

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

A Establish a routine

In a **routine**, you do certain things **regularly** [often] in the same way. It's a good idea to have a routine, especially if you are using this book for self-study [studying alone]. **Schedule** [plan] enough time each day or each week to learn and review the vocabulary. Some suggestions:

- Take **at least** [a minimum of] 30 or 45 minutes to study a unit for the first time.
- Take 5 or 10 minutes to review a unit for the second or third time.

September						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	2 study	3	4	5 study
6	7 study	8	9 study	10	11	12 study
13	14 study	15	16 study	17	18	19 study
20	21 study	22	23 study	24	25	26 study
27	28 study	29	30 study			

B Be an active learner

As you use the book, do different things to **maintain your interest** [keep your interest high]. Be active when you are learning. For example:

- Use a **highlighter** pen to mark new or interesting vocabulary on the left-hand page.
- Pronounce the words **silently** [without noise or speaking] in your head, and also **out loud** [with noise or speaking].
- Use some of the ideas from Unit 2 to add words **effectively** to your own notebook. [If something is **effective**, it works well and produces good results.]
- Try different combinations to study the material on the left- and right-hand pages:
 - a) Read all of the left-hand page, then do the exercises.
 - b) Read part of the left-hand page. Then do one or two exercises.
 - c) Try the exercises first. Then use the left-hand page when you have a problem.
- Don't study the units in the same order as the book. Choose units that interest you.

C Review

Review regularly, even for short periods. This will help you remember words and make them part of your "active" vocabulary. Here are some ideas to help you review:

- If you write in your book, use a pencil. Check the answers and then **erase** them [remove them using an eraser]. Later, come back and do the exercises again.
- Review each word in **bold** [darker type] on the left-hand page. Study each definition/explanation in **brackets** [] or **parentheses** (). Test yourself afterwards.
- Keep lists of new words and definitions in a notebook, on your laptop computer, or in an electronic organizer.
- Create vocabulary games for yourself; **set goals/targets** [decide on what you want to be able to do by a particular time].

Exercises

1.1 Answer these questions for yourself.

1. Is it better to establish a regular study schedule or to study whenever you have some free time?
2. Is it a good idea to write down new words in a notebook while you study a unit?
3. When you learn a new word, do you practice saying it silently, out loud, or both?
4. What are some ideas for reviewing vocabulary?
5. Is it better to review vocabulary occasionally for long periods of time or to review frequently for short periods of time?

1.2 Find your way around the book.

1. Find the Contents in the front of this book. Turn to the Topic units (Units 42–92) on pages 84–185. Cover the examples on the right.
2. For each unit topic, write down your own examples – one or two for each topic.
3. 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.

1.3 *True or false?* If the sentence is false, correct it. Write your answers in pencil. Don't look at page 2.

1. In this book, new words are often shown in **bold** print.
2. Definitions/explanations of new words are often in **parentheses** after the word.
3. A **routine** means doing certain things in a **different** way **each** time.
4. If you **maintain** something, it means you keep it at the same level.
5. If something is **effective**, it doesn't work very well.
6. "**At least** 50 people" means "a maximum of 50 people."
7. If you write something, then **erase** it, you remove it from the page.
8. If you do something **silently**, you do it without making noise.
9. **Reviewing** means studying something for the first time.
10. If you have a **goal** or **target**, you have something you want to be able to do or achieve by a particular point in the future.

Now check your answers (see page 2) and look carefully at any incorrect ones. Then erase your answers and come back to this exercise again tomorrow. Find out how much you can remember.

1.4 Plan your study.

Now set your own goals and make a schedule for learning vocabulary with this book. Decide how much time you can spend each week, including some short periods for review. Also, decide how many units you want to finish each week.

A Organize your notebook

Give a title to each page or section (e.g., Sports, Education, Phrasal verbs). **Record** [write] each new word or phrase on an appropriate page. You could put a general index in the back of your notebook. As you learn new words, you can enter them alphabetically in the index.

B What do I need to record?

Here is a listing of the kind of information you will record in your vocabulary notebook.

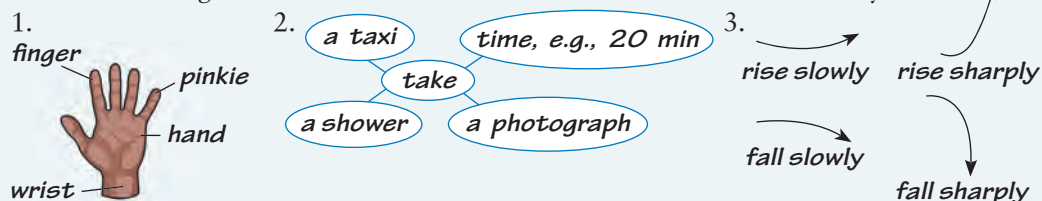
What?	How?	Example
Meaning	a. definition/explanation	A pond is an area of water smaller than a lake.
	b. translation	to remember = <i>lembrar</i> (Portuguese)
	c. synonym or opposite	awful (= terrible); tight (= not loose)
	d. picture	cell phone 
	e. example sentence	My hands were cold, so I put on my gloves .
Pronunciation	phonetic symbols <i>or</i> your own system	ache /eɪk/ ache (like “make”)
Part of speech	(n.), (v.), (adj.), etc.	gloves (n.), careful (adj.), ache (n., v.)
Grammar	make a note + example sentence	enjoy + <i>-ing</i> form: I enjoy going to parties. weather (uncountable): We had beautiful weather in Rio.
Common word partners	phrase or sentence	make a mistake ; make a decision ; do my job ; I’m on a tight schedule .
Special style	make a note	purchase (= buy; <i>formal</i>); kids (= children; <i>informal</i>)

note

You will not record everything about a word or phrase the first time you add it to your notebook. Leave space on the page so you can come back and add more information later.

C Organize words on the page

Certain words often appear together (common word partners). Record them together, instead of writing lists of individual words. You can do this in different ways:



Don't pronounce the “w” in “wrist” or the “b” in “thumb.”

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

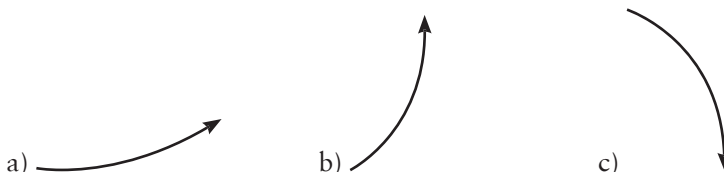
Exercises

2.1 Arrange these words into three groups and give each group a title for the topic.

glove	homeless	painful	plane	put on
shirt	ticket	trip	airport	careful
careless	get on	helpful	jacket	jeans

2.2 Circle the correct answer.

- I really enjoy:
a) play tennis b) to play tennis **c) playing tennis**
- When we were on vacation, we had:
a) beautiful weathers b) beautiful weather c) a beautiful weather
- The underlined letters in **ache** are pronounced the same as in:
a) machine b) catch c) schedule
- When we were in Seoul, we lots of pictures.
a) did b) took c) made
- The is also called the little finger.
a) thumb b) wrist c) pinkie
- The past tense of **fall** is:
a) fell b) felt c) falled
- You can **put on**:
a) a cell phone b) a decision c) shoes
- Rise sharply** means:



2.3 What is the best way to record the meaning of each word below? What other information should you record with it (e.g., pronunciation, part of speech)? Use a dictionary to help you.

awful	hand	purchase	kids
pond	tight	remember	cell phone

2.4 Write at least two more common word partners for each verb.

- take a picture 2. make a mistake 3. do my job
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