

5A | Performance art

VOCABULARY: art

1 Complete the questions with a word from the box.

abstract collection dealers exhibition
landscapes patrons sculptures

- Which gallery or museum in your country has the largest _____ of fine art?
 - Are there any large _____ or murals in the streets and squares of your town? What do they look like?
 - Who is the most famous painter in your country? Was he/she a figurative or an _____ artist?
 - Who are the most famous _____ of the arts in your country?
 - In which part of your town can you find private galleries and art _____?
 - What was the last art _____ that you went to? Did you like it?
 - In general, do you prefer _____, still lifes or portraits? Or something else?
- 2 Work in pairs. Ask and answer the questions in exercise 1.

READING

1 Look at the photo and decide if you think the sentences are true or false.

- She is a well-known artist.
- Her paintings are very expensive.
- Her work is famous because it is shocking.
- There is a serious message in her work.

Read the article to find out if you were correct.

2 Read the article. Put the events in the order in which they happened.

- ☐ She became internationally famous.
- ☐ Orlan's performance at an art fair in Paris caused a scandal.
- ☐ She began changing her appearance.
- ☐ Her work was taken to an arts centre in an ambulance.
- ☐ She needed emergency surgery.
- ☐ She began teaching at a college in Dijon.
- ☐ She was fired.

3 Work in pairs. Discuss these questions.

- Would you like to see one of Orlan's videos?
- Would you be happy if your government sponsored her work?



A worldwide satellite audience watched the live broadcast in fascination and horror. A woman was lying on a surgical table in an operating theatre and was reading texts from French philosophers. As the doctors, who were wearing costumes that had been designed by Paco Rabanne, prepared their tools, an African man danced around the table.

Orlan, the star of the video, is probably the world's most well-known performance artist. She has had dozens of exhibitions around the world, she appears in fashion magazines and TV talk shows and collectors pay high prices for her pictures. She is a professor of fine arts at a prestigious college in Dijon and her work is supported by the French Ministry of Culture.

She was born in central France in 1947 and did her first performances at the age of eighteen. She later became a teacher but lost her job in 1977, as a result of a work that she had performed at an art fair in Paris. In the work, 'The kiss of the artist', she had sat behind a life-size photograph of her body and sold kisses to the audience. At the end of each kiss, an electronic siren deafened the gallery. The work succeeded in shocking the public but Orlan was out of a job.

Orlan was getting more and more attention, but art lovers were unprepared for what came next. Her next major work – a video – was shown at the Lyons Centre of Contemporary Art. An ambulance had rushed the video to the Centre from the hospital where Orlan had just had an emergency operation. She had installed a video camera in the operating theatre, and the film became the first of her surgical performances.

By the mid-1980s, her fame had led to work for the Ministry of Culture and a teaching position at Dijon, but international stardom came later, in the 1990s, after changing her appearance. Returning to the operating theatre, she began a series of plastic surgery operations that continued for the next ten years. In each operation, a part of Orlan's body was changed, so that it looked like a beautiful bit of her favourite paintings – the forehead of Leonardo's *Mona Lisa* or the chin of Botticelli's *Venus*, for example.

Galleries around the world showed films of the operations and Orlan's fame grew. Her self-portraits are her most recognizable paintings, but her work is conceptual, rather than figurative. She describes herself as a feminist and says that her intention is to challenge traditional ideas of beauty. In the tradition of Marcel Duchamp, her work is designed to shock and provoke, not simply to be admired.

GRAMMAR: narrative tenses

- 1 Read the article and choose the best headline.

Artist turns off the tap

Water protest to end

Artist Mark McGowan (1) *said / had said* that he (2) *was expecting / had expected* his exhibition, 'The Running Tap' at the House Gallery in south-east London, to close in the next few days. The exhibition (3) *started / was starting* one month ago when Mark (4) *opened / was opening* a tap in the kitchen area of the gallery and (5) *left / had left* it running. McGowan (6) *intended / had intended* to leave the tap running for a year, but after receiving a letter from the Thames Water Authority, the gallery owners (7) *were thinking / had thought* about shutting the exhibition down. The exhibition (8) *was wasting / had wasted* over 700 litres of water every hour, and over half a million litres (9) *were already / had already been* used. McGowan (10) *was designing / had designed* his artwork to draw attention to the way that people waste water.

- 2 Now choose the best verb forms to complete the text in exercise 1.
- 3 Put the verbs in brackets into the past simple, past continuous or past perfect. Sometimes more than one tense is possible.

I (1) ____ (walk) home yesterday when I (2) ____ (see) a group of people in front of the church. They (3) ____ (laugh) and one man with a video camera (4) ____ (film) something, so I (5) ____ (go) to have a closer look. Three people (6) ____ (hold) long sticks and they seemed to be attacking a traffic warden! The man with the video camera (7) ____ (notice) the look of horror on my face. He (8) ____ (come) over to me and (9) ____ (explain) that it was a piece of performance art. The traffic warden was really an artist called Mark McGowan, who (10) ____ (dress) up in a warden's uniform. He (11) ____ (advertise) the event on a website, inviting people to come along and hit him with wooden sticks.

- Use the past simple to talk about the main events in a story.
*The doctors **prepared** their tools. A naked African man **danced** around the table.*
- Use the past continuous to describe 'background' events and actions that were in progress at the time of the main events.
*She **was lying** on a surgical table.
The doctors **were wearing** costumes.*
- Use the past perfect to show that a past action took place before another past action.
*She **lost** her job as a result of a work she **had performed** in Paris.*

SEE LANGUAGE REFERENCE PAGE 54

SPEAKING

- 1 Work in two groups. Put the events in any order to create an interesting life story for the woman in the photo.



Group A: Turn to page 139. Group B: Turn to page 141.

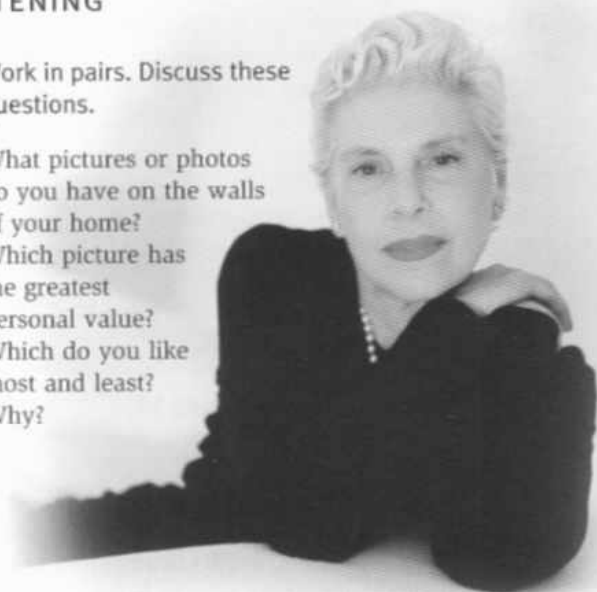
- 2 Work with a partner from another group. Compare your stories. Then, combine them to make one story.
- 3 1.29 Listen to a short biography of the woman in the photo. How similar was your version to the real story?
- 4 Work in pairs. How much of the real story can you remember?

5B | Priceless!

LISTENING

1 Work in pairs. Discuss these questions.

- What pictures or photos do you have on the walls of your home?
- Which picture has the greatest personal value?
- Which do you like most and least? Why?



2 1.30 Listen to an interview with an art consultant and curator. Answer the questions.

- 1 Why has the woman been invited to take part in the interview?
- 2 What does she do in her job?
- 3 What does she think about public art projects?

3 Complete the sentences.

- 1 The hospital has appointed an arts curator with a salary of _____ a year.
- 2 The hospital recently unveiled a _____ outside the entrance.
- 3 Lucy does not think that £70,000 is _____ for the piece of art.
- 4 The money for the art curator's salary comes from _____.
- 5 Some countries, like _____, already have many public art projects.
- 6 These projects encourage people to _____.
- 7 Lucy is very critical of a project in a _____.

1.30 Listen again and check your answers.

4 Work in pairs. Discuss these questions.

- Do you think it is a good idea to spend money on public art projects?
- Do you think your work place (or place of study) would benefit from an art project? If yes, what kind of art? If no, why not?

VOCABULARY: -ever words

- Use the words *whoever*, *whatever*, *whenever*, *wherever* and *however* to say 'it doesn't matter who/it doesn't matter what, etc'.
*They can think **whatever** they like.*
***Whatever** you think of it, I don't think that anybody would say it's a masterpiece.*
***Wherever** you go, you see large public arts projects.*
***Whenever** we unveil a work of art, people always get together and talk about it.*

SEE LANGUAGE REFERENCE PAGE 54

1 Match the responses a-f to the questions 1-6 to make a conversation.

- 1 When do you want to go for dinner?
 - 2 What time suits you?
 - 3 Yes, good idea. Who shall we invite with us?
 - 4 Yes, OK. Where shall we go?
 - 5 Fine, let's say the Criterion. How shall we get there? Taxi?
 - 6 What shall we eat?
- a However you suggest. Taxi's fine by me.
 - b A little later, perhaps? Whenever you feel like it.
 - c Wherever you choose. You know better than me.
 - d Whoever you like. You're paying.
 - e Oh, I don't know. Whatever they recommend.
 - f Whatever time suits you. Nine o'clock, say?

2 1.31 Listen to the recording to check your answers.

3 Complete the quotations with -ever words.

- 1 Some people cause happiness _____ they go, others _____ they go. (Oscar Wilde)
- 2 Sir, I will go _____ I am needed _____ you give the order. (Colonel A Burke)
- 3 _____ said money can't buy you happiness simply didn't know where to go shopping. (attributed to Bo Derek)
- 4 _____ your car, _____ you are, get instant online quotes and cover at Quantum Quotes. (Anon)
- 5 _____ you say, say it with conviction. (Mark Twain)
- 6 The future is something which everyone reaches at the rate of 60 minutes an hour, _____ he does, _____ he is. (CS Lewis)



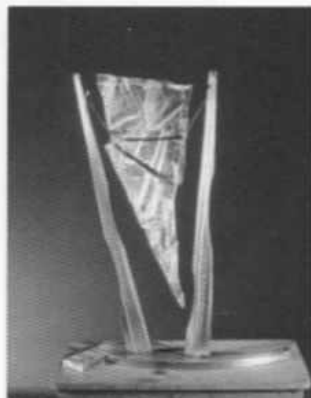
FUNCTIONAL LANGUAGE: evaluating

- Put the phrases 1–8 into two groups: one positive (P), one negative (N).
 - It has no redeeming features.
 - It's a load of rubbish.
 - It's a masterpiece.
 - It's absolutely worthless.
 - It's extremely valuable.
 - It's not worth anything at all.
 - It's priceless.
 - It's worth a fortune.
- Work in groups. The following items are going to be auctioned online. Use the expressions in exercise 1 to say how much you think they are worth.
 - 'Hanging Spirit' by Stephen Knapp (see photo)
 - 'Horse' by Diocletus the Etruscan (see photo)
 - 'Symmetry #17' by Charles Andrews (see photo)
 - a self-portrait of Vincent Van Gogh
 - an autographed photo of Elton John
 - an original recording of 'Can't buy me love' by The Beatles
 - Luke Skywalker's original light sabre from *Star Wars*

SPEAKING

Roleplay

- Work in groups of three, students A–C. Decide which two works you like best.



'Hanging Spirit'
by Stephen Knapp



'Symmetry #17' by Charles Andrews



'Horse' by Diocletus the Etruscan

- You work for a large company which has decided to spend \$25,000 on a work of art to decorate the reception area. An art dealer has offered you three works, with an estimated value of \$25,000 each.

A: Turn to page 139 and answer the questions.

B: Turn to page 141 and answer the questions.

C: Turn to page 144 and answer the questions.

- Discuss the possibilities with the other members of your group and decide together which work of art you will buy.

Take it in turns to ...

- introduce yourself and describe your position in the company.
- say which work of art you think the company should buy.

Useful language

I'm the ... in the company, and I think ...

I've been told that ...

A lot of people have told me that ...

I think you ought to know that ...

What I really like about X is ...

X would be the best choice because ...

I'm sorry, but I really don't agree with you there.

- 1.32 Listen to find out which work of art is worth the most.

5c | A good read

SPEAKING & READING

- 1 Work in pairs. Look at the painting and discuss these questions.

- What does it show?
- How would you describe the personality of the girl?
- Would you hang it in your home? If yes, where?
- If it were in a calendar, which month would it represent?

- 2 The painting has inspired a novel of the same name, *Girl with a Pearl Earring*. Here are some key events from the story. Put them in the correct order.

- ☐ a Things had been going well and it seemed that the painting was almost ready. But Vermeer was not totally happy. Something was missing.
- ☐ b Griet had been working as a maid at Vermeer's house for a little over a year. She was serving drinks at a party when the artist's patron singled her out for special attention.
- ☐ c He had been searching for the answer for some time when he finally realized what was missing – a pearl earring. A small detail, but one that would cost Griet dearly.
- ☐ d Vermeer had not been planning to paint Griet, but he complied with his patron's request and set about preparing a portrait of his maid.

- 3 Match the extracts 1–4 to the events a–d in exercise 2.



- 1 He was looking at a book and did not notice as I slipped into my chair. I arranged myself as I had been sitting before. As I turned my head to look over my left shoulder, he glanced up. At the same time the end of the yellow cloth came loose and fell over my shoulder. 'Oh' I breathed, afraid that the cloth would fall from my head and reveal all my hair. But it held – only the end of the yellow cloth dangled free. My hair remained hidden. 'Yes,' he said then. 'That is it, Griet. Yes.'
- 2 Late in the evening, Van Ruijven managed to corner me in the hallway as I was passing along it with a lighted candle and a wine jug. 'Ah, the wide-eyed maid,' he cried, leaning into me. 'Hello, my girl.' He grabbed my chin in his hand, his other hand pulling the candle up to light my face. I did not like the way he looked at me. 'You should paint her,' he said over his shoulder.
- 3 'You must wear the other one as well,' he declared, picking up the second earring and holding it out to me. For a moment I could not speak. I wanted him to think of me, not the painting. 'Why?' I finally answered. 'It can't be seen in the painting.' 'You must wear both,' he insisted. 'It is a farce to wear only one.' 'But – my other ear is not pierced,' I faltered. 'Then you must tend to it.' He continued to hold it out. I reached over and took it. I did it for him. I got out a needle and clove oil and pierced my other ear. I did not cry, or faint, or make a sound. Then I sat all morning and he painted the earring he could see, and I felt, stinging like fire in my other ear, the pearl he could not see.
- 4 He had been working on the painting for almost two months, and though I had not seen it, I thought it must be close to done. He was no longer having me mix quantities of colour for it, but used tiny amounts and made few movements with his brushes. As I sat, I thought I had understood how he wanted me to be, but now I was not so sure. Sometimes he simply sat and looked at me as if he were waiting for me to do something. Then he was not like a painter, but like a man, and it was hard to look at him. One day he announced suddenly, as I was sitting in my chair, 'This will satisfy van Ruijven, but not me.'

- 4 Work in pairs. Decide whether the statements below are true. Underline the passages that justify your answers.

- 1 The portrait did not take long to paint.
- 2 The artist was a perfectionist.
- 3 The girl didn't want to show her hair.
- 4 The earrings belonged to the girl.
- 5 The girl enjoyed wearing the pearl earrings.

- 5 Work in pairs. Discuss these questions.

- Which extract do you think would be the most difficult to transfer to film? Why?
- Have you seen the film of the novel? If yes, what did you think of it? If not, would you be interested in seeing it?



GRAMMAR: past perfect continuous

- Use *had + been + verb + -ing* to form the past perfect continuous.
*She **had been washing** the steps.*
- Use the past perfect continuous to talk about actions that were in progress before or up to a certain point in the past.
*She **had been cleaning** his studio when Tanneke called her down to the kitchen.*
- Use the past perfect simple and not the continuous to talk about a completed action.
*He **had decided** to paint her and no one could change his mind.*

➤ SEE LANGUAGE REFERENCE PAGE 54

- 1 Find six examples of the past perfect continuous in the extracts from the novel and in Reading exercise 2.
- 2 Change five of the verbs in italics to the past perfect continuous.

In the Vermeer household, one of Griet's regular tasks (1) *had been* to go to the market to buy fish and meat. There she (2) *had met* Pieter, the butcher's son. He (3) *had noticed* her some time before and (4) *had waited* for a chance to speak to her.

Pieter (5) *had gone* to her parents' church for a few months when Griet's mother invited him to eat with them one Sunday. He (6) *had accepted* immediately, but Griet was not so happy about the invitation. Her family were poor and her mother (7) *had saved* for weeks to buy a little fish for their Sunday dinner.

The dinner (8) *had been* a success and Griet and Pieter started seeing each other regularly. On Griet's 18th birthday, Pieter decided that he (9) *had waited* long enough and he asked her father for her hand in marriage. When Griet got into trouble at the Vermeers she finally made the decision she (10) *had avoided* for so long.

- 3 Work in pairs. Think of three photos of yourself. Describe ...
- what was happening in each photo.
 - what you had been doing before each photo was taken.
 - what you did after each photo was taken.

Which of these photos do you prefer? Why?

PRONUNCIATION: long vowels

- 1 Work in pairs. Underline the word that does not go with the groups 1–5.
- | | | | | |
|--------|----------|--------|---------|----------|
| 1 /ɜ:/ | girl | blue | pearl | serving |
| 2 /ɔ:/ | hallway | almost | artist | thought |
| 3 /ɑ:/ | answered | market | hard | portrait |
| 4 /i:/ | needle | seen | working | speak |
| 5 /u:/ | loose | two | used | seemed |

Which groups 1–5 should the odd word for each group be in?

- 2 1.33 Find at least one example of each of the five sounds in the movie trailer. Then listen and check.

Drawn into the intimate world of her master's art, Griet falls madly in love. What can she do but comply with her master's every desire? She will only be set free when the painting is finished. But what will become of her then?

- 3 Practise reading the trailer aloud with your partner.

5D | Bookworm

SPEAKING

1 Work in pairs. Look at the photos of the reading material and discuss these questions.

- 1 Which do you read for pleasure?
- 2 Which do you read for work?
- 3 What else do you read?

2 Use the questions to interview your classmates on their reading habits. Find the person in the class whose reading habits are most similar to yours.

- 1 How many books do you read a year?
- 2 Do you enjoy reading? Or do you just read for work or study?
- 3 Where or when do you usually do your reading?
- 4 Do you usually take a book with you on holiday? Why or why not?
- 5 If you do, what kind of book do you usually take?
- 6 What are you reading at the moment? Would you recommend it? Why or why not?

LISTENING



1 1.34 Listen to a radio programme about the talk show host, Oprah Winfrey, and answer these questions.

- 1 Why is Oprah Winfrey an important figure in American society?
- 2 What sort of childhood did she have?
- 3 What does she like reading?

2 1.34 Listen again and put the events in the correct order.

- ☐ Oprah was the victim of abuse.
- ☐ Hundreds of thousands of people followed Oprah's example.
- ☐ She read a book every week and wrote a report on it.
- ☐ She recommended Tolstoy's *Anna Karenina*.
- ☐ Her TV show won its first award.
- ☐ She began the Oprah Winfrey Book Club.
- ☐ She changed the kind of books that she put forward.
- ☐ She worked as a TV reporter and newsreader.

3 Would you follow the advice of a talk show host? Would you consider joining a book club? Why or why not?



VOCABULARY: phrasal verbs 1

1 Rearrange the words to make sentences.

- 1 a her life no one out success such thought
turn would.
- 2 her immediately public the to took.
- 3 a book club came idea of Oprah the up
with.
- 4 contemporary enough expectations her lived
not novels to up.
- 5 book's off 837 pages put shouldn't the
them.
- 6 have of own people reading groups set their
thousands up.
- 7 chance down novelist one the turned.

Check your answers in the tapescript 1.34 on page 155.

2 Replace the words in *italics* with a phrasal verb from the box in the correct tense.

come up with live up to put me off
set up take to turn me down turn out

- 1 I was so disappointed when they decided to *refuse me*.
- 2 I thought I'd never find the answer, but I *found* the solution in the end.
- 3 I *begin to like* some people very quickly, but sometimes it takes longer.
- 4 I never thought my life would *develop* as it has.
- 5 I'm sorry, but it's beginning to *stop me enjoying* my food.
- 6 It's extremely hard to *be as good as* their expectations.
- 7 I'd like to *establish* my own business in a few years.

3 Work in pairs. Have you ever said or thought any of the sentences in exercise 2?

SPEAKING

1 Work in pairs. You are going to present something you have read to the class. Follow the instructions below.

Choose something you have both read or would like to read (it doesn't have to be a novel – it could be a comic, a magazine, a film script etc) that you think your classmates will find interesting.

Make notes on anything you know about ...

- the contents.
- why you think it's interesting.
- why you think your classmates would enjoy reading it.

Prepare to present your choice to the class.

Useful language

We've chosen ... because we think ...
We think you'll find it ...
First of all it's really ...
But above all it's ...
So, to sum up ...

2 Present your choice to the class. The class will vote on which they're most interested in reading.

DID YOU KNOW?

1 Work in pairs. Read the text and discuss these questions.



The Man Booker Prize for Fiction is one of the world's most important literary prizes. It is awarded each year for the best original full-length novel written by a citizen of the Commonwealth or the Republic of Ireland in the English language. A panel of judges choose a short list of six novels from over 200 entrants. The short list is announced in September, and then a month later the prize is awarded in a special, televised ceremony. The winner of the Man Booker Prize receives £50,000. In addition, both the winner and the short-listed authors are guaranteed a worldwide readership and a dramatic increase in book sales.

- What literary prizes are awarded to writers in your language?
- Who are the best known writers a) of the moment b) of all time? Have you read any of their books? What did you think of them?
- Which is the most widely translated work of literature in your language? Would you recommend it? Why or why not?

5 | Language reference

GRAMMAR

Narrative tenses

When we are telling a story in the past we can use a variety of narrative tenses.

We use the past simple to talk about the main events of the story.

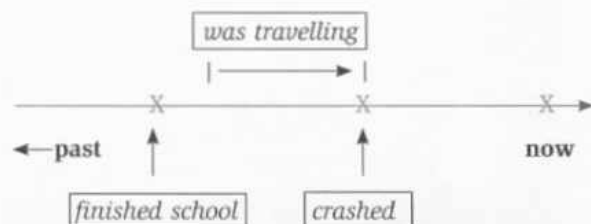
*The audience **watched** the live broadcast in horror.*

We use the past continuous to describe other events and actions that were in progress at the time of the main events.

*A woman **was lying** on a surgical table.*

We use the past perfect to show that a past action took place before another past action.

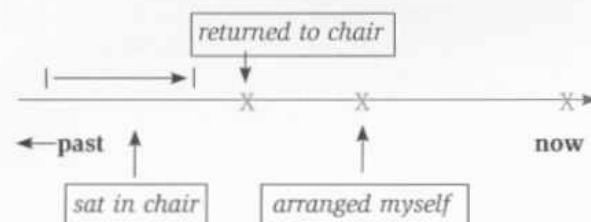
*Frida **had finished** school and was travelling home when her bus crashed.*



Past perfect continuous

We use the past perfect continuous to talk about actions or events that were in progress before or up to a certain point in the past.

*I returned to my chair and arranged myself as I **had been sitting** before.*



- 1 We do not use the past perfect continuous to talk about a completed action. We use the past perfect simple.

*He **had finished** the painting.*

(Not ~~he had been finishing~~ the painting.)

- 2 Stative verbs are not used in the past perfect continuous.

*She **had not been** with the family long.*

(Not ~~She had not been being~~ with the family long.)

Affirmative & Negative

subject			present participle
He / She / They / etc.	had	been	doing / studying / travelling etc.
	hadn't		

Question

Had	he / she / they / etc.	been	doing / studying / travelling etc?
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FUNCTIONAL LANGUAGE

Evaluating

Positive evaluations

It's a masterpiece.

It's extremely valuable.

It's priceless.

It's worth a fortune.

Negative evaluations

It has no redeeming features.

It's a load of rubbish.

It's absolutely worthless.

It's not worth anything at all.

WORD LIST

Art

abstract <i>adj</i> **	/æb'strækt/
collection <i>n</i> C ***	/kə'leɪʃn/
conceptual <i>adj</i>	/kən'septʃuəl/
dealer <i>n</i> C ***	/di:lə/
exhibition <i>n</i> C ***	/eks'biʃn/
figurative <i>adj</i>	/fɪgə'reɪv/
landscape <i>n</i> C **	/lænd'skeɪp/
mural <i>n</i> C	/mjuərəl/
patron <i>n</i> C *	/peɪtrən/
portrait <i>n</i> C *	/pɔ:trɪt/
sculpture <i>n</i> C **	/skʌlptʃə/
self-portrait <i>n</i> C	/self'pɔ:trɪt/
still life <i>n</i> C	/stɪl laɪf/

-ever words

however ***	/haʊ'evə/
whatever ***	/wɒt'evə/
whenever **	/wen'evə/
wherever **	/weə'evə/
whoever **	/hu:'evə/

Phrasal verbs

come up with	/kʌm 'ʌp wɪð/
live up to	/lɪv 'ʌp tu:/
put (sb/sth) off	/pʊt 'ɒf/
set up	/set 'ʌp/
take to	/teɪk ,tu:/
turn (sb) away	/tɜ:n ə'weɪ/
turn (sb/sth) down	/tɜ:n 'daʊn/
turn out	/tɜ:n 'aʊt/

Other words & phrases

ambiance <i>n</i> U	/æmbiəns/
best-seller <i>n</i> C	/best'selə/
billionaire <i>n</i> C	/bɪljə'neə/
boxed set <i>n</i> C	/bɒkst 'set/

brass <i>n</i> U	/brɑ:s/
bring up <i>v</i>	/brɪŋ 'ʌp/
broadcast <i>n</i> C *	/brɒ'dkɑ:st/
campaigner <i>n</i> C	/kæm'peɪnə/
candle <i>n</i> C **	/kændl/
catch up with <i>v</i>	/kætʃ ʌp 'wɪð/
charm <i>n</i> U	/tʃɑ:m/
chin <i>n</i> C **	/tʃɪn/
cloth <i>n</i> C **	/klɒθ/
clove <i>n</i> C	/klov/
colossal <i>adj</i>	/kə'lɒsl/
commission <i>n</i> C	/kə'mɪʃn/
commit suicide	/kə'mɪt 'su:ɪsaɪd/
comply <i>v</i>	/kəm'plaɪ/
controversy <i>n</i> C **	/kɒn'trɒvɜ:si; kən'trɒvəsi/

conviction <i>n</i> U	/kən'vɪkʃn/
cover <i>n</i> C ***	/kʌvə/
craze <i>n</i> C	/kreɪz/
curator <i>n</i> C	/kjʊ'reɪtə/
dangle <i>v</i>	/dæŋɡl/
deafen <i>v</i>	/defn/
depression <i>n</i> U **	/dɪ'preʃn/
detention	/dɪ'tenʃn ,sentə/

centre <i>n</i> C	
disbelief <i>n</i> U	/dɪsbr'i:lf/
elitist <i>adj</i>	/rɪ'lɪst/
exhibit <i>v</i> **	/ɪg'zɪbɪt/
faint <i>v</i> *	/feɪnt/
falter <i>v</i>	/fɔ:lta/
farce <i>n</i> C	/fɑ:s/
focal point <i>n</i> C	/fəʊkl ,pɔɪnt/
forehead <i>n</i> C **	/fɒrɪd; 'fɔ:hed/
fuel <i>v</i>	/fjuəl/
godsend <i>n</i> s	/gɒd'send/
grab <i>v</i>	/græb/
greet <i>v</i> **	/gri:t/
hallway <i>n</i> C	/hɔ:lweɪ/
have an affair	/hæv ən ə'feə/
honour <i>v</i> *	/hɒnə/
influential <i>adj</i>	/ɪnflu'enʃl/
jug <i>n</i> C *	/dʒʌg/
juvenile <i>adj</i>	/dʒu:vənaɪl/
lie on <i>v</i>	/laɪ ,ɒn/
life-size <i>adj</i>	/laɪf'saɪz/
maid <i>n</i> C	/meɪd/
needle <i>n</i> C **	/ni:dl/
negotiate <i>v</i> **	/nɪ'gəʊʃieɪt/
network <i>n</i> C ***	/netwɜ:k/
nominate <i>v</i> *	/nə'mɪneɪt/
nosedive <i>v</i>	/nəʊzdaɪv/
operating	/ɒpə'reɪtɪŋ θiətə/

theatre <i>n</i> C	
organic <i>adj</i> *	/ɔ:'ɡæɪnɪk/
overly <i>adv</i>	/əʊvəli/
overpowering <i>adj</i>	/əʊvə'pauəɪŋ/
perfectionist <i>n</i> C	/pə'fekʃnɪst/
prestigious <i>adj</i>	/pre'stɪdʒəs/
provoke <i>v</i>	/prə'vəʊk/
put forward <i>v</i>	/pʊt 'fɔ:wəd/
quote <i>n</i> C	/kwəʊt/
rate <i>n</i> C ***	/reɪt/
recover <i>v</i> ***	/rɪ'kʌvə/

regime <i>n</i> C	/reɪ'ʒi:m/
release <i>v</i> ***	/rɪ'li:s/
resemble (sb) <i>v</i> **	/rɪ'zembl/
retire <i>v</i> **	/rɪ'taɪə/
sabre <i>n</i> C	/seɪbə/
satellite <i>n</i> C **	/sætə'laɪt/
scandal <i>n</i> C	/skændl/
set about <i>v</i>	/set ə'baʊt/
single (sth/sb)	/sɪŋɡl əʊt/
out <i>v</i>	
siren <i>n</i> C *	/saɪrən/
slight <i>adj</i> ***	/slaɪt/
slip <i>v</i>	/slɪp/
slot <i>n</i> C *	/slɒt/
smartan (sth/sb)	/smɑ:tn 'ʌp/
up <i>v</i>	
stain <i>n</i> C *	/steɪn/
stardom <i>n</i> U	/stɑ:dəm/
steel <i>n</i> U **	/sti:l/
stench <i>n</i> U	/stentʃ/
sting <i>v</i> *	/stɪŋ/
strict <i>adj</i> **	/strikt/
surgical <i>adj</i>	/sɜ:dʒɪkl/
suspend <i>v</i>	/sə'spend/
take over <i>v</i>	/teɪk əʊvə/
talented <i>adj</i> *	/tæləntɪd/
tireless <i>adj</i>	/taɪələs/
unveil <i>v</i>	/ʌn'veɪl/
vending	/vendɪŋ mə'ʃɪn/
machine <i>n</i> C	
viewer <i>n</i> C **	/vjuə/
worldwide <i>adj</i> *	/wɜ:ldwaɪd/