the article quickly. Find a definition for food mile and underline it.

4 Read Study Skill  Skim the article and match the topic sentences a–e with paragraphs 1–4. There is one extra topic sentence.
   a □ What is wrong with a lot of food miles?
   b □ Traditionally, farmers sold their food in the local market, so the food did not have to travel very far.
   c □ Nowadays, the food that you buy comes from many different countries.
   d □ Tomatoes are not tasty nowadays because of food miles.
   e □ Some countries have to import most of their food.

5 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.

   1 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.
   2 This was a good system for farmers and consumers. However, there were some disadvantages.
   3 We do not have to wait for spring or summer to buy strawberries or tomatoes. They are available in winter if we want.
   4 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.

6 Which sentence shows the writer’s opinion on food miles?

   Read Study Skill
   1 Food miles are useful for international trade.
   2 It is good that we can eat strawberries in winter.
   3 Long journeys by food cause pollution and global warming.

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.

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.

40  Unit 7  •  Food, drink, and culture
Food miles: from field to plate

1. 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?

2. 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.

3. 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’.

4. 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.

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 °_________ that food travels from the farmer’s field to the °_________. In the past, people went to their °_________ market to buy food. One °_________ was that they could only buy food that was in °_________ for example tomatoes in the summer. 4°_________, 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 5°_________ food because they have difficult climates. Food miles are a problem 6°_________ we use more oil and °_________. This causes 7°_________ and global warming.
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 ☐ Aeroplanes cause a lot of air pollution.  a  There is very little rainfall.
2 ☐ Food that travels a long distance is not very fresh.  b  The food is usually cheaper than in supermarkets.
3 ☐ Shopping in local markets is more interesting.  c  They make a lot of noise when they land and take off.
4 ☐ 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.
4 **Read Study Skill** Replace the underlined noun in each sentence with a pronoun from the box.

| she | it | they | his | her | them |

1. The car broke down in the middle of the desert. It was impossible to repair the car.
2. You can buy strawberries at any time of the year. However, some people prefer to buy strawberries in season.
3. Students work very hard on this course. Students write five projects every semester.
4. My brother is very upset at the moment. My brother's exam results were not very good.
5. My sister is happy with the new job. My sister's salary is better than before and my sister has longer holidays.

5 Read the paragraph about Moroccan tea. Underline the topic sentence. Add the pronouns *they*, *it*, or *them* to the paragraph.

The most important drink in Morocco is mint tea. 1. _______ is really a part of Moroccan culture. People can drink this tea at any time of the day, but in most homes 2. _______ usually have 3. _______ after meals. They make the tea using green tea leaves, which they put into a special teapot. Then they take some fresh mint leaves and add 4. _______ to the teapot. They add boiling water and lots of sugar. After a few minutes, they pour the tea into small glasses and they place 5. _______ on a tray. Finally, they serve the tea. 6. _______ is delicious on a hot day.

---

**Writing about food and drink**

6 What is the most important food or drink in your culture? Write a paragraph for a foreign visitor. Use a topic sentence to begin your paragraph, for example:

The most important food/drink in ... is ...
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

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

1 □ Most drivers are impatient when they are at the traffic lights.  
   a does not happen often  
2 □ I distrust most advertisements.  
   b different opinions  
3 □ I want to buy an inexpensive watch. I haven’t got much money.  
   c cheap  
4 □ It was irresponsible to let the children play in the busy street.  
   d not wanting to wait for something  
5 □ It is unusual to have so much rain in the desert.  
   e not sensible  
6 □ Yuki and Toni had a disagreement. 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.

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

1 □ You should preview the document and then print it.  
   a medicine for curing infection  
2 □ After the success of her TV show, Belal became a superstar in her own country.  
   b with many floors  
3 □ The film was in English, but fortunately there were subtitles.  
   c words at the bottom of a film/TV screen to help you understand
4 □ The antibiotic penicillin was discovered in 1928.  
   d a very famous singer or actor
5 □ The city centre has a multi-storey car park.  
   e see before
1 Complete the words from Unit 7 with two vowels.
   1 ingred__nts
   2 on__ns
   3 m__sure
   4 s__son
   5 ar__nd
   6 cont__ns
   7 c__ntries
   8 br__d
   9 f__ld
   10 b__lding
   11 r__son
   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  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' and the 'worst' 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 How do some African cities do? What reasons does the writer give?
   3 Why do you think Japanese cities have high scores?
   4 What do you think of surveys like this? Do you believe the results? Why/why not?

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 127 world cities. They give scores for each, and then rank 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 (9th place) and Calgary (10th), were also in the top ten. In second place was Melbourne, Australia followed by Vienna (Austria), Geneva (Switzerland), and Perth (Australia).

At the bottom of the list were the cities with the most difficult or dangerous living conditions. The city with the lowest score was Port Moresby, Papua New Guinea in 127th place. Just above were Karachi, Pakistan, and Dhaka, Bangladesh. Some 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 (32nd), London (44th), and New York (52nd). The Japanese cities of Osaka and Tokyo did better, however. These cities (both 21st) also had the biggest scores in Asia.
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 2001 census, the population of Vancouver City is about 540,000. 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.
WRITING Comparing data

1 Look at the data about Toronto and Moscow. Say if the sentences are true (T) or false (F).

<table>
<thead>
<tr>
<th></th>
<th>Average rainfall (mm)</th>
<th>Average maximum temperature (°C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moscow</td>
<td>0 20 40 60 80 100</td>
<td>0 10 20 25 30 35</td>
</tr>
<tr>
<td>Toronto</td>
<td>0 20 40 60 80 100</td>
<td>0 5 10 15 20 25</td>
</tr>
</tbody>
</table>

1. Toronto is wetter than Moscow in the winter. T
2. Moscow is drier than Toronto in the spring. T
3. August is the wettest month in Moscow. T
4. February is the driest month in Toronto. T
5. Moscow is hotter than Toronto in the summer. F
6. Moscow is colder than Toronto in the winter. F
7. June is the hottest month in Moscow. F
8. January and February are the coldest months in Toronto. F

2 Underline the comparative and superlative adjectives in the sentences in exercise 1.

3 Read the rules. Write the comparative and superlative form of the adjectives in the box.

<table>
<thead>
<tr>
<th>adjective</th>
<th>comparative</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>wet</td>
<td>wetter</td>
<td>the wettest</td>
</tr>
<tr>
<td>beautiful</td>
<td>more beautiful</td>
<td>the most beautiful</td>
</tr>
<tr>
<td>popular</td>
<td>colder</td>
<td>the coldest</td>
</tr>
<tr>
<td>mild</td>
<td>hotter</td>
<td>the hottest</td>
</tr>
<tr>
<td>difficult</td>
<td>more difficult</td>
<td>the most difficult</td>
</tr>
<tr>
<td>cool</td>
<td>cooler</td>
<td>the coolest</td>
</tr>
<tr>
<td>big</td>
<td>bigger</td>
<td>the biggest</td>
</tr>
<tr>
<td>nice</td>
<td>more nice</td>
<td>the nicest</td>
</tr>
<tr>
<td>low</td>
<td>lower</td>
<td>the lowest</td>
</tr>
</tbody>
</table>

4 Look at the population statistics for three countries in Asia. Complete the paragraph. Use the statistics from the table and the adjectives in the box.

<table>
<thead>
<tr>
<th>births (per 1000 population)</th>
<th>total population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan 9.37</td>
<td>127,463,611</td>
</tr>
<tr>
<td>China 13.25</td>
<td>1,313,973,713</td>
</tr>
<tr>
<td>South Korea 10</td>
<td>48,846,823</td>
</tr>
</tbody>
</table>

The table shows population statistics for three Asian countries: Japan, China, and South Korea. China has the 1_________ population, over 1.3 billion people. Japan's population is about 2_________ million. This is less than South Korea's population, which is just under 3_________ million. South Korea has the 4_________ population of these three countries. The country with the 5_________ birth rate is China. There are 6_________ births per million population. Japan has the 7_________ birth rate, 8_________ births per 1000. South Korea's birth rate is a little 9_________ than Japan's, but 10_________ than China's.
5 **Read Study Skill** Underline the *which* and *where* clauses in the sentences. Circle the commas.

1 Melbourne, which is one of the largest cities in Australia, came second in the survey.
2 The highest-ranking cities in Asia were Osaka and Tokyo, which is the capital of Japan.
3 Chinatown, where there are many good restaurants, is located near the centre of the city.
4 On Monday we visited the Grand Bazaar in Istanbul, where you can buy everything from carpets to gold chains.

**STUDY SKILL** Linking ideas (7)

Use relative pronouns *which* and *where* to add information about things (*which*) and places (*where*).

Look at sentences a and b. What are the differences? Underline the relative pronouns in b. Circle the comma.

a On the other side of the city are mountains. They rise to over 1500 metres.

b On the other side of the city are mountains, *which* rise to over 1500 metres.

Look at sentences c and d. What are the differences? Underline the relative pronouns in d. Circle the comma.

c You can also take a trip to Granville Island. You can buy paintings from artists' studios *there*.

d You can also take a trip to Granville Island, *where* you can buy paintings from artists' studios.

---

**Writing about cities**

6 Look at the notes about Mumbai. Complete the paragraph using the notes.

**Mumbai – India’s largest city**

Mumbai, which is also known as 1 ______________, lies on the 2 ______________ coast of India. The best time to visit is during the months of December, January, and February. The spring is very 3 ______________ and the summers are wet because this is the 4 ______________ season. The city has a population of 5 ______________ people. It is famous for its very successful 6 ______________ industry and its port. It is also an important commercial centre. The city was founded in 7 ______________ by the 8 ______________ Company. There are many sights to see in Mumbai, including the Mani Bhavan 9 ______________, and the famous Chowpatty beach.

---

7 Rewrite the text about Mumbai. Include *which* and *where* clauses a–d to add information. Use commas where necessary.

a which is called Bollywood
b where the people of Mumbai like to walk in the evenings
c which are usually cool and dry
d which makes it the largest city in India
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 with your studies. Here are some useful websites to begin with:

www.worldfactsandfigures.com
www.wikipedia.org
encarta.msn.com

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 on 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. Use which to make clauses. Use the correct punctuation.

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

3 Complete the where clauses using your own words.

1 In summer many people go to the mountains, where ____________________.
2 In the centre of the city is the main square, where ____________________.
3 The National Stadium, where ____________________, is located near the station.
4 Near the harbour there are many restaurants, where ____________________.
5 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.

<table>
<thead>
<tr>
<th></th>
<th>Turkey</th>
<th>Russia</th>
<th>Germany</th>
</tr>
</thead>
<tbody>
<tr>
<td>births (per 1000 population)</td>
<td>18.31</td>
<td>9.35</td>
<td>9.16</td>
</tr>
<tr>
<td>total population</td>
<td>66,493,970</td>
<td>145,470,197</td>
<td>83,029,536</td>
</tr>
</tbody>
</table>

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

CITY QUIZ

1 Which is the world's largest city?
   a Rio de Janeiro  b Lisbon

2 What is its population (latest figure)?
   a Istanbul    d Berlin
   b Shanghai    e Karachi
   c Manila      f Cape Town

4 Which city is not located by the sea?
   a Istanbul    d Berlin
   b Shanghai    e Karachi
   c Manila      f Cape Town

5 In which city can you find…?
   a the Prado Museum
   b Shalimar Gardens
   c the Golden Gate Bridge

6 Which city is the oldest?
   a Damascus
   b Mexico City
   c St Petersburg

7 Which city is the highest above sea level?
   a Delhi
   b Nairobi
   c Riyadh

8 Only one of these cities is a capital city. Which one?
   a New York    d Bangkok
   b Sydney      e Amsterdam
   c Rio de Janeiro f Mumbai
9 Brain power

READING SKILLS  In other words • Making notes (3)
WRITING SKILLS  Common mistakes • Summaries • Writing a summary
RESEARCH  Books

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.

52 Unit 9  •  Brain power
Brain Quiz

1. How much does the human brain weigh?
   a. less than 2 kilos  
   b. 2–3 kilos        
   c. 3–4 kilos       
   d. more than 4 kilos

2. Which has the heaviest brain?
   a. a human         
   b. an elephant     
   c. a dolphin       
   d. a cow

3. How many neurons (nerve cells) are there in the brain?
   a. 1 million       
   b. 100 million     
   c. 1 billion       
   d. 100 billion

4. The brain is one part of the central nervous system. What is the other part called?
   a. the skin        
   b. the heart       
   c. the lungs       
   d. the spine

How to Keep Your Brain Healthy

1. 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.

2. 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.

3. 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.

4. 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.

5. This means we should avoid fatty foods. 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.
1. Match a common mistake 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).

Albert Einstein was born in 1879 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.
The importance of sleep

Why do we need to sleep? Sleep is very important for the brain. While we are asleep, the brain repairs itself. It also stores information that it learned during the day. If we do not get enough sleep, the brain cannot do these things. We become tired and we cannot remember things so well. Our body’s ‘immune system’, which is its self-defence system, becomes weaker, so we are more likely to get ill.

What stops us sleeping? Most people find sleep difficult because they are not relaxed. They do not exercise enough during the day, and in the evening they are still thinking about their work or studies. In addition, they make phone calls or look at email messages until late at night. They also have too many drinks which contain caffeine, such as coffee, and eat dinner just before they go to bed. All of this is bad for sleeping.

What can we do? Of course, it is important to be relaxed. However, there are other things we can do to help us get a good night’s sleep. First of all, we should make sure that the bed is comfortable, with a good mattress and pillows. The bedroom should be dark and quiet, so that we are not disturbed by light or noise. We should also have the same routine every evening before we go to bed. For example, we should read a book, have a hot bath, or listen to relaxing music. Finally, we should try to go to bed at the same time every night. In this way, we will start to sleep better and feel more active the next day.

1 Importance of sleep.
- during sleep: brain repairs itself
  - stores ________
- no sleep: ________
  - tired; cannot remember;
  - may become ________

2 What stops sleep?
- not relaxed
- thinking about ________
- late at night: ________/emails
  - ________/dinner

3 What can we do to sleep well?
- a comfortable bed
- a dark, quiet ________
- every night - same ________
  - (book, ________, ________, etc.)

5 Read Study Skill Use the notes about sleep from exercise 4 and the prompts below to complete the summary.

STUDY SKILL Summaries

A summary gives the main ideas from an article, report, essay, etc. It is much shorter than the original text. It is useful for revision and for remembering the main points.

We usually write a summary from our notes.

Read a text (or texts) ➔ Take notes ➔ Write summary

Summary

During sleep the brain repairs itself and stores information. If we do not sleep, then we...
People sleep badly when they are not relaxed. They are thinking .... Late at night they ...
To sleep well, we need ...

Writing a summary

6 Look at your notes about the brain from exercise 5 on page 52. Use the notes to write a summary of the article. Make sure you check your writing.
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.

Complete Biology

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 Ingrams
- Complete Physics
  by Stephen Pople

By the same author:
- Oxford Revision Guides
  GCSE Biology
  A level Biology
  A level Human Biology

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All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without prior permission in writing from Oxford University Press.
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.

Einstein's brain
What know we do about Einstein's brain? We know quite a lot. Because Albert Einstein was the great mathematician and scientist, other scientists wanted to study his brain. He agreed that after his death they could use his 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 than 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 beneficial a do work outs
2 avoid b easily damaged
3 healthy c good for
4 exercise d mix with other people
5 socialize e stay away from
6 delicate f in good shape

5 Complete the sentences with words 1–6 from exercise 4.
1 It is important to ________ our brains by doing puzzles and quizzes.
2 Fresh fruit and vegetables are ________ for the body and the brain.
3 You must protect the brain when you do dangerous sports. It is a very ________ organ.
4 If you want to stay healthy, ________ foods that are full of fat and sugar.
5 Scientists say it is important to ________ with people. It helps the brain stay active.
6 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.
**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 do they refer to?

<table>
<thead>
<tr>
<th>Pronoun</th>
<th>refers to</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>They</em> – who? (paragraph 1)</td>
<td>the inhabitants</td>
</tr>
<tr>
<td><em>it</em> – what? (paragraph 1)</td>
<td></td>
</tr>
<tr>
<td><em>They</em> – who? (paragraph 2)</td>
<td></td>
</tr>
<tr>
<td><em>which</em> – what? (paragraph 2)</td>
<td></td>
</tr>
<tr>
<td><em>which</em> – what? (paragraph 3)</td>
<td></td>
</tr>
<tr>
<td><em>Here</em> – where? (paragraph 4)</td>
<td></td>
</tr>
<tr>
<td><em>it</em> – what? (paragraph 5)</td>
<td></td>
</tr>
</tbody>
</table>

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.
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 77.6 years, and for women is 84.6 years. On the other hand, in a developing country like Botswana, it is just 37 for men and 36 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**

<table>
<thead>
<tr>
<th></th>
<th>men</th>
<th>women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Botswana</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table B**

<table>
<thead>
<tr>
<th></th>
<th>deaths per million population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Germany</td>
<td></td>
</tr>
<tr>
<td>Peru</td>
<td></td>
</tr>
</tbody>
</table>

**Table C**

<table>
<thead>
<tr>
<th>People (aged 20–79) with diabetes</th>
<th>2003</th>
<th>2030</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage (%) of population</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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, Botswana …
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  Fast food contains a lot of fat.
2  Diabetes is very common in European countries.
3  Sam runs for five kilometres every morning before college.
4  A degree in medicine is expensive because it takes many years.
5  Elena would like to have her own company one day.
6  Henry has high blood pressure.

a  It can be a very difficult subject for students.
b  It has a lot of salt and sugar.
c  He goes to the gym twice a week.
d  His level of cholesterol is very high.
e  Her sister wants to go into business.
f  There are many people with diabetes in Africa and the Middle East.
Look at the table on deaths from malaria in six different regions of the world. Answer the questions.

### DEATHS FROM MALARIA – 2002

<table>
<thead>
<tr>
<th>region</th>
<th>number of deaths</th>
<th>% of global total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>1,136,000</td>
<td>89.3</td>
</tr>
<tr>
<td>South-East Asia</td>
<td>65,000</td>
<td>5.1</td>
</tr>
<tr>
<td>Americas</td>
<td>1,000</td>
<td>less than 1</td>
</tr>
<tr>
<td>Western Pacific</td>
<td>11,000</td>
<td>less than 1</td>
</tr>
<tr>
<td>Eastern Mediterranean</td>
<td>59,000</td>
<td>4.6</td>
</tr>
<tr>
<td>Europe</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>World</td>
<td>1,272,000</td>
<td>100</td>
</tr>
</tbody>
</table>

1. Which region has the highest number of deaths from malaria?
2. Which region has the lowest number of deaths?
3. How many people in the Eastern Mediterranean died from malaria in 2002?
4. What percentage of the world total were Eastern Mediterranean?
5. 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 shows the number of deaths from malaria in 2002 in six different regions of the world. We can 2 infer that most deaths from malaria occurred in Africa. More than 3 in Africa 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.

### 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 …

| LIFE EXPECTANCY |
|------------------|------------------|------------------|------------------|------------------|
| region           | 2002 males       | 2002 females     | 2025 males       | 2025 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.
   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.

**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 _______ in the future, but in some countries it will _______.
   3. This food contains a _______ proportion of fat. Try to eat _______ fat food such as skimmed milk.
   4. The plane will _______ at 10.55 and _______ in London at 16.30.
   5. Physics is usually a _______ subject, but yesterday’s physics exam was very _______.
   6. The first conference at the university was a great _______. 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 _____ at mathematical calculations.
   2. I am quite nervous about starting the new job. I am _____ about meeting the boss.
   3. I am not interested in the subject. It is very dull. The lecturer is _____ too.
   4. The ideal time for picnics is in the spring. The _____ place is near a river or in a park.
   5. I will ring the bank on Saturday. I will also _____ the airline to book the tickets.
   6. The company would like to purchase a new photocopier. We also need to _____ some desks and office chairs.

**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 ___ 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 ______.

**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/poorn.

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.

2 Complete the sentences with nouns from the table.

   1. The _______ expectancy in Botswana in Africa is very low.
   2. The _______ rate from diabetes is increasing in developed countries.
   3. The population of many developing countries is increasing. Pakistan has the highest rate in the world.
   4. Last year there were 15,000 students in the university and now there are 20,000. This is an _______ of 33%.
   5. 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.

<table>
<thead>
<tr>
<th>verb + -ing</th>
<th>-e+ -ing</th>
<th>double consonant + -ing</th>
</tr>
</thead>
</table>

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

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

<table>
<thead>
<tr>
<th>pronoun</th>
<th>refers to</th>
</tr>
</thead>
<tbody>
<tr>
<td>It (line 1)</td>
<td>the bar chart</td>
</tr>
<tr>
<td>Here (line 2)</td>
<td></td>
</tr>
<tr>
<td>It (line 2)</td>
<td></td>
</tr>
<tr>
<td>which (line 3)</td>
<td></td>
</tr>
<tr>
<td>where (line 4)</td>
<td></td>
</tr>
<tr>
<td>here (line 5)</td>
<td></td>
</tr>
<tr>
<td>It (line 5)</td>
<td></td>
</tr>
<tr>
<td>They (line 7)</td>
<td></td>
</tr>
</tbody>
</table>
WORDLIST

Here is a list of most of the new words in the units of New 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

continue v /kənˈtɪnju/;
correct adj /ˈkɔrɪkt/;
course n /kɔːs/;
cousin n /ˈkɔzn/;
desk n /dɛsk/;
different adj /ˈdɪfrənt/;
difficult adj /ˈdɪfɪkəlt/;
doctor n /ˈdɔktər/;
easy adj /ˈɛzi/;
equation n /ˈkwɪʒən/;
evenings n pl /ˈɛvnɪŋz/;
every adj /ˈɛvri/;
everything pron /ˈɛvrɪθɪŋ/;
excellent adj / ˈekˈsələnt/;
faculty n /ˈfæktili/;
Farsi n /farsı/;
father n /ˈfɑːðər/;
afew a /ˈfjuː/;
finally adv /ˈfɪnəli/;
find v /fænd/;
flat n /flæt/;
floor n /flɔːr/;
free time n /ˈfriː ˈtɪm/;
French n /frentʃ/;
future n /ˈfjuːtʃər/;
general idea n /ˈdʒenərəl ɪˈdeə/;
German n /ˈdʒɜːmən/;
Germany n /ˈdʒɜːməni/;
graduate n /ˈɡrɛdʒuət/;
grandmother n /ˈɡrænməθər/;
heading n pl /ˈhɛdɪŋ/;
history n /ˈhaɪəri/;
Holland n /ˈhɔːlənd/;
hope v /hɑːp/;
hostel n /ˈhɔstəl/;
hotel n /ˈhɔtəl/;
house n /haʊz/;
India n /ˈaɪdə(n)/;
information n /ˌɪnfəˈmeɪʃən/;
institute n /ˈɪnstiʃuːt/;
interesting adj /ˌɪntrəˈstɪŋ/;
Internet café n /ˈɪntərnet ˈkeɪfiː/;
in this case /ɪn ˈðɪs ˈkays/;
island n /ˈaɪldən/;
journey n /ˈdʒɔːrni/;
kitchen n /ˈkɪtʃən/;
knowledge n /ˈnɔːθ/;
language n /ˈlʌŋɡwɪdʒ/;
large adj /laɪdʒ/;
late adj /leɪt/;
learn by heart v /lɜːn baɪ hɑːrt/;
library n /ˈlaɪbrəri/;
link v /lɪnk/;
look through v /lʊk ˈθruː/;
loot n /ˈlʊt/;
magazine n /ˈmæɡəzɪn/;
Malay n /ˈmaIə/;
marrid adj /ˈmærɪd/;
mathematics n /ˌmæθəˈmætɪks/;
meaning n /ˈmiːnɪŋ/;

Middle East n /ˈmɪdl ˈist/;
mother n /ˈmʌðər/;
need v /nɪd/;
never adv /ˈnevər/;
newspaper n /ˈnuːzpeɪpər/;
notebook n /ˈnɔtəʊbʊk/;
noun n /ˈnɔn/;
novel n /ˈnʌvl/;
town n /ˈtaʊn/;
Turkey n /ˈtɜːki/;
type n /taɪp/;
uncle n /ˈʌŋkl/;
university n /ˈjuːnɪvɜːsɪtɪ/;
USA n /juːs/;
useful adj /ˈjuːsfl/;
usually adv /ˈjuːzəli/;
verb n /ˈvɜːb/;
villa n /ˈvɪlə/;
way n /ˈweɪ/;
well adv /wɛl/;
teach v /tɛtʃ/;
technical adj /ˈteknikl/;
television n /ˈtelɪvɪʒən/;
telephone directory n /ˈtelɪfən dəˈrɪktrɪori/;
telephone number n /ˈtelɪfən nʌmbr/;
textbook n /ˈtekstbuːk/;
timetable n /ˈtɪmətɪbəl/;
topic n /ˈtɒpɪk/;
translating n /trənsˈleɪtɪŋ/;
turkey n /ˈtɜrki/;
type n /taɪp/;
university n /ˈjuːnɪvɜːsɪtɪ/;

Unit 1

accountant n /ˈkɒntənt/;
adjunctive n /ˈædʒʌŋktɪv/;
adverb n /ˈædˈvɜːb/;
all adv /əl/;
always adv /əˈlwez/;
American adj /ˈæmərɪkən/;
anywhere adv /ˈenwiər/;
apartment n /əˈpɑːrtmənt/;
Arabic n /ˈærəbɪk/;
article n /ˈɑːtɪkl/;
assistant n /əˈsɪstənt/;
as well as /əs ˈwel əz/;
at the start /ət əˈstɑːt/;
aunt n /ˈɑːnt/;
Bahrain n /ˈbərəˈmeɪn/;
bank n /bæŋk/;
big adj /bɪɡ/;
brain n /breɪn/;
Brazil n /ˈbraɪz/;
break down v /brep ˈdaʊn/;
British adj /ˈbritʃ/;
brother n /ˈbrʌðər/;
built v /bɪlt/;
builder n /ˈbʌilder/;
bungalow n /ˈbʌŋɡələʊ/;
business n /ˈbɪznəs/;
buy v /bai/;
café n /ˈkeɪfə/;
campus n /ˈkæmpəs/;
capital (city) n /ˈkeɪpɪtl (ˈstɪti) /
carefully adv /ˈkɛəfləli/;
carry v /ˈkɛrri/;
chapter n /ˈtʃeɪptər/;
check v /tʃek/;
China n /ˈtʃaɪni/;
Chinese adj, n /ˈtʃaɪniz/;
choose v /tʃuːz/;
comfortable adj /ˈkʌmftəbl/;
computers n pl /ˌkʌmˈpjuːtəz/;
computer games n pl /ˌkʌmˈpjuːtər ˈgemz/;
computer programming n /ˌkʌmˈpjuːtər ˈprɔərəˈɡræm/;
computing n /ˌkʌmˈpjuːtɪŋ/;

message n /ˈmesɪdʒ/;
Middle East n /ˈmɪdl ˈist/;
mother n /ˈmʌðər/;
need v /nɪd/;
never adv /ˈnevər/;
newspaper n /ˈnuːzpeɪpər/;
notebook n /ˈnɔtəʊbʊk/;
noun n /ˈnɔn/;
novel n /ˈnʌvl/;
town n /ˈtaʊn/;
translator n /trənsˈleɪtər/;
turkey n /ˈtɜːki/;
type n /taɪp/;
uncle n /ˈʌŋkl/;
university n /ˈjuːnɪvɜːsɪtɪ/;
USA n /juːs/;
useful adj /ˈjuːsfl/;
usually adv /ˈjuːzəli/;
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way n /ˈweɪ/;
well adv /wɛl/;
teach v /tɛtʃ/;
technical adj /ˈteknikl/;
television n /ˈtelɪvɪʒən/;
television directory n /ˈtelɪfən dəˈrɪktrɪori/;
television number n /ˈtelɪfən nʌmbr/;
textbook n /ˈtekstbuːk/;
timetable n /ˈtɪmətɪbəl/;
topic n /ˈtɒpɪk/;
town n /ˈtaʊn/;
translation n /trənsˈleɪʃən/;
turkey n /ˈtɜːki/;
type n /taɪp/;
university n /ˈjuːnɪvɜːsɪtɪ/;

Wordlist
Unit 4

air-conditioning n
/air'kændiʃn/ architec t n/ɑr'kitkt/
bathroom n/ 'bɑrθrʊm/ beautiful adj /'bjuːθfəl/
bedroom n/ 'bedrʊm/
bottom n/ 'bɒtəm/
brick n/ 'brɪk/
building material n/ 'bɪldɪŋ mə'ʃərɪəl/
cake n/keɪk/
catch fire v/ 'kætʃ faɪə(r)/ charity n/ ˈtʃærəti/
cheap adj /tʃɪp/ climb v/ 'klɪm/ content n/ 'kɒntent/
cool adj /kuːl/ cut v/ kʌt/
decorations n pl/ dɪkəˈreɪʃənz/ design v/ dɪˈzaɪn/ diamond n/ daɪˈɑmɒnd/ diary n/ ˈdaɪəri/ die v/ dɪə/

easy adj /ˈezi/ engine n/ ˈendʒɪn/ expensive adj /ɪksˈpenʃəns/ famous adj /ˈfeɪməs/ first floor n/ ˈfrɔːst fɔːl(r)/ floor n/ fɔːl(r)/ gate n/ ˈgɑːt/ glass n/ ɡlɑːs/ ground floor n/ ˈɡraʊnd fɔːl(r)/
growth n/ ˈɡrəʊθ/ hard adj /hɑːd/ height n/ heɪt/ holidays n pl/ ˈhɒlədeɪs/ industry n/ ˈɪndəstri/ informal adj /ɪnˈfərməl/ Islamic adj /æzˈlɪməkə/ left n/ left/ lift n, v/ lɪft/ light adj, n/ lайt/ living room n/ ˈlɪvɪŋ ˈruːm/ local adj /ˈləʊkəl/ located adj /ˈleɪktɪd/ marble n/ ˈmɑːbəl/ material n/ ˈmeɪtrɪəl/ members n pl/ ˈmɛmbərz/ metres n pl/ ˈmeɪtrəz/ middle n/ ˈmɪd(ə)/ minaret s n pl/ ˈmɪnərət/ modern adj /ˈməʊdən/ natural adj /ˈnætʃrəl/ nearby adv, ˈnɪəˈbeɪ/ north n/ ˈnɔːθ/ old adj /əld/ paintings n pl/ ˈpɛntʃənz/ pale adj /pəl/ panoramic adj, ˈpærənəmɪk/ personal adj /ˈpɜːsənl/ platform n/ ˈplɔːtəm/ poor adj /pʊə(r)/ public n/ ˈpʌblɪk/ put on v/ ,pot ˈon/ really adv /riˈæli/ rest n/ ˈrest/ rich adj /rɪtʃ/ right n/ ˈraɪt/ river n/ ˈrɪvə(r)/ roof n/ ˈruːf/ sandstone n/ ˈsændstɔːn/ second floor n/ ˈsɛkənd/ sick adj /sɪk/ sitting room n/ ˈsɪtɪŋ ruːm/ situated adj /ˈsɪtʃəʊtɪd/ skyscraper n/ ˈskərskeɪpər/ snakes n pl/ ˈneɪks/ software n/ ˈswɔrیدu:/ south n/ ˈsɔut/ staircase n/ ˈsteɪkəs/ stairs n pl/ ˈstreɪz/ star n/ ˈstɑːr/ steel n/ ˈstiːl/ stone n/ stoʊn/ strength n/ ˈstreŋθ/ style n/ ˈstайл/ summary n/ ˈsʌməri/ Sweden n/ ˈswɛdən/ Switzerland n/ ˈswɪtʃəri/ symbolize v/ sɪmˈbɒlɪsaɪ/ tall adj /tɔːl/ tomb n/ ˈtəmb/ top n/ ˈtɒp/ tower n/ ˈtwɔːr/ unhealthy adj /ˈʌnˈhælθi/ unusual adj /ˈʌnjuːzəl/ upper adj /ˈʌpər/ viewing platform n/ ˈvjuːɪŋ pɔlətəm/ visitors n pl/ ˈvɪzɪtəz/ walls n pl/ ˈwɔːlz/ world n/ ˈwɜːrld/ Yemen n/ ˈjɛmən/
Unit 7

add v /æd/ | add up v /æd ʌp/ | air n /eə(r)/ | apples n pl /ˈæplz/ | America n /æˈmeəri(k)s/ | Arab adj /ˈeərəb/ | Arabian Peninsula n /əˈreɪʒən pəˈraɪsmələ/ | area n /ˈærə/ | argument n /ˈɑrɡjəmənt/ | beans n pl /biːnz/ | Bedouin adj /ˈbedəuin/ | believe v /bɪˈliːv/ | boil v /boʊl/ | boiling adj /ˈbɔɪliŋ/ | bowl n /bəʊl/ | bread n /brɛd/ | burgers n pl /ˈbɜrɡərs/ | carrels n pl /ˈkærəls/ | central adj /ˈsentrəl/ | chart n /tʃɑːt/ | chocolate n /ˈtʃɒklət/ | coffee v /ˈkɒfi/ | coffee pot n /ˈkɒfɪ ˈpʌt/ | conclusion n /kənˈkluːʒən/ | concrete n /ˈkɒnkrɪt/ | consumer n /kənˈsuːər/ | costs n pl /kəʊsts/ | culture n /ˈkʌltʃər/ | cupboard n /ˈkʌbərd/ | daily adj /ˈdeɪli/ | delicious adj /dɪˈlɪʃəs/ | disadvantage n /ˌdɪsədˌvɑːntɑːdʒ/ | disagreement n /ˌdɪsəˈɡriːmənt/ | dislike v /dɪˈlaɪk/ | distrust v /dɪˈstrʌst/ | effects n pl /ˈɛfəks/ | Egypt n /ˈiːdʒɪpʃən/ | enjoyable adj /ɪnˈdʒɔrəbl/ | Ethiopia n /ˈiːθiəpiə/ | experience n /ɪkˈspɛriəns/ | experiment n /ɪkˈspɜːriment/ | far adj /fər/ | farmer n /ˈfɑːmər/ | Farsi n /ˈfarsi/ | field n /fild/ | first of all /fɜːrst ɔv /ˈɛl/ | flour n /ˈflɔːr/ | freely adj /ˈfrɛli/ | food n /fud/ | food mile n /ˈfʊd mɪl/ | foreign adj /fɔrən/ | fresh adj /frɛʃ/ | fiance n /ˈfɪnstʃən/ | friendly adj /ˈfrendli/ | fruit n /fruːt/ | global warming n /ˈɡləʊbl wɔːrəm/ | grams n pl /ˈɡreɪmz/ | grind v /ɡrɪnd/ | grams n pl /ˈɡreɪmz/ | hard adv /ˈhɑːd/ | heat v /hɛt/ | hosts n pl /həʊsts/ | ice-cream n /ˈaɪs ˈkrɪm/ | impatient adj /ˈɪmpətʃənt/ | import v /ˈɪmport/ | imported adj /ˈɪmˈpɔːrtəd/ | impossible adj /ˈɪmˈpɔsəbl/ | in addition /ˈɪn ədˈdɪʃən/ | inanimate n /ˈɪnəˈmɑːtʃən/ | irregular adj /ɪrˈɡrɛ⇓əl/ | irresponsible adj /ɪrˈənˈspɔʊrəbl/ | Italian adj /ɪtəˈleɪn/ | Italy n /ˈɪtəli/ | items n pl /ˈɪtəmz/ | jambled adj /ˈdʒæmbləd/ | Kenya n /ˈkɛniə/ | lamb n /læm/ | land v /lænd/ | leaves n pl /lɛvz/ | Lebanese adj /ˈleɪbən/ | lecturer n /ˈlɛktər/ | literature n /ˈlɪtərətʃər/ | loaf n /ˈlɔːf/ | locally adj /ˈləʊklɪ/ | Malaysia n /məˈlajə/ | market n /ˈmɑːrkɪt/ | miles pl /ˈmaɪlz/ | mint n /mɛnt/ | mint tea n /ˈmɪnt ˈtiː/ | minutes n pl /ˈmɪnəts/ | Moroccan adj /ˈmɔrəkn/ | Morrocco n /ˈmɔrəkoʊ/ | music n /ˈmjuːzɪk/ | New Zealand n /ˈnjuː ˈziːlənd/ | noise n /nəʊz/ | nowadays adv /ˈnɔʊdəz/ | omelette n /ˈɒməlɪt/ | onions n pl /ˈɒnənz/ | opinion n /ˈɒpənʃən/ | originally adv /ˈɔrɪdʒənəli/ | origins n pl /ˈɔrɪdʒəniz/ | pasta n /ˈpætə/ | pick v /pɪk/ | pizza n /ˈpɪtsə/ | plate n /pleɪt/ | potatoes n pl /ˈpətəˌtəʊz/ | pour v /ˈpɔːr/ | probably adv /ˈprəbəli/ | produce v /ˈprədjuːs/ | producers n pl /ˈprədʒəˈrəʊz/ | products n pl /ˈprədʒəˌrəʊz/ | reduce v /rɪˈdjuːs/ | repair v /ˈreɪpər/ | require v /rɪˈkwɛr/ | rice n /rʌs/ | roast v /rɔʊst/ | roasted adj /rəʊˈstæd/ | salt n /sɔːlt/ | sell v /sɛl/ | sensible adj /ˈsɛnstəbl/ | separate v /ˈsɛpərət/ | serve v /sɜːv/ | ships n pl /ʃips/ | sides n pl /ˈsaɪdz/ | signal n /ˈsɪgnəl/ | similar adj /ˈsɪmələr/ | similarly adv /ˈsɪməli/ | society n /ˈsəʊsiətɪ/ | Spanish adj /ˈspænɪʃ/ | spread v /sprend/ | store v /stoʊr/ | strawberries n pl /ˈstrɔːrbərz/ | sugar n /ˈsʌɡər/ | supermarket n /ˈsʌmpθərˌmɑːrkɪt/ | surprised adj /ˈspraɪzd/ | take off v /teɪk ˈɔf/ | taste n /tɛst/ | tastefully adj /ˈtɛstflɪ/ | tasty adj /ˈtɛsti/ | tea n /ˈtiː/ | teapot n /ˈteɪpɔt/ | technology n /ˈteknələdʒi/ | tennis n /ˈtenəs/ | thousands n pl /ˈθɔːz/ | tomatoes n pl /ˈtɔːmətəz/ | total n /ˈtɔːl/ | trade n /trɛd/ | traditionally adv /ˈtriːdənli/ | traditionally adv /ˈtrədənli/ | Turkish n /ˈtɹɪkʃən/ | UAE n /juːˈeɪ/ | unhappy adj /ˈʌnˈhʌp/ | unhelpful adj /ˈʌnˈhel/ | United Arab Emirates n /ˈjuːdəˌærəb/ | unpleasant adj /ˈʌnˈplɪnt/ | upset adj /ˈʌpset/ | Urdu n /ˈʊrdʒuː/ | way of life n /ˈweɪ əv /ˈlaɪf/ | welcoming adj /ˈwelɪmɪŋ/ | western adj /ˈwɛstən/ | wood adj /ˈwʊd/ | worrying adj /ˈwɜːriŋ/
Unit 10

according to prep /ək'skændʒ/ 
advantages n pl /'ædvɑːntɪdʒɪz/ 
aircraft n /'erəfb母ks/ 
airline n /'eəlайн/ 
alive adj /'ələv/ 
also adv /'ɔlsəʊ/ 
the Americas n pl /ˈeɪmərɪks/ 
antonym n /'æntənim/ 
approve v /ə'pruːv/ 
arrive v /əˈrʌv/ 
as a result /əz ə riˈzʌlt/ 
average n /ˈeəvərɪdʒ/ 
bar chart n /′bɑːtʃ/ 
barrel n /ˈbɛrəl/ 
birth n /bɜːθ/ 
biggest blood pressure n /′blɒd ˈprefərs(ə)r/ 
book v /bʊk/ 
boss n /bɒs/ 
Botswana n /′bɒtswɑːnə/ 
boxing n /ˈbɒksɪŋ/ 
calculations n pl /′kælkjʊleɪʃnz/ 
cancer n /ˈkænsər/ 
Caribbean n /′kærɪbɪən/ 
charts n pl /′kɑːts/ 
cholesterol n /′kəlestərəʊl/ 
clean adj /ˈkliːn/ 
competition n /ˌkɒmpəˈtɪʃn/ 
conference n /ˌkɒnˈfɜːrəns/ 
trash n /kraʃ/ 
cure n /ˈkjʊər/ 
cycle v /ˈsʌkl/ 
danger n /′deəndʒər/ 
death n /dɛθ/ 
decimals n pl /′dɛksəməlz/ 
decline v /dɪˈklaɪn/ 
decrease v /dɪˈkriːs/ 
depart v /dɪ′pɑːrt/ 
develop v /dɪˈvɛləp/ 
developed adj /dɪˈvɛləpt/ 
developing adj /dɪˈvɛləpɪŋ/ 
diabetes n /ˌdaɪˈbiːtɪs/ 
dirty adj /′dɜːtɪ/ 
disapprove v /dɪsəˈpruːv/ 
disorganized adj /dɪsˈɔːɡənaɪzd/ 
drugs n pl /ˈdrʌgz/ 
dull adj /dʌl/ 
Eastern Mediterranean n /ˌɪstənˌmɛdɪtrɪˈəmɪn/ 
expect v /ɪkˈspekt/ 
failure n /′feɪlər/ 
fall v /fɔːl/ 
fast adj /fɑːst/ 
fast food n /′fɑːst ˈfʊd/ 
females n pl /′fiːməls/ 
figure n /ˈfɪgər/ 
Germany n /ˌdʒɜːmənɪ/ 
go down v /gəʊ ′dəʊn/ 
go into business v /ˌgəʊ ˈɪntə ′bɪznəs/ 
go up v /gəʊ ′ʌp/ 
graphs n pl /ˈɡrɑːfs/ 
growing adj /ˈɡroun/ 
health care n /′helθ ˈkeər/ 
heart disease n /′hɑːrt diˈzɪz/ 
high adj /hɑɪ/ 
ideal adj /aɪdiəl/ 
illegal adj /′ɪlɪgl/ 
impersonal adj /′ɪnˈpɜːrsənəl/ 
increase n v /ɪnˈkriːs/ 
indicate v /ɪnˈdɪkeɪt/ 
inexpensive adj /′ɪnspɛnsɪv/ 
inhabitants n pl /′ɪnˈhɪbətənts/ 
journey v /ˈdʒɜːnɪ/ 
instead adv /′ɪnsted/ 
jog v /dʒɒɡ/ 
lack n /læk/ 
large adj /lɑːrʒ/ 
Latin America n /ˌlɑːtiən əˈmɛrɪkə/ 
lecture n /ˈlɛktər/ 
legal adj /ˈleɪgl/ 
life n /laɪf/ 
life expectancy n /′laɪf ɪkˈspektənʃi/ 
limited lifestyles n pl /ˈlaɪmɪtdaɪstəlz/ 
lose weight v /luːz ′weɪt/ 
low adj /ˈloʊ/ 
malaria n /′mæləriə/ 
male n pl /meɪl/ 
mountains n pl /′maʊntənz/ 
North America n /′nɔːθ əˈmɛrɪkə/ 
occur v /′ɒkər/ 
on the other hand /′ɒn dɪ ˈʌðə hænd/ 
ordinal numbers n pl /′ɔːdənl ˈnʌmbərz/ 
organized adj /′ɔːɡənaɪzd/ 
overweight adj /′əʊvərweɪt/ 
per prep /pɜːr/ 
percentage n /′pɜːrəntɪdʒ/ 
personal adj /′pɜːsənəl/ 
Peru n /pəˈruː/ 
photocopy n /′fəʊtəskəpi/ 
picnics n pl /′pɪknɪks/ 
politicians n pl /′pəlɪˈtɪʃənz/ 
poor adj /pʊr/ 
possible adj /ˈpɒsəb(ə)l/ 
present v /ˈprɛznt/ 
processed adj /′prəʊsesدت/ 
proper adj /′prəʊpər/ 
property n /′prɑːpiərɪ/ 
purchase v /′pɜːʃər/ 
rate n /reɪt/ 
reader n /′riːdər/ 
reduce v /rɪˈdjuːs/ 
refer v /rɪˈfɜːr/ 
regularly adv /′rɛɡjələrli/ 
rise v /raɪz/ 
success n /səkˈsɛs/ 
suffer from v /′sʌfər frɔm, frəm/ 
synonym n /′sɪnənəm/ 
table n /ˈteɪbl/ 

the Taj Mahal n /′tædʒ ˈmæhɔl/ 
tickets n pl /′tɪkts/ 
uninteresting adj /′ʌnɪntərəstɪŋ/ 

WHO n /′dɔblju/ 

World Health Organization /ˌwɜːld ˈhelθ ˌɔrgəˌneɪʃn/ 

worldwide adv /′wɜːldweɪd/ 

70 Wordlist
# PHONETIC SYMBOLS

| Consonants | 1 /p/ as in pen /pɛn/ | 2 /b/ as in big /bɪɡ/ | 3 /t/ as in tea /tiː/ | 4 /d/ as in do /duː/ | 5 /k/ as in cat /kæt/ | 6 /g/ as in go /ɡoʊ/ | 7 /f/ as in four /fɔːr/ | 8 /v/ as in very /ˈvɛri/ | 9 /s/ as in son /sʌn/ | 10 /z/ as in zoo /zuː/ | 11 /l/ as in live /lɪv/ | 12 /m/ as in my /maɪ/ | 13 /n/ as in near /nɪər/ | 14 /h/ as in happy /ˈhepi/ | 15 /r/ as in red /red/ | 16 /ʃ/ as in yes /jes/ | 17 /w/ as in want /ˈwɒnt/ | 18 /θ/ as in thanks /θæŋks/ | 19 /ð/ as in the /ði/ | 20 /ʃ/ as in she /ʃiː/ | 21 /ʃ/ as in television /ˈtelɪvɪʒən/ | 22 /tʃ/ as in child /tʃaɪld/ | 23 /dʒ/ as in German /dʒɜːmən/ | 24 /ŋ/ as in English /ˈɛŋliʃ/ |
|------------|----------------------|----------------------|--------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|

| Vowels | 25 /iː/ as in see /siː/ | 26 /æ/ as in his /haɪs/ | 27 /e/ as in twenty /ˈtwenti/ | 28 /e/ as in ten /tɛn/ | 29 /æ/ as in stamp /stæmp/ | 30 /a:/ as in father /ˈfaːðər/ | 31 /o/ as in hot /hɔt/ | 32 /ɔ:/ as in morning /ˈmɔːnɪŋ/ | 33 /o/ as in football /ˈfʊt bol/ | 34 /u:/ as in you /juː/ | 35 /ʌ/ as in sun /sʌn/ | 36 /ə/ as in learn /lɜːn/ | 37 /ə/ as in letter /ˈletə/ |

| Diphthongs (two vowels together) | 38 /eɪ/ as in name /nɛm/ | 39 /oʊ/ as in no /nəʊ/ | 40 /aɪ/ as in my /maɪ/ | 41 /au/ as in how /haʊ/ | 42 /ɔɪ/ as in boy /boʊ/ | 43 /aɪ/ as in hear /hɪər/ | 44 /ɔɪ/ as in where /wɛər/ | 45 /ʊə/ as in tour /tuər/ |

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