

5A | Hard sell

VOCABULARY: adjectives (advertising)

- 1 Think of three different brand names that you know for each of the products below.



Which are your favourite brands for these products? Why?

- 2 Match the adjectives in the box to the products in exercise 1. Can you think of any other adjectives to describe them?

comfortable delicious efficient fashionable fresh
healthy popular reliable strong stylish

- 3 Think of another product and write six adjectives to describe it. Read your adjectives to the class. Can they guess what the product is?

READING

- 1 Look at this list of products that are often advertised with children in mind. How many more items can you add to it?

breakfast cereals, computer games, fast food, sweets ...

Can you remember seeing any advertisements for these products? How did the advertisements appeal to children?

- 2 Read the article and answer the questions.

- 1 What is more important for American advertisers – the money that children spend now, or the money they will spend in the future?
- 2 How many different ways of catching children's attention are mentioned in the text?
- 3 Why is classroom advertising 'here to stay'?



CATCH THEM YOUNG

YOU WANT CHILDREN to learn languages, compute skills, play the piano or become good, honest citizens. Any educationalist will tell you the simple answer: catch them young. You want children to buy your product and to develop brand loyalty? The answer is the same.

In 1997, children in America spent or influenced the spending of \$500 billion and the figure is certainly much higher now. But far more important to the advertisers is what they will spend when they are adults. 'The kids we're reaching are consumers in training,' said Joseph Fenton of Donnelly Marketing.

Kids spend 20% of their lives in school, so it is no surprise to find advertisers turning their attention to the classroom. What is rather more surprising is to learn how far advertisers have already gone.

- Over half of American students receive free covers for their text books with adverts for snacks and breakfast cereals.
- Many teachers use educational materials that are paid for by big business – mathematics worksheets with Disney characters, for example.
- Students who do better than others in their studies are given vouchers for free pizzas, burgers and French fries.
- Many school cafeterias serve and advertise brand name food. Schools also sell advertising space in school corridors and toilets, on the side of the school bus and school websites.
- Probably the least popular form of classroom advertising is Channel One. Eight million American teenagers have to watch a twelve-minute programme every day. This contains ten minutes of news and two minutes of commercials.

Not everyone is happy with the growth of classroom advertising, but it is almost certainly here to stay. The biggest problem facing most schools in America is a shortage of cash. Taxpayers don't want to pay more and other fund-raising programmes don't raise enough money. 'Advertising is not just the best way to raise money,' said one school head. 'It's the only way.'

- 3 Read the article again and complete the end of each line where it has been torn.
- 4 Is it right to advertise to young children? Why or why not?

- 3 Work in pairs. Think of three shops in your town. Make comparative and superlative sentences about them using the prompts.

cheap/expensive	stylish/old-fashioned
popular/crowded	bad/good quality
bad/good service	wide range of goods
friendly staff	easy to get to

- 4 Compare your ideas with another pair of students.

SPEAKING

- 1 Work in small groups. Read the information.

You work for an advertising agency. A company that produces a fizzy mineral water called *Life* has hired you to create an advertisement. It wants to sell the water to young people (16–25) as an alternative to cola and other fizzy drinks. It has decided to advertise on TV. The advertising slogan will be ‘Natural and Healthy’.

- 2 Plan your advertisement. Follow the steps below.

- Make a list of seven images you associate with the words ‘natural’ and ‘healthy’.
- Choose one image from your list that is fashionable and will appeal to young people.
- Choose the kind of music you want to use.
- Decide whether you want to use a famous personality.
- Decide when would be the best time to show the advert on TV (before or after which programme).

- 3 Present your advertisement to the class.

GRAMMAR: comparatives 1

Use comparatives to compare two things or people.

*The figure is **higher than** in 1997.*
*Advertisers have **bigger** budgets **than** they used to have.*
*Brand names are **more expensive than** other products.*

Make negative comparisons with *less + adjective + than*.

*Classroom advertising is **less common** in Europe **than** in the States.*

Make the difference between the two things bigger or smaller with a modifier before the comparative adjective. For big differences use *much, a lot, far*. For small differences, use *a little, slightly, a bit*.

*The figure is **much higher** now than in 1997.*
*Advertisements are **slightly longer** than they used to be.*

Use superlatives to compare more than two things or people.

***The biggest** problem for schools is cash.*
*Children are one of **the most important** markets for advertisers.*

Make negative comparisons with *the least + adjective*.

***The least popular** form of advertising is Channel One.*

SEE LANGUAGE REFERENCE PAGE 54

- 1 Write the comparative and superlative forms of the adjectives in the box.

bad big good happy healthy strong surprising

- 2 Complete the sentences. Put the words in brackets into positive or negative comparative or superlative forms. Remember that you may also need to include *than* or *the*.

- 1 I usually buy famous brand names because they are a lot _____ (*reliable*) other brands.
- 2 I always do my shopping at _____ (*cheap*) shops in town.
- 3 I prefer to go shopping during the week when it is _____ (*busy*) the weekend.
- 4 I think that _____ (*good*) time to go shopping is during the sales.
- 5 Small shops are often a bit _____ (*expensive*) big supermarkets, but they are much _____ (*interesting*).

LISTENING

- 1 Work in pairs. Discuss these questions.
 - Do you ever get emails, letters or phone calls from people who want to sell you something? If yes, do you ever reply? Why or why not?
 - Do you think this kind of selling is a good idea? Explain your reasons.



Apply for your card now

- 2 Look at the advertising envelope. Find words or phrases that match the definitions 1–3.

- 1 a period of time when you don't pay extra for borrowing money
- 2 the maximum amount of money that you can borrow
- 3 the money (percentage) that you pay when you borrow money from a bank

- 3 1.37 Listen to a telephone conversation and say if the sentences are true (T) or false (F)? Explain your answers.

- 1 The salesman is doing a market research survey.
- 2 Mr Jones wants the salesman to send him lots of credit cards.

- 4 1.37 Listen to the conversation again. Find five differences between the credit card that the salesman describes and the credit card on the envelope.

- 1 Find and correct six grammatical mistakes in the text.



Yes, sir, this is slightly different as the Mark V. It looks same, but this one is black and white. The black and white sets are not as popular colour these days. If you've ever watched television in colour, you'll know that it isn't the same thing at all. Of course, it's not expensive as the colour set. However, it's certainly as reliable the Mark V, and you'll see that the style is similar the colour set.

GRAMMAR: comparatives 2

Use *the same as*, *as + adjective as ...* or *similar to* to say that two things are the same, or almost the same.

*This credit card is **the same as** that one.*

*This credit card is **as good as** that one.*

*His name is **similar to** mine.*

Use *different from* or *not as + adjective as ...* to talk about the differences between two things.

*This credit card is **different from** that one.*

*The Platinum Card is **not as good as** the Gold Card.*

(= The Gold Card is better.)

SEE LANGUAGE REFERENCE PAGE 54

- 2 Rewrite the sentences using the prompts so that they keep the same meaning.

- 1 Whizzo is better than any other washing powder. No other washing powder is as good as Whizzo.
- 2 Whizzo is different from other washing powders. Whizzo isn't _____.
- 3 Whizzo washes whiter than all other washing powders. Other washing powders don't _____.
- 4 Whizzo is the most popular washing powder. Other washing powders aren't _____.
- 5 Whizzo is cheaper than other washing powders. Whizzo isn't _____.

- 3 Work in pairs. Choose one product from the list and write four slogans similar to the ones in exercise 2.

'Life' mineral water
 'Jump' training shoes
 'Snap' digital cameras

VOCABULARY: adjectives (negative prefixes)

- 1 Look at tapescript 1.37 on page 141 and find seven adjectives that begin with negative prefixes. Put them in the table.

un-	in-	im-	dis-
unlucky	incorrect	impatient	disloyal
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____


- 2 Decide which negative prefix goes with these adjectives and put them in the table. Use a dictionary to help you.

accurate honest polite
 prepared probable successful

- 3 Complete the sentences with a negative adjective from the table in exercise 1.

Top Tips for Telesales Staff

- 1 Never be _____ about why you are calling.
- 2 Never give your customer _____ information.
- 3 Never be _____ - do some research into your clients before you call.
- 4 Don't be _____ to make a sale - you may need to call the same person three or four times.
- 5 Even when customers are _____, make sure you stay calm and friendly.
- 6 Accept the fact that you are going to be _____ some of the time.
- 7 Offer to call your client back if the time is _____.



PRONUNCIATION: /s/, /z/ & /ʒ/

- 1 🎧 1.38 Listen to the underlined sounds in the sentence.

/z/ /ʒ/ /s/
 Whizzo is the most popular washing powder in Scotland!

- 2 Look at the underlined letters and put the words in the box into three groups /s/, /z/ and /ʒ/.

amazing bs cash certain class course easy
efficient mention person raise send shop
sure thousand times using wash

/s/ bs
 /z/ amazing
 /ʒ/ cash

- 3 🎧 1.39 Listen to the recording to check your answers.

- 4 Look at the words in the box. Which two sounds from exercise 2 do they each contain?

business citizen commercials delicious
 insufficient salesman surprise stylish

- 5 🎧 1.40 Listen to the recording to check your answers.

SPEAKING

- 1 Work in pairs. You are going to do a market research survey. Prepare a list of 6–8 questions to ask people about their spending habits.

*How much do you spend on clothes?
 Where do you usually shop for food? Why?*

- 2 Do your survey with as many students in the class as you can.
 3 Give a short report to the rest of the class on the results of your survey.

Useful language

One or two people (spend more than ...) ...
 Most of the class (prefer to ...) ...
 Almost everyone (likes ...) ...

5B | The office

VOCABULARY: office activities

1 Match the verbs in column A to the phrases in column B in as many ways as possible.

A	B
1 do	an email
2 make	a phone call
3 receive	a report
4 send	a photocopy
5 write	some photocopying
	the filing
	the coffee

2 Work in pairs. Discuss these questions.

- How many of the activities in exercise 1 do you do every day?
- Which activity do you think is the most difficult to do in a foreign language?
- Do you ever have to do any of them in English?

READING

1 Read the article below about different types of people who work in offices. Match the types of people a–d to the descriptions 1–4.

- | | |
|--------------------|------------------|
| a The trainee | c The workaholic |
| b The office flirt | d The boss |

2 Match the types a–d in exercise 1 to the activities 1–8.

Which office type ...

- 1 has a habit of making terrible jokes?
- 2 does the most work and spends the most time in the office?
- 3 spends the least time at their desk?
- 4 is always very enthusiastic?
- 5 is friendly one minute and angry the next?
- 6 takes fewer days' holidays than anyone else?
- 7 usually makes the coffee for everyone else?
- 8 thinks that chatting is more interesting than working?

3 Here are three more common office types. What do you think their main characteristics are?

- The office joker • The lazy worker • The gossip

Real life

Office Stereotypes

Whether you love them or hate them, work just wouldn't be the same without them.

Here is a description of some of the most common office types. Is there one in your office?

1 This person is always very keen to appear to be your 'friend'. They often ask you about your weekend or your family. But the next minute they're asking you whether you've written that urgent report. They often have the annoying habit of making jokes – very bad jokes – which you have to laugh at. But the worst thing is that their moods change so quickly. When there's a crisis in the office, the happy, joking 'friend' disappears and is replaced by a bossy bully.

2 For most people, the office is a place where you work from nine to five. But for this person, the office is their home. In fact they spend much less time at home than they do at their desk. If they have to take a holiday, they always make sure they have their cell phone and laptop with them so they can send and receive emails. And they make more business calls than when they're at work.

3 He or she is usually the youngest person in the office, but is also the person with the most energy and enthusiasm. They've probably just finished school and are getting some work experience before they start university. No task is too boring for them and no job is too repetitive. They just love making coffee and really don't mind doing all that last-minute photocopying.

4 This person spends more time chatting with their colleagues than working. They find work boring and they are always trying to make life in the office a little more interesting. They've always got a smile and a compliment for visitors – especially if they're young and good-looking. They spend very little time at their desks and are usually to be found by the photocopier or the coffee machine, trying to get a date for the next office party.

GRAMMAR: comparing nouns

Use *more* + noun + *than* to compare two things or people.

*He spends **more time** at work **than** with his family.*

Use *less/fewer* + noun + *than* to make negative comparisons. Use *less* with uncountable nouns and *fewer* with countable nouns.

*He spends **less time** with his family **than** he does with his boss.*

*He takes **fewer holidays** **than** anyone else in the office.*

Use *the* + *most* + noun to compare more than two things or people.

*People who do things too quickly often make **the most mistakes**.*

Use *the least/fewest* + noun to make negative comparisons.

*The workaholic always takes **the fewest days** holiday.*

➤ SEE LANGUAGE REFERENCE PAGE 54

- 1 Choose the correct words to complete the text. Then say which office type from Reading exercise 3 is being described.

They receive the (1) *more / most* emails of anyone in the office – usually funny messages from friends. They then share these jokes with everyone else, so they spend (2) *more / most* time walking round the office than at their desks. They do the (3) *less / least* work of anyone and think that their mission is to make sure that there are (4) *less / fewer* sad faces on a Monday morning.

- 2 Complete the sentences with words from the box so that they are true for you.

more	fewer	less
the most	the fewest	the least

- I know _____ jokes than most of my friends.
- I make _____ phone calls in the morning.
- I do _____ work possible on Friday afternoons.
- I have _____ free time than my friends.
- I have _____ energy at the of the week.
- I do _____ work in the morning than in the afternoon.

- 3 Compare your sentences with a partner.

SPEAKING

- 1 Work in groups of four, A–D. Imagine that you work in an office. The company wants to organize a party for the office staff.

A: Turn to page 127. C: Turn to page 130.
B: Turn to page 134. D: Turn to page 132.

Read the information on your role card and think about your answers to the questions below.

- What kind of party would you like: a meal in a restaurant, a disco, a drinks party? Where would you like the party to be?
 - What day of the week would you prefer for the party? What time should it start and finish?
 - Who should be invited to the party: only company staff, a staff and their partners, staff and as many friends as they like?
 - Who should pay for the party: the company, the staff, both the company and the staff?
- 2 Now work with your group. The boss has called a meeting to discuss the party. Share your opinions and decide what sort of party you are going to have.



5c | Paperwork



VOCABULARY: office supplies

1 Look at the photo above and tick the objects in the box you can see. What other objects can you see?

biros calculator drawing pins elastic bands
 highlighter in tray ink cartridge mouse mat
 notepad paperclips pencil sharpener phone
 Post-its® rubber scissors Sellotape®
 stapler Tipp-Ex®

2 Work in pairs. Discuss these questions.

- What can you tell about the person who works at this desk?
- Do you work at a desk every day?
- What does your desk look like?
- What do you think it says about you?

LISTENING

1 1.41 Listen to Dave ordering some office supplies from the stationery department. Tick the problems he has.

- 1 He has to spell his name.
- 2 He needs a credit card to make a payment.
- 3 He needs a department code.
- 4 He can't order two colour cartridges.
- 5 The stationery department hasn't got the paper he wants.
- 6 There are no paperclips.

2 1.41 Listen again and complete the order form.

Office supplies request form

Department name and code: _____

Requested by: _____

item	quantity

Order taken by: *Pippa*

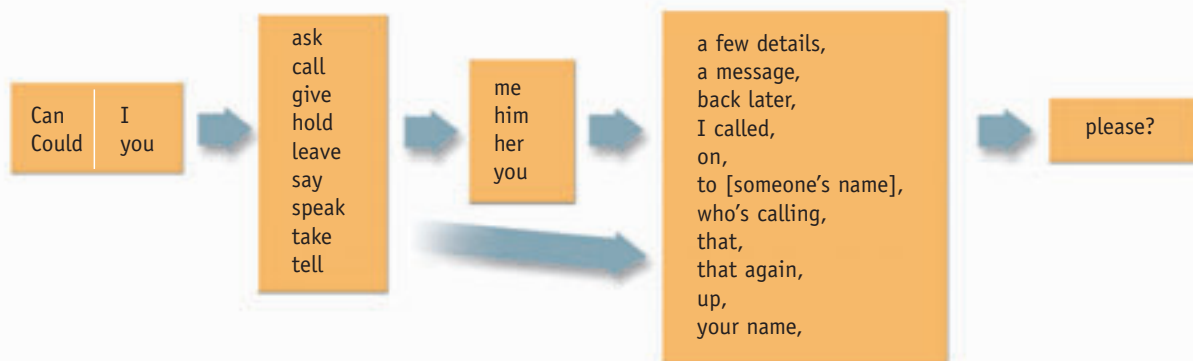
3 Complete the sentences with an appropriate verb. Then look at tapescript 1.41 on pages 141–142 to check your answers.

- 1 I'd like to _____ an order, please.
- 2 I'm _____ from IT.
- 3 That's what it _____ on the form.
- 4 I'll _____ if I can find it.
- 5 You have to _____ in a special request.
- 6 Maybe I'll _____ round in person.



FUNCTIONAL LANGUAGE: on the phone

1 How many phone expressions can you make from the words in the boxes below?



Can I leave her a message, please?

Could you say that again, please?

2 What questions from exercise 1 could you ask to get these replies?

- 1 Yes, the name's Bond. James Bond.
- 2 Yes, of course. I'll just get a pen and some paper.
- 3 Yes, I'll tell him as soon as he gets back.
- 4 Yes, but I don't think she'll be in the office until tomorrow morning.
- 5 Yes, OK. In about half an hour. Is that OK?
- 6 Yes, I'm sorry. It's a bad line, I think.

3 🎧 1.42 Listen to the recording to check your answers.

Roleplay

4 Work in pairs, A and B. You are going to act out a telephone conversation with an office supplies company.

A: Phone the office supplies company and place an order for some stationery.

B: You work for the office supplies company. Answer the phone and use the order form in Listening exercise 2 to take the order.

Then exchange roles.

DID YOU KNOW?

1 Work in pairs. Read the information about offices in London and answer the questions below.



The most expensive offices in the world are in London's Mayfair and Park Lane districts – and these are also the most expensive properties in the game of Monopoly. Prices are almost twice as high as in the most popular parts of New York and Hong Kong. Besides having the most expensive offices and hotels, this part of London is close to the main shopping streets and some of the city's most fashionable squares.

- Where are most of the offices in your town? What is that part of town like?
- Which is the best part of your town to work in?

GRAMMAR

Comparatives

We use comparatives to compare two things or people. We use *than* to join the two things we are comparing.

*The supermarkets are cheaper **than** my local shops.
Famous brand names are often more expensive **than** other brands.*

We can make negative comparisons with *less* + adjective + *than*.

*Orange juice is **less popular than** fizzy drinks.*

We can make the difference between two things bigger or smaller with a modifier before the comparative adjective. With big differences we use *much*, *a lot*, *far* and with small differences we use *a little*, *slightly*, *a bit*.

*Digital cameras are **much** more powerful these days.
The shop now has a **slightly** wider range of goods.*

We use superlatives to compare more than two things or people. We put *the* before the superlative adjective.

*She buys **the** cheapest clothes she can find.
It's **the** most fashionable brand at the moment.*

We can make negative superlatives with *the least* + adjective.

*Which shop is **the least friendly**?*

With short adjectives, we usually add *-er/-est*.

fresh	fresher	the freshest
cheap	cheaper	the cheapest

When an adjective ends in *-e*, we add *-r/-est*.

wide	wider	the widest
late	later	the latest

When an adjective ends in *-y* after a consonant, we change the *-y* to *-ier/-iest*.

easy	easier	the easiest
busy	busier	the busiest

When an adjective with one syllable ends with a consonant after a vowel, we double the consonant.

big	bigger	the biggest
hot	hotter	the hottest

With longer adjectives, we add *more/the most*.

important	more important	the most important
reliable	more reliable	the most reliable

Some adjectives have irregular comparative and superlative forms.

good	better	the best
bad	worse	the worst
far	further	the furthest

If we want to say that two things are the same, or almost the same, we can use the following structures:

- the same as*
*Her trainers are **the same as** mine.*
- as + adjective + as*
*Her trainers are **as old-fashioned as** mine.*
- similar to*
*Her trainers are **similar to** mine.*

If we want to talk about the differences between two things or people, we can use the following structures:

- different from*
*Her trainers **are different from** mine.*
- not as + adjective + as*
*Her trainers **are not as nice as** mine.
(= My trainers are nicer.)*

Comparing nouns

We can use comparative and superlative forms with nouns as well as adjectives.

We use *more* + noun + *than* to compare two things or people.

*In the US, there are **more classroom advertisements than** in Europe.*

We use *less/fewer* + noun to make negative comparisons. We use *less* with uncountable nouns and *fewer* with plural (countable) nouns.

*He does **less work** than his boss.
The company wants everybody to take **fewer days** off.*

We use *the most/the least/the fewest* + noun to compare more than two things or people. We use *the least* with uncountable nouns and *the fewest* with plural (countable) nouns.

*Who has **the most experience**?
Of all the people in the office, she spends **the least time** behind her desk.
Her department gets **the fewest complaints**.*

FUNCTIONAL LANGUAGE

On the phone

Can/Could I ...

ask who's calling?
ask your name?
call (you) back later?
give him/her a message?
leave a message?
speak to (name)?
take a few details?
take a message?
take your name?

Can/Could you ...

call (me) back later?
give him/her a message?
give me a few details?
give me your name?
hold on?
say that again?
speak up?
take a message?
tell him/her who's calling?
tell him/her I called?

WORD LIST

Adjectives

comfortable **	/kʌmfətəbl/
crowded *	/kraʊdɪd/
delicious *	/dɪ'lɪʃəs/
efficient **	/ɪ'fɪʃnt/
fashionable **	/fæʃnəbl/
fresh ***	/frefʃ/
healthy **	/helθi/
popular ***	/pɒpjʊlə/
reliable *	/rɪ'laɪəbl/
strong ***	/strɒŋ/
stylish	/stɑɪlɪʃ/

Negative prefixes
(adjectives)

dishonest	/dɪs'ɒnɪst/
disloyal	/dɪs'lɔɪəl/
dissatisfied	/dɪs'sætɪsfɑɪd/
impatient *	/ɪm'peɪʃnt/
impolite	/ɪmpə'laɪt/
impossible ***	/ɪm'pɒsəbl/
improbable	/ɪm'prɒbəbl/
inaccurate	/ɪn'ækjʊrət/
inconvenient	/ɪnkən'vi:niənt/
incorrect	/ɪnkə'rekt/

unbelievable	/ʌnbɪ'li:vəbl/
unemployed *	/ʌnɪm'plɔɪd/
unhappy **	/ʌnhæpi/
unlucky	/ʌnlʌki/
unprepared	/ʌnpri'peəd/
unsuccessful	/ʌnsək'sesfl/

Office activities

do	a report
	some photocopying the filing
make	a phone call
	a report
	a photocopy
	the coffee
receive	an email
	a phone call
send	an email
	a report
write	an email
	a report

Office supplies

biro n C	/baɪrəʊ/
drawing pin n C	/drɔ:ɪŋ ,pɪn/
filing cabinet n C	/faɪlɪŋ ,kæbɪnət/
highlighter (pen) n C	/haɪ,lɑɪtə (,pen)/
in tray n C	/ɪn'treɪ/
ink cartridge n C	/ɪŋk ,kɑ:trɪdʒ/
mouse mat n C	/maʊs ,mæt/
notepad n C	/nəʊt ,pæd/
paperclip n C	/peɪpə ,klɪp/
pencil sharpener n C	/pensl ,ʃɑ:p(ə)nə/
Post-its® n pl	/pəʊstɪts/
stapler n C	/steɪplə/
Tipp-Ex® n U	/tɪpeks/

Other words & phrases

advertiser n C	/ædvə'taɪzə/
annoying adj *	/ə'nɔɪɪŋ/
appeal v *	/ə'pi:l/
approval n U *	/ə'pru:vəl/
bankrupt adj/v	/bæŋk'rʌpt/
big business n C	/bɪg 'bɪznəs/
blank adj	/blæŋk/
bossy adj	/bɒsi/
brand n C *	/brænd/
bully n C	/bʊli/
call round v	/kɔ:l 'raʊnd/
catch (sb's) attention	/kætʃ ə'tenʃn/
cereal n C/U	/sɪəriəl/
client n C	/klaɪənt/

code n C **	/kəʊd/
commercial n C	/kə'mɜ:ʃl/
compliment n C	/kɒmplɪmənt/
consumer n C **	/kən'sju:mə/
corridor n C **	/kɒrɪ'dɔ:/
cover n C ***	/kʌvə/
credit limit n C	/kredɪt ,lɪmɪt/
crisis n C **	/kraɪsɪs/
cutback n C	/kʌtbæk/
digital adj *	/dɪdʒɪtl/
district n C ***	/dɪstrɪkt/
double v/adj **	/dʌbl/
educational adj **	/edjʊ'keɪʃn(ə)l/
educationalist n C	/edjʊ'keɪʃn(ə)lɪst/
energy n U ***	/enədʒi/
enthusiastic adj *	/ɪnθju:zɪ'æstɪk/
existing adj ***	/ɪg'zɪstɪŋ/
fizzy adj	/fɪzi/
flirt n C/v	/flɜ:t/
fund-raising n U	/fʌnd'reɪzɪŋ/
get rid of (sth/sb) v	/get 'rɪd əv/
growth n U ***	/grəʊθ/
influence v ***	/ɪnflu:əns/
interest rate n C	/ɪntrəst ,reɪt/
joker n C	/dʒəʊkə/
laser n C	/leɪzə/
loyalty n U	/lɔɪəlti/
market research n U	/mɑ:kɪt rɪ'sɜ:tʃ/
maternity leave n U	/mæ'tɜ:nəti ,li:v/
mood n C **	/mu:d/
ordinary adj ***	/ɔ:d(ə)ri/
percentage n C *	/pə'sentɪdʒ/
platinum n U	/plætɪnəm/
procedure n C *	/prə'si:dʒə/
process v *	/prəʊses/
property n C/U ***	/prɒpəti/
rent v *	/rent/
repetitive adj	/rɪ'petətɪv/
seal n C	/si:l/
secret n C/adj **	/si:kret/
shortage n C *	/ʃɔ:tɪdʒ/
slogan n C	/sləʊgən/
snack n C	/snæk/
stationery n U	/steɪʃn(ə)ri/
survey n C **	/sɜ:veɪ/
sweet n C	/swɪt/
task n C ***	/tɑ:sk/
taxpayer n C	/tæks'peɪə/
terrible adj **	/terəbl/
trainee n C	/treɪ'ni:/
transfer v **	/trænsfɜ:z/
urgent adj *	/ɜ:dʒ(ə)nt/
voucher n C	/vaʊtʃə/
washing powder n U	/wɒʃɪŋ ,paʊdə/
workaholic n C	/wɜ:kə'hɒlɪk/