

Pre-Intermediate

Student's Book

New Headway

English Course

John and Liz Soars

New Headway English Course is a development of the highly successful multi-level *Headway* series. The original coursebooks have been rewritten to include new features, activities, and above all, new material to make the learning of English stimulating and motivating for both adult and young adult learners. The course combines the best of traditional language teaching methods with more modern approaches to help students use English accurately and fluently, and provides a fully comprehensive language teaching series.

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Donna and Terry have been together for just over two years. They have lived in their house since April. She says: 'He has good taste - but not as good as mine!'

A lot of people would love to see us split up. People have accused Terry of things ...

Terry: Of course you have to be prepared to give and take in any relationship. There's a trust between us, and as long as that's there, we will last.

?

Terry: It's because this is the first time I've been in love. I think that when you meet the person that you want to spend the rest of your life with, you change. You become a softer person.

Donna: We mean the world to each other. Neither of us will do anything to spoil it.

H!!



Terry says: 'She's the only woman I've ever loved.'

VOCABULARY

Adverbs

- 1 Many adverbs end in *-ly*.

slowly carefully usually

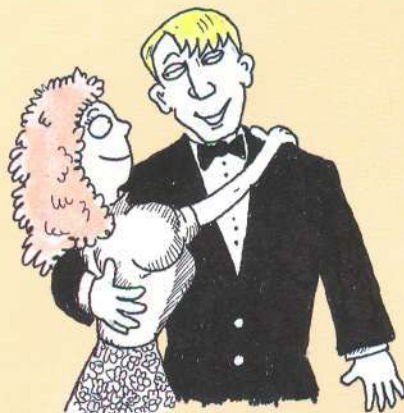
Find some more examples in the text on p58–9.

- 2 There are also many adverbs that don't end in *-ly*. Find these examples in the text.

together hard still just of course

- 3 Complete the sentences with one of these adverbs.

still
nearly
only
of course
together



- 'Do you love me?' '_____ I do. I adore you.'
- I called Tom at 10.00 in the morning, but he was _____ in bed.
- It's our anniversary today. We've been _____ for fifteen years.
- Kate is very fussy about food. She _____ eats pasta and crisps.
- She was very ill and _____ died, but fortunately, she got better.

- 4 Complete the sentences with one of these adverbs.

at last exactly too especially just

- I like all Russian novelists, _____ Tolstoy.
- 'I hate ironing.' 'Me, _____. It's so boring.'
- 'Are you telling me that we have no money?' '_____. Not a penny.'
- I met her on December 23, _____ before Christmas.
- _____ I have finished this exercise. Thank goodness! It was so boring.

Word pairs

- 1 There are many idiomatic expressions which consist of two words joined by *and*. Here is an example from the text on p59.

'Of course you have to be prepared to give and take in any relationship.'

- 2 Match the words.

ladies		don'ts
fish		pepper
now		then
yes		quiet
do's	and	down
up		chips
peace		sound
safe		gentlemen
salt		no



- 3 Complete the sentences with one of the expressions.

- 'Do you still play tennis?' 'Not regularly. Just _____, when I have time.'
- This is a pretty relaxed place to work. There aren't many _____.'
- Here you are at last! I've been so worried! Thank goodness you've arrived _____.
- 'Do you like your new job?' '_____. The money's OK, but I don't like the people.'
- Sometimes there are too many people in the house. I go into the garden for a bit of _____.
- Good evening, _____. It gives me great pleasure to talk to you all tonight.
- 'How's your Gran?' '_____. There are good days, and then not such good days.'
- 'Here's supper. Careful! It's hot.' '_____! Yummy!'

T 7.7 Close your books. Listen to the beginnings of the conversations and complete them.

EVERYDAY ENGLISH

Short answers

- 1 **T 7.8** Listen to the conversations. What's the difference between them?
Which sounds more polite?

1 When we answer *Yes/No* questions, we often repeat a subject and the auxiliary verb. *Yes* or *No* on its own sounds impolite. Complete these short answers.

Do you like cooking?	Yes, I <u>do</u> .
Is it raining?	No, it ____.
Have you been to France?	Yes, I ____.
Are you good at chess?	No, I ____.
Can you speak Spanish?	Yes, I ____.

- 2 It also helps a conversation if you can add more information.

Do you like cooking? Yes, I do, actually, especially Italian food.

- 2 Complete the short answers. Continue with a line from the speech bubbles.

I'm sorry. I haven't got a penny on me.

Why? What are you doing?

I prefer rock'n'roll.

It was a great game.

I went there last weekend with Frank.

But they give me a lot of freedom, too.

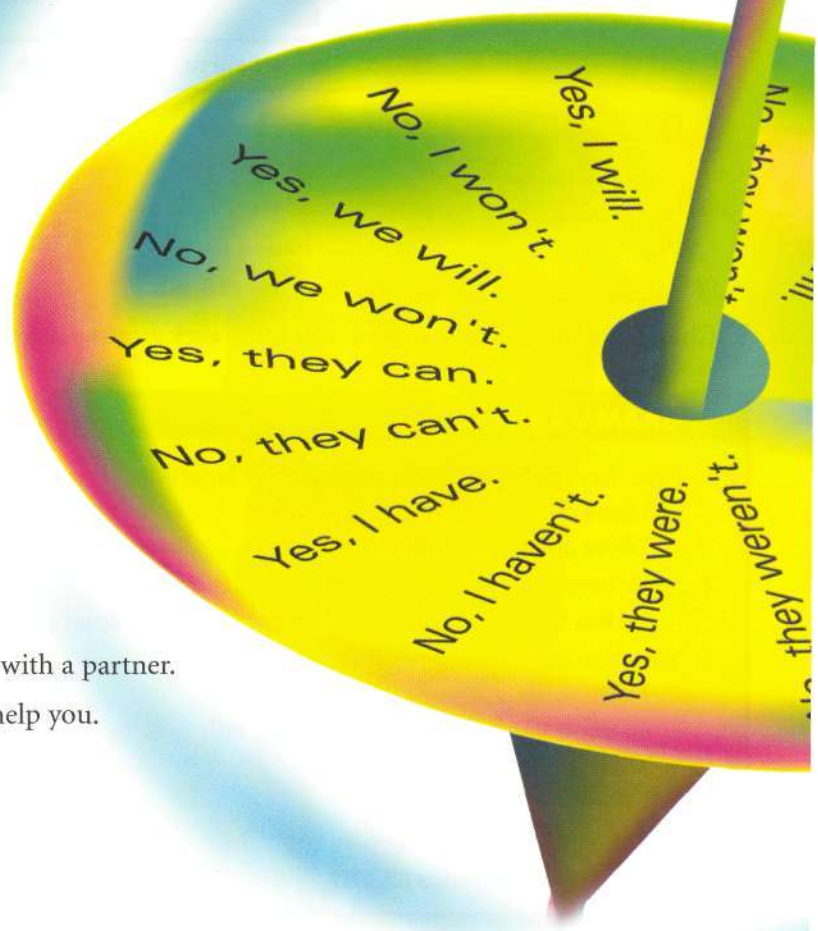
- 1 **A** Do you like jazz?
B No, ____.
- 2 **A** Did you see the football last night?
B Yes, ____.
- 3 **A** Have you got change for a pound?
B No, ____.
- 4 **A** Have you tried the new pizza place?
B Yes, ____.
- 5 **A** Are your parents quite strict?
B Yes, I suppose ____.
- 6 **A** Are you doing anything tonight?
B No, ____.

Choose one or two of the conversations. Continue them with a partner.

- 3 Think of questions to ask each other. Use these ideas to help you.

- Do you ... like/play/go/have ... ?
- Can you ... ride/speak/run/use ... ?
- Did you ... go/have/win/do ... last night?
- Have you ever ... been/seen/tried/had ... ?
- Are you ... going to/good at/afraid of ... ?
- Have you got ... a car/a CD player/a cat ... ?

- 4 Stand up and ask your questions. Use short answers in your replies.



8 Do's and don'ts

have (got) to • should/must • Words that go together • At the doctor's

STARTER

What's true for you? Make sentences about your life.

I have to ... I don't have to ...

- get up early every morning
- pay bills
- go to school
- work at the weekend
- do the housework

WORK, WORK

have (got) to

1 **T 8.1** Listen to Steven talking about his job. What do you think his job is? Would you like his job? Why/Why not?

2 Complete the sentences from the interview with words from the box.

don't have to have to had to Do you have to didn't have to

1 I _____ work very long hours.

4 Do you _____ work at the weekend?

7 I _____ do the washing-up.

3 We _____ learn the basics.

I _____ wait too long to get a job.

3 Change the sentences using *he*. *He has to work very long hours.*

GRAMMAR SPOT

1 *have/have got* can express possession or an action.

I **have** my own flat.

We **ve got** an exam tomorrow.

2 *have/have got + infinitive* expresses obligation.

He **has** to work long hours. I **ve got** to go now. Bye!

3 Write the question and negative.

I have to get up early.

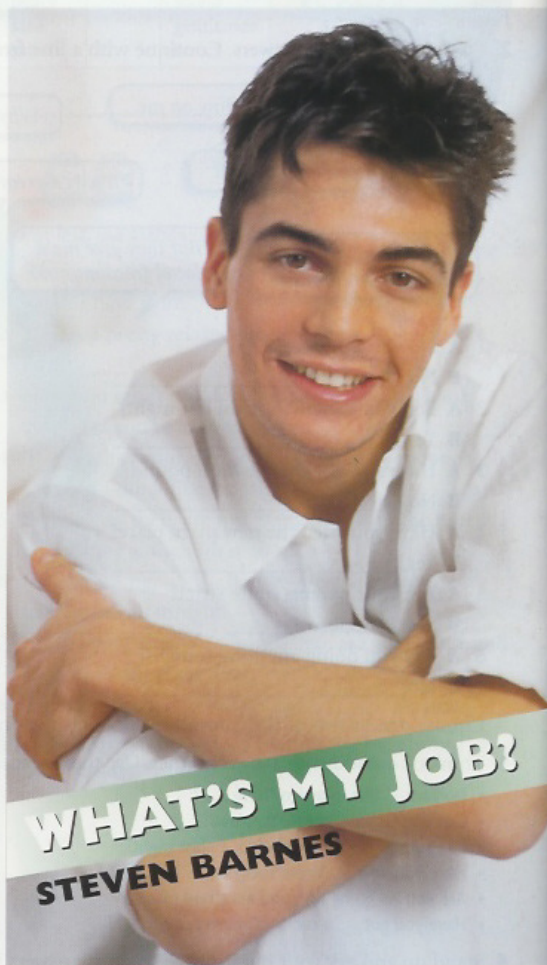
What time _____ you _____ up?

I _____ up early.

Put the sentence in the past.

Yesterday I _____ up early.

▶▶ Grammar Reference 8.1 p137



4 What are some of the other things Steven has to do?

PRACTICE

Pronunciation

- 1 **T 8.2** Listen to these sentences. What are the different pronunciations of *have/has/had*?

- 1 ☐ I **have** a good job. ☐ I **have** to work hard.
- 2 ☐ He **has** a nice car. ☐ She **has** to get up early.
- 3 ☐ I **had** a good time. ☐ I **had** to take exams.

Put a-f in front of the sentences according to the pronunciation below.

- a /hæz/ b /hæv/ c /həd/
d /hæf/ e /hæs/ f /hæt/

- T 8.2** Listen again and repeat.

Jobs

- 2 Work with a partner. Choose one of the jobs from the box, but don't tell your partner. Ask and answer Yes/No questions to find out what the job is.

shop assistant receptionist taxi-driver artist architect lawyer
ambulance driver miner dancer soldier decorator detective vet
mechanic dentist housewife farmer plumber firefighter

Do you ... ?

- work inside
- earn a lot of money
- work regular hours

Do you have to ... ?

- wear a uniform
- use your hands
- answer the phone

Do you work inside?

Yes, I do./No, I don't.

- 3 Which of the jobs *wouldn't* you like to do? Why?

I wouldn't like to be a farmer because they have to work outside all year.

Talking about you

- 4 In groups, discuss the questions. If you live at home with your parents, use the present tense. If you've left home, use the past tense.

- 1 What ☐do☐did you have to do to help in the house? What about your brothers and sisters?
- 2 Can ☐you stay out as long as you ☐want?☐wanted? Or ☐do☐did you have to be home by a certain time?
- 3 Do ☐you always have to tell your parents where you ☐are☐were going?
- 4 How strict ☐are☐were your parents? What ☐do☐did they let you do?
- 5 What ☐do☐did you argue about?



PROBLEMS, PROBLEMS

should, must

1 Match the problems and suggestions on the right. What advice would you give?

2 **T 8.3** Listen and complete the advice. Use the words from the box.

1 shouldn't	2 should
3 must	4 don't think you should

1 3 I think you _____ talk to your boss.

2 1 You _____ drink coffee at night.

3 4 I _____ go to the wedding.

4 2 You _____ go to the dentist.

Practise the conversations with a partner.

3 Give advice to your friends.

- I'm overweight.
- I've got exams next week.
- My cat's ill.



- I'm always arguing with my parents.
- It's my parents' wedding anniversary soon.
- My car's making a funny noise.

GRAMMAR SPOT

1 Which sentence expresses a suggestion?
Which sentence expresses strong obligation?

You should go on a diet.

You must go to the doctor's.

2 Should and must are modal verbs.

He **must** be careful.

You **shouldn't** drink and drive.

What **should** she do?

Do we add -s with he/she/it? Do we use do/does in the question and negative?

3 We can make a negative suggestion with I don't think ...

I don't think you should smoke so much.

► Grammar Reference 8.2–8.4 p137

Problems

I'm working 16 hours a day.

I can't sleep.

My ex-boyfriend's getting married.

I've had a terrible toothache for weeks.



Suggestions

Don't drink coffee at night.

Go to the dentist.

Don't go to the wedding.

Talk to your boss.



PRACTICE

Grammar

1 Make sentences from the chart.

If you want to ...		
learn English, do well in life, keep fit,	you have to you don't have to you should you shouldn't	work hard. do some sport. learn the grammar. go to university. buy a dictionary. smoke. believe in yourself. speak your language in class.

A trip to your country

2 Someone is coming to stay in your country for six months.
What advice can you give?

You should bring warm clothes.

You have to have a passport.

You don't have to get a visa.

You must try our local speciality.

Include advice about money, documents, clothes, health, accommodation, and food.

LISTENING AND SPEAKING

Holidays in January

- 1 Do many people in your country go on holiday in winter? Where do they go? Where would you like to go for a winter holiday? Write a sentence and read it to the class.

I'd like to go to ... because ...

- 2 **T 8.4** Listen to three people giving advice about visiting their country in the month of January. Complete the chart. Compare your answers with a partner.

	Weather and clothes	Things to do, places to go	Food and drink
Silvia			
Fatima			
Karl			

- 3 Answer the questions.

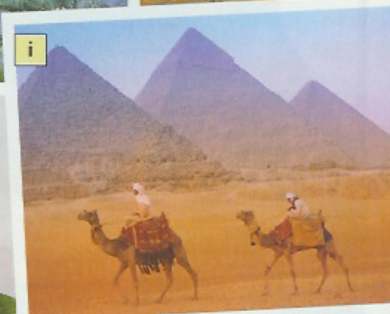
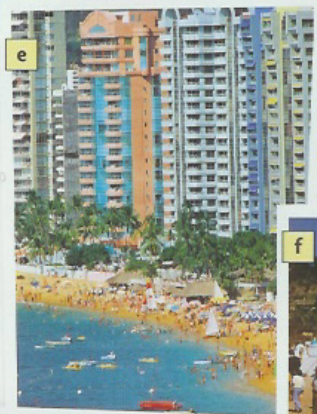
- Which countries are they talking about? How do you know?
- Look at the photographs. Which country do they go with?
- Who talked about sport? Which sport?
- Who talked about money? What did he/she say?
- Who suggested going on a boat trip? Where?
- Which of these countries would you like to visit in January? Why?

Speaking

- 4 Put the words in the correct order to make questions.

- weather / is / like / in / what / the / January?
- take / clothes / what / should / I?
- can / things / sort / of / what / do / I?
- special / any / there / places / are / that / should / visit / I?
- food / you / recommend / do / what?

- 5 Work with someone from a different country, or choose another country you know. Ask and answer the questions.



READING AND SPEAKING

Problem page

- 1 These problems come from a newspaper column where people write in with a problem, and other members of the public give their advice. Read the problems. What advice would you give?
- 2 Match the readers' letters to these problems. There are two for each problem.

DILEMMAS

with Vanessa Goodman



THIS WEEK'S PROBLEMS

Do I have to act my age?

Polly is 47. She is single, and her children have left home. She is very successful in her career, and has a lot of friends, but she isn't satisfied. She longs to change her life. She wants to live abroad, paint, and write poetry, but her friends tell her she should stop being silly and act her age.

a ☐ ☐

Must I be a slave to my mobile?

Jason's company has bought him a mobile phone. They want him to keep it on all the time, so that they can contact him anywhere, anytime. He dislikes the idea of always being available, and he hates the way people use mobiles to have private conversations in public.

b ☐ ☐

Should I throw my son out?

Sarah's 24-year-old son lives at home, stays in bed till late, and watches TV all day. He buys and sells drugs. He's clever, but he dropped out of school. He's never had a job. His father wants to throw him out, but Sarah worries that he could get further into drugs and end up in prison.

c ☐ ☐

READERS' ADVICE

- 1 Children always need the support of their parents, whether they're four or 24. I think you should pay for him to get some qualifications, and when he's ready, c to find somewhere to live. Meanwhile, e him all the love that he needs.

Jenny Torr
Brighton

- 2 I decided to give it all up and change my life dramatically three years ago. Since then, a the most exciting three years of my life. It can be scary, but if you don't do it, you won't know what you've missed. I don't think d. Go for it.

Mike Garfield
Manchester

- 3 He's using you! I think a. It's time for him to go. Twenty-four is too old to be living with his parents. He's got to take responsibility for himself. And c about his drug-taking. Sometimes you have to be cruel to be kind.

Tony Palmer
Harrow

- 4 Why a it? He isn't their slave, they don't own him. And I also can't stand the way people use their mobiles in restaurants, on trains and buses. They think that the people around them are invisible and can't hear. a.

Jane Sands
London

- 5 I think b before she gives up her job and goes to live abroad. Does she think that the sun will always shine? If there is something in her life that makes her unhappy now, this will follow her. She should take her time a.

Nigella Lawnes
Bristol

- 6 a! He should have a word with his company and come to an arrangement with them. Why can't he turn it off sometimes? Mobile phones are great, and if he's got one for free, a. They are one of the best inventions ever.

Pete Hardcastle
Birmingham

- 3 Where do these lines go? Put a letter in the gaps.

- a ... you should tell him to leave home.
- b ... she should be very careful ...
- c ... you should help him ...
- d ... you should worry.
- e He must keep it!
- f ... before making a decision.
- g It is so rude.
- h ... he's very lucky.
- i I have had...
- j ... you must tell the police ...
- k ... you've got to give ...
- l ... should he accept ...

T 8.5 Listen and check.

- 4 Which letter writer ... ?

- suggests waiting
- thinks love is the answer
- has been adventurous
- thinks that employers shouldn't exploit their employees
- loves mobile phones
- suggests being tough

The readers make very different suggestions. Who do you agree with?

What do you think?

- How old are children when they leave home in your country?
- What do you think of people who use mobile phones in public?
- Do you think older people should act their age? Why/Why not?
- 'You have to be cruel to be kind'. Can you think of an example?

Roleplay

With a partner, choose a situation and roleplay the conversation.

- Polly and one of her friends
- Jason and his boss
- Sarah and her husband

Group work

In groups, write a letter to a problem page.

Exchange your letters and write a reply. Try to express sympathy with the problem and give some explanation, as well as practical advice.

VOCABULARY

Words that go together

- 1 Many verbs and nouns go together.

tell a story leave home

Look at the chart on the right. Match a verb with a complement. They all appear in the letters and problems on p66–67.

Look at the letters again and check your answers.

- 2 Close your books. Try to remember the sentences that include the phrases from the box.
- 3 Two nouns can go together. There are no rules about spelling.

post office headache horse-race

The stress is usually on the first word.

Match the nouns to make new words.

alarm	cream
car	glasses
traffic	table
credit	coat
ice	lights
sun	card
time	park
rain	clock

hair	case
sun	drier
ear	quake
sign	post
book	ring
rush	lighter
cigarette	set
earth	hour

T 8.6 Listen and check.

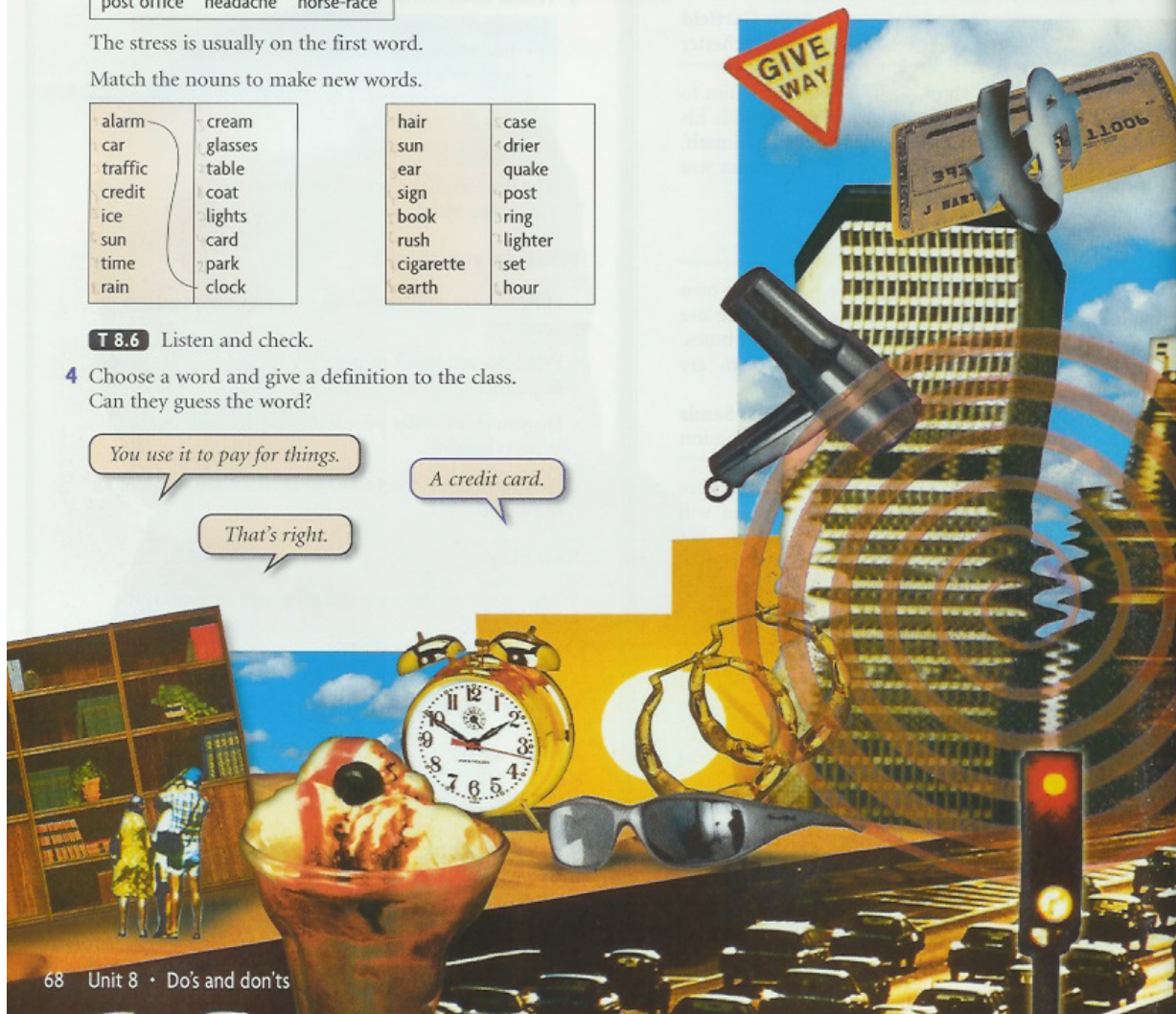
- 4 Choose a word and give a definition to the class. Can they guess the word?

You use it to pay for things.

A credit card.

That's right.

Verbs	Complements
live	being silly
write	your age
stop	abroad
act	responsibility
take	poetry
take	your job
stay	what you've missed
don't know	a word with someone
have to be	in bed
give up	your time
have	cruel to be kind



EVERYDAY ENGLISH

At the doctor's

- 1 Complete the chart with an illness or a symptom.



diarrhoea
food poisoning
flu

It hurts when I walk on it.
My glands are swollen, and it hurts when I swallow.
I can't stop sneezing and my nose is runny.

Illnesses	Symptoms
I've got a cold.	
I've got _____.	I've got a temperature, my whole body aches, and I feel awful.
I've twisted my ankle.	
I've got _____.	I keep going to the toilet.
I've got a sore throat.	
I've got _____.	I keep being sick, and I've got diarrhoea.

What's the difference between these sentences?

I feel sick. I was sick last night.

- 2 Put the sentences in the correct order.

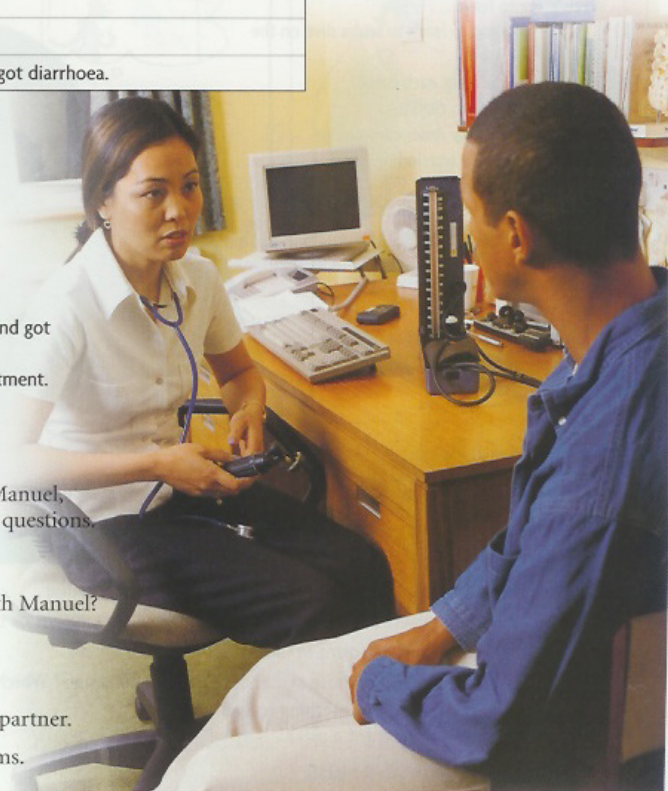
- ☐ 1 I didn't feel very well.
- ☐ 2 She took my temperature and examined me.
- ☐ 3 After a few days, I started to feel better.
- ☐ 4 I went to the surgery and saw the doctor.
- ☐ 5 I went to the chemist's, paid for the prescription, and got some antibiotics.
- ☐ 6 I phoned the doctor's surgery and made an appointment.
- ☐ 7 She told me I had an infection.
- ☐ 8 I explained what was wrong.
- ☐ 9 She gave me a prescription.

- 3 **T 8.7** You will hear a conversation between Manuel, a student from Chile, and a doctor. Answer the questions.

- 1 What are Manuel's symptoms?
- 2 What questions does the doctor ask?
- 3 What does the doctor think is the matter with Manuel?
- 4 What does she prescribe?
- 5 What advice does she give him?
- 6 Does he have to pay for anything?

- 4 Look at the tapescript on p124. Practise with a partner.

- 5 Make similar conversations with other symptoms.





9

Going places

Time clauses • *if* • Hot verbs • In a hotel

STARTER



What do you think you will do if the weather is nice this weekend?
What will you do when you get home tonight?

THE GAP YEAR

Time and conditional clauses

1 Clare and her friend Ally are having a gap year. Complete the sentences with phrases from the box below.

- 1 We're travelling round the world ... ☒
- 2 We're going to leave ... ☐
- 3 ☐ ... we're going to learn to scuba dive on the Great Barrier Reef.
- 4 ☐ ... we'll look after each other.
- 5 ☐ ... we're going to the USA.
- 6 We can stay with my American cousins ... ☐
- 7 Our parents will be worried ... ☐
- 8 We'll stay in the States ... ☐

- a while we're in Los Angeles.
- b If we get ill,
- c before we go to university.
- d until our visa runs out.
- e When we're in Australia,
- f as soon as we have enough money.
- g if we don't keep in touch.
- h After we leave Australia,

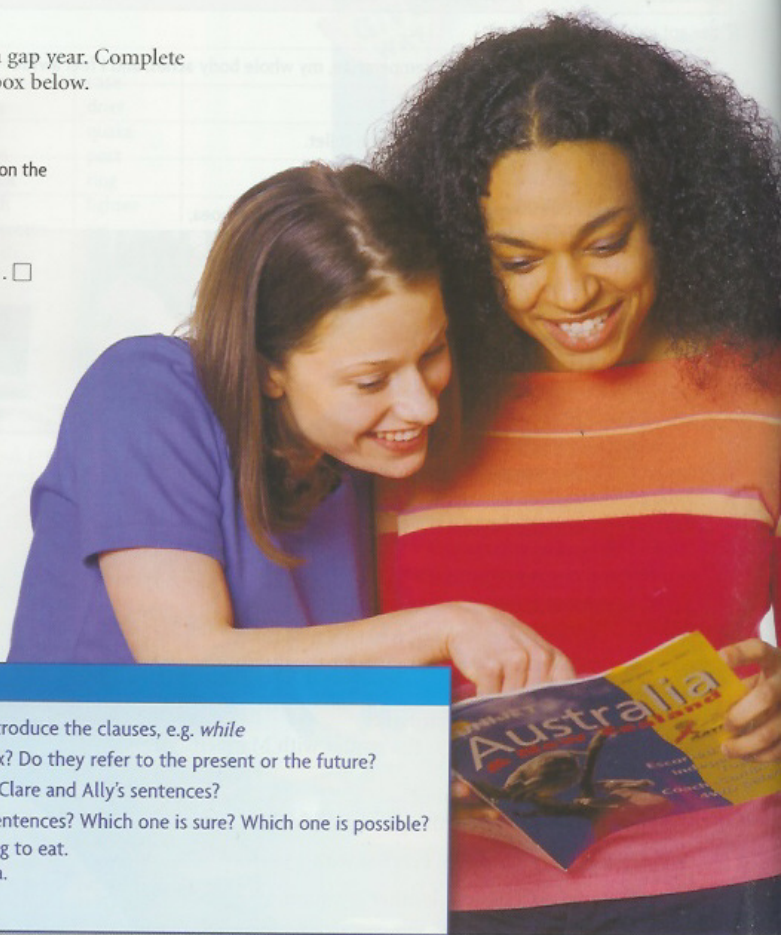
T 9.1 Listen and check.

2 Cover the box. Practise the sentences.

GRAMMAR SPOT

- 1 Underline the words in the box that introduce the clauses, e.g. *while*
- 2 Which tense are all the verbs in the box? Do they refer to the present or the future?
- 3 What are the different future forms in Clare and Ally's sentences?
- 4 What's the difference between these sentences? Which one is sure? Which one is possible?
 When I get home, I'll have something to eat.
 If there isn't any food, I'll get a pizza.

▶▶ Grammar Reference 9.1–9.3 p138



PRACTICE

when, as soon as

1 Complete the sentences with your ideas.



T 9.2 Listen and compare your answers.

What if ... ?

2 Look at these hopes for the future. Make sentences using *If ... will ...*

If I don't go out so much, I'll do more work.
If I do more work, I'll ...

IF ...

I don't go out so much
do more work
pass my exams
go to university
study medicine
become a doctor
earn a good salary.

IF ...

I stop smoking
have more money
save some every week
be rich when I'm thirty
have my own business
make a lot of money
retire when I'm forty.

What will you do?

- 3 Work with a partner. One of you is going skiing for the first time. The other sees all the problems. Use these ideas to help you.

What will you do if there's no snow?

We'll go walking.

- don't like the food
- it rains
- don't learn to ski
- hurt yourself
- there's nothing to do in the evening
- don't make any friends
- lose your money
- get lost in a snowstorm



Make a similar conversation about going on safari for the first time.



Discussing grammar

- 4 Complete the sentences with *when*, *if*, *before*, or *until*.

- I'll have a bath _____ I go to bed.
- I'm coming to London tomorrow. I'll ring you _____ I arrive.
- _____ it's a nice day tomorrow, we can go swimming.
- Wait here _____ I get back.
- _____ you have any problems, just ask for help.
- I want to get home _____ it gets dark.
- I'm going to have driving lessons _____ I pass my test.
- Give me your address _____ you go home.

When I get to New York...

- 5 Put the verbs in brackets in the correct tense. Put *if*, *when*, *while*, or *as soon as* into each box.



Paul Bye, darling. Have a good trip to New York.

Mary Thanks. I'll ring _____ (ring) you **as soon as** I arrive at the hotel.

Paul Fine. Remember I _____ (go) out with Henry tonight.

Mary Well, _____ you _____ (be) out _____ I _____ (ring), I _____ (leave) a message on the answerphone so you'll know I've arrived safely.

Paul Great. What time do you expect you'll be there?

Mary _____ the plane _____ (arrive) on time, I _____ (be) at the hotel about 10.00.

Paul All right. Give me a ring _____ you _____ (know) the time of your flight back, and I _____ (pick) you up at the airport.

Mary Thanks, darling. Don't forget to water the plants _____ I _____ (be) away.

Paul Don't worry. I won't. Bye!

T 9.3 Listen and check.

LISTENING AND SPEAKING

Life in 2050

- 1 Read this description of the airline of the future:

'There will be just two crew members, a pilot and a dog. The pilot's job is to feed the dog. The dog's job is to bite the pilot if he tries to touch anything.'

What does this story say about life in the future?

- 2 You will hear an interview with Michio Kaku, Professor of Theoretical Physics at City University, New York. He has written a book, *Visions*, which explains how science will revolutionize the 21st century.

He is asked these questions.

- Are you optimistic about the future?
- Are we ready for the changes that will come?
- Is world population going to be a big problem?
- What will happen to people who don't have computers?
- Will there be a world government?
- Will we have control of everything?
- What are your reasons for pessimism?

Discuss your opinions on these subjects.

- 3 **T 9.4** Listen to the interview. Make notes on Michio Kaku's answers.

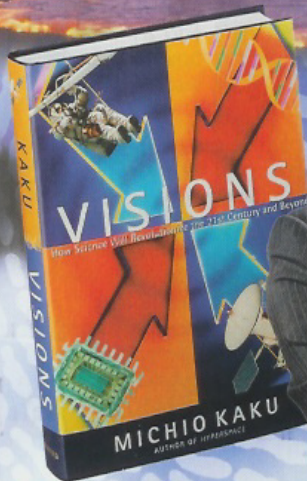
- 4 Answer the questions.

- 1 What does Michio Kaku say will continue into the twenty-first century?
- 2 How do some people react to the new technology? What is his reaction?
- 3 Why will the population of the world stop increasing?
- 4 Why will we need a world government?
- 5 What are some of the things we will be able to control?
- 6 What examples does he give of the behaviour of 'stupid' people?

What do you think?

Michio Kaku obviously believes in the power of science. What isn't he so sure about?

Do you agree?



READING AND SPEAKING

The world's first megalopolis

1 Are these statements about China true or false?

- China is a communist country.
- One in five people in the whole world is Chinese.
- Chinese families can only have one child.
- Chinese people love tradition.
- Chinese people prefer bicycles to cars.
- The biggest city in the world is in China.

2 Read the newspaper article about Pearl River City. Which of the subjects in exercise 1 are talked about?

3 On the map find the following:

- Shenzhen
- Pearl River Estuary
- Guangzhou
- the Hopewell Highway

4 Answer the questions.

- 1 Has this city got a name yet?
- 2 Why is it ugly? Why is it exciting?
- 3 What are some of the statistics about Shenzhen that make it a remarkable place?
- 4 In what ways is China changing? Why were Deng Xiaoping's words significant?
- 5 How are the people changing? Why do they want to own a car?
- 6 What does Shenzhen look like?
- 7 Why will this city be important in the 21st century?
- 8 What do these numbers refer to?

1982	thousands
3 million	six months
less than ten years	two hours
40 million	four hours

What do you think?

- In groups, write what you think are the ten largest cities in the world. Compare your list with the class. Your teacher will tell you the answer.
- Make a list of some of the problems that these cities face. Decide which are the three most important problems. Compare your ideas with the class.



To the north of Hong Kong, the world's biggest city is growing. It hasn't got a new name yet, but it will probably be called Pearl River City. Jonathon Glancey visits this ugly, exciting mess.





Megalopolis

The town of Shenzhen, just forty kilometres north of Hong Kong, is the world's biggest building site. In 1982 it was a fishing village with two main roads, fields, and a population of 30,000. Now it has a population of 3 million. It is growing at an incredible speed. It is spreading north towards Guangzhou (also known as Canton) and west towards Macau. The Chinese government hopes that in less than ten years this area will be the biggest city on earth, with a population of 40 million people.

China is changing. It is no longer a country where absolutely everything is owned and controlled by the state. Developers are welcome. As Deng Xiaoping, the Chinese leader, said in 1992, 'To get rich is glorious'. The old China of bicycles and Little Red Books is disappearing. A world of mobile phones and capitalism is arriving.

The Chinese people seem to welcome dramatic change. They don't worry about losing traditional ways of life. They want the new. As the posters on the sides of the highways shout, 'Development is the only way.'

Shenzhen is a shocking place, like nowhere else on earth that I have ever seen. It is a city with no boundaries and no centre. There are new concrete office blocks, factories, and housing blocks as far as the eye can see. Not just dozens of new buildings, nor even hundreds, but thousands. And it is all happening so fast. It takes just six months to design, build, and finish a 60-storey, air-conditioned skyscraper. As one architect said to me, 'If you move too slowly here, someone will walk over you.'

The new Hopewell Highway runs from Shenzhen to Guangzhou, and it takes just two hours to do the 123 kilometres. This superhighway will become the main street of a huge new city, as it gets bigger and bigger until the east meets the west, and the countryside in the middle disappears under concrete.

There will of course be more and more cars on the road. People don't want bicycles. If you have a car, it means you have made money. So the traffic will be like in Bangkok, where people spend four hours commuting every day. People eat and work in their car.

Pearl River City very nearly exists. It will probably be the world's First City, the greatest city on earth. It won't be beautiful, but its power, energy, and wealth will be felt in all corners of the world.

VOCABULARY

Hot verbs – take, get, do, and make

- 1 The verbs *take*, *get*, *do*, and *make* are very common in English. Find these examples in the text about China:

get rich it gets bigger and bigger you have made money
it takes two hours to do 123 kilometres

- 2 Here are some more examples.

A How long does it take you to get ready in the morning?

B It takes me about fifteen minutes.

A How long does it take you to get to school?

B I can get here in twenty minutes.

A Do you get tired in the evening?

B Yes. Especially if I've done a lot of homework.

A Do you make a lot of mistakes in English?

B Well, I do my best, but I still make a few mistakes.

Ask and answer the same questions with a partner.

- 3 Put the words and phrases from the box in the correct column.

some shopping back home two tablets a day a cold
angry sure friends up your mind a photo
somebody out for a meal me a favour a reservation
on well with someone a complaint care

TAKE	GET	DO	MAKE

- 4 Complete the sentences with one of the verb phrases. Use the correct form of the verb.

- I _____ while I was in town. I bought myself a new jumper.
- 'I don't know if I love Tom or Henry.' '_____. You can't marry both of them.'
- Bye-bye! See you soon. _____ of yourself.
- Aachoo! Oh dear. I think _____.
- 'Are the doors locked?' 'I think so, but I'll just _____.'

T 9.5 Listen and check.

- 5 Discuss these questions with a partner.

- How long does it take to get from your school to the station? From your home to work?
- When did you last do someone a favour/make a complaint/take a photo/get angry?
- What time did you get home last night?
- Do you get on with your parents/your neighbours?
- Do you find it easy to make friends?
- Is your English getting better?

EVERYDAY ENGLISH

In a hotel

- What is the best hotel in your town? What facilities does the hotel have?
- Ask and answer questions with a partner about the Grand Hotel.

Where's the conference centre?

On the second floor.

The Grand Hotel

Ground Floor Reception
City Bar
First Floor Dining Room
Buckingham Rooms
Second Floor Conference Centre
Top Floor Panorama Restaurant
Basement Gym
Swimming pool



- 3 Put the lines from the telephone conversation between the receptionist and client in the right order.

Receptionist Hello, the Grand Hotel. Cathy speaking. How can I help you?
Client reservation / make / like / a / I'd / to / please

Receptionist Certainly. When is it for?

Client It's for two nights, the thirteenth and the fourteenth of this month.

Receptionist single / want / do / room / or / double / a / And / you / a

Client A single, please.

Receptionist OK. Yes, that's fine. I have a room for you. And your name is?

Client Robert Palmer.

much / you / Can / it / tell / how / is / me

Receptionist Yes. That's £95 a night. Can I have a credit card number, please?

Client Yes, sure. It's a Visa. 4929 7983 0621 8849.

Receptionist Thank you.

number / could / And / phone / I / have / a

Client Uh huh. 01727 489962.

Receptionist That's fine.

forward / look / seeing / on / you / We / to / thirteenth / the

. Bye-bye.

Client Thanks a lot. Goodbye.

T 9.6 Listen and check.

- 4 With a partner, roleplay the conversation between Robert Palmer and the receptionist as he checks into the hotel.

Good evening.

Hello. I have a reservation. My name's Robert Palmer.

- 5 Roleplay these conversations with your partner. Phone Reception from your room. Make these requests.

- You can't get the TV to work.
- You'd like an extra pillow.
- You'd like to order Room Service.
- You'd like a wake-up call at 7.00 tomorrow morning.





10 Scared to death

Verb patterns 2 - manage to, used to • -ed/-ing adjectives • Exclamations

STARTER



- 1 What are these people afraid of? How do they feel?



- 2 What are you afraid of? Why?

A WALK WITH DEATH

Verb patterns and infinitives

- 1 Look at the photograph. Does the path look safe to you?

Read about Paul Lay's adventure. How did he feel at different times in the story?

- 2 Complete the text using these words.

began to feel started aching
used to have went camping
decided to stand up

T 10.1 Listen and check.

- 3 Answer the questions.

- What is Paul Lay's hobby?
- What did he use to do with his father?
- Does he go to the same place every year?
- Is the King's Way in good condition?
- Why couldn't he have a rest?
- Why didn't he enjoy the walk?

Don't look down



Paul Lay dances with death in the mountains of southern Spain

I have always enjoyed walking.

When I was a boy, I used to go walking at weekends with my father. We (1) _____ and climbing together.

I try to visit a new place every year. Last year I decided to walk a path in Spain called *El Camino del Rey*, which means the King's Way. It is one of the highest and most dangerous footpaths in Europe. It used to be very safe, but now it is falling down.

I took a train to the village of El Chorro and started to walk towards the mountains. I was very excited. Then the adventure began.

The path was about three feet wide and there were holes in it. It (2) _____ a handrail, but not any more. I didn't know what to do – should I go on my hands and knees, or stand up? I (3) _____ and walk very slowly. At times the path was only as wide as my two boots. I stopped to have a rest, but there was nowhere to sit.

I (4) _____ very frightened. It was impossible to look down or look up. I was concentrating so hard that my body (5) _____. There was no thrill of danger, no enjoyment of the view. I thought I was going to die.

I finally managed to get to the end. I was shaking, and I was covered in sweat from heat and fear. I fell to the ground, exhausted.

GRAMMAR SPOT

- 1 Are these verbs followed by the infinitive or -ing in the text?
enjoy try decide start begin manage

- 2 Find the examples of *used to* + infinitive.
Used to expresses a past action which doesn't happen any more.

I used to play games with my brother, but now I don't.

Notice the pronunciation /ju:st to/.

- 3 Complete these examples from the text.

I used to go _____ at weekends.

I didn't know what _____.

I stopped _____ a rest.

It was impossible _____ down.

There was nowhere _____.

▶▶ Grammar Reference 10.1–10.4 p139

PRACTICE

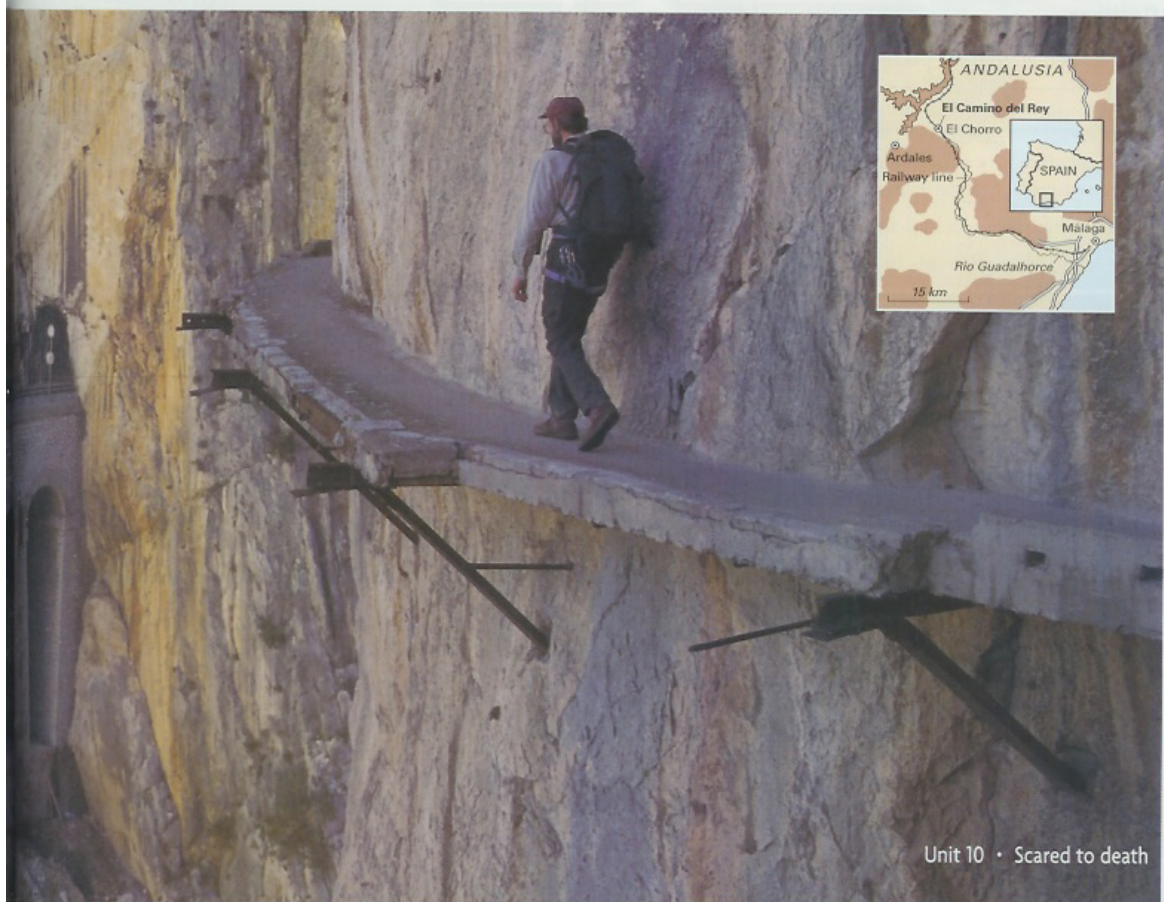
Discussing grammar

- 1 Complete these sentences with the verb *ski* in the correct form.

- I go _____ every winter.
- I started _____ when I was six.
- I tried _____ down the mountain, but it was too steep.
- My instructor made me _____ down the steep mountain.
- I enjoy _____ very much.
- Dave used _____ when he was younger, but not any more.

- 2 Choose the correct form.

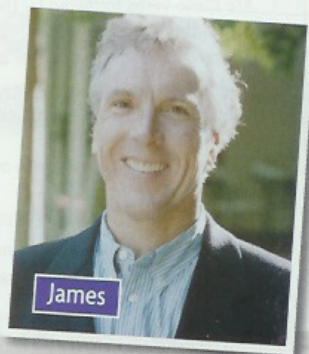
- I've decided *stop* / *to stop* / *stopping* smoking.
- I managed *find* / *to find* / *finding* my passport.
- Let's go *shop* / *to shop* / *shopping*!
- Please let me *go* / *to go* / *going* to the party!
- Would you like something *eat* / *to eat* / *eating*?
- I need a recipe for a cake that's easy *make* / *to make* / *making*.



When I was young, I used to ...

- 3 T 10.2** Listen to James talking about his childhood and his life now. Complete the chart. Write one sentence with *used to* for each question.

	Life as a child
1 What/do at the weekend?	
2 What/do in the evening?	
3 Where/go on holiday?	
4 What sports/play?	
5 What TV programmes/like?	
6 What food/like?	



Ask and answer the questions above with a partner about your life now and your life as a child.

What do you do at the weekend?

I usually go shopping and ...

What did you do when you were a child?

I used to play with my friends and ...

Infinitives

- 4** Why do you go to these places?

Why do you go to the hairdresser's?

To have a haircut.

- the post office
- a petrol station
- a bookshop
- the newsagent's
- the library
- the market

With your partner, ask and answer questions about more places.

- 5** Make sentences with a line in **A**, a word in **B**, and an infinitive in **C**.

A	B	C
1 I'm hungry. I need	how	to say to you.
2 I'm going to a posh party, but I don't know	anything	to talk to.
3 My CD player's broken. Can you show me	where	to eat.
4 Don't talk to me. I have	somebody	to wear.
5 Do I turn left or right? I don't know	how much	to repair it?
6 I'm bored. I haven't got	nothing	to do.
7 'Can you get some meat?' 'Sure. Tell me	something	to go.
8 I feel lonely. I need	what	to buy.'

- T 10.3** Think of some replies. Then listen and compare your answers.

Check it

- 6** Choose the correct form.

- I went to the shops *for to buy / for buy / to buy* some shoes.
- Do you enjoy *dance / dancing / to dance*?
- When I was young, I *used to go / go / going* ice-skating.
- He told me he loves me. I didn't know what *say / to say / saying*.
- When we were on holiday, we went *swim / to swim / swimming* every day.



VOCABULARY

-ed/-ing adjectives

- 1 How can you describe the experiences below? Use an adjective from the box.

frightening exciting surprising terrifying boring exhausting

- 1 You get stuck in a lift.
- 2 You go on a 15-mile walk, then climb three mountains.
- 3 You go on the biggest roller coaster in the world.
- 4 You find a spider in the bath.
- 5 Someone shows you their holiday photos for hours and hours ...
- 6 Your teacher says 'You're all such wonderful students that I won't give you any more homework.'

- 2 How do the people in the photos feel?

He's **frightened**.

T 10.4 Listen and practise the pronunciation of these words.

- ! 1 -ing adjectives describe a situation, person, or thing.
an **interesting** life
a **boring** teacher
an **exciting** film
- 2 -ed adjectives describe how people feel.
I'm very **interested** in modern art.
We were **bored** at the end of the lesson.
She's **excited** about going on holiday tomorrow.

- 3 Complete the sentences. Use one of these adjectives.

excit-	
frighten-	
bore-	-ed
interest-	
confus-	
disappoint-	-ing
worry/worri-	
surpris-	

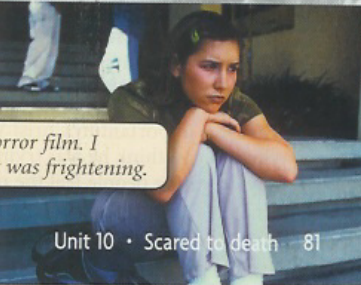
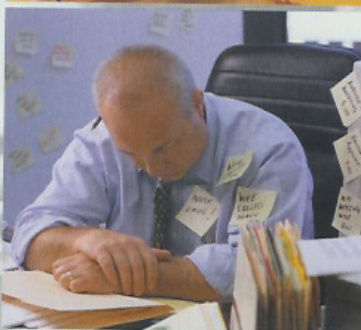
- 1 'I met a famous film star today.' 'Really? How _____!'
- 2 'I spent four hours going round a museum.' 'Was it _____?'
'No, it was _____.'
- 3 'I haven't heard from my parents for two months.' 'You must be _____.'
- 4 'Wow, Maria! What are you doing here?' 'Why are you so _____ to see me?'
- 5 I failed my exam. I worked really hard for it. I'm so _____.
- 6 'A man started to follow me home last night.' 'Weren't you _____?'
- 7 My computer's broken, and I don't understand the manual. It's so _____.

T 10.5 Close your books. Listen to the beginnings of the lines. Complete them.

- 4 What have you seen on television or in the cinema recently? What books have you read? What did you think of them? Tell a partner.

*I read a spy novel.
It was very exciting.*

*I saw a horror film. I
thought it was frightening.*



READING AND SPEAKING

Into the wild

- 1 Describe what you can see in the photograph. Which country do you think it is? What makes life difficult for people who live here?
- 2 Read the introductory paragraph and the words in **bold**. In pairs, decide whether these statements are true (✓) or false (✗).
 - Chris McCandless died very young.
 - He loved nature and a simple life.
 - He was killed by hunters.
 - He wanted to die.
 - He didn't enjoy his life.
 - He knew he was dying.

What do you want to know about Chris?

- 3 Read to the line ending "... *Thank you!*" his diary reads." and answer the questions.
 - 1 Did Chris keep in touch with his parents?
When did they last hear from him?
 - 2 Why did he get rid of his car and burn his money?
 - 3 What did he need? What didn't he need?
 - 4 In what way was his life rich?
- 4 Read to the line ending "... *I didn't know where he was.*" Choose the best answer.
 - 1 Chris didn't get on with his father because his father
 - ☐ had a lot of money.
 - ☐ didn't let Chris work in the family business.
 - ☐ tried to tell Chris what to do.
 - 2 When the parents didn't hear from Chris,
 - ☐ the police got in touch with them.
 - ☐ they got in touch with the police.
 - ☐ they did nothing.
 - 3 In July 1992
 - ☐ his mother dreamt that she heard Chris calling her.
 - ☐ his mother is sure that she heard Chris calling her.
 - ☐ Chris phoned his mother for help.
- 5 Read to the end. Correct the mistakes in this summary.

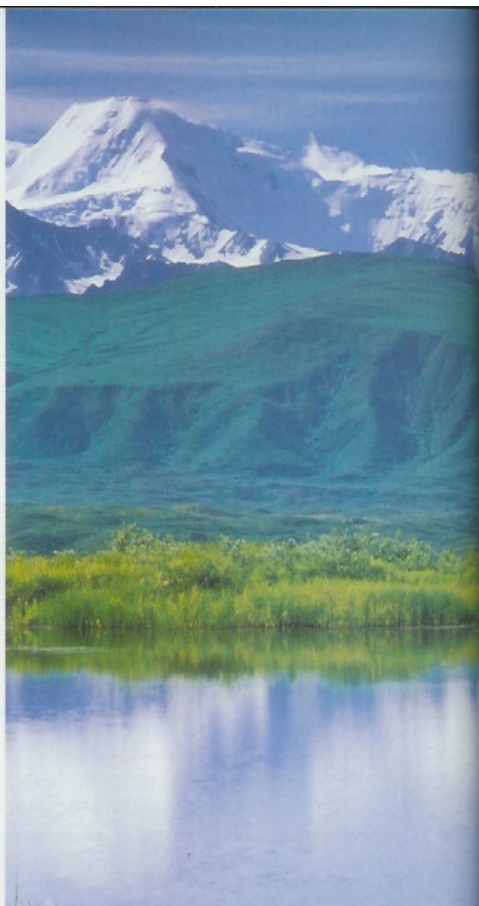
Chris got the train to Alaska, and arrived in May, 1992. He lived in a bus, and there was a bed and a bath in it. He was very happy. There was lots to eat – small animals, and fruit and vegetables, which he grew himself.

After five months of living alone, he started to feel ill. He had no strength because he was eating poisonous plants, but he didn't know that this was the reason. He continued eating. He died of food poisoning.

He knew he was dying. He wrote a letter to his parents, and took a photo of himself. He seemed happy to die in these circumstances.

What do you think?

- What was important to Chris? What wasn't important?
- What do you think he was trying to do?
- Why do young people feel the need to break away from their parents?



In April 1992, Chris McCandless, a young man from a wealthy American family, hitchhiked to Alaska. Four months later, his dead body was found by a group of hunters. Jon Krakauer investigated the story.

When Chris McCandless graduated from Emory University, Atlanta, in June 1990, he sent his parents a letter containing his final reports. His letter ended 'Say 'Hi' to everyone for me.'

No one in Chris's family ever heard from him again.

He drove west out of Atlanta, and invented a new life for himself with a new name. He left his car in some woods and burned all his money, because, as he wrote in his diary, **'I need no possessions. I can survive with just nature.'**

For the next two years, he hitched to various parts of the United States and



Into the wild

Mexico. He wanted the freedom to go where he wanted and to work when he needed. For him, his life was very rich. **'God, it's great to be alive. Thank you! Thank you!'** his diary reads.

Chris came from a comfortable background. His father had a business which he ran efficiently, and he controlled his own family in a similar way. Chris and his father didn't get on. When his parents didn't hear from him for several months, they contacted the police, but they could do nothing. In July 1992, two years after Chris left Atlanta, his mother woke in the middle of the night. 'I could hear Chris calling me. I wasn't dreaming. He was begging, 'Mom! Help me!' But I couldn't help him because I didn't know where he was.'

Chris's dream was to spend some time in Alaska, and this is where he went in April 1992. In early May, after a few days in the Alaskan bush, Chris found an old bus which hunters used for shelter. It had a bed and a stove. He decided to stay there for a while. **'Total freedom,'** he wrote. **'My home is the road.'**

'I need no possessions. I can survive with just nature.'

However, reality soon changed the dream. He was hungry, and it was difficult to find enough to eat. He shot ducks, squirrels, birds, and sometimes a moose, and with these he ate wild potatoes, wild mushrooms, and berries. He was losing a lot of weight.

On July 30 he wrote, **'Extremely weak. Fault of potato seed. Can't stand up. Starving. Danger.'** It seems that Chris was eating a part of the wild potato plant that was poisonous. He couldn't get out of the bus to look for food. **'I am trapped in the wild,'** he wrote on August 5.

He became weaker and weaker as he was starving to death. His final note says, **'I have had a good life and thank the Lord. Goodbye and may God bless all!'**

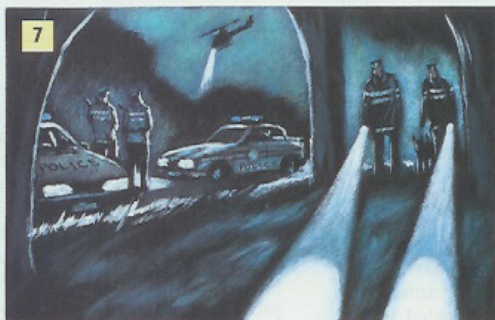
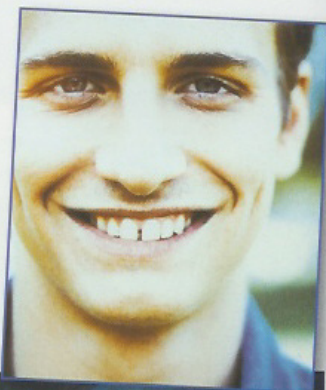
Then he crawled into his sleeping bag and lost consciousness. He probably died on August 18. One of the last things he did was to take a photo of himself, one hand holding his final note, the other hand raised in a brave goodbye. His face is horribly thin, but he is smiling in the picture, and the look in his eyes says 'I am at peace.'

LISTENING AND SPEAKING

It was just a joke

- 1 In Britain, your eighteenth birthday is important, because it is the birthday when you become an adult. Which birthdays are special in your country? What do people do?
- 2 You will hear a boy called Jamie describing what he did on his friend's eighteenth birthday. It was just a joke, but it looked serious! Look at the pictures. What do you think happened? Check that you know these words.

to kidnap a balaclava to tie up a blindfold a witness



- 3 **T 10.6** Listen to Jamie being interviewed. Does he tell the story in the same order as the pictures?

4 Answer the questions.

- 1 Identify these people in the pictures.

Tom Jamie Dave Andrew
the witness

- 2 Imagine who says these lines in the story.

- I've had a really good idea for Tom's birthday!
- Lie on the ground! Don't move!
- Please let me go!
- Send the police immediately!
- Come and help. This looks really serious.
- Happy birthday, dear Tom!
- You *****! I thought you were my friends!
- I knew it was you from the beginning!
- Excuse me, gentlemen. Can I just ask you a few questions?
- I think we have a bit of a confession to make.

Roleplay

With a partner, roleplay one of these conversations and retell the story.

- Tom talking to his girlfriend
- the witness talking to the emergency services
- Jamie talking to the policeman

EVERYDAY ENGLISH

Exclamations with *so* and *such*

- 1 **T 10.7** Read and listen to the sentences.

Tom was scared. He was very scared. He was so scared!

Do you think this use of *so* is more written or spoken? What effect does it have?

- 2 Look at the sentences. When do we use *so*, *such a(n)*, *such*, *so many*, and *so much*?

We were all *so* worried!

Mike's *such* an idiot!

It was *such* a good idea of Jamie's!

He has *such* crazy friends!

We had *such* awful weather on holiday!

There are *so many* places I want to go to!

I've got *so much* work!

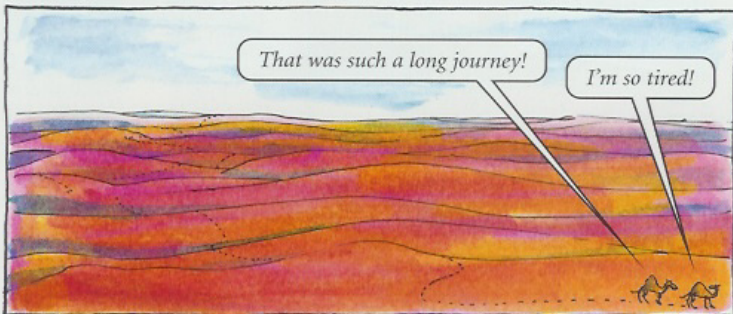
- 3 Complete the sentences in **A** with *so*, *such a*, *such*, *so many*, or *so much*. Then match them with the sentences in **B**.

A	B
1 Their house is _____ mess!	I could eat a horse.
2 There were _____ people at the party!	I don't know where it's all gone.
3 I'm _____ hungry!	You really didn't have to.
4 Jane and Pete are _____ nice people!	She understands every word I say.
5 I've spent _____ money this week!	There was nowhere to dance.
6 A present! For me? You're _____ kind!	Thank you so much for inviting us.
7 We've had _____ nice time!	But I can't stand their kids.
8 Molly's _____ clever dog!	I don't know how they live in it.

- 4 **T 10.8** Listen and check. Practise the exclamations.

- 4 What can you say ... ?

- at the end of a long journey



- when you finish an interesting book with a sad ending
- as you go round a friend's new flat
- at the end of a wonderful meal
- in a row with your boyfriend/girlfriend
- at the end of a great English lesson

11 Things that changed the world

Passives • Verbs and nouns that go together • Notices

STARTER

- 1 Make true sentences from the chart.
- 2 What is made and grown in your country?

Champagne	is are	made in grown in	Japan.
Whisky			France.
Rice			England.
Rolls Royce cars			Hawaii.
Nikon cameras			Brazil.
Coffee			China.
Pineapples			Scotland.

SOLD WORLDWIDE

Passives

- 1 Do you drink Coca-Cola? Do you think these facts about Coca-Cola are true (✓) or false (X)?

- 1 ☐ 1.6 billion gallons are sold every day.
- 2 ☐ Coca-Cola is drunk in every country in the world.
- 3 ☐ It was invented in the USA.
- 4 ☐ It is nearly 100 years old.

Read the story of Coca-Cola and check your ideas.



Things go better with Coca-Cola

Coca-Cola is enjoyed all over the world.

1.6 billion gallons are sold every year, in over one hundred and sixty countries. The drink was invented by Dr John Pemberton in Atlanta as a health drink on 8 May 1886, but it was given the name Coca-Cola by his partner, Frank Robinson, because it was originally made from the coca (cocaine) plant. In the first year, only nine drinks a day were sold.

The business was bought by a man called Asa Candler in 1888, and the first factory was opened in Dallas, Texas, in 1895. Coca-Cola is still made there. Billions of bottles and cans have been produced since 1895, but the recipe is still kept secret!

Diet Coke has been made since 1982, and over the years many clever advertisements have been used to sell the product. It is certain that Coca-Cola will be drunk far into the twenty-first century.

Coca-Cola goes along...for
the pause that refreshes



GRAMMAR SPOT

- 1 Nearly all the verb forms in the text about Coca-Cola are in the passive. The passive is formed with the verb *to be* and the past participle.

Champagne **is made** in France.

Pineapples **are grown** in Hawaii.

- 2 Read the text again and write the passive verb forms under these headings.

Present Simple	Past Simple	Present Perfect	will Future
is enjoyed	was invented	have been produced	

- 3 What is the main interest of the text? Dr John Pemberton? Frank Robinson? Coca-Cola?

When we are more interested in the object of the active sentence, we use the passive.

Active: Dr John Pemberton invented Cola-Cola.

Passive: Cola-Cola was invented by Dr John Pemberton.

►► Grammar Reference 11.1 p140

- 2 Don't look at the text! Look at the passive verb forms in the columns above and try to remember the whole sentence.

Coca-Cola is enjoyed
all over ...

It was invented by ...



PRACTICE

Active and passive

1 Complete these sentences.

Active	Passive
1 They make Rolls Royce cars in England.	Rolls Royce cars <u>are made</u> in England.
2 They _____ rice in China.	Rice is grown in China.
3 Bell invented the telephone in 1876.	The telephone _____ by Bell in 1876.
4 Thieves _____ two pictures from the museum last night.	Two pictures were stolen from the museum last night.
5 They have built three new factories this year.	Three new factories _____ this year.
6 They _____ the picture for £3,000.	The picture has been sold for £3,000.
7 The factory will produce 10,000 cars next year.	10,000 cars _____ next year.
8 _____ they _____ many cars last year?	Were many cars made last year?
9 Bell didn't invent the television.	The television _____ by Bell.

2 Put the verbs in brackets in the correct tense, active or passive.



The History of the Hamburger

The hamburger is the most eaten food in the whole world. The first hamburgers (1) _____ (make) and sold in Connecticut in 1895 by an American chef called Louis Lassen. Louis (2) _____ (call) them hamburgers because he (3) _____ (give) the recipe by sailors from Hamburg in Germany. Hamburgers (4) _____ (become) a favourite in America in the early part of the twentieth century. Their popularity (5) _____ (grow) even more after the Second World War, when they (6) _____ (buy) in large quantities by teenagers who (7) _____ (prefer) fast food to family meals. In 1948 two brothers, Dick and Mac McDonald (8) _____ (open) a drive-in hamburger restaurant in San Bernardino, California. Since then over 25,000 McDonald's restaurants (9) _____ (open) worldwide and now 35 million McDonald's hamburgers (10) _____ (eat) every day in 115 countries from India to the Arctic Circle.



Questions and answers

3 Match the question words and answers.

When?	Louis Lassen.
Where?	In Connecticut.
Who?	In 1895.
Why?	In 1948.
How many?	Because the recipe came from Hamburg.
	25,000.
	35 million.

4 Complete the questions using the passive. Ask and answer them with a partner.

When was the first hamburger made?

In 1895.

T 11.1 Listen and check.

5 Complete the conversations and practise them with a partner.

Is cotton grown in England?

No, it isn't. It's grown in China and the USA.

- A Are Coca-Cola and hamburgers sold *only* in America?
B No, they aren't. They _____.
- A Was Cola-Cola invented by Louis Lassen?
B No, it _____.
- A Were the first hamburgers made in 1948?
B No, they _____.
- A Was the first McDonald's restaurant opened in New York?
B No, it _____.
- A Have 2,500 restaurants now been opened worldwide?
B No, not 2,500. _____.

T 11.2 Listen and check.

Check it

6 Underline the correct word or words in each sentence.

- Where *was* / *were* these shoes made?
- I was given this watch *by* / *from* my aunt.
- Someone *has stolen* / *has been stolen* my bag!
- The newsagent *sells* / *is sold* stamps.
- British policemen *don't carry* / *aren't carried* guns.
- All the beer was *drank* / *drunk* by nine o'clock.
- Have all the sandwiches *eaten* / *been eaten*?

VOCABULARY

Verbs and nouns that go together

1 In each box below, one noun does *not* go with the verb. Which one?

bananas £3,000
rice
GROW
five centimetres
a beard

a watch
cargo
CARRY
a briefcase a gun
passengers

hello a story
TELL a lie
the truth
a joke

advice a party
GIVE
information a lift
a complaint

weight
the bus money
LOSE
the way
the match

the peace the change
KEEP
a secret an idea
a promise

2 Work with a partner. Choose two nouns from each box, and write two sentences using the verb. Read your sentences to the class.

Rice is grown in China.

The ship carried a cargo of tobacco and cotton.

3 Which six nouns do not go with the verbs? Which verbs do they go with? Complete the sentences with the correct verbs.

- _____ hello to your parents from me when you see them.
- I was late for work because I _____ the bus.
- This is my grandfather's watch. He _____ it every day until he died.
- I _____ just _____ a good idea. Let's eat out tonight.
- My uncle _____ £500 on the stock exchange.
- We _____ a complaint to the manager because our meal was so bad.

READING AND SPEAKING

Three plants that changed the world

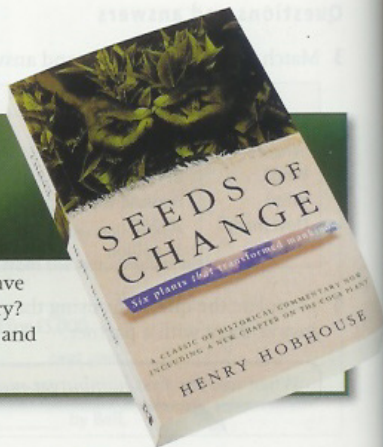
- 1 Read the introduction to a book review. What is the book about?

Seeds of Change

By Henry Hobhouse

Reviewed by Donald Crisp

History books are full of the ways in which the actions of men and women have changed the world, but what about plants? Which plants have changed history? Henry Hobhouse, farmer and journalist, discusses this topic in his fascinating and illuminating book *Seeds of Change*.



- 2 Look at these drawings. Do you recognize the three plants?



- 3 All the words below appear in the article about the plants. Which words do you think go with which plant? Some go with more than one.

nouns:	addict	soil	fabric	silk	plantation	slaves	lung cancer	luxury
verbs:	chain-smoke	inhale	ban	sweeten	refine	chew	harvest	

- 4 Work in three groups.
Group A Read about tobacco. **Group B** Read about sugar. **Group C** Read about cotton.
- 5 Which words from exercise 3 are in your text? What are the bad effects of the plant? What are the good effects? Discuss in your group.
- 6 Compare plants with two students from the other groups. Answer the questions.

Which plant (or plants) ...

- has been grown for thousands of years?
- was known as white gold? Why?
- was once thought to be a luxury?
- caused the American Civil War? Why?
- was the main American export until 1820?
- became the main American export after 1820?
- was harvested by slaves?
- has caused the death of many people?

What do you think?

- Which of the three plants has *most* changed history? How?
- Which plant has done the greatest good? Which has done the greatest harm?

Tobacco

For thousands of years **tobacco** was used by the American Indians with no ill-effect. In the 16th century it was brought to Europe. This early tobacco was mixed with soil and rather dirty. It was chewed or smoked in pipes only by men – women thought it smelly and disgusting.

It was first grown commercially in America in the 17th century on slave plantations. In the 18th century new technology refined tobacco and the first cigarettes were produced. By the 1880s huge factories were producing cigarettes which were clean and easy to smoke. Chain-smoking and inhaling became possible and by the middle of the 20th century tobacco addicts, both men and women, were dying of lung cancer in great numbers.

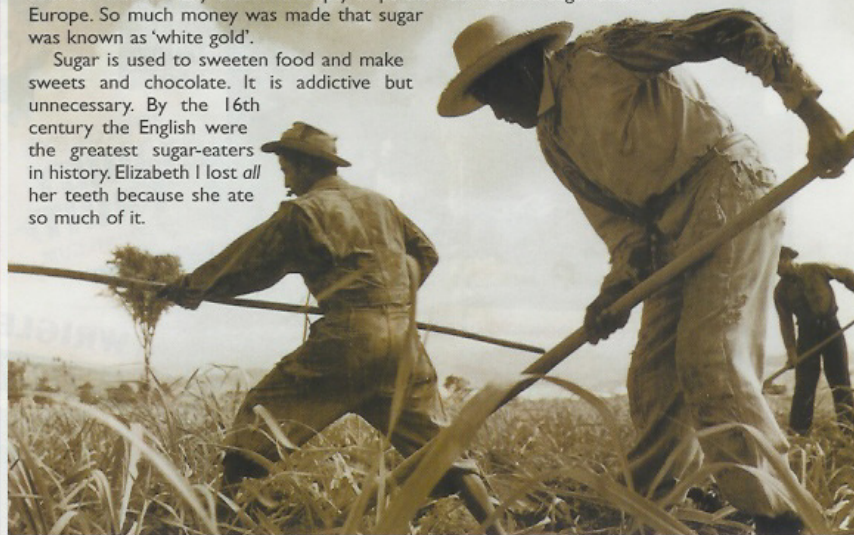
Nowadays cigarette smoking is banned in many places, especially in the USA. But until 1820 tobacco was America's main export, and still today their tobacco industry makes over \$4.2 billion a year.



Sugar

Sugar cane was grown in India thousands of years ago. In Roman times it was known in Europe as a great luxury, and it was rare and expensive for many centuries after that. In 1493 Columbus took a sugar plant with him to the West Indies, where it grew so well that huge plantations were started by Europeans and worked on by slaves. The slaves were shipped across the Atlantic from Africa, packed sometimes one on top of the other in chains, on a journey that took six weeks. Many died. The empty ships then carried the sugar back to Europe. So much money was made that sugar was known as 'white gold'.

Sugar is used to sweeten food and make sweets and chocolate. It is addictive but unnecessary. By the 16th century the English were the greatest sugar-eaters in history. Elizabeth I lost all her teeth because she ate so much of it.



Cotton

Cotton has been grown for over five thousand years in places as far apart as Mexico, China, Egypt, and India. It was first planted in America in 1607. Before 1800 cotton was a great luxury, more expensive than silk, because so many workers were needed to pick it. However, a huge increase in the number of slaves in the American South resulted in much greater cotton production and a fall in the price. This, and the new technology of the industrial revolution, made cotton the cheapest fabric in history. By 1820 cotton was making more money for the USA than tobacco, and more money worldwide than sugar.

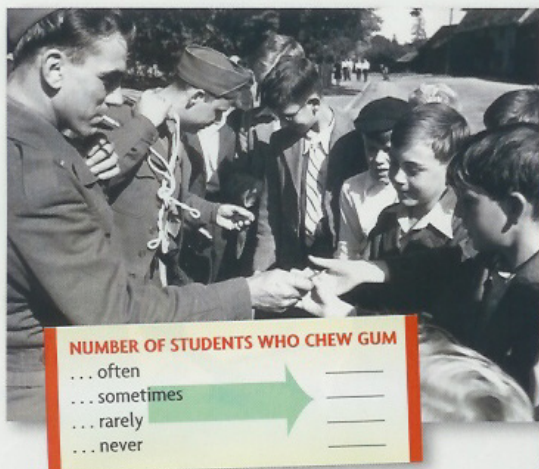
The American Civil War of 1861–1865 was fought because the Southern States wanted to form a separate country, so that they could continue to keep slaves on their cotton plantations. Slavery was banned in the Northern States in 1808. 500,000 soldiers were killed in the war.



LISTENING AND SPEAKING

The world's most common habit: chewing gum

- 1 Do you chew gum? How often? Stand up and ask the students in the class. Complete the chart below.



NUMBER OF STUDENTS WHO CHEW GUM

... often	_____
... sometimes	_____
... rarely	_____
... never	_____

- 2 Discuss these questions as a class.

- Who often chews gum? Who never chews gum?
- When and where do you chew gum?
- Where do you put it when it has lost its flavour?

- 3 You are going to listen to a radio programme about chewing gum. Check the meaning of these words. Which have an obvious connection with the topic of chewing gum? How?

skeleton (n)	to freshen (the breath) (v)	tree sap (n)
honey (n)	to wrap (v)	packet (n)
to hire (v)	billboard (n) (Am. Eng.)	

- 4 Read the statements below. Do you think they are true (✓) or false (X)? Discuss with a partner.

- ☐ One million tons of gum is chewed every year.
- ☐ Chewing gum was invented in Sweden.
- ☐ Chewing gum was found in the mouth of a nine thousand-year-old skeleton.
- ☐ The first gum was made of tree sap and sugar.
- ☐ Babies are born wanting to chew gum.
- ☐ The ancient Greeks believed chewing gum was good for your health.
- ☐ South American Indians made the first packets of chewing gum.
- ☐ Chewing gum was taken to North America by the English.

T 11.3 Listen to part one of the programme and check your ideas. Correct the false sentences.

Helps you relax ...
enjoy **WRIGLEY'S**
refreshing delicious
Chewing
Gum!



- 5 **T 11.4** Listen to part two of the programme. Answer the questions.

- Who was William Wrigley?
- What did he do to advertise chewing gum?
- When did chewing gum become popular outside the USA?
- What did the children shout?
- What is today's chewing gum made of?

What do you think?

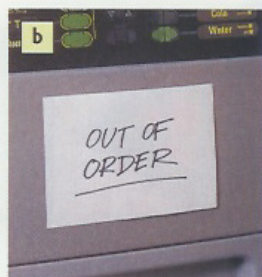
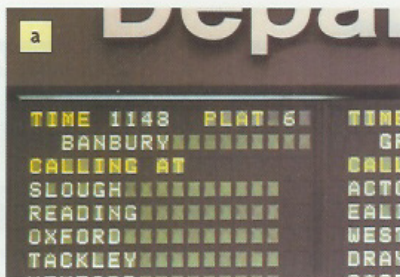
- Is chewing gum a common habit in your country?
- Is it considered a bad habit? Why/Why not?
- Is chewing gum good for you? Why/Why not?

EVERYDAY ENGLISH

Notices

- 1 When you first go to a foreign country, it can be difficult to understand notices. Here are some typical English notices. Match them with these places.

- 1 ☐ a bank or a post office
- 2 ☐ a petrol station
- 3 ☐ a broken drinks machine
- 4 ☐ a road in a town
- 5 ☐ an airport
- 6 ☐ a pub
- 7 ☐ the Underground
- 8 ☐ a park
- 9 ☐ a zoo
- 10 ☐ a hotel
- 11 ☐ a railway station
- 12 ☐ a public toilet
- 13 ☐ a motorway



- 2 **T 11.5** Listen to five conversations. Where are the people?

- 3 Work with a partner. Choose two other places, and write conversations that could happen there. Read them to the class, and see if they can guess the place.



12 Dreams and reality

Second conditional • *might* • Phrasal verbs • Social expressions 2

STARTER

- 1 Which famous person would you like to meet? What would you talk about?
- 2 Which country would you like to visit? What would you do there?
- 3 If you won a lot of money, what would you buy? How much would you give to friends?

SWEET DREAMS

Second conditional

- 1 Read about Nicola. Which text describes her life? Which describes her dreams?

I live in a flat with my Mum and my little brother. My Mum works in a hospital, so my Gran often looks after us and she helps my Mum. We have a budgie. I go to St Barnabas School and I wear a green uniform. I can only have sweets on Saturdays.

Nicola, aged 7



- 2 Complete the text on the right with these words.

horse sweets palace dress teacher servants

T 12.1 Listen and check. Then listen and repeat.

If I were a princess, I'd live in a _____. I'd have _____ to look after me. My Mum would be Queen, and she wouldn't work. I wouldn't go to school. I'd have a private _____. I'd ride a white _____, and I'd wear a long _____. I could have all the _____ I wanted.



GRAMMAR SPOT

- 1 What tense describes Nicola's real life?
- 2 *If I lived in a palace, ...*
Does she live in a palace? What tense is *lived*?
... *I'd have servants.* (I'd = I would)
Is this a dream or reality?
- 3 Complete the rule.
We make unreal conditional clauses with *if* + the _____ tense.
In the result clause, we use the auxiliary verb _____ + the infinitive.
- 4 Notice that *was* can change to *were* in the condition clause.
If I were a princess, ...

► Grammar Reference 12.1 p141

- 3 Look at the questions and short answers.

Where would she live?

In a palace.

Would her grandmother look after her?

No, she wouldn't. She'd have servants.

Ask and answer questions about Nicola's dreams with a partner.

- What ... her mother do?
- What pet ... have?
- ... work?
- What ... wear?
- ... Nicola go to school?
- ... have a lot of sweets?

PRACTICE

Discussing grammar

- 1 Make sentences from the chart.

<p>If I</p> <p>found were knew had didn't eat didn't smoke</p>	<p>cakes and ice-cream, the answer, a car, taller, so much, a lot of money, president, some money in the street,</p>	<p>I'd I wouldn't</p> <p>feel better. get a job in the police. lose weight. buy a big house. build more hospitals. keep it. tell you. give you a lift.</p>
--	--	--

- 2 Put the verbs in the correct form.

- 1 If I _____ (be) rich, I _____ (travel) round the world. First I _____ (go) to Canada, then I _____ (go) to New York.
- 2 If he _____ (work) harder, he _____ (have) more money.
- 3 I _____ (go) to work if I _____ (feel) better, but I feel terrible.
- 4 If I _____ (can) speak perfect English, I _____ (not be) in this classroom.
- 5 'What _____ you _____ (do) if a stranger _____ (give) you £1 million?'

WHO KNOWS?

might

What would you do?

3 Discuss what you would do if ...

- you came home and found a burglar.
- someone gave you a present that you really didn't like.
- you saw someone shoplifting.
- you found a wallet with a lot of money in it.
- you saw two people fighting in the street.

If I were you ...

4 T 12.2 We can give advice using

If I were you, I'd ...

I feel terrible! My head hurts, and I feel dizzy.

If I were you, I'd go to bed.

Work with a partner. Give the people advice about their problems.

- 1 I have no money.
- 2 My hair's awful.
- 3 I've got toothache.
- 4 I've had a row with my boyfriend.
- 5 My car won't start in the morning.
- 6 My neighbours make a lot of noise.



T 12.3 Listen and compare your answers.

1 T 12.4 Listen to two students saying what they're going to do when they leave university. Complete the texts.

Ruth

I _____ a holiday in Italy for a couple of weeks, staying in a villa in Tuscany. Then I _____ for a job. I _____ in the media – advertising or the BBC would be perfect.

My sister and I _____ a flat together, somewhere central, so we _____ to start looking soon. I'm very excited about the future. And I'm also highly ambitious!

2 What are some of the certainties in Ruth's life?

She's having a holiday in Italy.

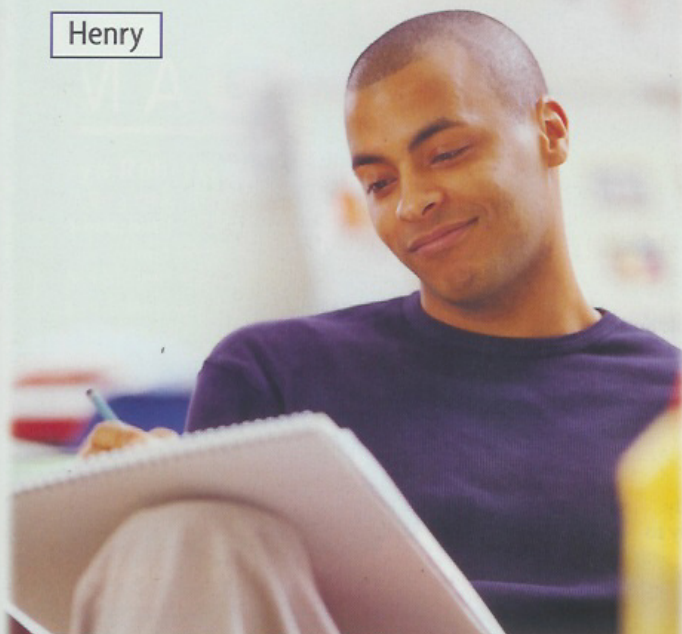
- ... villa in Tuscany.
- ... for a job.
- ... flat together.
- ... start looking soon.

3 What are some of the possibilities in Henry's life?

He might go to America.

- ... restaurant for a bit.
- ... Paris for a while.
- ... French girl ...

Henry



I'm not sure yet. Some friends have invited me to go to Long Island with them, so I might go to America. I'll have to earn some money, so I _____ in a restaurant for a bit.

I don't know what I want to do. I love France, so I _____ in Paris for a while. I could earn some money painting portraits in Montmartre. Who knows? I _____ a beautiful French girl and fall in love! Wouldn't that be wonderful!

GRAMMAR SPOT

- Might* means the same as *perhaps* ... *will* ...
What are you doing tonight?
I don't know. I might go out, or I might stay at home.
- Might* is a modal auxiliary.
Ann might come round tonight.
I might not pass my exams.
Do we add *-s* with *he/she/it*?
Do we use *do/does* in the negative?

►► Grammar Reference 12.2 p141

PRACTICE

Discussing grammar

1 Choose the correct verb in these sentences.

- 'What's for supper?' 'We're *having* / *we might have* lamb. It's in the oven.'
- 'What time are we eating?' 'Don't worry. *It'll be* / *it might be* ready before your TV programme.'
- 'Who's eating with us?' 'I've invited Jerry, but *he'll be* / *he might be* late. It depends on the traffic.'
- I'm going into town tomorrow. *I'm having* / *I might have* lunch with Jo at 1.00.
- 'Are you going to have a winter holiday this year?' 'I *am* / *I might*. I haven't decided yet.'

Possibilities

- Make conversations with a partner about these future possibilities. One of you isn't sure about anything.

What are you doing tonight?

I'm not sure. I might go out or I might stay at home.

- What sort/car/buy?
Fiat/Toyota
 - Where/on holiday?
Scotland/Spain
 - What/have to eat?
steak/fish
 - Who/going to the dance with?
ask Tony/ask Richard
- Ask and answer questions with a partner about your possible future plans:
 - after the lesson
 - at the weekend
 - this evening
 - for your next holiday

Check it

- Correct the mistakes in these sentences.
 - If I'd have a car, I'd give you a lift.
 - They'll call their baby Lily, but they aren't sure yet.
 - I'd visit you more often if you wouldn't live so far away.
 - I'm playing tennis tomorrow. I'm not sure.
 - If I'm younger, I'll learn to play the piano, but I'm too old now.

READING AND LISTENING

Ghost stories

1 Do you believe in ghosts? What would you do if you saw a ghost? Would you talk to it? Would you run away?

2 You are going to read about a man called Aelwyn Roberts. He's a ghostbuster.

Do you think he...?

- believes or doesn't believe in ghosts.
- tries to find ghosts.
- tries to get rid of ghosts.

Read the text and find out.

3 Are the statements true (✓) or false (X)? Correct the false ones.

- 1 Mr Roberts is a social worker.
- 2 He helps to sort out problems for both people and ghosts.
- 3 He is sure that ghosts exist.
- 4 The boy knew it was his great-grandfather at the end of his bed.
- 5 The old man made the boy laugh.
- 6 Mr Roberts solved the boy's problem easily.
- 7 Ghosts are not usually members of the family.
- 8 Mr Roberts says you should never talk firmly to ghosts.

4 **T 12.5** Look at the newspaper extract on the right, then listen to an interview with Alice Lester.

Check that you know these words.

brain scan consultant tumour operation

5 Answer the questions.

- 1 Did Alice Lester know she was ill before she heard the voices?
- 2 What was she doing when she first heard the voices?
- 3 What did the first voice tell her?
- 4 What happened while she was away on holiday?
- 5 What happened when she returned to London?
- 6 Did the consultant believe what she told him?
- 7 What did the voices finally tell her? How is she now?

What do you think?

- Do you think Alice Lester's story is a ghost story?
- Do you believe that Mr Roberts really gets rid of ghosts?

Telling stories

Do you know any ghost stories? In small groups, tell your ghost stories. Which is the most frightening?



Woman heard 'voices' telling her of tumour

by John Crutchley

The mysterious case of Alice Lester appeared in the British Medical Journal. Alice claims that she heard voices in her head which correctly told her that she had a brain tumour.

I'M A GHOSTBUSTER, SAYS VICAR

Aelwyn Roberts, 79, used to be a vicar. He's retired now, but he still works as a ghostbuster. He helps people who have ghosts in their houses to get rid of them.

'I'm a kind of social worker for ghosts,' he explains. 'Some people die and they still have problems when they leave this world, so they come back again as ghosts to sort them out. I don't think ghosts *might* exist. I know they *do* exist.'

He says he has met thousands of ghosts trapped between this world and the next. He helps them sort out their problems so they can move on to the next world.

One example is typical. At exactly nine every night a three-year-old boy got out of bed and came downstairs. When his parents asked him to explain why, he said that

he saw an old man in a funny hat sitting on the end of the bed and the man told him to get out of his bed and go downstairs.

For Mr Roberts this was simple to sort out. He moved the boy's bed from one part of the room to another. 'The ghost was the boy's great-grandfather and the bed was in his way', he explains. The family were never troubled again.

'Eighty per cent of the time the ghosts are members of the family. I tell people that if they want me to get rid of them, I might be throwing their grandmother out of the house. I worry that they might miss her.'

Mr Roberts calls ghosts 'yesterday's people'. His advice is simple. 'You just need to tell them, firmly, to go away and leave you alone.'



VOCABULARY

Phrasal verbs

- 1 Phrasal verbs consist of a verb + adverb/preposition.
Some phrasal verbs are literal.

Go away and leave me alone.

Take off your coat and come and sit down.

Complete the sentences with a word from the box.

out (x2) up on back

- Put _____ something warm. It's cold today.
- There's some ice-cream in the freezer. Can you get it _____?
- Why are your clothes on the floor? Please pick them _____.
- I'm going to take the dog _____ for a walk.
- When are you going _____ to your country?

Do or mime these actions.

turn round walk out try something on throw something away
look for something turn something off fall over lie down

- 2 Some phrasal verbs aren't literal.

'Can you sort out this problem?' The plane took off. I gave up my job.

Do or mime these actions.

look after a baby put out a cigarette look up a word ask somebody out
we've run out of milk my car broke down Look out! fill in a form

- 3 Look at the position of the object when it is a pronoun in these sentences.
Your shoes are dirty. Take them off. This jumper looks nice. Can I try it on?

Complete the sentences with phrasal verbs from exercises 1-2. Use pronouns.

- 'Where's my tea?' 'Sorry. I threw _____. It was cold.'
- You shouldn't smoke in here. Put _____.
- We don't need all these lights on. Turn _____.
- Leave little Annie with me. I'll look _____.
- I haven't got time to fill in this form. I'll fill _____ later.

- 4 Complete the sentences with one of these phrasal verbs in the correct form.

grow up go out with fall out with get on with look forward to

- How do you _____ your parents?
- Do you ever _____ your brothers and sisters?
- What are you _____ doing on holiday?
- Are you _____ anyone at the moment?
- Where did you _____? Or have you always lived here?

In pairs, ask and answer the questions about you.



EVERYDAY ENGLISH

Social expressions 2

1 Complete the conversations with the correct expressions.

I'm sorry Excuse me of course Pardon

- 1 A _____! Can I get past?
 B _____?
 A Can I get past, please?
 B _____ . I didn't hear you. Yes, _____ .
 A Thanks a lot.

That's right Oh, what a pity Congratulations Never mind I hear

- 2 A _____ you're going to get married soon. _____!
 B _____, next July. July 21. Can you come to the wedding?
 A _____! That's when we're away on holiday.
 C _____ . We'll send you some wedding cake.
 A That's very kind.

Hurry up all right Oh, dear Just a minute I haven't a clue

- 3 A _____! Look at the time! _____, or we'll miss the train.
 B _____! I can't find my umbrella. Do you know where it is?
 A _____ . But you won't need it. It's a lovely day. Just look at the sky!
 B Oh, _____ . Let's go, then.

Good luck See you later Same to you Good idea What about you
 No, of course not

- 4 A _____ in your exam!
 B _____ . I hope we both pass.
 A Did you go out last night?
 B _____ . I went to bed early. _____?
 A Me, too. _____ after the exam. Let's go for a drink.
 B _____ .



- 2 **T 12.6** Listen and check. Practise the conversations with a partner.
 3 Listen to your teacher. Reply using one of the expressions.



13 Earning a living

Present Perfect Continuous • Word formation • Adverbs • Telephoning

STARTER



- 1 Ask and answer these questions.
- 2 Ask your teacher the same questions about *teaching English*.

How long have you been learning English?

When did you start?

STREET LIFE

Present Perfect Continuous

- 1 Read Andy's story.
- 2 Match the questions a–f on p103 with the answers in the text.

T 13.1 Listen and check. Finish Andy's answer in question 4.

- 3 With a partner, cover the questions and practise the conversation. Then cover the answers, and practise again.

GRAMMAR SPOT

- 1 Which are the questions in the Present Perfect Continuous? What are the other tenses?
- 2 Look at these two questions.
How long have you been selling *The Big Issue*?
How many copies have you sold today?
Which question asks about the activity of selling?
Which question asks about the number of magazines sold?
- 3 Complete these sentences with the Present Perfect Simple or Continuous.
I _____ (smoke) since I was 16.
I _____ (smoke) five cigarettes today.

▶▶ Grammar Reference 13.1 p142

STREET LIFE

ANDY'S STORY

Andy, 28, from Scotland, used to have his own taxi business. When he lost it, he also lost his home and his family. He now sleeps on the streets in London. *The Big Issue* is a magazine sold by homeless people in Britain. This gives them a small income, so they can begin to find somewhere to live.



- 1 ☐ _____ ?

For a year. It was very cold at first, but you get used to it.

- 2 ☐ _____ ?

I came here to look for work, and I never left.

- 3 ☐ _____ ?

For six months. I'm in Covent Garden seven days a week selling the magazine.

- 4 ☐ _____ ?

Lots. But I can't stand people who think I drink or take drugs. My problem is I'm homeless. I want a job, but I need somewhere to live before I can get a job. So I need money to get somewhere to live, but ...

- 5 ☐ _____ ?

Usually about fifty.

- 6 ☐ _____ ?

So far, ten. But it's still early.



a How many copies do you sell a day?

b How long have you been selling *The Big Issue*?

c Have you made many friends?

d How many copies have you sold today?

e How long have you been sleeping on the streets?

f Why did you come to London?

4 Make more questions about Andy.

- How long/trying to find a job?
- How many jobs/had?
- How long/standing here today?
- How/lose your business?
- How long/had your dog?
- Who/best friend?
- Where/meet him/her?
- How long/known each other?

T 13.2 Listen and check.

5 Ask and answer the questions with a partner. Invent Andy's answers.

T 13.3 Listen and compare your answers.

PRACTICE

Discussing grammar

1 Choose the correct tense.

- 1 How long *have you been living* / *do you live* in Paris?
- 2 Anna *has been finding* / *has found* a good job.
- 3 Pete and I *have gone out* / *have been going out* for over six months.
- 4 I *bought* / *have bought* a new flat a few months ago.
- 5 How long *have you had* / *have you been having* your car?
- 6 Tom *worked* / *has been working* as a postman for the past month.
- 7 I *ve written* / *ve been writing* an essay all day.
- 8 I *ve written* / *been writing* six pages.

Talking about you

2 Put the verbs in the Present Perfect Simple or Continuous or the Past Simple.

- 1 How long _____ you _____ (come) to this school?
- 2 How long _____ you _____ (use) this book?
- 3 Which book _____ you _____ (have) before this one?
- 4 How long _____ you _____ (know) your teacher?

What have they been doing?

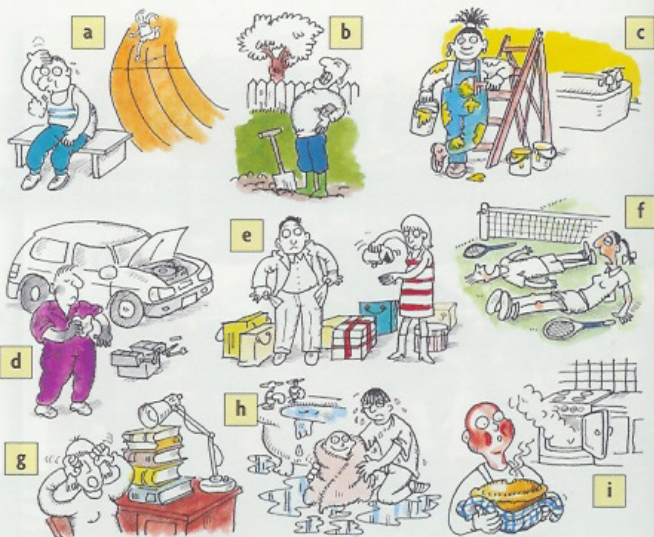
- 3 Make a sentence about the people using an idea from the box. Add *because* and say what they've been doing.

He's hot because he's been running.

hot back hurts paint on her clothes
dirty hands no money tired eyes hurt
wet red face

- 4 Complete these sentences in the Present Perfect Simple about some of the people in exercise 3.

- 1 He _____ (run) five miles.
- 2 They _____ (spend) all their money.
- 3 She _____ (read) five books today.
- 4 They _____ (play) six games.
- 5 He _____ (make) a cake and a pie.



Getting information

- 5 Work with a partner. Your teacher will give you different information about the life and career of Steven Spielberg, the movie director. Ask and answer questions to complete the information.

Student A

Steven Spielberg was born in ... (Where?)
He is one of the most successful filmmakers of the late 20th century, and in his career he has earned millions of dollars.

Where was Steven Spielberg born?

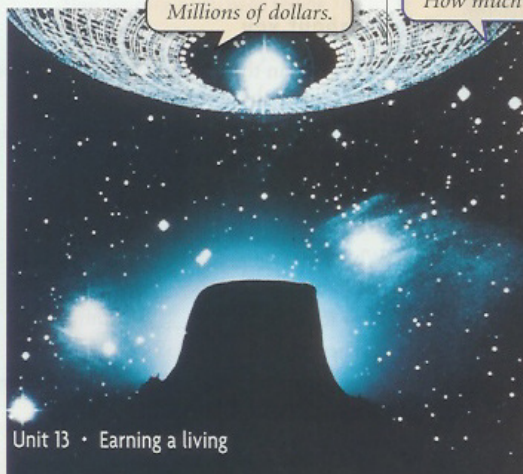
Student B

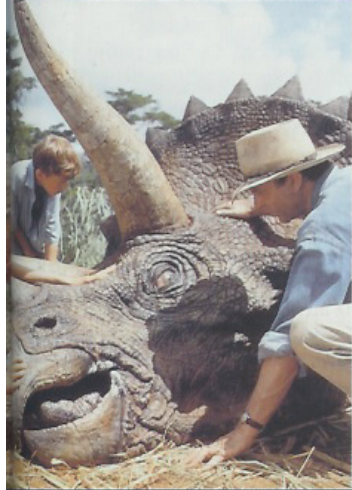
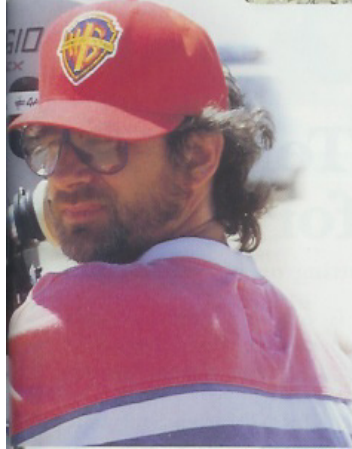
Steven Spielberg was born in Ohio. He is one of the most successful filmmakers of the late 20th century, and in his career he has earned ... (How much?)

He was born in Ohio.

How much has he earned?

Millions of dollars.





VOCABULARY

Word formation

1 These words appeared in the last few units. Complete the charts and mark the stress.

Noun	Verb
death	<u>die</u>
waste	_____
_____	be'lieve
_____	'advertise
'promise	_____
_____	feel
ad'vice	_____
_____	de'scribe
in'vention	_____
'government	_____

Noun	Adjective
death	_____
_____	'honest
va'riety	_____
_____	mad
'mystery	_____
_____	'beautiful
_____	'wealthy
suc'cess	_____
_____	'comfortable
peace	_____

2 Complete the sentences with a word from exercise 1.

- _____ me that you'll always love me.
- He was taken to hospital by ambulance, but he was _____ on arrival.
- 'Are they _____?' 'Yes, they're millionaires.'
'Where does their money come from?' 'They have a very _____ business.'
- I love the _____ and quiet of the countryside.
- I saw an _____ for a job as a waiter.
- The sofa was so _____ that I fell asleep.
- I gave the police a _____ of the man who attacked me.
- I had a few problems, but Bob gave me some good _____.
- I was sitting at home when suddenly I had a funny _____ that I wasn't alone.

Adverbs

1 Complete the sentences with the adverbs.

mainly possibly really nearly

- 'Are you going out?' '_____. I don't know yet.'
- The exam was _____ difficult. I couldn't do any of it.
- 'How old are you?' 'I'm _____ eight. It's my birthday next week.'
- I travel a lot in my job, _____ to Europe.

2 Complete the sentences with the adverbs.

seriously exactly carefully fluently

- I used to speak French _____, but I've forgotten it now.
- Please drive _____. The roads are so dangerous.
- I have _____ £3.52 to last until the end of the week.
- There was an accident, but fortunately no one was _____ injured.

READING AND SPEAKING

A funny way to earn a living

- 1 Play the alphabet game with jobs.
architect, accountant, ...
businessman, bookseller, ...
- 2 What is considered to be a good job in your country?
What's an average salary?
- 3 Look at the pictures and the headlines, and look at the three texts for ten seconds only. Answer the questions.
 - 1 Do they have regular jobs?
 - 2 Do they like their job?
 - 3 Each headline contains one of these words. What's the difference between them?

life lively living

- 4 Choose one of the texts, and read it more carefully.
Answer the questions.
 - 1 Does he/she work indoors or outdoors?
 - 2 How long has he/she been doing this job?
 - 3 What does he/she do in his/her job?
 - 4 What did he/she do before?
 - 5 Does he/she do the same thing every day?
 - 6 How much does he/she earn?
 - 7 Why does he/she like the job?
- 5 Find two partners who read the other two texts.
Compare the three people. Now answer the questions.
 - 1 Who earns the most?
 - 2 Who earns the least?
 - 3 What sort of things has Terry found?
 - 4 Why do Tesco's employ older people?
 - 5 How long has Cathy been flying balloons?
 - 6 What is Terry's philosophy on life?
 - 7 Why didn't Tom phone when he saw the advertisement?
 - 8 How many hours a day does Cathy work?

What do you think?

What is your idea of the best and worst jobs in the world?

Language work

Find five adverbs that end in *-ly* in the text about the beachcomber on p107.



Lively Tom, 69, skates for Tesco

He gets paid for putting on his roller skates

Tom Hopperton is one of 1,200 over-65s working for the supermarket, Tesco. He's been working there for fifteen months. Before that he was a plumber for thirty years.

Tom skates about five miles a day around the store fetching things for customers who realize that they've forgotten something only when they've reached the checkout till. He earns £4.50 an hour.

'I just love the job. I help the customers, so they're usually very nice to me. I've always liked meeting people. And it keeps me fit. I can't sit at home doing nothing. I'd just die. I have to keep busy. Time goes really quickly. Every day is different.'

Tesco's made the decision to employ people of all ages. It sees the advantages of older workers who are more calm and authoritative when they are dealing with customers.

'When I saw this job advertised, I didn't believe they'd give it to me,' says Tom. 'I went in to see them because I thought they would be put off by my age if I just phoned. I wanted them to see that I am very lively for my age.'

Life's a beach

Is it possible to make a living from what you can find on the beach?



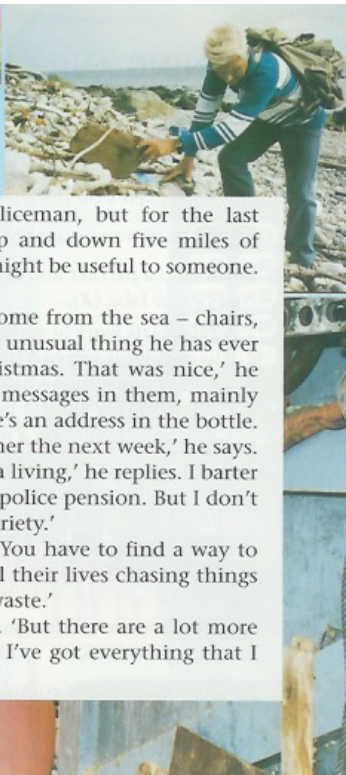
For 25 years Terry Cemm was a policeman, but for the last seventeen years he has been walking up and down five miles of beach every day, looking for things that might be useful to someone. Terry's a beachcomber.

Nearly everything in his cottage has come from the sea – chairs, tables, even tins of food. What's the most unusual thing he has ever found? 'A barrel of beer just before Christmas. That was nice,' he remembers. He finds lots of bottles with messages in them, mainly from children. They all get a reply if there's an address in the bottle. Shoes? 'If you find one, you'll find the other the next week,' he says.

But does he really make a living? 'Half a living,' he replies. I barter with a lot of things I find, and I have my police pension. But I don't actually need money. My life is rich in variety.'

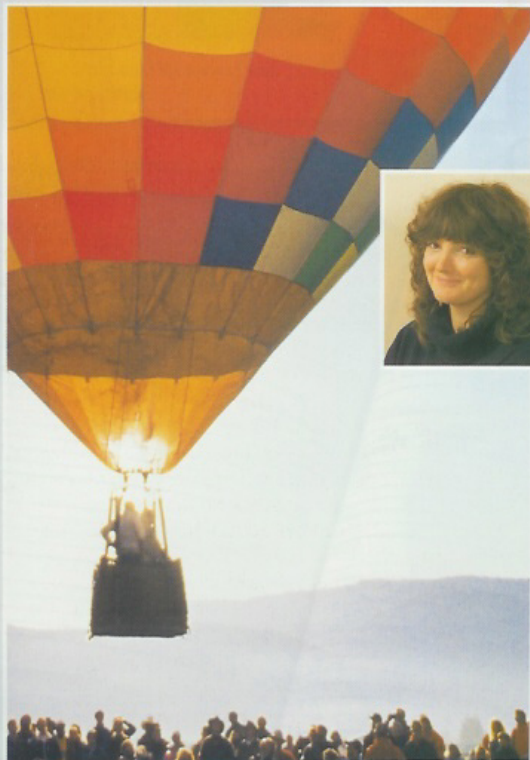
Terry seems to be a very happy man. 'You have to find a way to live a simple, honest life. People spend all their lives chasing things they don't really need. There's so much waste.'

'Some people say I'm mad,' says Terry. 'But there are a lot more who'd like to do what I do. Look at me. I've got everything that I could possibly want.'



Flying for a living

Cathy has made a career out of her passion



Cathy Moorhead has only ever had one job. She has never wanted to do anything but be in a hot air balloon, going where the wind takes her, listening to the birds, and watching deer and small animals below her.

And she gets paid for it, about £25,000 a year. 'I've been flying balloons since I was 10, and I have done it professionally for twelve years. I fly between 10 and 20 passengers in different balloons.' The flights usually last an hour, and they go early in the morning or just before sunset. 'The trips are always mystery tours,' she says. 'I never know where we're going to land.'

She starts work about 6 am, and works anything from 15 hours a day to nothing, if the weather is bad. 'We can't fly if it's too windy, if visibility is poor, or if it's raining. The balloon gets too heavy and the passengers get wet.' What's the best thing about the job? 'The job itself. I love being out in the countryside and I hate routines. So this is heaven for me.'

LISTENING AND SPEAKING

Giving news

- 1 Craig has left home and has just started his first job in advertising. He's on the telephone to his mother.

T 13.4 Listen to his side of the conversation.

Work with a partner and decide if these statements are true (✓) or false (X).

- 1 Craig starts work at eight o'clock every morning.
 - 2 His mother is worried that he hasn't been eating well.
 - 3 He goes home immediately after work.
 - 4 Craig's mother has not heard about Tessa before.
 - 5 Craig and Tessa share a flat.
 - 6 Tessa has been working for the advertising agency longer than Craig.
 - 7 Craig's father has been working in Holland.
 - 8 Craig's father has been working hard all day.
 - 9 His mother is coming to London next Thursday.
 - 10 Craig and Tessa are going to cook a meal for his mother.
- 2 **T 13.4** Listen to Craig again. Your teacher will stop the recording. What do you think his mother said?

- 3 **T 13.5** Listen to the complete conversation and compare your ideas.

Language work

Read the tapescript on p127. Underline examples of the Present Perfect Simple and Continuous.

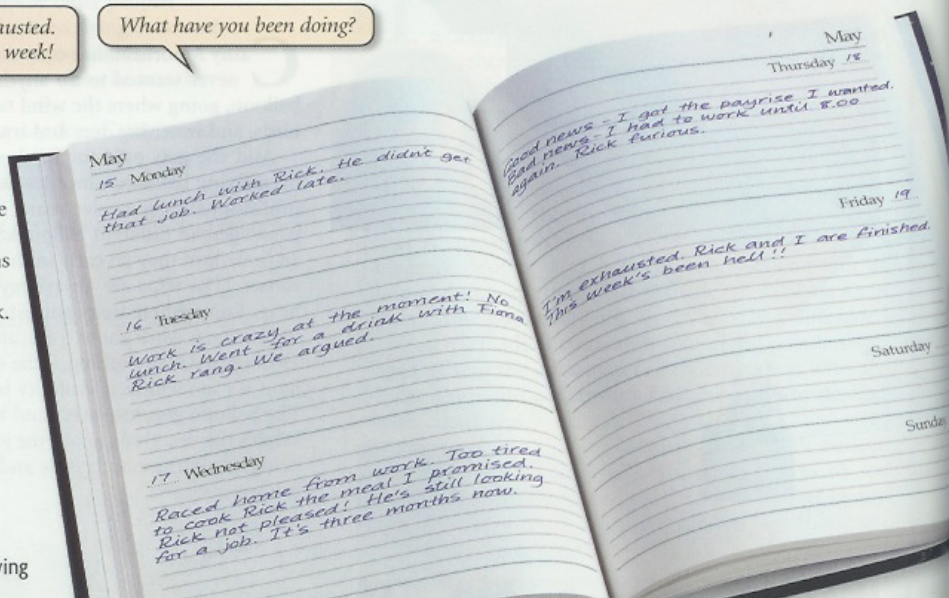
Roleplay

- 1 Read Ruth's diary. Work with a partner. One of you is Ruth. It's Friday evening and you have phoned your friend for a chat.

Hi, there. I'm exhausted.
I've had a terrible week!

What have you been doing?

- 2 Work with a partner. It is Friday evening. One of you has decided to phone the other for a chat. Ask and answer questions about what you've been doing this week.



EVERYDAY ENGLISH

Telephoning

- 1 Practise saying these telephone numbers.

020 7927 4863 01923 272994 0797 0800 994 633488
061 44 501277 07880 705024

T 13.6 Listen and check.

- 2 **T 13.7** Listen to some phone numbers in American English. What differences are there between British and American English?

- 3 **T 13.8** Listen to three phone conversations and decide:

- who is speaking to who.
- what about.
- how well they know each other.



- 1 Look at these telephone expressions.

Who's speaking?
Is that Mike?
This is John./It's John.
(NOT ~~Here is~~ John, or ~~I am~~ John.)

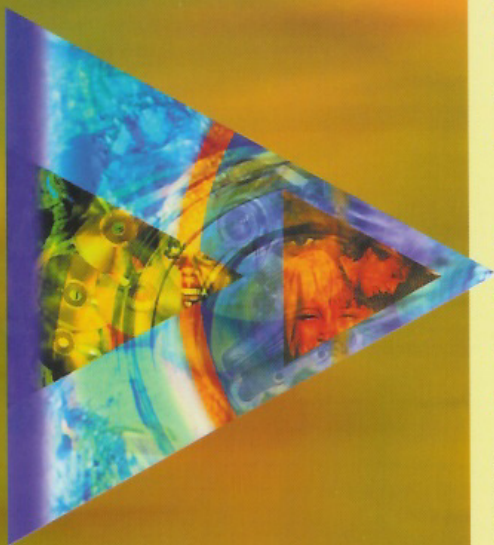
- 2 Complete these expressions from the telephone conversations.

Could I _____ Ann Baker?
I _____ he's out at the moment.
Can I take a _____?
I'll _____ later.

- 3 What do these mean?

Hold on. I'll connect you.
Speaking.

- 4 Look at the tapescript on p127/8. Practise the conversations with a partner.
- 5 Your teacher will give you a role card. Prepare what you are going to say alone, then be ready to make a call or answer the phone.



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ISBN 0-19-436670-7



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