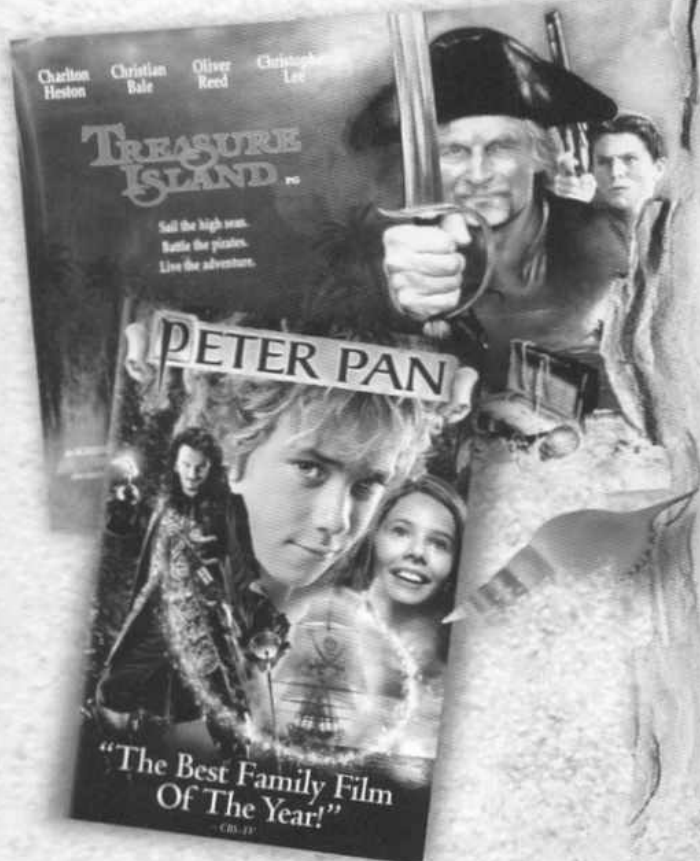


# 12A | Loot

## SPEAKING

- 1 Work in small groups. Look at the movie posters and discuss these questions.



- What have these movies got in common?
- Do you know anything about the stories the films tell?
- Do you know of any other films or books that tell stories about pirates and treasure?

## READING

- 1 Read the text about a real-life treasure island and answer the questions.

- 1 What kind of treasure is hidden there?
- 2 Has it all been found?
- 3 When was treasure last found there?

- 2 Read the text again and match the headings 1–5 to the sections A–E.

- |                      |                  |
|----------------------|------------------|
| 1 Success at last    | 4 Death by greed |
| 2 A tale of trickery | 5 Pirate base    |
| 3 A failed attempt   |                  |

# COCOS ISLAND

One small Pacific island became a treasure bank for a string of pirates and a magnet for treasure hunters. But even after 300 years, Cocos Island has not yet yielded up all its secrets. Cocos Island, 500km (300 miles) off Costa Rica, Central America, has been used by at least three pirates for hiding treasure. Treasure hunters are still drawn to the island, hoping that some of its riches can still be found.

### A

In the 1680s, the English pirate Edward Davies used Cocos as a base for his ship, the *Bachelor's Delight*. He would attack passing ships and raid coastal towns before returning to the thickly-wooded island to store his treasure. No one knows if he collected it all before his mysterious disappearance in 1702.

In 1819, a Portuguese pirate named Benito Bonito carried out a raid on the Mexican port of Acapulco, making off with a cargo of gold and silver coins. He too headed for Cocos Island, hiding his treasure in an area known as Wafer Bay.

Two years later, Bonito was killed in a fight, leaving only a confusing map to indicate where the treasure might be.

### B

The biggest haul of all was left by a Scottish sailor, William Thompson. During a revolution in 1821, the government of Peru hired him to carry their most valuable treasures to Panama to keep them safe. Thompson promptly stole them and buried them on Cocos Island.

The rulers of Peru forced him to take them back to the spot where he had buried the treasure, but he escaped and hid on the island until they had left. He was rescued by a passing ship, and planned to come back to collect the treasure. But he never made it. On his deathbed, he told a friend, John Keating, where the loot could be found.

- 3 Find the words 1–7 in the text and explain in your own words what they mean.

- |              |           |
|--------------|-----------|
| 1 string     | 5 hoard   |
| 2 yielded up | 6 scoured |
| 3 haul       | 7 clasped |
| 4 loot       |           |

- 4 Do you know of any stories of buried treasure in your country?

C

Many attempts have been made to track down the Cocos Island treasure – some more successful than others. In 1880, Benito Bonito's map fell into the hands of a German sailor, August Gissler, who realized that the island on the map must be Cocos. Gissler spent nearly 20 years searching the island. All he found was one single doubloon (a Spanish gold coin), and he died in poverty.

D

In 1846, John Keating, who had been given William Thompson's treasure map, set sail for Cocos with a companion named Boag. They found the cave Thompson had described, with a hoard of treasure which included a life-size solid gold statue.

But when they returned to their ship, the crew demanded a large share of the loot and threatened violence. Keating and Boag jumped overboard and swam to the island to escape. The sailors searched in vain for the treasure, then sailed away, leaving the two men behind. Boag died, but Keating escaped on a passing whaling ship.

No one knows what he took with him, but he lived the rest of his life a wealthy man, returning to Cocos several times before his death in 1882. He left his widow clues about how to find the treasure cave, but she was never able to decode them.

E

Other treasure hunters have scoured Cocos, but with little success. However, in 1966, a French team found fifteen gold bars and some gold coins. Nearby lay two skeletons, one with an axe clasped in one hand and a knife between its ribs, the other with a large hole in its skull. Two treasure hunters had obviously killed each other in their desperation to grab the loot for themselves.

## GRAMMAR: passives review

1 Underline the passive verbs in the sentences.

- Cocos Island, 500 km off Costa Rica, Central America, has been used by at least three pirates for hiding treasure.
- Treasure hunters are hoping that some of its riches can still be found.
- Two years later Bonito was killed in a fight.
- Many attempts have been made to track down the Cocos Island treasure.
- He was rescued by a passing ship.
- On his deathbed, he told a friend, John Keating, where the loot could be found.

2 Work in pairs. Look at the text and find the sentences in exercise 1.

- Look at the rules of use in the grammar box and discuss why the writer used the passive rather than the active.
- Rewrite the sentences with an active verb.

- 3 Rewrite the phrases in italics in the passive. Do not include the agent (eg *by someone*) if it is unnecessary.

### Saxon treasure found in garden

- (1) *Someone found a priceless hoard of 3,000 Saxon coins yesterday as a woman was digging in her back garden.*  
 (2) *Someone had packed the coins into a wooden box which broke as*  
 (3) *she was digging it out of the ground.* The coins are in the care of a local museum where (4) *museum workers are cleaning them* in a special laboratory. (5) *Someone will then take them to the museum in York for further examination.* A legal expert said that even though Mrs Barrett found the coins on her property, (6) *the local authorities could still rule them as the property of the state.*

2.28 Listen to check.

- 4 Work in pairs. Look at the headline and imagine a story to go with it. Use at least five passive verbs. Look at the verbs in the box for ideas.

dig call give clean  
leave forget take lose

### Hidden treasure found in children's park

Use a passive form when you want to bring the object of the verb to the front of the sentence

- in order to emphasize the object of the action or the action itself (rather than the subject of the active verb).
- because the subject of the verb is unknown, unimportant or obvious from the context.

Use *be* + past participle to form the passive.  
*The treasure is hidden somewhere on the island.*

*He may have been killed in a fight.*

SEE LANGUAGE REFERENCE PAGE 124

# 12B | Bounty hunter

## SPEAKING & VOCABULARY: idioms (money)

- 1 Work in pairs. Can you think of any stories to illustrate the proverbs below?

*Money is the root of all evil.*

*Money makes the world go round.*

*There's one law for the rich, another for the poor.*

- 2 Put the idioms in the box into two groups: (a) being rich, (b) being poor.

hard up   have money to burn   in the red  
in the lap of luxury   live hand to mouth  
on the breadline   worth a fortune  
be without a penny to your name

- 3 Replace the words in italics with the appropriate form of the expressions in exercise 2.

- What would you do if you *had more money than you needed*?
- Who would you turn to for help if you *had absolutely no money*?
- Is it good for children to grow up living *in an extremely wealthy environment*?
- Do you know anyone who is *short of money* at the moment?
- What would you miss most if you were *really poor and only just had enough money to survive*?
- Would it worry you if you were *in debt*?

- 4 Work in pairs. Ask and answer the questions in exercise 3.

- 5 Work in pairs. Can you think of three ideas to add to the list below?


### TOP TEN WAYS TO MAKE MONEY

- Go out with a metal detector
- Speculate on the stock exchange
- Inherit a fortune
- Marry into money
- Become a model, actor or pop star
- Write a bestseller
- Dig for gold
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

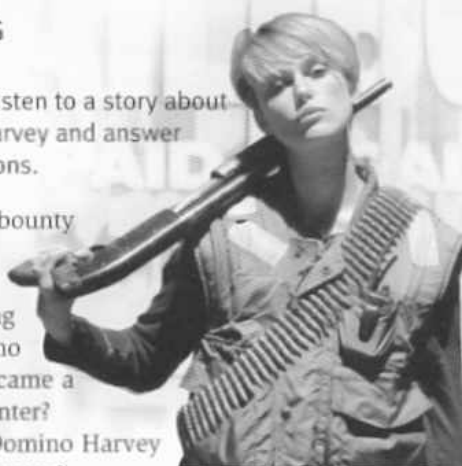
Which way is ...

- the quickest?
- the hardest work?
- the most unlikely?
- the one you'd choose if you could?

## LISTENING

- 1  2.29 Listen to a story about Domino Harvey and answer the questions.

- What is a bounty hunter?
- Why is it surprising that Domino Harvey became a bounty hunter?
- How did Domino Harvey become famous?



- 2  2.29 Listen again and tick the information that is mentioned.

- It is sometimes possible to borrow money to stay out of prison in the US.
- Bounty hunters are illegal in most countries.
- Domino was badly affected by the death of her father.
- Her mother went to live with a restaurant owner.
- She followed a training course to become a bounty hunter.
- She worked for a time as the manager of a night club.
- She was arrested for possessing drugs.
- She was found dead in her bath.
- In the film of her life, the role of Domino was played by Keira Knightley.

- 3 Complete the sentences with the missing words.

- If the bounty hunter manages to catch \_\_\_\_\_ with the robber, he will collect the reward money.
- Domino's time was running \_\_\_\_\_.
- All the money and the glamour could not make \_\_\_\_\_ for the loss of her father.
- Tony Scott tracked Domino \_\_\_\_\_ and persuaded her to sell her life story.
- If you don't turn \_\_\_\_\_ for your court appearance, you lose the money.

Check your answers in tapescript 2.29 on pages 162–163.

- 4 Work in groups. Discuss these questions.

- Do you think that bounty hunting should be legal or not? Why?
- Have you seen the film of Domino's life? If so, what do you remember about it? If not, do you think it would make a good film?

## PRONUNCIATION: sentence stress

- 1 2.30 Listen to an extract from a trailer for the film, *Domino Harvey*. Mark the stressed words. The first sentence has been done for you.

My name is Domino Harvey. I am a bounty hunter. You're probably wondering how a girl like me arrived here. What I say will determine whether or not I spend the rest of my life in prison. Let's start at the beginning.

- 2 2.30 Listen again and read the text at the same time as the recording.

## GRAMMAR: passive reporting structures

We can use passive reporting structures to report opinions and facts without naming the source. Here are two common reporting structures.

It	is	said	that	+
	was	thought		clause.
		believed		
		reported		
		known		
		rumoured		

It **is believed that** she took a course in acting.

He	is	said	to	+ infinitive
She	was	thought		be + verb + -ing
etc	etc	etc		have + past participle

*Domino was said to be* a very difficult child.  
*She was reported to be feeling* unhappy.  
*She was said to have worked* with the Ford agency.

➤ SEE LANGUAGE REFERENCE PAGE 124

- 1 Rewrite the sentences using the words given.

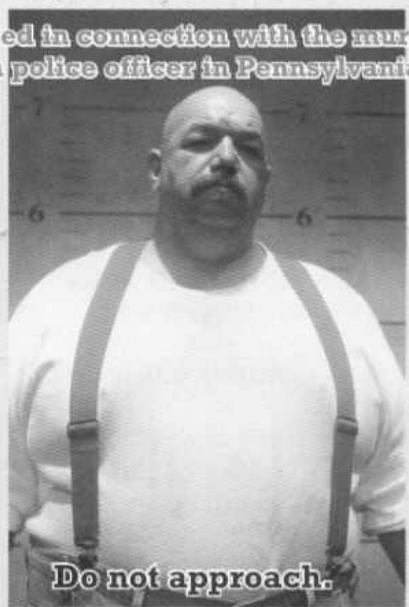
- Some papers have reported that she worked as a model.  
It has \_\_\_\_\_.
- Certain members of her family have said that she was a difficult child.  
It has \_\_\_\_\_.
- A number of people think that she was not comfortable in her mother's world.  
It is \_\_\_\_\_.
- There are a lot of rumours that she was very unhappy with the film.  
It is widely \_\_\_\_\_.
- People who knew her believe that the happiest years of her life were those spent on the streets of LA.  
It is \_\_\_\_\_.
- Her bounty hunter colleagues knew that she carried a knife at all times.  
It was \_\_\_\_\_.

- 2 Rewrite the sentences 1–6 in the poster using the verbs in the box and the passive reporting structure *He is (said) to ...*.

believe know report rumour say think

**JAMES T GREENBERG**

**Wanted in connection with the murder of a police officer in Pennsylvania.**



**Do not approach.**

**Considered armed and extremely dangerous.**

- he uses a number of different names
- he is carrying a knife
- he is extremely dangerous
- he has a tattoo of a dragon on his left arm
- he may be working as a barman
- he may be travelling with a young woman and two small children

**A reward of up to \$100,000 is being offered for information leading directly to the arrest of James T Greenberg.**

- 3 Work in pairs. Imagine that you work for a magazine that reports gossip about celebrities in your country.
- Choose a celebrity that people are interested in reading about. Invent a news story about this person that will encourage people to buy your magazine.
  - Use passive reporting structures to report your story.
  - Work with other students and compare your stories. Whose story is (a) the most believable, (b) the least believable, (c) the best story to help sell the magazine?



# 12c | Scam

67

## SPEAKING & VOCABULARY: phrasal verbs 2

- 1 Match the phrasal verbs in bold in questions 1–8 to the definitions a–h.
- 1 Have you ever been given something by mistake and then had to **hand it back**?
- 2 Have you ever been **ripped off** by a shop assistant or taxi driver?
- 3 Have you ever been **turned away** from somewhere because you were wearing the wrong clothes?
- 4 Have you ever **fallen for** a little lie?
- 5 Have you ever **got your own back on** someone who had done you a bad turn?
- 6 Have you ever **got away with** doing something bad?
- 7 Have you ever **made up** an excuse for being late?
- 8 Have you ever regretted **giving away** personal information?
- a believed that a trick, a lie or a joke was true
- b cheated (eg when someone charges you too much money for something)
- c escaped without punishment
- d invented
- e punished someone for something they have done to you
- f refused entry
- g return something
- h telling information or facts that you should keep secret

- 2 Work in pairs. Test each other's memories. Take it in turns to ...
  - cover the definitions and look at the questions. Can you remember the definitions?
  - cover the questions and look at the definitions. Can you remember the phrasal verbs?
- 3 Work in pairs. Ask and answer the questions in exercise 1.

## READING

- 1 Read the headlines and explain the connection between them.

1 **Police arrest internet scam gang**

2 **Tougher penalties for online crime**

3 **Scam victims fight back**

- 2 Read the article and choose the best headline 1–3 from exercise 1.
- 3 Read the article again and put the sections in the correct order.
- 4 Find the idioms 1–4 in the article and choose the correct definition, a or b.
  - 1 take the bait  
a accept what is offered b refuse what is offered
  - 2 putting up a fight  
a not trying to achieve something b trying hard to achieve something
  - 3 play someone at their own game  
a do to someone what they have done to you b make a lot of money
  - 4 give them more teeth  
a make them less powerful b make them more powerful
- 5 Work in pairs. Discuss these questions.
  - Have you ever received emails asking you for money? What did you do?
  - Do you know of any other scams, email or otherwise?
  - What punishment do you think scammers should get?

1 It is estimated that scam victims in the US are ripped off to the tune of 200 million dollars every year. Many of them are fooled by an email that has got through their anti-spam system. It informs them that they have been singled out to receive a very large sum of money. All they have to do is send their postal addresses and bank details to a 'government official' in some distant country. Those who take the bait exchange emails for a few days before being told that the money is almost ready for transfer to their account. The only slight problem is that the small sum of US\$80 is needed for bank charges. Hundreds of optimists around the world have the US\$80 transferred to the

☐ ago that she would never see her money again, other victims have been more fortunate and have had their money handed back. In the US, internet service providers claim to be winning the war on scam after seeing a drop of 75% in the last two years. The war may not be over, but it has most certainly begun.

☐ a codeword on a piece of card and hold it in the photo. Amazingly, many of the conmen fall for the scam baiters' tricks. These photos are then posted on the websites in 'Halls of Shame'. The website galleries are full of photos of men and women holding pieces of card with ridiculous code words or, worse still, who have had their arms tattooed with something silly.

Other scam baiters have actually managed to get the would-be conmen to pay – for bank charges and the like. The emails from the conmen

☐ other side of the world. They will never see it again. The lucky ones stop there, but others will continue to pay advance fees, administrative costs, legal expenses and credit card charges in the desperate belief that they will soon be enormously rich.

Winnie Mitchell, a divorced mother of six from San Fernando, lost her life savings when she gave away her bank details after falling for one email scam. But Winnie's eldest daughter, Paloma, was not prepared to see her mother ripped off without putting up a fight. Paloma, a games programmer in nearby Mission Hills, joined a group of online scam baiters. The sport of scam baiting is to play the scammers at their own game. They deactivate the anti-spam controls on their own computers and wait, with pleasure, for the next email that offers them US\$8 million and the

☐ are also forwarded to government agencies that are involved in the fight against internet crime. They have the emails traced so that the accounts can be shut down and the photographs are sent to local police forces who can make arrests. Anti-scam campaigners in many countries have got their governments to introduce tougher anti-scamming laws and these have given the police more teeth.

Although Winnie Mitchell accepted long

☐ chance to get their own back on the gangs that run the scams.

The scam baiters' achievements are posted on websites devoted to their hobby. Their stories are happy reminders that the bad guys don't always get away with it. One email exchange between a scam baiter and a would-be conman begins in typical fashion with a mail from a 'development commission' asking for help in transferring a large sum of money. The scam baiter replied that he was sure he could get his 'board of directors' to agree to help. He made up a story about how his directors wanted more information about the representative of the 'development commission'. Could he please have his photograph taken with a digital camera and attached to the next email? For 'security purposes', he asked the would-be conman to write

## GRAMMAR: causative

1 Choose the correct form to complete the sentences. Check your answers in the article.

- 1 They have the money *to transfer / transferred* to the other side of the world.
- 2 He got the directors *to agree / agreed* to help.
- 3 He had his photograph *to take / taken*.
- 4 They had their arms *to tattoo / tattooed*.
- 5 They got the would-be conmen *to pay / paid*.
- 6 They had the emails *to trace / traced*.
- 7 They got the government *to introduce / introduced* tougher laws.

2 Complete the sentences with a phrase from the box.

the Bahamas   his money   his portrait  
his personal fashion assistant   his yacht  
buy tickets for the World Cup Final   caviar  
his clothes   iron his newspaper

- 1 He has \_\_\_\_\_ served for breakfast every day.
- 2 He has \_\_\_\_\_ designed by \_\_\_\_\_.
- 3 He gets his secretary to \_\_\_\_\_ every morning.
- 4 He has had \_\_\_\_\_ painted five times.
- 5 He is going to get his PA to \_\_\_\_\_.
- 6 He's having \_\_\_\_\_ repaired.
- 7 He's had \_\_\_\_\_ sent to \_\_\_\_\_.

3 Work in pairs. How many more ways can you complete the sentences in exercise 2?

Compare your ideas with another pair of students.  
Who has the funniest or most interesting ideas?

Use

- *have something done*
  - *get someone to do something*
- to talk about actions that you ask or persuade someone else to do for you.

*I had my camera repaired.*

*I'm having my shoulder tattooed next week.*

*I got my company to pay the bill.*

*I'll probably get a friend to help me.*



➤ SEE LANGUAGE REFERENCE PAGE 124

# 12D | Dollar bill

## SPEAKING

- 1 Work in pairs. Discuss these questions.
  - How many different banknotes exist in your country?
  - What colours are they?
  - What denominations are there?
  - What do the pictures show?
- 2 Work in groups. Look at a specific banknote or coin and share your ideas to answer the questions.
  - 1 When and where was it made?
  - 2 Has it travelled far?
  - 3 Who had it before you?
  - 4 What will you spend it on?
  - 5 What will the next person do with it?
- 3 Work with a student from another group. Exchange your ideas from exercise 2.

## LISTENING

- 1 Work in pairs. Look at the pictures on these pages for thirty seconds. Then close your books and describe the pictures in as much detail as possible.
- 2  2.31 Listen to an extract from a radio programme and put the topics in the order in which they are mentioned.
  - ☐ counterfeit dollar bills
  - ☐ the meaning of the pyramid symbol
  - ☐ burning dollar bills
  - ☐ how to trace a dollar bill
  - ☐ large denomination bills
  - ☐ the manufacture of dollar bills
  - ☐ the translation of the Latin inscriptions
- 3  2.31 Listen again and explain the significance of the numbers in the box.

75 six months \$540 8,000  
over 50 1776 five 70

- 4 Work in pairs. How much can you remember about the images in the US Great Seal?

## FUNCTIONAL LANGUAGE: generalizing

- 1 Identify and underline the expressions in the sentences that show the speaker is making a generalization.
  - 1 Generally speaking, people are thinking more about their coffee than the money in their hand.
  - 2 They mostly last less than two years.
  - 3 As a rule, it can be sold for more than four times its face value.
  - 4 For the most part, the work was done by Jefferson.
  - 5 By and large, the stories are more entertaining than probable.
  - 6 Americans generally prefer dollar bills to dollar coins.
  - 7 On the whole, most British people can understand most Americans.
  - 8 Broadly speaking, the dollar has remained strong against other currencies.
  - 9 I think that, in general, it's best to travel with dollars in your pocket.
- 2 Work in groups. How many generalizations can you make about the topics in the box?

banks criminal gangs the police spam  
presidents the Secret Service tattoos

Do you agree with the generalizations of the other members of your group?



WASHINGTON, D.C.



## VOCABULARY: US &amp; UK English

- 1 Work in pairs. Do you know the British English word that is being defined in the sentences below?
  - 1 A game with eleven players and a round ball that is kicked. It is called *soccer* in the US.
  - 2 An object for controlling how much water comes out of a pipe. It is called a *faucet* in the US.
  - 3 An underground tunnel for people to cross a street. It is called an *underpass* in the US.
  - 4 The piece of paper that tells you how much you must pay. It is called a *check* in the US.
  - 5 A purple vegetable that is called an *eggplant* in the US.
  - 6 The side of a street where people can walk. It is called the *sidewalk* in the US.
  - 7 Fingers of potato that are fried and served hot. They are called *fries* in the US.
- 2 Work in two groups, A and B.
 

Group A: You are going to write definitions for three British English words. Turn to page 148 for help.

Group B: You are going to write definitions for three British English words. Turn to page 147 for help.
- 3 Work in pairs with one student from Group A and one student from Group B. Read your definitions to your partner. Does he/she know the words?

## DID YOU KNOW?

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



The first credit card appeared in the US in 1950, but it was first thought of in a nineteenth-century novel by Edward Bellamy. The Diners Club card of 1950 was soon followed by American Express. Diners Club cards were originally accepted in fourteen New York restaurants, but can now be used to pay in 24 million locations worldwide. Shops and restaurants have to pay a fee of 2 or 3% of every transaction to the credit card company, and the customer pays about 13% interest.

American Express now has an annual profit of billions of dollars and is one of America's top 30 corporations. However, the average American owes over \$8,000 to the credit card companies. On average, they also receive seven offers every year to extend their credit or apply for an extra card. One million American credit card holders declare themselves bankrupt every year. The situation in the UK is very similar where most people, including teenagers, have at least two cards.

- What are the most popular credit cards in your country?
- What sort of things do people buy, and not buy, with them?
- Is it easy to get a credit card?
- Should teenagers be allowed to have credit cards?
- Would you ever cut up a credit card? Why or why not?





# 12 | Language reference

## GRAMMAR

### Review of passive voice

We use a passive form when we want to bring the object of the action to the front of the sentence. There are a number of possible reasons for doing this:

- in order to emphasize the thing or person affected by the action.  
*The gold had been buried on a desert island.*
- because the agent of the action is unknown, unimportant or obvious from the context.  
*Its location was marked on an old map.*

If we want to name the agent, we use *by*. We name the agent when it is important or unusual, or because we want to make this information more noticeable.

*The map had been drawn **by Bluebeard himself**.*

Use *be* + past participle to form the passive.

she	is/is being/was	marked
he	was being/has been/	
it	had been	
I	am/was/was being/	buried
	have been	shown
we	are/are being/were/	taught
you	were being/have been	taken
they		etc.
	can be/must be/to be	
	/being	

### Passive reporting verbs

We can use passive reporting structures to report opinions and facts without naming the source. Here are two common reporting structures.

it is	said/thought/believed	that	+ clause
was	/reported/known/ rumoured		

*It is believed that his father was a fugitive.*

he	is	said	to	infinitive
she	was	thought		be + verb + -ing
etc	etc	etc		have + past participle

*His father was thought to be a fugitive.*

## Causative

We use the causative to talk about an action that you ask, persuade or arrange for someone else to do for you.

*She's having her jewels valued.*

We do not normally need to say who does the action, because this is usually understood from the context. We use *by* if we want to say who does the action.

*She usually has it done **by** experts from an auction house.*

subject	verb	object	past participle
he	has/have	the house	painted
she	is/are having had	the TV	tattooed
they	is/are going to	it	repaired
etc	have		etc.

We can sometimes use *get* instead of *have* to form the causative. (eg *She's getting her nails painted.*)

We can indicate the person who we have asked or paid to do the action with *get* + someone + *to* + *do* (infinitive) something.

*They got the prisoner to walk the plank.  
I'll get my family to help me.*

## FUNCTIONAL LANGUAGE

### Generalizing

#### Sentence starters

Broadly speaking  
Generally speaking  
As a rule  
For the most part  
By and large  
On the whole  
in general

*Generally speaking, they arrive quite late.*

#### Before the main verb

mostly  
generally

*They generally arrive late.*

## WORD LIST

## Idioms (money)

be hard up	/bi 'hɑ:d 'ʌp/
be in the red	/bi: ɪn ðə 'red/
be on the breadline	/bi: ɒn ðə 'bredlɪn/
be without a penny to your name	/bi wɪðaʊt ə ,peni tə jə 'neɪm/
be worth a fortune	/bi ,wɜ:θ ə 'fɔ:tʃən/
have money to burn	/hæv ,mʌni tə 'bɜ:ɪn/
live hand to mouth	/lɪv ,hænd tə 'maʊθ/
live in the lap of luxury	/lɪv ɪn ðə ,læp əv 'lʌkʃəri/

## Phrasal verbs 2

fall for	/fɔ:l fɔ:/
get away with	/get ə'weɪ wɪð/
get your own back on (sb)	/get jə 'əʊn bæk ɒn/
give (sth) away	/gɪv ə'weɪ/
hand (sth) back	/hænd 'bæk/
make (sth) up	/meɪk 'ʌp/
rip (sb) off	/rɪp 'ɒf/
turn (sb) away	/tɜ:n ə'weɪ/

## US &amp; UK English

bathroom **	/bə:θru:m/
toilet **	/tɔɪlət/
check **	/tʃek/
bill ***	/bɪl/
eggplant	/eg'plɑ:nt/
aubergine	/əʊbəʒi:n/
faucet	/fɔ:sɪt/
tap **	/tæp/
fries	/fraɪz/
chips **	/tʃɪps/
garbage can	/gɑ:bɪdʒ ,kæn/
dustbin *	/dʌstbɪn/
gas station	/gæs ,steɪʃn/
petrol station	/petrəl ,steɪʃn/
pants *	/pænts/
trousers **	/traʊzəz/
sidewalk	/saɪd'wɜ:k/
pavement **	/peɪvmənt/
soccer *	/sɒkə/
football ***	/fʊtbɔ:l/
stove *	/stəʊv/
cooker *	/kʊkə/
subway	/sʌbweɪ/
underground *	/ʌndə'graʊnd/

underpass	/ʌndə'pɑ:s/
subway	/sʌbweɪ/
undershirt	/ʌndə'ʃɜ:t/
vest	/vest/

## Other words &amp; phrases

alive and well	/ə'laɪv ən 'wel/
all-seeing adj	/ɔ:l'si:ɪŋ/
axe n C *	/æks/
and the like	/ənd ðə 'laɪk/
bail n C *	/beɪl/
bait n C	/beɪt/
bankrupt adj *	/bæŋkrʌpt/
billfold n C	/bɪlfəʊld/
bondsman n C	/bɒndzsmən/
bounty hunter n C	/baʊnti ,hʌntə/
cargo n C/U *	/kɑ:gəʊ/
clasp v *	/klɑ:sp/
codeword n C	/kəʊd'wɜ:d/
conman	/kɒnmæn/
/conmen n C	/kɒnmen/
counterfeit adj	/kaʊntə'feɪt/
deactivate v	/dɪ:'æktɪ'veɪt/
deathbed n C	/deθbed/
decode v	/dɪ:'kəʊd/
deface v	/dɪ'feɪs/
denomination n C	/dɪ'nɒmɪ'neɪʃn/
desperado n C	/despə'reɪdəʊ/
do(s) a bad turn	/du: ə ,bæd tɜ:n/
doubloon n C	/dʌblu:n/
embark on v	/ɪm'bɑ:k ɒn/
enforce v **	/ɪn'fɔ:s/
excess n U **	/ɪk'ses/
expel v	/ɪk'spel/
face value n U	/feɪs 'vælju:/
fake adj/n C	/feɪk/
fall apart v	/fɔ:l ə'pɑ:t/
fall into the hands of (sb)	/fɔ:l ɪntə ðə 'hændz əv/
fishpond n C	/fɪʃ'pɒnd/
fool v *	/fu:l/
fugitive n C	/fju:dʒətɪv/
give (sb) more teeth	/gɪv mɔ: 'ti:θ/
grab v **	/græb/
haul n C	/hɔ:l/
hoard n C	/hɔ:d/
inscription n C	/ɪn'skrɪpʃn/
life savings n U	/laɪf ,seɪvɪŋz/
jet set n U	/dʒetset/
loot n U	/lu:t/
magnet n C	/mæɡnɪt/
make off with v	/meɪk ɒf wɪð/
metal detector n C	/metl dɪ'tektə/
on the trail of	/ɒn ðə 'treɪl əv/
overboard adj	/əʊvə'bɔ:d/
overdose n C	/əʊvə'dəʊs/
play (sb) at their own game	/pleɪ ət ðeə əʊn 'geɪm/
provider n C *	/prə'vaɪdə/
put up a fight	/pʊt ʌp ə 'faɪt/

raid n C **	/reɪd/
raid v	/reɪd/
ranch hand n C	/rɑ:ntʃ ,hænd/
recall v	/rɪ'kɔ:l/
rumour n C/U **	/ru:mə/
Saxon adj	/sæksn/
scam n C	/skæm/
scam baiter n C	/skæm beɪtə/
scour v	/skaʊə/
seal n C **	/si:l/
serial number n C	/sɪəriəl ,nʌmbə/
set in v	/set 'ɪn/
single out v	/sɪŋɡl aʊt/
skeleton n C *	/skelətən/
spam n U	/spæm/
spammer n C	/spæmə/
speculate v *	/spekjʊleɪt/
string n C ***	/strɪŋ/
the chances are	/ðə 'tʃa:nsəz ,ɑ:/
to the tune of	/tə ðə 'tju:n əv/
trickery n U	/trɪkəri/
ungirly adj	/ʌŋ'ɡɜ:li/
want for nothing	/wɒnt fə 'nʌθɪŋ/
whaling adj	/weɪlɪŋ/
wooded adj	/wʊdəd/
would-be *	/wʊdbi:/
yield up v	/jɪld 'ʌp/

## Abbreviations for word lists

n	noun
v	verb
adj	adjective
adv	adverb
prep	preposition
sb	somebody
sth	something
C	countable
U	uncountable
pl	plural
s	singular

\*\*\* the most common and basic words

\*\* very common words

\* fairly common words