

# 7A | Moving

## VOCABULARY: phrasal verbs with *live*

1 Complete the sentences with words from the box.

for off on out of through up to

- I love travelling and I'm quite happy living \_\_\_\_\_ a suitcase.
- I don't need much money to live \_\_\_\_\_ - just enough for food and basics.
- I can't understand people who live \_\_\_\_\_ their work - there are more important things in life.
- You haven't really lived if you haven't lived \_\_\_\_\_ difficult times.
- I want to live my own life. I'm not interested in living \_\_\_\_\_ my parents' expectations.
- There's no point working if you can live \_\_\_\_\_ social security.

2.1 Listen to check your answers.

2 Work in pairs. Do you agree or disagree with the sentences in exercise 1?

## READING

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

- What was Zoe doing before she moved?
- Why did she move?
- 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.

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

## 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) or *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

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

Like 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) \_\_\_\_\_. '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 ten 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!'

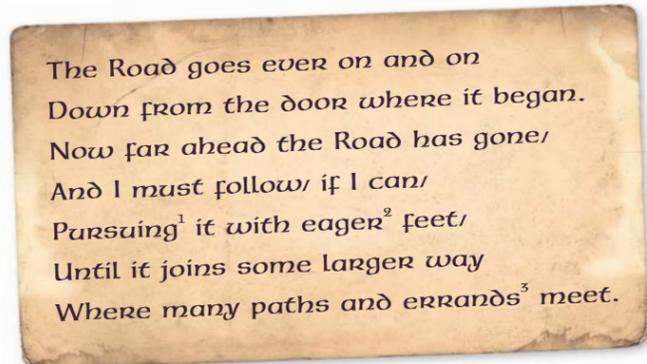
**Glossary**  
superficial *adj* not deep, serious or important



# 7B | Life changes

## VOCABULARY: metaphor

1 2.2 Listen to a poem from *The Lord of the Rings* by JRR Tolkien. What is it about?



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 His life **took an unexpected turn**.
- 2 His life was **at a crossroads**.
- 3 He and his partner went **their separate ways**.
- 4 He **embarked on a new stage of his life**.
- 5 He felt that it was time to **move on**.
- 6 He realized that there was **no turning back**.
- 7 He wanted to take a **new direction**.
- 8 Suddenly, his life **took off**.

3 Complete the text with the phrases in bold in exercise 2.



**Viggo Mortensen** spent his early childhood on a farm in Argentina, but, at the age of eleven, his life (1) \_\_\_\_\_. His parents decided to go (2) \_\_\_\_\_ and Viggo went to New York with his mother. After graduating from university, Viggo's life was (3) \_\_\_\_\_. He chose to go to Europe, but after two years, he decided it was time to (4) \_\_\_\_\_ again. He returned to New York where he (5) \_\_\_\_\_ and became an actor. He soon got roles in films with top directors and it became clear that there was (6) \_\_\_\_\_. His career really (7) \_\_\_\_\_ when he starred in *The Lord of the Rings*. At about the same time, Mortensen's life took (8) \_\_\_\_\_ when he founded a publishing company.

4 2.3 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 2.4 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 2.4 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? Why or why not?
- 6 Is it an easy lifestyle? Why or why not?
- 7 Would he like to go back to work one day? Why or why not?

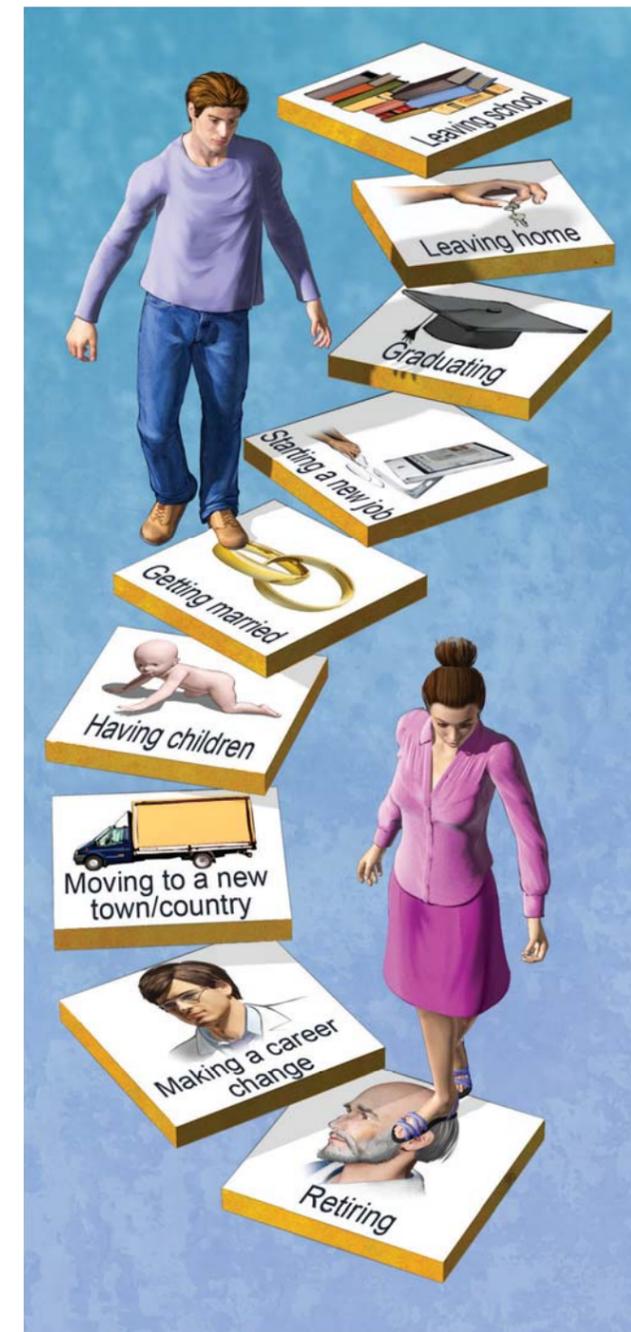
3 Find these expressions in audioscript 2.4 on pages 140–141. Explain what the words in italics refer to.

- 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 these 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 about legal ages and discuss the questions.

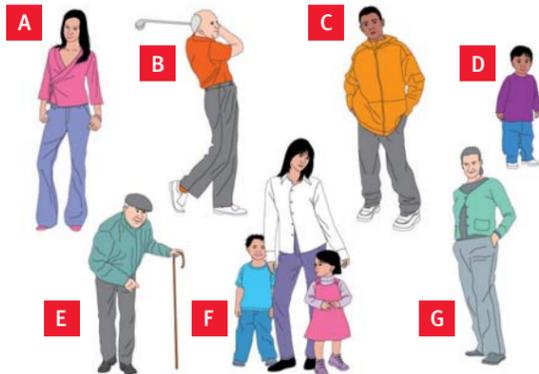
From a legal point of view, life in England and Wales begins at the age of ten. The law says that children from ten upwards can understand the consequences of their actions. The next big birthday is at sixteen, when you can leave school, get a job and pay tax. You can also leave home and get married (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, smoke, 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?

# 7c | 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 113th 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 Florrie led a happy life?

### Florrie prepares to celebrate her 113<sup>th</sup> birthday



**F**lorrie Baldwin says that eating a fried egg sandwich every morning has helped her live so long. That and the occasional glass of sherry.

England's oldest woman, who has lived in three centuries, is today celebrating her 113th birthday surrounded by four generations of her family. She is fit and healthy and does not need any regular medication. Her short-term memory is fading, but her long-term memory is still going strong. She still remembers seeing Queen Victoria when she was four, and being amazed when she first saw a car.

Her family put her long life down to hard work and a strong character. She started working at the age of sixteen and didn't retire until she was 75. For most of her working life she walked up and down a long steep hill twice a day and her doctor is sure that this is part of the secret of her health and long life.

'It's wonderful to be the oldest lady in Britain,' she said, 'but to be honest I don't remember how old I am most of the time.'

Her friends and family have been preparing a special celebration for her in the nursing home where she lives. The nursing home staff have been working hard to prepare for the special day. The chef has baked a special cake with 113 iced flowers. All four generations of the family will be there, including her daughter, Maisie, who is a youthful 88.

Florrie was born in Leeds, one of a family of eight. In 1919 she married painter and decorator Clifford Baldwin. They had one daughter and lived happily together until he died at the age of 73. She continued to live in their three-bedroom house until the age of 105, fiercely independent, cooking and cleaning for herself until she finally moved to a nursing home eight years ago. She was born before telephones, televisions and washing machines were invented and has seen 27 prime ministers, four kings, two queens and two world wars.

Florrie has one daughter, two grandsons, six great grandchildren and five great-great grandchildren. All the family have been helping with the preparations for the party and everybody is looking forward to toasting her incredible life with a glass of buck's fizz, and helping Florrie blow out her 113 candles.



#### Glossary

sherry *n* a kind of strong wine  
fade *v* slowly become less clear  
buck's fizz *n* a drink of champagne and orange juice

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

- Florrie's childhood
- her husband
- Florrie's secret for a long life
- Florrie's health
- the changes that Florrie 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 113 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.  
*The chef has baked a special cake.*

➤ 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 ...*

## SPEAKING

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

### At a Crossroads

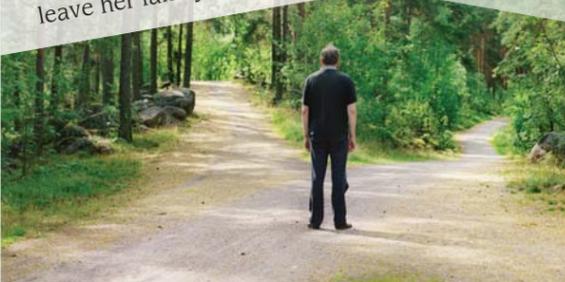
**Lynn** is engaged to be married. At work, she is offered promotion, but the new job will involve a lot of travelling – sometimes she will need to be away for two weeks at a time. Her future husband, Tony, has a good job, and they do not need the extra money. He has old-fashioned values and Lynn is afraid that he will not be happy about the possibility of her travelling so much.

### 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.

### Gabita (Mexican) and Sandy (British)

live in Mexico. Gabita has a good job in an international company, but Sandy is unhappy. He cannot speak very good Spanish, he can't find a good job and he wants to return to Britain, where he hopes to return to his career as a journalist. Gabita 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 & FUNCTIONAL LANGUAGE: giving advice

- 1 2.5 Listen to a dialogue between Lynn (from Speaking exercise 1) and Carl, a close friend. Answer the questions.

- 1 What is Lynn's main worry?
- 2 What does Carl suggest?
- 3 What does she think about his suggestions?

- 2 2.5 Listen to the dialogue between Lynn and Carl again. Complete the sentences in column A with a phrase from column B.

### A

- 1 I think you should
- 2 Why don't you
- 3 What you need to do is
- 4 Have you thought about
- 5 If I were you, I'd
- 6 There's no harm in
- 7 Why not

### B

- a call them right now.
- b change the date of the wedding?
- c explain to him how important this is to you.
- d go and see him in the morning?
- e speaking to his parents first?
- f take it.
- g telling him.

- 3 Find the highlighted responses in audioscript 2.5 on page 141. Match the responses to the advice 1–7 in exercise 2.

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

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

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

- 6 Work in pairs, A and B. Perform 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.

- 7 Now exchange roles.

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

## VOCABULARY: exclamations with *what*

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

- 1 I thought it was something serious, but the doctor said it was nothing really.
- 2 ... and then he said that Slovakia was the capital of the Czech Republic!
- 3 You'll never guess what! For the first time in my life, he bought me some flowers!
- 4 Mum! Look, I've got tomato ketchup all over my T-shirt. And on my trousers, too.
- 5 I thought we were going to win, but the other team scored a goal in the last minute.
- 6 So, she's lost her job, her husband's left her and now she's broken her leg!
- 7 There was no hot water this morning, so I couldn't have a shower.
- 8 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 2.6 Listen to this extract from Lynn and Carl's dialogue. Choose the best explanation of the word *what* in the extract.

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

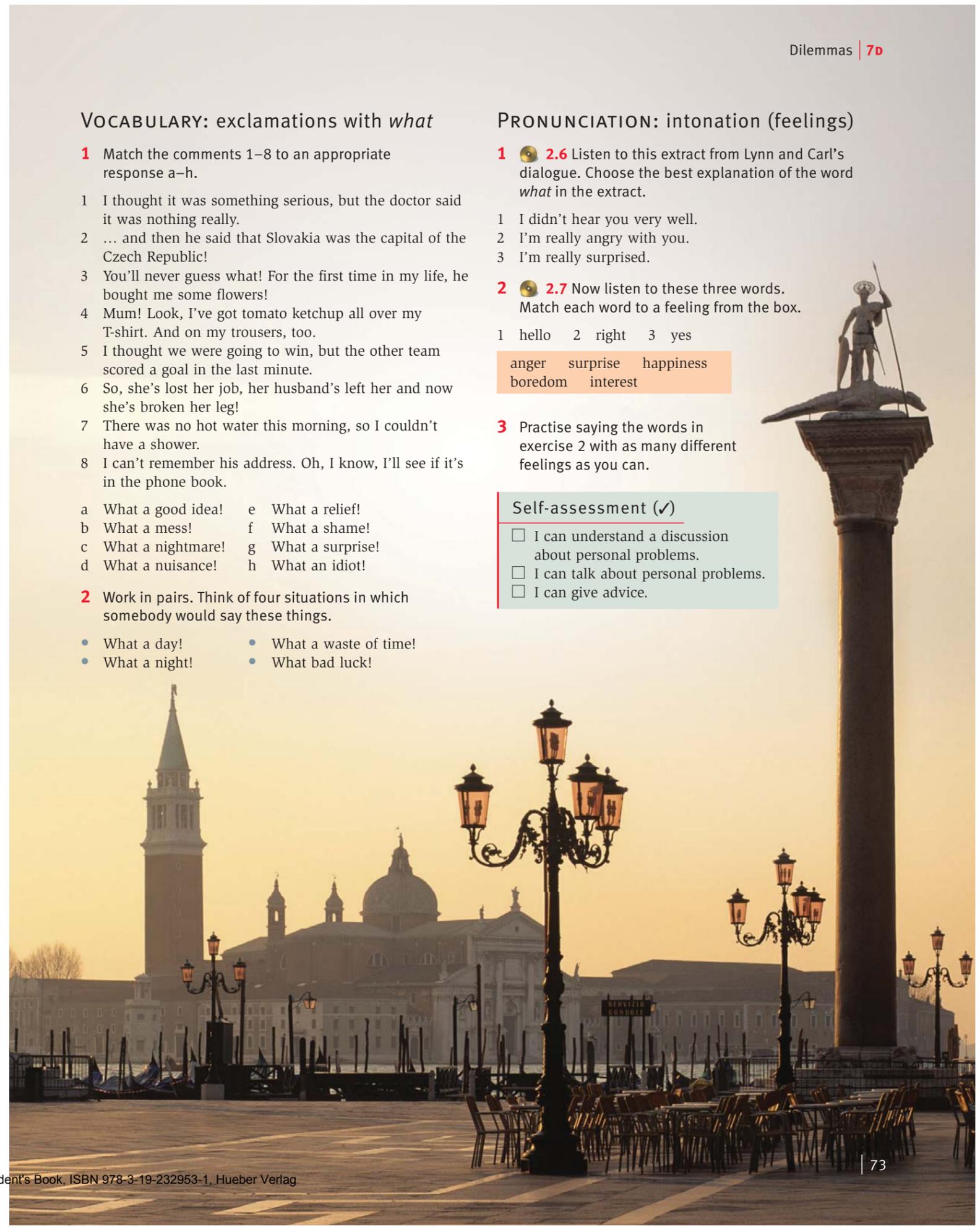
- 2 2.7 Now listen to these three words. Match each word to a feeling from the box.

- |         |          |           |
|---------|----------|-----------|
| 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.

### Self-assessment (✓)

- I can understand a discussion about personal problems.
- I can talk about personal problems.
- I can give advice.



# 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:(r)/
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

at a crossroads	/,æt ə 'krɒsrəʊdz/
embark on a	/ɪm,bɑ:(r)k ɒn ə
new stage of life	,nju: ,steɪdʒ əv 'laɪf/
go their separate ways	,gəʊ ðeə(r) sep(ə)rət 'weɪz/
his life took off	/hɪz ,laɪf tʊk 'ɒf/
move on	/,mu:v 'ɒn/
no turning back	,nəʊ tɜ:(r)nɪŋ 'bæk/
take a new direction	,teɪk ə ,nju: dɪ'rekʃ(ə)n/
take an	,teɪk ən
unexpected turn	ʌnɪkspektɪd 'tɜ:(r)n/

### Life stages

adolescent <i>adj/n C</i>	/,ædə'les(ə)nt/
adult <i>n C/adj ***</i>	/'ædʌlt; ə'dʌlt/
elderly <i>adj ***</i>	/'eldə(r)li/
in your early	/ɪm jɔ:(r) ,ɜ:(r)li
/late forties	/,leɪt 'fɔ:(r)tɪz/
middle-aged <i>adj *</i>	/,mɪd(ə)'leɪdʒd/
pensioner <i>n C **</i>	/'penʃ(ə)nə(r)/
retired <i>adj *</i>	/rɪ'taɪə(r)d/
teenager <i>n C **</i>	/'ti:n,eɪdʒə(r)/
toddler <i>n C *</i>	/tɒdlə(r)/

### Exclamations with *what*

What a good idea!	/,wɒt ə ,gʊd aɪ'dɪə/
What a day!	/,wɒt ə 'deɪ/
What a mess!	/,wɒt ə 'mes/
What a night!	/,wɒt ə 'naɪt/
What a nightmare!	/,wɒt ə 'naɪt,meə(r)/
What a nuisance!	/,wɒt ə 'nju:z(ə)ns/
What a relief!	/,wɒt ə rɪ'li:f/
What a shame!	/,wɒt ə 'ʃeɪm/
What a surprise!	/,wɒt ə sə(r)'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 & phrases

anniversary <i>n C **</i>	/,ænɪ'vɜ:(r)s(ə)ri/
bake <i>v *</i>	/beɪk/
ballistic <i>adj</i>	/bɔ:'lɪstɪk/
basically <i>adv **</i>	/'beɪsɪkli/
blow out <i>v</i>	/,bləʊ 'aʊt/
blush <i>v *</i>	/blʌʃ/
boss <i>n C ***</i>	/bɒs/
candle <i>n C **</i>	/'kænd(ə)l/
childcare <i>n U</i>	/'tʃaɪld,keə(r)/
consequence <i>n C ***</i>	/'kɒnsɪkwəns/
consultant <i>n C **</i>	/'kɒn'sʌltənt/
contract <i>n C ***</i>	/'kɒntrækt/
decorator <i>n C</i>	/'dekə'reɪtə(r)/
embarrassment <i>n U *</i>	/'ɪm'bærəsmənt/
expectation <i>n C ***</i>	/'ekspek'teɪʃ(ə)n/
fade <i>v **</i>	/feɪd/
farm hand <i>n C</i>	/'fɑ:(r)m,hænd/
fee <i>n C ***</i>	/fi:/
fiercely <i>adv</i>	/'fɪə(r)sli/
fire <i>v ***</i>	/'faɪə(r)/
found <i>v ***</i>	/faʊnd/
generation <i>n C ***</i>	/'dʒenə'reɪʃ(ə)n/
get in touch with (sb)	/'get ɪn 'tʌtʃ wɪð/
graduate <i>n C/v **</i>	/'grædʒuət; 'grædʒuət/
guilty <i>adj ***</i>	/'gɪlti/
hell <i>n U ***</i>	/hel/
hill <i>n C ***</i>	/hɪl/
iced <i>adj</i>	/aɪst/
invitation <i>n C **</i>	/'ɪnvɪ'teɪʃ(ə)n/
irresponsible <i>adj</i>	/'ɪrɪ'spɒnsəb(ə)l/
lamb <i>n C **</i>	/læm/
make sense	/'meɪk 'sens/
medication <i>n U</i>	/'medɪ'keɪʃ(ə)n/
mentally <i>adv</i>	/'ment(ə)li/
miss out on (sth) <i>v</i>	/'mɪs 'aʊt ɒn/
moving <i>adj **</i>	/'mu:vɪŋ/
nappy <i>n C</i>	/'næpi/
nursery <i>n C **</i>	/'nɜ:(r)s(ə)ri/
orchestra <i>n C **</i>	/'ɔ:(r)kɪstrə/
outfit <i>n C *</i>	/'aʊtfit/
overworked <i>adj</i>	/'əʊvə(r)'wɜ:(r)kt/
playgroup <i>n C</i>	/'pleɪ,gru:p/
PR (public relations)	/'pi: 'ɑ:(r)/
promotion <i>n C/U ***</i>	/'prɒ'məʊʃ(ə)n/
put two and two together	/'put ,tu: ən ,tu: tə'geðə(r)/
radical <i>adj **</i>	/'rædɪk(ə)l/
rebellious <i>adj</i>	/'rɪ'beljəs/
redundancy <i>n C **</i>	/'rɪ'dʌndənsɪ/
regret <i>v/n C **</i>	/'rɪ'gret/
scholarship <i>n C *</i>	/'skɒlə(r)ʃɪp/
sherry <i>n U</i>	/'ʃeri/
social security <i>n U *</i>	/'səʊʃ(ə)l sɪ'kjʊərəti/
steep <i>adj **</i>	/sti:p/

stressful <i>adj</i>	/'stresf(ə)l/
superficial <i>adj *</i>	/'su:pə(r)'fi:ʃ(ə)l/
suspect <i>v ***</i>	/sə'spekt/
take (sth/sb) seriously	/'teɪk 'sɪəriəsli/
tattoo <i>n C</i>	/tæ'tu:/
toast <i>v</i>	/təʊst/
tractor <i>n C</i>	/'træktə(r)/
travel expenses <i>n pl</i>	/'træv(ə)l ɪk'spensəz/
unsure <i>adj *</i>	/'ʌn'sʊə(r)/
unthinkable <i>adj</i>	/'ʌn'θɪŋkəb(ə)l/
violinist <i>n C</i>	/'vaɪə'lɪnɪst/
wise <i>adj **</i>	/'waɪz/
youthful <i>adj</i>	/'ju:θf(ə)l/