

2A | School days



VOCABULARY & SPEAKING: adjectives with prepositions

- 1 Which sentences have a positive (+) meaning and which have a negative (-) meaning?

- 1 I was **good at** mathematics. +
- 2 I was **bored with** my school. -
- 3 I was **afraid of** the older children.
- 4 I was **fond of** my science teacher.
- 5 I was **interested in** science and technology.
- 6 I was **terrible at** arriving on time.
- 7 I was **keen on** sports and swimming.
- 8 I was **worried about** my grades.

- 2 Think about your experience of school. Change the sentences in exercise 1 so that they are true for you.
- 3 Work in pairs. Compare your sentences. Were your experiences similar or different?

LISTENING

- 1 **1.16-1.18** Listen to three people talking about their school days. Match the speakers 1-3 to the topics a-c below.

- a my favourite subject
- b my favourite teacher
- c my problems at school

- 2 **1.16-1.18** Listen to the recording again and complete column A with a phrase from column B.

- | | |
|---|--|
| A
1 I never missed
2 I always got
3 I was terrible at
4 I failed
5 I never did
6 I was good at
7 I didn't want to leave | B
a good grades.
b my exams.
c my homework.
d lessons.
e most subjects.
f music.
g school. |
|---|--|

- 3 Did you have any similar experiences at school?

GRAMMAR: past simple

- 1 Complete the table. Look at tapescripts 1.16-1.18 on page 134 to check your answers.

infinitive	past simple	infinitive	past simple
hate	(1) _____	study	(5) _____
listen	(2) _____	talk	(6) _____
leave	(3) _____	teach	(7) _____
love	(4) _____	try	(8) _____

- 2 Now put the verbs in the table into four groups.

- a Regular verbs: infinitive + -ed listened
- b Regular verbs: infinitive + -d _____
- c Regular verbs: infinitive ending in -y → -i + ed _____
- d Irregular verbs _____

We make negatives with *didn't* (*did not*) + infinitive.

I didn't want to leave school.

We make questions with *did* + subject + infinitive.

Where did you go to school?

Did you like school?


➔ SEE LANGUAGE REFERENCE PAGE 24

- 3 Complete the conversation. Put the verbs in brackets into the past simple.

- A: Where (1) did you go (you / go) to school?
 B: My father (2) _____ (work) for a multinational company and we (3) _____ (live) in lots of different countries, so I (4) _____ (go) to five different schools.
 A: (5) _____ (you / enjoy) your school days?
 B: No, I didn't. Not really. I (6) _____ (not have) many friends because we (7) _____ (not stay) long in one place. I (8) _____ (leave) one school after six months!
 A: (9) _____ (you / do) well in your exams?
 B: Yes, I did. Because I (10) _____ (not / go) out with friends, I (11) _____ (study) a lot in the evenings and at the weekends. I (12) _____ (not / get) top grades, but I (13) _____ (get) a place at Cambridge University.
 A: What was that like? (14) _____ (you / like) it?
 B: Yes. I (15) _____ (think) it was great.

- 4 Work in pairs. Write a similar conversation.

PRONUNCIATION: regular past simple verbs

- 1  1.19 When we say regular past simple forms, we usually add the sound /t/ or /d/ to the infinitive. We do **not** need an extra syllable. Listen to these examples.


open /əʊpən/ → opened /əʊpənd/
 love /lʌv/ → loved /lʌvd/
 try /traɪ/ → tried /traɪd/

But if the infinitive ends in /t/ or /d/, we **do** need to add an extra syllable (/ɪd/) when we say the regular past form. Listen to these examples.

want /wɒnt/ → wanted /wɒntɪd/
 decide /dɪsaɪd/ → decided /dɪsaɪdɪd/

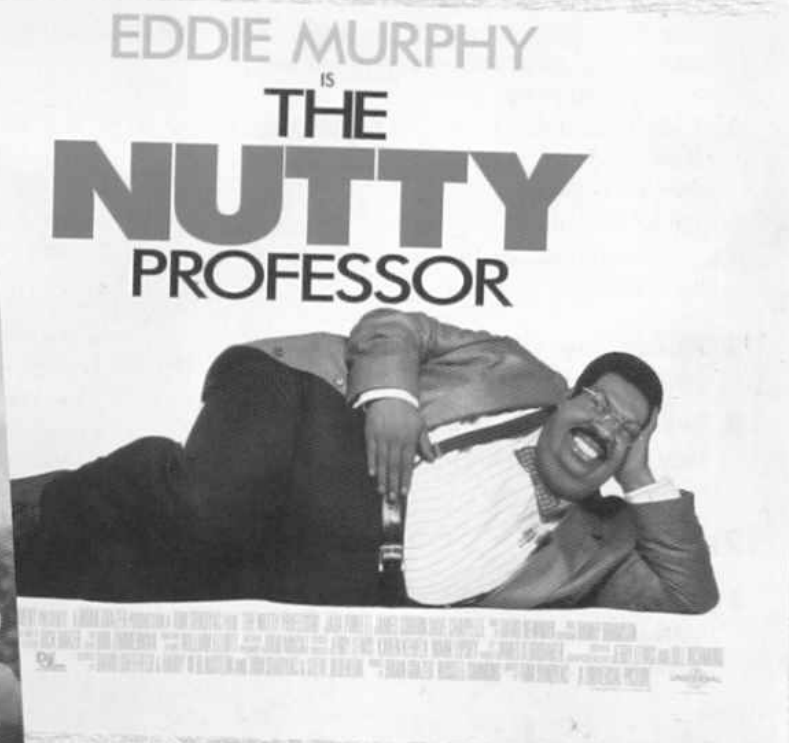
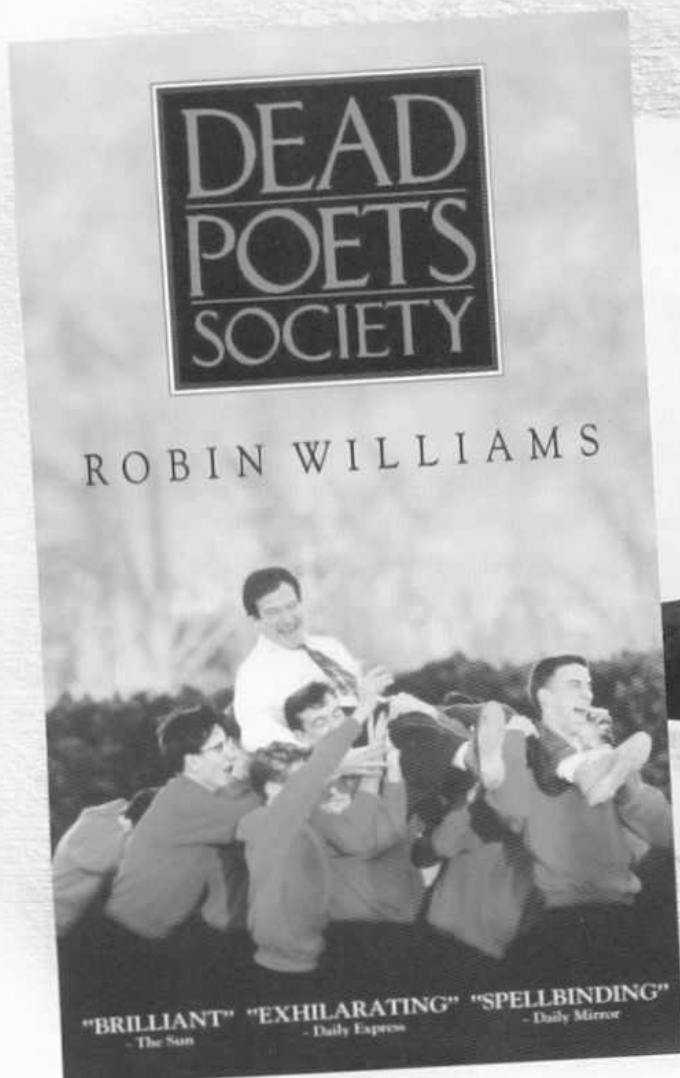
- 2 Put the verbs in the box into two groups: no extra syllable (NS) and extra syllable (ES).

arrived NS ended hated helped
 needed studied waited worked

- 3  1.20 Listen to the recording to check your answers.

SPEAKING

- Do you know any films or TV programmes about schools and teachers?
- You are going to talk about a teacher that you really liked. Use these questions to help you.
 - What was the teacher's name?
 - What did she/he teach?
 - Where did she/he teach?
 - How often did you have lessons with her/him?
 - What did she/he look like?
 - Why did you like her/him?
 - Do you remember a particular moment with this teacher?
 - What happened?
- Work in groups. Describe the teacher that you really liked to your group.



2B | Irish schools

SPEAKING

- 1 Work in pairs. Discuss these questions.
 - Are there any big differences between the schools in your town? Are some schools better than others? If so, why?
 - What is your idea of a good school?

VOCABULARY: education

- 1 Complete the sentences with a word from the box.

age certificate compulsory
punishment results sex system

- 1 Some schools in England are for boys and girls and some are single ____.
- 2 In the English education ____, there are private schools and state schools.
- 3 Some subjects, like English and maths, are ____ until the age of sixteen in England.
- 4 English children must sometimes stay in class at break as a ____.
- 5 The minimum leaving ____ in England is sixteen, but most students continue for another two years.
- 6 There is no leaving ____ in England, but many students take 'A level' exams when they are eighteen.
- 7 School students in England get their exam ____ in the summer holidays after they leave school.
- 2 1.21 Listen to the recording to check your answers.
- 3 Change the sentences in exercise 1 so that they are true for your country.

READING

- 1 Read a magazine article about education in Ireland. Match the paragraphs 1-4 to the headings a-d below.

1 = b

- a Rich and poor, boys and girls
- b A success story
- c School subjects
- d Traditional teaching

Schools in Europe

This month we take a look at schools in:

The Republic of Ireland



- (1) _____
Ireland now has one of the best education systems in the world. Class sizes are small, exam results are good and most children are happy to stay at school after the minimum leaving age of sixteen. It is easy to forget that the picture used to be very different.
- (2) _____
- 5 For years, Ireland had one of the most complicated education systems in the world. There were many different kinds of school, but most of them had a lot in common. Classes were large and the teaching was very traditional. As in many countries, teachers used to hit the children if they made mistakes (the government banned corporal punishment in 1982).
- (3) _____
- 10 Parents used to pay for their children's education and, as a result, there were schools for the rich and schools for the poor. Boys and girls went to different schools and studied different subjects. Nowadays, most schools are free and only about half the schools are single-sex. In many ways, education is now a woman's world. Girls do better than boys in their
- 15 exams, more girls go to university and most teachers are women.
- (4) _____
At the end of secondary school, students take their final exams (the 'Leaving Certificate'). Compulsory subjects are maths, history, Irish and a foreign language. In addition, they must choose two or three extra subjects. Some of these, like Business Organization, help to prepare
- 20 them for the world of work. This is very different from the past when Latin, Greek and Religion used to be the most important subjects.



- 2 Read the article again and find one piece of information to show that each statement is true.

- 1 The exam results are good.
 - 1 Ireland has a good education system.
 - 2 Teaching in Ireland used to be very traditional.
 - 3 Irish boys and girls used to have very different experiences of school.
 - 4 Education in Ireland is a woman's world.
 - 5 Irish students study many different subjects.
- 3 Are there any similarities between education in Ireland and education in your country?

GRAMMAR: *used to*

We use *used to* + infinitive to talk about past states.

Latin and Greek used to be important school subjects.

We also use *used to* + infinitive to talk about past actions that happened many times.

Teachers used to hit children.

We can always use the past simple instead of *used to*.

Boys and girls used to go/went to different schools.

However, we cannot use *used to* for past actions that happened once.

*The government **banned** corporal punishment. (not ~~used to ban~~)*

SEE LANGUAGE REFERENCE PAGE 24

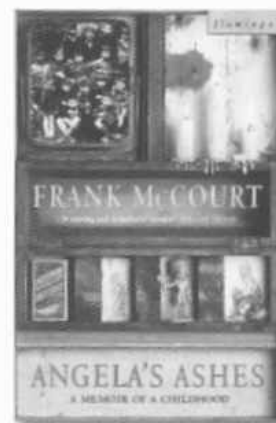
- 1 Look at the sentences about a famous Irishman. Rewrite the sentences using *used to* + infinitive.

- 1 His family used to be very poor.
- 1 His family was very poor.
- 2 He lived with his grandparents.
- 3 He wasn't a very happy child.
- 4 The teachers at school hit him.
- 5 The other children called him 'Irish'.
- 6 He didn't like his school.
- 7 He wanted to be an artist.

Who are the sentences about: Pierce Brosnan (the actor), Bono (the musician) or Roy Keane (the footballer)? See page 128 for the answer.



- 2 Look at the sentences below. Replace the past simple with *used to* where possible.



used to be

- 1 The writer, Frank McCourt, ~~was~~ a teacher.
 - 2 He wrote a book called *Angela's Ashes*.
 - 3 He was born in New York.
 - 4 His family moved to Ireland.
 - 5 His family didn't have much money.
 - 6 His father told funny stories to Frank.
 - 7 Frank loved listening to his father.
 - 8 Frank won the Pulitzer Prize for this book about his childhood.
- 3 Write six sentences about yourself when you were at primary school. Begin three sentences with *I used to ...* and three with *I didn't use to ...*

PRONUNCIATION: irregular past simple verbs

- 1 Underline the word in the groups 1–4 below which has a different sound from the other words in the group.

- | | | | |
|----------|--------|-------|---------|
| 1 bought | caught | found | thought |
| 2 came | gave | made | said |
| 3 broke | drove | lost | spoke |
| 4 felt | knew | met | went |

- 2 1.22 Listen to the recording to check your answers.

SPEAKING

- 1 Think about schools in your country now and in the past. How are they different? Make notes, using your own ideas and the ideas in the box to help you.

computers/technology class sizes types of school
the school buildings when you can leave school
school subjects exams behaviour punishment

- 2 Work in pairs and compare your ideas. Are schools now better or worse than they used to be?

Schools in my country used to be very different. For example, ...

2c | Red faces

SPEAKING & READING

- 1 Work in pairs. Look at the pictures A–C and describe what is happening in each one. Which of these situations do you think is the most embarrassing?
- 2 Read the messages from an internet discussion group for teachers and match them to the pictures.



It's the head!



I thought it was a fancy dress party ...

Teacher-talk

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Go To: <http://www.teacher-talk.com> What's Related

> Doug 20 April
In October last year, I was working at a school in Cambridge and it was only my second month in the job. At the end of the month the head teacher organized a party for all the new teachers. It was a good chance to get to know my new colleagues and I was really looking forward to it. As the party was on 31st October, I thought it was a Hallowe'en party. So, the day before the party, I went to a costume hire shop and got a witch's costume. When I arrived at the head's house, he opened the door and looked at me as if I was completely mad. All the other teachers were wearing normal clothes! [Doug](#)

> Tamsin 26 April
It was the end of term in June and the students were doing their exams. I was in charge that day and, as usual before the start of the exam, I told the students all the rules: no talking, no mobile phones and so on. I was walking up and down between the rows of desks when suddenly my own phone rang. That was bad enough, but the phone had a really silly ring tone. It took me ages to find the phone in my bag and my face went bright red. One of the students was laughing so much that she fell out of her chair. [Tamsin](#)

> Kelly 3 May
Worst moment? It was one day last May. When I woke up in the morning, I wasn't feeling very well. But it was a beautiful day and I decided to go to school. In the first class I gave the students an exercise to do and sat down at my desk. It was hot and the sun was coming through the window and I fell asleep. I probably slept for only two or three minutes. Then I heard a noise and I woke up. All the children were laughing and the headmaster was standing at the door of the class! Fortunately, he was very sympathetic later in the morning when I explained that I was feeling ill. [Kelly](#)

3 Read the messages again and answer the questions.

- 1 Why did Doug's head teacher organize a party?
 - 2 Why was Doug looking forward to the party?
 - 3 Why did he wear witch's clothes?
 - 4 Why was Tamsin in an examination room?
 - 5 What was special about Tamsin's phone?
 - 6 Why didn't she turn off her phone immediately?
 - 7 Why did Kelly decide to go to work when she wasn't well?
 - 8 Why did Kelly wake up?
- 4 Work in pairs. Describe an embarrassing experience that happened to you or someone you know.

GRAMMAR: past continuous

We use the past continuous to describe actions in progress at a particular time in the past.

*Where **were** you **working** in October last year?*

*I **was working** at a school in Cambridge.*

*Was she **feeling** ill? Yes, she **was**. / No, she **wasn't**.*

We use the past simple for actions that interrupt the actions in the past continuous.

*I **was walking** up and down when my phone **rang**.*

SEE LANGUAGE REFERENCE PAGE 24

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

A few days ago, I (1) _____ (wait) for the bus with my younger brother. We (2) _____ (go) home after an afternoon at the shops. A very large woman with a big shopping bag (3) _____ (stand) in front of us. After a few minutes, the bus (4) _____ (arrive). The woman (5) _____ (get) on the bus when she (6) _____ (turn) round. 'Can you help me with my bag?' she (7) _____ (ask) us. 'Yes, of course,' (8) _____ (say) my brother. 'Are you going to have a baby?'

2 Look at the pictures A-C on page 20 for one minute. Then work in pairs. Turn to page 127 and answer the questions.

3 Work in pairs. Ask and answer questions about what you were doing at the times below.

- fifteen minutes ago
- at eleven o'clock last night
- one hour ago
- at three o'clock last Saturday
- at six o'clock this morning
- at this time last week

*What **were** you **doing** fifteen minutes ago?*

*I **was having** a cup of coffee.*

SPEAKING



1 Work in groups. First, read these sentences and decide which list they belong to.

- 1 Speak in front of their friends about funny things that they did when they were younger.
- 2 Don't say hello to their friends when they visit your home.
- 3 When their friends are visiting, speak with your mouth full of food.
- 4 Tell them (in front of their friends) to wear clothes that they do not like.

How to embarrass your parents

-
-
-
-
-

How to embarrass your children

-
-
-
-
-

2 Now discuss how parents can embarrass their children and how children can embarrass their parents. Add three more sentences to each list.

3 Present your lists to the rest of the class.

2D | Which school?

SPEAKING

- 1 Work in pairs. You and your partner win first prize in a competition.
Read the information and decide which city you both want to study in.

First Prize English Study Tour for Two

Two weeks all inclusive
(flight, accommodation, school fees)



England: London • Scotland: Edinburgh
Republic of Ireland: Dublin • America: New York
Australia: Sydney • New Zealand: Christchurch
South Africa: Cape Town

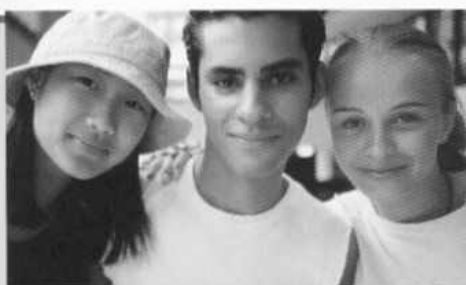


VOCABULARY: school facilities

- 1 Look at the advertisement for an English school.
Match the words in **bold** to the definitions below.

1 = library

- 1 a place to borrow or read books
 - 2 a restaurant/café in a place of work
 - 3 money you pay for a professional service
 - 4 place or position
 - 5 teaching
 - 6 that you can change
 - 7 they have done this job a lot
 - 8 they have professional exams/qualifications
- 2 List three important things for you in choosing a language school.
 - 3 Work in pairs and compare your lists.



VICTORIA SCHOOL OF ENGLISH SYDNEY

The Victoria School has a central **location** near the Opera House. Our **qualified** and **experienced** teachers provide top quality **tuition** with **flexible** timetables. The school has an ultra-modern multi-media centre with 20 PCs, a language laboratory and a **library**. The school has its own **cafeteria** and an exciting social programme.
Special **fees** for international students.



Which school? | 20

LISTENING

- 1 1.23 A man is asking for information about a course in a French language school. Listen to the conversation and underline the correct information.

CLASS SIZE	10 / <u>15</u> / 20 students per class
LEVEL	Beginner / Intermediate / Advanced
TIMETABLE	Mon & Wed / Tues & Thurs / Tues & Fri 7.30 - 9.00 / 8.00 - 9.30 / 8.30 - 9.30
COURSE LENGTH	10 / 12 / 15 weeks
FRENCH CLUB	Friday mornings / Friday evenings / Saturday evenings
PRICE	£100 / £120 / £150

- 2 Match the words in column A with the words from column B to make phrases.

A	B
1 day-time	a activities
2 native	b class
3 registration	c courses
4 social	d form
5 ten-week	e speakers

- 3 1.23 Listen to the conversation again to check your answers.

FUNCTIONAL LANGUAGE: asking for information

- 1 Rearrange the words to make questions.

- 1 Please could I have some information about your school?
1 about could information have school I please
some your?
2 about could courses me tell you your?
3 a are class how in many students?
4 beginners classes do for have you?
5 are classes the time what?
6 course does how last long the?
7 activities any are social there?
8 fees course the much are how?

Look at tapescript 1.23 on page 134 to check your answers.

SPEAKING

Roleplay

- Work in pairs. You are going to plan an evening school. Use these questions to help you.
 - Where is your school?
 - What is it called?
 - What kinds of courses does the school offer?
 - Who are the teachers?
 - What facilities does the school have?
 - How much do the courses cost?
 - What is special about your school?
- Find another pair and work in groups of four. Find out about each other's schools.

DID YOU KNOW?

- 1 Work in pairs. Read the facts about the English language and discuss the questions.

- About 375,000,000 people speak English as a first language.
- About 375,000,000 people speak English as a second language.
- About 1,000,000,000 people study English around the world.
- About 500,000 people take examinations (British or American) in English as a foreign language every year.
- About 1,000,000 people go to Britain or America to study English every year.

- When and where do people use English in your country?
- Do many people in your country study English? Why do they study?
- What English language examinations do people take in your country?
- Do you know anyone who has studied English in an English-speaking country? Did they like it?

2 Language reference

GRAMMAR

Past simple

We use the past simple to talk about past actions and states. The actions and states are finished.

*I left school in 1999. Then I went to University.
I liked rock music when I was a teenager.*

We often use a time expression with the past simple, for example, *yesterday, last week, in 2003*.

*I saw John yesterday.
We lived in Brussels in 2003.*

Affirmative & Negative				
I		found		a job.
He/She/It		didn't find		
You/We/They				
Question				
When	did	I	find	a job?
		he/she/it		
		you/we/they		
Short answer				
Did you find a job?		Yes, I did. / No, I didn't.		

With regular verbs, we usually add *-ed* to the infinitive in the affirmative. There are three groups of exceptions.

- When the verb ends in *-e*, we add *-d*.
like → liked love → loved
- When the verb ends in *-y* after a consonant, we change the *-y* to *-ied*.
study → studied try → tried
- With some verbs that end in a consonant, we double the consonant.
plan → planned stop → stopped
Other verbs in this group include: *admit, chat, control, drop, nod, occur, refer, regret, rob, transfer* and *trap*.

Many common verbs have irregular past forms.

eat → ate go → went leave → left

Used to

We use *used to* to talk about past states and past actions that happened many times.

*My family used to live in Rome.
We used to go out for a meal every Saturday.*

We can always use the past simple instead of *used to*, but we cannot use *used to* for actions that happened only once.

*We used to live in Rome. = We lived in Rome.
My family moved back to London in 1995.
Not My family used to move back to London in 1995.*

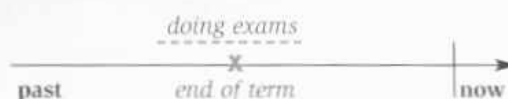
Affirmative & Negative

I		used to	like	school.
He/She/It		didn't use to	walk to	
You/We/They				
Question				
Did	I	use to	like	school?
	He/she/it		walk to	
	You/we/they			
Short answer				
Did you use to like school?		Yes, I did. / No, I didn't.		

Past continuous

We use the past continuous to describe actions in progress at a particular time in the past. We often use the past continuous to describe the background situation of a story.

It was the end of term and the students were doing their exams.



We often use the past simple and past continuous together. We use the past simple for actions that interrupt the actions in the past continuous.

*I was walking into class when my phone rang.
(First, I walked into class. Second, my phone rang.)*

We cannot normally use stative verbs in the continuous form. See page 44 for a list of common stative verbs.

*She knew that he was happy.
Not She was knowing he was happy.*

Affirmative & Negative				
I	was			
He/She/It	wasn't	talking	on the phone.	
You/We/They	were			
	weren't			
Question				
When	was	I	talking	on the phone?
	were	he/she/it		
		you/we/they		
Short answer				
Were you talking?		Yes, I was. / No, I wasn't.		
Were they working?		Yes, they were. / No, they weren't.		

We make the past continuous with *was/were + infinitive + -ing*. If the infinitive ends in a consonant *+ -e*:

live → living

With some verbs that end in a consonant, we double the consonant. See the list of verbs in group 3 in the past simple above.

FUNCTIONAL LANGUAGE

Asking for information

(Please) could I have some information about ... ?

Could you tell me about (please)?

How much is/are ... ?

What time is/are ... ?

How long does/do the ... last?

Do you have ... ?

Is there a ... ?

Are there any ... ?

How many ... are there?

WORD LIST

Adjectives with prepositions

afraid of ***	/ə'freɪd əv/
bored with **	/bɔːd wɪð/
fond of *	/fɒnd əv/
good at ***	/gʊd ət/
interested in ***	/ɪntrə'stɪd ɪn/
keen on **	/kiːn ɒn/
terrible at **	/tə'reɪbl ət/
worried about *	/wə'raɪd əbaʊt/

Education

cafeteria <i>n</i> C	/kæfə'tɪəriə/
certificate <i>n</i> C **	/sə'tɪfɪkət/
compulsory <i>adj</i> *	/kəm'pʌlsəri/
computer <i>n</i> C ***	/kəm'pjʊtə/
course <i>n</i> C ***	/kɔːs/
desk <i>n</i> C ***	/desk/
education system <i>n</i> C	/edʒʊ'keɪʃn sɪstəm/
examination (exam) <i>n</i> C ***	/ɪgzæmɪ'neɪʃn/
experienced <i>adj</i> *	/ɪk'spɪəriənst/
fail (an exam) <i>v</i> ***	/feɪl/
fee <i>n</i> C **	/fiː/
get a place (at university)	/get ə 'pleɪs (ət
grade <i>n</i> C *	juːnɪ'vɜːsəti)/
headmaster <i>n</i> C	/greɪd/
headmistress <i>n</i> C	/hed'mɑːstə/
headteacher <i>n</i> C	/hed'mɪstrəs/
homework <i>n</i> U *	/hed'tiːtʃə/
language	/həʊmwɜːk/
laboratory <i>n</i> C	/læŋgwɪdʒ/
leaving age <i>n</i> C	/ləbərət(ə)ri/
	/lɪvɪŋ eɪdʒ/

leaving certificate <i>n</i> C	/lɪvɪŋ sə'tɪfɪkət/
lesson <i>n</i> C ***	/lesən/
location <i>n</i> C **	/ləʊ'keɪʃn/
mixed sex <i>adj</i>	/mɪksɪ seks/
multi-media centre <i>n</i> C	/mʌlti 'mɪdiə sentə/
native speaker <i>n</i> C	/neɪtɪv 'spɪkə/
pass (an exam) <i>v</i> ***	/pɑːs (ən ɪgzæm)/
private school <i>n</i> C (corporal)	/praɪvət skuːl/
punishment <i>n</i> U *	/pʌnɪʃmənt/
pupil <i>n</i> C ***	/pjuːpl/
qualification <i>n</i> C *	/kwɒlɪfɪ'keɪʃn/
registration form <i>n</i> C	/redʒɪ'streɪʃn fɔːm/
result <i>n</i> C ***	/rɪ'zʌlt/
single sex <i>adj</i>	/sɪŋgl seks/
social programme/ activity <i>n</i> C	/səʊʃlprə'ɡræm /æktɪvəti/
state school <i>n</i> C	/steɪt skuːl/
subject <i>n</i> C ***	/sʌbdʒɪkt/
term <i>n</i> C ***	/tɜːm/
timetable <i>n</i> C	/taɪmteɪbl/
tuition <i>n</i> U	/tʃuːʃn/
university <i>n</i> C ***	/juːnɪ'vɜːsəti/

School subjects

art <i>n</i> U ***	/ɑːt/
biology <i>n</i> U	/baɪ'ɒlədʒi/
Greek <i>n</i> U	/ɡriːk/
history <i>n</i> U ***	/hɪstri/
Irish <i>n</i> U	/aɪrɪʃ/
Latin <i>n</i> U	/lətɪn/
mathematics (maths) <i>n</i> U	/məθə'mætrɪks/
music <i>n</i> U ***	/mjuːzɪk/
religion <i>n</i> U ***	/rɪlɪdʒ(ə)n/
science <i>n</i> U ***	/saɪjəns/
technology <i>n</i> U ***	/tek'nɒlədʒi/

Other words & phrases

accent <i>n</i> C *	/æksənt/
actually <i>adv</i> ***	/æktʃʊəli/
anyway <i>adv</i> ***	/eniweɪ/
artist <i>n</i> C **	/ɑːtɪst/
as usual	/əz juːʒʊəl/
(fall) asleep <i>adj</i> **	/ə'sliːp/
ban <i>v</i> *	/bæn/
behaviour <i>n</i> U ***	/brɪ'eɪvjə/
borrow <i>v</i> **	/bɒrəʊ/
brilliant <i>adj</i> *	/brɪljənt/
care (about sb) <i>v</i> ***	/keə/

club <i>n</i> C ***	/klʌb/
choose <i>v</i> ***	/tʃuːz/
(multinational) company <i>n</i> C ***	/kəmp(ə)ni/
competition <i>n</i> C ***	/kəmpe'tɪʃn/
complicated <i>adj</i> **	/kəm'plɪkeɪtɪd/
embarrass <i>v</i>	/ɪm'bærəs/
enjoy <i>v</i> ***	/ɪn'dʒɔɪ/
exciting <i>adj</i> **	/ɪk'saɪtɪŋ/
fancy dress costume/ party <i>n</i> C	/fænsi 'dres kɒstjʊm/pɑːti/
flexible <i>adj</i> *	/fleksəbl/
flight <i>n</i> C ***	/flaɪt/
fun <i>adj</i>	/fʌn/
funny <i>adj</i> ***	/fʌni/
government <i>n</i> C ***	/gəvnmənt/
great <i>adj</i> ***	/ɡreɪt/
in addition	/ɪn ə'dɪʃn/
in charge (of)	/ɪn 'tʃɑːdʒ/
(all) inclusive <i>adj</i>	/ɪn'klʊsɪv/
minimum <i>adj/n</i> **	/mɪnɪməm/
miss (a lesson) <i>v</i> ***	/mɪs/
mobile phone <i>n</i> C	/məʊbaɪl fəʊn/
of course <i>adv</i> ***	/əv 'kɔːs/
organize <i>v</i> **	/ɔːɡənaɪz/
painter <i>n</i> C	/peɪntə/
provide <i>v</i> ***	/prə'vaɪd/
row <i>n</i> C ***	/rəʊ/
rule <i>n</i> C ***	/ruːl/
shopping bag <i>n</i> C	/ʃɒpɪŋ bæɡ/
stupid <i>adj</i> **	/stjuːpɪd/
sympathetic <i>adj</i>	/sɪmpə'θetɪk/
ultra-modern <i>adj</i>	/ʌltrə 'mɒd(ə)n/
witch <i>n</i> C	/wɪtʃ/
worry	/wəri/
(about sb/sth) <i>v</i> ***	