

4A | Luck of the draw

VOCABULARY: idioms (taking risks)

1 Match the phrases in bold in sentences 1–6 to the definitions a–f.

- 1 **It's a bit of gamble**, but I think we should give it a go.
- 2 **There's a lot at stake** here, I really don't think it's a good idea.
- 3 **It's against the odds**, but you never know – maybe we'll win. What do you think?
- 4 Well, I'm not sure. We could take a risk and win a million or we could **play safe** and keep what we have.
- 5 I never **try my luck** because I always lose.
- 6 **It's a lottery** – but if we don't play, we'll never win anything.

- a you probably won't win
- b take a risk
- c there's a risk here, but it's only a small one
- d if you lose, you could lose a lot
- e it's a question of luck – anyone could win
- f decide not to take a risk

2 Work in pairs. Discuss these questions.

- What are the risks involved in the following situations?
 - a) asking your boss for a pay rise
 - b) playing the lottery
 - c) walking home alone in the dark
- Do you usually play it safe or do you like to try your luck?
- What was the last big risk that you took?

READING

1 Look at the title of the article. Which of these words do you think you will find in the article?

addicts celebrate charities
governments jackpot low income
millionaires schoolchildren

2 Read the article and choose the best ending 1 or 2.

- 1 But when a ticket only costs a handful of small change, there is not much at stake. Why not try your luck?
 - 2 The lottery clearly isn't the quick-fix solution to life's problems. It solves some; it causes others. But that isn't going to stop me buying my weekly ticket!
- 3 Explain in your own words who the lottery winners and losers are.

Lottery winners and losers

Feeling lucky and want to try your luck on the lottery? The chances of becoming a millionaire are definitely well against the odds (1) _____. But millions of ordinary people, like you or me – or John Goodman*, this week's lottery millionaire – regularly buy our tickets, just in case. Maybe, we too will join the hundreds of people who win jackpots on national lotteries every week.

John Goodman, 42, an unemployed father of two from Swindon, is the latest to join the jet set. John was having a quiet drink (2) _____ when his winning numbers came up on the TV and he found out he'd won £17 million. According to locals, John is already planning to buy the pub.

But people like John and his fellow lottery millionaires aren't the only winners. The turnover for the gambling industry in the UK alone is over £42 billion per year – (3) _____. And over £1.5 billion of this goes to the government in taxes.

The lottery has always been popular with politicians as a way of raising money. When the British government was looking for ways to spend more on sport and the arts in the 1990s, it turned to the lottery. (4) _____, lotteries helped pay for the building of more than 50 universities, including Harvard and Yale. And over 2,000 years ago in China, the Great Wall was partly paid for with lottery money.

But where there are winners, there are also losers. It is well-known that the poor play the lottery more often than the rich and some critics of the lottery call it a tax on the poor. People on low incomes can end up spending hundreds of pounds a year on lottery tickets and some will become lottery addicts. Meanwhile, the rich play it safe by investing their money in less risky ways – (5) _____.

Large sums of government money go to charities every year and the charities certainly welcome it. But at the same time, when lottery money starts coming in, governments usually reduce the amount that they normally spend on good causes. This means that many charities, (6) _____, can suddenly find themselves with a lot less money.

So who actually wins in the end? It's something to think about next time you find yourself tempted to buy a lottery ticket.

* For legal reasons, this is not his real name.

- 4 Put the phrases a-f into the gaps 1-6 in the article.
- a and especially the low profile ones
 - b (in fact you're more likely to be struck by lightning)
 - c buying stocks and shares, for instance
 - d in his local pub with his mates
 - e When America was recovering from the Civil War
 - f that's over £115 million a day
- 5 How do lotteries work in your country? Do you think that lotteries are a good way to raise money?

GRAMMAR: past simple & past continuous

- 1 Work in pairs. Look at the sentence from the article below. Then complete the rules with *past simple* or *past continuous*.

John **was having** a quiet drink in his local pub when his winning numbers **came up** on the TV.

Use the _____ for completed past actions.
Use the _____ for actions that were in progress at a particular time in the past.

You often use the past continuous with the past simple. Use the _____ longer activities. Use the _____ for shorter, completed actions.

When America **was recovering** from the Civil War, lotteries **helped** pay for more than 50 universities.

➤ SEE LANGUAGE REFERENCE PAGE 44

- 2 Complete the two true stories. Put the verbs in brackets into the past simple or the past continuous.

Three friends (1) _____ (*spend*) the weekend in London when they were refused entry at a nightclub because they (2) _____ (*not / wear*) shirts and ties. They (3) _____ (*go*) to an all-night supermarket and (4) _____ (*buy*) some new shirts. While they (5) _____ (*pay*) for the shirts, they (6) _____ (*decide*) to buy a scratchcard and (7) _____ (*win*) £20,000. They (8) _____ (*spend*) the whole night celebrating in the nightclub!

A man (9) _____ (*walk*) under a tree when some bird droppings (10) _____ (*fall*) on his head. As this is supposed to be lucky, he (11) _____ (*decide*) to buy an instant lottery ticket and he (12) _____ (*win*) £24. The following week he (13) _____ (*stand*) under the same tree when the same thing (14) _____ (*happen*) again! So he (15) _____ (*buy*) another lottery ticket and won £444. He now spends time every week standing under that lucky tree, waiting for that little bird.

SPEAKING

- 1 Work in pairs. Make up a story about a lottery winner by answering the questions below. Then practise telling the story to another pair of students.
- Where and when did he/she buy the ticket(s)?
 - How did he/she choose the numbers?
 - Where and when did he/she hear about their lottery win?
 - What was he/she doing at the time?
 - What did he/she do next?

PRONUNCIATION: was & were

- 1 1.31 Listen to the conversation. Are the underlined words pronounced in their strong or weak forms? When do we use the strong forms of these words?

	strong	weak
was	/wɒz/	/wəz/
were	/wɜː/	/wə/

- A: (1) Was that man standing under the tree again?
B: Yes, he (2) was. He (3) was with a friend this time.
A: What do you think they (4) were doing?
B: I asked them. They said they (5) were waiting for a bird.
A: A bird! I find that hard to believe.
B: They (6) were! They said it (7) was a lucky bird.
A: I knew he (8) was a bit crazy!

- 2 Work in pairs. Practise the conversation with your partner.

4B | Coincidences

VOCABULARY: both & neither

Use *both* and *neither* to compare two people or things.

We both have brown hair.

Neither of us has a car.

Jenny and Zoe both live in London.

Neither Jenny nor Zoe has a boyfriend.



Dr Condoleezza Rice,
US Secretary of State



Julianne Moore,
Hollywood actress

- 1 Look at the photos. Complete the sentences with *both* or *neither*.

- 1 _____ are very successful.
- 2 They _____ have brown hair.
- 3 _____ of them live in the States.
- 4 _____ of them looks very happy.
- 5 _____ Condoleezza Rice nor Julianne Moore is poor.
- 6 _____ Condoleezza Rice and Julianne Moore have university degrees.

- 2 Look at sentences 5 and 6 in exercise 1 again. Choose the correct words to complete the rules below.

We use a *plural / singular* verb and *and / nor* with *both*.

We use a *plural / singular* verb and *and / nor* with *neither*.

SEE LANGUAGE REFERENCE PAGE 44

- 3 Work in pairs. Ask your partner questions and find six things you have in common. Then tell the rest of the class about the things you have in common. Use *both* or *neither* with *we* or *us* in your sentences.

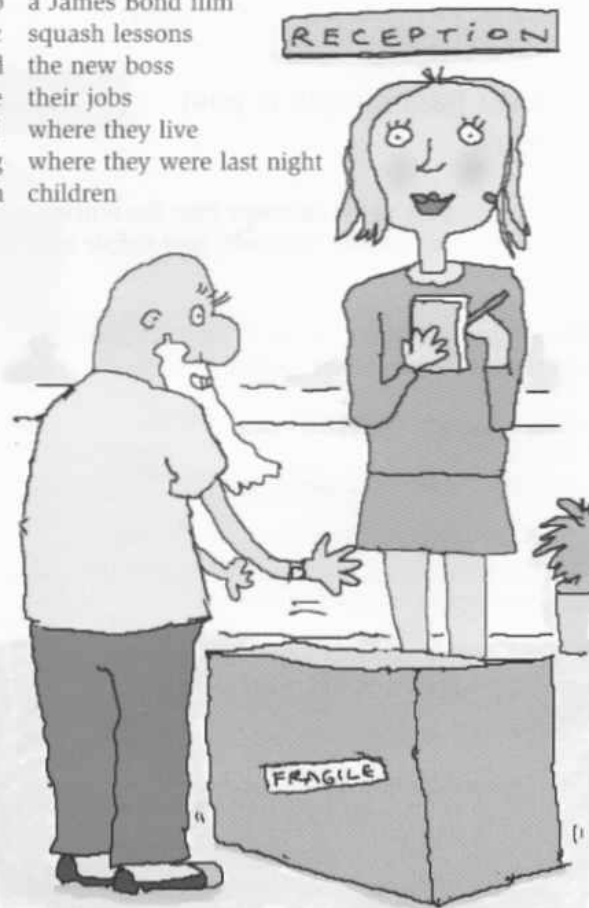
We both have a brother.

Neither of us has visited London.

LISTENING

- 1 1.32 Listen to a conversation between Clive, the delivery man, and Linda. Tick the topics a–h they discuss. Which two topics are not discussed?

- a a local pub
- b a James Bond film
- c squash lessons
- d the new boss
- e their jobs
- f where they live
- g where they were last night
- h children



- 2 1.32 Listen again and make a note of the things Linda and Clive have in common.

- 3 Find these expressions in tapescript 1.32 on pages 139–140 and explain them in your own words.

- 1 It's worth it.
- 2 It's a bit out of your way.
- 3 You're kidding.
- 4 Small world.
- 5 No rest for the wicked.

FUNCTIONAL LANGUAGE: talking about similarities & differences

Similarities

So/Neither + auxiliary verb + subject

- Use *so* after a positive sentence and *neither* after a negative.
I'm very busy at the moment. So am I.
I can't drive. Neither can I.
- Use *do/does/did* if there's no auxiliary.
I study English on Thursdays. So do I.
I started two years ago. So did I.
- Use *Me, too* and *Me, neither*.
I like pizzas. Me, too.
I'm not very good at general knowledge. Me, neither.

Differences

- Use subject + auxiliary verb, not *so* or *neither*.
I'm very busy at the moment. I'm not.
I can't speak Chinese. I can.
- Use *do/does/did* if there's no auxiliary.
I didn't go to the meeting yesterday. I did.

SEE LANGUAGE REFERENCE PAGE 44

- Find and underline five examples of *so/neither* + auxiliary verb + subject in tapescript 1.32 on pages 139–140. For each example, find the verb that corresponds to the auxiliary verb in the response.
So am I. – I'm going tomorrow.
- Choose the best response to complete the exchanges.
 - A: I didn't like the concert much.
B: *Neither did I. / Neither didn't I. / Neither I did.*
 - A: I love Beethoven's 5th Symphony.
B: *I do. / I don't. / Neither do I.*
 - A: I wasn't feeling too well yesterday.
B: *Neither I was. / Neither was I. / So was I.*
 - A: I work in an office.
B: *So am I. / So can I. / So do I.*
 - A: I'll have a pepperoni pizza, please.
B: *So do I. / So have I. / So will I.*
 - A: I'm a very good squash player.
B: *I'm not. / Neither am I. / So I'm not.*
 - A: I'm sure we've met before.
B: *I am. / Neither am I. / So am I.*
 - A: I haven't been to the park for ages.
B: *Me, neither. / Me, too. / Neither I have.*

- Work in small groups. Take it in turns to respond to the sentences.

- I like hiphop and rap music.
- I haven't been on a date for ages.
- I'm going to be famous one day.
- I'll probably write a novel when I'm older.
- I'm never late for anything.
- I've got several unusual pets, including a snake.
- I didn't understand maths when I was a kid.
- I was very popular in my last job/at my last school.

- A: *I like hiphop and rap music.*
B: *I don't!*
C: *Neither do I!*

SPEAKING



- Work in pairs, A and B. You are going to read a text about two American presidents.
A: Turn to page 127.
B: Turn to page 130.
- Brigit Harrison and Dorothy Lowe didn't know they were identical twin sisters until they met when they were both 34. Use your imagination to think of at least five coincidences that link them.

They both had the same number of children.



- 1.33 Listen and make a note of the coincidences. How many did you guess?

4c | Twists of fate

VOCABULARY: injuries

1 Match the injuries 1–8 to the pictures A–H.

- | | |
|-----------------------------|------------------------------|
| 1 He's bleeding. | 5 He's sprained his wrist. |
| 2 He's got a big bruise. | 6 He's suffering from shock. |
| 3 He's got a black eye. | 7 He's twisted his ankle. |
| 4 He's got a few scratches. | 8 He's unconscious. |



2 Work in pairs. Put the injuries in exercise 1 in order of seriousness. (1 = most serious → 8 = least serious).

3 Work in pairs, A and B.

A: Choose an injury from exercise 1 and explain how it happened.

He was running for the bus when he fell over.

B: Listen to your partner's explanation and decide which injury he/she is talking about.

Then exchange roles.

READING

1 Work in pairs. Discuss these questions.

- Do you know anyone who is particularly unlucky?
- When was the last time that you were unlucky?

2 Work in pairs. Look at the photo and the title of the article. What do you think has happened to make this person 'the world's luckiest man'?

3 Read the article to find out if any of your ideas were correct.



The World's Luckiest Man

Life is going well for music teacher Frane Selak, 74, from the central Croatian town of Petrinja. Selak recently won about \$1 million with the first lottery ticket he had bought for 40 years. With the money, he bought a new house, car and speedboat, and married his girlfriend.

Selak is lucky to be alive. A few years ago, he was turning a corner in his car in the mountains, when he saw a truck coming straight towards him. His car swerved off the road through the forest for 100 metres, ploughed into a tree and exploded. Fortunately, Selak had jumped out.

4 Read the article again and put these events in the correct order.

- ☐ He bought a new house.
- ☐ He had a car accident in the mountains.
- ☐ He was burnt at a petrol station.
- ☐ He was hit by a bus.
- ☐ He was in a plane crash.
- ☐ He won the lottery.
- ☐ His bus fell into a river.
- ☐ His train fell into a river.

5 Find these words in the article and match them to the definitions 1–6.

ploughed into (line 11)	exploded (line 11)
rails (line 15)	corpses (line 17)
haystack (line 23)	sprayed (line 33)

- 1 crashed into
- 2 suddenly caught fire with a loud noise
- 3 threw liquid over something
- 4 dead bodies
- 5 the lines that a train runs on
- 6 large pile of dried grass

15 But this was not the first of his lucky escapes. Back in 1962, Selak was travelling from Sarajevo to Dubrovnik when the train he was in came off the rails and fell into an icy river. Rescue workers found seventeen corpses in the river, but Selak had swum to safety, suffering only shock, bruises and a broken arm.

20 Then, a year later, he was involved in a plane crash in which nineteen people died. But before the crash, Selak had jumped out of the plane and landed in a haystack. Again, the only injuries were cuts and scratches and the usual shock.

25 His next disaster was a bus accident when four people died. The bus left the road and Selak again found himself in a river. But he was becoming something of an expert at this sort of situation and swam to safety. By this time, said Selak, his friends had stopped visiting him.

30 Three years later, he lost most of his hair and suffered burns when his car caught fire at a petrol station. The petrol pump was old and had sprayed petrol all over the hot engine of his car. Then, in 1995, he was in hospital again. Another bus had knocked him over.

35 Selak is philosophical about his fortune. 'I am going to enjoy my life now – I feel like I have been reborn. I know God was watching over me all those years,' he said.

GRAMMAR: past perfect simple

Use the past perfect

- to talk about completed actions in the past that happened *before* other actions in the past.
*He won the lottery with the first ticket he **had bought** for forty years.*
(= He bought a ticket and then he won the lottery.)

Make the past perfect

- with **had/hadn't** + past participle.

Look at the difference between the past perfect and the past simple.

*He was in hospital again. He **had had** another accident.*

(= He had an accident and so he went to hospital.)

*He was in hospital again where he **had** another accident.*

(= He had the accident when he was in hospital.)

➤ SEE LANGUAGE REFERENCE PAGE 44

- 1 Complete the text. Put the verbs in brackets into the past simple or the past perfect.

In the late 1940s, the members of a church choir in Nebraska (1) _____ (*meet*) every Wednesday at 7.20 to practise their singing. But one day in 1950, it was already 7.25 and the choir (2) _____ (*not / arrive*). They (3) _____ (*be*) fortunate because at that moment a gas explosion (4) _____ (*destroy*) the church. The fifteen members of the choir (5) _____ (*have*) different reasons for being late. Two people (6) _____ (*break*) down in their car. Others (7) _____ (*decide*) to finish some work and another person (8) _____ (*fall*) asleep.

- 2 Read the two extracts A and B from newspaper stories. Use your imagination to answer the questions.

A

When the ambulance arrived at Mrs Porter's flat, she was lying by the front door crying and in a terrible state. A few minutes later, the paramedics found her two-year-old grandson, Reuben, playing behind a tree in the garden. They couldn't believe he was still alive.

- 1 Why had the ambulance gone to the flat?
- 2 Why was Mrs Porter crying?
- 3 Why couldn't the paramedics believe that the boy was still alive?

B

Hundreds of officers from the Manchester police force began to look for the two men, Martin and Eric Visser. They were surprised to receive a telephone call from the governor of the local prison, saying that he had the two young men.

- 1 What had the two young men done?
 - 2 How had they got into the prison?
 - 3 Why had they gone there?
- 3 1.34–1.35 Listen to the recordings to find out if your guesses were correct.

LISTENING

- 1 1.36 Listen and match the three bad luck stories 1-3 to the headlines a-c.

- a Mum left out in the cold
- b Mum pays for expensive joke
- c Man loses job after mountain top adventure

- 2 1.36 Listen again and answer these questions.



Story 1

- 1 How long was the man stuck on the mountain?
- 2 How did he survive?
- 3 Who found him?



Story 2

- 1 How long did the woman have to wait on the balcony?
- 2 Why did the woman go out on to the balcony?
- 3 How old was the little boy?



Story 3

- 1 How much will the mother have to pay?
 - 2 How did the egg get on the roof of the car?
 - 3 How long did the egg stay there before it was discovered?
- 3 Have you heard any bad luck stories in the news recently?
If so, what were they?

VOCABULARY: time linkers

Use *while*, *as* and *when* to show that two actions happen at the same time.

*A black cat crossed my path **while** / **as** / **when** I was walking down the street.*

Use *the moment*, *as soon as* and *when* to show that one action happens immediately after another action.

*I crossed the road **the moment** / **as soon as** / **when** I saw the black cat.*

Use *by the time* to show that one action has happened before another.

*I'd had three different accidents **by the time** I got home.*

SEE LANGUAGE REFERENCE PAGE 44

- 1 Look at these extracts from the bad luck stories. One of the three time linkers in *italics* in each sentence is wrong. Underline it. Then explain why it is wrong.

- 1 Thomas Milnik found out that he'd lost his job *while* / *as* / *after* doctors at the hospital were deciding whether to cut off six of his toes.
- 2 The 41-year-old hiker was climbing in the Alps *as soon as* / *when* / *as* it suddenly started to snow.
- 3 He was eventually rescued five days later *the moment* / *after* / *when* workers at a research station heard his cries for help.
- 4 A woman had to be rescued by police yesterday *when* / *after* / *as soon as* her son locked her out on the balcony.
- 5 The mother could only watch *as* / *while* / *after* her son walked to the sofa, climbed up on to it and then fell asleep.
- 6 The egg continued to cook until the owner of the car discovered it two hours later. *By the time* / *When* / *The moment* he found it, the fried egg had burned into the paint.

2 Complete the article using appropriate time linkers from the language box.

Police arrested two burglars last night (1) _____ they jumped into a police car thinking it was their getaway car.

Police say that the two men had planned to break into two houses on the same street that night. They had arranged to meet a third man on the corner of the street (2) _____ they had finished in the second house.

The policeman who was driving the car, said: 'They only realized it was the wrong car (3) _____ they were actually sitting in the back of it. But (4) _____ they realized it was a police car, it was too late. I'd locked the doors, and they couldn't get out.'

SPEAKING

- 1 Work as a class. Look at the pictures. They show the start of another bad luck story. Take turns to continue the story one sentence at a time.



- A: Jane was getting ready for an important date.
 B: She was putting on her make-up when suddenly a black cat jumped onto the table.
 C: Unfortunately, when the cat jumped on to the table, it smashed the mirror.
 D: As Jane bent down to pick up the mirror, she banged her head on the table.

DID YOU KNOW?

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



Superstitions in Britain

In Britain, there are many superstitions connected with cats. Black cats are good-luck animals, and you should welcome them into your house. A black cat sitting outside your front door means that you will be rich, and you will be very lucky if you see a cat sneeze. However, if a black cat crosses your path, you will have bad luck. The bad luck will go away if you walk backwards or spit on the ground in front of you.

- Which birds or animals in your country are considered to be lucky or unlucky?
- What other superstitions are common?
- How superstitious are you?

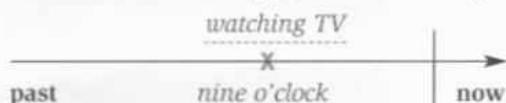
4 Language reference

GRAMMAR

Past simple & past continuous

We use the past continuous for actions in progress at a particular time in the past. These actions are incomplete.

At nine o'clock last night, he was watching TV.

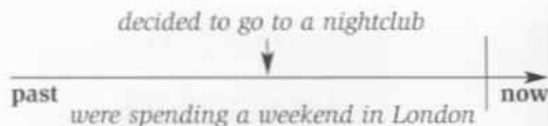


We use the past simple for completed past actions.

*He **decided** to buy a lottery ticket.*

We often use the past continuous and the past simple together. We use the past continuous for longer, 'background' actions and we use the past simple for shorter, completed actions.

*Three friends **were spending** a weekend in London and they **decided** to go to a nightclub.*



Past continuous

Affirmative

subject + *was/were* + verb + *-ing ...*

Negative

subject + *was/were* + *not* + verb + *-ing ...*

Question

Was/Were + subject + verb + *-ing?*

Past perfect simple

We use the past perfect to talk about completed actions in the past that happened before other actions in the past.

*Rescuers arrived, but Selak **had swum** to safety.
(= Selak swam to safety and then rescuers arrived.)*

We often use the past perfect and the past simple together to show the order in which two actions took place.

Compare the following pair of sentences:

*He **had married** her when he **won** the lottery.
(= He married her and then he won the lottery.)
He **married** her when he **had won** the lottery.
(= He won the lottery and then he married her.)*

Affirmative & Negative

I/You/He/She/We/They	had	broken	a leg.
	hadn't		

Question

What	had	I/you/he/she/we/they	done?
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Time linkers

We can use *while*, *as* and *when* to show that two actions happen at the same time.

*He was reading a letter **while/as/when** the doctors were deciding what to do next.*

***While/As/When** the doctors were deciding what to do next, he was reading a letter.*

We can use *the moment*, *as soon as* and *when* to show that one action happens immediately after another one.

*The boy fell asleep **the moment/as soon as/when** he climbed onto the sofa.*

***The moment/As soon as/When** the boy climbed onto the sofa, he fell asleep.*

We can use *by the time* to show that one action has happened before another.

*The party had finished **by the time** we arrived.
By the time we arrived, the party had finished.*

FUNCTIONAL LANGUAGE

Talking about similarities & differences

Similarities

We can make short statements that begin with *so* and *neither* to show a similarity or agreement between what we think and a statement made by another person. We use *so* after an affirmative statement, and we use *neither* after a negative statement.

*I'm feeling tired. **So** am I.
She's got a cold. **So** have I.
They won't be happy. **Neither** will you.
He hasn't finished. **Neither** has she.*

The auxiliary verb in the first statement is repeated in the statement that begins with *so* or *neither*.

If the first statement is in the present simple, the second statement will include *do/don't/does/doesn't*. If the first statement is in the past simple, the second statement will include *did/didn't*.

*I like this place. **So do** I.
I didn't understand. **Neither did** I.*

It is also possible to use *too* and *neither* after a pronoun.

*He's Canadian. **Me too.**
She's not well. **Me neither.***

Differences

When we want to say the opposite of another statement, we do not use *so* or *neither*. We use a pronoun followed by an auxiliary verb. We stress both the pronoun and the auxiliary verb.

I can't swim. I can.

I'm not hungry. I am.

If the first statement is in the present simple or the past simple, the second statement will include *do/don't/does/doesn't/did/didn't*.

I don't like hamburgers. I do!

He wants a divorce. She doesn't.

They arrived early. You didn't!

Both & neither

We use *both* and *neither* to compare two people or things. The meaning of *both* is positive and the meaning of *neither* is negative.

Both of them have a good job.

(= He has a good job and she has a good job.)

Neither of them has a good job.

(= He doesn't have a good job and she doesn't have a good job.)

We use a plural verb when *both* is the subject of the sentence. We normally use a singular verb when *neither* is the subject of a sentence. When we name the two subjects, *both* is used with *and*. *Neither* is used with *nor*.

Both Ceri and Philip speak

Spanish.

Neither Ceri nor Philip speaks
Slovenian.

Both can be used in two positions in a sentence.

Both of them have children.

They both have children.

WORD LIST

Idioms (taking risks)

a bit of a gamble	/ə 'bit əv ə 'gæmbəl/
a lot at stake	/ə 'lɒt ət 'steɪk/
against the odds	/ə'geɪnst ði: 'ɒdz/
give something a go	/gɪv ə 'gəʊ/
it's a lottery	/ɪts ə 'lɒtəri/
play safe	/pleɪ 'seɪf/
try your luck	/traɪ jə 'lʊk/

Injuries

ankle n C **	/æŋkl/
black eye n C	/blæk 'aɪ/
bleed v *	/bli:d/
bruise v/n C *	/bru:z/
burn v/n C ***	/bɜ:n/
frostbitten adj	/frost'bitn/
scratch n C/v *	/skrætʃ/
shock n C/v ***	/ʃɒk/
sprain n C/v	/spreɪn/
wrist n C **	/rɪst/
suffer from v ***	/sʌfə 'frɒm/
twist v **	/twɪst/
unconscious adj *	/ʌn'kɒnʃəs/

Other words & phrases

according to prep ***	/ə'kɔ:dɪŋ tu:/
addict n C *	/ædɪkt/
all-night adj	/ɔ:l 'naɪt/
balcony n C *	/bælkəni/
bang v *	/bæŋ/
billion n C **	/bɪljən/
burglar n C *	/bɜ:glə/
catch fire v	/kætʃ 'faɪə/
coincidence n C *	/kəʊɪnsɪd(ə)ns/
corpse n C *	/kɔ:ps/
critic n C ***	/kɪtɪk/
destroy v ***	/drɪstrɔɪ/
droppings n pl	/drɒpɪŋz/
end up v	/end 'ʌp/
explode v **	/ɪk'spləʊd/
explosion n C **	/ɪk'spləʊzən/
fancy v **	/fænsɪ/
fortune n U **	/fɔ:tʃju:n/
fry v *	/fraɪ/
gamble v *	/gæmbəl/
good cause n C	/gʊd 'kɔ:z/
governor n C **	/gəv(ə)nə/
handful n C **	/hændfʊl/
have (sth) in common	/hæv ɪn 'kɒmən/
have (sth) on your mind	/hæv ɒn jə 'maɪnd/

haystack n C	/heɪ'stæk/
hiker n C	/haɪkə/
horn n C **	/hɔ:n/
icy adj *	/aɪsi/
identical adj **	/aɪ'dentɪkl/
income n C ***	/ɪn'kʌm/
industry n C ***	/ɪndə'stri/
it's (not) worth it	/ɪts nɒt 'wɜ:θ ɪt/
jackpot n C	/dʒæk'pɒt/
jet set n C	/dʒet 'set/
legal adj ***	/li:gl/
leisure club n C	/leɪʒə 'klʌb/
lightning n U *	/laɪtnɪŋ/
liquid n C/U **	/lɪkwɪd/
local adj/n C **	/ləʊkl/
lucky break n C	/lʌki 'breɪk/
make-up n U *	/meɪk 'ʌp/
mate n C **	/meɪt/
oven n C **	/ʌvən/
parachute n C/v	/pə'ræʃu:t/
paramedic n C	/pə'ræmə'dɪk/
parental adj **	/pə'rentl/
pepperoni n U	/pepə'reʊni/
petrol station n C	/petrəl 'steɪʃn/
philosophical adj **	/fɪlə'sɒfɪkl/
pile n C **	/paɪl/
plough into v	/plau 'ɪntu:/
profile n C **	/prəʊfaɪl/
pupil n C ***	/pju:pl/
quick-fix adj	/kwɪk'fɪks/
rail n C ***	/reɪl/
reduce v ***	/rɪdʒu:s/
regular n C/adj ***	/regjələ/
regularly adv ***	/regjələli/
scream v/n C **	/skri:m/
siren n C *	/saɪrən/
smash v **	/smæʃ/
snake n C *	/sneɪk/
sneeze v	/sni:z/
solution n C ***	/sə'lju:ʃn/
solve v ***	/sɒlv/
speedboat n C	/spi:d'bəʊt/
spit v *	/spɪt/
spray v/n C/U	/spreɪ/
squash n U *	/skwɒʃ/
superstition n C	/su:pə'stɪʃn/
survive v ***	/sə'vaɪv/
symphony n C *	/sɪmfəni/
tempt v **	/tempt/
throughout prep ***	/θru:'aʊt/
toddler n C *	/tɒdlə/
toe n C **	/təʊ/
turnover n U **	/tɜ:nəʊvə/
twin adj/n C **	/twɪn/
twist of fate	/twɪst əv 'feɪt/
warehouse n C **	/weə'haʊs/
wave v ***	/weɪv/
wicked adj *	/wɪkɪd/
you're kidding	/jə: 'kɪdɪŋ/