

1A | Double lives

SPEAKING

1 Work in small groups. Look at the list and decide which things are the most important when you are describing who you are.

- name
- age
- job
- nationality
- marital status
- qualifications
- friends
- salary

2 Discuss these questions.

- Which information in exercise 1 are you most interested in when you meet someone for the first time?
- Which of these things do you think people are most likely to lie about?
- Talk about the most honest person you know.

3 Put the following in order of seriousness (1 = most serious → 6 = least serious).

- ☐ lying about why you are late for work/school
- ☐ lying about your age to get into a nightclub
- ☐ lying about your qualifications to get a job
- ☐ lying to your partner about another person
- ☐ lying to a friend about their new hairstyle
- ☐ lying to a member of your family about a present that you didn't like

READING

1 Look at the photo and answer the questions.

- Who do you think the man is speaking to?
- Is he speaking honestly?

2 Read the texts and say if the sentences are true (T) or false (F).

- 1 It is possible to spot a liar because of his body language.
- 2 Liars sometimes speak less quickly.
- 3 Will has a two-year-old son.
- 4 Will does not have a job.
- 5 A young boy discovers the truth about Will.
- 6 Most of the world's top ten lies are about money.

• Four-page special!

Liars!

How to spot them

He thinks he's getting away with it, but his body and his voice are giving him away. He's stumbling over his words. He's fidgeting and nervous. His hands won't stay still and his palms are probably sweaty as well. He seems to be smiling, but there's a little bit of tension around his lips and his nose. Although the bottom half of his face is forming a smile, it hasn't reached his eyes. He's looking at you straight in the eyes and he appears to be 100% sincere, but the tone of his voice has dropped and the rhythm of his speech has slowed down. There's no doubt about it: he's lying.

Learn to spot the telltale signs – read more on page 2

Screen liars

'I love kids,' says Will (played by Hugh Grant in the hit film *About A Boy*). 'Yeah, I like messing around with them, you know. I have a two-year-old, Ned. He's got blue eyes.' Will is looking for a girlfriend, but all



'She's erm ... delightful.'

the women he knows at the moment are either married or divorced, and they all have children. Will is 38, he has no family and no job, and he specializes in doing nothing. He lives off the royalties of a hit song that his father wrote years and years ago. So Will invents an imaginary son and goes to single-parent meetings. He is soon dating a lot of pretty young single mums. But things get complicated one day, when a young boy arrives at Will's home and says, 'You don't have a kid. You've been lying to me, my mum and my mum's friend.'

Read about more screen liars on page 3

* The world's top ten lies *

- | | |
|------------------------------|-------------------------|
| 1 I love you. | 6 I had no choice. |
| 2 You look great. | 7 We had a lovely time. |
| 3 I'll call you tomorrow. | 8 I missed you. |
| 4 We never got the letter. | 9 It wasn't me. |
| 5 I'm not feeling very well. | 10 I won't be long. |

Read the top 100 on page 4

3 Find words in the texts that match the definitions 1–5.

- 1 moving your body nervously
f _ _ _ _ _
- 2 wet because you are hot
s _ _ _ _
- 3 honest
s _ _ _ _
- 4 wasting time/playing
m _ _ _ _ a _ _ _ _
- 5 depends on something for money
l _ _ _ _ o _ _

4 Work in pairs. Discuss these questions.

- What other sentences would you expect to see in the top 100 lies?
- Do you know any other films where a liar is the central character? Tell your partner.

GRAMMAR: stative & dynamic verbs

- 1 Look at the verbs in italics. Circle the stative verbs and underline the dynamic verbs.
- 1 Every morning Gerald *puts on* a suit and tie, *kisses* his wife goodbye and *goes* to work.
- 2 Or, at least, that's what his wife *thinks*, and that's what Gerald *wants* his wife to believe.
- 3 In fact, Gerald *feeds* pigeons in the park or *does* crosswords in the local library.
- 4 His wife *goes* shopping every Saturday and *buys* new furniture for the house with her credit card.
- 5 She *doesn't know* that they *don't have* any more money.

Use dynamic verbs

- in either the simple or the continuous form.
- to describe an action.

Will is looking for a girlfriend.

Use stative verbs

- in the simple form, not usually in the continuous form.
- to describe emotions, opinions, the senses, and states that do not change.

I love kids. Not ~~*I am loving kids.*~~

He appears to be 100% sincere. Not ~~*He is appearing to be 100% sincere.*~~

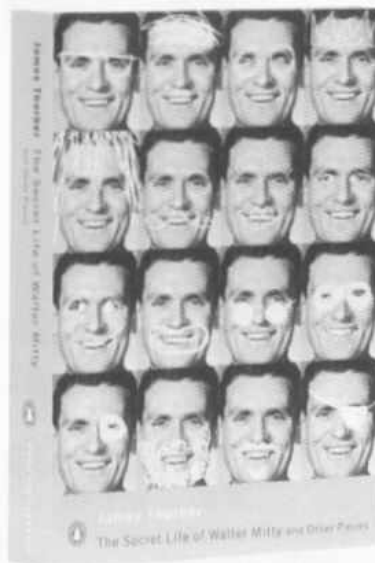
Common stative verbs:

agree appear be believe belong cost dislike
forget hate have know like love matter
mean need own prefer realize remember
seem think understand want spend

SEE LANGUAGE REFERENCE PAGE 14

- 2 Walter Mitty is the hero of a short story by James Thurber. His life is sad and ordinary, but most of the time he lives in a dream world, as the heroic Captain Mitty. Correct three mistakes with stative or dynamic verbs in the two paragraphs from the story.

- 1 The weather is getting worse and the plane is not having enough fuel to return to base. But, Captain Mitty, who is sitting at the controls, is not knowing the meaning of the word *fear*. He is understanding that there is only one way to save everyone's life. 'We're going through,' he announces.
- 2 'I am being accurate at 100 metres. I never miss.' Mitty is holding a heavy automatic and the crowd believe him. The courtroom is in chaos. Mitty is needing to find a way out, but he is not wanting to use the gun.



- 3 Work in pairs, A and B. You are going to describe a moment of Mitty's real and imaginary life using both dynamic and stative verbs.

A: Turn to page 126 and describe what is happening.

B: Turn to page 134 and describe what is happening in Mitty's imagination.

SPEAKING

- 1 Turn to page 126. Choose one sentence and complete it so that it is true for you. Complete the other sentences so that they are not true for you!
- 2 Works in pairs. Tell your partner your sentences from exercise 1. Can he/she guess which sentence is true?

LISTENING & SPEAKING

- 1 Work in pairs. Discuss these questions.
 - What do you think the following people do on a typical working day?
 - a) a mother of four small children
 - b) a member of parliament
 - Whose lifestyle is more similar to yours? In what ways?
- 2 Work in pairs. Read the TV review. What do you think the main differences between Michael Portillo and Jenny Miner's lifestyles will be?

Tonight • BBC2 9pm



In tonight's **How Michael Portillo Became a Single Mum**, politician Michael Portillo adds new skills to his CV. The son of a Spanish political refugee, Michael Portillo has had a long career in politics. In the 1990s, he became Secretary of State for Defence. In 2001, he tried to become leader of the Tory party. Tonight, he makes his first appearance in the wonderful world of reality TV when he volunteers to look after Jenny Miner's four children for a week. It's a rare chance to see a politician at work in the real world.

- 3 1.1 Listen to the first part of a review of the TV programme. Check the answers you gave in exercise 2.

- 4 1.2 Listen to the second part of the review and answer the questions.

- 1 Did the reviewer like Michael Portillo before the programme?
- 2 Did the reviewer like him after the programme?
- 3 Did Michael Portillo admit that he had problems?
- 4 Did Tasha and her friends like him?
- 5 Did he enjoy working at the supermarket?
- 6 What did Portillo try to persuade the youngest child to do?
- 7 Did Portillo find it easy to look after Ellie?
- 8 Who was the reviewer's favourite character in the programme?

- 5 1.1-1.2 Listen again and complete the sentences.

- 1 Michael Portillo volunteered to **step into single mum Jenny Miner's** _____ for a week.
- 2 Life as a single mum is going to be a **real** _____-opener.
- 3 It is one of **the high** _____ of his week.
- 4 It looks as if **he's bitten off more than he can** _____.
- 5 All his people skills and lessons in political diplomacy **will get him** _____.

- 6 Work in pairs. Explain the meaning of the phrases in bold in exercise 5.
- 7 Which politician in your country would you like to see in a similar TV programme? Why?

GRAMMAR: present simple & present continuous

- 1 Choose the correct phrases to complete the rules below. Then choose examples from the sentences highlighted in tapescripts 1.1-1.2 on page 135.

Use the *present simple* / *present continuous*

- to talk about facts (things that are always true) and permanent situations.

Example _____

- to talk about habits and actions that happen regularly.

Example _____

Use the *present simple* / *present continuous*

- to talk about actions that are happening at the moment of speaking.

Example _____

- to talk about temporary situations and activities.

Example _____

Usually use stative verbs in the *present simple* / *present continuous*.

Example _____ Not ~~is wanting to~~

➤ FOR THE PRESENT SIMPLE AND THE PRESENT CONTINUOUS WITH FUTURE MEANINGS, SEE PAGE 64

➤ SEE LANGUAGE REFERENCE PAGE 14

2 Choose the correct verb forms to complete the article.

Faking it is the hit TV series where people learn a new job in just a few weeks and then try to persuade experts that it's their real job! In this week's episode, a volunteer (1) *has / is having* four weeks to learn a new skill. This week's volunteer, Tim Hutch, usually (2) *works / is working* as a music teacher in a secondary school. In *Faking it*, he becomes a rock star. When you see him in the programme, he (3) *plays / is playing* live on stage in a rock band! In his real job as a music teacher, he (4) *teaches / is teaching* kids to play classical guitar. That's the only instrument he can play. But in *Faking it* he (5) *learns / is learning* to play the bass guitar. Tim Hutch has many challenges to face, but the thing he most (6) *wants / is wanting* to learn is how to dance in time. Don't miss it!

3 Write six sentences about yourself using these time expressions.

now usually once a week
this week never at the moment

VOCABULARY: verbs with two meanings

Some verbs can be both stative and dynamic, but the meaning changes. You can use the verbs *think*, *see* and *have* in the simple and continuous forms, but with different meanings.

I see what the problem is now.
(= I understand what the problem is now.)
I'm seeing a TV reviewer at ten tomorrow.
(= I have arranged to meet her.)

➤ SEE LANGUAGE REFERENCE PAGE 14

1 Choose the correct verb to complete the sentences.

- 1 *I think / am thinking* this is probably the best programme I've seen all year.
- 2 I don't know if Portillo *thinks / is thinking* about starting a new career.
- 3 I *see / am seeing* what you mean.
- 4 I *am seeing / see* two politicians for a meeting tomorrow.
- 5 Jenny Miner *has / is having* four children.
- 6 Look at Portillo. He *has / is having* a really good time at the party.

2 Work in pairs. Explain the meaning of each use of the verbs in exercise 1.

3 Complete the sentences with *see*, *have* or *think* in the present simple or present continuous.

see

- 1 He _____ his doctor next week.
- 2 She _____ why he lied to her but she isn't going to forgive him.

have

- 1 He _____ £5 in his pocket.
- 2 She _____ a party at her flat on Saturday.

think

- 1 He _____ about getting his hair cut this weekend.
- 2 She _____ reality TV shows should be banned.

4 Work in pairs. Use the three verbs from exercise 3 to make sentences that are true for you. Then tell your partner about yourself.

I think a lot of programmes on TV are very funny.
I'm thinking of going on holiday to Greece next year.

DID YOU KNOW?

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



For nearly one hundred years, only two British political parties have governed Britain. The Labour Party is a socialist party and its leaders have included Tony Blair and Harold Wilson. The Conservatives (also known as Tories) are traditionally more right-wing. Winston Churchill and Margaret Thatcher are perhaps the most famous leaders of the Tory Party so far. The Liberal Democrats are the third biggest political party in Britain. Their leaders have included David Steele and Charles Kennedy.

- What are the main political parties in your country?
- What are the differences between them?
- What other political parties are there?
- Who are the most famous members of these political parties?

1B | Britishness

SPEAKING & VOCABULARY: self-image

- 1 Complete the sentences in column A with a phrase from column B.



- | A | B |
|--------------------------------|--|
| 1 I think of myself as a Scot, | a <i>an old-age pensioner – I'm too busy for that.</i> |
| 2 I would describe myself | b <i>as quite fit for my age.</i> |
| 3 I don't see myself as | c <i>but I've lived in England for 25 years.</i> |
| 4 I'm proud to be the | d <i>grandmother of two very clever girls.</i> |
| 5 My family is the most | e <i>important thing to me.</i> |
| 6 My neighbours probably see | f <i>live in such a nice house.</i> |
| 7 I consider myself lucky to | g <i>me as a very friendly person.</i> |

- 2 Change the words in italics in exercise 1 to make sentences that are true for you. Compare your sentences with a partner.

I think of myself as a European, but I've lived in the US for the last ten years.

READING

- 1 Read the article about a test for people who want to become British citizens. Which of the people 1–8 think the test is a good idea?
- 2 Read the article again and answer the questions.
 - 1 Which European country already has a test for new citizens?
 - 2 What does Clive Morgan want the government to spend money on?
 - 3 What does Jon Snow think is dead?
 - 4 What has become a dirty word?
 - 5 Where does Claire Rayner come from?
 - 6 What do British people like doing in bars?
 - 7 Who came from Uganda?
 - 8 Who thinks that Britain needs more immigrants?
- 3 Do you think the test is a good idea? Why or why not?

Are you British enough?



The government has announced that it is to introduce a test about Britain and British culture for people who want to become British citizens. Here are some reactions:

- 1 I once read that the rock star Malcolm McLaren described being British as 'singing Karaoke in bars, eating Chinese noodles, wearing Prada and Nike, holidaying in Florida and Ibiza ...' Why do we need to test that? (Jared Steele, London nightclub owner)
- 2 People say they come from Yorkshire, Lancaster, or London, rather than coming from Britain as a whole. There's a certain snottiness in trying to define Britishness. If anybody asked, I would say I am a Londoner and a European. (Claire Rayner, writer)
- 3 I think 'Britishness' has died off in my lifetime and nothing has replaced it. When I was a child, Britishness was Winston Churchill and beefeaters. Now it's an irrelevant concept. (Jon Snow, TV newsreader)
- 4 Why do we need a test? Most people that I know would fail it. Why don't we welcome immigrants with open arms? (Penny Porter, Church of England priest)
- 5 My family is very proud to be British. We came here from Uganda in the 1970s. In those days, they didn't have a test, but I think it's a good idea. People are always asking: What does this country do for me? But a better question is: What can I do for my country? (Amina Patel, shopkeeper)
- 6 When I think of Britain, I think of the royal family, cricket, warm beer, cheese and cucumber sandwiches and wet weather. Who cares about these things? Why is the government wasting its time and our money on this? They should spend the money on better schools and decent hospitals. (Clive Morgan, rugby player)
- 7 What's the problem with a nationality test? Why all the fuss? In other countries, like Germany, the United States and Australia, you have to pass a test. Britain shouldn't be any different. (Dieter Krugger, investment analyst)
- 8 People forget that Britain used to be great. There was a time when we were proud to wear the Union Jack. What happened to all that good old-fashioned patriotism? It's become a dirty word now, but the true British qualities are still important. Of course, we should test them. (S Sullivan, MBE)



GRAMMAR: subject & object questions

Questions

This is the usual word order in questions:

question word	auxiliary	subject	infinitive
What	does	this country	do for me?
Why	do	we	need a test?

Subject questions

When the question word (*who*, *what*, *which* or *how many*) is the subject of the question, you do not need an auxiliary verb (*do*, *does* or *did*) with the present simple and past simple.

subject	verb
Who	cares about these things?
How many people	describe themselves as British?
What	happened to patriotism?

Object questions

If the question word is the object of a question, you use normal question word order with *do*, *does* or *did*.

object	auxiliary	subject	infinitive
Who	does	he	work for?
What	did	he	say?

SEE LANGUAGE REFERENCE PAGE 14

- Look at the questions in Reading exercise 2. Find four subject questions and four object questions.
- Correct the grammatical mistakes in four of these questions.
 - How many people do live in Scotland?
 - What did happen in 1066?
 - When can the British police arrest you without a reason?
 - What CRE stands for?
 - What number you do dial for the emergency services?
 - Who speaks Cornish?

- Use the prompts to make questions.

- Who became Britain's first woman prime minister in 1979?
- Who / become / Britain's first woman prime minister / in 1979?
- Which British political party / use / blue / as its official colour?
- Why / the policeman / stand / outside the house / in the photo above?
- What / happen / on Guy Fawkes' Day?
- When / women in Britain / vote / in political elections / for the first time?
- Which / English king / have / six wives?

SPEAKING

- Work in pairs. Turn to page 126. Choose the correct answer to the questions in Grammar exercises 2 and 3. If you do not know the answer, guess!
- Now work with a new partner. You are each going to see the answers for one exercise. Tell your partner if his/her answers are correct.

A: Turn to page 130. B: Turn to page 129.
- Work in groups. Prepare six questions that test knowledge of your own national culture. Use the examples in Grammar exercises 2 and 3 and these topics to help you.

everyday life famous people history
important places law multiculturalism
politics regions

- Work with students from another group. Ask them your test questions.

1c | First impressions

SPEAKING

- 1 Work in pairs. Discuss these questions.
 - When and where was the last time that you met someone new?
 - Who was it?
 - What was your first impression of them?
 - Were your first impressions accurate?
- 2 Think of five situations when it is important to look good and make a good impression.
- 3 Explain the meaning of the saying below. Do you agree or disagree? Give examples to explain your opinion.

You can't judge a book by its cover.

LISTENING

- 1 1.3–1.5 Listen to three conversations in an office and answer the questions.
 - 1 Look at the picture. Which man do you think Derek is? Why?
 - 2 Which of the women is Avril? How do you know?
- 2 1.3–1.5 Listen to the conversations again and say if the sentences are true (T) or false (F).
 - 1 Camilla is the new secretary.
 - 2 Derek is moving to a new office.
 - 3 The first thing Camilla wants to look at is the Accounts Department.
 - 4 Avril says she wants to work for Camilla.
 - 5 Derek thinks Camilla is intelligent and organized.
 - 6 Linda doesn't like Camilla.
 - 7 Camilla is thinking of closing one of the departments in the office.

- 3 Imagine that you are the new director. What would your first impressions be of the staff in the office?

VOCABULARY: describing people

- 1 Work in pairs. How many parts of the body can you name?
- 2 Match the groups of adjectives in column A to the nouns in column B.

A	B
1 average/muscular/slim	a eyes
2 bald/round/shaved	b hair
3 blond/shiny/wavy	c head
4 dark/narrow/wide	d nose
5 healthy/pale/tanned	e complexion
6 pointed/prominent/straight	f build

- 3 Write a list of eight famous people. Choose one of the people from your list and describe his/her appearance. Your partner must guess who you are describing.



FUNCTIONAL LANGUAGE: describing people

1 Match the questions 1–3 to the answers a–f.

- 1 What is she like?
- 2 What does she look like?
- 3 What does she like?

- a I think she's quite fond of chocolate.
- b She seems very calm and organized.
- c She's got a rather small, pointed face.
- d She's middle-aged with short dark hair.
- e She's very intelligent.
- f Tea.

2 Work in pairs. Write the names of four people you know. Use the questions in exercise 1 to find out more about the people whose names your partner has written.

A: Who's Mark?

B: He's my brother.

A: What's he like?

B: He's cheerful and funny.



3 Complete the sentences in column A with a phrase from column B.

- | A | B |
|-------------------|--|
| 1 She looks | a a film star. (+ noun) |
| 2 She looks like | b quite friendly. (+ adjective) |
| 3 She looks as if | c she is going to a wedding.
(+ phrase) |

4 Complete the sentences with *like*, *as if* or *-*.

- 1 He doesn't look _____ very happy.
- 2 He looks _____ a doctor.
- 3 He looks _____ about 55.
- 4 He looks _____ he has just woken up.
- 5 He looks _____ he wants to be somewhere else.
- 6 He looks _____ the prime minister.

PRONUNCIATION: intonation (lists)

1 1.6 Listen to this extract from one of the conversations in Listening exercise 1.

IT, personnel, sales and marketing, and then me

Notice how the voice goes up for each item of the list and then down at the end of the list.

2 Practise reading these lists in the same way.

- 1 Monday, Tuesday, Wednesday and Thursday
- 2 who, what, where, when and why
- 3 Camilla, Derek, Avril, Linda and Dave

3 1.7 Listen to the recording to check your pronunciation.

4 Work in pairs. Take it in turns to add one more item to the lists below. Repeat the whole list each time.

A: Britain, America, Australia and Canada

B: Britain, America, Australia, Canada and Ireland

- 1 Britain, America, Australia, ...
- 2 eyes, ears, nose, ...
- 3 intelligent, good-looking, kind, ...
- 4 mother, cousin, grandfather, ...
- 5 newspapers, magazines, books, ...

1 Language reference

GRAMMAR

Stative & dynamic verbs

Some verbs can only be used in the simple form. These are called stative verbs. They often describe emotions, opinions, the senses and states that do not change.

I love you. Not ~~I am loving you.~~

He seems friendly. Not ~~He is seeming friendly.~~

Here are some common stative verbs:

*agree appear be believe belong contain
dislike fit forget hate know last like
love matter mean need own prefer
realize remember seem understand want*

We can use most verbs in both the simple and the continuous forms. These are called dynamic verbs.

*The weather **is getting** worse.*

*It often **snows** in January.*

It is possible for some verbs to be both dynamic and stative if they have two different meanings.

*He **has** a house in north London. (have = own)*

*She's **having** a few problems. (have = experience)*

Other common verbs that can be dynamic or stative (with different meanings) include:

be feel see smell think

Present simple & present continuous

We use the present simple:

- to talk about facts (things that are always true) and permanent situations.

*She **lives** in a small flat.*

- to talk about habits and actions that happen regularly.

*She **drives** the kids to school every day.*

We use the present continuous:

- to talk about actions that are happening at the moment of speaking.

*He's **trying to** explain a problem to them.*

- to talk about temporary situations and activities.

*She's **going through** a very rebellious phase.*

We can sometimes use both the present simple and the present continuous. Our choice depends on how we see the action.

*I **live** in Madrid. (= I think this is permanent.)*

*I'm **living** in Madrid. (= I think this is temporary.)*

See page 64 for information about the present tenses with future meaning.

Subject & object questions

The usual word order in questions is:

	auxiliary verb	subject	verb
Who	does	he	work for?
What	do	you	do on New Year's Eve?
Which party	did	you	vote for?

These questions are called object questions because the question words (*who, what, which party*) are the object of the verb.

In some *Wh-* questions, the question word (*who, what, which* or *how many*) is the subject of the verb. These are called subject questions. With a subject question, we do not need an auxiliary verb (*do, does* or *did*) with the present simple and the past simple.

subject (question word)	verb
Who	thinks the test is a good idea?
What	happens on New Year's Eve?
Which party	won the last election?
How many people	voted for the government?

FUNCTIONAL LANGUAGE

Describing people

What is she like?

(= We are asking for a general description of the person.)

What does she look like?

(= We are asking for a description of the person's appearance.)

What does she like?

(= We are asking about the person's preferences or interests.)

	+ adjective <i>intelligent.</i>
She looks	like + noun <i>like a doctor.</i>
	as if/as though + phrase <i>as if she needs a holiday.</i>

Some English speakers use *like* instead of *as if/as though*. Many people, however, think this is incorrect.

*She looks **like** she needs a holiday.*

WORD LIST

See page 125 for a list of abbreviations.

Self-image

consider (sb) + <i>adj</i>	/kən'sɪdə/
consider (sb) to be ...	/kən'sɪdə tə bi:/
describe (sb) as ...	/drɪ'skraɪb əz/
proud to + <i>infinitive</i>	/praʊd tu:/
see (sb) as ...	/si: əz/
think of (sb) as ...	/θɪŋk əv əz/

Describing people

average <i>adj</i> ***	/æv(ə)rɪdʒ/
bald <i>adj</i> *	/bɔ:ld/
blond <i>adj</i> *	/blɒnd/
build <i>n</i> C *	/bɪld/
complexion <i>n</i> C *	/kəm'plekʃn/
dark <i>adj</i> ***	/dɔ:k/
healthy <i>adj</i> ***	/helθi/
muscular <i>adj</i>	/mʌskjələ/
narrow <i>adj</i> ***	/nærəʊ/
pale <i>adj</i> ***	/peɪl/
pointed <i>adj</i> *	/pɔɪntɪd/
prominent <i>adj</i> **	/prɒmɪnənt/
round <i>adj</i> ***	/raʊnd/
shaved <i>adj</i>	/ʃeɪvd/
shiny <i>adj</i> *	/ʃaɪni/
slim <i>adj</i> **	/slɪm/
straight <i>adj</i> **	/streɪt/
tanned <i>adj</i>	/tænd/
wavy <i>adj</i>	/weɪvi/
wide <i>adj</i> ***	/waɪd/

Other words & phrases

accounts <i>n</i> pl **	/ə'kaʊnts/
analyst <i>n</i> C **	/ænəlist/
approachable <i>adj</i>	/ə'prəʊtʃəbl/
arrest <i>v</i> **	/ə'rest/
arrogant <i>adj</i> *	/ærə'gənt/
automatic <i>n</i> C/ <i>adj</i> *	/ɔ:tə'mætɪk/
base <i>n</i> C ***	/beɪs/
beefeater <i>n</i> C	/bi:fi:tə/
bite <i>v</i> **	/baɪt/
boss <i>n</i> C ***	/bɒs/
branch <i>n</i> C ***	/brɑ:ntʃ/
budget <i>n</i> C ***	/bʌdʒɪt/
businesslike <i>adj</i>	/bɪznəs'laɪk/
button <i>n</i> C **	/bʌtn/
career <i>n</i> C ***	/kə'riə/
cashier <i>n</i> C	/kæ'ʃɪə/
challenge <i>n</i> C ***	/tʃælɪndʒ/
chaos <i>n</i> U **	/keɪɒs/

chew <i>v</i> **	/tʃu:/
citizen <i>n</i> C ***	/sɪtɪzn/
clever <i>adj</i> **	/kleɪvə/
clip <i>n</i> C *	/klɪp/
colleague <i>n</i> C ***	/kəli:g/
concept <i>n</i> C ***	/kɒnsept/
cope <i>v</i> ***	/kəʊp/
courtroom <i>n</i> C	/kɔ:t ru:m/
crossword <i>n</i> C *	/krɒswɜ:d/
cucumber <i>n</i> C	/kju:kʌmbə/
date <i>v</i> ***	/deɪt/
day-to-day <i>adj</i> *	/deɪtə'deɪ/
decent <i>adj</i> **	/di:sənt/
define <i>v</i> ***	/drɪfaɪn/
dial <i>v</i> *	/daɪəl/
diplomacy <i>n</i> U	/drɪplə'masi/
emergency	/ɪ'mɜ:dʒənsi/
services <i>n</i> pl	sɜ:vɪsɪz/
expense <i>n</i> C ***	/ɪk'spens/
expert <i>n</i> C ***	/ekspɜ:t/
eye-opener <i>n</i> C	/aɪ ə'pɒnə/
fake <i>v</i> / <i>adj</i> / <i>n</i> C	/feɪk/
fidget <i>v</i>	/fɪdʒɪt/
fireworks <i>n</i> pl	/faɪəwɜ:ks/
fit <i>adj</i> **	/fɪt/
flatly <i>adv</i>	/flætli/
fuel <i>n</i> U ***	/fju:əl/
fuss <i>n</i> U *	/fʌs/
get away with (sth) <i>v</i>	/get ə'weɪ wɪð/
give (sb) away <i>v</i>	/gɪv ə'weɪ/
govern <i>v</i> **	/gəvɪn/
head office <i>n</i> C	/hed 'ɒfɪs/
headquarters <i>n</i> pl **	/hed'kwɔ:təz/
hero <i>n</i> C **	/hɪərəʊ/
imaginary <i>adj</i> *	/ɪ'mædʒɪnəri/
immigrant <i>v</i>	/ɪmɪgrənt/
impress <i>v</i> **	/ɪm'pres/
instrument <i>n</i> C ***	/ɪnstrə'mənt/
intrigue <i>v</i>	/ɪn'tri:g/
invade <i>v</i> *	/ɪn'veɪd/
invasion <i>n</i> C **	/ɪn'veɪʒn/
investment <i>n</i> C ***	/ɪn'vestmənt/
irrelevant <i>adj</i> **	/ɪ'reləvənt/
judgement <i>n</i> C **	/dʒʌdʒmənt/
karaoke <i>n</i> U	/kæ'rɪ'əʊki/
kid <i>n</i> C ***	/kɪd/
liar <i>n</i> C	/laɪə/
lie <i>v</i> / <i>n</i> C ***	/laɪ/
lifestyle <i>n</i> C **	/laɪf'staɪl/
likeable <i>adj</i>	/laɪkəbl/
live off (sth/sb) <i>v</i>	/lɪv ɒf/
marketing <i>n</i> U ***	/mɑ:kɪtɪŋ/
mayor <i>n</i> C **	/meɪə/

mess around <i>v</i>	/mes ə'raʊnd/
modest <i>adj</i> **	/mɒdɪst/
multiculturalism <i>n</i> U	/mʌlti 'kʌltʃərəlɪzəm/
mum <i>n</i> C **	/mʌm/
noodle <i>n</i> C	/nu:dl/
old-age pensioner <i>n</i> C	/əʊld eɪdʒ 'penʃ(ə)nə/
palm <i>n</i> C **	/pɔ:m/
parliament <i>n</i> C ***	/pɑ:ləmənt/
patiently <i>adv</i>	/peɪʃəntli/
patriotism <i>n</i> U	/pætrɪə'tɪzəm; 'peɪtrɪə'tɪzəm/
personnel <i>n</i> pl **	/pɜ:sə'nel/
phase <i>n</i> C ***	/feɪz/
pigeon <i>n</i> C *	/pɪdʒən/
political <i>adj</i> ***	/pə'lɪtɪkl/
politician <i>n</i> C **	/pə'lɪtɪʃn/
pretend <i>v</i> **	/prɪ'tend/
racism <i>n</i> U *	/reɪsɪz(ə)m/
reality TV <i>n</i> U	/ri:ə'ləti ti'vi:/
rebellious <i>adj</i>	/rɪ'beljəs/
refugee <i>n</i> C ***	/refjʊ'dʒi:/
replace <i>v</i> ***	/rɪ'pleɪs/
reviewer <i>n</i> C	/rɪ'vju:ə/
rhythm <i>n</i> C **	/rɪðəm/
right-wing <i>adj</i> *	/raɪt'wɪŋ/
royalties <i>n</i> pl	/rɔɪəltɪz/
scary <i>adj</i> *	/skeəri/
self-important <i>adj</i>	/selfɪm'pɔ:tənt/
sincere <i>adj</i> *	/sɪn'sə/
single parent <i>n</i> C	/sɪŋgl 'peərənt/
snottiness <i>n</i> U	/snɒtɪnəs/
socialist <i>adj</i> / <i>n</i> C	/səʊʃəlɪst/
soft spot <i>n</i> C	/sɒft 'spɒt/
specialize in (sth) <i>v</i>	/speʃəlaɪz ɪn/
spot <i>v</i> **	/spɒt/
staff <i>n</i> U ***	/stɑ:f/
stage <i>n</i> C ***	/steɪdʒ/
stand for <i>v</i>	/stænd fɔ:/
stick to <i>v</i>	/stɪk tu:/
stubborn <i>adj</i> *	/stʌbən/
sweaty <i>adj</i>	/sweti/
stumble <i>v</i> *	/stʌmbəl/
technical <i>adj</i> ***	/tek'nɪkl/
telltale <i>adj</i>	/tel'teɪl/
tension <i>n</i> U ***	/tenʃn/
tight <i>adj</i> *	/taɪt/
till <i>n</i> C	/tɪl/
traditionally <i>adv</i>	/trə'dɪʃnəli/
typical <i>adj</i> ***	/tɪpɪkl/
volunteer <i>n</i> C/ <i>v</i>	/vɒləntɪə/
watch out <i>v</i>	/wɒtʃ 'aʊt/