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ENGLISH VOCABULARY IN USE

**Vocabulary
reference and
practice**

Fourth Edition

**Pre-intermediate
and Intermediate**

Stuart Redman

Experience
Better
Learning

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Introduction

To the student

This book will help you learn more than 2,000 words and phrases, and you can use it without a teacher. There are 100 units in the book. You can study them in any order, but the first four units have information about vocabulary that will help you with your learning.

Here is what the pages look like:

The left-hand page presents the new vocabulary.

New vocabulary is in **bold**.

The right-hand page practises the new vocabulary.

There is an example in each exercise to help you.



Pictures and diagrams show the meaning of some words.

Example sentences help you to understand new words.



There is space for you to write your answers.

Over to you is a chance for you to use the new words to write about yourself, your life and your country.

After you do the exercises, you can check your answers in the **Answer key** at the back of the book. You will also find possible answers for most of the **Over to you** exercises.

The **Index** at the back of the book has all the new words and phrases from the units, with a phonemic transcription to help you with pronunciation.

It is a good idea to have a dictionary when you use the book. Sometimes you may want a bilingual dictionary, so you can find a translation; sometimes the book asks you to use an English dictionary for an exercise. You also need a notebook when you are studying. The study units 1–4 in this book will give you ideas and information to help you to use your notebook and become a better learner. I hope you enjoy using this book.

To the teacher

This book can be used in class or for self-study. It is intended for learners at the upper A2 level and B1 level on the Council of Europe scale, and teaches more than 2,000 words and phrases. The vocabulary is organised around common everyday topics, but also contains units on different aspects of language such as phrasal verbs, uncountable nouns and link words and phrases. These units provide key information about lexis, but also help to ensure that learners are exposed to the most important vocabulary for their level. The first four units are dedicated to aspects of vocabulary learning such as record keeping and dictionary use. The book has been written so that units can be studied in any order, but I recommend you look at these four study units first, as they provide learners with important advice about vocabulary learning in general.

Throughout the book, vocabulary items have been chosen for their usefulness in a wide range of everyday situations, and this task has been made easier by having access to the English Profile (EP). Forming part of a large research programme sponsored by the Council of Europe, the EP helps teachers and students identify the words or phrases that a learner can be expected to know at each level of the Common European Framework. The words and phrases have mainly been selected using the Cambridge Learner Corpus, examination wordlists and classroom materials, and in this book the main focus is on words and phrases at the upper end of the A2 level and across the B1 level.

Much of the new vocabulary (on average about 25 items per unit) is presented through different types of text, and then explained immediately after the item appears, or in a separate glossary below the text; some words are presented in tables or lists, and contextualised in sentence examples; some of the new vocabulary is presented in pictures and diagrams.

The new vocabulary is then practised on the right-hand pages through a wide range of exercise types. These pages generally progress from easier to more difficult exercises, with items often tested receptively first, e.g. through a matching or grouping exercise, before moving on to more challenging productive exercises such as gap-fill texts or sentence transformations. In many units, the final exercise is called **Over to you**. This indicates a personalised exercise, in which learners have an opportunity to use some of the new vocabulary to talk about themselves, their lives and their country, and sometimes to express their own personal opinions. These make ideal classroom speaking activities for pairs or groups, but many of the exercises on the right-hand page can be adapted for speaking practice. For example, where there are short question and answer dialogues, students can first read the dialogues out loud, then one student can ask the questions, and their partner has to respond appropriately using target vocabulary from the unit, but without referring to the book.

There is a comprehensive Answer key at the back of the book, as well as an Index of all the vocabulary taught with a phonemic pronunciation guide and a unit reference to where each item appears.

Find more resources for teachers at www.cambridge.org/elt/inuse

We hope you enjoy using this new edition.

A

Using this book

It's a good idea to have a **routine** when you use this book. [something you do often and usually in the same way] For example:

- a **weekly** routine when you study a new unit for **at least** [not less than] 30–45 minutes;
- a **daily** routine when you **revise** that unit. [study it again] You may only need to revise for five or ten minutes each time.

1.1

Over to you

Write your answers.

1 How often can you spend at least half an hour or forty-five minutes on a unit?

.....

2 How often can you revise? How much time can you spend when you revise? Where will you do it?

.....

B

Studying a new unit

When you are studying a unit for the first time, you need to be **active** when you are learning.

- With a new word or phrase, **say it aloud** [speak it so you can hear it], and repeat it to yourself **silently** [in your head, not speaking]. If you have the eBook that goes with the book, use it to check the pronunciation.
- Use a **highlighter pen** to mark words you think are important or difficult.
- Write down new words and phrases in your notebook. (See Unit 2 for more information.)
- Always try to write an example sentence for new words. You can choose an example from this book or a dictionary, but an example from your own life will often help you to remember a word, e.g. *I shared a flat with an Australian girl when I was in London last year.*
- Do exercises in pencil, then you can **rub them out** (using a **rubber**) and do them again later. This is a good way to revise vocabulary.

1.2

Over to you

Write your answers.

1 Which of these things do you do now when you are learning vocabulary?

.....

2 What will you do in the future?

.....

C

Revising a unit

When you are revising a unit one or two days later, it is also important to be as active as possible.

- Test yourself, e.g. look at a word and cover the meaning. Can you remember what the meaning is? If you can't, check the meaning, then come back to the word in five minutes' time and test yourself again.
- Look at what you wrote in your notebook when you first studied the unit. Is there any new information you want to add, e.g. something about the pronunciation, or a common word partner? (See Unit 2.)
- Diagrams may help you to organise some of the vocabulary differently, and help you to remember it.

Who took
my pen?

Let's take a
break now.

1.3

Over to you

take

I took notes
during the lecture.

What size shoes
do you take?

Write your answers.

1 Do you revise vocabulary that you study? If so,
how often?

2 Will you try to revise more often in the future?
If so, will you use some of the ideas above?
.....

D Expanding* your vocabulary

- When you learn a word, e.g. *dirty*, think of **synonyms** (*syn*) [words with a similar meaning] or **opposites** (*opp*) in your language. Look them up in a bilingual dictionary to find the English words, then look up the English words in an English dictionary to check the meaning. From this, you will find that the opposite of *dirty* is *clean*, and you may also find **filthy** [very dirty].
*making something bigger

1.4 Using this method, find opposites for the words in bold.

- My room is very **clean**. *opp* *dirty*
- It's a **permanent** job. *opp*
- He was **kind** to all of his animals. *opp*
- Babies have very soft, **smooth** skin. *opp*
- Where's the **entrance**? *opp*
- Was the bird **dead**? *opp*
- Did they **accept** the invitation? *opp*

- Building word families (see Units 70–72) will also help to expand your vocabulary. From a noun, verb or adjective, you can often find related words in the dictionary with a similar meaning. So, you can often learn two or three words, and not just one, e.g. **argue** v = have an angry discussion; *n* = **argument**.

1.5 Use a dictionary to find the related parts of speech for the words in bold.

- She gave me some **advice**. *verb* *advise*
- We mustn't **argue**. *noun*
- I will have to **revise** this unit. *noun*
- Is there a **choice**? *verb*
- I want to **expand** my vocabulary. *noun*
- The two boys are very **different**. *noun* *verb*
- They need to **communicate** more. *noun* *adj*

- Try to read and listen to English as much as possible. The more you read and listen, the more you will learn. When you read, try to:
 - **Highlight** or underline interesting new words.
 - Highlight words if they are familiar but you can't remember the meaning.
- There is a lot of spoken English on the Internet which you can play again and again. Try to make a note of interesting words and look up the meaning.

1.6 Over to you

Now choose a unit that interests you. Study the left-hand page, then do the exercises in pencil. Wait for at least 24 hours, revise the unit, then answer these questions.

- How many answers did you get right the first time?
- How many answers did you get right the second time?

A

What do you do?

This is what some students do.



RAFAEL I **write down** new English words and phrases in my notebook, and next to each one I write a Spanish **translation**. I usually write down if a word is a *noun, verb, adjective*, and so on.



RAFAEL I sometimes write a word in phonemics because English pronunciation is very difficult for me. But my notebook is a **mess** [nothing is in a good order; *syn untidy*]. I like to **draw** pictures.



EUN I sometimes **make a note of** new words in my notebook, but I often **forget** [don't remember]. I usually write a translation, and sometimes I write example sentences as well.



ANDREW I've got a notebook. I don't use it much but when I do, I try and list words by **topic**, so I put all the animals together, and all the clothes words together, and so on. I find it's easier to remember the words this way.



YONAYA I **note down** new words and phrases. Sometimes I **translate** them **into** Polish, and sometimes I write an **explanation** [a description of what something means] in English if it is not difficult. For example:
kitten – a very young cat

B

Tips for your notebook

A **tip** is a piece of advice to help you. Here are some tips for your notebook.

- Put words from one **topic** in the same place, e.g. food in one place, clothes in another, etc. Don't **mix** them **up** [put them together with no order]. You can also have **grammar** topics, e.g. 'uncountable nouns', or a page for words that all have a connection, e.g. words and phrases that were all in a story you read in English. Some words and phrases will go in more than one topic.
- If you can't find a topic for a new word or phrase, e.g. *useful* or *in particular*, put them in a different place in your notebook, e.g. a page for each day or each week, or perhaps one page for every English lesson you have. Write the **date** clearly at the top, e.g. Monday 14th May.
- When you write down new vocabulary, write a translation if it is **necessary** [you need it; *opp unnecessary*], but also write the meaning in English if it is possible, or draw pictures.
- If possible, add synonyms, opposites, other parts of speech, etc. (See Unit 1.)
awful *adj* = terrible (*syn dreadful*)
enjoy *v* = like something and get pleasure from it **n** = **enjoyment** *adj* = **enjoyable**
- Example sentences help you with the grammar of a word, or with word partners (collocations).
I **enjoy living** in a big city. (NOT I enjoy to live in a big city.) (See Units 87–8.)
I **spent two weeks in** Rome. (NOT I passed two weeks in Rome. You *spend* time in a place.) (See Unit 74.)
- Remember, words often have more than one meaning that you need to know, e.g. a **tip** is also money that you give, for example, to a waiter for serving you in a restaurant.

Exercises

- 2.1** Organise the words into the topics below. One word can go in two different topics. Use a dictionary to help you.

diet branch lay the table count v dig v ground flour add up
 raw leaf minus butcher thousand frozen zero butterfly

food	garden	numbers
diet		

- 2.2** Explain these words in English, or draw a picture, or if you think an explanation is too difficult and a drawing is not possible, write a translation instead.

- raw *not cooked*
- dig
- butcher
- leaf
- flour
- lay the table
- add up
- minus

- 2.3** What information could you include with these words? The answers are all on the opposite page.

- forget *opposite = remember*
- awful
- necessary
- translate
- tip
- enjoy

2.4 Over to you

Answer the questions. If possible, compare your answers with someone else.

- Look again at what the students said on the opposite page. What are the good things that they do? Underline them.
- Do you do all of these things?
- Is there anything you don't do now, but will do in the future?
- At the moment, which person's notebook is most like your notebook?
- What are the most useful tips on the opposite page for you?

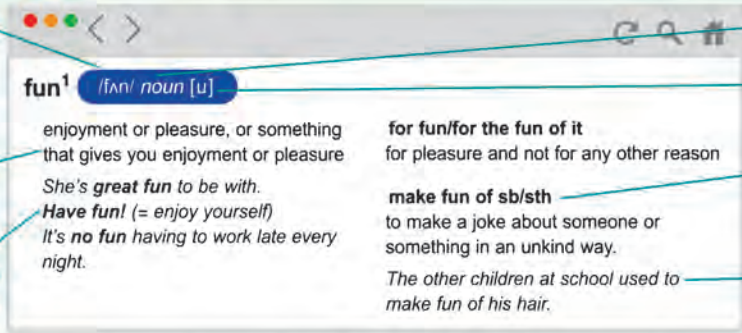
A What dictionaries do I need?

A **bilingual** dictionary [using two languages] is easy for you to understand, and quick and easy to use. A dictionary in English will give you reading practice in English and many more examples of how words are used. If possible, use both. These are good dictionaries in English for your level, and most of them are available online:

- Cambridge Learner's Dictionary* *Oxford Wordpower Dictionary*
Longman Active Study Dictionary *Macmillan Essential Dictionary*

B Information in dictionaries

If you **look up a word** [find a word in a dictionary] using the *Cambridge Learner's Dictionary*, the information is shown like this:



pronunciation using phonemic symbols (see page 247) → /fʌn/ noun [ʊ]

a definition explains the meaning → enjoyment or pleasure, or something that gives you enjoyment or pleasure

bold (italics) show common word partners (see Unit 74) → She's **great fun** to be with. **Have fun!** (= enjoy yourself) It's **no fun** having to work late every night.

part of speech (= noun) → (U) tells you that /ʌn/ is uncountable (see Unit 86)

fixed phrases using the word are shown in bold (see Units 75-6) → **for fun/for the fun of it** for pleasure and not for any other reason

examples are in italics → *make fun of sb/sth* to make a joke about someone or something in an unkind way. *The other children at school used to make fun of his hair.*

3.1 Correct the spelling mistakes. Use a dictionary to check your answers.

- | | | | |
|----------------|----------------|----------------|-------|
| 1 allways | ...always..... | 6 comfortable | |
| 2 realy | | 7 accomodation | |
| 3 unfortunatly | | 8 beautifull | |
| 4 expecially | | 9 unbelivable | |
| 5 cloths | | 10 necessary | |

3.2 In the word *island* /'aɪlənd/, the letter 's' is silent (not pronounced). Use your dictionary to find the silent letters in these words.

- 1 knee 2 comb 3 castle 4 salmon 5 receipt



C Defining words

'Defining words' are words that dictionaries use when they **define** [explain] the words in the dictionary. Some of these are quite common.

emphasise [give something more attention and importance], e.g. My teacher has always emphasised the importance of writing down new words in a notebook.

relating to or connected to/with [having a relationship with someone or something], e.g. *musical* is connected with / related to *music*

amount [how much there is of something], e.g. £5 million is a large amount of money.

official [done by the government or someone in authority], e.g. A passport is an official document.

behave [do or say things in a particular way], e.g. People can behave strangely when they're nervous.

Exercises

3.3 Complete the dictionary definitions using words from the box.

connected with emphasise relating to behave official amount

- 1 industrial** /ɪnˈdʌstriəl/ 1 adjective *connected with* industry
- 2 sum** /sʌm/ noun [C] an of money
- 3 pretend** /prɪˈtend/ verb [I,T] to as if something is true when it is not
- 4 certificate** /səˈtɪfɪkət/ noun [C] an document that gives details to show something is true
- 5 not at all** /nɒt ət ɔːl/ used instead of 'no' or 'not' to what you are saying: I'm not at all happy about it
- 6 legal** /lɪɡəl/ adjective the law

D

Using a dictionary

- When you use a dictionary to check the meaning of a word, put a **tick** (✓) next to it. Each time you return to a page with a tick, **see** [find out] if you remember the word.
- When you meet a new word or phrase in a text, first try to **guess the meaning** [try to think of the meaning when you don't know it]. Then, use a dictionary to see if your **guess** was correct.
- Don't just read the dictionary definition. Example phrases and sentences show you how a word or phrase is used, and they help you to understand the meaning more clearly.
- If you look up a word in a bilingual dictionary and get two or three different translations, check these words in an English dictionary to see which translation is the best one for the situation.
- Remember that many words have more than one meaning. The first meaning in the dictionary is not always the one you want. You may need to read through the different meanings.

3.4 Answer the questions, and use an English dictionary to check the answers.

- 1 What does *puppy* mean? *It's a very young dog.*
- 2 Is the correct spelling *organize* or *organise*?
- 3 What part of speech is *extremely*?
- 4 What kind of noun is *advice*?
- 5 What preposition follows the verb *rely*?
- 6 Look up *friend*, and then the words in **bold** that are often used with it. Can you complete these phrases? *She's an friend; he's my friend; you friends with people.*

3.5 Match the sentences on the right with the different meanings of *post* on the left.



post¹ /pəʊst/ noun

- 1 System** [no plural] UK (US mail)
the system for sending letters, parcels, etc
Your letter is in the post.
I'm sending the documents by post.
- 2 Letters** [ʌ] UK (US mail)
letters, parcels, etc that you send or receive
Has the post arrived/come yet?
- 3 Job** [c] formal
a job
A part-time post.
A teaching post.
- 4 Pole** [c]
a long, vertical piece of wood or metal fixed into the ground at one end.
I found the dog tied to a post.

- 1 He's applied for a post overseas.
- 2 Did you send the cheque by post?
- 3 I tied the flag to a post.
- 4 We haven't had any post yet.

A

Parts of speech

“I have a brown leather chair by the window, and I often sit there in the morning to listen to music.”

In the sentence above, *I* is a **pronoun**; *chair*, *window*, *morning* and *music* are all **nouns**; *have*, *sit* and *listen* are **verbs**; *brown* and *leather* are **adjectives**; *often* is an **adverb**; *by* and *to* are **prepositions**; *the* is a **definite article**; *a* is an **indefinite article**; *and* is a **conjunction** or **link word**.

Here are two more examples:

“We saw an elephant at the zoo yesterday.”

Elephant and *zoo* are nouns; *saw* is a verb; *at* is a preposition; *an* is an indefinite article; *the* is a definite article.

“It was a cold night, so I walked quickly.”

Was and *walked* are verbs; *cold* is an adjective; *night* is a noun; *quickly* is an adverb; *so* is a link word.



B

Grammar

When you are learning vocabulary, you need to know certain things about different words; for example, if nouns are **countable**, e.g. *books*, *apples*, *chairs*; or **uncountable**, e.g. *information* (NOT *informations*), *advice* (NOT *advices*). (See Unit 86.)

With verbs, you need to know if they are **regular**, e.g. *work*, *live*, etc; or **irregular**, e.g. *go/went*, *take/took*. You will also need to learn the grammar of **phrasal verbs**, e.g. *take something off*, *wake up*. (See Units 79–80.)

You also need to learn certain groups of words as **phrases**, e.g. *at the moment*, *never mind*, *see you later*. (See Units 75–6.)

C

Word building

In the word *uncomfortable*, *un-* is a **prefix**, and *-able* is a **suffix**. Other common prefixes include *in-* and *dis-*, e.g. *incorrect* and *dislike*. Common suffixes include *-ment* and *-ive*, e.g. *improvement* and *attractive*. (See Units 70–72.)

D

Pronunciation

Dictionaries show the pronunciation of a word using **phonemic symbols**, e.g. *book* /bʊk/, *before* /bɪ'fɔː/, *cinema* /'sɪnəmə/.

Every word has one or more **syllables**, e.g. *book* has one syllable, *before* has two syllables, *cinema* has three syllables.

It is important to know which syllable to **stress**, e.g. on *before* it is the second syllable (be'fore), on *cinema* it is the first syllable ('cinema). The vertical mark ' shows where the stressed syllable begins.

E

Punctuation

Every sentence must begin with a **capital letter** and end with a **full stop**. Some sentences have a **comma**, which often shows a **pause** [when you stop reading or speaking for a short time] in a long sentence. Did you also know that a question must end with a **question mark**?

Exercises

4.1 Put the words into the correct columns.

نوع comma phonemic symbol adverb stress
question mark syllable preposition full stop adjective

parts of speech	punctuation	pronunciation
<i>noun</i>		

4.2 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 beautiful city and I had a marvellous time. I stayed in a very hotel right in the centre, but I didn't mind spending a lot money because it was a wonderful and it was very convenient. My brother was the person who recommended it; he goes Spain a lot and he stays anywhere else. I may go back next year if have enough time.

- 1 *Spain (noun)*.....
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

4.3 Answer the questions.

- 1 What type of verb is **break**? *an irregular verb*.....
- 2 What does a sentence begin with?
- 3 What do you put at the end of every sentence?
- 4 What's missing here.
- 5 What shows you there is a pause in the middle of a long sentence?
- 6 What type of noun is **butter**?
- 7 What type of verbs are **pick somebody up** and **grow up**?
- 8 What are **full stop** and **comma** examples of?
- 9 How do dictionaries show the pronunciation of a word?
- 10 Is the 'a' in **phrase** pronounced the same as **can**, **can't** or **late**?

4.4 Mark the stress on each word. How many syllables are there?

'English 2 informal opposite syllable
decide adjective education pronunciation

4.5 Look at these words and answer the questions.

cheap dangerous kind lucky

- 1 What part of speech are these words? *adjectives*.....
- 2 Can you change the first two words into adverbs?
- 3 Is the pronunciation of *kind* like *wind* (noun) or *find* (verb)?
- 4 What prefix do you need to form the opposite of the last two words?
- 5 What suffix makes a noun from *kind*?

A Who speaks what where?

country	nationality	language
Australia	Australian	English
Brazil	Brazilian	Portuguese
China	Chinese	Mandarin (and Cantonese)
Egypt	Egyptian	Arabic
France	French	French
Germany	German	German
Greece	Greek	Greek
Israel	Israeli	Hebrew
Italy	Italian	Italian
Japan	Japanese	Japanese
(South) Korea	Korean	Korean
Poland	Polish	Polish
Russia	Russian	Russian
Saudi Arabia	Saudi Arabian	Arabic
Spain	Spanish	Spanish
Switzerland	Swiss	Swiss-German, French, Italian
Thailand	Thai	Thai
Turkey	Turkish	Turkish
the UK (United Kingdom)*	British	English
the USA (United States of America)	American	English

*the UK (England, Scotland, Wales and Northern Ireland)

I **come from** Argentina, so I'm **Argentinian** and my **first language** is Spanish. The **capital** is Buenos Aires, which has a **population** of more than 10 million people.

Common mistakes

He's **English**. (NOT He's ~~english~~.); We ate **French** food. (NOT We ate ~~France~~ food.)
 I went to **the USA**. (NOT I went to ~~USA~~.) I also visited **the UK**. (NOT I also visited ~~UK~~.)

B Parts of the world

The **continents** in the world are **Europe, Africa, Asia**, North America, **South America**, Australia [Australia and New Zealand] and Antarctica.

We also use these terms for different parts of the world:

the Middle East (e.g. United Arab Emirates, Saudi Arabia), **the Far East** (e.g. Thailand, Japan), **the Caribbean** (e.g. Jamaica, Barbados), **Scandinavia** (Sweden, Norway, Denmark, Finland).

C The people

When we are talking about people from a particular country, we add 's' to nationalities ending in '-i' or '-(i)an', but we need the definite article (the) for most others.

Brazilians/Russians } are ... The British / The French } are ...
 Thais/Israelis } The Swiss / The Japanese }

With both groups we can also use the word 'people', e.g. Brazilian people, British people, etc.

Exercises

5.1 Answer the questions.

- 1 What nationality are people from Poland? *Polish*
- 2 What nationality are people from Thailand?
- 3 What language is spoken in Spain?
- 4 Where do people speak Hebrew?
- 5 Where do people speak Mandarin?
- 6 What language is spoken in Brazil?
- 7 What language is spoken in Egypt?
- 8 What nationality are people from Germany?
- 9 Write down three countries whose first language is English.
- 10 Write down three languages spoken in Switzerland.

5.2 What parts of the world are these countries in? Write the continent, e.g. Europe, or the area, e.g. the Far East.

- | | |
|-------------------------|-------------|
| 1 Germany <i>Europe</i> | 4 Italy |
| 2 Japan | 5 Jamaica |
| 3 Saudi Arabia | 6 Argentina |

5.3 Underline the main stress in the words in the box, and practise saying them. Use the pronunciation in the index to help you.

Brazilian	Japan	Egyptian	Arabic	Scandinavia
Chinese	Portuguese	Australia	Saudi Arabia	

5.4 Write the answers.

- | | |
|---|----------------------------------|
| 1 Bangkok is the capital of <i>Thailand</i> | 4 Moscow is the capital of |
| 2 Ankara is the capital of | 5 Buenos Aires is the capital of |
| 3 Seoul is the capital of | 6 Athens is the capital of |

5.5 Complete the sentences with the name of the people from the country on the right.

- | | |
|--|-------------|
| 1 I've worked a lot with <i>the French</i> | FRANCE |
| 2 I know lots of | GERMANY |
| 3 We do a lot of business with | JAPAN |
| 4 I used to know a lot of | ISRAEL |
| 5 I have always found very friendly. | BRAZIL |
| 6 People often say that are very reserved. | BRITAIN |
| 7 are very organised. | SWITZERLAND |
| 8 I met a lot of on my trip to Moscow. | RUSSIA |

5.6 Over to you

Answer the questions for you, then ask a friend - if possible, someone from a different country - and write their answers.

- 1 What's your nationality?
- 2 What's the capital city and population of your country?
- 3 What's your first language?
- 4 What other languages do you speak?
- 5 Which countries have you visited?
- 6 Which countries would you like to visit?

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