

6A | At the polls

SPEAKING

- 1 Work in pairs, A and B. Read the three stories and tell your partner about them.

A: Turn to page 140. B: Turn to page 143.

- 2 Discuss these questions.

- Which celebrities in your country have been involved in political or other protests?
- Do you think that celebrities should be involved in politics?
- Do celebrities have social responsibilities because of their fame?

READING

- 1 Work in pairs. How much do you know about Arnold Schwarzenegger? Use the topics in the box to help you.

family	education	sports
films	politics	future plans

- 2 Read a short biography which was written when Arnold first became governor of California. Which of the topics in exercise 1 is not mentioned?

- 3 Read the article again and put the events in the correct order. Arnold ...

- ☐ got interested in weight lifting.
- ☐ got involved in politics.
- ☐ was cast in a series of action movies.
- ☐ won his first body building title.
- ☐ moved to the States.
- ☐ met his wife.
- ☐ became governor of California.
- ☐ became a millionaire.

- 4 Work in pairs. Discuss these questions.

- Has Arnold Schwarzenegger been in the news again since this biography was written? If yes, why?
- Do you think a former actor could become president in your country? Why or why not?

The many faces of ARNOLD SCHWARZENEGGER



Arnold Schwarzenegger: bodybuilder, film star, millionaire, governor of the State of California. Will this man one day be president? If Arnie's fans have their way, he will. They are campaigning to amend the constitution so that a US citizen born outside the United States can run for office. And provided they win, there's no doubt that Arnie will have his sights set on the White House.

Schwarzenegger is, to many, an embodiment of the American dream. He arrived in the States in 1968 at the age of 21 with no money to his name and barely speaking English, but in little over a year he was a millionaire, running his own mail order firm selling body building equipment. Things were definitely going his way.

In the 1970s he was Mr Universe, in the 1980s he was the world's greatest action hero, starring in films like *Terminator*, *Predator* and *Total Recall*. In the 1990s he got involved with politics when President George Bush senior appointed him as chairman to the President's Council on Physical Fitness. He is now governor of one of the largest states in the US.



But how did it all start? Arnie's dad wanted his son to become a footballer. Arnie trained hard with his local team and showed promise. He would probably have become a professional footballer if his coach hadn't taken him to a gym one day. Arnie tried out the weights and fell in love with body building. Five years later, Arnie won the 1966 Mr Europe title. He was on his way.

Arnie was committed to making a career for himself as an actor, and he was sure that his Mr Universe body would get him there. He was right. He worked hard, he made the right contacts and became one of the US's biggest box office successes in the 80s and 90s.

And what about Arnie the politician? Many say he wouldn't be where he is today unless he'd met and married Maria Shriver (a member of the influential Kennedy family). They may not share political views (Maria is a Democrat and Arnie has always stood under a Republican banner) but she always stands by him. And as all politicians know, a long stable relationship (he and Maria have been together for nearly 30 years) certainly helps win votes. So long as he can point to the happy family photos (he and Maria have four children) he'll be able to fight off the Hollywood playboy image.



And so, can family man Arnold Schwarzenegger, American citizen

- 45 since 1983, make American history and become the first president with a foreign accent? We'll have to wait and see. His fans may be able to change the constitution, but would Americans really vote for a president Schwarzenegger if they had the chance? Stranger things have happened in the movies!

GRAMMAR: real & unreal conditions

- 1 Underline the conditional clauses in the sentences and answer the questions below.
 - 1 He would probably have become a professional footballer if his coach hadn't taken him to a gym.
 - 2 If Arnie's fans have their way, he'll be president.
 - 3 So long as he can point to the photos, he'll be able to fight off the playboy image.
 - 4 Provided they win, Arnie will have his sights set on the White House.
 - 5 He wouldn't be where he is today unless he'd met Maria Shriver.
- 1 Do the conditions refer to a) the past, b) the present or c) the future? Do the results refer to a) the past, b) the present or c) the future?
- 2 Are the conditions real (possible or probable) or unreal (impossible or improbable)?
- 3 Replace *unless* with *if* in the last sentence and rewrite it.
- 2 Put the verbs in brackets into the correct tense.
 - 1 I _____ (not / vote) for a celebrity politician unless I really liked his films.
 - 2 I'd never vote for a politician if he _____ (not / be) born in my country.
 - 3 I'll probably always vote for the same party unless they _____ (change) in a big way.
 - 4 If I _____ (have) the chance, I'd love to be a politician.
 - 5 I'd prefer it if there _____ (be) more women politicians.
 - 6 If people had known what our prime minister was really like, they _____ (not / vote) for him/her.

3 Work in pairs. Discuss these questions.

- 1 Do you agree with the statements in exercise 2?
- 2 How many different ways can you complete the sentences below?
 - Things in this country will get better so long as ...
 - I'd never become a politician unless ...

Conditional sentences describe a situation (real or imaginary) and its probable consequences or results.

- We use these words to introduce the situation:

if, on condition that, provided/providing (that), as/so long as, unless

We use **real conditional sentences** to talk about real situations.

- Use a present tense to describe the **situation**.
- Use *will/may/might/can/must* + infinitive to describe the **result**.
*Arnie **cannot stand** for president unless the law is changed.*
*So long as he keeps a clean image, he **will remain** popular.*

We use **unreal conditional sentences** to talk about imaginary situations.

- Use a past tense to describe a **present or future situation**.
*If he **wanted** to stop working ... (= But he doesn't.)*
- Use *would/could/might* + infinitive to describe a **present or future result**.
*... he **would have** enough money to live on.*
- Use the past perfect to describe a past situation.
*If he **hadn't met** Maria Shriver ... (= But he did.)*
- Use *would/might/could* + *have* + past participle to describe a **past result**.
*... he **might never have got** involved in politics.*

A present situation can have a past result, and a past situation can have a present result.

*He **wouldn't be** where he is today, if he **hadn't taken up** bodybuilding.*
*If he **wasn't so stubborn**, he **would have given up** at the first obstacle.*

➤ SEE LANGUAGE REFERENCE PAGE 64

6B | Women in politics

SPEAKING & VOCABULARY: elections

1 Work in pairs. Discuss these questions.

- When was the last election held in your country?
- What was the result?
- Was it a surprise? Why or why not?

2 Read the text and match the words in bold to the definitions 1–7.

General elections usually take place every four years in Britain. The country is divided into about 650 local **constituencies**, and each district elects one **Member of Parliament** (MP). Anyone can stand for election but voters choose only one **candidate** and most of the seats in parliament are won by the main political parties. Voting is not compulsory and the **turnout** is sometimes very low, especially in places that are considered to be safe seats for one of the big parties. The **polling stations** close at the end of the day, and the results are announced when the **ballot papers** have been counted.

- 1 a person competing in an election
- 2 a politician who has been elected to parliament
- 3 geographical areas that elect a representative to parliament
- 4 the number of voters in an election
- 5 the pieces of paper where the voters show their choice
- 6 the places where people go to vote
- 7 the process by which the national UK government is elected

3 Work in pairs. Discuss these questions.

- How are general elections organized in your country?
- What happens in the days around a general election in your country?
- Do you think that voting should be compulsory?

LISTENING

1 1.35 Listen to the introduction of a radio programme about women in politics and answer the questions.

- 1 What was Grover Cleveland's attitude towards women in politics?
- 2 How has the political situation for women changed in the last one hundred years?
- 3 In what way is further progress needed?
- 4 What is the 'quota system'?

2 1.35 Listen again. What do the numbers in the box refer to?

22nd 1905 91 50/50 1 in 3

3 1.36 Listen to the second part of the programme. Which speaker supports the quota system? Which speaker is against the quota system?

4 Match the opinions a–g to the speakers, 1 or 2, in exercise 3.

- a She thinks that 'positive action' is a better expression than 'positive discrimination'.
- b She thinks that politicians should talk about equal pay and childcare.
- c She thinks that excellence is the best way to fight discrimination.
- d She thinks that the political world is changing because there are more women in it.
- e She thinks that Denmark and Sweden are good examples.
- f She thinks that there are many stupid men in politics.
- g She thinks that we need to have people in positions of responsibility who are good at what they do.

5 1.36 Listen to the recording again to check your answers.

6 Which speaker do you sympathize with more? Why?



GRAMMAR: *I wish & If only*

- Use *wish* (+ *that*) or *if only* + simple past/past continuous to express regret about the present or the future.
All the political parties wish they had more women. (= But they don't have more women.)
If only he wasn't a man! (= But he is a man!)
- Use *wish* (+ *that*) or *If only* + past perfect to express regret about the past.
I wish that we'd introduced the system 100 years ago. (= But we didn't introduce it then.)

➤ SEE LANGUAGE REFERENCE PAGE 64

1 Choose the best verb form to complete the sentences.

- 1 If only they *introduced* / *'d introduced* / *were introducing* the quota system earlier! It would have been so much better.
- 2 She must be wishing she *tells* / *'d told* / *told* the truth at the start.
- 3 If only we *are able to* / *can* / *could* get more women interested in politics.
- 4 I wish I *am living* / *live* / *was living* in a country like Denmark.
- 5 I wish you *don't vote* / *didn't vote* / *hadn't voted* for her!
- 6 She's probably wishing she *is* / *were* / *had been* the prime minister.

2 Rewrite the sentences beginning with the words given.

- 1 I really regret eating so much.
I wish _____.
- 2 I'd love to have more money.
If only _____.
- 3 I'm sorry that I can't help you.
I wish _____.
- 4 It's a shame you're not here.
I wish _____.
- 5 It's a real pity that I listened to him.
If only _____.

3 Look at the photos on page 140. What do you think the people are thinking? Write two sentences for each picture beginning *I wish* or *If only*. Then compare your ideas with a partner.

4 Work in pairs. Have you ever said or thought any of the things in exercise 2? If yes, what were the circumstances?

What do you regret about your life now or in the past?

PRONUNCIATION: word stress in word families

1 Work in pairs. Read out the words below.

politics, political, politician

1.37 Listen to check your pronunciation.

2 Count the syllables in the words below and mark the main stress in each word.

- 1 economy, economics, economist
- 2 philosophy, philosophical, philosopher
- 3 parliament, parliamentary
- 4 democracy, democratic, democrat
- 5 government, governmental, governing

1.38 Listen to the recording to check your answers.

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

A: Turn to page 140. B: Turn to page 144.

DID YOU KNOW?

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

In 1893, New Zealand took the historic step of becoming the first country in the world to grant the vote to all adult women.

The decision came after a fifteen-year

campaign led by Kate Sheppard. Sheppard became a well-known historical figure in her own country where she can be seen on a ten-dollar bill. She also travelled to Canada, the United States and Britain where she met other suffragettes who were fighting for the right to vote. By the time of her death in 1934, women in nearly twenty countries around the world had won the right to vote. New Zealand had its first woman prime minister in 1997 and ten years later, women had been elected heads of state on all five continents.



- When were women granted the vote in your country?
- How much political power do women have in your country?
- Would the sex of a political candidate ever influence the way you vote?

6c | Politically incorrect

SPEAKING & VOCABULARY: embarrassment

- 1 Complete the sentences with a word from the box. If necessary, use a dictionary to help you.

acutely ashamed bright blush
conscious humiliating squirmed

- ☐ a He ____ with embarrassment when his phone went off during the film.
☐ b She was ____ embarrassed every time her parents opened their mouths.
☐ c I always ____ when my tummy makes a funny noise.
☐ d He went ____ red when he realized he'd forgotten his wallet.
☐ e I find it really ____ that I can't find a job.
☐ f He's not ____ of making mistakes when he speaks other languages.
☐ g She's very self-____ about her haircut at the moment.



- 2 Put the situations in exercise 1 in order of embarrassment (1= most embarrassing → 7 = least embarrassing).
3 Do you know any other stories about embarrassing experiences?

READING

- 1 Work in pairs. Do you know of an embarrassing mistake made by a prominent politician? Tell your partner about it.
2 Read the two texts opposite. What mistakes did these two men make?

- 3 Read the stories and complete the sentences with (G) Gloystein or (P) Prescott.

- 1 ____ was attacked in public.
2 ____ reacted violently.
3 ____ resigned almost immediately.
4 ____ tried to bribe his way out of trouble.
5 ____ won the support of the general public.
6 ____ lost the support of his party.
7 ____ was taken to court.
8 ____ was not taken to court.

- 4 Work in pairs. Discuss these questions.

- 1 Who made the biggest mistakes?
2 What should he have done?
3 Which of these men should have been punished?

Gloystein

Peter Gloystein, the deputy leader of the German state of Bremen, caused acute embarrassment to the centre-right Christian Democrat party when his attempt at a joke went disastrously wrong.

- Gloystein, who was Bremen's finance minister at the time, was attending the launch of the German Wine Week. Gloystein thought that it would be funny to pour a magnum of champagne over the head of a homeless man who was standing nearby. The audience watched in horror as an amused Gloystein emptied the bottle over the man's head. 'Here's something for you to drink,' he said as he poured. Udo Oelschlager, the homeless man, was understandably less amused. But instead of getting angry, he asked Gloystein for an explanation of his humiliating experience. 'Who are you?' he asked. 'Why are you doing this?'

- A red-faced Gloystein made matters worse by attempting to be 'friends' with Mr Oelschlager. First of all, he offered his business card, then the money in his pocket, and finally his Mont Blanc pen worth £150. He shouldn't have bothered.

- A tearful Oelschlager refused the offer. 'I don't need his money,' said Oelschlager. 'I'm not going to be bribed. You offended me and wanted to make me look like an idiot.'

- Oelschlager pressed charges and a Bremen ministry spokesman confirmed that Gloystein had resigned from his various posts.



Prescott



With the government cruising to another victory, the general election campaign was of little interest to many people, until John Prescott, the Deputy Prime Minister, brought a spark of life to proceedings.

- 5 Prescott was visiting Rhyl in North Wales as part of the campaign when farmhand, Craig Evans, threw an egg at him from close range. The egg hit its target, breaking all over the politician's smart grey suit. But Prescott's reaction was not that of a typical, embarrassed politician. Instead of brushing it off with a false smile, he wheeled around and promptly punched his assailant full in the face.

- 10 His reaction was criticized by opposition parties who said he should have kept his cool when provoked. The police, however, decided not to press charges against either the Deputy Prime Minister or Craig Evans, his assailant, who was taking part in a protest about the government's lack of support for farmers and farm workers during an outbreak of foot and mouth disease.

- 15 Whilst the spin doctors of Prescott's party squirmed with embarrassment, the opinion polls showed that Prescott's honest (though violent) response had actually won him a lot of sympathy and had possibly even won some extra votes for the ruling Labour Party.



GRAMMAR: *should have*

- Use *should/shouldn't have* + past participle to make criticisms of past actions.
He should have resigned earlier.
He shouldn't have bothered.

➤ SEE LANGUAGE REFERENCE PAGE 64

1 Complete the sentences with *should* or *shouldn't*.

- 1 He _____ have thought about the other man a little more.
- 2 He definitely _____ have done that. I mean, it wasn't strictly necessary, was it?
- 3 I think he got away with it. They _____ have locked him up.
- 4 It serves him right. He _____ have thrown the egg in the first place.
- 5 He really _____ have tried to make things better – he just made things worse.
- 6 What an idiot! He _____ have ignored it and let the police deal with it.

🔊 1.39 Listen to check your answers.

- 2 Work in pairs. Match the statements in exercise 1 to the two stories about politicians. Which statements do you agree with?
- 3 Think of five small mistakes you have made in your life. Talk to a partner about them and say what you should or shouldn't have done.

6D | Politically correct

VOCABULARY: *-isms*

- 1 Which words in the box suggest a prejudice against a certain group of people?

ageism elitism idealism nationalism optimism pacifism
pessimism racism realism sexism socialism

- 2 Change the words in the box in exercise 1 into adjectives.
- 3 Work in pairs. Explain which of the adjectives from exercise 2 you would use to describe yourself.

Think of three situations where a prejudice is shown against a particular group of people.

Have you ever felt that you were the victim of prejudice?


LISTENING

- 1 Work in pairs. Look at the advert and answer the question.

Why might this job ad cause offence?

Receptionist

required immediately in central Oxford. Suit young graduate. Good promotion prospects. The ideal candidate will have excellent secretarial skills, a good phone manner and a smart appearance. She should also be open, friendly and approachable. For more details and an application form please contact b.whote@itsolutions.com

- 2  1.40 Listen to two people discussing the advert. Answer these questions.

- 1 Who was responsible for writing the advert?
2 What problems has it caused?

- 3 Correct the four incorrect sentences.

- 1 Frank has always been sexist while working at this company.
2 Frank's boss approves of his attitude.
3 Frank's an accountant.
4 The two women discussing Frank think he's been treated fairly.
5 Frank's been with the company for a long time.
6 The two women feel Frank's generally incompetent in his work.
7 One of the women tries to defend Frank.
8 The two women believe the unions will back Frank's sacking.

- 4 Complete the sentences with a word. Then check your answers in tapescript 1.40 on page 156.

- 1 I'm surprised _____ didn't get rid of him sooner.
2 _____ asked him to write this advert ...
3 Someone complained to the government organization and _____ 're taking the whole thing very seriously.
4 Whoever asked him to write the ad should really have written it _____ or at the very least _____ should have asked to see it before it got sent off.
5 I don't think someone should lose _____ job for making an honest mistake.
- 5 Work in pairs. Draw up a list of reasons why Frank isn't very popular at work. Then discuss this question.

Do you think Frank deserved to lose his job?



FUNCTIONAL LANGUAGE: asking for & giving clarification

- 1 Look at the expressions in bold. Divide them into two groups, a or b.

- a asking for clarification
b explaining what you mean

- 1 But **what are you suggesting?** That she's got rid of him because of his sexist comments?
- 2 The company could face massive fines. **What are you saying?**
- 3 It probably hasn't helped his case, but no, **that's not what I'm saying** ...
- 4 A: ... and then he goes and slips in a completely unnecessary 'she' ...
D: What do you mean? **I don't follow.**
- 5 So, **basically you're saying** that he's an incompetent? That he can't actually do his job without someone overseeing everything he does ...
- 6 **I mean**, it's not as if he did it on purpose ... I feel quite sorry for him actually, ...
- 7 I know, I know, but **what I meant to say was** that we all know what he's like, I mean, he's not the most articulate person we know, is he?
- 8 I'm not disputing that. But **my point is** that I don't think someone should lose their job for making an honest mistake.



"To avoid accusations of sexism, be a sweetie, Dalrymple, and make tea."

- 2 Complete the two dialogues below with expressions from exercise 1.

1

A: I think he should make a public apology.

B: (1) _____? That he should take sole responsibility for the situation?

A: No, (2) _____. The company is equally to blame. But he did make a very costly mistake and I think he should own up to it.

2

C: So (3) _____ it's my fault, are you?

D: No, not all. (4) _____ you shouldn't feel responsible for what happened. It was out of your hands.

C: What do you mean? (5) _____.

D: Well, (6) _____, you weren't to know that the hotel had been double-booked, were you?

1.41-1.42 Listen and compare your answers with the recording.

SPEAKING

Roleplay

- 1 Work in two groups, A and B. Prepare to roleplay the meeting between Frank and his boss when she tells him he's lost his job.

Group A: You are Frank. Prepare your defence.

Group B: You are the boss. Prepare to explain your decision to Frank.

- 2 Work in pairs. Roleplay the meeting between Frank and his boss.

Useful language

I understand that this may come as a bit of a shock ...

What you need to understand is ...

I'm afraid it's out of my hands ...

I'd like to put my side of the argument, if that's all right.

I'm sorry, but I don't accept that at all.

This is outrageous!

You'll be hearing from my lawyer ...

6 | Language reference

GRAMMAR

Real & unreal conditions

Conditional sentences describe a situation (real or imaginary) and its probable consequences or results.

CONDITION	RESULT
<i>If it rains,</i>	<i>we'll get wet.</i>

We can join the two parts of a conditional sentence with *if* and other conjunctions:

<i>on condition (that)</i> <i>as long as</i> <i>so long as</i> <i>provided (that)</i> <i>providing (that)</i>	= <i>if (and only if)</i>
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Unless is used for saying that if something does not happen, something else will happen or be true as a result.

*We'll miss the bus **unless** we hurry.*
(= If we don't hurry.)
*I'll stay here **unless** you call.*
(= If you don't call.)

1 Real conditions

We use real conditional sentences to talk about real, possible or probable situations or conditions.
We use a present tense (simple, continuous, perfect) to describe the situation or condition. We use *will/may/might/can/must* + infinitive to describe the result.

CONDITION	RESULT
<i>If he says the right things,</i>	<i>he'll remain popular.</i>
<i>If you've voted for him,</i>	<i>you may regret it.</i>

We can also use a present tense in the result clause to show that something is true in general.

*If you **don't eat**, you die.*

2 Unreal conditions

We use unreal conditional sentences to talk about imaginary, impossible or improbable situations.
We use a past tense (simple or continuous) to describe a present or future situation.

*If we **had** more time, ...*
(= But we don't have more time.)

We use the past perfect to describe a past situation.

*If we **had arrived** earlier, ...*
(= But we didn't arrive earlier.)

We use *would/could/might* + infinitive to describe a present or future result of our hypothesis.

*If we had more time, we'd **sit** in the park/we **could visit** the museum.*

We use *would/might/could* + *have* + past participle to describe a past result of our hypothesis.

*If we'd arrived earlier, we **would have paid** less/we **might have got** a better seat.*

(a) Conditional sentences can begin with either the condition or the result.

*If I were you, I **wouldn't** do that.*
*I **wouldn't** do that if I were you.*

(b) In unreal conditions, *was* and *were* are both used as the past form of *be*. Some people think that *were* is more correct.

If I were you/If she were here/If he were alive

(c) A present situation can have a past result, and a past situation can have a present result.

*If I had more money (ie now/in general), I **wouldn't have walked** (ie in the past).*
*If she had tried harder (ie in the past), she **wouldn't be** where she is today.*

(d) Conditionals are sometimes described in the following way:

Type 1: *If* + simple present, *will* + infinitive
Type 2: *If* + simple past, *would* + infinitive
Type 3: *If* + past perfect, *would* + *have* + past participle
However, most conditional sentences in actual use do not fit into these three categories.

I wish & If only

We use *I wish* and *if only* to express regrets.

We use the simple past, past continuous or *could* + infinitive to express a regret about the present or the future.

*I **wish** (that) you were here.* (= But you're not.)
*If **only** we were sitting on the beach!* (= But we're not.)
*I **wish** I could see you.* (= But I can't.)

We use the past perfect to express a regret about the past.

*I **wish** (that) you **hadn't said** that.* (= But you did.)
*If **only** I'd **known**!* (= But I didn't.)

We can also use *I wish* and *If only* followed by a subject and *would*. This does not express regret. It is used to show that we want someone to do something.

*I **wish** he **would stop** talking.*
*If **only** they **would go** away!*

Should have

We use *should/shouldn't have* + past participle to make criticisms of past actions.

He should have kept quiet.
(= But he didn't keep quiet.)
We shouldn't have come.
(= But we came.)

FUNCTIONAL LANGUAGE

Asking for clarification

What are you suggesting?
What are you saying?
Basically you're saying that ...
I don't follow.

Clarifying

That's not what I'm saying ...
What I meant to say was that ...
My point is that ...
I mean, ...

WORD LIST

Elections

ballot paper <i>n</i> C	/bælət peɪpəl/
candidate <i>n</i> C ***	/kændɪdeɪt/
	'kændɪdət/
constituency <i>n</i> C **	/kən'stɪtjuənsi/
general election <i>n</i> C	/dʒenərəl rɪlekʃn/
Member of	/membə əv/
Parliament <i>n</i> C *	'pɑ:ləmənt/
polling station <i>n</i> C	'pɒlɪŋ steɪʃn/
stand for <i>v</i>	/stænd fɔ:/
turnout <i>n</i> C	/tɜ:naʊt/

Embarrassment

acutely <i>adv</i>	/ə'kju:li/
ashamed <i>adj</i> **	/ə'ʃeɪmd/
bright <i>adj</i> ***	/braɪt/
blush <i>v</i> *	/blʌʃ/
humiliating <i>adj</i>	/hju:'mɪli:etɪŋ/
self-conscious <i>adj</i>	/self 'kɒnfəs/
squirm <i>v</i>	/skwɜ:m/

-isms

ageism	/eɪdʒɪzəm/
elitism	/rɪ'lɪ:tɪzəm/
idealism	/aɪ'di:əlɪzəm/

nationalism *	/næʃnəlɪzəm/
optimism *	/ɒptɪmɪzəm/
pacifism	/pæslfɪzəm/
pessimism	/pesɪmɪzəm/
racism *	/reɪsɪzəm/
realism *	/rɪəlɪzəm/
sexism	/seksɪzəm/
socialism **	/səʊʃəlɪzəm/

Other words & phrases

action hero <i>n</i> C	/ækʃn hɪərəʊ/
ad <i>n</i> C	/æd/
alienate <i>v</i>	/eɪliəneɪt/
amend <i>v</i> **	/ə'mend/
approachable <i>adj</i>	/ə'prəʊtʃəbl/
assailant <i>n</i> C	/ə'seɪlənt/
banner <i>n</i> C	'bænə/
banter <i>n</i> U	'bæntə/
barely <i>adv</i> **	'beəli/
big time	'bɪg taɪm/
bodybuilder <i>n</i> C	'bɒdɪbɪldə/
bribe <i>v</i>	'braɪb/
brush (sth) off <i>v</i>	'brʌʃ 'ɒf/
centre-right <i>adj</i>	/sentəraɪt/
chancellor <i>n</i> C	'tʃɑ:nsələ/
chairman <i>n</i> C ***	'tʃeəməŋ/
childcare <i>n</i> U	'tʃaɪldkeə/
close range	'kləʊs reɪndʒ/
commit to <i>v</i>	'kɒmɪt tu:/
competent <i>adj</i> **	'kɒmpɪtənt/
compulsory <i>adj</i> *	'kɒmpʌlsəri/
condescending <i>adj</i>	'kɒndrɪsendɪŋ/
constitution <i>n</i> C ***	'kɒnstɪtju:ʃn/
cruise <i>v</i> *	'kru:z/
deputy leader <i>n</i> C	/deɪpjʊti 'li:də/
deserve <i>v</i> **	/dɪ'zɜ:v/
determine <i>v</i> **	/dɪ'tɜ:mɪn/
disagreement <i>n</i> U *	/dɪsə'grɪ:mənt/
disastrously <i>adv</i>	/dɪ'zɑ:stɹəsli/
discrimination	/dɪ'skrɪmɪ'neɪʃn/
<i>n</i> U **	
dismissal <i>n</i> C **	/dɪ'smɪsl/
dollar bill <i>n</i> C	'dɒlə 'bɪl/
embodiment <i>n</i> U	'ɪm'bɒdɪmənt/
engineer <i>n</i> C ***	'endʒɪniə/
fair <i>adj</i> ***	'feə/
foot and mouth	'fʊt ən 'maʊθ
disease <i>n</i> U	dɪ'zi:z/
fuss <i>n</i> U *	'fʌs/
give (sb) the sack	/gɪv ðə 'sæk/
governor <i>n</i> C **	'gʌvənə/
graduate <i>n</i> C **	'grædʒuət/
grounds <i>n</i> pl	'graʊndz/
have your sights	'hæv 'saɪts set ɒn/
set on	
have (your) way	'hæv weɪ/
heel <i>n</i> C **	'hi:l/
horried <i>adj</i>	'hɒrɪfaɪd/
issue <i>n</i> C ***	'ɪʃu:/
laddish <i>adj</i>	'lædɪʃ/
launch <i>n</i> C **	'lɔ:ntʃ/

liability <i>n</i> U **	/laɪə'bɪləti/
macho <i>adj</i>	'mætʃəʊ/
magnum <i>n</i> C	'mæɡnəm/
make history	'meɪk 'hɪst(ə)rɪ/
make matters	'meɪk mə'tɜ:z
worse	'wɜ:s/
memo <i>n</i> C	'meməʊ/
mess (sth) up	'mes 'ʌp/
object to (sth) <i>v</i> *	'ɒbdʒekt tu:/
offensive <i>adj</i> *	ə'fensɪv/
on purpose <i>adv</i>	'ɒn 'pɜ:pəs/
outbreak <i>n</i> C *	'aʊtbreɪk/
outcome <i>n</i> C ***	'aʊtkʌm/
oversee <i>v</i>	'əʊvə'si:/
pour <i>v</i> ***	'pɔ:/
press charges	'pres 'tʃɑ:dʒz/
proceedings <i>n</i> pl	'prə'si:dnɪz/
promptly <i>adv</i>	'prɒmptli/
prospect <i>n</i> C *	'prɒspekt/
punch <i>v</i> *	'pʌntʃ/
quota system <i>n</i> C	'kwɒtə sɪstəm/
red-faced <i>adj</i>	'redfeɪst/
refer to (sth) <i>v</i> ***	'rɪfɜ: tu:/
resign <i>v</i> ***	'rɪzɪn/
right <i>n</i> C ***	'raɪt/
run for office	'rʌn fə 'ɒfɪs/
scribble <i>v</i>	'skrɪbl/
secretarial <i>adj</i>	'sekre'tɜəriəl/
show promise	'ʃəʊ 'prɒmɪs/
spark <i>n</i> C	'spɑ:k/
spin doctor <i>n</i> C	'spɪn 'dɒktə/
stable <i>adj</i> **	'steɪbl/
stand by (sb) <i>v</i>	'stænd baɪ/
step aside <i>v</i>	'step ə'saɪd/
suffragette <i>n</i> C	'sʌfrədʒet/
supervise <i>v</i> **	'su:pəvaɪz/
sure as hell	'ʃɜ: əz 'hel/
tackle <i>v</i> *	'tækəl/
tearful <i>adj</i>	'tiəfl/
un-PC <i>adj</i>	'ʌn pi:'si:/
victory <i>n</i> C ***	'vɪktəri/
wheel around <i>v</i>	'wi:l ə'raʊnd/