

# 9A | Celebrity heroes

## SPEAKING

- 1 Work in pairs. Discuss these questions.
  - Who are the most popular film, music and sports stars in your country?
  - What do you think of them?
  - Which of these people are the best and worst role models for young people?
- 2 Use the questions below to interview other members of your class. If someone answers 'yes' to a question, ask for more details.

Have you ever ...

- seen a film or bought a CD because you really liked the actor or singer?
- had a conversation with friends about someone you admire?
- visited a website that is devoted to a famous person?
- used a picture of someone you really like as a screensaver or to decorate your bedroom wall?
- bought something (an item of clothing, for example) which has the name of someone you really like on it?
- changed your appearance so that you look like someone you really admire?

## READING

- 1 Read the article and choose the best title 1-3.
  - 1 The dangers of hero worship
  - 2 The harmless fun of hero worship
  - 3 The heroes and heroines of *Star Wars*
- 2 Read the article again and put the paragraphs in the correct order.
- 3 Match the highlighted words in the text to the definitions a-f.
  - a a shiny material
  - b considering something or someone as important in an extreme way
  - c extremely small
  - d extremely ugly or strange
  - e telling personal secrets
  - f with similar opinions and interests
- 4 What advice would you give to someone with Celebrity Worship Syndrome?



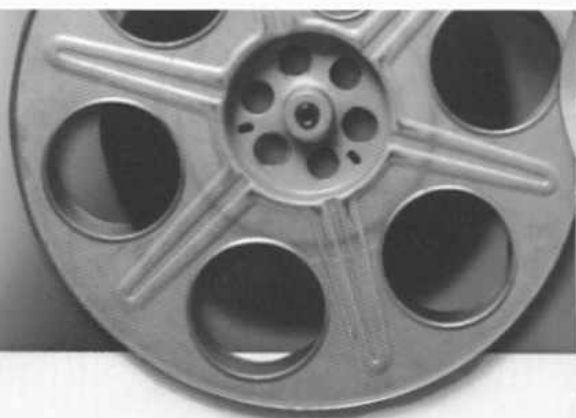
Despite the dangers, the researchers insist that a certain amount of hero worship can be good for you. If we attempt to make ourselves better by imitating our heroes, that can only be positive. In primitive human societies, it was normal for the young to look up to the most successful members of the tribe and to use them as role models. It is, say the anthropologists, natural for us to evaluate people in terms of the success they have achieved. In a society where success and celebrity are often the same thing, it is natural for us to want to be like the stars.



The syndrome is unquestionably fuelled by the media's own obsession with celebrities. Gossip magazines and TV shows parade the stars before us, and reality TV shows create more overnight stars for us to admire and emulate. It almost seems as if Andy Warhol's prediction that, in the future, everyone will be famous for fifteen minutes, is coming true. But at a price.



For some, like Tilly Kimber who had travelled from Sunderland for the event, it was the highlight of the year. Tilly, who was dressed as her heroine, Queen Amidala, in a gorgeous, red satin dress and strange gold headdress, runs two websites in her spare time, one devoted to *Star Wars* and the other to Natalie Portman, who plays the role of Queen Amidala. 'It's just great to be with other people who are as obsessed as me,' she said. Sharing the experience with a large like-minded crowd made up a little for the fact that Portman herself was not there.





☐ Like everything else, it is a question of finding a healthy balance. For the great majority of people, there's nothing wrong with an interest in the love lives of well-known American film stars. But when hero worship turns into an all-consuming passion, it can be an addiction as dangerous as any other.

☐ There was a handful of people wearing grotesque brown rubber Yoda masks, at least six Darth Vaders and any number of Jedi Knights in the crowd of over 1,300 packed into a huge widescreen cinema in London's Leicester Square. They had arrived at seven in the morning and had watched the first five *Star Wars* movies before the highlight of the day – the chance to be the first fans in the country to see the sixth and final instalment of the *Star Wars* series.

☐ Tilly would probably describe her obsession as a bit of harmless fun. But for many others who suffer from Celebrity Worship Syndrome, such obsessions can be extremely unhealthy and even dangerous. When an impressionable young adolescent believes that his or her celebrity hero is their 'soulmate', there is serious cause for concern. Scientists who have studied the syndrome say that celebrity worshippers tend to be anxious and depressive. Some spend hours on the internet discussing minute personal details of the stars' lives; others write long confessional letters to their heroes. In a small number of cases, some are even ready to hurt themselves in the name of their hero.

## GRAMMAR: adjective order

When you have two or more adjectives together, adjectives of opinion come before adjectives of description.

*an exciting new movie    a brilliant young actor*

- Use adjectives of description in the following order:  
size / age / colour / origin / material  
*a long, white plastic light-sabre*  
*adolescent British film fans*  
Other descriptive adjectives come immediately before the noun.

➤ SEE LANGUAGE REFERENCE PAGE 94

### 1 Rearrange the words in the correct order.

- 1 headdress    strange    gold    a
- 2 a    cinema    huge    widescreen
- 3 crowd    a    large    like-minded
- 4 a    red    gorgeous    dress    satin
- 5 American    film stars    well-known
- 6 an    adolescent    impressionable    young
- 7 brown    grotesque    Yoda masks    rubber
- 8 confessional    letters    long
- 9 details    minute    personal

Check your answers in the article.

- 2 Think of three well-known film, music or sports stars. You have three minutes to write as many adjectives as possible that you can use to describe these people.
- 3 Work in small groups. Describe the celebrities to the other students in your group but do not mention their names.

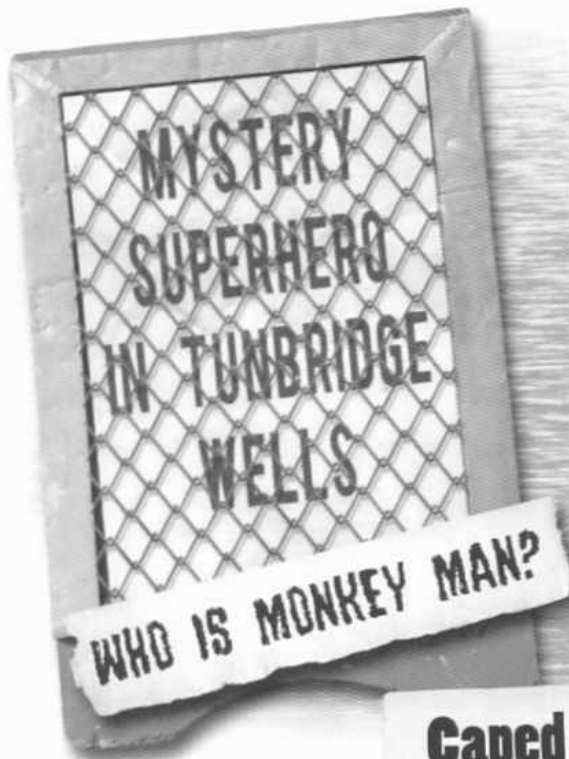
*He's a short, ageing, bald British rock star.*

*She's a fantastic young blonde tennis player.*

The other students in your group must guess the name of the person you are describing.



## 9B | Local hero



### Caped Crusader helps old lady

#### LISTENING

- 1 Look at the photo and the newspaper headlines and answer the questions.
  - 1 Who is the man in the picture? Describe him.
  - 2 What is he doing? What do you think he is going to do?
- 2 2.15 Listen to the news item and check your answers in exercise 1.
- 3 2.15 Listen again and tick the information 1–8 that is mentioned.
  - 1 Darren Hasell would like to see a perfect Tunbridge Wells.
  - 2 Monkey Man has helped various people carry their shopping.
  - 3 He has rescued a young woman in the town centre.
  - 4 He rides an Italjet Dragster moped.
  - 5 He will soon reveal the meaning of the letter 'O' on his suit.
  - 6 National newspapers are trying to find the identity of the masked man.
  - 7 The local mayor supports Monkey Man.
  - 8 The photo was taken by a Polish tourist.
- 4 Work in pairs. Discuss these questions.
  - 1 Why does the man hide his identity?
  - 2 What do you think he does when he is not dressed as a superhero?
- 5 2.16 Listen to a second news item and find out if your answers were correct in exercise 4.
- 6 2.16 Listen again and replace the words in italics with the words you hear.
  - 1 We turn to *the latest news* on the story of the Tunbridge Wells superhero.
  - 2 It seems that the press has *made an embarrassing mistake*.
  - 3 The three friends *invented it all* from the start.
  - 4 National newspapers were *really keen* on publishing the story.
  - 5 It was interesting to see how the press could be *made to believe such nonsense*.
- 7 Work in pairs. Discuss these questions.
  - Do you think that what Matt Lees and his friends did was funny or irresponsible?
  - Do you know of any other untrue stories that have been printed in the newspapers?

## VOCABULARY: adjectives with prepositions

- 1 Match the adjectives 1–10 to the prepositions from the box that follow them.

for from in of on to  
to to to with

- |             |                |
|-------------|----------------|
| 1 aware     | 6 intent       |
| 2 connected | 7 involved     |
| 3 devoted   | 8 responsible  |
| 4 familiar  | 9 restricted   |
| 5 free      | 10 sympathetic |

- 2 Check your answers in tapescripts 2.15–2.16 on page 159.
- 3 Complete the sentences with an adjective and preposition from exercise 1.

- Tunbridge Wells is generally \_\_\_\_\_ serious crime.
- Some parts of the town are \_\_\_\_\_ pedestrians.
- The town mayor is \_\_\_\_\_ many important decisions.
- Many people in the town were not \_\_\_\_\_ the newspaper reports.
- Three people were \_\_\_\_\_ the Monkey Man joke.
- The jokers were \_\_\_\_\_ making more newspapers report the story.
- An experienced journalist is usually \_\_\_\_\_ joke letters of this kind.

- 4 Work in pairs. Choose combinations of words from the boxes A and B and ask your partner to complete the sentences honestly.

A	<i>I can't understand people who are ... I have never been ... I would never want to be ... I'd love to be ...</i>
B	<i>aware connected devoted familiar free intent involved responsible restricted sympathetic</i>

## SPEAKING

- 1 Work in pairs. Discuss these questions.

- Which of the powers of a superhero (in the box) would you most like to have? Why?

super hearing    super intelligence    super speed  
super strength    super vision    the ability to fly  
the ability to read other people's minds  
X-ray vision    immortality

- How would your life change if you had one of these powers?
  - Are there any of these superhuman powers that you would not like to have? Why?
- 2 Work in small groups. Use seven of the phrases in the box to make a story about a superhero.

a black belt in karate    the mayor    rubber tyres  
a hairdresser    a moped    a rubbish bin  
a masked man    orange-suited    underpants

- 3 Compare your story with other groups.

## DID YOU KNOW?

- 1 Work in pairs. Read the information and discuss these questions.



The most well-known American woman superhero often wears a bikini in the design of the Stars and Stripes. But Wonder Woman isn't American at all. Her real name is Diana and she has been sent by her Amazon tribe as an ambassador to the world. She is beautiful and has a woman's sensitivity and she is also strong and intelligent. She possesses superhuman skills, including the ability to fly, and she is a member of the Justice League of America. Wonder Woman was created

by William Marston, a Harvard psychologist, who wanted an alternative to the macho world of superheroes.

- What other superheroes do you know about? (eg Batman, Superman, ...)
- Who are the greatest heroines in your country (alive or dead, real or fictional)?
- How were their lives heroic? What did they do?

# 9c | Villains

## READING

1 Work in pairs. What do you know about the screen villains below?

- 1 Count Dracula in *Dracula*
- 2 Cruella De Vil in *101 Dalmatians*
- 3 Darth Vader in *The Empire Strikes Back*
- 4 Dr Hannibal Lecter in *The Silence of the Lambs*
- 5 The Joker in *Batman*
- 6 The Queen in *Snow White and the Seven Dwarfs*
- 7 The Shark in *Jaws*
- 8 The Wicked Witch of the West in *The Wizard of Oz*

Can you think of anyone else to add to the list? In what way were they villains?

2 Read the competition opposite. Then work in pairs, and put the five villains in order of 'pure nastiness' (1 = most nasty → 5 = least nasty).

3 Find words or expressions in the text that match the definitions 1-8.

- 1 no longer active or alive (Blofeld)
- 2 close supporter of a powerful person (Saruman)
- 3 extremely frightening (Saruman)
- 4 long piece of wood (Captain Hook)
- 5 persuade someone to do something by making it seem attractive (Captain Hook)
- 6 promising (The Sheriff of Nottingham)
- 7 good-looking in an exciting way (The Sheriff of Nottingham)
- 8 without any reason or pattern (Alex de Large)

4 Work in pairs. Discuss these questions.

- Why are men usually the villains in movies?
- Can you think of any other women villains?

# WIN 100 DVDS

## VOTE FOR YOUR FAVOURITE SCREEN VILLAIN IN OUR WICKED DVD COMPETITION

How B-A-A-A-A-D can you get?

We've picked five of the worst British screen villains of all time. Put them in order of pure nastiness from 1 (totally poisonous) to 5 (pretty unpleasant).

Call now 0946 400400 (calls cost 85p/min)

Five lucky winners will receive 100 absolutely fabulous DVDs of their choice.

## BLOFELD

(You only live twice)

– Donald Pleasance

Blofeld is the terrifying, scar-faced head of SPECTRE, an evil organization that is attempting to push the world's superpowers into a nuclear war. From his command centre in an extinct volcano, Blofeld hijacks Russian and American spacecraft. With a helping hand from Kissie Suzuki, his extremely attractive Japanese colleague, James Bond comes to the rescue.



## SARUMAN

(*Lord of the Rings* trilogy) – Christopher Lee  
Saruman is the henchman of Sauron, the lord of the rings and the lord of death. Powerful, power-mad and extremely dangerous, he hates the wise wizard, Gandalf, and despises the hobbits. He casts powerful spells with his magic staff and his spine-chilling voice has convinced thousands to follow him. The world of men and elves will never be completely free from his evil until the towers at the castle of Isengard have been destroyed

## CAPTAIN HOOK

(*Peter Pan*) – Jason Isaacs

With an iron hook in place of one hand that was cut off by Peter Pan and swallowed by a hungry crocodile, Captain Hook is totally consumed with hatred for Peter and his Lost Boys, and dreams of making them all walk the plank off his pirate ship. He kidnaps Wendy, Peter's sweetheart, and uses every trick in the book to lure Peter to a painful death. His life ends when the rest of his body joins the hand in the crocodile's stomach. Tick tock, tick tock.





## THE SHERIFF OF NOTTINGHAM

(Robin Hood: Prince of Thieves)

– Alan Rickman

The Sheriff of Nottingham has murdered Robin's father, and Robin returns to England vowing vengeance. In an all-American cast, the Sheriff's cutting British accent marks him out as the perfect villain. He wants to force the king's cousin, a horrified Maid Marian, to marry him. Absolutely furious when the dashing Robin of Locksley stands in his way, the sheriff's cruelty knows no bounds.



## ALEX DE LARGE

(A Clockwork Orange) – Malcolm McDowell

Every night, Alex and his gang go on the rampage, beating and murdering. The violence is meaningless and random, and is as incomprehensible as the language that Alex speaks. He carries out his acts of brutality with enthusiasm and pleasure, to the accompaniment of a Beethoven symphony. The whole film is a disturbing vision of a future Britain gone totally wrong.



### GRAMMAR: adjectives & modifying adverbs

- **Gradable** adjectives (eg *attractive*, *painful*, *unpleasant*) can be made **stronger** or **weaker** with a modifying adverb.

a bit      pretty      very      a little  
quite      really      extremely      slightly  
quite painful      very painful      extremely painful

- **Ungradable** adjectives (*furious*, *horrified*, *terrifying*) cannot be made weaker, but they can be made stronger with a modifying adverb.

absolutely      completely      really      totally  
absolutely furious      totally horrified  
Not *absolutely attractive*

- Some ungradable adjectives do not collocate with some intensifying adverbs.

*absolutely fabulous* Not *completely fabulous*

- Some adjectives (eg *random*) can be gradable or ungradable.

*slightly random*      *totally random*

➔ SEE LANGUAGE REFERENCE PAGE 94

- 1 Find and correct the four incorrect phrases in *italics*.

- 1 His behaviour was a *little cynical*.
- 2 I think that Alan Rickman is *absolutely attractive*.
- 3 Jason Isaacs was *very perfect* in the role.
- 4 Maid Marion is a *completely pleasant* princess, but too nice to be believable.
- 5 Saruman is a *very typical* British villain.
- 6 Most villains are *really mean*.
- 7 The volcano was *slightly extinct*.
- 8 We got the answer *a bit wrong*.

- 2 Complete the beginnings of the sentences with a modifying adverb. More than one answer is possible.

- 1 He felt \_\_\_\_ frightened and ...
- 2 It was \_\_\_\_ amazing, so he ...
- 3 He was \_\_\_\_ cruel when he ...
- 4 She was \_\_\_\_ exhausted because ...
- 5 She didn't realize it was \_\_\_\_ illegal until ...
- 6 She was \_\_\_\_ horrified when ...

- 3 Work in pairs. Complete the sentences in exercise 2 with your own ideas.

### SPEAKING & VOCABULARY: crimes

- 1 Work in pairs. Put the crimes in order of seriousness (1 = most serious → 8 = least serious).

- |  |                                    |
|--|------------------------------------|
| <input type="checkbox"/> armed robbery | <input type="checkbox"/> mugging   |
| <input type="checkbox"/> assault       | <input type="checkbox"/> murder    |
| <input type="checkbox"/> hijacking     | <input type="checkbox"/> vandalism |
| <input type="checkbox"/> kidnapping    | <input type="checkbox"/> smuggling |

- 2 Match the crimes in exercise 1 to a punishment 1–5.

- 1 a prison sentence of X years
- 2 a fine of X pounds
- 3 a suspended prison sentence of X years
- 4 X months of community service
- 5 a caution

- 3 Which crimes are a problem in your town? Which crimes have been in the news recently?

# 9D | Hate list

## SPEAKING & VOCABULARY: compound nouns (jobs)



"Sorry kid, but rules are rules!"

- Complete the beginning of the compound nouns 1–9 in column A with an ending a–i in column B. Then add three more compound nouns (jobs) to the list.

A	B
1 disc	a agents
2 estate	b bouncers
3 fire	c couriers
4 motorcycle	d fighters
5 nightclub	e inspectors
6 rescue	f jockeys
7 tax	g reps
8 telesales	h wardens
9 traffic	i workers

- Work in pairs. Look at the list of jobs from exercise 1 and answer the questions.

- Which of these jobs are the best/worst paid?
- Which of these jobs are most/least often done by women? Why do you think this is so?
- Which of these jobs would you like/hate to do? Why?

- Work in pairs. Decide what you would say in the following situations.

- You are celebrating your birthday with some friends and you are refused entry to a club.
- You stop your car for two minutes to buy some stamps at the post office. When you return to your car, you are about to get a parking ticket.
- In the middle of a romantic dinner, your telephone rings. Someone wants to sell you some insurance.
- You are one day late with your annual tax declaration. You receive a phone call and learn that you must pay a fine of £150.

- Which of these situations would you find the most annoying?

## LISTENING

- 2.17 Listen to the results of a survey about different jobs. Answer the questions.

- Which of the jobs in Speaking & vocabulary exercise 1 are mentioned?
- Which is the most hated profession?
- Do people hate or respect these professions?

- 2.17 Listen again and tick the things that are mentioned.

- The presenter had a bad experience with a traffic warden.
- Traffic wardens claim that they do not deserve their reputation.
- Fewer and fewer people want to become traffic wardens.
- Phone companies are sometimes responsible for cold-calling.
- The survey was probably carried out in a city.
- Football players are more popular with men than with women.
- The presenter has a poor opinion of politicians.
- People's attitudes towards the police are changing.

- Look at the expressions 1–6. Which job or jobs are they referring to? Check your answers in tapescript 2.17 on page 159.

- a necessary evil
- they're only doing their job
- they often behave like pigs
- famous for being famous
- the professional liars
- the flip side

- Work in pairs. Discuss these questions.

- Would the results of the survey be the same in your country?
- What are the professions you most love to hate?

## FUNCTIONAL LANGUAGE: contrast

- Use *although*, *even though*, *despite* and *in spite of* to link two pieces of contrasting information.  
*She was writing out the ticket, **even though** I said I was going to move my car.*  
***Despite** all the stories to the contrary, they are not vindictive.*
- Use *although* and *even though* with a clause.  
***Although/Even though** I know they're only doing their job, I absolutely hate being disturbed by cold callers.*
- Use *despite* and *in spite of* with a noun, a noun phrase or verb + -ing.  
***Despite** admitting that traffic wardens are a necessary evil, there was still no doubt in people's minds that they are the number one high street villains.*  
***In spite of** their special hero status, they can be arrogant, obnoxious thugs at times.*
- NB Use *despite/in spite of the fact (that)* with a clause.  
***Despite the fact that** they're paid like gods, they often behave like pigs.*

SEE LANGUAGE REFERENCE PAGE 94

- 1 Replace *but* with the linker in bold and rewrite the sentences.

- 1 Fire fighters are very well-respected *but* they are extremely badly-paid.

**in spite of**

- 2 There are more and more traffic wardens on the streets *but* drivers continue to park badly.

**even though**

- 3 The paparazzi are very unpopular *but* they were not on the list.

**in spite of**

- 4 Members of the armed forces are highly respected *but* recruitment is at an all-time low.

**although**

- 5 Estate agents have a very bad reputation *but* they perform an extremely useful service.

**despite**

- 6 Some people love footballers *but* others hate them.

**although**

- 2 Work in groups of three, A, B, and C. You are going to match sentence openers 1–6 with the sentence endings a–f in the information.

A: Turn to page 144.

B: Turn to page 148.

C: Turn to page 138.

- 3 Complete the story with your own ideas.



Although Terry \_\_\_\_\_, he had always wanted to be a police officer. Even though \_\_\_\_\_, he failed all his exams and he realized he would have to choose another career. In spite of \_\_\_\_\_, he remained optimistic that he would get a good job. A careers adviser suggested that he become a security guard, although \_\_\_\_\_. After six interviews, he finally got a job, despite \_\_\_\_\_. Even though \_\_\_\_\_, he still dreams of being a police officer.

- 4 Work in pairs. Compare your stories.

PRONUNCIATION: intonation  
(completion & non-completion)

We use intonation to show that we have finished saying something. Our voice goes down to show that we have finished. Our voice goes up to show that we have more to say.

- 1 2.18 Listen to the phrases below. Which are the beginnings and which are the ends of sentences?

- 1 although it all turned out OK in the end
- 2 despite all our efforts
- 3 in spite of everything he'd done for her
- 4 even though we needed the money

- 2 2.19 Listen to the complete sentences and repeat them from memory.

- 3 Work in pairs. Take it in turns to read out the following sentences. Your partner must decide if the sentence is complete or not, judging by your intonation. If the sentence is not complete, he/she must complete it with an appropriate ending.

- 1 although I didn't really enjoy it
- 2 even though she'd studied medicine
- 3 despite being incredibly wealthy
- 4 in spite of the high levels of stress



# 9 | Language reference

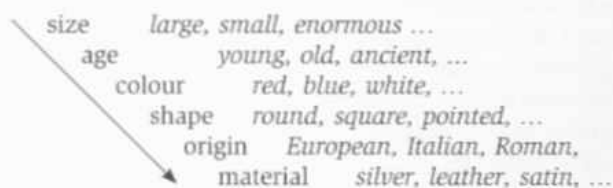
## GRAMMAR

### Adjective order

When we use two or more adjectives together, adjectives of opinion (subjective) come before adjectives of description (objective or factual).

*a brave new world*    *an attractive English actress*

The order of objective (or factual) adjectives will depend on the word which we want to stress, but the diagram below provides a useful guide.



*a big, black, plastic ball*  
*a new, wide Japanese screen*  
*vintage red Rioja wine*  
*short pink woollen socks*

### Adjectives & modifying adverbs

Adjectives in English are gradable or ungradable. We can make gradable adjectives (*big, dangerous, strange*) stronger or weaker. Here are some common adverbs that we can use to modify the adjectives.

weaker			stronger
<i>a bit</i>	<i>pretty</i>	<i>very</i>	
<i>a little</i>	<i>quite</i>	<i>really</i>	<i>extremely</i>
<i>slightly</i>	<i>rather</i>		
<i>quite big</i>	<i>very dangerous</i>	<i>extremely strange</i>	

We cannot make ungradable adjectives weaker. But we can make them stronger with a modifying adverb. Here are the four most frequent:

*absolutely completely really totally*  
*absolutely fabulous*    *totally spine-chilling*  
 Not *slightly* fabulous

#### Common ungradable adjectives

<i>amazing</i>	<i>exhausted</i>	<i>impossible</i>
<i>awful</i>	<i>fantastic</i>	<i>marvellous</i>
<i>boiling</i>	<i>fascinating</i>	<i>perfect</i>
<i>brilliant</i>	<i>freezing</i>	<i>terrible</i>
<i>disastrous</i>	<i>furious</i>	<i>vital</i>
<i>enormous</i>	<i>horrificed</i>	<i>wonderful</i>
<i>excellent</i>	<i>huge</i>	

- We can use *really* with all ungradable adjectives. Some collocations of *absolutely*, *completely* and *totally* are more common than others.  
*absolutely* brilliant/certain/clear/correct/delighted/essential/necessary/right/sure/true  
*completely* different/free/new/separate/wrong  
*totally* different/new/opposed/unacceptable/wrong
- Many adjectives (eg *different, poisonous, primitive, random, unpleasant*) can be gradable or ungradable.  
*a little primitive*    *absolutely primitive*
- We can use *quite* with gradable adjectives to mean 'fairly but not very'.  
*The weather's quite nice. Quite warm, actually.*  
 We can also use *quite* with some ungradable adjectives to mean 'completely'.  
*Are you quite certain about it? Yes, it's quite impossible.*
- We often use *rather* instead of *pretty* or *quite* to express negative ideas.  
*The film was rather long and the plot was rather complicated.*

## FUNCTIONAL LANGUAGE

### Contrast

We use *though, although, even though, despite* and *in spite of* to link two pieces of contrasting information.

*There was already a long queue, even though we tried to arrive early.*  
*Despite our attempt to arrive early, there was already a long queue.*

We use *though, although* and *even though* with a clause.

*Though/Although/Even though* it was very expensive, we were happy to pay.

*Though* is less formal than *although* and *even though*.

We use *even though* when we want to make the information in the main clause very surprising.

We use *despite* and *in spite of* with a noun, a noun phrase or verb + -ing.

*Despite beginning the journey very late, we arrived on time.*

*In spite of the late start to our journey, we arrived on time.*

We can also use *despite* and *in spite of* with *the fact that* to introduce a clause.

*Despite/In spite of the fact that we started late, we arrived on time.*

## WORD LIST

## Adjectives with prepositions

aware of	/ə'weə əv/
connected to	/kə'nektɪd tu:/
devoted to	/drɪ'vəʊtɪd tu:/
familiar with	/fə'milɪə wɪð/
free from	/fri: frəm/
intent on	/ɪntent ən/
involved in	/ɪn'vɒlvɪd ɪn/
responsible for	/rɪ'spɒnsəbl fɔ:/
restricted to	/rɪ'strɪktɪd tu:/
sympathetic to	/sɪmpə'θetɪk tu:/

## Crimes

armed robbery <i>n</i> C	/ɑ:mɪd 'rɒbərɪ/
assault <i>n</i> C **	/ə'sɔ:lt/
hijacking <i>n</i> U	/haɪ'dʒækɪŋ/
kidnapping <i>n</i> U	/kɪdnæpɪŋ/
mugging <i>n</i> U	/mʌgɪŋ/
murder <i>n</i> U ***	/mɜ:ɪdər/
smuggling <i>n</i> U	/smʌgɪŋ/
vandalism <i>n</i> U	/vændə'lɪzəm/

## Compound nouns (jobs)

disc jockey	/dɪsk ˌdʒɒki/
estate agent	/rɪsteɪt ˌeɪdʒənt/
firefighter	/faɪəˌfaɪtər/
motorcycle courier	/məʊtəˌsaɪkl ˌkʊrɪər/
nightclub bouncer	/naɪtklʌb ˌbaʊnsər/
rescue worker	/reskjʊˌwɜ:kər/
tax inspector	/tæks ɪnˌspektər/
telesales rep	/telɪseɪlz ˌrep/
traffic warden	/træfɪk ˌwɔ:ɪdn/

## Other words &amp; phrases

all-consuming <i>adj</i>	/ɔ:lˌkɒnˌsju:mɪŋ/
an all-time low	/ən ɔ:lˌtaɪm ləʊ/
anthropologist <i>n</i> C	/ænθrəˌpɒlədʒɪst/
baddy <i>n</i> C	/ˈbædi/
bigoted <i>adj</i>	/ˈbɪɡətɪd/
book (sb) <i>v</i> **	/bʊk/
cape <i>n</i> C	/keɪp/
caped <i>adj</i>	/keɪpt/
cast <i>n</i> C *	/kɑ:st/
citizenship <i>n</i> U *	/sɪtɪznʃɪp/
cold caller <i>n</i> C	/kəʊld ˌkɔ:lər/
cold-calling <i>n</i> U	/kəʊldˌkɔ:lɪŋ/
comic <i>n</i> C *	/kɒmɪk/
community-minded <i>adj</i>	/kə'mju:nətɪˌmaɪndɪd/
confessional <i>adj</i>	/kənˌfeʃnəl/
crusader <i>n</i> C	/kruːˌseɪdər/
cutting <i>adj</i>	/ˈkʌtɪŋ/
dashing <i>adj</i>	/ˈdæʃɪŋ/
dazzling <i>adj</i>	/ˈdæzəlɪŋ/

despise <i>v</i>	/drɪˈspaɪz/
dungeon <i>n</i> C	/ˈdʌndʒən/
dutifully <i>adv</i>	/ˈdju:tɪfli/
elf/elves <i>n</i> C	/elf/elvz/
emulate <i>v</i>	/emjʊˌleɪt/
extinct <i>adj</i> *	/ɪkˈstɪŋkt/
flip side <i>n</i> U	/flɪp ˌsaɪd/
fuel <i>v</i>	/fju:əl/
gossip <i>n</i> U	/ˈɡɒsɪp/
grotesque <i>adj</i>	/ɡrəʊˈtesk/
gullible <i>adj</i>	/ˈɡʌləbl/
handful <i>n</i> C	/ˈhændfʊl/
hated <i>n</i> U *	/ˈheɪtɪd/
have egg on (sb's) face	/hæv ˈeg ɒn feɪs/
headdress <i>n</i> C	/ˈhedˌdres/
henchman <i>n</i> C	/ˈhentʃmən/
hero worship <i>n</i> U	/hɪərəʊ ˈwɜ:ʃɪp/
highlight <i>n</i> C *	/ˈhaɪlaɪt/
hook <i>n</i> C **	/hʊk/
immortality <i>n</i> U	/ɪmɔ:ˈtæləti/
impressionable <i>adj</i>	/ɪmˈpreʃnəbl/
in store	/ɪn ˈstɔ:/
instalment <i>n</i> C	/ɪnˈstɔ:lmənt/
know no bounds	/nəʊ nəʊ ˈbaʊndz/
liar <i>n</i> C	/ˈlaɪər/
like-minded <i>adj</i>	/ˈlaɪkˌmaɪndɪd/
look up to <i>v</i>	/lʊk ʌp tə/
lure <i>v</i>	/ljʊər/
macho <i>adj</i>	/ˈmæʃəʊ/
make (sth) up	/meɪk ˈʌp/
masked <i>adj</i>	/mɑ:skt/
meaningless <i>adj</i> *	/ˈmi:nɪŋləs/
menace <i>n</i> C	/ˈmenəs/
minute <i>adj</i>	/ˈmaɪnju:t/
moped <i>n</i> C	/ˈməʊpɪd/
nastiness <i>n</i> U	/ˈnɑ:stɪnəs/
obnoxious <i>adj</i>	/əbˈnɒksjəs/
obsessed <i>adj</i> *	/əbˈsest/
on the rampage	/ɒn ðə ˈræmpetɪdʒ/
parade <i>v</i>	/ˈpəreɪd/
parking ticket <i>n</i> C	/ˈpɑ:kɪŋ ˈtɪkɪt/
patrol <i>v</i> *	/ˈpətrəʊl/
perk <i>n</i> C	/pɜ:k/
plank <i>n</i> C	/plæŋk/
power-mad <i>adj</i>	/ˈpaʊəˌmæd/
prankster <i>n</i> C	/ˈpræŋkstər/
purse <i>n</i> C *	/pɜ:s/
random <i>adj</i> **	/ˈrændəm/
role model <i>n</i> C **	/rəʊl ˌmɒdəl/
satin <i>adj</i>	/ˈsætn/
scar-faced <i>adj</i>	/ˈskɑ:feɪst/
sight <i>v</i>	/saɪt/
sighting <i>n</i> C	/ˈsaɪtɪŋ/
soulmate <i>n</i> C	/ˈsəʊlˌmeɪt/
slimy <i>adj</i>	/ˈslaɪmi/
spacecraft <i>n</i> C	/ˈspeɪsˌkrɑ:ft/
spine-chilling <i>adj</i>	/ˈspaɪnˌtʃɪlɪŋ/
spit <i>v</i> *	/spɪt/
staff <i>n</i> C	/stɑ:f/
stressed out <i>adj</i>	/ˈstrest aʊt/
superhero <i>n</i> C	/ˈsu:pəˌhɪərəʊ/
superhuman <i>adj</i>	/ˈsu:pəˌhju:mən/

tax declaration <i>n</i> C	/tæks ˌdekləˈreɪʃn/
thug <i>n</i> C	/θʌɡ/
tick tock <i>n</i> s	/tɪk tɒk/
trick <i>n</i> C **	/trɪk/
triumph <i>v</i>	/ˈtraɪəmf/
tyre <i>n</i> C	/taɪər/
underpants <i>n</i> pl	/ˌʌndəˌpænts/
unquestionably <i>adv</i>	/ʌnˈkwɛstʃəˌnəbli/
update <i>n</i> C *	/ʌpˈdeɪt/
vengeance <i>n</i> U	/ˈvendʒəns/
villain <i>n</i> C *	/ˈvɪləɪn/
vindictive <i>adj</i>	/ˌvɪndɪktɪv/
vow <i>v</i>	/vaʊ/
walk the plank	/ˌwɔ:k ðə ˈplæŋk/