

# 8A | Breaking news

## VOCABULARY: newspapers

1 Complete the text with words from the box.

articles   circulation   daily   features   right-wing   headline  
journalists   news coverage   quality newspapers

The best-selling (1) \_\_\_\_\_ newspaper in the UK is *The Sun*, with a (2) \_\_\_\_\_ of many millions. Its front page has a large (3) \_\_\_\_\_ and photo, but there is not much news. Inside, you find (4) \_\_\_\_\_ about pop stars and other celebrities, details of TV programmes, sports news, games, crosswords and competitions.

Readers who want to know what is happening in the world choose one of the (5) \_\_\_\_\_ and *The Daily Telegraph* is the most popular. It has (6) \_\_\_\_\_ all over the world and, as well as its (7) \_\_\_\_\_, it contains special (8) \_\_\_\_\_ on subjects such as gardening, motoring and travel. It is widely accepted that it is a (9) \_\_\_\_\_ newspaper and it supports the Conservative party.



2 Work in pairs. Discuss these questions.

- What are the most popular quality newspapers in your country?
- Which paper do you think has the best international news coverage? What about local news?
- Are there any daily newspapers like *The Sun*?
- Which newspapers are considered right-wing or left-wing?
- Which newspaper do you read? How often?
- What kind of articles do you find most interesting?

## LISTENING

1 2.1 Listen to an interview with a journalist, Colin Ashley. Put the topics in the correct order.

- ☐ his advice to other journalists
- ☐ his attitude towards America
- ☐ his new book
- ☐ his work for television

2 Match the questions 1–6 to the answers a–f.

- 1 What is his new book about?
- 2 Where do the ideas in Colin's book come from?
- 3 Where does Colin come from?
- 4 What was his last book about?
- 5 Where does Colin have a lot of friends?
- 6 Who does he not want to work for?

- a The World Bank.
- b Australia.
- c Some TV channels.
- d Joseph E Stiglitz.
- e The Pentagon.
- f Wall Street.

3 2.1 Listen to the interview again to check your answers.

4 Find these sentences in tapescript 2.1 on page 146. Explain what the words in *italics* refer to.

- 1 Most of the time, *it* does the complete opposite.
- 2 I'm not the first person to say *it*.
- 3 I wouldn't say *that*.
- 4 The one before *that*.
- 5 I'd love to do *more*.

GRAMMAR: *would*Use *would* + infinitive

- to give an opinion about hypothetical future situations.

*I'd never work for CNN.**It would be great to have more money.*

- to ask for and offer advice or suggestions.  
*What would you say to someone who wants to become a journalist?*
- with *like, love, prefer* etc. to express preferences.  
*I'd love to do more TV work.*

➤ SEE LANGUAGE REFERENCE PAGE 84

1 Replace 'd in the sentences with *would* or *had*.

- 1 I'd already read two of his books.
- 2 I'd hate to do that.
- 3 I'd never forgive myself.
- 4 I'd never speak to you again.
- 5 You'd never heard of him?
- 6 You'd regret it.

## 2 Complete the conversation with verbs from the box.

be (x2) hate like love (x2) mind prefer

- A: Would you (1) \_\_\_\_\_ to be a journalist?  
 B: I wouldn't (2) \_\_\_\_\_, but I'd (3) \_\_\_\_\_ to be a photographer.  
 A: What? A news photographer?  
 B: Yes, I'd (4) \_\_\_\_\_ that.  
 A: You mean working for one of the big newspapers?  
 B: Yes, that would (5) \_\_\_\_\_ really nice.  
 A: Personally, I'd (6) \_\_\_\_\_ it! Being away from home all the time, travelling to countries at war, ...  
 B: Oh, I'd (7) \_\_\_\_\_ to. It would (8) \_\_\_\_\_ really interesting.

## 3 2.2 Listen to the recording to check your answers.

## 4 Work in pairs. Discuss these questions.

- As a journalist, which country would you like to work in?
- Who would you like to interview?
- What questions would you ask?
- Would you prefer to work for a newspaper or for TV?
- Is there anywhere in the world where you would never work?

## SPEAKING

## 1 Work in two groups, A and B.

You work for the editorial team of a popular newspaper. You must choose one main story and one secondary story for the front page of the newspaper.

- Choose stories that will make people buy your newspaper and explain the reasons for your choice.
- Decide what kind of photograph you want to use on the front page.
- Write headlines for the stories that you choose.

Group A: Turn to page 128 for a list of possible stories.

Group B: Turn to page 130 for a list of possible stories.

## 2 Work in new groups that contain students from Group A and Group B. Compare the ideas from exercise 1 and decide together which stories you will use.

## DID YOU KNOW?

## 1 Work in pairs. Read the information about newspapers and discuss these questions.



Seven out of ten Australian daily newspapers are owned by News Corporation, a company that was founded by Rupert Murdoch. In Britain, the company controls about a third of the national newspapers, including *The Sun* and *The Times*, and also owns BSkyB, a cable TV company. In the US, News Corporation controls the Fox cable TV networks, 20th Century Fox studios, 35 local TV stations and the *New York Post*. In Asia, the company owns Star Television.

- Who owns the newspapers and TV stations in your country?
- Which TV station do you think gives the best news coverage in your country?

## READING

Work in pairs. Discuss these questions.

When was the last big demonstration in your town? What was it about?  
Have you ever been on a demonstration? What was it about?

- 1 For what reasons would you go on a demonstration?
- 2 Match the headlines a–g to the newspaper articles 1–5. There are two headlines you do not need.
  - a Dads stop cars
  - b Health workers refuse to go back to work
  - c Jail protest continues
  - d Pie man strikes again
  - e Police stop anti-war demonstration
  - f Prison officers demand pay rise
  - g Strip protest
- 3 The last sentence of each article is missing. Match the sentences a–g to the articles 1–5. There are two sentences you do not need.
  - a 'Cream is too good for him.'
  - b He has refused to eat food for three days.
  - c He said that the protest was the result of overcrowding.
  - d The men failed to deliver their heart-shaped message, but said they were happy with the protest.
  - e Leaders of UNISON, the nurses' union, are meeting employers again later today.
  - f Protesters said this was not true.
  - g The protest ended with hot protesters cooling off in the Cibeles fountain.
- 4 Find words in the articles that match the definitions 1–7.
  - 1 used to describe someone who thinks he/she is very important
  - 2 people who suffer from the actions of other people
  - 3 not wearing any clothes
  - 4 a protest where people stop working
  - 5 places where legal decisions are taken
  - 6 discussions where people try to agree something
  - 7 a man who speaks for other people
- 5 Which of the protests in the newspaper articles do you sympathize with most? Which is the best form of protest?

1



**BILL GATES**, the president of Microsoft, has been hit in the face with a cream pie during a visit to Brussels. The attack was the work of Noel Godin. For the last 30 years, Godin says he 'has been sending the suits of our most pompous public figures to the dry cleaner's.' Godin chooses his victims carefully. 'I would never attack George W. Bush,' he says.

2

● **60 cyclists** rode naked through the centre of Madrid today to protest against the lack of facilities for cyclists in the Spanish capital. They decided to take their clothes off as a symbol of their vulnerability in the dangerous Madrid traffic.

4

Traffic in London came to a stop earlier today as a group of Elvis Presley look-alikes danced to the London family courts – or 'Heartbreak Hotel', as they call it. The men, all divorced fathers, were protesting at being refused access to their children. In a statement to the press, one of the men said: 'If we had courts that were fair to men, we would be able to see our children. But they only think about the mothers.'

3

Over 5,000 Scottish nurses have entered the second week of a strike. The nurses are demanding better pay. Maggie Hunter, a nurse with eighteen years' experience told our reporter: 'My annual salary is £13,500 and the starting salary is £10,000. How would you feel if you were living on that kind of money?'

5

**After a day of negotiations**, four of the prisoners in the rooftop protest at Wealstun prison have come down. But a group of twenty prisoners are still refusing to move. A spokesman for the prisoners said: 'If we had decent living conditions, this wouldn't be necessary.' Colin Moses, of the Prison Officers' Association agreed that there was a problem at the jail.



## GRAMMAR: unreal conditions 1

Use a conditional clause beginning with *if* to imagine impossible or improbable situations in the present or in the future.

Note that you use a past tense in the conditional clause.

*If we **had** decent living conditions, this wouldn't be necessary.*

(= but we don't have decent living conditions)

*If we **had** courts that were fair to men, we would be able to see our children.*

(= but we don't have courts that are fair to men)

Use *would* ('d) + infinitive to talk about the consequence or the result of the imagined situation.

*How **would** you **feel** if you were living on that kind of money?*

➤ SEE LANGUAGE REFERENCE PAGE 84

1 Put *if* in the correct place in the sentences.

- Conditions would be better there were fewer prisoners.
- Godin wouldn't throw cream pies at these people they were less pompous.
- He had the chance he would attack the British prime minister.
- Courts were fairer to men it wouldn't happen.
- Maggie didn't like her job she wouldn't do it.
- She would be happier she earned more money.

## 2 Complete the questions. Put the verbs in brackets into the correct tense.

- What \_\_\_\_\_ (you / do) if someone \_\_\_\_\_ (throw) a cream pie in your face?
- \_\_\_\_\_ (you / go) on strike if you \_\_\_\_\_ (be) unhappy about something at work?
- How \_\_\_\_\_ (you / feel) if you \_\_\_\_\_ (not / paid) a reasonable salary?
- If you \_\_\_\_\_ (meet) the leader of your country, what \_\_\_\_\_ (you / say)?
- If you \_\_\_\_\_ (be) able to change three things in the world, what \_\_\_\_\_ (you / do)?

## 3 Work in pairs. Ask and answer the questions in exercise 2.

## PRONUNCIATION: /ʊ/ &amp; /u:/

## 1 Mark the words in the box short /ʊ/ (S) or long /u:/ (L).

book S	choose L	few	food	foot	good
group	moved	pull	put	stood	suit
took	true	two	whose	would	

## 2 2.3 Listen to the recording to check your answers.

## 3 Complete the poem with the words in the box.

clue    could    do    good    Hood

A man who was called Robin \_\_\_\_\_

Went on demos\* whenever he \_\_\_\_\_.

He hadn't a \_\_\_\_\_

What he wanted to \_\_\_\_\_.

But he felt it was doing him \_\_\_\_\_.

\* demos = demonstrations

## 4 2.4 Listen to the recording to check your answers. Then practise saying the poem.

## SPEAKING

## 1 Look at the three newspaper headlines and say what you think the stories are about.

New road will cut journey times by 12 minutes

Local residents promise to fight new road

## New road endangers wildlife says report

## 2 Work in groups of three. Read the stories and share the information with the other students in your group.

A: Turn to page 128.

B: Turn to page 131.

C: Turn to page 134.

## 3 Discuss these questions in your groups.

- What would you do if you lived in one of the houses that will be destroyed?
- What would be the best form of protest?
- How would you encourage other people to join your protest?

## 4 Compare your ideas with the ideas of other groups. Decide whose ideas are best.

# 8B | Speeding



## SPEAKING & VOCABULARY: compound nouns (driving)

- Who are better drivers – men or women? Why?
- Complete the compound nouns in the phrases 1–8 with a word from the box.

belt	licence	lights	limit
phone	street	way	zone

- driving a car 20 kph over the speed \_\_\_\_
  - driving a car while you are using a mobile \_\_\_\_
  - driving a car without a driving \_\_\_\_
  - driving a car without a seat \_\_\_\_
  - driving the wrong way down a one-way \_\_\_\_
  - driving very slowly in the fast lane of a motor \_\_\_\_
  - not stopping at the traffic \_\_\_\_ when they are red
  - parking your car in a no-parking \_\_\_\_
- Work in pairs. Choose the three most serious actions from exercise 2. What should the punishment for these actions be?
  - What annoys you most about other drivers? What kind of driver are you?

## LISTENING

- 2.5–2.6 Listen to two conversations between Linda and Clive. Then describe what is happening in the two pictures A and B.

- 2.5–2.6 Listen to the conversations again and complete the sentences with Linda (L) or Clive (C).

- C can't keep a promise.
- \_\_\_\_ had pizza for dinner yesterday.
- \_\_\_\_ has a lot of work to do.
- \_\_\_\_ has to go to the police station.
- \_\_\_\_ is going to rent a video.
- \_\_\_\_ is worried about having problems at work.
- \_\_\_\_ was driving too fast.
- \_\_\_\_ went shopping at lunchtime.

- Work in pairs. Student A, imagine that you are Linda. You are talking to a friend. Tell your partner the story of what happened to you today. Begin like this:

*I had a really bad day ...*

Then Student B, imagine that you are Clive.



## FUNCTIONAL LANGUAGE: offers

- 1 Complete the offers from the conversations in Listening exercise 1 with a verb from the box.

can    'll    let    like    shall    want

- 1 \_\_\_\_\_ I get three or four pizzas?
  - 2 I \_\_\_\_\_ get some pizzas on the way, if you like.
  - 3 \_\_\_\_\_ me go and get you one.
  - 4 Do you \_\_\_\_\_ me to get a video for the kids to watch?
  - 5 Would you \_\_\_\_\_ me to pick up the children after work?
  - 6 \_\_\_\_\_ I do anything for you?
- 2 Look at tapescripts 2.5–2.6 on pages 146–147. Match the responses a–f to the offers 1–6 in exercise 1.
- |                                 |                              |
|---------------------------------|------------------------------|
| a Thanks.                       | d No, it's OK, thank you.    |
| b That's really kind of you.    | e Yes, that would be lovely. |
| c No, that's all right, thanks. | f No, I'll manage, thanks.   |
- 3 How many different ways can you offer to help in the following situations? Tell the rest of the class your ideas.
- 1 A friend's car has broken down. It will probably take a week to repair.
  - 2 A friend has broken a leg. He will not be able to walk for a long time.
  - 3 A friend has lost a bag on the metro. It contained money, credit cards, ID card and mobile phone.
  - 4 A friend is going away for two weeks and will not be able to attend English classes.
  - 5 A friend is organizing a huge party for 100 people.
  - 6 A friend is moving house and is feeling very stressed.
  - 7 A friend is going to have a baby next week.
- 4 Work in pairs. Choose three situations from exercise 3. Act out a conversation for each situation.

## SPEAKING

- 1 Work in pairs. Imagine a world without cars and make a list of the advantages and disadvantages.

Advantages	Disadvantages
<i>less pollution</i>	<i>many things would take a lot longer</i>

- 2 Discuss these questions with your partner.
- Do you think that governments should do more to discourage people from driving? Why or why not?
  - What could governments do to encourage people to drive less?



# 8c | Bank robbers

## SPEAKING

- 1 Work in pairs. Discuss these questions.
  - How many different films can you think of in which a robbery takes place?
  - What are the titles of these films in your language?  
*Ocean's Eleven The Italian Job The Pink Panther*
  - What can you remember about these films?

### Bonnie and Clyde

One of the most famous gangster movies of all time, *Bonnie and Clyde*, won two Oscars. The film, starring Warren Beatty and Faye Dunaway, tells the story of two young gangsters in 1920s America.



### WARREN BEATTY FAYE DUNAWAY



### BONNIE AND CLYDE

MICHAEL J. POLLARD GENE HACKMAN ESTELLE PARSONS

DAVID NEWMAN and ROBERT BENTON Charles Bronson WARREN BEATTY FAYE DUNAWAY MICHAEL J. POLLARD GENE HACKMAN ESTELLE PARSONS

- 2 Work in pairs, A and B. Read the information about Bonnie and Clyde above. Then practise reading the dialogue from the film.  
A: Turn to page 129. B: Turn to page 132.
- 3 What do you think happens next? Continue the dialogue with your partner.

## VOCABULARY: law & order

- 1 Complete the article with words from the box.

guilty judge police prison stolen thieves

The robbery happened at ten o'clock and more than £10,000 was (1) \_\_\_\_\_. There were many **witnesses** who saw it happen – both customers and bank staff. The (2) \_\_\_\_\_ also had other **evidence** – a bag that the (3) \_\_\_\_\_ had left behind. It did not take them long to **arrest** the criminals. The **trial** began two months later in the High **Court**. The **jury** found the men (4) \_\_\_\_\_ and the (5) \_\_\_\_\_ **sentenced** the men to ten years in (6) \_\_\_\_\_.

- 2 Match the words in bold in exercise 1 to the definitions 1–7.

- 1 a place where legal decisions are taken
- 2 to catch (a thief)
- 3 information that helps to show who is responsible for a crime
- 4 a group of ordinary members of the public who decide if a person is guilty or innocent
- 5 people who see a crime
- 6 gave a punishment
- 7 the process of deciding if a person is guilty

## READING

- 1 Read the newspaper article on the next page and think of a headline for it.
- 2 Read the article again and answer the questions.
  - 1 Why did the judge have to speak to the jury?
  - 2 Why did the judge say that the robbery was not a joke?
  - 3 Why did the robbers go into a toy shop?
  - 4 Why did they go into a launderette?
  - 5 Why did Michael fall over?
  - 6 Why did no one reply to Laurence's demands?
  - 7 Why did Laurence fall over?
  - 8 When did the police arrest the brothers?
- 3 Do you agree with the judge's sentence? Why or why not?

## GRAMMAR: unreal conditions 2

Use a conditional clause beginning with *if* to imagine situations in the past which are the opposite of what actually happened. Note that you use *had* + past participle in the conditional clause.

*If everything had gone according to plan, ...*

(= but things didn't go according to plan)

*If they hadn't left their bag on the bus, ...*

(= but they left their bag on the bus)

Use *would* ('d) + have + past participle to talk about the consequence or the result of the imagined situation.

*If they had had their own masks, they would have seen what they were doing.*

SEE LANGUAGE REFERENCE PAGE 84

1 These sentences all refer to the past. Put the verbs in brackets into the correct tense.

- 1 The sentence \_\_\_\_\_ (be) longer if they \_\_\_\_\_ (steal) any money.
- 2 If the toy shop \_\_\_\_\_ (be) closed, they \_\_\_\_\_ (go) home.
- 3 If he \_\_\_\_\_ (not / run) into the bank, he \_\_\_\_\_ (not / fall) over.
- 4 The customers \_\_\_\_\_ (be) frightened if they \_\_\_\_\_ (think) it was a real robbery.
- 5 The police \_\_\_\_\_ (not / believe) them if they \_\_\_\_\_ (not / find) the missing bag.

2 Read the story. Write five sentences about the story with *if* and the past perfect.

*If the owners had been at home, the thief wouldn't have broken into the house.*

One evening, a thief broke into a house in the village of Lachelle. The owners were not there because they had gone to visit some friends. The thief had not eaten all day and was extremely hungry. He found a packet of biscuits in the kitchen and ate them. He then felt thirsty and, finding a bottle of champagne in the fridge, drank that. He now felt sleepy and he decided to have a little rest before robbing the house. Unfortunately, he didn't wake up and the owners of the house found him on their bed when they returned. He was still asleep when the police arrived.

3 Think of five important events in your life. Imagine what would have happened if these events hadn't taken place. Tell a partner.

*If I hadn't got married, I wouldn't have had any children.*

Earlier today, a judge at the Central Criminal Court sentenced two men to twelve years in prison for attempting to rob a branch of the Chelmsford Savings Bank. During the trial, the judge repeatedly had to ask members of the jury to stop laughing as they listened to the evidence. In his summing-up, the judge said that the robbery was not funny, but he described the men as pathetic. He continued, 'If everything had gone according to plan, this would have been no joke.' He told the jury to find the men guilty.

In January of this year, the two men, brothers Michael (63) and Laurence Parsons (59), took the bus into Chelmsford town centre. They got off just outside the bank but left their bag, containing masks and an old Webley revolver, on the bus. Not wanting to abandon their plans, the men went into a toy shop opposite the bank and bought two clown masks and a toy gun.

The masks were too small and the men had difficulty seeing where they were going. Wearing their masks, they crossed the road, ran into the launderette next to the bank and shouted, 'This is a stick-up!' Surprised customers laughed and suggested that they try next door.

At the second attempt, the men found the bank. Witnesses described how Michael slipped and fell on the polished floor as the two men ran into the bank. Meanwhile, his brother went up to a counter, not realizing that it was unattended, pointed his gun and demanded £5,000. Surprised customers laughed as Laurence repeated his demand. Getting no reply, he decided to give up the attempt, but tripped and fell over his brother who was still on the floor.

Later in the day, the men received treatment in hospital for their injuries. They explained what had happened to the doctors, who then called the police. At first, the police refused to believe the men's story, but arrested them the following day when the missing bag was found.



# 8 | Language reference

## GRAMMAR

### Would

We use *would* + infinitive to give an opinion about hypothetical present and future situations.

*It **would be** nice to have a pay rise.*

*They'd probably **say** no.*

*I **wouldn't go** there for a holiday.*

We use *would* + infinitive to ask for and offer advice or suggestions.

*What **would** you **do** in my situation?*

*I'd probably **tell** her the truth.*

We use *would* with *like*, *love*, *prefer* and *hate* to express preferences.

***Would** you **prefer** to have coffee or tea?*

*I'd **love** to be a journalist.*

### Unreal conditions

We can talk about impossible or improbable (hypothetical) situations in a conditional clause that begins with *if*.

When we want to refer to a hypothetical situation in present or future time, we use a past tense in the conditional clause.

*If she **had** a car, ...*

(= but she doesn't/won't have a car)

*If I **were**\* the president of the USA, ...*

(= but I'm not/won't be the president of the USA)

\* With the verb *be*, we can use *were* for *I/she/he/it* in a conditional clause.

We use *would* + infinitive in the main clause of the sentence to talk about the consequence or result of the hypothetical situation.

*If she **had** a car, she **would drive** to work.*

*She **would drive** to work if she **had** a car.*

*If I **were** the president of the USA, I'd **do** things very differently.*

These sentences are sometimes called second conditional sentences.

Compare the following pair of sentences:

*If you **listened**, you **would understand**.*

(The condition here is hypothetical. The speaker is saying that you don't or you won't listen.)

*If you **listen**, you'll **understand**.*

(The condition here is real. The speaker is saying that it is possible that you will listen.)

### Unreal conditions in the past

When we want to refer to a hypothetical situation in the past, we use the past perfect (*had* + past participle) in the conditional clause. These clauses express the opposite of what actually happened.

*If you **had listened** to me, ...*

(= but you didn't listen to me)

*If he **hadn't missed** the train, ...*

(= but he missed the train)

We use *would* + *have* + past participle in the main clause of the sentence to talk about the consequence or result of the hypothetical situation.

*If you **had listened** to me, you **would've understood**.*

*You **would've understood** if you'd **listened** to me.*

*If he **hadn't missed** the train, he **would have been** on time.*

These sentences are sometimes called third conditional sentences.

## FUNCTIONAL LANGUAGE

### Making offers

*Can I + infinitive ... for you?*

*Do you want me to + infinitive ... ?*

*I'll + infinitive ..., if you like.*

*Let me + infinitive ...*

*Shall I + infinitive ... ?*

*Would you like me to + infinitive ... ?*

### Responding to offers

*Thank you.*

*Thanks.*

*That's (really) kind of you.*

*That would be nice/lovely.*

*No, I'll manage, thanks.*

*No, it's/that's OK, thank you.*

*No, that's all right, thanks.*

## WORD LIST

## Newspapers

article <i>n</i> C ***	/ˈɑːtɪkl/
circulation <i>n</i> U **	/ˈsɜːkjʊleɪʃn/
daily <i>adj/n</i> C ***	/ˈdeɪli/
feature <i>n</i> C/v ***	/ˈfi:tʃə/
headline <i>n</i> C **	/ˈhedlɪn/
journalist <i>n</i> C **	/ˈdʒɜːnəlɪst/
left wing <i>adj</i>	/ˈleft ˌwɪŋ/
news coverage <i>n</i> U	/ˈnjuːz ˌkʌv(ə)riʒ/
press <i>n</i> U ***	/ˈpres/
quality	/ˈkwɒləti/
newspaper <i>n</i> C ***	/ˈnjuːzpeɪpə/
right wing <i>adj</i>	/ˈraɪt ˌwɪŋ/

## Compound nouns (driving)

childminder <i>n</i> C	/ˈtʃaɪldmaɪndə/
credit card <i>n</i> C **	/ˈkredɪt ˌkɑːd/
driving licence <i>n</i> C	/ˈdraɪvɪŋ ˌlaɪsəns/
ID card <i>n</i> C	/aɪdiː ˌkɑːd/
mobile	/ˈməʊbaɪl ˈfəʊn/
phone <i>n</i> C **	
motorway <i>n</i> C **	/ˈməʊtəˌweɪ/
no-parking zone <i>n</i> C	/ˈnəʊˌpɑːkɪŋ ˌzəʊn/
one-way street <i>n</i> C	/ˌwʌnˌweɪ ˈstri:t/
police station <i>n</i> C *	/ˈpəʊlɪs ˌsteɪʃn/
seatbelt <i>n</i> C	/ˈsiːtbel/
speed limit <i>n</i> C	/ˈspiːd ˌlɪmɪt/
traffic lights <i>n</i> C	/ˈtræfɪk ˌlaɪts/

## Law and order

arrest <i>v</i> **	/əˈrest/
clue <i>n</i> C **	/kluː/
court <i>n</i> C ***	/kɔːt/
crime <i>n</i> C/U ***	/kraɪm/
criminal <i>n</i> C *	/ˈkrɪmɪnl/
evidence <i>n</i> U ***	/ˈeɪdɪns/
gangster <i>n</i> C	/ˈgæŋstə/
guilty <i>adj</i> ***	/ˈɡɪlti/
innocent <i>adj</i> *	/ɪˈnəsənt/
judge <i>n</i> C ***	/dʒʌdʒ/
jury <i>n</i> C **	/ˈdʒʊəri/
mask <i>n</i> C **	/mɑːsk/
punishment <i>n</i> C **	/ˈpʌnɪʃmənt/
revolver <i>n</i> C	/ˈrɪvəlvə/
rob <i>v</i> **	/rɒb/
robber <i>n</i> C *	/ˈrɒbə/
robbery <i>n</i> C *	/ˈrɒbəri/
sentence <i>v</i> **	/ˈsentəns/
stick-up <i>n</i> C	/ˈstɪkʌp/
trial <i>n</i> C ***	/ˈtraɪəl/
violent <i>adj</i> **	/ˈvaɪələnt/
witness <i>n</i> C **	/ˈwɪtnəs/

## Other words &amp; phrases

abandon <i>v</i> **	/əˈbændən/
access <i>n</i> U ***	/ˈækses/
annual <i>adj</i> ***	/ˈænjʊəl/
attitude <i>n</i> C ***	/ˈætɪtjuːd/
best-selling <i>adj</i>	/ˈbestˌselɪŋ/
biscuit <i>n</i> C **	/ˈbɪskɪt/
bomb <i>n</i> C ***	/bɒm/
cable <i>n</i> C **	/ˈkeɪbl/
cheerful <i>adj</i> *	/ˈtʃɪəfl/
corporation <i>n</i> C *	/ˈkɔːpəreɪʃn/
cream <i>n</i> U **	/kriːm/
cyclist <i>n</i> C *	/ˈsaɪklɪst/
demand <i>v</i> ***	/dɪˈmɑːnd/
demonstration <i>n</i> C **	/ˌdemənˈstreɪʃn/
divorced <i>adj</i> **	/dɪˈvɔːst/
engineering <i>n</i> U ***	/ˌendʒɪˈnɪərɪŋ/
facilities <i>n</i> pl	/fəˈsɪlətɪz/
flan <i>n</i> C/U	/flæn/
fountain <i>n</i> C *	/ˈfaʊntɪn/
globalization <i>n</i> U	/ˌɡləʊbəlaɪˈzeɪʃn/
investigative <i>adj</i>	/ɪnˈvestɪɡətɪv/
lane <i>n</i> C **	/leɪn/
launderette <i>n</i> C	/ˈləʊndəˌret/
link <i>v</i> ***	/lɪŋk/
living conditions <i>n</i> pl	/ˈlɪvɪŋ kənˌdɪʃənz/
look-alike <i>n</i> C	/ˈlʊkəˌlaɪk/
movie <i>n</i> C *	/ˈmuːvi/
naked <i>adj</i> **	/ˈneɪkɪd/
negotiation <i>n</i> C **	/ˌneɡəʊˈʃeɪʃn/
network <i>n</i> C ***	/ˈnetwɜːk/
overcrowding <i>n</i> U	/ˌəʊvəˈkraʊdɪŋ/
pathetic <i>adj</i> *	/pəˈθetɪk/
pie <i>n</i> C/U *	/paɪ/
point <i>v</i> ***	/pɔɪnt/
pompous <i>adj</i>	/ˈpɒmpəs/
public figure <i>n</i> C	/ˈpʌblɪk ˈfɪɡə/
publish <i>v</i> ***	/ˈpʌblɪʃ/
reasonable <i>adj</i> ***	/ˈriːznəbl/
roof <i>n</i> C ***	/ruːf/
salary <i>n</i> C **	/ˈsæl(ə)ri/
schedule <i>n</i> C **	/ˈʃedjuːl/
scribble <i>v</i>	/ˈskrɪbl/
slip <i>v</i> ***	/slɪp/
statement <i>n</i> C ***	/ˈsteɪtmənt/
strike <i>n</i> C/v ***	/straɪk/
strip <i>v</i> **	/striːp/
studio <i>n</i> C ***	/ˈstjuːdiəʊ/
summing-up <i>n</i> C	/ˌsʌmɪŋˈʌp/
symbol <i>n</i> C **	/ˈsɪmbəl/
sympathize <i>v</i>	/ˈsɪmpəˌθaɪz/
thriller <i>n</i> C *	/ˈθrɪlə/
toy <i>n</i> C **	/tɔɪ/
traffic <i>n</i> U ***	/ˈtræfɪk/
treatment <i>n</i> U/C ***	/ˈtriːtmənt/

valley <i>n</i> C ***	/ˈvæli/
valuable <i>adj</i> ***	/ˈvæljuəbl/
value <i>n</i> C ***	/ˈvæljuː/
vulnerability <i>n</i> C	/ˌvʌln(ə)rəˈbɪləti/
war <i>n</i> C ***	/wɔː/
write-off <i>n</i> C	/ˈraɪtɒf/