

CAMBRIDGE

# ENGLISH VOCABULARY IN USE

Vocabulary  
reference and  
practice

Fourth Edition

---

Upper-intermediate

Michael McCarthy  
Felicity O'Dell



Includes ebook  
with audio

Experience  
Better  
Learning

# ENGLISH VOCABULARY IN USE

**Vocabulary  
reference and  
practice**

**with answers  
and ebook**

**Fourth Edition**



**Upper-intermediate**

**Michael McCarthy  
Felicity O'Dell**



**CAMBRIDGE  
UNIVERSITY PRESS**

**CAMBRIDGE**  
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom  
One Liberty Plaza, 20th Floor, New York, NY 10006, USA  
477 Williamstown Road, Port Melbourne, VIC 3207, Australia  
4843/24, 2nd Floor, Ansari Road, Daryaganj, Delhi – 110002, India  
79 Anson Road, #06–04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/elt](http://www.cambridge.org/elt)

© Cambridge University Press 2017

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 1994

Fourth Edition 2017

*A catalogue record for this publication is available from the British Library*

ISBN 978-131663174-4 Edition with answers and ebook

ISBN 978-131663175-1 Edition with answers

ISBN 978-131663177-5 ebook

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

# Contents

## Thanks

## Enhanced ebook

## Introduction

## Effective vocabulary learning

- 1 Learning vocabulary
- 2 Organising a vocabulary notebook
- 3 Using your dictionary
- 4 Guessing and explaining meaning

## Topics

- 5 Countries, nationalities and languages
- 6 The weather
- 7 Describing people: appearance
- 8 Describing people: personality
- 9 Idioms describing people
- 10 Relationships
- 11 At home
- 12 Everyday minor problems
- 13 Global problems
- 14 Education
- 15 Higher education
- 16 Work
- 17 Business
- 18 Sport
- 19 Art and literature
- 20 Theatre and cinema
- 21 Music
- 22 Food
- 23 Physical geography
- 24 Environmental problems
- 25 Towns
- 26 The natural world
- 27 Clothes
- 28 Health and medicine
- 29 Medicine and technology
- 30 Health and lifestyle

- 31 Travel
- 32 Holidays
- 33 Science and technology
- 34 Computers
- 35 Communications and the Internet
- 36 Social media
- 37 The press and the media
- 38 Politics and public institutions
- 39 Crime
- 40 Money
- 41 Describing objects

## Feelings and actions

- 42 Belief and opinion
- 43 Pleasant and unpleasant feelings
- 44 Like, dislike and desire
- 45 Speaking
- 46 The six senses
- 47 What your body does
- 48 Praising and criticising
- 49 Emotions and moods
- 50 Commenting on problematic situations

## Basic concepts

- 51 Number, quantity, degree and intensity
- 52 Numbers and shapes
- 53 Time
- 54 Distances and dimensions
- 55 Obligation, need, possibility and probability
- 56 Sound and light
- 57 Possession and giving
- 58 Movement and speed
- 59 Texture, brightness, weight and density
- 60 Success, failure and difficulty

## Connecting and linking words

- 61 Time: connecting words and expressions
- 62 Condition
- 63 Cause, reason, purpose and result
- 64 Concession and contrast
- 65 Addition
- 66 Referring words
- 67 Discourse markers in spoken English
- 68 Linking words in writing
- 69 Talking and communicating

## Word formation

- 70 Suffixes
- 71 Prefixes
- 72 Roots
- 73 Abstract nouns
- 74 Compound adjectives
- 75 Compound nouns 1: noun + noun
- 76 Compound nouns 2: verb + preposition
- 77 Binomials
- 78 Abbreviations and acronyms
- 79 Multi-word expressions

## Words and pronunciation

- 80 Words commonly mispronounced
- 81 Onomatopoeic words
- 82 Homophones and homographs

## Counting people and things

- 83 Uncountable nouns
- 84 Words that only occur in the plural
- 85 Countable and uncountable nouns with different meanings
- 86 Making uncountable nouns countable
- 87 Collective nouns
- 88 Containers and contents

## Phrasal verbs and verb-based expressions

- 89 Expressions with *do* and *make*
- 90 Expressions with *bring* and *take*
- 91 Expressions with *get*
- 92 Expressions with *set* and *put*
- 93 Expressions with *come* and *go*
- 94 Expressions with other common verbs

## Varieties and styles

- 95 Formal and informal words 1
- 96 Formal and informal words 2
- 97 Similes
- 98 Proverbs
- 99 The language of signs and notices
- 100 Headline English
- 101 US English

## Answer key

## Phonemic symbols

## Index

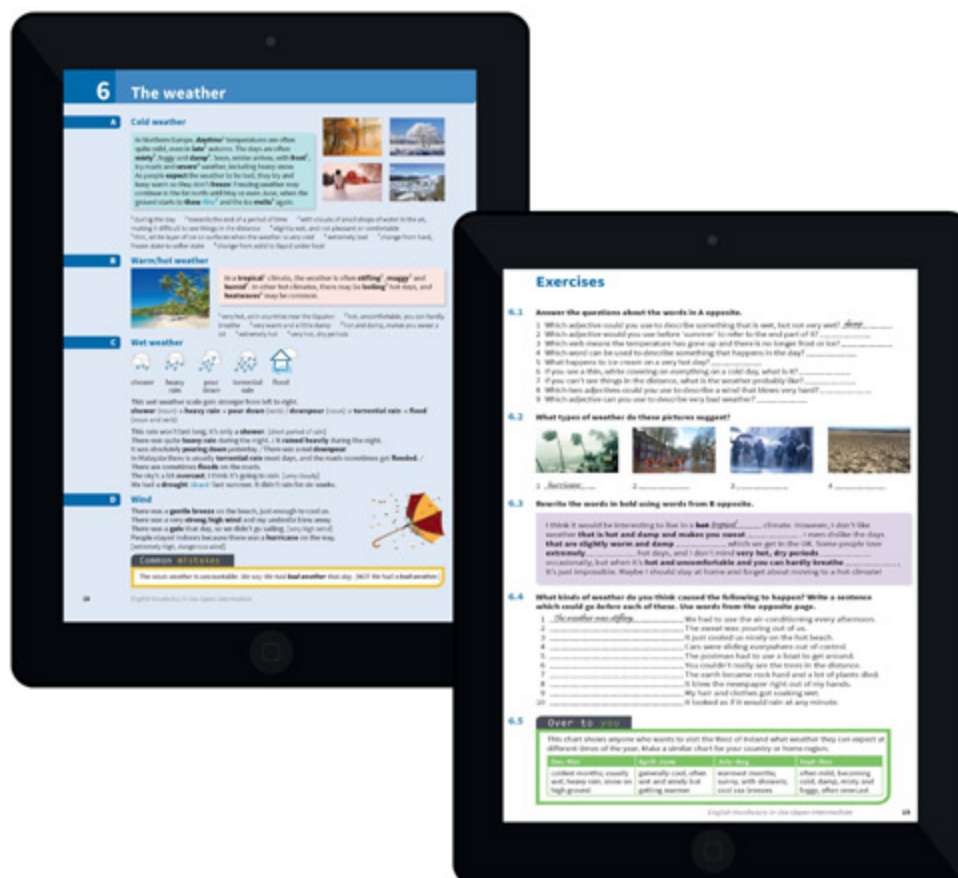
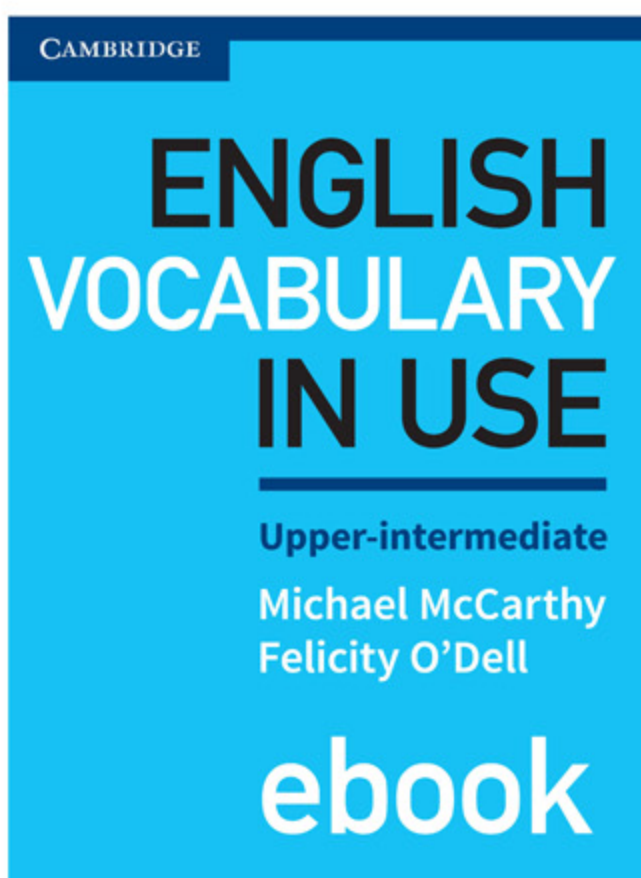
## Acknowledgements

# Thanks

Sabina Ostrowska wrote two new units for the Fourth Edition: Unit 15, Higher Education, and Unit 36, Social Media. The publishers would like to thank Sabina for her contribution to this new edition.

## Enhanced ebook

You can buy this book with or without an ebook. The ebook has the same vocabulary explanations as the book.



### Using the ebook

You can use your ebook on an iPad, Android tablet, PC or Mac.

You can listen to the text on the left-hand page to help you with your listening and pronunciation.

Using the ebook, you can:



Listen to examples



Make notes



Highlight text



Bookmark pages

### How to get your ebook

Follow the instructions in the inside front cover of this book.

# Introduction

## To the student

This book has been written to help you learn new vocabulary. You already know a large number of English words, but to express yourself more fully and in a more sophisticated way at the upper-intermediate level, you will ideally need about 4,000 words, so increasing your vocabulary is very important for your general progress in English. In this book, there are over 2,500 new words and phrases for you to learn. You will find them on the left-hand page of each unit. Every new word or phrase is used in a sentence, or in a conversation, or is in a table, or has a picture with it, or has some explanation of what it means. On the right-hand page there are exercises and other activities to help you practise using the words and to help you to remember them. The book has been written so that you can use it yourself, without a teacher. You can do the units in any order you like, but we believe it is a good idea if you do Units 1 to 4 first, as they will help you to work with the rest of the book in the best possible way.

The **Answer key** at the end of the book is for you to check your answers to the exercises after you do them. The Answer key sometimes has more than one answer. This is because often there is not just one correct way of saying something. Where you are asked to talk about yourself, in the **Over to you** exercises, we do not generally provide answers, since this is your opportunity to work completely independently and in a very personal way, so everyone's answers will be very different.

The **Index** at the end of the book has all the important words and phrases from the left-hand pages. The Index also tells you how to pronounce words. There is a table of phonemic symbols to help you understand the pronunciation on page 258.

You should also have a dictionary with you when you use the book. You can use a paper dictionary or an electronic one, or you can go to Cambridge Dictionaries Online at <http://dictionary.cambridge.org>. Access to a dictionary is useful because sometimes you may want to check the meaning of something, or find a word in your own language to help you remember the English word. Sometimes, you will also need a dictionary for the exercises; we tell you when this is so.

To learn a lot of vocabulary, you have to do two things:

- 1** Study each unit of the book carefully and do all the exercises. Check your answers in the Answer key. Repeat the units after a month, and then again after three months, and see how much you have learnt and how much you have forgotten.
- 2** Develop ways of your own to study and learn new words and phrases which are not in this book. For example, every time you see or hear an interesting phrase, write it in a notebook, and write who said it or wrote it, and in what situation, as well as what it means. Making notes of the situations words are used in will help you to remember them and to use them at the right moment.

We hope you like this book. When you have finished it, you can go to the next book in the series, *English Vocabulary in Use Advanced*. Along with this book, you can also use the more specialised titles: *English Idioms in Use*, *English Phrasal Verbs in Use* and *English Collocations in Use*, all of which are available at intermediate and advanced levels.

Find out more at <http://www.cambridge.org/elt>

## To the teacher

This book can be used in class or as a self-study book. It is intended to take learners from a lower-intermediate level of vocabulary to an upper-intermediate level. The vocabulary has been chosen for its usefulness in everyday situations, and we consulted the Cambridge International Corpus (now known as the Cambridge English Corpus), a written and spoken corpus of present-day English, including a huge learner corpus, to help us decide on the words and phrases to be included for students at B2 (CEFR) level. The new vocabulary (on average 25–30 items per unit) is presented with illustrations and explanations on the left-hand page, and there are exercises and activities on the right-hand page. There is an Answer key and an Index with pronunciation for the target vocabulary. The Answer key at the end of the book is for students to check their answers to the exercises after they do them.

The book focuses not just on single words, but on useful phrases and collocations, and the vocabulary is illustrated in natural contexts. The book is organised around everyday topics, but also has units devoted to basic concepts such as time, number and movement, linking words, word formation, multi-word expressions, pronunciation and varieties and style, as well as a set of initial units concerned with ways of learning vocabulary. Typical errors are indicated where appropriate, based on information from the Cambridge Learner Corpus, and the most typical meanings and uses are focused on for each item. The units in the book can be used in any order you like, but we would advise doing the initial units (Units 1 to 4) first, as these lay the foundations for the rest of the book.

The right-hand pages offer a variety of different types of activities, with some traditional ones such as gap-filling, but also more open-ended ones and personalised activities which enable learners to talk about their own lives. Although the activities and exercises are designed for self-study, they can easily be adapted for pairwork, groupwork or whole-class activities in the usual way. The Answer key sometimes gives alternative answers to the exercises. This is because often there is not just one correct way of saying something. Where students are asked to talk about themselves, in the **Over to you** exercises, we do not generally provide answers, since these exercises give learners the opportunity to work completely independently and in a very personal way, so everyone's answers will be very different.

When the learners have worked through a group of units, it is a good idea to repeat some of the work (for example, the exercises) and to expand on the meaning and use of key words and phrases by extra discussion in class, and find other examples of the key items in other texts and situations. This can be done at intervals of one to three months after first working on a unit. This is important, since it is usually the case that learners need five to seven exposures to a word or phrase before they can really begin to know it, and no single book can do enough to ensure that words are always learnt first time.

When your students have finished all the units in this book, they will be ready to move on to the higher-level books in this series: *English Vocabulary in Use Advanced*, and the advanced levels of *English Idioms in Use*, *English Phrasal Verbs in Use* and *English Collocations in Use*, by the same authors as this book.

Find more resources for teachers at <http://www.cambridge.org/elt>

We hope you enjoy using the book.





**A**

## What do you need to learn?

Did you know that there are over half a million words in English but that the average native speaker only uses about 5,000 in everyday speech? You already know many of those 5,000 words. This book will help you to learn many of those that you do not yet know and it will help you to use them appropriately and accurately.

**B**

## What does knowing a new word mean?

It is not enough just to know the meaning of a word. You also need to know:

- which words it is usually used with;
- its grammatical characteristics;
- how it is pronounced;
- whether it is formal, informal or neutral.

So when you learn a word you should make sure that you:

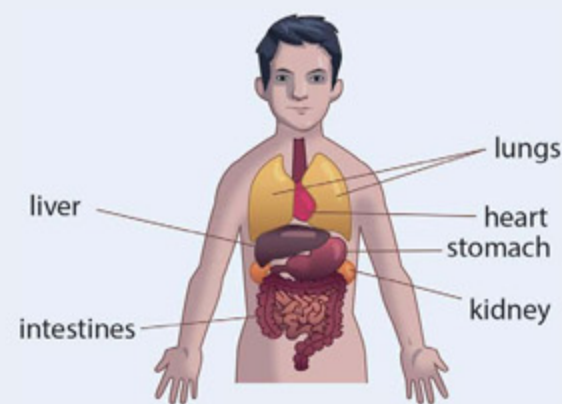
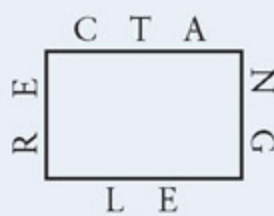
- Learn new words in phrases not in isolation.
- Notice how words commonly go together. These are called **collocations** and include:
  - adjectives + nouns, e.g. *rich vocabulary, classical music, common sense*;
  - verbs + nouns, e.g. *to express an opinion, to take sides*;
  - nouns in phrases, e.g. *in touch with, a train set, a sense of humour*;
  - words + prepositions, e.g. *at a loss for words, in particular*.
- Notice special grammatical characteristics of new words. For example, note irregular verbs, e.g. *undertake, undertook, undertaken*; uncountable nouns, e.g. *luggage*; or nouns that are only used in the plural, e.g. *scissors*.
- Notice any special pronunciation problems with new words.
- Check if the word is particularly formal or informal in character, in other words if it has a particular register.

**C**

## How can you help yourself to memorise words?

Research suggests that some students find it easier to learn words if they (a) learn them in groups and (b) make use of pictures, as shown here.

You can group words in any way you like – topic, grammatical feature, word root, and so on. The unit titles in this book might give you some ideas.



**D**

## How can you help yourself learn more words?

This book will help you to learn vocabulary in a systematic way. However, you can also help yourself to learn more words and expressions by reading and listening to as much English as possible. Here are some ideas about things you can read or listen to:



# Exercises

**1.1** Here are some aspects of grammar to be aware of when learning new vocabulary. Give two examples of words that reflect this aspect of grammar.

- 1 a noun only used in the plural ..... *scissors* .....
- 2 an uncountable noun .....
- 3 an irregular verb .....
- 4 a noun with an irregular plural .....

**1.2** What aspect of pronunciation should you notice about the following words?

- |  |                        |  |
|--|------------------------|--|
| 1 subtle <i>the b is silent (not pronounced)</i> | 3 chemistry            | 6 photograph / photographer / photographic |
| 2 catastrophe                                    | 4 answer               |  |
|  | 5 a record / to record |  |

**1.3** Read the text. Use words from the box to complete each 'collocations fork'.

English has a remarkable range of words. Thanks to periods of contact with foreign languages and its readiness to coin new words out of old elements, English has a particularly large vocabulary. For example, as well as *kingly* (from Anglo-Saxon) we find *royal* (from French) and *regal* (from Latin). There are many such sets of words, which make it possible to express subtle shades of meaning.

coincidence	difference	family	likeness	palace	a phrase
range	shade	suggestion	a term	welcome	new words

- |                |              |                    |           |  |           |            |
|----------------|--------------|--------------------|-----------|--|-----------|------------|
| 1 a remarkable | <i>range</i> | <i>likeness</i>    | 2 to coin |  | 3 a royal | 4 a subtle |
|                |              | <i>coincidence</i> |           |  |           |            |

**1.4** Write *i* by the words that are informal and *f* by those that are formal.

- |                       |                                |                        |
|-----------------------|--------------------------------|------------------------|
| 1 guys <i>i</i> ..... | 4 to alight (from a bus) ..... | 7 to bug someone ..... |
| 2 a minor .....       | 5 to feel gutted .....         | 8 to zone out .....    |
| 3 Awesome! .....      | 6 a felon .....                |                        |

**1.5** A student learnt each of these sets of words as a group. What is the unifying factor for each group? Can you add one more word to each group?

- 1 king, queen, prince, princess *royalty - duke* .....
- 2 sunshade, shady, shadow, shade, to shadow, shadowy .....
- 3 articulate, communicate, convey, express, put across .....
- 4 noun, verb, adjective, adverb .....
- 5 subtle, comb, lamb, crumb, debt, plumber .....

**1.6** Draw a picture to help you remember each of the following vocabulary items.

- |          |                     |               |           |
|----------|---------------------|---------------|-----------|
| 1 circle | 2 to coin new words | 3 screwdriver | 4 to drip |
|----------|---------------------|---------------|-----------|



**1.7** Over to you

Look at the suggestions in D. Can you think of any other ideas to add to the list? Think about the ways of learning vocabulary that you use now, and think about ways you could use more in the future.

# Acknowledgements

**The authors & publishers acknowledge the following sources of copyright material & are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting & in the next update to the digital edition, as applicable.**

The publishers are grateful to the following for permission to reproduce copyright photographs & material.

Key: B = Below, BL = Below Left, BR = Below Right, BC = Below Centre, C = Centre, CL = Centre Left, CR = Centre Right, L = Left, R = Right, T = Top, TR = Top Right, TL = Top Left.

## Photographs

All the photographs are sourced from GettyImages.

p. 15: M G Therin Weise/Photographer's Choice RF; p. 18 (TL): Anton Petrus/Moment; p. 18 (TR): Adam Burton/AWL Images; p. 18 (BL): Dave Reede/All Canada Photos; p. 18 (BR): Luca OrsiniEyeEm/EyeEm; p. 18 (Ex 6.b): Marco Simoni/AWL Images; p. 19 (Ex 6.2.1): Gary Williams/Hulton Archive; p. 19 (Ex 6.2.2): Jeff J Mitchell/Getty Images News; p. 19 (Ex 6.2.3): Martin Barraud/Caiaimage; p. 19 (Ex 6.2.4): Claver Carroll/Photolibrary; p. 20 (photo 1): Mike Harrington/Stone; p. 20 (photo 2): Dougal Waters/DigitalVision; p. 20 (photo 3), p. 152 & p. 184 (B): Jose Luis Pelaez Inc/Blend Images; p. 20 (photo 4): PhotoAlto/Frederic Cirou/PhotoAlto Agency RF Collections; p. 20 (photo 5): Nick Dolding/Stone; p. 20 (photo 6): J Shepherd/Photographer's Choice RF; p. 20 (photo 7): Glowimages; p. 20 (photo 8): PhotoAlto/Odilon Dimier/PhotoAlto Agency RF Collections; p. 28 (photo 1) & p. 61 (Ex 27.4.5): Image Source; p. 28 (photo 2): Ralph125/iStock/Getty Images Plus; p. 28 (photo 3): georgeclerk/E+; p. 28 (photo 4): pampix/iStock/Getty Images Plus; p. 30 (photo 1): Rubberball/Mike Kemp/Brand X Pictures; p. 30 (photo 2): photo division/Radius Images; p. 30 (photo 3): Jupiterimages/PHOTOS.com/Getty Images Plus; p. 30 (photo 4): OutSaider/iStock/Getty Images Plus; p. 32 (earthquake): VCGStringer/Getty Images News; p. 32 (flood): Christopher Furlong/Getty Images News; p. 32 (drought): Chris SternEyeEm/EyeEm; p. 32 (volcano): Sebastián Crespo Photography/Moment; p. 34 (T), p. 116 (T) & p. 168 (BC): Chris Ryan/OJO+; p. 34 (B): Echo/Juice Images; p. 36 (BL): asiseeit/E+; p. 36 (BC), p. 44 (BR), p. 60 (badge), p. 60 (slippers) & p. 63 (Ex 28.4.c): Peter Dazeley/Photographer's Choice; p. 36 (BR): Compassionate Eye Foundation/Martin Barraud/Taxi; p. 36 (TL): Tony Shi Photography/Moment; p. 36 (T) & p. 100 (T): ullstein bild; p. 36 (TR) & p. 130: monkeybusinessimages/iStock/Getty Images Plus; p. 39 (Ex 16.4.1): Cultura RM Exclusive/Tim MacPherson/Cultura Exclusive; p. 39 (Ex 16.4.2): Michael Kelley/Stone; p. 39 (Ex 16.4.3): Wavebreakmedia Ltd/Wavebreak Media/Getty Images Plus; p. 39 (Ex 16.4.4): simazoran/iStock/Getty Images Plus; p. 39 (Ex 16.4.5): gzorz/iStock/Getty Images Plus; p. 39 (Ex 16.4.6): Erik Dreyer/Stone; p. 40: Caiaimage/Chris Cross; p. 44 (T): pagadesign/E+; p. 44 (BL): James Darell/DigitalVision; p. 45 (Ex 19.2.1): DEEA. DAGLI ORTI/De Agostini Picture Library; p. 45 (Ex 19.2.2): mitza/E+; p. 45 (Ex 19.2.3): Don Farrall/DigitalVision; p. 45 (Ex 19.2.4): akaplummer/E+; p. 46: Jupiterimages/Photolibrary; p. 48 (T): fmajor/E+; p. 48 (B): PeopleImages/E+; p. 49: Yuri Arcurs; p. 50: Bloomberg/Bloomberg; p. 54: Marcaux/Photographer's Choice RF; p. 56: Richard Cumminsrobertharding/robertharding; p. 57: Ruth Tomlinson/robertharding/robertharding; p. 58 (frog): Gerhard Schulz/Photographer's Choice; p. 58 (owl): Les Stocker/Oxford Scientific; p. 58 (whale): Fleetham Dave/Perspectives; p. 58 (fox): Life On White/Photographer's Choice; p. 58 (snail): Iride PierettiEyeEm/EyeEm; p. 58 (shark): DEAC. RIVES/De Agostini; p. 58 (crab): David Bishop Inc./Photolibrary; p. 58 (bat): Panoramic Images/Panoramic Images; p. 58 (pigeon): Life On White/Stockbyte; p. 58 (worm) & p. 209 (torch): Dorling Kindersley; p. 58 (peacock): cynoclub/iStock/Getty Images Plus; p. 58 (deer): Per-Gunnar Ostby/Oxford Scientific; p. 58 (seal), p. 168 (cow), p. 168 (bird) & p. 169 (goat): GlobalP/iStock/Getty Images Plus; p. 59 (tulip): Cora Niele/Photolibrary; p. 59 (maple leaf): mihalec/iStock/Getty Images Plus; p. 59 (pyjama): madtwinsis/E+; p. 60 (bikini): Creative Crop/Photodisc; p. 60 (bra): Kai\_Wong/iStock/Getty Images Plus; p. 60 (belt) & p. 177 (paper): Andy Crawford/Dorling Kindersley; p. 60 (shoe): Sjo/E+; p. 60 (zip): prmustafa/iStock/Getty Images Plus; p. 60 (helmet): Vincenzo Lombardo/Photographer's Choice RF; p. 60 (hoodie): Jitalia17/E+; p. 60 (pinstriped): ClaudioVentrella/iStock/Getty Images Plus; p. 60 (spotted): Howard Shooter/Dorling Kindersley; p. 60 (plain): NaokiKim/iStock/Getty Images Plus; p. 60 (striped): Malsveta/iStock/Getty Images Plus; p. 60 (checked): hudiemm/E+; p. 60 (flowery): monaMonash/iStock/Getty Images Plus; p. 60 (tartan): Steve Gorton/Dorling Kindersley; p. 61 (Ex 27.4.1): Michael Blann/Stone; p. 61 (Ex 27.4.2): BJBlue Jean Images; p. 61 (Ex 27.4.3): PhotoGraphyKM/E+; p. 61 (Ex 27.4.4): Creativeye99/iStock/Getty Images Plus; p. 63 (Ex 28.4.a): PetarSet/iStock/Getty Images Plus; p. 63 (Ex 28.4.b): Richard Ross/The Image Bank; p. 63 (Ex 28.4.d): robeo/iStock/Getty Images Plus; p. 63 (Ex 28.4.e):

Pedro antonio Salaverría calahorra/Hemera/Getty Images Plus; p. 63 (Ex 28.4.f): ironstealth/iStock/Getty Images Plus; p. 64 (photo 1): thumb/iStock/Getty Images Plus; p. 64 (photo 2): albert mollon/Moment; p. 64 (photo 3): RichLegg/E+; p. 64 (photo 4): David S. Holloway/Getty Images News; p. 64 (photo 5): Ociacia/iStock/Getty Images Plus; p. 65 (Ex 29.3.1): AndreyPopov/iStock/Getty Images Plus; p. 65 (Ex 29.3.2): Tetra Images; p. 65 (Ex 29.3.3): Marcin Smirnow/Hemera/Getty Images Plus; p. 65 (Ex 29.3.4): deepblue4you/E+; p. 65 (Ex 29.3.6): stevedangers/E+; p. 66: Daniel Hurst Photography/Moment; p. 70 (T): wweagle/E+; p. 70 (B): Rickson Liebano/Moment; p. 72 (smartphone): UmbertoPantalone/iStock/Getty Images Plus; p. 72 (tablet): Jeffrey Coolidge/DigitalVision; p. 72 (television): AndrewJohnson/iStock/Getty Images Plus; p. 72 (camcorder): lleerogers/iStock/Getty Images Plus; p. 72 (satnav): Tony Cordoza/Photographer's Choice RF; p. 72 (photo frame): petekarici/iStock/Getty Images Plus; p. 74: NKS\_Imagery/E+; p. 75 (scanner): JackF/iStock/Getty Images Plus; p. 75 (spreadsheet): jasantiso/E+; p. 75 (laptop): scanrail/iStock/Getty Images Plus; p. 75 (memory stick): Krasnyuk/iStock/Getty Images Plus; p. 75 (computer): f9photos/iStock/Getty Images Plus; p. 75 (delete icon): ARNICaart/iStock/Getty Images Plus; p. 75 (cursor): srdjan111/iStock/Getty Images Plus; p. 75 (tablet): Oleksiy Maksymenko/All Canada Photos; p. 75 (microchip): grafvision/iStock/Getty Images Plus; p. 76 (T): aposto\_8/iStock/Getty Images Plus; p. 76 (B): Datacraft Co Ltd; p. 78 (T): xavierarnau/E+; p. 78 (B): Patricia Doyle/Photographer's Choice; p. 82 (T): kropic/iStock/Getty Images Plus; p. 82 (B): Laurie Noble/The Image Bank; p. 88 (TL): SKrow/E+; p. 88 (TR): nabihariahi/iStock/Getty Images Plus; p. 88 (BL): Tim Ridley/Dorling Kindersley; p. 88 (BR): habrda/iStock/Getty Images Plus; p. 94: Westend61; p. 100 (TL): Nico Hermann; p. 100 (TR): shorrocks/E+; p. 100 (wink): Purestock; p. 100 (grin): John Harrelson/Getty Images Sport; p. 100 (sweat): JEWEL SAMAD/AFP; p. 100 (frown): Rainer Holz/Westend61; p. 100 (shiver): PhotoObjects.net/PhotoObjects.net/Getty Images Plus; p. 101 (blushing): Tuan Tran/Moment; p. 101 (snoring): Rubberball/Mike Kemp; p. 101 (sneezing): Bernhard Lang/The Image Bank; p. 101 (yawning): Terry Vine/Blend Images; p. 101 (winking): Fabrice LEROUGE/ONOKY; p. 103 (Ex 48.1.1): Bambu Productions/Iconica; p. 103 (Ex 48.1.2): Durkin Photography/Moment; p. 103 (Ex 48.1.3): Sergey\_Peterman/iStock/Getty Images Plus; p. 103 (Ex 48.1.4): Carl Pendle/Photographer's Choice; p. 103 (Ex 48.1.5): Jamie Grill/The Image Bank; p. 104 (T): Colin Hawkins/Cultura; p. 104 (C): K-King Photography Media Co. Ltd/DigitalVision; p. 104 (B): Kevin Mackintosh/The Image Bank; p. 116 (B): DNY59/E+; p. 118: ansonsaw/E+; p. 120 (T): Johan Mrd/Folio; p. 120 (B): Ikonoklast\_Fotografie/iStock/Getty Images Plus; p. 124 (TL): Klaus Tiedge/Blend Images; p. 124 (TR): Herve Gysseels/Photononstop; p. 124 (BL): Sjo/iStock/Getty Images Plus; p. 124 (BR): Gary John Norman/The Image Bank; p. 136: Atsushi Yamada/Taxi Japan; p. 137 (Ex 65.4.1): Paolo\_Toffanin/iStock/Getty Images Plus; p. 137 (Ex 65.4.2): Michele Constantini/PhotoAlto Agency RF Collections; p. 137 (Ex 65.4.3): Dave King/Dorling Kindersley; p. 137 (Ex 65.4.4): ZenShui/Michele Constantini/PhotoAlto Agency RF Collections; p. 138: asiseeit/iStock/Getty Images Plus; p. 141: RuslanDashinsky/E+; p. 143: g-stockstudio/iStock/Getty Images Plus; p. 147 (stapler): Ryan McVay/Photodisc; p. 147 (hanger): Spiderstock/E+; p. 147 (sharpner) & p. 209 (sellotape): stockcam/E+; p. 147 (projector): elfinima/E+; p. 147 (tin opener): joakimbkk/E+; p. 168 (cat): DEA/D. ROBOTTI/De Agostini; p. 168 (lion): Michael Duva/The Image Bank; p. 168 (bee): Geoff Brightling/Dorling Kindersley; p. 168 (BL): DreamPictures/The Image Bank; p. 168 (BR): Joff Lee/Photolibrary; p. 169 (chicken): Burazin/Photographer's Choice; p. 169 (snake): Simon Murrell/Cultura; p. 172 (luggage): Howard Kingsnorth/The Image Bank; p. 172 (accommodation): Tobias Titz; p. 172 (money): SEBASTIAN KAULITZKI/SCIENCE PHOTO LIBRARY/Science Photo Library; p. 172 (information): goldhafen/E+; p. 172 (transport): John Snelling/Photolibrary; p. 177 (cake): mvp64/iStock/Getty Images Plus; p. 177 (iron): indigolotos/iStock/Getty Images Plus; p. 177 (pepper): Floortje/E+; p. 177 (chocolates): Ian O'Leary/Dorling Kindersley; p. 177 (rubber): kemie/E+; p. 177 (glass): Steve Wisbauer/Stockbyte; p. 184 (T): Blend Images - KidStock/Brand X Pictures; p. 189: Nick David/Taxi; p. 195: Emma Innocenti/Photodisc; p. 199: kadmy/iStock/Getty Images Plus; p. 200 (bat): Ewen Charlton/Moment; p. 200 (rake): ZargonDesign/E+; p. 200 (hay): Nigel Pavitt/AWL Images; p. 200 (mouse): Andreas Von Einsiedel/Dorling Kindersley; p. 209 (wardrobe): photobac/iStock/Getty Images Plus; p. 209 (curtains): Ben Richardson/Photonica; p. 209 (lorry): vitpho/iStock/Getty Images Plus; p. 209 (lift): Bernard Jaubert/Photographer's Choice RF; p. 209 (vest): SanneBerg/iStock/Getty Images Plus; p. 209 (baby): dml5050/iStock/Getty Images Plus.

## Illustrations

Pablo Gallego (Beehive Illustration), John Goodwin (Eye Candy Illustration), John Lund (Beehive Illustration), Katie Mac (NB Illustration), Martina (KJA Artists), Miguel Diaz Rivas (Advocate Art), Norbert Sipos (Beehive Illustration), Kate Charlesworth, Amanda MacPhail and Vicky Woodgate.

Designed and typeset by QBS.