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35 Verb patterns  advise him to go …, suggest (that) we leave
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40 Addition and contrast  as well, although, however
41 Similarities, differences, comparisons, exceptions  very similar, compared with, apart from
42 Reason, purpose, result, condition  so, because of, so that, therefore, unless

Topics

The world around us
43 The physical world  round the world, Sahara Desert, floods
44 Weather  heavy rain, a strong wind, lightning
45 Animals and insects  pets, elephants, in the wild, protect
46 Countries, nationality and language  Poland, the Far East, the French, in general

People
47 The body and what it can do  elbow, neck, breathe in, shake hands
48 Describing people’s appearance  good-looking, tall and slim, fair hair
49 Describing character  shy, show your feelings, a sense of humour
50 Human feelings and actions  angry, proud of, glance at, have a stroll
51 Family and friends  mother-in-law, close friend, ex-husband
52 Ages and stages  childhood, go to university, in your twenties

Daily life
53 Daily routines  fall asleep, have a shower, get to work
54 The place where you live  right in the centre, on the first floor, rent
55 Around the home (1)  spare room, lamp, cupboard, turn on the TV
56 Around the home (2)  pillows, have a wash, do the ironing
57 Everyday problems  spill, out of order, run out of bread
58 Money  £10 note, lend and borrow, can’t afford
59 Health: illness  I don’t feel well, flu, I get backache
60 Health: physical injuries  break an arm, go to hospital, painful
61 Clothes  skirt, earrings, put on a coat, too small
62 Shops and shopping  go shopping, department store, cash desk
63 Food  peach, peel an orange, lamb, salad dressing
64 Cooking and restaurants  fresh bread, medium-rare, main course
65 City life  the rush hour, shopping centre, lively
66 Life in the country  rural area, on a farm, the nearest village
67 On the road  main road, turn left, break down
68 Transport  get on the bus, go by car, platform two

Work
69 Work: duties, pay and conditions  What do you do?, deal with, salary
70 Jobs  surgeon, design buildings, in the army
71 The career ladder  apply for a job, pay rise, work abroad
In the office
send e-mail, do paperwork, it isn’t working

Business and finance
interest rate, profit and loss, rise sharply

Leisure and entertainment
Sport: ball games
table tennis, pass the ball, win a game
Sport and leisure
swimming, go to the gym, support a team
Cinema and theatre
stage, third row, war film, violent, gripping
Music
composer, lead singer, hit single, latest CD

Communication and technology
Newspapers
daily paper, headline, according to ...
Television
switch over, soap opera, What’s on TV?
On the phone
mobile phone, wrong number, Is that Mary?
Computers and the Internet
hard disk, download, get online, browse

Social concerns
Education: school
primary school, geography, pass an exam
Education: university
engineering, do a degree, graduate, PhD
Law and order
illegal, break the law, arrest someone, guilty
Crime
shoplifting, robbery, late at night, valuables
Politics
believe in democracy, left-wing, election
Bureaucracy
identity card, fill in, signature, date of birth
Global problems
pollution, destroy the planet, civil war

Tourism
Air travel
check-in desk, land, a two-hour delay
Hotels and restaurants
single room, pay the bill, Is dinner included?
A sightseeing holiday in the city
have a look round, guidebook, nightlife
Holidays by the sea
seaside resort, sunbathe, sandy beach

Notional concepts
Time
on Monday, since May, it takes an hour
Numbers	two million, one and a half, divide by three
Distance, size and dimension
a long way, too far, How wide is it?
Shapes, size and patterns
a round table, a dark green skirt, yellowish

Varieties of English
Notices and warnings
sold out, no exit, mind the step, no parking
Vague language
a vague idea, things, stuff, a bit, roughly
Formal and informal English
buy vs purchase, kids vs children
Abbreviations and abbreviated words
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Learning and revising with this book

Look at Exercise 1.1 on the next page before you read this page.

A Have a routine

A routine means doing certain things often and in the same way. If you are using this book for self-study (= to study alone), it helps to have a routine. So, how much time can you spend on the book each day or each week? Here are some ideas:

- if you are studying a new unit, spend at least (= a minimum of) half an hour or 45 minutes
- if you are revising (= studying a unit for a second or third time), five or ten minutes is very useful.

So, plan longer periods for new units and shorter periods for revision.

B Using the book

Do different things to maintain your interest. (= keep your interest high) For example:

1. Don't study the units in the same order as the book. Choose (= select) units that interest you (= are interesting for you).
2. When you do a unit, you can read the whole (= all) of the left-hand page (= page on the left), then do the exercises. Or, do the exercises first, then read the left-hand page if there is a problem.
3. Be active when you are learning. For example:
   - when you are reading the left-hand page, use a highlighter pen to mark new or interesting vocabulary;
   - practise saying the words aloud (= speaking them), so you can pronounce them (= say the pronunciation), and also silently (= without a noise) in your head to help you to remember them;
   - put new words in your own notebook using some of the ideas from Unit 2.

C Revision

It's easy to forget words that you learn, but if you revise for short periods, it helps you to remember words and make them part of your active vocabulary. Here are some ideas.

1. Do exercises in pencil. Check your answers when you finish, then rub them out (= remove them using a rubber). Later, come back and do the exercises again. Use the left-hand page if you have a problem.
2. When you read a left-hand page for a second time, have a blank piece of paper (= paper with no writing on it) with you. When you come to a new word in bold with a definition in (brackets), cover the definition (= put the paper over it) and try to define it (= give the meaning/definition).
3. Revise for short periods but do it often. Five minutes a day (NOT five minutes per day) is probably better than half an hour a week; but half an hour a week is probably better than two hours a month.
4. Be active when you revise, e.g. test yourself, practise the pronunciation, write down important words and phrases in your notebook with example sentences.
Exercises

1.1 Read these questions. What do you think? (Answers are on the opposite page.)

1. Is it better to plan regular self-study, or just study when you’ve got some free time?
2. Is it a good idea to study the units in the same order as they appear in the book?
3. Is it a good idea to write down new words in a notebook when you are studying a unit?
4. Is it necessary to revise vocabulary (= study it again for a second or third time)?
5. Is it better to revise vocabulary occasionally for long periods of time, or is it better to revise regularly for short periods of time?

1.2 Find your way round the book.

- Turn to the Topic units in the Contents on pages iv–v.
- Take a blank piece of paper and cover the right-hand side of the page with the examples.
- Read the list of unit titles, and write down your own examples – one or two for each unit.
- Are there any unit titles you don’t understand? Are there any units where you can’t think of examples? If so, turn to that unit and find out what it is about.

You could use similar titles in your own vocabulary notebook (see Unit 2).

1.3 Complete the table.

<table>
<thead>
<tr>
<th>noun</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>definition</td>
<td>define</td>
</tr>
<tr>
<td>revision</td>
<td></td>
</tr>
<tr>
<td>pronunciation</td>
<td></td>
</tr>
<tr>
<td>choice</td>
<td></td>
</tr>
<tr>
<td>interest</td>
<td></td>
</tr>
</tbody>
</table>

1.4 There is a mistake with the underlined words. Can you correct each one?

1. Did you make all of the exercises?
2. I studied for one half hour.
3. Do you always read the left page first?
4. I passed twenty minutes on the first exercise.
5. I read the all page.

1.5 True or False? If the sentence is false, rewrite it to make it true. Write in pencil.

1. In this book, most of the important new vocabulary is shown in bold print. (True)
2. Definitions/explanations of new words are often in brackets after the word.
3. A routine means doing certain things in a different way each time.
4. If you maintain something at a level, it means you keep it at the same level.
5. At least 50 people means a maximum of 50 people.
6. If you write something then rub it out, you remove it from the page.
7. If you do something silently, you do it without a noise.
8. Revision means studying something for the first time.
9. If you read a whole book, you read all of it.
10. A blank piece of paper is full of writing.

Check your answers. Look at any wrong answers carefully, then rub them out. Do the exercise again tomorrow.
Keeping a vocabulary notebook

Organising your notebook
Give each page a title, e.g. sport, education, verbs followed by an -ing form, etc. When you learn new words and phrases, write them on a suitable page.

What do I need to record?

<table>
<thead>
<tr>
<th>what?</th>
<th>how?</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning</td>
<td>a translation</td>
<td>remember = lembrar [in Portuguese]</td>
</tr>
<tr>
<td></td>
<td>b definition/explanation</td>
<td>A pond is an area of water smaller than a lake.</td>
</tr>
<tr>
<td></td>
<td>c synonym or opposite</td>
<td>awful (= terrible); ugly (opp beautiful)</td>
</tr>
<tr>
<td></td>
<td>d picture</td>
<td>saucepan</td>
</tr>
<tr>
<td>Pronunciation</td>
<td>phonemic symbols</td>
<td>ach (like ‘make’)</td>
</tr>
<tr>
<td></td>
<td>or your own system</td>
<td></td>
</tr>
<tr>
<td>Part of speech</td>
<td>noun (n), verb (v)</td>
<td>gloves (n); remember (v); careful (adj)</td>
</tr>
<tr>
<td>Grammar</td>
<td>make a note +</td>
<td>enjoy + -ing form; I enjoy going to parties.</td>
</tr>
<tr>
<td></td>
<td>example sentence</td>
<td>weather (uncountable); We had lovely weather in Italy.</td>
</tr>
<tr>
<td>Common partners</td>
<td>phrase or sentence</td>
<td>make a mistake; on the phone; (a) black coffee (= coffee without milk)</td>
</tr>
<tr>
<td>Special style</td>
<td>make a note</td>
<td>purchase (= buy: formal) kids (= children: informal)</td>
</tr>
</tbody>
</table>

You don’t need to record all of these things for every word or phrase. The most important thing is to show the words in typical examples. Leave space in your notebook as well, then you can come back and add more information later if you learn something new.

Organising words on the page
Don’t just write lists of individual words. Put words together that appear together, e.g. blonde hair (opp black hair), get off the bus (= go out of the bus). Make the pages interesting with pictures, diagrams and example sentences.

1. thumb
2. take a decision
3. smile (v,n)
4. rise slowly

Don’t pronounce the ‘w’ in wrist or the ‘b’ in thumb.

Note: both verbs are irregular: rise/rose/risen; fall/fell/fallen.
Exercises

2.1 Organise this list of words into three groups and give each one a title.

<table>
<thead>
<tr>
<th>unfriendly</th>
<th>put on</th>
<th>platform</th>
<th>gloves</th>
<th>unhappy</th>
</tr>
</thead>
<tbody>
<tr>
<td>train</td>
<td>get on</td>
<td>unable</td>
<td>size</td>
<td>jumper</td>
</tr>
<tr>
<td>wear</td>
<td>late</td>
<td>unkind</td>
<td>tie</td>
<td>passenger</td>
</tr>
</tbody>
</table>

Find the units in this book which may include these words. Add more to each group.

2.2 Fill the gaps with suitable words to form common partners with the nouns in bold.

1 She's .................................... the phone at the moment.
2 A: Do you want milk and sugar? B: No, just a .................................... coffee, please.
3 If you’re cold, why don’t you .................................... your coat?
4 I don’t usually .................................... that mistake.
5 She .................................... me a big smile this morning.
6 It was the third .................................... of my left hand.

2.3 Underline the correct answer.

1 A pond is:
   a bigger than a lake  b smaller than a lake  c the same size
2 I really enjoy:
   a play tennis  b to play tennis  c playing tennis
3 When we were on holiday we had:
   a lovely weathers  b lovely weather  c a lovely weather
4 The underlined letters in ache are pronounced the same as in:
   a machine  b catch  c chemist
5 The past tense of ‘fall’ is:
   a fell  b felt  c falled
6 You can ‘get off’:
   a a bus  b a kitchen  c a noise
7 ‘Rise sharply’ means:
   a  b  c
8 ‘Purchase’ is:
   a an informal word for ‘buy’  b a formal word for ‘buy’  c a formal word for ‘child’

2.4 Look at the words below. What is the best way to record their meaning? What other information would be useful? Use a dictionary to help you.

   Example You could record ‘dream’ with a translation, a picture (see Unit 9), or an explanation, e.g. things you imagine in your sleep. ‘Dream’ can be a verb or noun and is often followed by ‘about’, e.g. I dreamt about you.

   | dream | concentrate | beard | nearly | empty | rescue | knife |

2.5 Write down three more nouns that often follow ‘take’. Do the same for ‘make’ and ‘do’.

   take .................................... make .................................... do ....................................

   a shower  b  c
Using a dictionary

What dictionaries do I need?
Buy a good bilingual dictionary and a good English–English dictionary. The bilingual dictionary is easier for you to understand; but it’s also good for you to work in English as much as possible.

<table>
<thead>
<tr>
<th>large dictionaries</th>
<th>medium-sized dictionaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cambridge Advanced Learner’s Dictionary</td>
<td>Cambridge Learner’s Dictionary</td>
</tr>
<tr>
<td>Longman Dictionary of Contemporary English</td>
<td>Longman Active Study Dictionary</td>
</tr>
<tr>
<td>Oxford Advanced Learner’s Dictionary</td>
<td>Oxford Wordpower Dictionary</td>
</tr>
</tbody>
</table>

What information does a dictionary give me?
Look up a word (= find a word in a dictionary) and you will get this information.

- the meaning, e.g. homesick = unhappy because you are away from home for a long period
- the pronunciation (using phonemic symbols), e.g. island /aɪlənd/, lose /luːz/, tiny /tæni/
- the part of speech, e.g. dirty adj (= adjective), choose v (= verb), law n (= noun)
- word grammar, e.g. advice (U) (= uncountable noun), begin (began, begun) (= the past tense and past participle)
- common collocations (see Unit 12), e.g. do homework (NOT make); It depends on you (NOT of)
- example phrases or sentences, e.g. The train leaves from platform seven.
- sometimes synonyms or opposites, e.g. polite (syn = courteous; opp = impolite)

How can I use my dictionary?
When you look up a word, put a tick (✓) next to it. Each time you return to a page with a tick, look at it quickly to check you remember the word.

When you see a new word or phrase in a text, first try to guess the meaning (= try to think of the meaning from the context), then carry on (= continue) reading to see (= find out) if your guess is correct. Use your dictionary to check the meaning. (= find out if the meaning is correct)

Don’t just read definitions. The example phrases and sentences show you how a word or phrase is used, and they often help you to understand the meaning more clearly.

If you look up a word in a bilingual dictionary and get several different translations, check in a monolingual dictionary to see which translation is the best one in the context.

Remember that many words have more than one meaning. The first meaning in the dictionary is not always the one you want. Read through the different meanings.
Exercises

3.1 Complete these sentences about dictionary use.
1. It’s important to have a good English–English dictionary and also a ....................................
dictionary, which is easier to understand.
2. Dictionaries show the ..................................... using phonemic symbols.
3. Dictionaries will tell you if a noun is countable or .....................................
4. Dictionaries show synonyms and ..................................... where they exist.
5. If you meet a word you don’t know, you can try to ..................................... the meaning from
the context, or you can ..................................... it ..................................... in a dictionary.

3.2 Right or wrong? If the answer is wrong, correct it.
1. Advice is a countable noun.  Incorrect (advice is an uncountable noun)
2. Homesick means you are unhappy living at home and you want to leave.
3. You don’t make homework, you do homework.
4. Carry on means the same as continue.
5. The opposite of polite is unpolite.
6. The past tense of begin is begun.
7. Dirty is an adjective.
8. If you look up a word, you find the meaning in a dictionary.
9. Trains arrive at and leave from platforms.
10. Depend is followed by the preposition of.

3.3 In the word ‘island’ /aɪˈlænd/ , the letter ‘s’ is silent (= not pronounced). Use your dictionary
to find the silent letters in these words. (Do not include the letter ‘e’ at the end of a word.)
knife comb castle salmon receipt

3.4 Use a dictionary to find the answers to these questions about words on the left-hand page.
1. What does tiny mean?
2. How do you pronounce lose? (Is it the same as ‘chose’ or ‘chose’?)
3. What is the opposite of lose a game?
4. What are the past tense and past participle of the verb choose?
5. What noun is formed from the verb choose?
6. What part of speech is homesick?
7. What two verbs often go before homesick?
8. Can you complete this common phrase? law and .....................................

3.5 Match the sentences on the left with the different meanings of ‘bar’ on the right.
1. They’ve put bars in front of the window for extra security.
2. We went to a bar in the centre of town.
3. Could you get me a bar of chocolate?
4. You have to order drinks at the bar.
## English language words

### Parts of speech

<table>
<thead>
<tr>
<th>Parts of speech</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns</td>
<td>e.g. chair, information, happiness</td>
</tr>
<tr>
<td>Verbs</td>
<td>e.g. choose, tell, complain</td>
</tr>
<tr>
<td>Adjectives</td>
<td>e.g. happy, tall, dangerous</td>
</tr>
<tr>
<td>Adverbs</td>
<td>e.g. slowly, carefully, often</td>
</tr>
<tr>
<td>Prepositions</td>
<td>e.g. in, at, on</td>
</tr>
<tr>
<td>Articles</td>
<td>e.g. definite article (the); indefinite article (a/an)</td>
</tr>
</tbody>
</table>

### Special terms

- **Uncountable noun**: (U) a noun which has no plural form and isn’t used with the indefinite article, e.g. Can you send me some information? **(NOT an information or informations)**
- **Plural noun**: (pl) a noun which only has a plural form and isn’t used with the indefinite article, e.g. He was wearing blue trousers and a white shirt. **(NOT a blue trouser)**
- **Infinitive**: the base form of a verb, e.g. We decided to stop for lunch.
- **Phrasal verb**: a verb + adverb or preposition, e.g. wake up, turn sth on, look after sth/sb.
- **Idiom**: a group of words with a meaning that is different from the individual words, e.g. never mind, keep an eye on sth, etc.
- **Transitive verb**: a verb which needs a **direct object**, e.g. The police caught the man ['the man' is the direct object of the verb ‘caught’]. A verb which doesn’t need a direct object is **intransitive**, e.g. Tim and his brother are always arguing.
- **Informal**: a word or phrase which is informal is used mostly in spoken English. Formal English is more common in writing or with people you don’t know very well. Many words also have **synonyms**, which are words with the same meaning, e.g. ‘big’ and ‘large’ are synonyms in many contexts. The **opposite** is ‘small’.

### Word building

In the word *uncomfortable*, **un-** is a **prefix**, **comfort** is a **root**, and **-able** is a **suffix**. Other common prefixes include: **re-**, **in-** and **dis-**. Suffixes include: **-ity**, **-ment** and **-ive**.

### Pronunciation

Dictionaries show the pronunciation of a word using **phonemic symbols**, e.g. book /bʊk/, before /bɪfɔ:/, cinema /ˈsɪnəmə/, and so on.

Every word has one or more **syllables**, e.g. ‘book’ has one syllable, ‘before’ has two syllables, ‘cinema’ has three syllables, and so on.

For pronunciation, it is important to know which syllable has the **main stress**, e.g. on ‘before’ it is the second syllable (**before**), and on ‘cinema’ it is the first syllable (**cinema**), and so on.

### Punctuation

**Punctuation**: full stop . comma , brackets ( ) hyphen - question mark ?

Hyphens are used to connect certain words or parts of a word together, e.g. a ten-year-old child.
4.1 There is one word missing in each line of the text. Where does the missing word go? What could it be? What part of speech is it?

Last year I went to → for my holiday. I spent the first week Seville staying with a couple of friends, and then I a train to Barcelona, where I spent another ten days. It is a city and I a marvellous time. I stayed in a centre, but I didn’t mind spending a lot money because it is a wonderful and very convenient. My brother recommended it; he Spain a lot and he stays anywhere else.

4.2 In the dialogue below, find at least one example of the following: an uncountable noun, a plural noun, a phrasal verb, and an idiom.

A: It’s 8 o’clock. We’d better get a move on if we’re going to meet Sue at the airport.
B: That’s OK. Her flight doesn’t get in until 8.50.
A: Yes, but it’ll take us an hour to get to the airport – you know what the traffic is like.
B: OK. I’ll just go and get changed.
A: What’s wrong with your shorts?
B: I don’t like driving in shorts. I’m going to put some jeans on.

4.3 Look at the underlined verbs in these sentences. Which are transitive? Which are intransitive?

1 She broke her leg.
2 Take off your jacket.
3 I got up at 7.30.
4 She doesn’t like Chinese food.
5 We arrived late.
6 He told me to sit down.

4.4 How many syllables are there in each of these words?

<table>
<thead>
<tr>
<th>English</th>
<th>noun</th>
<th>decide</th>
<th>informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>before</td>
<td>adjective</td>
<td>education</td>
<td>opposite</td>
</tr>
<tr>
<td>preposition</td>
<td>adverb</td>
<td>understand</td>
<td>pronunciation</td>
</tr>
</tbody>
</table>

Now mark the main stress on each of the words.

4.5 Look at these words and answer the questions below.

happy     lucky     dangerous     cheap

1 What part of speech are these words?
2 Change each one into an adverb.
3 Write down a synonym for the first two words.
4 Which prefix do you need to form the opposite of the first two words?
5 Write down the opposite of the last two words.
Classroom language

A Equipment

These are some of the things you may use in your classroom or school.

We can use some of these nouns as verbs: video a programme (= record it on video); photocopy an exercise; highlight new words; file some papers (= put them in a file).

B Classroom activities

Things students or teachers do in the classroom:

- Look up a word (= find the meaning of a word in a dictionary)
- Borrow someone’s dictionary or rubber (= use it and then return it)
- Rub out mistakes in a notebook (= remove mistakes using a rubber)
- Plug in the tape recorder (= put the plug in the electric socket)
- Turn up the tape recorder if you can’t hear it (= increase the volume) (opp turn down)
- Rub things off the board (= remove writing from the board)
- Correct students’ English (= give the correct English if students make mistakes)

Things a teacher may ask students to do in the classroom:

- Could you clean the board, Carlos? (= remove all the writing from the board)
- Write these words down. (= write these words on a piece of paper/in a notebook)
- Enrique, could you swap places (= change places) with Lorena?
- Kim, could you share your book with Petra? (= use it together at the same time)
- Repeat this sentence after me. (= say it again)

C Questions about vocabulary

- What does ‘plug’ mean? (NOT what means plug?)
- How do you pronounce it?
- How do you spell ‘bicycle’?
- How do you use ‘anyway’ in a sentence?
- What’s the difference between ‘lend’ and ‘borrow’?
**Exercises**

5.1 Label these pictures, then check your answers on the opposite page.

5.2 Answer these questions.

1. What do you rub off the board? **writing**
2. What do you put in a tape recorder? **tape**
3. What do you put on an OHP? **marker**
4. What do you keep in a file? **papers**
5. What do you put in a briefcase? **files**
6. What do you put in a socket? **plug**
7. What do you use a rubber for? **rub out**
8. What do you use a photocopier for? **photocopy**
9. Why do you turn up a tape recorder? **volume**
10. Why do you share a book with someone? **loan**

5.3 Match the verbs on the left with the nouns on the right.

1. correct  
2. clean  
3. borrow  
4. swap  
5. video  
6. do  
7. turn up  
8. look up

   a places  
   b a word  
   c someone’s mistakes  
   d the board  
   e a dictionary  
   f a programme  
   g an exercise  
   h the tape recorder

5.4 Here are some answers. What are the possible questions?

1. A: .......................................................?  B: It means to exchange places.
2. A: .......................................................?  B: .../swɒp/... Like ‘shop’ or ‘stop’.

5.5 Think about your last lesson (in English or any other subject). Did you do any of these things?

Did you

- clean the board?  
- use a rubber?  
- borrow anything?  
- watch a video?

- share a book with anyone?  
- look up any words?  
- make any mistakes?  
- write anything down in a notebook?
Prefixes

With the meaning 'not'

Prefixes can be added to some words to give them a negative meaning.

<table>
<thead>
<tr>
<th>happy</th>
<th>unhappy</th>
<th>like (v)</th>
<th>dislike (v)</th>
</tr>
</thead>
<tbody>
<tr>
<td>possible</td>
<td>impossible</td>
<td>legal</td>
<td>illegal (= against the law/wrong)</td>
</tr>
<tr>
<td>correct</td>
<td>incorrect</td>
<td>regular</td>
<td>irregular, e.g. irregular verbs</td>
</tr>
</tbody>
</table>

un- is the most common, e.g. unfriendly, unable, unnatural, unnecessary, unemployed (= without a job), untidy (= not in order; also, in a mess), unkind, unpleasant (= horrible).

in- is often used before words with a Latin origin, e.g. invisible (= cannot be seen), informal, inadequate (= not good enough, e.g. The car park is inadequate for a big supermarket like that).

im- is used before some words beginning with ‘m’ or ‘p’, e.g. impolite, impossible, impatient (someone who is ‘impatient’ wants things to happen now; they cannot wait for things), immoral.

il- can be used before ‘l’, e.g. illegible (= impossible to read because the writing is bad).

ir- is only used before a few words beginning with ‘r’, e.g. irresponsible.

dis- is used before some adjectives, e.g. dishonest (a ‘dishonest’ person is someone you cannot trust, and often does not tell the truth), and a few verbs, e.g. dislike, disagree.

NOTE

Word stress doesn’t usually change, e.g. happy/unhappy; but it can to emphasise the negative:

A: Was he happy about the change?
B: No, he was very unhappy about it.

Verb prefixes: un- and dis-

With some verbs, these prefixes can also mean ‘the opposite of an action’.

The plane appeared in the sky, then suddenly disappeared behind a cloud.

I locked the door when I left, but then I lost the key and couldn’t unlock it when I got back.

I got dressed (= put on my clothes) and had my breakfast.

I got undressed (= took off my clothes) and got into bed.

I had to pack my suitcase/do my packing (= put everything in it) very quickly, so when I unpacked (= took things out) at the hotel, most of my clothes looked terrible.

Other verb prefixes with specific meanings

re- (= again) The shop closed down but it’ll reopen next month.

I failed my exam but I can retake/redo it next year.

over- (= too much) My boss is overdoing it at the moment. (= working too hard)

I went to bed very late and I overslept (= slept too long) this morning.

The shop assistant overcharged me.

(= asked me for too much money)

mis- (= badly or incorrectly) I’m afraid I misunderstood what he said.

Two of the students misread the first question.

Maybe I overate.


6.1 What’s the opposite of these words? (The words in the last column are verbs, the rest are adjectives.)
1 not happy 5 patient 9 polite 13 lock
2 correct 6 regular 10 visible 14 pack
3 legible 7 friendly 11 employed 15 agree
4 possible 8 formal 12 honest 16 like

6.2 What’s the reverse of these actions?
1 do one’s packing unpack 3 appear
2 lock the door get dressed

6.3 Agree with these sentences, using a synonym from the left-hand page for the underlined words.
1 It’s against the law, isn’t it?
   Oh yes, it’s illegal.
2 His room is always in a mess, isn’t it?
   Yes, it’s very untidy.
3 He took off his clothes!
   Yes, he got undressed.
4 This handwriting is impossible to read.
   Yes I know, it’s completely unreadable.
5 She can never wait for five minutes, can she?
   No, she’s very impatient.
6 The conference centre wasn’t good enough for 500 people, was it?
   No, it was completely inadequate for that number.
7 She’s horrible sometimes.
   Yes, she can be very unpleasant.
8 I’m afraid they sometimes steal things and tell lies.
   I know. They’re both dishonest.

6.4 Complete the verbs in these sentences.
1 I completely disagree with him on this subject.
2 I’m sorry, I misunderstand her message.
3 We understand as soon as we got to the hotel, then went out for a walk.
4 She was here a minute ago, then she disappeared. I don’t know where she is now.
5 My homework was so bad that I’ll have to redo it.
6 Her alarm clock didn’t go off and she overslept.
7 She finally managed to unlock the door and we were able to go inside.
8 I disliked the film, but the others enjoyed it.
9 I don’t think I’ll pass the exam, but I can always retake it in September.
10 She’s over things at the moment. She needs a complete break from her job.
11 The post office shuts for lunch but it should reopen at 2:00 pm.
12 I was very angry because they overcharged me by about £5 in that shop.

6.5 Keep several pages in your notebook for verbs or adjectives which combine with these prefixes. You can add new words to your lists and test yourself at the same time.
Noun suffixes

Verb + noun suffix

<table>
<thead>
<tr>
<th>verb</th>
<th>suffix</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>improve (= get better)</td>
<td>-ment</td>
<td>improvement</td>
</tr>
<tr>
<td>govern (= control affairs of a city or country)</td>
<td>-ment</td>
<td>government</td>
</tr>
<tr>
<td>manage (= direct or control a business)</td>
<td>-ment</td>
<td>management</td>
</tr>
<tr>
<td>elect (= choose somebody by voting)</td>
<td>-ion</td>
<td>election</td>
</tr>
<tr>
<td>discuss (= talk about something seriously)</td>
<td>-ation</td>
<td>discussion</td>
</tr>
<tr>
<td>inform (= tell someone something)</td>
<td>-ation</td>
<td>information</td>
</tr>
<tr>
<td>jog (= running to keep fit or for pleasure)</td>
<td>-ing</td>
<td>jogging</td>
</tr>
<tr>
<td>spell (e.g. S-P-E-L-L)</td>
<td></td>
<td>spelling</td>
</tr>
</tbody>
</table>

There has been a **big improvement** in the economy. Who do you think will **win** the election? The problems are due to **bad management**. I’m not very **good** at spelling.

Adjective + noun suffix

<table>
<thead>
<tr>
<th>adjective</th>
<th>suffix</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>weak (= opp strong)</td>
<td>-ness</td>
<td>weakness</td>
</tr>
<tr>
<td>happy</td>
<td></td>
<td>happiness</td>
</tr>
<tr>
<td>ill (= sick/not well)</td>
<td>-ness</td>
<td>illness</td>
</tr>
<tr>
<td>stupid (= opp intelligent, clever)</td>
<td>-ity</td>
<td>stupidity</td>
</tr>
<tr>
<td>active</td>
<td>-ity</td>
<td>activity</td>
</tr>
<tr>
<td>similar (= almost the same; opp different)</td>
<td>-ity</td>
<td>similarity</td>
</tr>
</tbody>
</table>

We have a **weak government**. What’s her **main weakness** as a manager? She was **ill** for a long time. Hepatitis is a very **serious illness**. The two boys are **quite similar**. There is a **similarity between** all three sons.

Pronunciation

Adding a suffix to a verb or adjective may change the pronunciation.

<table>
<thead>
<tr>
<th>verb</th>
<th>noun</th>
<th>adjective</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>educate</td>
<td>education</td>
<td>similar</td>
<td>similarity</td>
</tr>
<tr>
<td>advertise</td>
<td>advertisement</td>
<td>stupid</td>
<td>stupidity</td>
</tr>
</tbody>
</table>

-er/-or and -ist

These suffixes can be added to nouns or verbs. They often describe people and jobs.

<table>
<thead>
<tr>
<th>-er</th>
<th>-er</th>
<th>-or</th>
<th>-ist</th>
</tr>
</thead>
<tbody>
<tr>
<td>ballet dancer</td>
<td>bus driver</td>
<td>television actor</td>
<td>artist, e.g. Picasso</td>
</tr>
<tr>
<td>pop singer</td>
<td>shop manager</td>
<td>film director</td>
<td>economist</td>
</tr>
<tr>
<td>murderer (= person who kills someone)</td>
<td>professional footballer</td>
<td>translator</td>
<td>psychologist</td>
</tr>
<tr>
<td></td>
<td>employer</td>
<td>computer operator</td>
<td>journalist</td>
</tr>
</tbody>
</table>
## Exercises

### 7.1
Complete the tables and mark the stress on each word. The last two in each column are not on the opposite page, but do you know or can you guess the noun formed from them?

<table>
<thead>
<tr>
<th>verb</th>
<th>noun</th>
<th>adjective</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>educate</td>
<td></td>
<td>stupid</td>
<td></td>
</tr>
<tr>
<td>improve</td>
<td></td>
<td>happy</td>
<td></td>
</tr>
<tr>
<td>jog</td>
<td></td>
<td>weak</td>
<td></td>
</tr>
<tr>
<td>govern</td>
<td></td>
<td>similar</td>
<td></td>
</tr>
<tr>
<td>spell</td>
<td></td>
<td>active</td>
<td></td>
</tr>
<tr>
<td>hesitate</td>
<td></td>
<td>sad</td>
<td></td>
</tr>
<tr>
<td>arrange</td>
<td></td>
<td>popular</td>
<td></td>
</tr>
</tbody>
</table>

### 7.2
Combine words on the left with the correct suffix on the right to complete the text.

<table>
<thead>
<tr>
<th>improve</th>
<th>televisе</th>
<th>weak</th>
<th>govern</th>
<th>-ment</th>
<th>-ity</th>
<th>-ness</th>
</tr>
</thead>
<tbody>
<tr>
<td>elect</td>
<td>educate</td>
<td>manage</td>
<td>stupid</td>
<td>-ion</td>
<td>-ation</td>
<td></td>
</tr>
</tbody>
</table>

In his first broadcast on (1) television since he won the (2) last month, the Prime Minister promised to make health and (3) his top two priorities.

And in a strong attack on the previous (4), he said that the present (5) of the British economy was caused by their (6) and bad (7). He said things were going to change, and he hoped the British people would be able to see a big (8) in the economy by the end of the year.

### 7.3
Write down the name of the person who does these things as a job.

1. drive ........................................... driver
2. translate ....................................... translator
3. act ............................................... actor
4. psychology ..................................... psychologist
5. economics ..................................... economist
6. football ........................................ footballer
7. economics ..................................... economist
8. economics ..................................... economist

### 7.4
Match words from left and right to find the names of eight jobs.

<table>
<thead>
<tr>
<th>pop</th>
<th>bus</th>
<th>psychologist</th>
<th>dancer</th>
</tr>
</thead>
<tbody>
<tr>
<td>shop</td>
<td>child</td>
<td>singer</td>
<td>manager</td>
</tr>
<tr>
<td>film</td>
<td>ballet</td>
<td>operator</td>
<td>driver</td>
</tr>
<tr>
<td>computer</td>
<td>professional</td>
<td>footballer</td>
<td>director</td>
</tr>
</tbody>
</table>

### 7.5
Complete the definitions below.

1. An employer is a person or company that employs people.
2. A murderer is a person who杀死 someone.
3. A bank manager is a person who manages a bank.
4. A television actor is a person who acts in television shows.
5. A translator is a person who translates text.
6. A lorry driver is a person who drives a lorry.
7. A journalist is a person who reports news.
8. An artist such as Picasso is a person who creates art.
Noun or verb + suffix

<table>
<thead>
<tr>
<th>noun or verb</th>
<th>suffix</th>
<th>adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>danger, fame</td>
<td>-ous</td>
<td>dangerous, famous (= known by lots of people)</td>
</tr>
<tr>
<td>music, politics, emotion, economics, industry</td>
<td>-al</td>
<td>musical, political, emotional (= have or show strong feelings), economical (= saves you money), industrial (= connected with industry and factories)</td>
</tr>
<tr>
<td>cloud, sun, fog, dirt</td>
<td>-y</td>
<td>cloudy, sunny, foggy, dirty (opp clean)</td>
</tr>
<tr>
<td>attract, create</td>
<td>-ive</td>
<td>attractive (= pretty, good-looking); creative (= ability to produce new ideas; with imagination)</td>
</tr>
</tbody>
</table>

The roads were dangerous this morning: it was foggy and I couldn’t see far. He was very emotional when he said ‘goodbye’. Did you buy a diesel car because it’s more economical than petrol? I’m afraid you’ll have to clean the floor – it’s very dirty.

-able

This common suffix creates adjectives from nouns and verbs: an enjoyable evening a comfortable chair Jeans are still fashionable. suitable (= right/correct for a situation), e.g. A grey suit is very suitable for a wedding. Sometimes -able means ‘can be done’: washable (= can be washed), e.g. Is this jacket washable? reliable (= can be trusted), e.g. I’ve never had a problem with the car – it’s very reliable. Words ending -able quite often express the opposite meaning with the prefix un:- unsuitable (= not right/correct for a situation), e.g. Jeans are unsuitable for weddings. unbreakable (= cannot be broken), e.g. The glass in the shop window is unbreakable. Words ending -ible sometimes add the prefix in- to form an opposite: incomprehensible (= cannot be understood), e.g. This street map is incomprehensible. invisible (= cannot be seen), e.g. Trees surround the house, so it’s invisible from the road.

-ful and -less

-ful often means ‘full of’ or ‘having the quality of the noun’: careful (= doing sth with care and attention), e.g. careful driver helpful (= able to help), e.g. Her advice was very helpful. painful (= giving pain), e.g. It was painful when I hit my hand. useful (= has a lot of use), e.g. I found it a useful book. thoughtful (= kind and thinks of others)

-less often means ‘without’: careless (= without care, and causing mistakes), e.g. His work is full of careless mistakes. useless (= without use and often terrible), e.g. This knife is useless – it won’t cut anything. homeless (= with nowhere to live), e.g. Many families are homeless because of the war.
8.1 Write an adjective (or adjectives) formed from these nouns or verbs. Cover the opposite page first.
1 danger dangerous
2 attract
3 create
4 cloud
5 suit
6 use
7 care
8 thought
9 politics
10 enjoy
11 pain
12 dirt
13 sun
14 music
15 comfort
16 fame
17 rely
18 emotion

8.2 Fill the gaps with suitable adjectives from the opposite page.
1 You must be very careful when you drive in wet weather.
2 Everyone in my country has heard of her; she’s very attractive.
3 The tourist information office was very helpful, and told us everything we needed to know.
4 This is a very dangerous road, you know. There were three serious accidents on it last year.
5 It was very painful when I hit my leg against the corner of that table.
6 This bag is very useful: I take it to work and when I go on holiday.
7 We’ve never had problems with our TV in ten years; it’s been very reliable.
8 The factory is in the industrial part of the city, and it’s not very attractive.
9 A 100 gram bag is 80 pence, but the 200 gram bag is only £1.20, so it’s more enjoyable to buy the larger bag.
10 It’s terrible that there are so many homeless people in a country that is so rich.
11 Teenagers want to be fashionable, and wear all the latest styles.
12 I can’t understand a word of these instructions – they’re useless.

8.3 How many of these words can form opposites with the suffix -less?
1 wonderful 2 useful 3 awful 4 careful 5 beautiful
What are the opposites of the other words (the ones without -less)?

8.4 Match adjectives from the left with the most suitable nouns from the right.

homeless famous actor
careless useful bed
comfortable cloudy party
industrial enjoyable advice

8.5 From the adjectives on the opposite page, choose two or three which could describe each of these people or things. (You can use the same adjective more than once.)
1 Wolfgang Amadeus Mozart famous, creative, musical
2 the weather
3 someone’s driving
4 an area of a city
5 a car
6 yourself
Nouns and verbs with the same form

Many words in English function as noun and verb, or verb and adjective, or noun and adjective, with the same form.

What’s the answer? (noun) I must clean my room. (verb) I don’t like the cold. (noun) Answer the question. (verb) It’s a clean room. (adj) I don’t like cold weather. (adj)

The same word form can have different meanings, but this unit looks at examples where the meaning is the same or similar, and concentrates on nouns and verbs with the same form.

### A Noun and verb

<table>
<thead>
<tr>
<th>verb</th>
<th>verb + noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>brake (= stop a car using the brake on the floor)</td>
<td>ring (= telephone)</td>
</tr>
<tr>
<td>diet (= eat less to lose weight)</td>
<td>queue (= wait in a line of people)</td>
</tr>
<tr>
<td>guess (= give an answer without knowing the facts)</td>
<td>murder (= kill someone)</td>
</tr>
</tbody>
</table>

Many common words can function as noun and verb with the same form and meaning: drink, rest, look, cost, swim, wash, push, pull, reply, kiss, chat (= a casual conversation infml) [also practise (v) and practice (n)].

### B Which verb?

It is often more natural in English to use the verb + noun structure (e.g. had a guess) and not the verb (e.g. guessed). You need to know which verbs to use with the nouns.

<table>
<thead>
<tr>
<th>verb</th>
<th>verb + noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>I didn’t know the answer, so I guessed. We rested for a while. She braked suddenly. He needs to diet. I’m going to ring him. I looked in the paper. I dreamt about you last night. We had to queue for half an hour.</td>
<td>I didn’t know the answer, so I had a guess. We had a short rest. She put on the brakes suddenly. He needs to go on a diet. I’m going to give him a ring. I had a look in the paper. I had a dream about you last night. We had to wait in a queue for half an hour.</td>
</tr>
</tbody>
</table>
Exercises

9.1 What word is being defined? (The first letter has been given to you.)

1 Give an answer without knowing the facts g.................................
2 Eat less in order to lose weight d.................................
3 Wait in a line of people q.................................
4 Kill someone m.................................
5 Telephone r.................................
6 Press your lips against another person’s lips k.................................
7 Have a casual conversation c.................................
8 Images in your mind when you are sleeping d.................................

9.2 Rewrite these sentences using the underlined nouns as verbs. Change or add words if necessary.

Example There was a lot of rain yesterday.
It rained a lot yesterday.

1 We had a long wait.
We ...........................................................................................
2 This apple has got a strange taste.
This ........................................................................................
3 We waited in the queue for half an hour.
We ........................................................................................
4 The cost of the holiday was about £500.
The ..........................................................................................
5 I wrote a reply to his letter yesterday.
I ................................................................................................
6 She gave me a smile this morning.
She ..........................................................................................

9.3 Rewrite these sentences using the underlined verbs as nouns. The meaning must stay the same.

Example They want to rest for a bit
They want to have a rest for a bit.

1 I’ll ring him this evening.
I’ll ............................................................................................
2 I’ll diet if necessary.
I’ll ............................................................................................
3 If you don’t know, just guess.
If you don’t know, just ...............................................
4 I braked but I still couldn’t stop in time.
I ................................................................................................
5 I dreamt about my mother.
I ................................................................................................
6 Did you look in the paper?
Did you .............................................................................?

9.4 Sometimes the same word can be a verb and noun but the meaning changes. Read these pairs of sentences. Do the verb and noun have a similar meaning, or are they different in meaning?

1a We had a long wait for the bus.
b If we wait any longer, we may miss the train.
2a I gave him the book.
b Did you book the table in the restaurant?
3a They take a break after an hour’s work.
b Did he break his arm skiing?
4a I go for a run most mornings.
b I was late so I had to run to get to school on time.
### Compound nouns

#### Formation

A compound noun is formed from two words, and occasionally three, to create a single new idea.

- **dining room** (= room where you eat meals)
- **film star** (e.g. Tom Cruise, Meg Ryan)
- **science fiction** (= stories about the future)
- **writing paper** (= paper for writing letters)
- **income tax** (= tax you pay on your salary)
- **mother tongue** (= your first language)
- **bus driver** (= person who drives buses)
- **dishwasher** (= machine for washing dishes)
- **brother-in-law** (= your sister’s husband or wife’s brother)
- **bus stop** (= where buses stop for people to get on)
- **haircut** (e.g. My hair’s long; I need a haircut.)
- **traffic jam** (= long line of cars moving very slowly)
- **babysitter** (= person who looks after children when parents are out)
- **box office** (= place where you buy cinema or theatre tickets)
- **travel agent** (= job of a person who makes travel arrangements for us)

#### One word or two?

Some short common compound nouns are written as one word, e.g. **bedroom, postman**; a few are written with a hyphen, e.g. **T-shirt, make-up** (= stuff you put on the face, often on lips and around eyes, to be more attractive); but most are written as two words, e.g. **credit card, bus stop**. Use a dictionary to check if necessary.

#### Pronunciation

The main stress is usually on the first part, e.g. **post office, income tax**, but sometimes it is on both parts, e.g. **science fiction, mother tongue**. Use a dictionary to check if necessary.

#### Forming new compounds

One part of a compound often forms the basis for a number of compound nouns.

<table>
<thead>
<tr>
<th>postman</th>
<th>film star</th>
<th>toothbrush</th>
<th>living room</th>
</tr>
</thead>
<tbody>
<tr>
<td>postbox</td>
<td>pop star</td>
<td>toothpaste</td>
<td>waiting room</td>
</tr>
<tr>
<td>post office</td>
<td>rock star</td>
<td>toothache</td>
<td>chat room</td>
</tr>
</tbody>
</table>

(= an area for communication on the internet)
10.1 Find compound nouns on the opposite page connected with each of these topics.

10.2 Complete each sentence with a suitable compound noun from the opposite page.

1. We booked our holiday through a travel agent.
2. I’m sorry I’m late. There was a terrible traffic jam on the motorway.
3. Humphrey Bogart was a famous film star in the 1940s and 50s.
4. The traffic lights were red but he still didn’t stop.
5. When I got to the dentist, I had to sit in the waiting room for 40 minutes.
6. Mary wanted to go out, but she couldn’t find a babysitter for the children.
7. When I’m driving I always wear sunglasses if it’s very bright and sunny.
8. Most people have to pay income tax on their salary; the more you earn, the more you pay.
9. I washed my hair; then I discovered that the hair dryer wasn’t working.
10. We waited at the airport for 20 minutes, then three arrived at the same time.
11. My brother loves science fiction, but I never read stuff like that about the future.
12. Your jeans were dirty so I put them in the washing machine with mine.

10.3 Take one word (the first part or the second part) from each compound and create a new compound. Use a dictionary to help you if necessary.

Examples: brother-in-law postbox
           mother-in-law post office

1. dining room refrigerator
2. film star film industry
3. credit card credit transaction
4. toothpaste toothbrush
5. traffic lights traffic jam
6. sunglasses sun glasses
7. hair dryer hair conditioner
8. boyfriend boy friend

Now mark the main stress on each of the compound nouns you have created.