

Society



Sociology

This module covers

- the history of the **welfare state** and the **healthcare system**
- **employment**-related issues including **racial discrimination**, **gender discrimination** and **mental health**
- the distribution of **wealth** across the country, and the role of local **authorities** in tackling **child poverty**
- the success of community projects in creating tolerance within and across **neighbourhoods**
- the history of individual **citizens** who successfully challenged **segregation**

Visiting speakers will include:

- an **animal rights** activist
- several **minority group** representatives

EXAM tip Key words in listening texts

When listening for key words in a listening text, pay attention to when the speaker pauses before a word or says a word more loudly. This is often an indication that the word is key or important to the understanding of the text. Note it down – you may need it later to help with a general understanding of the information.

Exam Trainer Page 42

Noun suffixes

Type of base word	Suffix	Base word	Noun
adjective	-ness	fair kind	fairness kindness
adjective / noun	-ity	mature commune	maturity community
adjective / noun	-ery	brave scene	bravery scenery
noun	-ship	friend owner	friendship ownership
verb	-ment	treat commit	treatment commitment
verb	-al	arrive survive	arrival survival
verb	-ion / -tion	supervise educate	supervision education

Crime & justice

All crime, whether harmful to people (**theft**, murder, etc.), organizations (e.g. **shoplifting**), or property (**vandalism**, arson, etc.), creates at least one **victim**, and therefore some form of justice must be sought.

If someone is arrested and a case is brought against them by a **prosecutor**, the accused person ends up in court as a **defendant on trial**. This is often a long and complicated process, which may involve **witnesses** giving statements in front of a **judge**, and which ends with a verdict of 'innocent' or 'guilty'.

If the accused person is found guilty, the judge will decide on an appropriate **sentence**. The **criminal** may have to **pay a fine**, for example, or perform **community service**. What's more, the crime will always be on that person's **criminal record**. There is some evidence to suggest that for some people, including **young offenders**, a **therapy programme** may be more effective in changing people's behaviour than more traditional punishments.

Grammar reference Conditionals, wishes & regrets

SB Grammar Workshop Pages 98–101

AS LONG AS, EVEN IF, PROVIDED THAT, UNLESS

We can use *as long as*, *even if*, *provided (that)* and *unless* to introduce the conditional clause in conditionals.

As long as and *provided (that)* mean 'on condition that'.

You can have dinner with us, but you'll have to eat vegetarian food.

You can have dinner with us as long as / provided (that) you don't mind eating vegetarian food.

Language note

Provided (that) is often seen in the written form as it is slightly more formal than *provided* and *as long as*.

Provided that all the forms have been completed correctly, your membership card will be sent to you soon.

We use *even if* for emphasis.

We could run, but I think we'd still miss the train.

We'd be late even if we ran.

unless

We use *unless* to mean 'if not'.

I need to be in a room that's completely dark. If not, I won't be able to sleep.

I won't be able to sleep unless the room's completely dark.

(= if the room isn't completely dark)

Only call me if it's an emergency.

Don't call me unless it's an emergency.

(= if it's not an emergency)

CONDITIONALS & MODALS

Zero conditional

We use zero conditionals to talk about facts and things that are always true.

We take food to our grandma if she can't get out of the house.

First conditional

We use first conditionals to talk about things that are possible or probable in the future.

If you go into town this afternoon, you will see Emilia in the market square.

Second conditional

We use second conditionals to talk about imaginary or improbable events in the present or future.

If I knew Freddie's number, I would call him.

Third conditional

We use third conditionals to make hypotheses about things that didn't happen.

We would have called the police if the situation had got worse.

We can also use modal verbs in the conditional forms to show different functions, such as possibility:

If you go to France, you might speak French.

We could have called the fire brigade if the fire had got worse.

MIXED CONDITIONALS

It is possible for the two parts of a conditional sentence to refer to different times.

Imagined past event / condition	Imagined present event / outcome
If she hadn't got the job in New York (in the past),	she'd still be living in Madrid (now).

Imagined present event / condition	Imagined past event / outcome
If he wasn't a nurse (now),	he wouldn't have known how to help me (in the past).

WISHES & REGRETS

We use *I wish / If only* + past simple to talk about a desire for the present. We use *could* to talk about ability.



I wish / If only I could fly!

I wish / If only I was a bird!

We use *I wish / If only* + past perfect to talk about a regret about the past.

We use *I wish / If only* + *would* to talk about an annoying situation which we want to change.



I wish / If only I'd seen that big hole in the road!

I wish / If only my friends would visit me!

Vocabulary Support ★

1 Match 1–6 to A–F to make collocations.



- | | |
|--------------------|------------------|
| 1 animal C | A poverty |
| 2 welfare _____ | B discrimination |
| 3 racial _____ | C rights |
| 4 mental _____ | D system |
| 5 child _____ | E state |
| 6 healthcare _____ | F health |

Score: ____ / 5

2 Use the correct suffixes from the box to change the words in bold into nouns. Be careful with spelling. Check in a dictionary.

.....
-ness -ment ~~-ence~~ -ation -al -ity
.....

- Being a parent requires great **patient** *patience*.
- Reuben is interested in becoming either a family lawyer or a **crime** _____ lawyer.
- The doctors say that with the right medical **treat** _____, Rosa should be absolutely fine.
- Mature** _____ is something people usually develop as they grow older.
- All children have the right to a good **educate** _____.
- Thank you for your many acts of **kind** _____ over the years.

Score: ____ / 5

3 Complete the table with the words in the box.

.....
community service ~~criminal~~ defendant
judge pay a fine young offender shoplifting
theft vandalism victim witness
.....

Person	Crime	Punishment
<i>criminal</i>		

Score: ____ / 5

KEY TO VOCABULARY

Collocations

Collocations are pairs of words that commonly go together. Many **noun + noun** and **adjective + noun** collocations are **compound nouns**, e.g. *animal rights activist, environmental activist, criminal record, young offender, prison sentence*.

There are also common **verb + noun** collocations, e.g. *experience poverty, commit a crime, commit theft, commit vandalism, do community service, pass sentence*.

4 EXAM Complete the text with the words in the box.

.....
defendants judge prosecutors
sentence ~~trial~~ witness
.....

The UK's longest criminal court case

A (1) *trial* which started in September 2015 became the longest on record in the UK when it eventually finished in May 2017. It had taken a year for the (2) _____ to present all the evidence against the two (3) _____, a married couple accused of fraud. The court had to stop when members of the jury got ill or went on holiday. One (4) _____ was too ill to attend court, and had to give evidence from home. The husband was found guilty and given a prison (5) _____ by the (6) _____.

Score: ____ / 5

Total score: ____ / 20

Vocabulary Consolidate ★★

1 What are they talking about? Match the words in the box with sentences 1-6. There is one extra word or phrase.

animal rights employment
gender discrimination
~~healthcare system~~ neighbourhood
segregation wealth



- 'We don't have to pay for medical treatment when we use it, and parents don't have to pay for their children to visit a dentist.' *healthcare system*
- '32.5 million people in this country have jobs, compared to 29 million three years ago.'
- 'Rabbits should never be used for testing products like shampoo.'
- 'It's a very poor area south of the river.'
- 'He owns a quarter of a million pounds, and four houses.'
- 'In those days, different racial groups had to live completely separately.'

Score: ____ / 5

2 EXAM Complete the sentences with a noun formed from the words in bold. Use a dictionary if necessary.

- Hollie made an unexpected *appearance* at the party. (**appear**)
- She has a very strong sense of _____. (**fair**)
- The _____ rate for all people increased to a record high of 78.6%. (**employ**)
- It's a great way for the local _____ to get together. (**commune**)
- There's an _____ disagreement between them about land. (**owner**)
- The mountain _____ was stunning and we took a lot of photos. (**scene**)

Score: ____ / 5

STUDY tip

Keeping new words in tables in your vocabulary notebook is an effective way to make them more memorable:

Verb	Person	Noun
survive	survivor	survival
own	owner	ownership
entertain	entertainer	entertainment
supervise	supervisor	supervision



3 Match words A-E with definitions 1-5.

A witness B vandalism C victim
D defendant E sentence

- This is anyone who sees a crime being committed. **A**
- This person may be hurt physically, financially or emotionally by a crime. _____
- This crime includes things like breaking windows and painting graffiti on walls without permission. _____
- This is the person who is on trial. _____
- This is the name for the exact punishment given by a judge to someone who's been convicted of a crime. _____

Score: ____ / 4

4 Complete the text using the correct words. The first letter is given.

Some people have been involved in the (1) *theft* of money and other things, but I've never stolen anything. In the news I read about a group of friends who did some graffiti in the city and they got caught. They thought the (2) *j*_____ was going to make them (3) *p*_____ a *f*_____, so when he said they had to do (4) *c*_____ *s*_____, they were relieved. They had to do 50 hours' unpaid work removing graffiti from walls around the city. It was hard work, but they worked with two other (5) *y*_____ *o*_____ and they ended up having some really interesting conversations about their future lives. This article inspired me and I now work on (6) *t*_____ *p*_____ in prisons. You can never change someone's (7) *c*_____ *r*_____, but you can help people change the way people think about themselves and others. ”

Score: ____ / 6

Total score: ____ / 20



Vocabulary Extend ★★★

- 1 **4.06** Listen to three people talking about their experience of social issues and solutions. Complete the table with words and phrases from page 44 in the Student's Book.

	Issue	Solution
James	(1) <i>mental health</i>	(2) _____
Lola	(3) _____	(4) _____
Ryan	(5) _____	(6) _____

Score: ____ / 5



- 2 **EXAM** Complete the sentences with nouns formed from the words in the box. The nouns in each pair of sentences require the same suffix.

Verbs: approve confer differ
disappear perform survive

Adjectives: brave equal responsible

Nouns: image friend member

- 1 A The violinist gave an amazing *performance*.
B How do you explain the *disappearance* of so much money?
- 2 A For many years, women in professional sport have been paid less than men. Now, they are demanding _____.
B I take _____ for the mistakes I make.
- 3 A Our _____ means a lot to me.
B Can I see your _____ card, please?
- 4 A Polar bears rely on sea ice for their _____.
B We can't go ahead with the project until we get _____ from a senior manager.
- 5 A There's a big _____ between wanting to do something and actually doing it.
B People from 27 different countries attended the _____ in Zurich last year.
- 6 A Dan showed great _____ during the fire.
B The _____ in her poetry is beautiful.

Score: ____ / 10

- 3 **EXAM** Complete the extracts with the missing words.

The (1) *unemployment* rate for all people increased to a record high of 78.6%, although significantly more 18–24-year-olds are looking for work compared to this time last year.

Local (2) _____ have been given an extra £2 million to spend on projects aimed at reducing crime in poorer city (3) _____, with a particular focus on crimes committed by (4) _____ between the ages of fourteen and sixteen.

Don't suffer in silence

Are you feeling sad? Worried? Confused? Call our (5) _____ helpline on 06390 00215.

Twenty-nine-year-old Lawrence Rice is on (6) _____ at Leeds Crown Court after refusing to pay a £300 (7) _____ for dangerous driving.

Score: ____ / 6

Over to you! Activate your English ...

- 4 **In your notebook, answer the questions so they are true for you.**

- 1 How could the healthcare system in your country be improved?
I think doctors and nurses should be paid more.
- 2 What are the biggest social problems in your country?
- 3 How can more understanding be developed between different communities in your country?
- 4 In your opinion, why do animal-rights activists feel so strongly about their beliefs?
- 5 How do you think the unemployed in your country could be helped more?

Score: ____ / 4

Grammar Support ★

1 Choose the correct options to complete the sentences.

- I can't study *unless / as long as* the room is completely quiet.
- You'll pass all your exams *even if / as long as* you keep studying hard.
- We should arrive at about nine o'clock, *unless / provided* the traffic isn't too bad.
- The cups are made of metal, so *even if / provided* you drop them, they won't break.
- You can sometimes see the moon during the daytime, but you can't see stars *unless / as long as* it's dark.

Score: ___ / 4

2 Complete the table with the missing words and phrases in the box.

as long as could could have hadn't hypothesis
imaginary or improbable possible and probable
~~when~~ won't wouldn't

Types of conditional	Example sentences
Zero: a fact or something which is always true	In Mexico, families organize a big party (1) <i>when a girl turns fifteen.</i>
1st: something (2) _____ in the future	I'll be fine (3) _____ I've got my phone with me. You (4) _____ get your money back unless you complain to the manager.
2nd: an (5) _____ event in the present or future	I'm sure I (6) _____ ski if I had lessons. You (7) _____ feel so tired in the mornings if you went to bed earlier.
3rd: a (8) _____ about something which didn't happen	I (9) _____ met you at the library if I'd known you were going there after school. If Carl (10) _____ researched his family tree, he'd never have met his half-sister Helen.

Score: ___ / 9

3 Tick (✓) the mixed conditional sentence in each pair.

- A We'd have gone to meet them if they'd told us where they were going.

B We wouldn't be so worried about them if they'd told us where they were going. ✓
- A If I'd had breakfast, I wouldn't be hungry now.

B If I'd had breakfast, I'd have been late for school.
- A I wouldn't be asking you for help if I didn't trust you.

B I wouldn't have told you if I didn't trust you.

Score: ___ / 2

Over to you! Activate your English ...

4 Complete the sentences about the photos using your own ideas.

I wish I (1) *was at home right now.*



If only I (2) _____.

I wish it (3) _____.



I wish I (4) _____.

If only he (6) _____.

I wish I (5) _____.

Score: ___ / 5

Total score: ___ / 20

1 EXAM Complete the second sentence with *as long as, even if, unless* or *provided that* so that it means the same as the sentences above. Sometimes two answers are possible.

- They're planning to move to New York. They won't, however, if Mia doesn't get the job.
Provided that Mia gets the job, they'll be moving to New York.
- I'm pretty sure you can't explain what you're doing here. If you can, though, I won't call the police.
_____ you can explain what you're doing here, I'll call the police.
- We're going to the beach tomorrow. It might rain, but that won't stop us!
We're going to the beach tomorrow _____ it rains.
- You can borrow my camera, but first you must promise to be careful with it.
You can borrow my camera _____ you promise to be careful with it.
- We're too late for the train. Taking a taxi won't help.
_____ we take a taxi, we'll still miss the train.
- I'm not planning to call the doctor, but I will call the doctor if he gets any worse.
I won't call the doctor _____ he gets any worse.

Score: ____ / 5

2 EXAM Complete the conditional sentences using *will, could, would, might* or *no modal verb + the correct form of the verbs in brackets*. Sometimes more than one answer is possible.

- Ignacio *would be* (be) much happier if he had a job.
- I definitely _____ (not / finish) the race if Lola hadn't helped me. She was amazing.
- Where _____ (you / live) if you could live anywhere in the world?
- They _____ (not / give) you a refund now unless there's something wrong with it.
- I usually walk to college, but I _____ (go) by bus if it _____ (rain).
- Even if you phone the doctor really early, you _____ (not / get) an appointment for today. They're very busy at the moment.

Score: ____ / 5

Language note

In American English, *would* is sometimes used in both clauses of conditional sentences, especially in spoken English.

Compare:

British English

*It would be better if they told everybody in advance.
If I had left earlier, I would have caught the train.*

American English

*It would be better if they would tell everybody in advance.
If I would have left earlier, I would have caught the train.*

3 Write mixed conditional sentences using the prompts.

- Rafael / be / here / now if / he / catch / the 7 a.m. bus.
Rafael would be here now if he'd caught the 7 a.m. bus.
- He / not / move / here / if / he / not love / you.

- If you / not / go / to bed so late / you / not / be / so tired now.

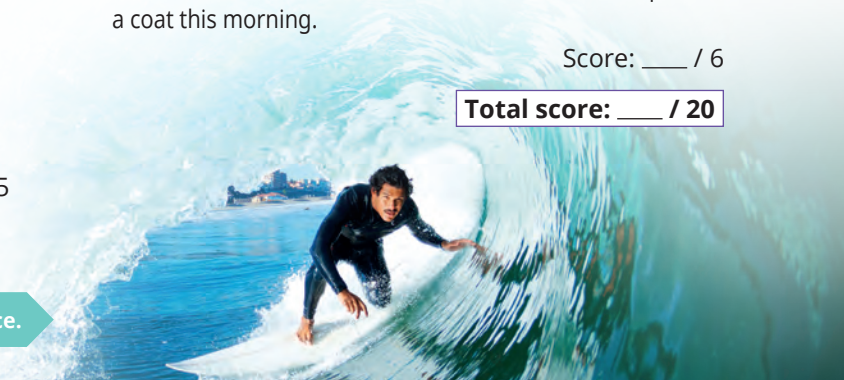
Score: ____ / 4

4 EXAM Complete the three conversations with the correct form of the verbs in brackets.

- 1 A:** Look at him! I wish I (1) *could surf* (surf).
B: It looks awesome, doesn't it?
A: Yeah. I'm really bad at sport. I can't do anything.
B: That's not true! I wish you
(2) _____ (stop) saying that!
A: But I can't even swim. If only I
(3) _____ (have) swimming lessons when I was young.
- 2 A:** I wonder how Andres is getting on at the hospital.
B: Yes. I wish we (4) _____ (be) there with him.
A: If only we (5) _____ (call) him! I really want to speak to him.
B: I know. It's really frustrating.
- 3 A:** If only the bus (6) _____ (come)! It's so cold!
B: I know! I wish I (7) _____ (put on) a coat this morning.

Score: ____ / 6

Total score: ____ / 20



1 **EXAM** Complete the article with *one, two* or *three* words in each gap.

What have you learned from life?

We asked five people over the age of 65 to share their thoughts.

I wish I (1) *hadn't spent* so much time worrying about things that never happened! There are much better ways to spend time! *Mariana, 82*

Be happy! (2) _____ you only make one person smile each day, it's worth it! *Paul, 76*

Believe in yourself and follow your dreams.

I (3) _____ I'd studied more.

If I'd gone to university, I (4) _____ become a scientist, which is the job I really wanted. *Emilia, 79*

Don't do a job you hate (5) _____ you really have to! If you spend time doing things you like, you (6) _____ find happiness, and happiness is so much more important than money. *Charles, 87*



Score: ____ / 5

2 **4.07** Listen to Arlo and Katie talking about a play that Arlo performed in last night. Are the sentences *true* or *false*?

- Katie wishes she'd stayed to the end of the play. *false*
- Arlo didn't forget any of his lines. _____
- Anna-Maria made things difficult for Arlo at the beginning of Scene Two. _____
- Katie would have enjoyed the performance more if the lighting had been better. _____
- Arlo might see the director today. _____
- Arlo wouldn't have so many friends if he hadn't joined the theatre club. _____
- Arlo won't continue with the theatre club unless they do a musical. _____
- Katie would join the theatre club if she could sing. _____

Score: ____ / 7



Turn to page 64 to complete the progress review for this unit.

3 **EXAM** Rewrite the sentences or pairs of sentences as conditional sentences. You must include the words in bold.

- The meetings are so long because Martha can't speak Spanish. (**if**)
The meetings wouldn't be so long if Martha could speak Spanish.
- I want them to stop fighting. (**wish**)

- The main reason that I didn't go to the concert is that I don't like classical music. (**might**)

- I didn't want to show her the letter, and I didn't show her the letter. She didn't ask to see it. (**even**)

- Sometimes I need advice, and at those times I often talk to my grandad. (**when**)

- I really regret that Leon saw that message. (**only**)

Score: ____ / 5

Over to you! Activate your English ...

4 Answer the questions with full sentences.

- What do you do if you can't sleep at night?
If I can't sleep at night, I listen to music.
- How do you react if someone gets angry with you?

- What desires and wishes do you have? Write sentences with *I wish* and *If only*.

- What regrets do you have? Write sentences with *I wish* and *If only*.

Score: ____ / 3

Total score: ____ / 20

1 EXAM Read the article. Choose the statement that best sums up the writer's attitude to Universal Basic Income (UBI).

- A If only we had UBI in my country!
- B UBI is an interesting idea which should be researched further.
- C UBI sounds wonderful in principle, but would be too expensive for governments to make a reality.



UBI

Imagine a society where everyone could afford the basic things like shelter, food and healthcare, and

where child poverty was a thing of the past. If governments gave people a Universal Basic Income (UBI), that could become a reality.

With UBI, a modest amount of money is paid regularly and unconditionally to all individuals in a society, regardless of their age, gender, marital status, work status and work history.

In his 2017 book *Basic Income: And How We Can Make It Happen* economist Guy Standing describes a 2011–12 experiment in which the residents of 20 villages in India were all given UBI for around 18 months. During that time, sanitation and nutrition improved, residents had better health and healthcare, and children did better at school. Social equality also improved, especially for women and people with disabilities.

Opponents say UBI discourages people from working, and point out that it's wasted on rich people. Is it right, though, that the super-rich live alongside people who live in poverty? Doesn't everyone have a right to a share of society's collective wealth? Unless we change our attitude to wealth, though, it seems likely that the gap between the rich and the poor will only continue to grow.

2 EXAM Read the article again. Choose the correct options to complete the sentences.

- 1 If you were married in a country with UBI, you *wouldn't / might / would / might not* get a regular payment.
- 2 The children whose families took part in the Indian UBI experiment *had / could have had / would have had / should have had* better nutrition and education during that time.
- 3 The writer thinks society *will / should / is going to / will never* change its attitude to wealth.

3 **4.08** Listen to Sam giving a presentation about loneliness and tick (✓) the topics he talks about.

minority groups employment mental health
gender discrimination victims of crime
young offenders community service the welfare state

4 **4.08** Listen again. Complete the sentences using no more than **three** words.

- 1 _____ people keep living longer, the problem of loneliness will increase.
- 2 Around 25% of British 18–24-year-olds wish they had more _____.
- 3 Loneliness causes some older people in Japan to go _____ because they know they won't feel so isolated in prison.
- 4 Sam believes tolerance can't be built between parts of society unless people have the opportunity to connect through _____ projects.

5 Read the title of a discussion essay. Answer the questions.

Poverty is at the heart of society's biggest problems.

Introduction

1 How bad is poverty today?

Paragraph 1

2 In what ways is the statement true? Which of society's problems are connected to poverty?

Paragraph 2

3 In what ways is the statement *not* true? Which of society's problems are *not* connected to poverty?

Conclusion

4 What is your personal opinion? Why?

6 EXAM Use your answers to the questions in exercise 5 to write a discussion essay.

Key to Self-assessment: *I can ...*

Think about your progress and tick the boxes.

I can ...	*	**	***
talk about society.			
use noun suffixes.			
talk about crime and justice.			
use conditionals.			
talk about wishes and regrets.			
write a discussion essay.			

Phonemic chart

Single vowel sounds			
/i:/	tree /tri:/	/ə/	computer /kəm'pjʊ:tə(r)/
/ɪ/	his /hɪz/	/ɜ:/	learn /lɜ:n/
/i/	happy /'hæpi/	/ɔ:/	four /fɔ:(r)/
/ʊ/	good /gʊd/	/æ/	hat /hæt/
/u/	usual /'ju:ʒuəl/	/ʌ/	sunny /'sʌni/
/u:/	school /sku:l/	/ɑ:/	car /kɑ:(r)/
/e/	ten /ten/	/ɒ/	clock /klɒk/

Diphthongs (double vowel sounds)			
/ɪə/	near /nɪə(r)/	/ɔɪ/	boy /bɔɪ/
/ʊə/	tour /tʊə(r)/	/aɪ/	try /traɪ/
/eə/	wear /weə(r)/	/əʊ/	so /səʊ/
/eɪ/	train /treɪn/	/aʊ/	out /aʊt/

Consonant sounds			
/p/	pen /pen/	/s/	see /si:/
/b/	big /bɪg/	/z/	lazy /'leɪzi/
/t/	tea /ti:/	/ʃ/	shower /'ʃaʊə(r)/
/d/	do /du:/	/ʒ/	television /'telɪvɪʒn/
/tʃ/	children /'tʃɪldrən/	/m/	man /mæn/
/dʒ/	journey /'dʒɜ:ni/	/n/	never /'nevə(r)/
/k/	cat /kæt/	/ŋ/	sing /sɪŋ/
/g/	go /gəʊ/	/h/	hot /hɒt/
/f/	fly /flaɪ/	/l/	like /laɪk/
/v/	very /'veri/	/r/	river /'rɪvə(r)/
/θ/	thing /θɪŋ/	/w/	water /'wɔ:tə(r)/
/ð/	this /ðɪs/	/j/	yes /jes/

Phrasal verbs

PHRASAL VERB	PRONUNCIATION	DEFINITION
ask out	/,ɑːsk 'aʊt/	invite somebody on a date
break into	/,breɪk 'ɪntə/	enter somewhere by force
break up with	/,breɪk 'ʌp wɪð/	end a relationship with somebody
bring in	/,brɪŋ 'ɪn/	introduce a new law, etc.
bump into	/,bʌmp 'ɪntə/	meet somebody by chance
call round	/,kɔːl 'raʊnd/	visit somebody at their house
carry out	/,kæri 'aʊt/	do and complete a task, research, etc.
catch on	/,kætʃ 'ɒn/	become popular or fashionable
cheer up	/,tʃɪə(r) 'ʌp/	become or make somebody happier
come across	/'kʌm ə'krɒs/	find something by chance
come along / go along	/,kʌm ə'lɒŋ/ /,gəʊ ə'lɒŋ/	accompany somebody
come round / over	/,kʌm 'raʊnd/ /'əʊvə(r)/	visit somebody at a place
come together (as a group)	/,kʌm tə'geðə(r)/	get together with other people to form a united group
come up against	/,kʌm 'ʌp əgeɪnst/	be faced with or opposed by somebody / something
cover up	/,kʌvə(r) 'ʌp/	do something to hide a mistake or illegal actions from other people
cut out	/,kʌt 'aʊt/	stop eating, using or doing something
dress up	/,dres 'ʌp/	put on smart or special clothes
drop off	/,drɒp 'ɒf/	leave somebody somewhere
eat out	/,iːt 'aʊt/	eat in a restaurant, café, etc. away from home
end up	/,end 'ʌp/	find yourself in a place, situation, etc.
face up to	/,feɪs 'ʌp tə/	accept and deal with something that is difficult
feel like	/'fiːl ,laɪk/	want to have or do something
find out	/,faɪnd 'aʊt/	get information by asking people, reading, etc.
get ahead	/,get ə'hed/	make more progress than other people have done
get by	/,get 'baɪ/	live using only the resources you have
get on	/,get 'ɒn/	board a bus, train, etc.
get through	/,get 'θruː/	manage to do or complete something
give back	/,gɪv 'bæk/	return something to its owner
give up	/,gɪv 'ʌp/	offer something of yours to somebody else
go ahead	/,gəʊ ə'hed/	proceed with something
go back	/,gəʊ 'bæk/	return somewhere
go off	/,gəʊ 'ɒf/	become unsuitable for eating
go on	/,gəʊ 'ɒn/	continue to do something
go out	/,gəʊ 'aʊt/	go somewhere away from home
go out with	/,gəʊ 'aʊt wɪð/	go somewhere with somebody, on a date
go through	/,gəʊ 'θruː/	experience something
go with	/'gəʊ wɪð/	combine well with something
go without	/,gəʊ wɪ'daʊt/	not have something

PHRASAL VERB	PRONUNCIATION	DEFINITION
hand out	/,hænd 'aʊt/	give something to other people
hand over	/,hænd 'əʊvə(r)/	give something to someone
have round	/,hæv 'raʊnd/	invite somebody to visit you at home
join in	/,dʒɔɪn 'ɪn/	take part in an activity with other people
let on	/,let 'ɒn/	tell somebody a secret
listen out for	/,lɪsn aʊt fɔ:(r)/	be prepared to hear something
look after (yourself)	/,lʊk 'ɑ:ftə(r)/	take care of something, somebody, etc.
look for	/,lʊk fɔ:(r)/	search for
look into	/'lʊk 'ɪntə/	examine something
make up for	/,meɪk 'ʌp fɔ:(r)/	do something to correct a bad situation in the past
meet up with	/,mi:t 'ʌp wɪð/	meet somebody
move out	/,mu:v 'aʊt/	leave your old home
own up to	/,əʊn 'ʌp tə/	admit responsibility for something
pack out (the streets / square)	/,pæk 'aʊt/	fill a place with lots of people
pick up	/,pɪk 'ʌp/	to take hold of somebody / something and lift them / it up
pull over	/,pʊl 'əʊvə(r)/	move to the side of the road while driving to stop
put on (a show)	/,pʊt 'ɒn/	present a play / show to others
put up	/,pʊt 'ʌp/	place something somewhere it will be seen
put up with	/,pʊt 'ʌp wɪð/	accept somebody, something, etc. without complaining
rip off	/,rɪp 'ɒf/	cheat somebody out of their money
see through	/,si: 'θru:z/	not give up on a task, etc. until it is complete
set off	/,set 'ɒf/	start a journey somewhere
set up	/,set 'ʌp/	trick somebody and make them appear guilty
set up	/,set 'ʌp/	start something
sniff around	/,snɪf ə'raʊnd/	try to find out information about somebody / something
spring up	/,sprɪŋ 'ʌp/	appear quickly
square up	/,skweə 'ʌp/	prepare to fight somebody
stamp out	/,stæmp 'aʊt/	get rid of something
stand up for	/,stænd 'ʌp fɔ:(r)/	support or defend somebody / something
stand up to	/,stænd 'ʌp tə/	not accept a bad situation without complaining
stay in	/,steɪ 'ɪn/	not go out or stay inside at home
swallow up	/,swɒləʊ 'ʌp/	use something up completely
take (time) off	/,teɪk 'ɒf/	have some time away from school / work
take on	/,teɪk 'ɒn/	employ (somebody)
take out	/,teɪk 'aʊt/	get money, etc. by removing it from an account, etc.
take up	/,teɪk 'ʌp/	accept an offer (e.g. of a job)
tell off	/,tel 'ɒf/	speak angrily to somebody for doing something wrong
touch on	/'tʌtʃ ɒn/	discuss a subject briefly without a lot of detail
turn up	/,tɜ:n 'ʌp/	arrive somewhere
turn down	/,tɜ:n 'daʊn/	not accept an offer (e.g. of a job)
wrap up	/,ræp 'ʌp/	put on warm clothes

Irregular verbs

INFINITIVE		PAST SIMPLE		PAST PARTICIPLE	
be	/bi:/	was / were	/wɒz/, /wɜ:(r)/	been	/bi:n/
bear	/beə(r)/	bore	/bɔ:/	borne	/bɔ:n/
beat	/bi:t/	beat	/bi:t/	beaten	/'bi:tən/
become	/bɪ'kʌm/	became	/bɪ'keɪm/	become	/bɪ'kʌm/
begin	/bɪ'gɪn/	began	/bɪ'gæn/	begun	/bɪ'gʌn/
bend	/bend/	bent	/bent/	bent	/bent/
bet	/bet/	bet	/bet/	bet	/bet/
bite	/baɪt/	bit	/bɪt/	bitten	/'bɪtn/
bleed	/bli:d/	bled	/bled/	bled	/bled/
blow	/bləʊ/	blew	/blu:/	blown	/bləʊn/
break	/breɪk/	broke	/brəʊk/	broken	/'brəʊkn/
bring	/brɪŋ/	brought	/brɔ:t/	brought	/brɔ:t/
build	/bɪld/	built	/bɪlt/	built	/bɪlt/
burn	/bɜ:n/	burned, burnt	/bɜ:nd/, /bɜ:nt/	burned, burnt	/bɜ:nd/, /bɜ:nt/
buy	/baɪ/	bought	/bɔ:t/	bought	/bɔ:t/
catch	/kætʃ/	caught	/kɔ:t/	caught	/kɔ:t/
choose	/tʃu:z/	chose	/tʃəʊz/	chosen	/'tʃəʊzn/
come	/kʌm/	came	/keɪm/	come	/kʌm/
cost	/kɒst/	cost	/kɒst/	cost	/kɒst/
cut	/kʌt/	cut	/kʌt/	cut	/kʌt/
dig	/dɪg/	dug	/dʌg/	dug	/dʌg/
do	/du:/	did	/dɪd/	done	/dʌn/
draw	/drɔ:/	drew	/dru:/	drawn	/drɔ:n/
dream	/dri:m/	dreamed, dreamt	/dri:md/, /dremt/	dreamed, dreamt	/dri:md/, /dremt/
drink	/drɪŋk/	drank	/dræŋk/	drunk	/drʌŋk/
drive	/draɪv/	drove	/drəʊv/	driven	/'drɪvən/
eat	/i:t/	ate	/eɪt/	eaten	/'i:tən/
fall	/fɔ:l/	fell	/fel/	fallen	/'fɔ:lən/
feed	/fi:d/	fed	/fed/	fed	/fed/
feel	/fi:l/	felt	/felt/	felt	/felt/
fight	/faɪt/	fought	/fɔ:t/	fought	/fɔ:t/
find	/faɪnd/	found	/faʊnd/	found	/faʊnd/
fly	/flaɪ/	flew	/flu:/	flown	/fləʊn/
forbid	/fə'bɪd/	forbade	/fə'beɪd/	forbidden	/fə'bɪdn/
forget	/fə'get/	forgot	/fə'gɒt/	forgotten	/fə'gɒtn/
forgive	/fə'gɪv/	forgave	/fə'geɪv/	forgiven	/fə'gɪvn/
freeze	/fri:z/	froze	/frəʊz/	frozen	/'frəʊzən/
get	/get/	got	/gɒt/	got	/gɒt/
give	/gɪv/	gave	/geɪv/	given	/'gɪvn/
go	/gəʊ/	went	/went/	been / gone	/bi:n/, /gɒn/
grow	/grəʊ/	grew	/gru:/	grown	/grəʊn/
hang	/hæŋ/	hung	/hʌŋ/	hung	/hʌŋ/
have	/hæv/	had	/hæd/	had	/hæd/
hear	/hɪə(r)/	heard	/hɜ:d/	heard	/hɜ:d/
hit	/hɪt/	hit	/hɪt/	hit	/hɪt/
hold	/həʊld/	held	/held/	held	/held/
hurt	/hɜ:t/	hurt	/hɜ:t/	hurt	/hɜ:t/
keep	/ki:p/	kept	/kept/	kept	/kept/
know	/nəʊ/	knew	/nju:/	known	/nəʊn/
lead	/li:d/	led	/led/	led	/led/
learn	/lɜ:n/	learned, learnt	/lɜ:nd/, /lɜ:nt/	learned, learnt	/lɜ:nd/, /lɜ:nt/
leave	/li:v/	left	/left/	left	/left/
lend	/lend/	lent	/lent/	lent	/lent/
let	/let/	let	/let/	let	/let/

INFINITIVE		PAST SIMPLE		PAST PARTICIPLE	
lie	/laɪ/	lay	/leɪ/	lain	/leɪn/
light	/laɪt/	lit	/lɪt/	lit	/lɪt/
lose	/luːz/	lost	/lɒst/	lost	/lɒst/
make	/meɪk/	made	/meɪd/	made	/meɪd/
mean	/miːn/	meant	/ment/	meant	/ment/
meet	/miːt/	met	/met/	met	/met/
pay	/peɪ/	paid	/peɪd/	paid	/peɪd/
put	/pʊt/	put	/pʊt/	put	/pʊt/
read	/riːd/	read	/red/	read	/red/
ride	/raɪd/	rode	/rəʊd/	ridden	/'rɪdn/
ring	/rɪŋ/	rang	/ræŋ/	rung	/rʌŋ/
rise	/raɪz/	rose	/rəʊz/	risen	/'rɪzn/
run	/rʌn/	ran	/ræn/	run	/rʌn/
say	/seɪ/	said	/sed/	said	/sed/
see	/siː/	saw	/sɔː/	seen	/siːn/
sell	/sel/	sold	/səʊld/	sold	/səʊld/
send	/send/	sent	/sent/	sent	/sent/
shake	/ʃeɪk/	shook	/ʃʊk/	shaken	/ʃeɪkn/
shine	/ʃaɪn/	shone	/ʃɒn/	shone	/ʃɒn/
shoot	/ʃuːt/	shot	/ʃɒt/	shot	/ʃɒt/
show	/ʃəʊ/	showed	/ʃəʊd/	shown	/ʃəʊn/
shut	/ʃʌt/	shut	/ʃʌt/	shut	/ʃʌt/
sing	/sɪŋ/	sang	/sæŋ/	sung	/sʌŋ/
sink	/sɪŋk/	sank	/sæŋk/	sunk	/sʌŋk/
sit	/sɪt/	sat	/sæt/	sat	/sæt/
sleep	/sliːp/	slept	/slept/	slept	/slept/
smell	/smel/	smelled, smelt	/smeld/, /smelt/	smelled, smelt	/smeld/, /smelt/
speak	/spiːk/	spoke	/spəʊk/	spoken	/'spəʊkn/
spell	/spel/	spelled, spelt	/speld/, /spelt/	spelled, spelt	/speld/, /spelt/
spend	/spend/	spent	/spent/	spent	/spent/
spill	/spɪl/	spilt	/spɪlt/	spilt	/spɪlt/
spin	/spɪn/	spun	/spʌn/	spun	/spʌn/
split	/splɪt/	split	/splɪt/	split	/splɪt/
spoil	/spɔɪl/	spoiled, spoilt	/spɔɪld/, /spɔɪlt/	spoiled, spoilt	/spɔɪld/, /spɔɪlt/
spread	/spred/	spread	/spred/	spread	/spred/
spring	/sprɪŋ/	sprang	/spræŋ/	sprung	/sprʌŋ/
stand	/stænd/	stood	/stʊd/	stood	/stʊd/
steal	/stiːl/	stole	/stəʊl/	stolen	/stəʊlən/
stick	/stɪk/	stuck	/stʌk/	stuck	/stʌk/
sting	/stɪŋ/	stung	/stʌŋ/	stung	/stʌŋ/
sweep	/swiːp/	swept	/swept/	swept	/swept/
swim	/swɪm/	swam	/swæm/	swum	/swʌm/
swing	/swɪŋ/	swung	/swʌŋ/	swung	/swʌŋ/
take	/teɪk/	took	/tʊk/	taken	/'teɪkn/
teach	/tiːtʃ/	taught	/tɔːt/	taught	/tɔːt/
tear	/teə(r)/	tore	/tɔː/	torn	/tɔːn/
tell	/tel/	told	/təʊld/	told	/təʊld/
think	/θɪŋk/	thought	/θɔːt/	thought	/θɔːt/
throw	/θrəʊ/	threw	/θruː/	thrown	/θrəʊn/
understand	/ʌndə'stænd/	understood	/ʌndə'stʊd/	understood	/ʌndə'stʊd/
wake	/weɪk/	woke	/wəʊk/	woken	/wəʊkn/
wear	/weə(r)/	wore	/wɔː(r)/	worn	/wɔːn/
win	/wɪn/	won	/wʌn/	won	/wʌn/
write	/raɪt/	wrote	/rəʊt/	written	/'rɪtn/

False friends

according to	as said by somebody
actual	something that is real or exists in fact
actually	used to emphasize a fact or a comment
advice	an opinion or suggestion about what somebody should do
advise	tell somebody what you think they should do
anxious	feel worried or nervous
arena	a place where people can watch sports and concerts
argument	a discussion where people don't agree
assist	help somebody to do something
attend	be at an event or to go regularly to something
career	a job or profession that somebody does for a long time
carpet	thick material made of wool for covering floors and stairs
casual	without much care or thought
college	a place where people go to study after they have left school
convenient	useful, easy or quick to do
costume	clothes that are worn to make a person look like somebody else
crime	an activity that breaks the law
current	something that is happening now; at the present time
deception	make somebody believe something that is not true
discuss	talk about something with another person or group
discussion	the process of talking about something with somebody
dispose of	get rid of something you don't want
diversion	the act of changing direction
educated	having had a good education
education	the process of learning in order to improve knowledge
embarrassed	feeling ashamed about something
embarrassment	a feeling of being ashamed
eventually	at the end of a period of time
exit	a way out of a building
familiar	often seen or heard
firm	a business
idiom	an expression that cannot be understood from the meaning of its separate words

just	only
large	big in size or quantity
lecture	a talk given to a group of people to teach them about a subject
library	a place where books, etc. are available for people to read or borrow
luxury	a situation with comfortable, special and expensive things
miserable	very unhappy or uncomfortable
notes	a short piece of writing to help you remember something
notice	information that tells you or warns you about something
parent	a mother or a father
particular	used when you are referring to one person or thing and not another
presume	think that something is true without knowing if it is true
pretend	act as if something is true when it is not true
prove	use facts or evidence to show that something is true
qualification	an exam or course you have passed to show you have knowledge of something
quiet	making very little noise
realize	understand or become aware of something
record	write down or store information so that it can be looked at later
rest	stop doing work or an activity
resume	begin an activity again after stopping
retire	stop a job because you have reached a certain age
sensible	showing good sense or judgement
suburbs	an area where people live that is outside the city
succeed	achieve something that you have been trying to do
success	the fact that you have achieved something that you have been trying to do
support	help or encourage somebody
sympathetic	feeling or showing concern for somebody who is hurt or sad
topic	a subject that you talk, write or learn about
translate	change words from one language into another
ultimately	in the end; finally
vicious	violent and cruel