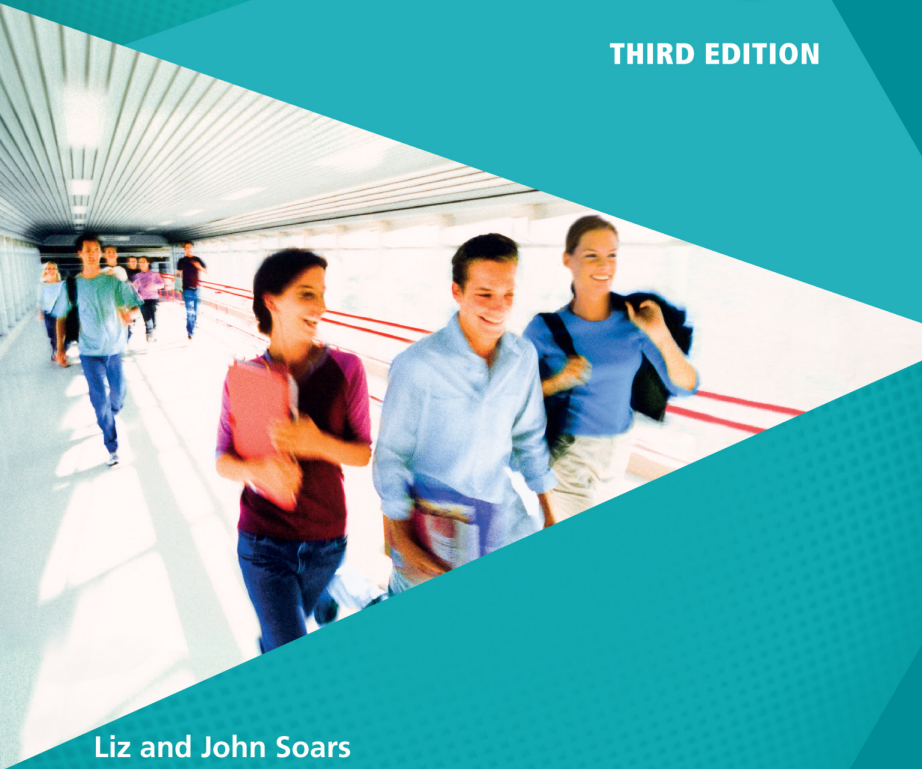


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5

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THIRD EDITION



Liz and John Soars  
Paul Hancock







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# Scope and Sequence LANGUAGE INPUT

UNIT	LANGUAGE FOCUS	VOCABULARY	SPOKEN ENGLISH
<b>1</b> What makes us human? p. 3	<b>Tense review</b> Simple and/or continuous <i>I've checked my emails.</i> <i>I've been checking my emails.</i> p. 6 <b>Perfect and non-perfect</b> <i>I've come from Canada.</i> <i>I come from Canada.</i> p. 6 <b>Active and passive</b> <i>English is spoken here.</i> p. 7 <b>Reflexive pronouns</b> <i>talk to himself, burn myself</i> p. 7	<b>Synonyms</b> <i>characteristics, trait</i> p. 4 <b>The stages of life</b> <i>cranning for a test</i> <i>settling down</i> <i>getting a mortgage</i> p. 8	<b>Expressions with reflexives</b> <i>Don't put yourself down.</i> <i>He really thinks highly of himself.</i> p. 7
<b>2</b> In so many words p. 11	<b>Adverbs and adjectives</b> <b>Adverb collocations</b> <i>bitterly disappointed, gaze longingly</i> p. 14 <b>Adverbs with two forms</b> <i>win easily, take it easy</i> p. 14 <b>Adjective order</b> <i>great, new, historical novel</i> p. 15	<b>Phrasal verbs</b> <i>go over</i> <i>got down</i> <i>come to</i> p. 13 <b>Just say the word!</b> <i>get a word in edgewise</i> <i>word for word</i> <i>a man of few words</i> p. 16	<b>Expressions with word</b> <i>at a loss for words</i> <i>eat your words</i> <i>breathe a word</i> p. 16
<b>3</b> Enough is enough? p. 19	<b>Verb patterns</b> <b>Infinitive, base form, or -ing</b> <i>continue to increase, keep improving</i> p. 21 <b>Verbs that can take both infinitive and -ing</b> <i>start to happen, start happening</i> p. 21	<b>Describing trends</b> <i>fall dramatically</i> <i>rise sharply</i> <i>a slight decrease</i> p. 24 <b>Phrasal verbs with up and down</b> <i>speed up</i> <i>dress up</i> <i>stand down</i> p. 25	<b>up and down</b> <i>lighten up</i> <i>run down</i> <i>Cheer up!</i> p. 25
<b>4</b> Not all it seems p. 27	<b>Modal auxiliary verbs</b> <b>Modal verbs for speculation – present</b> <i>should, may, must</i> p. 28 <b>Modal verbs for speculation – past</b> <i>might/must/should have arrived</i> p. 29 <b>Modal verbs: other meanings</b> <b>Ability, permission, obligation, habit, refusal, advice</b> <i>would believe, wouldn't accept,</i> <i>must not ask</i> p. 30	<b>Check the meaning</b> <i>eccentric, handcuffs</i> p. 33 <b>Idiomatic collocations</b> <i>level playing field</i> <i>wake-up call</i> <i>foregone conclusion</i> p. 34 <b>Synonyms</b> <i>to deceive, to delude</i> p. 34	<b>Modal auxiliaries</b> <i>You really shouldn't have!</i> <i>And who might you be?</i> <i>I should think so!</i> p. 31
<b>5</b> Culture clashes p. 37	<b>Ways to avoid repetition</b> <b>Leaving words out</b> <i>A present for me? You shouldn't have.</i> p. 40 <b>Reduced infinitives</b> <i>"Can you come for dinner?" "Yes, I'd love to."</i> p. 40 <b>Synonyms</b> <i>"Were they worried about going?"</i> <i>"Well, they were a little bit anxious."</i> p. 40	<b>Vocabulary from context</b> <i>gambits, frisson</i> p. 38 <b>Nationalities and stereotypes</b> <i>Thailand, Thai, a Thai man/ woman, the Thai, Thai</i> p. 43	<b>Finding things in common</b> <i>... so have I.</i> <i>... neither do I.</i> <i>... I have, though.</i> p. 41
<b>6</b> Fruits of war p. 45	<b>Ways of adding emphasis</b> <b>Structures that add emphasis</b> <i>What I hate about ...</i> <i>Something the war did was ...</i> p. 48 <b>Negative inversion</b> <i>Never have I seen ...</i> <i>Rarely does one find ...</i> p. 49 <b>Emphatic do, does, did</b> <i>Finally, the war did end.</i> p. 49	<b>Nouns formed from phrasal verbs</b> <i>slip-up, outlook,</i> <i>downfall</i> p. 51	<b>Pronunciation: using stress to emphasize</b> <i>"Peter hasn't told anybody!" "He told me."</i> p. 48

## SKILLS DEVELOPMENT

READING	LISTENING	SPEAKING	THE LAST WORD	WRITING
<p><b>What makes us human?</b> <i>Ten things that make us human</i> An article about ten key human characteristics that make us distinct from other species p. 4</p>	<p><b>The reunion</b> Two people discuss a school reunion p. 3</p> <p><b>The Seven Ages of Man</b> A speech from <i>As You Like It</i> by William Shakespeare p. 8</p> <p><b>What age are they?</b> People of different ages describe themselves p. 8</p>	<p><b>In your own words</b> Talking about what makes us human p. 4</p> <p><b>What do you think?</b> Human versus animal intelligence p. 4</p> <p>Talking about the seven ages p. 8</p>	<p><b>We all get emotional!</b> <i>completely blown away</i> <i>dying to know</i> <i>thrilled to pieces</i> p. 10</p>	<p><b>Introducing yourself</b> A personal profile p. 103</p>
<p><b>A famous play</b> <i>Pygmalion</i> Act II Scene 1 of the play by George Bernard Shaw p. 12</p>	<p><b>George Bernard Shaw</b> A short biography of the playwright p. 12</p> <p><b>A famous play</b> <i>Pygmalion</i> Act II Scene 2 and Act III Scene 1 of the play p. 13</p>	<p><b>What do you think?</b> Speculating about how <i>Pygmalion</i> ends p. 13</p> <p><b>In your own words</b> Creating a horror story p. 17</p>	<p><b>Breaking the rules of English</b> English grammar rules p. 18</p>	<p><b>Narrative writing</b> Different genres p. 104</p>
<p><b>The billionaire who wasn't</b> <i>The secret billionaire</i> A profile of Chuck Feeney, a philanthropist who has given away billions of dollars anonymously p. 22</p>	<p><b>Limits to growth</b> A radio program about economic growth p. 20</p> <p><b>Describing trends</b> Short presentations describing different trends p. 24</p> <p><b>Buzzword Bingo</b> A business presentation containing workplace jargon p. 26</p>	<p><b>Discussion</b> Global problems quiz p. 19</p> <p><b>In your own words</b> Discussing economic growth p. 20</p> <p><b>What do you think?</b> Talking about personal finance p. 20</p>	<p><b>Workplace jargon</b> <i>going forward</i> <i>a win-win situation</i> <i>think outside the box</i> p. 26</p>	<p><b>Report writing</b> Using graphs p. 106</p>
<p><b>The mystic and the skeptic</b> <i>Sir Arthur Conan Doyle</i> <i>Harry Houdini</i> A biographical article about two of the most famous celebrities of the 20th century p. 32</p>	<p><b>In the Jeweler's</b> A salesperson gives an account of an incident at the store p. 28</p> <p><b>Professor Elizabeth Loftus's work on eyewitness statements</b> Research about eyewitness evidence p. 30</p> <p><b>An unlikely friendship</b> A radio program about the relationship between Conan Doyle and Houdini p. 34</p> <p><b>The Unbelievable Truth</b> A clip from a radio show p. 35</p>	<p><b>Test your memory!</b> Asking and answering witness statement questions p. 29</p> <p><b>The Unbelievable Truth</b> Giving a short lecture based on the radio show p. 35</p> <p><b>What do you think?</b> The relationship between Conan Doyle and Houdini p. 33</p> <p><b>In your own words</b> Explaining idiomatic collocations p. 35</p>	<p><b>Softening the message</b> <i>Would you mind ...</i> <i>Do you think I could ...</i> <i>I was thinking I might ...</i> p. 36</p>	<p><b>Writing a formal email</b> An apology p. 108</p>
<p><b>Worlds of difference</b> <i>The ultimate culture clash</i> An article by a journalist about the visit by members of a tribe from Papua New Guinea made to the UK p. 38</p>	<p><b>Found in translation</b> A radio program about the relationship between an American man and a Russian woman who met online p. 42</p> <p><b>Living in another country</b> People talk about their experience living in another country p. 43</p>	<p><b>In your own words</b> Summarizing an article p. 38</p> <p><b>What do you think?</b> Talking about an article p. 38</p> <p>Sharing opinions about a true story p. 42</p> <p><b>Talking about stereotypes</b> Nationality stereotypes p. 47</p> <p><b>Quiz</b> How good a language learner are you? p. 42</p>	<p><b>American and British English</b> <i>Have they brought the bill yet?</i> <i>Did they bring the check yet?</i> p. 44</p>	<p><b>Describing similarities and differences</b> Comparing two countries p. 109</p>
<p><b>When good comes from bad</b> <i>Lasting legacies</i> An article about the lasting impact of World War I p. 46</p>	<p><b>Quotations about war</b> Perspectives on war and conflict from throughout history p. 45</p> <p><b>Peace and goodwill</b> An extract from the play <i>Oh, What a Lovely War!</i> and an interview with two World War I veterans p. 50</p>	<p><b>In your own words</b> Giving an overview of key information in a text p. 46</p> <p>Summarizing a listening text p. 50</p> <p><b>What do you think?</b> Talking about the impact of World War I p. 46</p> <p>Discussing reactions to a listening text p. 50</p>	<p><b>Keeping the peace</b> <i>Let's just agree to disagree.</i> <i>Have it your way.</i> p. 52</p>	<p><b>Writing for talking</b> Researching a period in history p. 110</p>

UNIT	LANGUAGE FOCUS	VOCABULARY	SPOKEN ENGLISH
 <b>7</b> Lighten up! p. 53	<b>Real and unreal tense usage</b> <i>If we ever had money as children, we spent it on toys.</i> <i>I wish you didn't have to go.</i> p. 56 <b>Mixed conditionals</b> <i>I'd take you to the airport tomorrow if my car hadn't broken down.</i> p. 56 <b>would</b> <i>Little did he realize he would be bankrupt two years later.</i> <i>I wouldn't use that milk if I were you.</i> p. 57	<b>Phrasal verbs with on and off</b> <i>log off</i> <i>go on and on</i> <i>sneak up on</i> p. 59	<b>If ...</b> <i>As if!</i> <i>If so, ...</i> <i>If not, ...</i> p. 57
 <b>8</b> Gender matters? p. 61	<b>Relatives and participles</b> <b>Defining and non-defining clauses</b> <i>It was the passengers who exhibited prejudice.</i> <i>Their two-bedroom apartment, which has no yard, felt terribly small.</i> p. 64 <b>Participles</b> <i>Of the 3,500 pilots employed by British Airways, just 200 are women.</i> p. 65	<b>Homonyms, homophones, and homographs</b> <i>bare, bear</i> <i>week, weak</i> <i>horse, hoarse</i> p. 67	<b>just</b> <i>That's just what I wanted!</i> <i>I was just terrified!</i> <i>Tom couldn't come, so it's just me.</i> p. 66
 <b>9</b> The sound of music p. 69	<b>Discourse markers</b> <b>Attitude adverbs</b> <i>quite honestly,</i> <i>unfortunately,</i> <i>amazingly,</i> p. 71 <b>Connectors</b> <i>mind you,</i> <i>after all,</i> <i>by the way,</i> p. 71	<b>Verb phrases</b> <i>play a role</i> <i>go haywire</i> p. 70 <b>Guess the meaning</b> <i>prescription, stir</i> p. 74 <b>Song, rhyme, and rhythm</b> <i>knows, rose</i> <i>suit, route</i> <i>card, guard</i> p. 72	<b>Rhyming expressions</b> <i>shop until you drop</i> <i>nearest and dearest</i> <i>name and shame</i> p. 73
 <b>10</b> Body and mind p. 77	<b>Distancing the facts</b> <b>Passive constructions</b> <i>It is said that psychosomatic illnesses are "all in the head."</i> p. 80 <b>seem and appear</b> <i>There seem to be few limits to the symptoms the mind can produce.</i> <i>The operations appeared to have had amazing results.</i> p. 80	<b>Nouns to do with the body</b> <i>nostril, palm,</i> <i>knuckle</i> p. 83 <b>Verbs to do with the body</b> <i>tickle, swallow,</i> <i>squeeze</i> p. 83 <b>Compound nouns – health</b> <i>drug trial, brain scan</i> p. 78	<b>quite</b> <i>Your new sofa is quite comfortable.</i> <i>There were quite a few people at the town meeting.</i> p. 82
 <b>11</b> Our high-tech world p. 85	<b>The future</b> <b>Future forms</b> <i>The plane will be landing about now.</i> <i>It's about to pour.</i> p. 87 <b>Future in the past</b> <i>I was going to attend the meeting, but it was canceled.</i> <i>She was to give us a ride to the airport.</i> p. 87	<b>Synonyms and antonyms</b> <i>machines, appliances</i> <i>ancient, up-to-date</i> p. 90	<b>stuff</b> <i>You know me. I'm made of strong stuff.</i> <i>That's the stuff of nightmares.</i> p. 86
 <b>12</b> Turning points p. 93	<b>Linking devices</b> <i>thus</i> <i>furthermore</i> <i>meanwhile</i> <i>nevertheless</i> p. 96	<b>Metaphorical language</b> <i>fuel the imagination</i> <i>shining example</i> <i>hot topic</i> p. 95 <b>Check the meaning</b> <i>peak fitness</i> <i>running through</i> <i>molasses</i> p. 98	<b>Emphatic expressions with do/does/did</b> <i>I did warn you!</i> <i>Well, I did wonder.</i> <i>I do wish he wouldn't.</i> p. 98
Audio Scripts p. 118	Grammar Reference p. 141	Phrasal Verbs p. 156	Word List p. 158

## SKILLS DEVELOPMENT

READING	LISTENING	SPEAKING	THE LAST WORD	WRITING
<p><b>How to be happier</b>  <i>Seven ways to make yourself happier</i>            An article giving advice on how to make yourself happier p. 54</p>	<p><b>The history of the smile</b>            An extract from a radio documentary about the role and social evolution of the smile p. 58</p>	<p><b>In your own words</b>            Summarizing an article p. 54            Summarizing sections of a listening text p. 58  <b>What do you think?</b>            Talking about things that make people happy p. 54            The smile p. 58</p>	<p><b>Look on the bright side</b>  <i>Cheer up!</i>  <i>Hang in there!</i>  <i>You can't win 'em all.</i> p. 60</p>	<p><b>Informal writing</b>            A letter to my younger self p. 112</p>
<p><b>Jobs for the boys ... or girls?</b>  <i>Desperate husbands</i>  <i>A slow take-off for female pilots</i>            Two articles about people who have taken on roles traditionally carried out by the opposite sex p. 62</p>	<p><b>Are you a typical male or female?</b>            A couple discusses their answers to a quiz p. 61  <b>Gender-neutral parenting</b>            A conversation between a couple discussing gender-neutral parenting p. 66  <b>Dr. Eugene Beresin</b>            A psychiatrist's view on gender-neutral parenting p. 66</p>	<p><b>In your own words</b>            Exchanging information about two articles p. 62  <b>What do you think?</b>            Sharing opinions about gender roles p. 62            Talking about gender-neutral parenting p. 66</p>	<p><b>Talking in clichés</b>  <i>Boys will be boys.</i>  <i>Better safe than sorry.</i>  <i>It takes all kinds.</i> p. 68</p>	<p><b>Adding style and cohesion</b>            A folk tale p. 113</p>
<p><b>Hélène Grimaud</b>  <i>A life of music and wolves</i>            The remarkable life of the world-famous classical pianist and conservationist, Hélène Grimaud p. 74</p>	<p><b>You are the music</b>            Two guests on a radio program discuss a book about the role of music in psychological development p. 70  <b>Song</b>  <i>The Night I Heard Caruso Sing</i> by Everything but the Girl p. 73</p>	<p><b>In your own words</b>            Summarizing the key topics in a listening text p. 70  <b>What do you think?</b>            Talking about the soundtrack to your life p. 70            Sharing reactions to a song p. 72            Discussing reactions to a reading text p. 74</p>	<p><b>The music of English and intonation</b>  <i>Mom makes cakes.</i>  <i>Our mom makes cakes.</i>  <i>Our mom makes the cakes.</i> p. 76</p>	<p><b>Giving an informal opinion</b>            A post on a comment thread p. 114</p>
<p><b>The power of placebo</b>  <i>The placebo effect</i>            An article about the effect the mind can have on physical recovery p. 78</p>	<p><b>How well do you know your body?</b>            Facts about the human body and health p. 77  <b>Down to earth with a bump</b>            An interview with a paraglider who survived a crash in the wilderness p. 82</p>	<p><b>What do you think?</b>            Discussing the relationship between mind and body p. 78  <b>Reporting the news</b>            Preparing and presenting a news bulletin p. 81  <b>In your own words</b>            A radio interview based on a listening text p. 82</p>	<p><b>He does, does he? – tags and replies</b>  <i>So you were out with Lisa last night, were you?</i>  <i>That can't be right, can it?</i> p. 84</p>	<p><b>Debating an issue</b>            An opinion piece p. 115</p>
<p><b>Too much science?</b>  <i>Are our household appliances getting too complicated?</i>            An article exploring the "function inflation" of modern household appliances p. 88</p>	<p><b>Me and my tech</b>            Pete talks about "his tech" p. 85  <b>The Internet of Things</b>            A radio program about the interconnection of devices to the Internet p. 86  <b>Margie's journal 2157</b>            The past seen from the future p. 92</p>	<p><b>Discussing a questionnaire</b>            A questionnaire about our relationship with technology p. 85  <b>What do you think?</b>  <i>The Internet of Things</i> p. 86            Talking about the function inflation of household appliances p. 88</p>	<p><b>Ten really bad predictions</b>  <i>Rock 'n' roll will be gone by June.</i>  <i>Democracy will be dead by 1950.</i> p. 92</p>	<p><b>Describing and evaluating</b>            An online product review p. 116</p>
<p><b>Life-changing experiences</b>  <i>Running a marathon nearly killed me</i>  <i>Our plane was hijacked</i>            Two first-person accounts of life-changing experiences p. 99</p>	<p><b>The fall of the twin towers</b>            An eyewitness account p. 93  <b>When man first saw the Earth</b>            An extract from a radio program discussing the legacy of the Apollo space missions p. 94</p>	<p><b>What do you think?</b>            Talking about space exploration p. 94            Talking about life-changing events and their effects p. 98  <b>In your own words</b>            Exchanging information about a reading text p. 98</p>	<p><b>Word linking – the potato clock!</b>  <i>This is an evening of anticipation and excitement</i> p. 101  <b>Intrusive sounds</b>  <i>blue eyes go away</i> p. 101</p>	<p><b>Connecting ideas</b>            Writing a biography p. 117</p>
<p>Extra Materials p. 168</p>	<p>Irregular Verbs p. 171</p>	<p>Phonetic Symbols p. 171</p>		

**1 What makes us human?**

The similarities and differences between human and primate intelligence.



**7 Graffiti life**

A collective of artists who are changing lives through graffiti.



**2 Behind the scenes**

A look at the role of the backstage team at one of the most prestigious regional theaters in the UK.



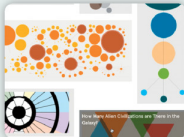
**8 Ruth Shackleton – a life less ordinary**

Ruth Shackleton, team manager of the world's most famous aerobic display team, the Red Arrows.



**3 Information is beautiful**

A visit to the Information is Beautiful Studio, showcasing the current trend for data visualization.



**9 Silent film music**

World-renowned silent film accompanist, John Sweeney, talks about film music in the era of the silent film.



**4 Eyewitness**

Eyewitness behavior and the impact of forensic psychology on criminal investigation procedures.



**10 The science of sport**

A look at the importance of well-funded scientific research in creating today's sporting elite.



**5 Across cultures**

Reflections on migration from those who have returned home, and those who never return to their homeland.



**11 Survival skills**

The life-changing experience of wilderness survival training in a technology-driven world.



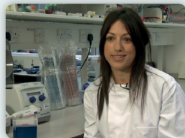
**6 Bletchley Park**

The work of Bletchley Park's Government Code and Cypher School during World War II and its lasting legacy.



**12 The Human Genome Project**

The completion of the Human Genome Project and its impact on medicine.



## 1

# What makes us human?

Tense review • Reflexive pronouns • The ages of man • Getting emotional

VIDEO What makes us human?

## STARTER

- These questions cover some very common human situations. Which have you experienced? Discuss with a partner. Give examples from your life if you can.
- Can you think of other situations? Share ideas with the class.
- CD1 2** Listen to Bridget and Mark. Where has Bridget been? Which of the situations has she experienced?

## Have you ever ...?

- felt dismayed when somebody, in response to, *Hi, how are you?*, doesn't answer, *Fine, thanks*, but actually starts to tell you about their health?
- had a tricky conversation with someone whose name you've forgotten when they clearly know who you are? Should you ask their name?
- discovered to your embarrassment that you've been walking along, talking to yourself because your friend stopped a while ago to look in a store window?
- said that you're happy with your hair in a hair salon, despite knowing you hate it and can't wait to leave the salon and comb it out?
- spent a meal debating with yourself whether to tell the person you're eating with that there is some food on their face?
- felt distressed when someone who got in line after you got served before you?
- asked someone in a supermarket where something is, only to learn that the person is another customer like yourself? Or worse, have you had the reverse happen to you?
- wished that you'd bought some of the things in the grocery cart of the person ahead of you in line in the supermarket?
- worried that you've been too rude to a cold caller when you've said *No, thank you* and slammed the phone down?
- found it difficult to keep your smile and patience after a third failed attempt when someone is taking a group photograph?
- felt awkward because after saying a long and affectionate goodbye to someone, you both set off in the same direction?
- said, *We should get together again sometime* when you really meant *Not a chance*?



## READING AND SPEAKING

### What makes us human?

- 1 Look at the photographs. Read the introduction to the text and the ten headings. What information do you expect to find under each one? Which do you think are most important? Why? Discuss as a class.
- 2 Read the full article. The last phrase or sentence in each section is missing. Which one below completes them?
  - a a capacity for music evolved early in our history
  - b they are among the oldest visual images discovered so far
  - c from telephones to toothbrushes; from cars to computers
  - d each new generation would be forced to reinvent the wheel
  - e developed rules for linking them into sentences
  - f we do have to learn such things as reading, writing, and sharing with others
  - g It gave us the works of Einstein, Mozart, and many other geniuses
  - h thus contributing to bigger brains and a reduction in tooth and gut size
  - i long after they themselves can have children
  - j A century ago, childbirth was a leading cause of death for women

### In your own words

- 3 Read the article again. Then work with a partner and use the prompts below to tell each other what makes us human in your own words.

- 1 **Our brains** – set us apart / other animals and birds / amazing achievements
- 2 **Walking upright** – other primates / hands / tools / childbirth
- 3 **Long childhoods** – puzzling paradox / helpless infants / long time to grow and learn
- 4 **Language** – special form of communication because ... / clues as to how developed / chimpanzees / rules
- 5 **Music** – not known when / functions / everywhere
- 6 **Art** – why art? / when? / cave paintings
- 7 **Tools and technology** – first stone tools / 2.5 million years ago / amazing variety
- 8 **Learning from each other** – importance of culture / sharing ideas / past, present, future / the wheel
- 9 **Life after children** – humans and animals different / role of grandparents
- 10 **Clothing and fire** – not really naked / colder parts of the world / cooking

# Ten things that make us human

All species on Earth, including humans, are unique.

Yet our intelligence and creativity go well beyond those of any other animal. Humans have long communicated through language, created and appreciated art and music, and invented ever more complex tools that have enabled our species to survive and **thrive**.

We owe our creative success to the human brain and its capacity to use symbols to re-create the world mentally. This symbolic thought has also opened our minds to spirituality and a sense of empathy and morality.



### Vocabulary

- 4 Match the words below with their synonyms **highlighted** in the text.

characteristic	little evidence	uses
forebears	live in	main
flourish	perplexing	ties
desire	achievements with	

### What do you think?

- “Our intelligence and creativity go well beyond those of any other animal.” In what ways? Why has this happened?
- Which animals have abilities closest to us? What can/can't they do?
- Give examples of instinctive and learned activities for both humans and animals.
- What is meant by “symbolic thought”? Give examples.
- Work in small groups. What else would you like to add to the list of ten things that make us human? Discuss as a class.

## 1 Our brains

Without doubt, the human **trait** that sets us apart the most from the animal kingdom is our extraordinary brain. Humans don't have the largest brains in the world – those belong to sperm whales. We don't even have the largest brains relative to body size – many birds have brains that make up more than 8 percent of their body weight, compared to only 2.5 percent for humans. Yet the human brain, which weighs about three pounds when fully grown, gives us the ability to reason and think on our feet beyond the capabilities of the rest of the animal kingdom. (1) \_\_\_\_.

## 2 Walking upright

Humans are unique among the primates in how walking fully upright is our **chief** mode of locomotion. This frees our hands up for using tools. Unfortunately, it also results in changes to the pelvis which, in combination with the large brains of our babies, makes human childbirth unusually dangerous compared with the rest of the animal kingdom. (2) \_\_\_\_.

## 3 Long childhoods

It seems a **puzzling** paradox that for all our brilliance, human babies come into the world so useless and helpless. However, our large heads plus our upright posture mean that a later birth would be even more difficult. Therefore, humans remain in the care of their parents for much longer than other living primates because we require a long time to grow and learn. We have more learned behaviors and skills. Flies don't have to "learn" how to fly. We don't have to "learn" how to walk and talk, but (3) \_\_\_\_.

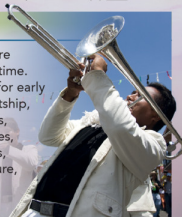
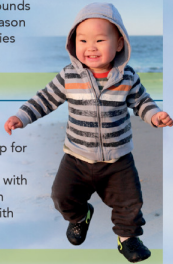
## 4 Language

Many species communicate with vocal sounds. But language is a special form of communication. Full language, with rules for combining sounds into words, and words into sentences, probably originated at some point about 50,000 years ago.

But we will probably never know precisely when and where language originated. Fossils, DNA evidence, comparisons with other animals, and studies of how languages change over time all provide clues, but spoken language itself leaves **few traces**. It most likely evolved from a simpler form of communication. Chimpanzees use both gestures and vocal calls to communicate status and other complex social information. It is possible that our ancestors also expressed themselves first with gestures or simple words, and then (4) \_\_\_\_.

## 5 Music

No one knows if music was invented before language, after language, or at the same time. Music might have served many **functions** for early humans. It could have been used for courtship, territorial claims, and uniting social groups, much as calls and songs are used by whales, birds, and apes. Whatever its original uses, music is now present in every human culture, implying that (5) \_\_\_\_.



## 6 Art

We create art to communicate, depict the material world, and stir emotions. Where did this **urge** to create come from, and when did it strike for the first time? European cave paintings of astonishing beauty date back as far as 35,000 years, and (6) \_\_\_\_.

## 7 Tools and technology

Life is hard to imagine without tools. We use them every day, and we have for a very long time. Our ancestors made the first stone tools at least 2.5 million years ago – long before modern humans evolved. Since then, our ability to invent has taken us far beyond our basic need for food and shelter: (7) \_\_\_\_.

## 8 Learning from each other

Our unique brains and the dexterity of our hands make amazing feats of tool use possible, but we also rely on the cultural transmission of ideas. Culture is at the heart of being human. We put our heads together, we share ideas, and we learn from each other, recognizing a past, a present, and a future. We learn from the past, build on this in the present, and anticipate the future. Without culture, (8) \_\_\_\_.

## 9 Life after children

Most animals reproduce until they die, but human females survive long after ceasing reproduction. This might be due to the **social bonds** seen in humans – grandparents can help ensure the success of their families (9) \_\_\_\_.

## 10 Clothing and fire

Humans are sometimes called "naked apes" because we look naked compared to our hairier ape cousins. Surprisingly, however, a square inch of human skin on average possesses as many hair-producing follicles as other primates. We just have thinner, shorter, lighter hairs, and we use clothing and fire to keep warm. The development of clothing and our ability to control fire enabled humans to **inhabit** colder parts of the world. Fire also gave us cooking, which some scientists suggest influenced human evolution because cooked foods are easier to chew and digest, (10) \_\_\_\_.



## LANGUAGE FOCUS

### Tense review

- 1 Work with a partner. What tenses are the verb forms in *italics*? Write them in the correct place in the charts. Complete any gaps in the chart with examples of your own.
- The family of great apes *is made up of* gorillas, orangutans, chimpanzees, bonobos, and humans.
  - The largest brains *belong* to sperm whales.
  - You're *blushing*. *Have you been embarrassed* by something?
  - No one knows when music *was invented*, but cave paintings *were being created* as long as 35,000 years ago.
  - This room *is being used* for a conference. The anthropologist Alice Roberts *will be giving* a talk.
  - I *haven't seen* you in a long time. What *have you been doing*?
  - I wish I'd *realized* that she'd *been lying* to me all along.
  - He *didn't recognize* his hometown. It *had been rebuilt* since his childhood.
  - We'll *have been living* here three years this November.

### Simple and/or continuous

- 2 Where possible, change the verb forms in these sentences from simple to continuous and vice versa. What is the change in meaning? Why is a change sometimes not possible?
- What do you do?
  - I see him every Wednesday.
  - Everyone's being very nice to me. I don't know why.
  - I'll take a taxi to the airport.
  - I've cut my finger. It's really hurting.
  - Dave always gives Pam expensive presents.
  - When I stopped by to see her, she baked a cake.
  - I've been checking my emails. I've received a lot of them.
  - The train leaves in five minutes.
  - She said they'd been staying at the Ritz.
  - The winner is interviewed by CNN.

### Perfect and non-perfect

- 3 Compare the use of tenses in these pairs of sentences.
- Did you ever meet my grandfather?  
Have you ever met my grandfather?
  - I come from Canada.  
I've come from Canada.
  - When I've talked to him, I'll tell you.  
When I talk to him, I'll tell you.
  - The arrangements will be finalized on Friday.  
The arrangements will have been finalized by Friday.
  - I wish I knew the way.  
I wish I'd known the way.
- 6 Unit 1 • What makes us human?

### GRAMMAR SPOT

ACTIVE	Simple	Continuous
NON-PERFECT	Simple Present <i>belong</i>	Present Continuous <i>are blushing</i>
	Simple Past	Past Continuous
	Simple Future	Future Continuous
PERFECT	Simple Present Perfect	Present Perfect Continuous
	Simple Past Perfect	Past Perfect Continuous
	Simple Future Perfect	Future Perfect Continuous
PASSIVE	Simple	Continuous
NON-PERFECT	Simple Present <i>is made up of</i>	Present Continuous
	Simple Past	Past Continuous
	Simple Future	
PERFECT	Simple Present Perfect	
	Simple Past Perfect	
	Simple Future Perfect	

▶▶ Grammar Reference p. 141



## Active and passive

- 4 Correct these sentences.
- 1 The lecture can't give in the main hall, it's decorating.
  - 2 A large number of tickets have bought.
  - 3 I was thrilled to introduce to Professor Roberts.
  - 4 The children enjoyed taking to the zoo.
  - 5 They had warned not to frighten the animals.
  - 6 English speaks itself here.

## Reflexive pronouns

- 1 Look at these examples of reflexive pronouns. Why are they used?

### GRAMMAR SPOT

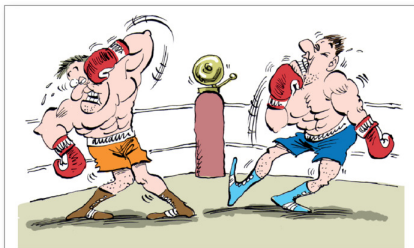
- He was walking along, talking to **himself**.  
She spent the meal debating with **herself** whether to tell him the truth.  
The person I asked was another customer like **myself**.  
We learn from **each other**.  
Grandmothers help their families long after they **themselves** can have children.

▶▶ Grammar Reference p. 142

- 2 Compare the use or absence of reflexives in these sentences.

- 1 My wife was talking to her.  
My wife was talking to herself.
- 2 She got dressed quickly and went to work.  
She's growing up fast. She can now get herself dressed.
- 3 I burned my finger badly.  
I burned myself badly.
- 4 I spoke to the senator.  
I spoke to the senator himself.  
I spoke to the senator myself.
- 5 They hurt themselves playing basketball.  
They hurt each other fencing.
- 6 Look, Mommy, I painted it all by myself.  
I choose to live by myself.

- 3 Why is this cartoon funny? Correct the sentence.



When the bell rang, the boxers started hitting themselves.

## SPOKEN ENGLISH Expressions with reflexives

There are many expressions with reflexives used in everyday English.

- 1 Work with a partner. Match an expression in A with a sentence in B.

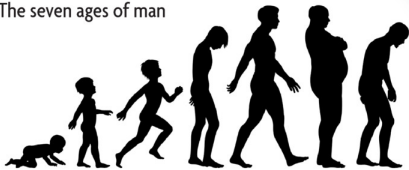
A	B
1 He really thinks highly of himself.	a You never stop whining!
2 Honestly, just listen to yourself!	b You've been looking a little tired lately.
3 Don't put yourself down.	c Believe in yourself.
4 Take care of yourself.	d He thinks his own work on the project is the best.
5 I could kick myself.	e I didn't get her phone number.
6 Think for yourself.	f You don't have to agree with everything he says.
7 Suit yourself!	g You didn't win because you're the best. Your opponent was terrible!
8 Just be yourself.	h You never listen to my advice anyway.
9 Think of yourself sometimes.	i You're always putting others first.
10 Don't flatter yourself!	j Don't try to be something that you're not.

- 2 **CD1** 3 Listen and check. With your partner, think of a suitable response to each one. Compare ideas as a class.
- 3 **CD1** 4 Listen to the conversations. Identify the situations and note all the expressions with reflexives.

▶▶ WRITING Introducing yourself – A personal profile p. 103

## VOCABULARY AND LISTENING

### The seven ages of man



- 1 Are you happy with the age you are? What is your perfect age? Why?
- 2 Work with a partner. With which stage of life do you associate these things?

scraping your knee	aches and pains	going clubbing	play dates
getting a mortgage	coloring with crayons	teetering on high heels	sleepovers
riding in a carriage	sleeping in late	taking an afternoon nap	memory loss
Internet dating	getting divorced	watching your weight	diapers
getting promoted	having a tantrum	going on a cruise	crawling
wearing sensible shoes	having a pot belly	insomnia	settling down
needing reading glasses	going gray/bald	a book bag	skipping school
working out	crammer for a test		

- 3 This is a famous speech from the play *As You Like It* by William Shakespeare. It's known as *The Seven Ages of Man*. Read the first part and answer the questions.

- 1 What metaphor is used to describe the world?
- 2 Explain the words *players*, *exits* and *entrances*, and *parts*.
- 3 What do you think the seven ages are? Use the pictures to help.

- 4 **CDI 5** Read and listen to the whole extract. The glossary should help with unfamiliar words. What are Shakespeare's seven ages? Find one thing that goes with each age.

- 5 Read again. Each of the seven people is described negatively.

#### Who ...?

- 1 would die just to be famous and likes to swear and pick fights
- 2 writes rather ridiculous and mournful poetry
- 3 is rather portly and full of boring advice
- 4 is sulky and complaining
- 5 has lost weight and needs to get new clothes
- 6 is loud and smelly
- 7 isn't aware of anything very much

#### What do you think?

- In what ways are Shakespeare's descriptions of people true today?
- Give some modern examples of negative behavior for each age.
- What could you say to describe each age more positively?

#### Listening

- 6 **CDI 6** Listen to some people. What age do you think they are? Are they positive or negative about their lives? In what ways?



# The Seven Ages of Man

by William Shakespeare

All the world's a stage,  
And all the men and women merely players;  
They have their exits and their entrances,  
And one man in his time plays many parts,  
His acts being seven ages.

At first, the **infant**,

*Mewling and puking* in the nurse's arms;  
Then the *whining schoolboy*, with his satchel  
And shining morning face, *creeping* like snail  
Unwillingly to school.

And then the **lover**,

*Sighing* like furnace, with a *woeful* ballad  
Made to his mistress's eyebrow.

Then a **soldier**,

*Full of strange oaths* and bearded like the *pard*,  
Jealous in honor, sudden and quick in quarrel,  
Seeking the bubble reputation  
Even in the *cannon's mouth*.

And then the **justice**

In fair round *belly*, with good *capon* lined,  
With eyes severe, and beard of formal cut,  
Full of wise *saws*, and modern *instances*;  
And so he plays his part.

**The sixth age** *shifts*

Into the lean and *slipper'd pantaloon*,  
With spectacles on nose, and pouch on side;  
His *youthful hose*, well saved, a world too wide  
For his *shrunken shank*, and his big manly voice,  
Turning again toward childish treble, pipes  
And whistles in his sound.

Last scene of all,

That ends this strange eventful history,  
Is **second childishness** and mere *oblivion*,  
*Sans* teeth, *sans* eyes, *sans* taste, *sans* everything.

(crying and being sick)  
(complaining miserably)  
(crawling)

(sad)

(swearing continually) (priest)

(when fighting a war)  
(judge)  
(stomach) (chicken)

(sayings) (examples)

(moves)  
(pajamas and slippers)

(pants from his youth)  
(shrunken body)

(nothingness)  
(without)



## THE LAST WORD

### We all get emotional!

**1 CD1 7** Read and listen to the statements. Discuss with a partner. Who could be speaking? What might the situation be? Share ideas as a class.

- I'm absolutely **heartbroken**. They were winning 2-0 at halftime, and then they went on to lose 3-2!
- You mean the **world** to me. More than words could ever say.
- Wow! I'm completely **blown away!** I've never gotten such an expensive present.
- I'll have to consult my calendar. Life's just so **hectic** right now - I'm always so busy.
- Come on, you can tell me. I'm **dying** to know. I won't breathe a word to anyone.
- Could you *not* keep **picking on me** in front of your friends? It looks so awful.
- Oh, yeah? So you run the company now after just a week on the job? **Tell me another one!**
- Thank goodness you're here! When we couldn't **get through** to you, we thought you'd had an accident.
- He came in the top 2 percent in the country, so his father and I are **thrilled to pieces**.
- It was nothing, really. Anybody would have done the same.
- Well, I think you did very well to come in third. Keep up the good work, and you'll win next time.
- Oh, come on now. Don't **make such a fuss**. You'll be fine. It's only a scrape. It's hardly bleeding at all.
- I'm out of here right now! I don't like the looks of those people standing on the corner.
- What do you mean I'm a **couch potato**? I go to the gym twice a week.
- I totally **lost it** with that poor guy, but it was the sixth call today. How do they get our numbers?

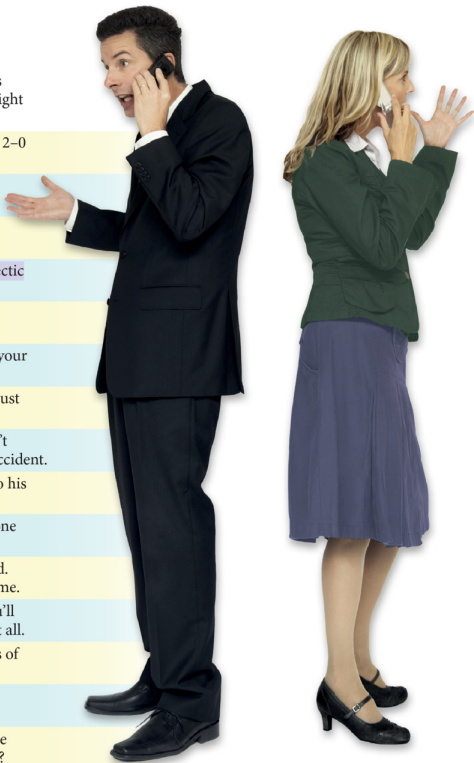
**2** Try to figure out the meaning of the **highlighted** words and phrases from the contexts.

**3** Which of these emotions are expressed by the statements in exercise 1? Sometimes more than one is suitable.

adoration	anxiety	pride	boastfulness	curiosity	disappointment
encouragement	fear	fury	gratitude	indignation	sarcasm
irritation	relief	modesty	astonishment	reassurance	delight

**4 CD1 7** Say the statements to your partner according to the emotion. Listen again and compare the stress and intonation.

**5 CD1 8** Listen to people saying the sentence "Oh, look at that!" in several different ways. Try to identify the emotion. What could the contexts be?



# 2 In so many words

Adverbs and adjectives • Expressions with *word* • Breaking the rules of English

VIDEO Behind the scenes

## STARTER

- 1 Work with a partner. What have you read recently? What is your favorite type of book?
- 2 Read the opening lines of seven different books. Match them to their literary genres and their covers. What helped you identify them?

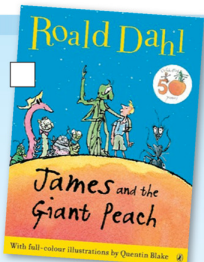
a horror story  
a classic romantic novel

a children's book  
a psychological thriller

a biography  
a historical novel

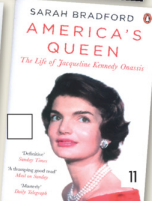
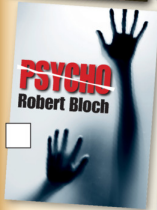
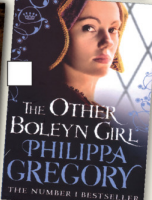
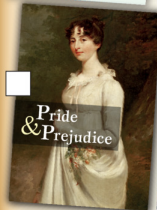
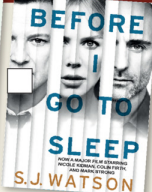
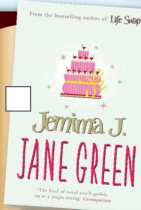
a modern romance  
(Also known as "chick lit" — literature for "chicks"/modern young women.)

- 3 Choose two of the extracts. What could the next line be? Share ideas with the class.
- 4 Which, if any, of these books would you like to continue reading? Have you read any books in English? Which ones? Discuss reasons for doing this.



## Opening lines

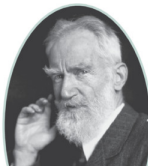
- 1 She was born with a sense of theater, of carefully choreographed exits and entrances, an eagerly awaited baby, who arrived an improbable six weeks late in Southampton Hospital, Long Island, on July 28, 1929.
- 2 Until he was four years old, James Henry Trotter had a happy life. He lived peacefully with his mother and father in a beautiful house beside the sea.
- 3 Norman Bates heard the noise and a shock went through him. It sounded as though somebody was tapping on the windowpane.
- 4 It is a truth universally acknowledged that a single man in possession of a good fortune must be in want of a wife.
- 5 The bedroom is strange. Unfamiliar. I don't know where I am, how I came to be here. I don't know how I'm going to get home.
- 6 I could hear a roll of muffled drums. But I could see nothing but the lacing on the bodice of the lady standing in front of me, blocking my view of the scaffold.
- 7 I wish I were thin. I wish I were thin, gorgeous, and could get any man I want. You probably think I'm crazy. I mean here I am, sitting at work on my own with a massive double-decker club sandwich, but I'm allowed to dream, aren't I?



## READING AND LISTENING

### Pygmalion

- 1 **CD1 10** Read a short biography of George Bernard Shaw, a famous 20th-century playwright. Listen and correct the nine mistakes in it.



**George Bernard Shaw** (1856–1950) was an English playwright. He won the Nobel Prize in Literature in 1935. Shaw's instincts were to refuse this honor, but his editor persuaded him to accept it as a tribute to his publisher. He also won an Academy Award in 1939 for the movie version of his play *The Apple Cart*. He is one of only two writers to win both awards. He wrote over 60 plays, but *Pygmalion* is probably his most famous work because, in 1946, he adapted it into the highly successful musical for stage and screen, *My Fair Lady*. He died at the age of 94 after falling down the stairs.

- 2 Read about the **setting** and **characters** for Act II of *Pygmalion*. What job does each character have? Why would Higgins want to transcribe the speech of a flower girl? What is a “Cockney”?

#### ACT II SETTING

Higgins's house in London. In Act I, the night before, he had been transcribing the speech of a Cockney flower girl that he and Pickering had heard in Covent Garden. Now they are in Higgins's laboratory talking about phonetics.

#### CHARACTERS

##### Professor Higgins

*A professor of phonology*

##### Colonel Pickering

*Higgins's friend, a language expert*

##### Mrs. Pearce

*Higgins's housekeeper*

##### Eliza Doolittle

*A Cockney flower girl*

- 3 **CD1 11** Read and listen to the opening scene from Act II. Answer the questions.

- Why was Pickering so impressed by Professor Higgins?
- Why didn't Mrs. Pearce send the young girl away?
- What does she describe as “something dreadful”?
- Why does Higgins agree to see the girl?
- Why is Eliza confident that she's not asking for a favor?
- How has she figured out how much to pay him?
- “I shall make a duchess of this draggletailed guttersnipe.” What is Higgins planning to do?
- Which of these adjectives do you think describe Professor Higgins? Which describe Eliza? Which describe both/neither?

arrogant	condescending	apprehensive	haughty
undprivileged	articulate	cocky	straightforward
naive	humble	self-confident	compassionate
self-satisfied	bullying	heartless	insensitive

- 4 **CD1 12** Listen only to a later scene in Act II. Eliza is having a lesson. What is the difference between Higgins's and Colonel Pickering's approaches to teaching Eliza? You can draw on the adjectives in exercise 3.

# Pygmalion



## ACT II SCENE 1

**Higgins** Well, I think that's the whole show.

**Pickering** It's really amazing. I haven't taken half of it in, you know.

**Higgins** Would you like to go over any of it again?

**Pickering** No, thank you; not now.

**Higgins** Tired of listening to sounds?

**Pickering** Yes, it's a fearful strain. I rather fancied myself because I can pronounce 24 distinct vowel sounds; but your 130 beat me. I can't hear a bit of difference between most of them.

**Higgins** Oh that comes with practice.

[Mrs. Pearce enters.]

What's the matter?

**Mrs. Pearce** A young woman wants to see you, sir.

**Higgins** A young woman! What does she want?

**Mrs. Pearce** Well, sir, she says you'll be glad to see her when you know what she's come about. She's quite a common girl, sir. Very common indeed. I should have sent her away, only I thought perhaps you wanted her to talk into your machines.

**Higgins** Oh, that's all right, Mrs. Pearce. Has she an interesting accent?

**Mrs. Pearce** Oh, something dreadful, sir, really, I don't know how you can take an interest in it.

**Higgins** Let's have her up. Show her up, Mrs. Pearce.

**Mrs. Pearce** Very well, sir. It's not for me to say.

**Higgins** This is rather a bit of luck. [To Pickering] I'll show you how I make records. We'll set her talking and then we'll get her onto the phonograph so that you can turn her on as often as you like with the written transcript before you.

**Mrs. Pearce** This is the young woman, sir.

**Higgins** Why, this is the girl I jotted down last night. She's no use. Be off with you. I don't want you.

## ACT III



**Liza** Don't you be so saucy! You ain't heard what I come for yet. Oh, we are proud! He ain't above giving lessons, not him: I heard him say so. Well, I ain't come here to ask for any compliment; and if my money's not good enough, I can go elsewhere. I'm come to have lessons, I am. And to pay for 'em, too: make no mistake.

**Higgins** WELL!

**Pickering** What is it you want, my girl?

**Liza** I want to be a lady in a flower shop, but they won't take me unless I can talk more genteel. He said he could teach me. Well, here I am ready to pay him - not asking any favor - and he treats me as if I was dirt.

**Higgins** What's your name?

**Liza** Eliza Doolittle.

**Higgins** How much do you propose to pay me for the lessons?

**Liza** Oh, I know what's right. A lady friend of mine gets French lessons for 18 pence an hour from a real French gentleman. Well, you wouldn't have the face to ask me the same for teaching me my own language as you would for French; so I won't give more than a shilling. Take it or leave it.

**Higgins** It's almost irresistible. She's so deliciously low - so horribly dirty.

**Liza** Ah-ah-ah-ow-ow-ooo! I ain't dirty: I washed my face and hands afore I come, I did.

**Pickering** You're certainly not going to turn her head with flattery, Higgins.

**Higgins** I shall make a duchess of this draggletailed guttersnipe.

**Liza** Ah-ah-ah-ow-ow-ooo!

**Higgins** Yes, in six months - in three if she has a good ear and a quick tongue - I'll take her anywhere and pass her off as anything. We'll start today: now! This moment! Take her away and clean her, Mrs. Pearce.

- 5 Read the **introduction** and list of **characters** in Act III. What do you think happens?

### ACT III INTRODUCTION

In Act III, Higgins decides that Eliza is ready to make a first entry into society. She is dressed beautifully and taken to a tea party at his mother's house. Unfortunately, Eliza has only practiced pronunciation and has no idea what constitutes polite conversation.

### CHARACTERS

**Mrs. Higgins** Professor Higgins's kind and wise mother  
**Mrs. Eynsford-Hill** a high-society friend of Mrs. Higgins  
**Freddy** her impressionable, handsome son in his early 20s  
**Clara** her daughter  
**Professor Higgins**  
**Colonel Pickering**  
**Eliza Doolittle**

- 6 **CDI B** Listen to a scene from Act III. Answer the questions.

- Who is impressed with Eliza?
- What are her topics of conversation?
- Why does her final comment shock everyone?

- 7 Work with a partner. Read what Eliza says about her aunt's health. Reword it in standard English.

My aunt died of influenza: so they said. But it's my belief they done the old woman in. Lord love you! Why should she die of influenza? She come through diphtheria right enough the year before. Fairly blue with it, she was. They all thought she was dead; but my father, he kept laddling gin down her throat 'til she came to so sudden that she bit the bowl off the spoon.

What call would a woman with that strength in her have to die of influenza? What become of her new straw hat that should have come to me? Somebody pinched it; and what I say is, them as pinched it done her in. Them she lived with would have killed her for a hatpin, let alone a hat.

Here! What are you sniggering at?



### What do you think?

- In Greek mythology, Pygmalion was a king who fell in love with a statue he had sculpted and brought to life with his prayers. Explain the connection with Shaw's play.
- How does the play end? Turn to page 168 and see if you were right.

### VOCABULARY

#### Phrasal verbs

How are the sentences below expressed in the play? Which phrasal verbs are used?

- I haven't *understood* the half of it.
- Would you like to *examine* any of it again?
- This is the girl I *made a note of* last night.
- She *survived* diphtheria easily enough.
- She *regained consciousness* so suddenly.
- It's my belief they *killed* her.