

# 7A | Life changes

## VOCABULARY: phrasal verbs with *live* READING

- 1 Complete the sentences with words from the box.

for off on out of through up to

- 1 I love travelling and I'm quite happy living \_\_\_\_\_ a suitcase.
  - 2 I don't need much money to live \_\_\_\_\_ - just enough for food and basics.
  - 3 I can't understand people who live \_\_\_\_\_ their work - there are more important things in life.
  - 4 You haven't really lived if you haven't lived \_\_\_\_\_ difficult times.
  - 5 I want to live my own life. I'm not interested in living \_\_\_\_\_ my parents' expectations.
  - 6 There's no point working if you can live \_\_\_\_\_ social security.
- 2 Work in pairs. Do you agree or disagree with the sentences in exercise 1?

- 1 Read the article below about a woman who has moved from the city to the country. Answer these questions.

- 1 What was Zoe doing before she moved?
- 2 Why did she move?
- 3 Is she happy with her decision? Why or why not?

- 2 Read the article again and put the phrases a-g in the gaps 1-7.

- a and I just didn't feel like looking for another job
- b and a busy social life of expensive restaurants and late-night clubs
- c and she blushed with embarrassment
- d and I knew I wanted to stay
- e and one of Kathy's wonderful dinners
- f and says she has no regrets
- g and she has learnt to drive a tractor

- 3 Work in pairs. Discuss these questions.

- Zoe says that she has no regrets. Do you think that she will have any regrets later?
- Are you happy with your lifestyle? Why or why not?
- Would you like to make a radical change to your lifestyle? What kind of change?

## Redundancy was the best thing that ever happened to me

**L**ike many of her colleagues, Zoe Chambers lived for her work. She was a successful PR consultant and life was going well - she had a great job, a beautiful flat on London's fashionable King's Road (1) \_\_\_\_\_. Then, the unthinkable happened. One evening in June last year, she received a text message telling her she was out of work. Suddenly, as she put it, life was 'hell'.

'The first two weeks were the most difficult to live through,' she said. 'After everything I'd done for the company, they fired me by text! I was so angry (2) \_\_\_\_\_. I hated everything about the city and my life.'

Then, Zoe received an invitation from an old schoolfriend, Kathy, to come and stay. Kathy and her husband, Huw, had just bought a farm in north-west Wales. Zoe jumped at the chance to spend a weekend away from London, and now, ten months later, she is still on the farm.

'The moment I arrived at Kathy's farm, I loved it (3) \_\_\_\_\_,' said Zoe. 'Everything about my past life suddenly seemed superficial. When I asked Kathy if I could work for her, she refused to take me seriously at first. She told me how much farm hands get paid (4) \_\_\_\_\_.'

Zoe has been working on the farm since October of last year (5) \_\_\_\_\_. 'It's a hard life, physically very tiring,' she says. 'In London I was stressed and often mentally exhausted. But this is a good, healthy tiredness. Here, all I need to put me in a good mood is a hot bath (6) \_\_\_\_\_.'

After almost six months on the farm, Zoe says she has never felt bored. Every day brings a new experience. Kathy has been teaching her how to ride a horse (7) \_\_\_\_\_. Since Christmas, she has been helping with the lambing - watching a lamb being born is incredible, she says. 'It's one of the most moving experiences I've ever had. I could never go back to city life now. Redundancy is the best thing that has ever happened to me!'

## GRAMMAR: present perfect continuous 1

Use the present perfect continuous

- to talk about actions which started in the past and are still in progress now.  
*I've been living here for six months.* (= I still live here.)
- often with time expressions and *for* or *since*. Use *for* + time expression to talk about the length of time the action has been taking place. Use *since* + time expression to talk about the starting point of the action.  
*for ten years, for a long time, for the last six months, ...*  
*since I left London, since last September, since last Saturday ...*
- in questions with *How long ... ?*  
*How long have you been waiting?*

Make the present perfect continuous with *have/has + been + verb + -ing*.

*I've been working here for over six months.*  
*He's been working here since he was a boy.*

Use the present perfect simple (not the continuous) with stative verbs.

*I've been here since last autumn.* Not *I've been being here.*

➤ FOR MORE INFORMATION ABOUT STATIVE VERBS AND CONTINUOUS VERB FORMS, SEE PAGE 14

➤ SEE LANGUAGE REFERENCE PAGE 74

- 1 Complete the text. Put the verbs in brackets into the present perfect continuous.

Dave is a violinist. He (1) \_\_\_\_\_ (*study*) music for the last ten years and last year he moved to London to look for work. Dave (2) \_\_\_\_\_ (*live*) in London for five months now and while he is looking for a job with one of the London orchestras, he (3) \_\_\_\_\_ (*work*) as a waiter in an Italian restaurant. One of his colleagues in the restaurant (4) \_\_\_\_\_ (*also / look*) for a job as a violinist and for the past two months they (5) \_\_\_\_\_ (*play*) their violins for the customers in the restaurant. Their concerts (6) \_\_\_\_\_ (*get*) a lot of attention in the local press and they (7) \_\_\_\_\_ (*receive*) requests to perform in restaurants all over the city. Could this be the beginning of a new career?

- 2 Look at the time expressions in the box. Which ones can we use with *for* and which ones with *since*? Mark the expressions *for* (F) and *since* (S).

a long time	I left school
last summer	about three hours
I started work	the last two weeks
1996	ages
	as long as I can remember

- 3 Find three mistakes in the sentences and correct them. Explain why the verbs are incorrect.

- 1 I haven't been understanding any of your explanation.
- 2 How long have you been studying English?
- 3 How long have you been knowing your best friend?
- 4 How long have you been being in the classroom?
- 5 How long have you been doing this lesson?

- 4 Work in pairs. Answer questions 2–5 in exercise 3 using expressions with *for* or *since*.

- 5 Choose five of the expressions in exercise 2 and write sentences that are true for you, or a member of your family, using the present perfect continuous.

*My dad's been collecting jazz CDs for as long as I can remember.*



## VOCABULARY: metaphor

- 1 1.54 Listen to a poem from *The Lord of the Rings* by JRR Tolkien. What is it about?

The Road goes ever on and on  
Down from the door where it began.  
Now far ahead the Road has gone,  
And I must follow, if I can,  
Pursuing<sup>1</sup> it with eager<sup>2</sup> feet,  
Until it joins some larger way  
Where many paths and errands<sup>3</sup> meet.

1 following 2 with enthusiasm 3 things you must do

- 2 The sentences below contain metaphors of life as a journey. Translate them into your own language.
- 1 Her life **took an unexpected turn**.
  - 2 Her life was **at a crossroads**.
  - 3 She and her husband **went their separate ways**.
  - 4 She **embarked** on a new stage of her life.
  - 5 She felt that it was time to **move on**.
  - 6 She realized that there was **no turning back**.
  - 7 She wanted to **take a new direction**.
  - 8 Suddenly, her life **took off**.
- 3 Complete the text with the phrases in bold in exercise 2.



JK Rowling was born in Bristol on July 31<sup>st</sup>, 1965. After graduating from Exeter University, she worked as a translator and researcher for Amnesty International in London. But she wanted to (1) \_\_\_\_\_ and she moved to Portugal. There she (2) \_\_\_\_\_ on a new career as an English teacher and fell in love with a Portuguese journalist. But their marriage ended in divorce and the couple (3) \_\_\_\_\_. Rowling suddenly found herself (4) \_\_\_\_\_. Should she stay in Portugal and continue teaching or return to the UK? She decided that it was time to (5) \_\_\_\_\_. She went back to Edinburgh with her baby daughter and that's where her life (6) \_\_\_\_\_. For years, she had had an idea for a book and she now completed *Harry Potter and the Philosopher's Stone*. The book (7) \_\_\_\_\_ immediately and when Hollywood bought the film rights to *Harry Potter*, there was (8) \_\_\_\_\_.

- 4 1.55 Listen to the recording to check your answers.

- 5 Work in pairs. Discuss these questions.

- Do you know anyone whose life has taken an unexpected turn?
- Have you ever made a decision and felt that there was no turning back?
- Have you ever felt that you were at a crossroads in your life?
- Have you ever wanted to take a new direction in life? What did you do?

## LISTENING

- 1 1.56 Listen to an interview with a man whose life has taken a new direction. Answer the questions.

- 1 How has his life changed?
- 2 How has this changed his day-to-day life?



- 2 1.56 Listen again and answer the questions.

- 1 Why did he decide to leave his job?
- 2 Why didn't his wife leave her job?
- 3 Why did he feel guilty about going to work?
- 4 How long has he been looking after Ben?
- 5 Does he enjoy his new lifestyle?
- 6 Is it an easy lifestyle?
- 7 Would he like to go back to work one day?

- 3 Find these expressions in tapescript 1.56 on pages 144–145. Explain what the words in italics refer to.

- 1 *It* didn't make much sense.
  - 2 We were missing out on *it* all.
  - 3 Neither of us was there to see *it*.
  - 4 *It* all turns into a game.
  - 5 *That's* great.
- 4 Would you be happy as a 'stay at home' parent? Why or why not?

## SPEAKING

- 1 Work in pairs. Look at the list of life-changing events below and discuss these questions.



- Which are the three most important changes?
- Which is the most difficult decision to make?
- Which is the easiest change to deal with? Which is the most stressful?
- Have you had to make any of these changes in your life? If yes, what difficulties (if any) did you face?

- 2 Imagine that you have just made a big life change. Use your imagination or choose one of the ideas on page 127. Write your answers to the questions in note form.

- What change have you just made?
- Why did you decide to make this change?
- How long have you been doing what you are now doing?
- What difficulties did you face at the beginning?
- Are you happy with the change?
- Are there any aspects you particularly enjoy? Are there any that you really don't like?
- How long do you think you'll continue with this new lifestyle?

- 3 Work in pairs. Interview your partner about their life change. Find out as much as you can about their new lifestyle.

## Useful language

*I think the most difficult thing was ...  
I really didn't know what to expect ...  
At first I was excited/nervous/unsure ...  
It took me some time to ...  
From the start I really enjoyed/loved/hated ...  
It's the best thing I've ever done!  
I'd recommend it to anyone!*

## DID YOU KNOW?

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

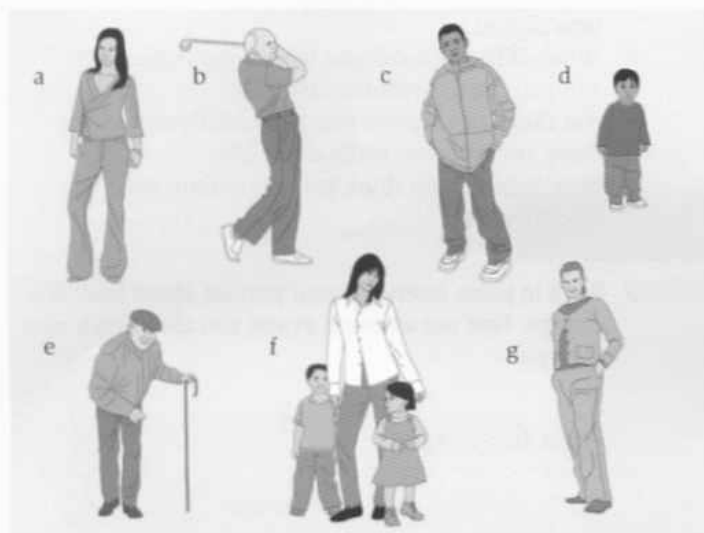
From a legal point of view, life in England and Wales begins at the age of ten. The law says that children from ten upwards can understand the consequences of their actions. The next big birthday is at sixteen, when you can leave school, get a job and pay tax and smoke. You can also leave home and get married (if your parents agree). At seventeen, you can drive or ride a small motorbike. At eighteen, you can get married without your parents' permission and you can finally vote. You can also buy alcohol, play the National Lottery and get a tattoo.

- Are these ages the same or different in your country?
- What do you think the various minimum legal ages should be?

# 7B | Happy birthday

## SPEAKING & VOCABULARY: life stages

1 Match the sentences 1–7 to the pictures a–g.



- 1 He retired many years ago and lives in a home for the **elderly**.
- 2 He's a **pensioner** now, but he's still very active.
- 3 He's a **toddler**.
- 4 He's a typical **adolescent**.
- 5 She's **middle-aged**, probably in her late forties or early fifties.
- 6 She's still a **teenager**, but she's very adult in some ways.
- 7 She's **thirty something** and she's got two young children.

2 Use the words in bold in exercise 1 to make sentences about people you know. Talk about these people with a partner.

3 Work in pairs. Discuss these questions.

- Which stage of life do you associate with the following adjectives: wise, rebellious, overworked, lively, irresponsible, happy, bored?
- Which stage are you in at the moment? What are the advantages and disadvantages of being your age?
- Which stage are you most looking forward to? Why?

## READING

1 You are going to read an article about a woman who is celebrating her 110th birthday. Answer the questions.

- 1 How do you think she's going to celebrate her birthday?
- 2 In what way has the world changed since she was a young girl? What do you think are the changes that have shocked her most?
- 2 Read the article and compare your ideas to the information in the article. Has Maria led a happy life?

## Maria prepares to celebrate her 110th birthday



Maria Pettigrew says the odd drop of sherry in the evening has helped her live so long.

Scotland's oldest woman, who has lived in three centuries, is today celebrating her 110th birthday.

Maria Pettigrew explains that her recipe for a long life is a simple diet, not smoking and the odd drop of sherry in the evenings.

- 10 Her friends and family have been preparing a special party for her at the hospital where she lives. She wants to look good for her birthday and she has been putting together a special outfit for the occasion. Speaking from the hospital, she said: 'My nurse has taken me out shopping a couple of times, once to buy shoes and once to order a new wedding ring, because this one is getting a bit loose.'

Maria was born one of four children in Liberton, Edinburgh, to policeman Andrew Scougall and mother Helen. She left school at fourteen to work on a farm, where she met the two loves of her life. At nineteen, she married one of them, farm worker William McCardle. Her secret admirer, Tom Pettigrew, was heartbroken and he left for Australia to set up a new home.

- 20 25 Shortly after the First World War William died in a flu epidemic. Maria brought up their three children on her own until thirteen years later when Tom returned from Melbourne. He confessed his secret love to Maria and the pair were married for 42 years.
- 30 Maria says: 'I've only had two boyfriends and they were both decent men. Two happy marriages – what more could a woman ask for?'

Maria keeps in good health, although her eyesight is beginning to fail. She lived in her own home, doing her own cooking and housework until five years ago, when she moved to the hospital.

- 35 40 Maria was born before telephones, televisions and washing machines were invented. Of all the changes she has lived through she says that 'the most extraordinary thing I ever saw was a motor car. I had never seen one before. I was so shocked I fell in a ditch.'

Maria has six grandchildren and fourteen great-grandchildren and they have all been helping with the preparations for the party. Maria is sure she will enjoy sharing her birthday cake with her children, grandchildren and the rest of her family and friends today. Though no doubt they'll have to help her blow out all those candles!



3 Read the article again and put the topics in the correct order.

- ☐ Maria's childhood
- ☐ her two husbands
- ☐ Maria's secret for a long life
- ☐ Maria's health
- ☐ the changes that Maria has seen
- ☐ preparations for her birthday party

4 Work in pairs, A and B. Test your partner's memory.

A: Turn to page 128. Ask your partner the questions.

B: Turn to page 131. Ask your partner the questions.

5 Would you like to live to be 110 years old? Why or why not?

## GRAMMAR: present perfect continuous 2

Use the present perfect continuous

- to talk about an action that has been in progress recently. The action may or may not still be in progress.

*They've been planning the party for weeks.*

*They've been decorating the living room.*

- to emphasize an action, or the duration of an action.

*They've been writing invitations all day.*

Use the present perfect simple (not the continuous)

- to talk about the result of an action.

*They've written more than a hundred invitations.*

- to talk about single, completed actions.

*They've ordered a special birthday cake.*

*She's bought a new pair of shoes.*

➤ FOR MORE INFORMATION ABOUT THE PRESENT PERFECT SIMPLE, SEE PAGE 24

➤ SEE LANGUAGE REFERENCE PAGE 74

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

It's my mum and dad's golden wedding anniversary next weekend. We (1) \_\_\_\_\_ (arrange) a surprise party for them for the last three months. We (2) \_\_\_\_\_ (book) a room in a local hotel and we (3) \_\_\_\_\_ (order) an enormous cake with a photo of their wedding on top. We (4) \_\_\_\_\_ (work) hard trying to get in touch with friends and family from all over the world and so far we (5) \_\_\_\_\_ (receive) more than 50 replies to our invitations. Mum and Dad suspect that we (6) \_\_\_\_\_ (plan) something special, but they don't really know what. I know that Mum (7) \_\_\_\_\_ (think) very carefully about their outfits. She (8) \_\_\_\_\_ (buy) a new dress and she (9) \_\_\_\_\_ (persuade) my dad that he needs a new suit.

2 Work in pairs. Look at the picture. Write as many sentences as possible to say what the people have been doing recently.

*They've been preparing food for the party.*



## SPEAKING

1 Work in two groups, A and B. You are going to talk about the changes that have taken place in your lifetime.

Group A: Look at the questions on page 128.

Group B: Look at the questions on page 131.

2 Use your notes and the Useful language to help you report back to the class on your discussion.

### Useful language

*Our group has been discussing ...*

*We spent a lot of time talking about ...*

*We think that the biggest changes have been ...*

*We agreed that the ...*

*We thought it was particularly interesting that ...*

# 7c | Dilemmas

## SPEAKING

- 1 Read the three situations. Who has the most difficult decision to make?

### At a Crossroads

**Briony** is a single mother with two young children. At work, she is offered promotion, but the new job will involve a lot of travelling – sometimes she will need to be away from home for two weeks at a time. Her parents have offered to look after the children when she is away, but Briony is not sure if she should accept the promotion.

**Eighteen-year-old Steve** receives two letters. In the first, there is an offer of a place at a top university. He has won a scholarship and all his fees will be paid. In the second letter, he receives an offer of a professional contract with a top London football club. He can't do both.

**Pilar (Mexican) and David (British)** live in Mexico. She is a successful doctor, but David is unhappy. He cannot speak very good Spanish, he can't find a good job and he wants to return to England, where he hopes to return to his career as a journalist. Pilar wants her husband to be happy, but she doesn't want to leave her family, friends and career in Mexico.



- 2 Work in pairs. Discuss these questions.
  - What advice would you give the three people in exercise 1?
  - Have you ever had an important or difficult decision to make? What was it?

## LISTENING

- 1 1.57 Listen to a conversation between Dave and Derek. Explain why Derek is looking worried.




- 2 1.57 Listen to the conversation again and complete the sentences about the conversation with one word.

- 1 Derek received some \_\_\_\_\_ news this morning.
- 2 Dave already knows about the \_\_\_\_\_ in Japan.
- 3 Derek hasn't decided if he's going to \_\_\_\_\_ it.
- 4 He thinks that two \_\_\_\_\_ is a long time.
- 5 Dave's \_\_\_\_\_ used to live in Japan.
- 6 Dave thinks that Derek and \_\_\_\_\_ are more than good friends.
- 7 Derek is worried that Avril will say \_\_\_\_\_.
- 8 Dave thinks that Derek should \_\_\_\_\_ the job.

- 3 Find these phrases in tapescript 1.57 on page 145 and explain them in your own words.

- 1 It didn't take much to put two and two together.
- 2 You've got to be joking!
- 3 Stop dithering!
- 4 What do you think Derek should do? Tell the rest of the class.

## FUNCTIONAL LANGUAGE: giving advice

- 1  1.57 Listen to the conversation between Derek and Dave again. Complete the sentences in column A with a phrase from column B.

A	B
1 I think you should	a asking her what she'd do.
2 Why don't you	b give him a ring?
3 What you need to do is	c go for it.
4 Have you thought about	d talk to her first thing in the morning.
5 If I were you, I'd	e talk to someone about it.
6 Have you tried	f talking to Avril?
7 There's no harm in	g talking to Camilla?

- 2 Find these responses in tapescript 1.57 on page 145. What advice is Derek reacting to in each case?

- Of course, you're right.
- Do you really think that's a good idea?
- I wouldn't want to do that.
- Well, yes, maybe, but ...
- Oh no, I couldn't.
- I hadn't thought of that.
- I suppose I could give it a go.

- 3 Rearrange the words to make six pieces of advice.

- her dinner take why out to you don't?
- wants she harm asking no what there's her in .
- flowers were I'd her get you if some I .
- weekend to away need what do take her you is for the .
- should theatre her the some get I tickets think you for .
- gift thought voucher giving have her you about a ?

- 4 Read the advice in exercise 3 again. What do you think has happened? Why is the person giving this advice?

## Roleplay

- 5 Work in pairs, A and B. Act out the roleplay.

A: You want some advice about a problem. Turn to page 128.

B: You want to help your friend with a problem. Turn to page 133.

- 6 Now exchange roles.

A: Turn to page 130. B: Turn to page 132.

VOCABULARY: exclamations with *what*

- 1 Match the comments 1–8 with an appropriate response a–h.


- I thought it was something serious, but the doctor said it was nothing really.
- ... and then he said that Slovakia was the capital of the Czech Republic!
- You'll never guess what! For the first time in my life, he bought me some flowers!
- Mum! Look, I've got tomato ketchup all over my T-shirt. And on my trousers, too.
- I thought we were going to win, but the other team scored a goal in the last minute.
- So, she's lost her job, her husband's left her and now she's broken her leg!
- There was no hot water this morning, so I couldn't have a shower.
- I can't remember his address. Oh, I know, I'll see if it's in the phone book.

- |                     |                    |
|---------------------|--------------------|
| a What a good idea! | e What a relief!   |
| b What a mess!      | f What a shame!    |
| c What a nightmare! | g What a surprise! |
| d What a nuisance!  | h What an idiot!   |


- 2 Work in pairs. Think of four situations in which somebody would say these things.

- What a day!
- What a waste of time!
- What a night!
- What bad luck!

## PRONUNCIATION: intonation (feelings)

- 1  1.58 Listen to this extract from Derek and Dave's conversation. Choose the best explanation of the word *what* in the extract.

- I didn't hear you very well.
- I'm really angry with you.
- I'm really surprised.

- 2  1.59 Now listen to these three words. Match each word with a feeling from the box.

- 1 hello 2 right 3 yes

anger surprise happiness  
boredom interest

- 3 Practise saying the words in exercise 2 with as many different feelings as you can.



# 7 | Language reference

## GRAMMAR

### Present perfect continuous

We can use the present perfect continuous to talk about actions which started in the past and are still in progress now.

*I've been studying geography for two years.*  
(= I'm still studying geography.)

To describe the period of time between the start of the action and now, we can use *for* and *since*. We use *for* + an expression that describes the length of time.

*for five years/a long time/the last two years/three weeks*

We use *since* + an expression that refers to the time when the action started.

*since two o'clock/last year/2002/I met you*

We use *how long* ... in questions to ask about the length of time.

*How long have you been living here?*

We also use the present perfect continuous to talk about an action that has been in progress recently. The action may or may not still be in progress.

*She's been getting ready for the party.*  
*They've been swimming in the river.*

We use the present perfect continuous to emphasize the action itself, or the duration of the action. However, we use the present perfect simple (not the continuous) to talk about the result of the action.

*She's been writing letters.*  
(Here the speaker is interested in the action of writing.)

*She's written 50 letters.*  
(Here the speaker is interested in the result of the action – the number of letters that have been completed.)

We also use the present perfect simple (not the continuous) to talk about single, completed actions.

*She's chosen a new outfit.*  
*They've booked a holiday.*

### Affirmative & Negative

I/You/We/They	've haven't	been working.
He/She	's hasn't	

### Question

What	have	I you/we/they	been doing?
	has	he/she	

We use the present perfect simple (not the continuous) with stative verbs.

*I've been here since last autumn.*  
Not ~~*I've been being here.*~~

For more information about stative verbs and continuous verb forms, see unit 1 (Language reference page 14).

For more information about the present perfect simple see unit 2 (Language reference page 24).

## FUNCTIONAL LANGUAGE

### Giving advice

*Have you thought about + -ing form?*  
*Have you tried + -ing form?*  
*I think you should + infinitive*  
*If I were you, I'd + infinitive*  
*There's no harm in + -ing form*  
*What you need to do is + infinitive*  
*Why don't you + infinitive?*

## WORD LIST

Phrasal verbs with *live*

live for sth	/lɪv fɔ/
live off sth/sb	/lɪv ɒf/
live on sth	/lɪv ɒn/
live out of sth	/lɪv aʊt əv/
live through sth	/lɪv θru:/
live up to sth	/lɪv 'ʌp tə/

## Metaphor

an unexpected turn	/ən ʌnɪkspektɪd tɜ:n/
at a crossroads	/æt ə 'krɒsrəʊd/
embark on a new stage of life	/ɪm'bɑ:k ɒn ə ,nju: steɪdʒ əv 'laɪf/
go their separate ways	/gəʊ ðeə seprət 'weɪz/
her life took off	/hɜ: ,laɪf tok 'ɒf/
move on	/mu:v 'ɒn/
no turning back	/nəʊ tɜ:nɪŋ 'bæk/
take a new direction	/teɪk ə ,nju: dɪ'rekʃn/

## Life stages

adolescent <i>adj/n C</i>	/æd'lesnt/
adult <i>n C/adj ***</i>	/ædʌlt; ə'dʌlt/
elderly <i>adj ***</i>	/eldəli/
in your early/late forties	/ɪn jɔ: ,ɜ:li/leɪt 'fɔ:tɪz/
middle-aged <i>adj *</i>	/mɪd'leɪdʒd/
pensioner <i>n C **</i>	/penʃ(ə)nə/
retired <i>adj *</i>	/rɪ'taɪəd/
teenager <i>n C **</i>	/ti:neɪdʒə/
toddler <i>n C *</i>	/tɒdlə/

Exclamations with *what*

What a good idea!	/wɒt ə ,ɡʊd aɪdɪə/
What a day!	/wɒt ə 'deɪ/
What a mess!	/wɒt ə 'mes/
What a night!	/wɒt ə 'naɪt/
What a nightmare!	/wɒt ə 'naɪtmeə/
What a nuisance!	/wɒt ə 'nju:səns/
What a relief!	/wɒt ə rɪ'li:f/
What a shame!	/wɒt ə 'ʃeɪm/
What a surprise!	/wɒt ə sə'praɪz/
What a waste of time!	/wɒt ə ,weɪst əv taɪm/
What bad luck!	/wɒt ,bæd 'lʌk/
What an idiot!	/wɒt ən 'ɪdɪət/

## Other words &amp; phrases

admirer <i>n C</i>	/ədmaɪərə/
anniversary <i>n C **</i>	/æn'vɜ:s(ə)rɪ/
appreciate <i>v **</i>	/ə'pri:ʃeɪt/
aspect <i>n C ***</i>	/æspekt/
blow out <i>v</i>	/bləʊ 'aʊt/
blush <i>v *</i>	/blʌʃ/
cheers	/tʃɪəz/
childcare <i>n U</i>	/tʃaɪldkeə/
compete <i>v ***</i>	/kəm'pi:t/
confess <i>v **</i>	/kən'fes/
consequence <i>n C ***</i>	/kɒnsɪkwəns/
consultancy <i>n C</i>	/kən'sʌltənsɪ/
consultant <i>n C **</i>	/kən'sʌltənt/
contract <i>n C ***</i>	/kɒn'trækt/
ditch <i>n C</i>	/dɪtʃ/
dither <i>v</i>	/dɪðə/
drop <i>n C **</i>	/drɒp/
eager <i>adj **</i>	/i:ɡə/
embarrassment <i>n U *</i>	/ɪm'bærəsmənt/
epidemic <i>n C</i>	/epɪ'demɪk/
errand <i>n C</i>	/erənd/
expectation <i>n C ***</i>	/ekspek'teɪʃn/
eyesight <i>n U</i>	/aɪsaɪt/
farmhand <i>n C</i>	/fɑ:m 'hænd/
fire <i>v ***</i>	/faɪə/
flu <i>n U *</i>	/flu:/
get in touch with sb	/get ɪn 'tʌtʃ wɪð/
graduate <i>n C/v **</i>	/ɡrædʒu:ət/ (n) /ɡrædʒu:et/ (v)
guilty <i>adj ***</i>	/ɡɪltɪ/
heartbroken <i>adj</i>	/hɑ:t'brʊkən/
hell <i>n U ***</i>	/hel/
invitation <i>n C **</i>	/ɪnvɪ'teɪʃn/
irresponsible <i>adj</i>	/ɪr'spɒnsəbl/
jealous <i>adj *</i>	/dʒeləs/
ketchup <i>n U</i>	/ketʃ'ʌp/
lamb <i>n C **</i>	/læm/
loose <i>adj **</i>	/lu:s/
make sense	/meɪk 'sens/
miss out on sth <i>v</i>	/mɪs' aʊt ɒn/
moving <i>adj **</i>	/mu:vɪŋ/
nappy <i>n C</i>	/næpi/
newsreader <i>n C</i>	/nju:z,rɪ:də/
nursery <i>n C **</i>	/nɜ:s(ə)rɪ/
occasion <i>n C ***</i>	/ə'keɪʒn/
odd <i>adj **</i>	/ɒd/
orchestra <i>n C **</i>	/ɔ:kɪstrə/
outfit <i>n C *</i>	/aʊt'fɪt/
overworked <i>adj</i>	/əʊvə'wɜ:kt/
physically <i>adv **</i>	/fɪzɪkli/
playgroup <i>n C</i>	/pleɪ'ɡru:p/
PR (public relations) <i>n pl</i>	/pi:'rɔ: (pʌblɪk rɪ'leɪʃənz)/
promotion <i>n C/U ***</i>	/prə'məʊʃn/
pursue <i>v **</i>	/pə'sju:/

put two and two together	/pʊt ,tu: ən ,tu: tə'geðə/
radical <i>adj **</i>	/rædɪkl/
redundancy <i>n C **</i>	/rɪ'dʌndənsɪ/
regret <i>v/n C **</i>	/rɪ'ɡret/
scholarship <i>n C *</i>	/skɒləʃɪp/
set up <i>v</i>	/set 'ʌp/
sherry <i>n U</i>	/'ʃerɪ/
social security <i>n U</i>	/səʊʃl sɪkjuəreɪti/
stressful <i>adj</i>	/stresfl/
superficial <i>adj *</i>	/su:pə'fɪʃl/
take sth/sb seriously	/teɪk 'sɪəriəsli/
tattoo <i>n C</i>	/tæ'tu:/
tiredness <i>n U</i>	/taɪədnes/
travel expenses <i>n pl</i>	/trævl ɪk'spensəz/
tropical <i>adj **</i>	/trɒpɪkl/
unsure <i>adj *</i>	/ʌn'sʊə/
unthinkable <i>adj</i>	/ʌn'θɪŋkəbl/
violinist <i>n C</i>	/vaɪə'lɪnɪst/