

10A | Secrets

VOCABULARY: illusions

- 1 Read the text below and replace the words in italics with a word from the box.

audience fake performed pretended stage vanished

I once saw a magician who (1) *did* an incredible trick. He took a long knife and put it into his mouth. He (2) *acted as if* it was really painful. I was sure that the knife was (3) *not real*, but then he took it out of his mouth and used it to cut an apple in half. Then he ate the apple.

He then asked a member of the (4) *public* to come to the (5) *front of the theatre* and he put the knife into her mouth. He closed her mouth and then opened it again. The knife had completely (6) *disappeared* and in its place were the two pieces of apple.

- 2 What are the best magic tricks you have seen? Do you have any idea how the tricks work?

READING

- 1 Read the magazine article about the Masked Magician and choose the best explanation for 'the secret is really out of the bag' (lines 10–11).

- a someone has given a secret away
b someone has a new secret

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

- 1 Most people want to understand how magic tricks are done.
- 2 A series of TV programmes explains how some tricks work.
- 3 You need special powers to do the most amazing tricks.
- 4 Only magicians can buy equipment for tricks.
- 5 Lenny Montano is not popular with other magicians.
- 6 Some magicians have lost a lot of money.
- 7 Montano says that he wants to make more money.

- 3 Find the words 1–5 in the article and choose the best definition for each.

- | | | |
|-----------|------------------------------|-------------------------------------|
| 1 hidden | a you can see it | b you can't see it |
| 2 reveal | a give away | b keep |
| 3 traitor | a a person who keeps secrets | b a person who doesn't keep secrets |
| 4 spoiled | a made better | b made worse |
| 5 suspect | a think | b pretend |

The Tricks of the Trade

Everybody loves a secret and nobody loves a secret more than magicians. As we sit and watch the magician pulling a rabbit out of a hat, there is only one question on most people's minds: how did he do that? Skilled magicians will take advantage of the fact we want to know how the tricks are done and will even pretend to make a mistake. Just when we think that we understand the trick, he does it another way and we know that we must be wrong. But now the secret is really out of the bag and magicians around the world are furious.

In a series of programmes for Fox TV, the Masked Magician (whose real name is Lenny Montano) has shown viewers how to do some of the world's most amazing tricks. There are no real surprises. Hidden assistants, fake boxes, locks and other special equipment are the usual, simple explanations. If you have \$500, you can even buy the equipment for the 'floating-on-a-chair' trick on the internet.

It is well-known that magicians share a code of secrecy and agree never to reveal their secrets. Understandably, many of them feel that Lenny Montano is a traitor. Once we know the secret of a trick, the magic vanishes. Magicians who have spent thousands of dollars are less than happy to find their equipment worthless and their shows spoiled. One man in Brazil has lost more than \$500,000 as a result of the TV show and may have to close his magic store. Some magicians in Brazil and the US are so angry that they have taken Montano and his TV company to court.

Montano, however, is not apologetic. He says that he did his TV show because of his love of magic. Magic, he suggests, was becoming boring and needed to excite people again. His critics suspect that this may not be the whole truth. Montano, they say, was never a very good magician. Money might provide a better explanation for his show. Before the Fox TV shows, Lenny Montano was just one of hundreds of unknown magicians performing in Las Vegas. Now, his own stage show can pull big audiences and success is guaranteed.

GRAMMAR: modals of speculation 1 (present time)

Use a modal verb + infinitive to make guesses or speculate about the present or the future.

sure ↑ less sure ↓ sure	subject	must might (not) may (not) could can't	infinitive (be, have, etc.)
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*We **must** be wrong.*

*They **may not be able to** repeat the trick a second time.*

SEE LANGUAGE REFERENCE PAGE 104

1 Choose the correct verbs to complete the conversation.

A: Look! Over there! It's David Copperfield, the magician!

B: No! It (1) *can't* / *must* be him. He's too old.

A: Are you sure? I think it (2) *might* / *might not* be him. He looks very similar.

B: No, it (3) *may* / *must* be someone else. David Copperfield has got brown eyes, not blue.

A: Oh, yes, you're right. But it (4) *could* / *must* be his cousin ...

B: Why don't you ask him?

A: No, he (5) *must* / *might* get angry!

2 Look at the photo and write as many sentences as you can about it using modal verbs.

It can't be the same woman in the two boxes.



3 Work in pairs. Compare your sentences in exercise 2. Explain why you chose your modal verbs.

PRONUNCIATION: sentence stress

1 2.16 Listen to a sentence said in two different ways. Underline the word that is stressed each time.

- The show might be fun.
- The show might be fun.

The position of the stress in the sentence changes its meaning.

	stressed modal	unstressed modal
<i>may</i> <i>might</i> <i>could</i>	less sure	more sure
<i>must</i> <i>can't</i>	more sure	less sure

2 2.17 Listen to the sentences below. Is the speaker more (M) or less (L) sure of what he is saying?

- I might be able to help you.
- They may be very busy later.
- I'll answer the phone – it could be for me.
- You must be very tired.
- You can't be serious!

3 Work in pairs. Practise saying the sentences in exercise 2. Your partner must decide if you are more or less sure of what you are saying.

SPEAKING

1 Work in two groups, A and B. You are going to do a magic trick.

Group A: Turn to page 130.

Group B: Turn to page 133.

In your groups, read the instructions and practise the trick.

2 Work in pairs with one student from Group A and one student from Group B. Show your partner the trick. Can he/she guess how it's done?

SPEAKING & VOCABULARY: word families

1 Complete the table with the correct words.

adjective	noun	negative adjective	negative noun	adverb
possible	(1) _____	(2) _____	(3) _____	(4) _____
(5) _____	(6) _____	(7) _____	(8) _____	probably
(9) _____	(10) _____	unlikely	_____	_____
(11) _____	certainty	(12) _____	(13) _____	(14) _____
definite	_____	_____	_____	(15) _____

2 Complete the sentences with the correct form of the words in brackets.

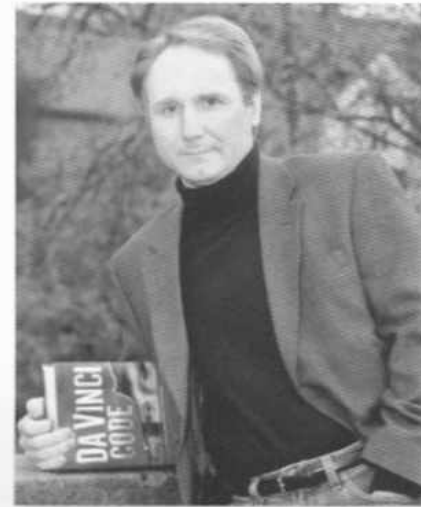
- I definitely agree with that. (*definite*)
- That's very _____ to be true. I find it very hard to believe. (*likely*)
- There's very little _____ of that being true. (*probable*)
- That's _____ a lot of nonsense. (*certain*)
- Nobody could believe that – it's an absolute _____. (*possible*)
- I can't say with any _____ that that's correct. (*certain*)
- That sounds a very _____ idea. I'd be very surprised. (*probable*)
- That might just _____ be true, but I doubt it. (*possible*)

3 Work in pairs. Discuss the conspiracy theories. How true do you think these conspiracy theories are?

- Some businesses control our minds through hidden messages in television pictures.
- The HIV virus was developed as a biological weapon.
- Oil companies have found an alternative source of cheap energy, but they are keeping it a secret.
- Pharmaceutical companies could find cures for many diseases if they really wanted to.
- The secret services can listen to everything we say.
- American scientists have made contact with aliens.
- A secret group of politicians and businessmen control most of the world.

4 Work with your partner. Make your own conspiracy theory by completing the text.

The world is controlled by (1) _____ with the help of (2) _____. They want to (3) _____ and they have been responsible for many important events, including (4) _____. In the next few years, they will probably (5) _____.



LISTENING

1 Work in pairs. What do you think is the connection between the words and phrases?

a Harvard professor the future of the world
the director of the Louvre museum
a secret organization murdered

2 2.18 Listen to the first part of a radio programme. Were your guesses right?

3 2.19 Listen to the second part of the programme. How many of the callers think there may be some truth to the story?

4 2.19 Listen to the second part again and complete the sentences with David (D), Gary (G), Amanda (A), Megan (Mg) or Michael (M).

- _____ thinks that some of the other speakers watch too much TV.
- _____ thinks that the book's secret is not very important.
- _____ thinks that the CIA is reading our emails.
- _____ thinks that *The Da Vinci Code* is a good book.
- _____ thinks that there is a connection between the US government and *The Da Vinci Code*.
- _____ thinks that there is no connection between the CIA and *The Da Vinci Code*.

5 Have you read *The Da Vinci Code*? What did you think? Do you believe it?

GRAMMAR: modals of speculation 2 (present time)

Use a modal verb + *be* + verb + *-ing* to make guesses or speculations about actions in progress now.

sure ↑ less sure ↓ sure	subject	must might (not) may (not) could can't	be + verb + -ing
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Someone **might be watching** you.
You **must be joking**.
Could he be telling the truth?

SEE LANGUAGE REFERENCE PAGE 104

DID YOU KNOW?

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



Glastonbury

Glastonbury, a town in the south-west of England, is a magical and mysterious place. There are many legends and myths about it. A large number of people believe that one of the followers of Jesus Christ, a man called Joseph of Arimathea, brought the Holy Grail (the cup that Christ used at the Last Supper) to England, and buried it at Glastonbury. They also say that he built the first church in England in Glastonbury. Archaeological research shows that there may have been an early Christian church in the town.

There is also a connection with King Arthur and his knights of the Round Table, who spent their lives looking for the Grail. In the 12th Century, some monks announced that they had found King Arthur's grave at Glastonbury, along with a stone. On the stone there was some writing that said, 'Here lies Arthur, king.'

- Are there any magical or mysterious places in your country?
- What stories are associated with these places?

- 1 Find four examples of modal verbs followed by *be* + verb + *-ing* in tapescript 2.19 on pages 149–150.
- 2 2.20 Listen to the recording. You will hear seven different actions from the story of *The Da Vinci Code*. After each action, say what you think Robert Langdon is doing. Use a modal verb of speculation and the ideas below to help you.

He might be hiding his gun.

- escaping from the police in the Louvre
- hiding his gun
- looking for a key in a desk
- looking for information in a library
- looking for information on the internet
- reading about himself in a newspaper
- trying to open a locked door
- typing a letter to his girlfriend
- walking around an old church

- 3 Think of four people you know. What do you think they are doing now? Write two sentences with modals of deduction for each person.

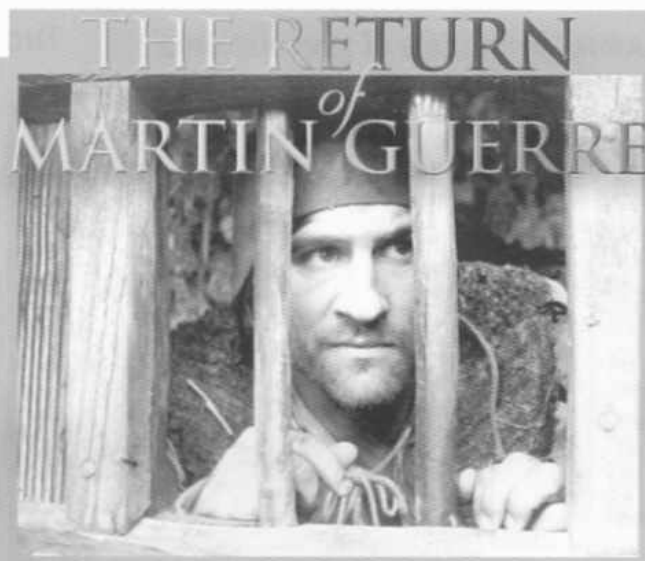
My friend Pete could be presenting sales figures in a meeting.
He can't be sitting at home.



10B | Mysteries

READING

- 1 The film *The Return of Martin Guerre* tells the story of a man who is not what he seems. Even his wife did not know the truth about him. What do you think the truth was?
- 2 Read the story of Martin Guerre and put the paragraphs in order. Was your guess in exercise 1 correct?
- 3 Read the story again. Complete the sentences 1–7 with the phrases a–g.
 - 1 This is the story of a man who suddenly
 - 2 Years later, another man
 - 3 Almost everybody in the family
 - 4 However, the man's uncle
 - 5 In the end, the real Martin Guerre
 - 6 Everybody now
 - 7 The second man
 - a believes that it is the man who left.
 - b is killed for his crime.
 - c knows the truth.
 - d leaves his wife and child without any explanation.
 - e returns home from the war.
 - f suspects that something is wrong.
 - g takes his place.
- 4 Could Bertrande really have believed that Arnaud was her husband? Why or why not?



- A Pierre accused Martin of being an imposter. Martin was arrested and went to court. At the trial, Bertrande supported her husband. She refused to believe that he was someone else. Arnaud du Tilh convinced the judges that he was telling the truth. The case seemed to be closed when the real Martin Guerre dramatically returned. He had one leg and he had been a soldier. He and du Tilh had been friends in the army.
- B There was no news of him until, eight years later, a man arrived in Artigat who claimed to be Martin. His appearance was similar to Martin's, but there were a number of differences. However, he managed to convince Bertrande, his uncle and his four sisters that he was the real Martin Guerre. He moved in with Bertrande and they had two more children. It seems that this time the marriage was much happier.
- C When Bertrande also agreed that the man with one leg was her real husband, du Tilh finally admitted his crime. The judges decided that he deserved to die and, four days later, he was hanged in front of the Guerre's family house. The case was solved, but one question remained. How could Bertrande have believed that du Tilh was her husband? Martin Guerre thought that his wife must have known the truth and he never forgave her.
- D Martin Guerre was fourteen years old when he got married to Bertrande de Rols, whose family also lived in the village of Artigat in the south of France. It was not a happy marriage, but after eight years, they had a son, Sanxi. Then, when Sanxi was only a few months old, Martin suddenly disappeared. The reasons for his disappearance are not clear, but it is thought that he may have had an argument with his father.
- E After a few years, Martin's uncle, Pierre, began to suspect the new Martin. The two men argued about money and Pierre even tried to kill him. Bertrande saved Martin's life. Pierre also met a soldier who said that Martin's real name was Arnaud du Tilh. Arnaud had pretended to be Martin because he wanted to get his money. The real Martin Guerre had lost a leg in the war.

GRAMMAR: modals of speculation (past time)

Use a modal verb + *have* + past participle to make guesses or to speculate about the past.

sure ↑ less sure ↓ sure	subject	must might (not) may (not) could can't couldn't	have	past participle (<i>had, known, seen, said, etc.</i>)
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*He **may have had** an argument with his father.
She **must have known** the truth.
How **could** she **have believed** him?*

SEE LANGUAGE REFERENCE PAGE 104

- Match the sentences 1–6 to one of the newspaper headlines a–d.
 - Politician's clothes found on beach
 - Police find box of snakes on highway
 - ALIEN ATTACKS TEACHER
 - Six people see monster in Chinese mountains

- I'm sure they didn't come from a zoo.
- Someone definitely left them there.
- It's possible that they attacked someone.
- Maybe they fell off the back of a lorry.
- Perhaps they weren't dangerous.
- There's a possibility that someone intended to pick them up later.

- Rewrite the sentences in exercise 1 beginning with the words given below and a modal verb.

- They can't have come from a zoo.*
- They ...
- Someone ...
- They ...
- They ...
- Someone ...

- Now make deductions about the other headlines.

*It can't have been an alien!
It might have been someone dressed as an alien.*

- 2.21–2.24 Listen to the recordings to find out what really happened.

VOCABULARY: verbs followed by infinitive

- These words are highlighted in the story about Martin Guerre. Underline the words and the two words that follow them in the story.

began claimed deserved managed
pretended refused seemed tried

- Work in pairs. Complete the text with words from the box in exercise 1.

Before their wedding, Nicola's husband (1) seemed to be normal in every way. But afterwards, he (2) _____ to act very strangely. He often came home late from work and he (3) _____ to say where he had been. Nicola (4) _____ not to mind, but she was very worried. She (5) _____ to speak to him, but he never explained why he was late. Then, one day at dinner, he suddenly (6) _____ to be an alien. He said that all humans were bad and (7) _____ to die. He was very excited, but Nicola (8) _____ to calm him down. But the next morning, her husband had gone and she never saw him again.

SPEAKING

- Work in groups, A and B. You are going to work out the answer to a mystery.

Group A: Read the information below. Find out more information by asking the students in Group B questions. They can only answer *Yes, Sort of, No or Not exactly*.

A woman went to the shops and bought a new pair of shoes. Later that day, she went to work and died. How did she die?

After every eight questions, discuss what you have learnt with the other members of your group.

Group B: Turn to page 132. Read the explanation of the situation and answer the questions the students in group A ask you. You can only answer *Yes, Sort of, No or Not exactly*.

- Now exchange roles.

Group B: Try to work out the answer to the mystery.

A man was staying in a motel. He went outside to his car and hooted on the horn. He then returned to his room. Why did he hoot on the car horn?

Group A: Turn to page 128 and answer the questions the students in Group B ask you.

10c | Strictly confidential PRIVATE



SPEAKING

- 1 Work in pairs. Which of the following pieces of information about you are the most confidential?
 - your age
 - the way that you vote
 - your emails and where you surf on the internet
 - your financial situation
 - your employment record
 - your school record
- 2 Which pieces of information in exercise 1 do you think the following people have the right to know? Explain your reasons.
 - parents about their children
 - husbands or wives about their partners
 - employers about their staff
 - schools or universities about their students
 - governments about the people

LISTENING

- 1 2.25 Listen to the conversation between Camilla, Dave and Peter. Answer the questions.
 - 1 What are they thinking of doing?
 - 2 Who is for and who is against the idea?
- 2 2.25 Listen to the conversation again. Put the points in the correct order.

The new system

 - ☐ will stop people wasting time.
 - ☐ will show the staff that it is important to cut costs.
 - ☐ will stop people from visiting gambling websites.
 - ☐ will help to avoid problems with computer viruses.
 - ☐ will make people feel unhappy.
 - ☐ will cost money in the short term.
- 3 Do you think it is a good idea for companies (or schools) to introduce systems like this?

FUNCTIONAL LANGUAGE: advantages & disadvantages

- 1 Choose the correct words and phrases to complete the sentences.
 - 1 We should think a little more about the *drawbacks* / *pros* and cons.
 - 2 The *benefits* / *troubles* of this are pretty obvious.
 - 3 There may be one or two hidden *drawbacks* / *problem*.
 - 4 The good *disadvantage* / *thing* about this system is that it stops time-wasting.
 - 5 The *advantages* / *trouble* is that our computer system is open to viruses.
 - 6 You were worried about some of the *disadvantages* / *thing* of doing this.
 - 7 I can't see any *gained* / *point* in waiting.
 - 8 The other *benefits* / *problem* with this is the whole question of confidentiality.
 - 9 I think there's a lot to be *benefit* / *gained*.
- 2 Look at tapescript 2.25 on pages 150–151 to check your answers.
- 3 Complete the conversation with the words in italics from exercise 1. Sometimes more than one answer is possible.

A: We've designed a new system that scans customers' emails to look for particular words.

B: What's the (1) _____ in that?

A: Well, the great (2) _____ of it is that we can send advertisements that match the things that people talk about.

B: But isn't there a (3) _____ with people who don't want to receive advertisements?

A: Maybe, but there are so many other (4) _____ – special offers, low prices and so on – that they'll want to use our service.

B: And it's a good (5) _____ for the advertisers, of course.

A: Yes, there's a lot to be (6) _____ for them. One of the (7) _____ in the past was that they didn't know who to send the advertisements to.

SPEAKING

Roleplay

- 1 Read the newspaper article about installing CCTV in schools.



Have your say:

Spying on our kids?

As we know, the behaviour of school children is getting worse across the UK. Vandalism, violence and bullying are all on the increase in our schools. More and more schools are trying to help solve this problem by installing

CCTV cameras in our schools so that the small minority who cause trouble can be caught.

In Crookton, our Mayor is thinking about spending some of his budget on such cameras. The cameras will be in classrooms, corridors, toilets and playgrounds.

A public debate on this issue will take place in the town hall this Friday. If you want to have your say, come along.



- 2 Work in four groups, A–D. You are going to prepare a list of five reasons for or against the introduction of CCTV cameras.

Group A: You represent the teachers in your town's schools. You are against the introduction of CCTV.

Group B: You represent the parents of school children in your town. You support the introduction of CCTV.

Group C: You represent school children in your town. You are against the introduction of CCTV.

Group D: You represent the local government in your town. You support the introduction of CCTV.

In your groups, prepare your reasons for or against the introduction of CCTV.

- 3 Now choose a representative from each group. Present your arguments for or against the introduction of CCTV.

VOCABULARY: idioms

- 1 Complete the idiomatic expressions 1–6 with a word from the box.

bright cracking feet high point safe

- Do you like to get up _____ and early or do you prefer to stay in bed as long as possible?
 - Do you know anyone who goes on and on and never gets to the _____ when they are speaking?
 - In general, do you live dangerously or play it _____?
 - What was the _____ point of your day yesterday and what was the worst moment?
 - When there is something you have to do, do you prefer to get _____ immediately or do you prefer to wait a bit?
 - When was the last time you didn't want to do something and you dragged your _____?
- 2 Find and underline these idioms in tapescript 2.25 on pages 150–151.
- 3 Work in pairs. Ask and answer the questions in exercise 1. Do you know any more English idioms? What are they?

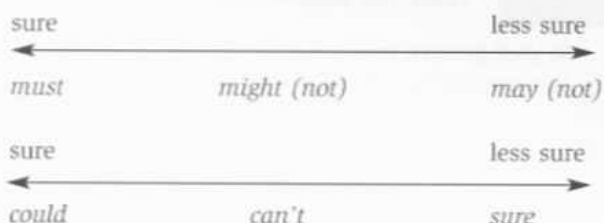
10 | Language reference

GRAMMAR

Modals of speculation (present & past time)

We can use modal verbs to make guesses about the present, the past and the future.

The choice of modal verb shows how sure we are about our guess.



We use the modal verb + infinitive to make guesses about the present or the future.

*You **must be** very tired.*

*I **might need** your help later.*

*He **can't be** serious.*

We use the modal verb + *be* + *-ing* form to make guesses about actions in progress now.

*She **must be having** problems at work.*

*I'm not sure where he is. He **could be having** a bath.*

*She **might be working** for the CIA.*

We use the modal verb + *have* + past participle to make guesses about the past.

*They **must have arrived** by now.*

*He **might not have known** her true identity.*

*It **can't have been** a surprise.*

FUNCTIONAL LANGUAGE

Advantages and disadvantages

The pros and cons of + noun/-ing form

The good/bad thing about + noun/-ing form is ...

The advantage of + noun/-ing form

The benefit/benefits of + noun/-ing form

There's a lot to be gained from + -ing form

The disadvantage of + noun/-ing form

The drawback of + noun/-ing form

The trouble with + noun/-ing form

The problem with + noun/-ing form

There's no point in/There isn't any point in + -ing form

There's nothing to be gained from + -ing form

WORD LIST

Illusions

act <i>v</i> ***	/ækt/
audience <i>n</i> C ***	/ˈɔːdiəns/
fake <i>adj/n</i> C	/feɪk/
magician <i>n</i> C	/məˈdʒɪʃn/
perform <i>v</i> ***	/pəˈfɔːm/
pretend <i>v</i> **	/prɪˈtend/
public <i>n</i> ***	/ˈpʌblɪk/
reveal <i>v</i> ***	/rɪˈviːl/
stage <i>n</i> C ***	/steɪdʒ/
trick <i>n</i> C **	/trɪk/
vanish <i>v</i> **	/vænɪʃ/

Word families

certain <i>adj</i> ***	/sɜːtən/
certainly <i>adv</i> ***	/sɜːtnli/
certainty <i>n</i> C **	/sɜːnti/
definite <i>adj</i> **	/def(ə)nət/
definitely <i>adv</i> **	/def(ə)nətli/
impossibility <i>n</i> C	/ɪmˈpɒsəbɪləti/
impossible <i>adj</i> ***	/ɪmˈpɒsəbl/
improbability <i>n</i> C	/ɪmˈprɒbəbɪləti/
improbable <i>adj</i>	/ɪmˈprɒbəbl/
likelihood <i>n</i> U *	/ˈlaɪklɪhʊd/
likely <i>adj</i> ***	/ˈlaɪkli/
possibility <i>n</i> C ***	/pɒsəbɪləti/
possible <i>adj</i> ***	/pɒsəbl/
possibly <i>adv</i> ***	/pɒsəbli/
probability <i>n</i> C **	/prɒbəbɪləti/
probable <i>adj</i> **	/prɒbəbl/
probably <i>adv</i> ***	/prɒbəbli/
uncertain <i>adj</i> **	/ʌnˈsɜːtən/
uncertainty <i>n</i> C **	/ʌnˈsɜːnti/
unlikely <i>adj</i> ***	/ʌnˈlaɪkli/

Verbs followed by infinitive

begin ***	/brɪn/
claim ***	/kleɪm/
deserve **	/dɪˈzɜːv/
manage ***	/ˈmænɪdʒ/
pretend **	/prɪˈtend/
refuse ***	/rɪˈfjuːz/
seem ***	/siːm/
try ***	/traɪ/

Idioms

bright and early	/braɪt ən ˈɜːli/
drag your feet	/dræg jə ˈfiːt/
get cracking	/get ˈkrækɪŋ/
get to the point	/get tə ðə ˈpɔɪnt/
high point	/haɪ ˈpɔɪnt/
play it safe	/pleɪ ɪt ˈseɪf/

Other words & phrases

accuse <i>v</i> ***	/əˈkjuːz/
admit <i>v</i> ***	/ədˈmɪt/
alien <i>n</i> C **	/eɪliən/
ape <i>n</i> C	/eɪp/
apologetic <i>adj</i>	/əˈpɒlədʒetɪk/
archaeological <i>adj</i>	/ˌɑːkɪəˈlɒdʒɪkl/
army <i>n</i> C ***	/ˈɑːmi/
biological <i>adj</i> **	/baɪəˈlɒdʒɪkl/
bullying <i>n</i> U	/ˈbʊlɪŋ/
bury <i>v</i> **	/beri/
calm down <i>v</i>	/kɑːm ˈdaʊn/
casino <i>n</i> C	/kəˈsɪnəʊ/
CCTV <i>n</i> C	/sɪˈsɪtiˈviː/
compartment <i>n</i> C *	/kəmˈpɑːtmənt/
confidentiality <i>n</i> U	/kɒnfɪdənsɪələti/
crazy <i>adj</i> **	/ˈkreɪzi/
dating agency <i>n</i> C	/ˈdeɪtɪŋ ˌeɪdʒənsi/
deaf <i>adj</i> **	/def/
equipment <i>n</i> U ***	/ˈrkwɪpmənt/
float <i>v</i> **	/fləʊt/
furious <i>adj</i> **	/ˈfjʊəriəs/
grave <i>n</i> C **	/ɡreɪv/
guardian <i>n</i> C	/ˈɡɑːdiən/
gun <i>n</i> C ***	/ɡʌn/
hack into <i>v</i>	/hæk ˈɪntuː/
hang <i>v</i> ***	/hæŋ/
heel <i>n</i> C **	/hiːl/
hoot <i>v</i>	/huːt/
imposter <i>n</i> C	/ɪmˈpɒstə/
in the long/short term	/ɪn ðə ˈlɒŋ/ˈʃɔːt tɜːm/
knight <i>n</i> C	/naɪt/

minority <i>n</i> C ***	/maɪˈnɒrəti/
moral <i>adj</i> ***	/ˈmɒrəl/
motel <i>n</i> C	/məʊtel/
murder <i>n</i> C/v ***	/ˈmɜːdə/
murderer <i>n</i> C *	/ˈmɜːdərə/
mysterious <i>adj</i> **	/mɪˈstɪəriəs/
obvious <i>adj</i> ***	/ˈɒbvɪəs/
pharmaceutical <i>adj</i>	/fɑːməˈsjʊtɪkl/
phone-in <i>n</i> C	/ˈfəʊnɪn/
productivity <i>n</i> U **	/prɒdʌktɪvəti/
rabbit <i>n</i> C **	/ˈræbɪt/
ruin <i>v</i> **	/ruːn/
satellite <i>n</i> C **	/ˈsætəlaɪt/
scan <i>v</i> **	/skæn/
scandal <i>n</i> C/U **	/ˈskændl/
scare <i>v</i> *	/skeə/
secrecy <i>n</i> U	/ˈsɪkrəsi/
secret agent <i>n</i> C	/sɪˈkrət ˈeɪdʒənt/
software <i>n</i> U ***	/ˈsɒftweə/
spoil <i>v</i> **	/spɔɪl/
spy on <i>v</i>	/spaɪ ˈɒn/
suspect <i>v</i> ***	/səˈspekt/
tactic <i>n</i> C **	/ˈtæktɪk/
technology <i>n</i> C/U ***	/tekˈnɒlədʒi/
terrorist <i>n</i> C **	/ˈterərɪst/
traitor <i>n</i> C *	/ˈtreɪtə/
understandably <i>adv</i>	/ʌndəˈstændəbli/
upset <i>v</i> **	/ʌpˈset/
vandalism <i>n</i> U	/ˈvændəlɪz(ə)m/
weapon <i>n</i> C ***	/ˈwepən/
worthless <i>adj</i>	/wɜːθləs/