

Fourth edition

# New Headway

Intermediate Student's Book

Liz and John Soars









**NEW**

OXFORD

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UNIT	GRAMMAR	VOCABULARY	EVERYDAY ENGLISH
 <b>1</b> A world of difference p6	<b>Naming tenses</b> Present, Past, Present Perfect <b>Auxiliary verbs</b> <i>do, be, have</i> p6 <b>Questions and negatives</b> <i>Where were you born?</i> <i>He doesn't live in Madrid.</i> p6 <b>Short answers</b> <i>Yes, I have. No, he didn't.</i> p8 <b>Spoken English – sounding polite</b> <i>'Did you have a good day?'</i> <i>'Yes, I did. I went shopping.'</i> p8	<b>What's in a word?</b> Parts of speech and meaning verb, adjective, noun, or adverb? Spelling and pronunciation vowel sounds Word formation <i>active, actor, action</i> Words that go together <i>fall in love</i> <b>Keeping vocabulary records</b> p12	<b>Everyday situations</b> <i>I need to make an appointment.</i> <i>A medium latte, please.</i> <i>Have here or take away?</i> p13
 <b>2</b> The working week p14	<b>Present tenses</b> Simple and continuous <i>What does she do?</i> <i>What's she doing?</i> p14 State verbs <i>like, know, understand</i> p15 Passive <i>People are employed ...</i> <i>I'm being served.</i> p17 How often ...? <i>hardly ever twice a year</i> p15	<b>Positive and negative adjectives</b> <i>hard-working</i> <i>bad-tempered</i> p19 <b>Free time activities</b> <i>go cycling</i> <i>keeping fit</i> <i>a recipe, to peel</i> p20	<b>Making small talk</b> <i>It's such an old city, isn't it?</i> <i>I was born in ..., but I live in ...</i> <i>Oh, good.</i> <i>Really?</i> <i>Have you?</i> <i>Who do you work for?</i> <b>Spoken English – softening a negative comment</b> <i>a bit late not very big</i> p21
 <b>3</b> Good times, bad times p22	<b>Past tenses</b> Simple and continuous <i>He worked in London.</i> <i>He was studying art.</i> p23 Past Perfect <i>He had fallen in love.</i> <i>He'd been drinking.</i> p23 used to <i>He used to wake up at 6.00.</i> p23	<b>Spelling and pronunciation</b> good /gʊd/, food /fu:d/ male, mail /u:/ tooth truth juice p25 <b>Lost sounds</b> <i>chocϕlate</i> <i>foreign</i> p25	<b>Giving opinions</b> <i>He's really great, isn't he?</i> <i>Definitely! Mmm!</i> <i>That's rubbish!</i> <b>Spoken English – making an opinion stronger</b> <i>just awful</i> <i>absolutely adore</i> p29
 <b>4</b> Getting it right p32	<b>Advice, obligation, and permission</b> Modal and related verbs <i>You should check online.</i> <i>You must tell your neighbours.</i> <i>They can get married at 16.</i> <i>You are allowed to go.</i> <i>Children had to go to school.</i> <i>They didn't have to work.</i> p32–34	<b>Phrasal verbs (1)</b> Literal or idiomatic? <i>She took her boots off.</i> <i>His business has taken off.</i> <i>The flight took off on time.</i> Separable or inseparable? <i>He turned it on.</i> <i>She takes after him.</i> p36	<b>Polite requests and offers</b> <i>I'll give you a lift.</i> <i>Do you think you could ...?</i> <i>Can you tell me ...?</i> <i>Would you mind ...?</i> p37
 <b>5</b> Our changing world p38	<b>Future forms</b> Will, going to, or Present Continuous? <i>What will the world be like?</i> <i>Things are going to change.</i> <i>We're meeting James at 11.00.</i> Future possibilities – may, might, could <i>The earth may get warmer.</i> <i>Temperatures might rise.</i> <i>What could happen?</i> p38	<b>Word building</b> Suffixes <i>prediction, excitement</i> Prefixes <i>impossible, disagree, react</i> Changing word stress <i>'advertise / ad'vertisement</i> p44	<b>Arranging to meet</b> <i>I was wondering if we could meet.</i> <i>I'll just get my diary.</i> <i>We could have coffee.</i> <i>Why don't we ...?</i> <i>Let's ...</i> <b>Music of English – making suggestions</b> p45
 <b>6</b> What matters to me p46	<b>Information questions</b> <i>What's she like?</i> <i>What does she look like?</i> <i>How is she?</i> p46 <i>How tall/big ...?</i> <i>What colour/size/make ...?</i> <i>Which floor/part of town ...?</i> <i>How far/long ...?</i> <i>How much/many ...?</i> p47	<b>Describing people, places, and things</b> <i>He's good fun/very sociable.</i> p46 <i>It's cosy/on the fourth floor.</i> <i>What make is it?</i> p47 <b>Adjectives</b> -ed / -ing: <i>amazing, amazed</i> Adjective + noun: <i>sandy beach</i> Compound adjectives: <i>well-dressed</i> p48 <b>Adverbs</b> -ly and not -ly: <i>simply, fully, just, too</i> verb + adverb: <i>wait patiently</i>	<b>In a department store</b> <i>Toys and babywear</i> <i>Ladies' fashions</i> <i>Stationery</i> <i>What size do you take?</i> <i>Keep your receipt.</i> Signs <i>Buy two, get one free</i> <i>Final clearance</i> p53

# SKILLS DEVELOPMENT

## READING

### Worlds apart

*Welcome to our world*  
The lives of two families  
from different parts of  
the world (jigsaw) p10

### Charles, Prince of Wales

*The life of a hard-working  
future king* – the private  
and public man p18

### A Shakespearean Tragedy

*Romeo and Juliet*  
The love story in cartoons  
p26

### Kids then and now

*Kids who have it all*  
Bringing up kids in the  
1970s and now p34

### Life fifty years from now

*Life in 2060*  
An international group  
of scientists make their  
predictions p42

### The heart of the home

*My Kitchen*  
Three women's kitchens in  
three different countries  
(jigsaw) p50

## LISTENING

### A world in one family

Ana from Spain and her son,  
Xabier talk about living in  
England p12

### Who earns how much?

How much do different jobs pay?  
p17

### Spoken English – giving opinions

*I reckon ... I'd say ...*  
*I think so, too. Actually ...* p17

### The first time I fell in love

Three people talk about their  
experiences of early love p28

### Dictation

Transcribing a summary of an  
interview p24

### Rules for life

Three people talk about their  
personal philosophies p33

### Spoken English – have got to

*I've got to go now. Bye!* p33

### Song

*I believe*, by Ian Dury p33

### World weather warnings

Five weather forecasts from  
around the world p40

### Rocket man

Steve Bennett, scientist and  
space traveller p41

### Spoken English – pretty

*The weather was pretty bad.*  
p41

### My closest relative

Five people talk about who  
they feel closest to in their  
family p52

### Spoken English – adding emphasis

*My father I don't get on with.*  
*What I like about her is ...*  
*The thing I love about him is ...*  
p52

## SPEAKING

### A class survey

Lifestyles p9

### Exchanging information

Comparing two families from  
different parts of the world p10

### What do you think?

Discussing the pros and cons of  
bringing up a family in another  
country p12

### Roleplay

Acting out everyday situations p13

### Talking about you

How often do you do things? p15

### Project

Interviewing someone about their  
job p16

### Discussion

Which job deserves most money? p17

### Exchanging information

Talking about your free time  
activities p20

### A Shakespearean Tragedy

Retelling the story of Romeo and Juliet  
from pictures p26

### What do you think?

Shakespeare and his plays p26

Falling in love – Who do we fall in  
love with? Which couples are well-  
suited? p28

### Discussion

Laws in Britain and your country p32  
What's important to you in life? p33

### What do you think?

Bringing up children  
Household rules p34

### Discussion

Talking about changes in the  
environment p39

### What do you think?

Space tourism p41  
Predictions about the future p42

### Roleplay

Making arrangements to meet p45

### Project

Your most treasured possession p49

### Talking about you

Your kitchen p50

### Discussion

First-born/second-born children  
Who do you feel closest to in your  
family? p52

## WRITING

### An informal letter

Correcting mistakes (1)  
Finding and correcting mistakes in  
a model letter  
*I do mistakes WW*

**Writing a letter to a friend,  
correcting each others' letters**  
p103

### Letters and emails

Differences in formal and informal  
writing

Beginnings and endings of letters  
and emails

*I am writing in response ...*  
*Give my regards to Robert.*

**Emailing an old friend with news**  
p104

### Telling a story (1)

Two stories:  
‘The farmer and his sons’  
‘The Emperor and his daughters’  
Linking ideas  
*as soon as*  
*However*

**Writing a folk tale or fairy tale** p105

### A biography

Mother Teresa of Calcutta  
Combining sentences  
*Her father, who was Albanian, died,  
leaving her mother to bring up the  
family.*

**Researching facts about a famous  
person and writing a biography**  
p106

**Writing for talking** – my cause for  
concern

A talk by a teenager about the  
influence of video games on  
children

*The thing I'm concerned about ...*  
*Let me explain why.*

**Writing a talk about an issue that  
concerns you** p107

**Describing a place** – a description  
of a room


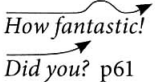





**Relative pronouns**  
*who / that / which*

### Participles

*I spend hours listening to music.*

**Writing about your favourite  
room** p108

# LANGUAGE INPUT

UNIT	GRAMMAR	VOCABULARY	EVERYDAY ENGLISH
 <b>7</b> Passions and fashions p54	<b>Present Perfect</b> Simple and continuous <i>She's lived in Scotland.</i> <i>She's been writing since 1990.</i> p54 Passive <i>Millions have been sold.</i> p55 Adverbs <i>just yet already</i> p56 Time expressions <i>for 10 years, since the 1970s</i> <b>Spoken English – How long ...?</b> <i>How long are you here for?</i> <i>How long have you been here?</i> p57	<b>Likes and dislikes</b> <i>adore, loathe,</i> <i>keen on, crazy about,</i> <i>fond of</i> p60	<b>Making the right noises</b> Agreement, sympathy, pleasure, and surprise <i>Brilliant!</i> <i>Fair enough.</i> <i>You're kidding!</i> <i>You didn't!</i> <b>Music of English – wide voice range</b>  <i>How fantastic!</i> <i>Did you?</i> p61
 <b>8</b> No fear! p62	<b>Verb patterns</b> verb + -ing <i>enjoy swimming, thinking of staying</i> p62 verb + infinitive <i>need to warn, make them feel</i> p62 adjective + infinitive <i>impossible to see</i> p62 <b>Spoken English – the reduced infinitive</b> <i>I'd love to!</i> <i>You promised to.</i> p64	<b>Body language</b> <i>bite, clap, hug, lick</i> <i>point a gun</i> <i>kneel down to pray</i> <b>Idioms</b> <i>see eye to eye</i> <i>You're pulling my leg!</i> p68	<b>Travel and numbers</b> Commas and decimal points 5,000 6.5 Time 13.45 Numbers one by one 6356 5055 Percentages 30% Fractions $\frac{2}{3}$ p69
 <b>9</b> It depends how you look at it p70	<b>Conditionals</b> Second conditionals <i>If I were him, I'd tell the teacher.</i> Third conditionals <i>If they'd listened, he wouldn't have run away.</i> p71 <i>might have done/could have done</i> <i>You might/could have had an accident.</i> p72 <i>should have done</i> <i>He should have asked for help.</i> p73	<b>Words with similar meaning</b> <i>shocked / stunned</i> <i>delighted / over the moon</i> <i>alone / lonely</i> <i>win / beat</i> p76	<b>Dealing with money</b> <i>Is service included?</i> <i>Put in your PIN number and press ENTER.</i> <i>The current cleared balance ...</i> <i>I gave you a £20 note.</i> <i>What's the exchange rate?</i> p77
 <b>10</b> All things high tech p78	<b>Noun phrases</b> Articles: <i>a / the / no article</i> Possessives <i>their equipment / theirs</i> <i>all/everything</i> <i>Microchips control everything.</i> <i>all digital devices</i> Reflexive pronouns and <i>each other</i> <i>I cut myself. We love each other.</i> p79	<b>Compound nouns</b> <i>railway station</i> <i>headlight</i> <i>tea bag teacup</i> <i>handcuffs footprint</i> p84	<b>I need one of those things ...</b> <i>It's one of those things you use ...</i> <i>I need some of that stuff ...</i> <i>It's used for ...</i> <i>It's made of ...</i> <i>It's a kind of ...</i> <b>Music of English – stress patterns</b> <i>I need one of those things you use to open a bottle of wine.</i> p85
 <b>11</b> Seeing is believing p86	<b>Modals of probability</b> Present <i>must/can't/might/could be</i> p86 Past <i>must/can't/might have been</i> p88 <b>looks like / looks</b> <i>It looks like a man.</i> <i>It looks red to me.</i> p86 <b>Spoken English – expressing disbelief</b> <i>What on earth has happened?</i> p86	<b>Phrasal verbs (2) with out and up</b> <i>work sth out / work out</i> <i>make sth up</i> <i>make up with sb</i> <i>find out / break up</i> p92	<b>Expressing attitude</b> <i>apparently</i> <i>actually</i> <i>personally</i> <i>to be honest</i> p93
 <b>12</b> Telling it how it is p94	<b>Reported speech</b> <i>She said she was a student.</i> <b>Reported thoughts</b> <i>I thought she was pretty.</i> <b>Reported questions</b> <i>I asked her what was happening.</i> <i>I wondered if there'd been an accident.</i> p94	<b>Reporting verbs</b> <i>invite, persuade, explain</i> p96 <b>Ways of speaking</b> <i>suggest, advise, shout,</i> <i>whisper, admit, deny</i> p97	<b>You know what they say ...</b> Clichés <i>It's not the end of the world.</i> <i>Better late than never.</i> <i>Rather you than me.</i> <i>It could be worse.</i> p101

# SKILLS DEVELOPMENT

## READING

**Football – a global passion**  
*The Beautiful Game*  
Football past and present p58

**Dangerous journeys in history**  
*Hannibal crosses the Alps*  
*Mao Zedong on the Long March*  
Remarkable journeys made by two famous leaders (jigsaw) p66

**The victim meets the burglar**  
*I'm sorry*  
How restorative justice can help criminals and their victims (jigsaw) p74

**Architecture old and new**  
*Meet me at St Pancras*  
London's new Eurostar station p82

**The adventures of Sherlock Holmes**  
*The Three Students*  
A detective story p90

**People who changed the world**  
*Movers and shakers*  
Famous people, their ideas, and their impact on how people think (jigsaw) p98

## LISTENING

**An interview**  
Jack, aged 10, talks about Harry Potter p55  
**Things I'm passionate about**  
Five people talk about their passions p60

**Fears and phobias**  
Three people talk about what they're afraid of p65  
**The psychologist's view**  
A psychologist explains phobias and their treatment p65

**A social conscience**  
Five people describe a difficult situation – what did they do? p73  
**Spoken English – just**  
*I've just read a great book.*  
*I'm just tired, that's all.*  
*I just love your coat!* p73

**What do you do on the Net?**  
Five people talk about what they use the Internet for p81  
**Descriptions**  
Identifying objects p85  
**Spoken English – also, as well, too**  
*I'm also selling some of my old stuff.*  
*I update my Sat Nav system as well.*  
*I get traffic reports too.*

**A discussion of optical illusions**  
Two people talk about a set of optical illusions  
**What on earth has happened?**  
A telephone conversation about a burglary p88  
**A radio drama**  
Part 3 of the Sherlock Holmes detective story p90

**She didn't say that!**  
Spotting inaccuracies in five conversations p96  
**What the papers say**  
An interview with the singer Jamie Seabrook p100

## SPEAKING

**Roleplay**  
Interviewing Calvin Klein p57  
**Have you ever ...?**  
Conversations about your life experiences p57  
**What do you think?**  
Your feelings about football and its place in the world p58  
Things you feel passionate about p60

**Talking about you**  
True and false facts about your life p64  
**What do you think?**  
People and their phobias p65  
**Exchanging information**  
Comparing the journeys of Hannibal and Mao Zedong p66

**Talking about you**  
What would you have done in the same situation? p73  
**Exchanging information**  
Comparing the stories – a burglar and his victim p74  
**What do you think?**  
Forms of punishment and aims of imprisonment p74

**Talking about you**  
Websites you like, and what the Internet represents p81  
**What do you think?**  
Your favourite building p83

**What do you think?**  
Modern methods of crime detection p91  
**Telling the story**  
Retelling a story round the class p91

**What do you think?**  
People from your country who changed ideas p98  
Newspapers in your country p100  
Talking about a current news story p100

## WRITING

**Describing a person** – Facts and opinions  
My crazy uncle Joe  
*in his mid 20s*  
*He's more like a big brother.*  
**Writing a description of someone in your family**  
p109

**Telling a story (2)** – 'The Titanic'  
Organization, information, creating interest, and descriptive language  
**Writing the story of The Trojan Horse** p110

**Pros and cons** – Is childhood the best time of your life?  
Arguing for and against  
*In my opinion ...*  
*Another point is that ...*  
**Writing a discursive essay**  
p112

**A famous town or city**  
– From notes to writing  
Completing a description of New York City from notes  
*History – Dutch 1614*  
**Researching a city and writing a description** p114

**Expressing attitude** – An informal letter  
Linking ideas using words and expressions  
*anyway, naturally*  
*fortunately, nevertheless*  
p116

**A thank-you email**  
Correcting mistakes (2) in a model email  
**Writing a thank-you email**  
p117



# 1

# A world of difference

Tenses • Auxiliary verbs • What's in a word? • Everyday situations



## STARTER

1 Each question has one word missing. Write it in.

- Where do you <sup>come</sup> from?
- When and where you born?
- You live in a house or a flat?
- Why you studying English?
- Which foreign countries have you been?
- What you do yesterday evening?
- What are you going do after this lesson?

2 Ask and answer the questions with a partner.

Where do you come from?

Slovakia.

3 Tell the class about your partner.

*Zuzana comes from Slovakia. She's studying English because...*

## I DIDN'T KNOW THAT!

### Tenses and auxiliary verbs

- Answer the questions in the *One World Quiz*. Discuss your answers with a partner.
- T 1.1** Listen and check your answers. Make notes about the extra information you hear for each one. Discuss this as a class.

### GRAMMAR SPOT

- Read the questions in the quiz again. Identify the tense in each one. Which two are passive?
- Answer these questions. Give examples from the quiz.
  - Which tenses use the auxiliary verbs *do/does/did* to form questions and negatives?
  - Which tenses use the verb *to be* (*is/are/was/were*)?
  - Which use *have/has*?

▶▶ Grammar Reference 1.1–1.5 p133

### Write your own quiz

- Work in two groups.
  - Do some research and write six questions about the world, past and present.
  - Ask and answer the questions with the other group. Which group are the winners?

# ONE WORLD QUIZ



- 
- 1 In which country **do** men and women **live** the longest?  
a Japan b Germany c The USA
  - 2 In which year **did** the world population **reach** 6 billion?  
a 1989 b 1999 c 2005
  - 3 If you **are standing** on the equator, how many hours of daylight do you have?  
a 12 b 16 c 24
  - 4 Where **does** most of the world's oil **come** from?  
a Russia b Saudi Arabia c Iran
  - 5 Which of these seven wonders of the world **is** still **standing**?  
a The Lighthouse of Alexandria  
b The pyramids of Egypt  
c The Colossus of Rhodes
  - 6 Why **didn't** dinosaurs **attack** humans?  
a Because they were vegetarian.  
b Because they became extinct before humans were on the earth.  
c Because they didn't run fast enough.
  - 7 Where **was** the Titanic **sailing** to when it sank?  
a Southampton b Rio de Janeiro c New York
  - 8 How long **has** Elizabeth II **been** Queen of England?  
a since 1952 b since 1959 c since 1963
  - 9 How many people **have won** the Nobel Peace prize since it started in 1901?  
a 26 b 58 c 94
  - 10 How long **have** people **been using** the Internet?  
a since 1969 b since 1976 c since 1984
  - 11 How many languages **are spoken** in Switzerland?  
a 3 b 4 c 5
  - 12 In which country **were** women first **given** the vote?  
a Canada b Liechtenstein  
c New Zealand

## PRACTICE

### *You're so wrong!*

- 1 Correct the information in the sentences.
  - 1 The Pope lives in Madrid.  
*He doesn't live in Madrid! He lives in Rome!*
  - 2 Shakespeare didn't write poems.  
*You're wrong! He wrote hundreds of poems.*
  - 3 Vegetarians eat meat.
  - 4 The Internet doesn't provide much information.
  - 5 The world is getting colder.
  - 6 Princess Diana was travelling by plane when she was killed.
  - 7 England has never won the World Cup.
  - 8 The 2008 Olympics were held in Tokyo.
- 2 **T1.2** Listen and check. Notice the stress and intonation. Practise making the corrections with a partner.

### *'s = is or has?*

- 3 Is 's in these sentences the auxiliary *is* or *has*?
  - 1 Who's making that noise? **is**
  - 2 She's done really well.
  - 3 Champagne's made in France.
  - 4 Who's been to America?
  - 5 He's leaving early.
  - 6 What's produced in your country?
- 4 **T1.3** Listen to some more sentences with 's. After each one say if it is *is* or *has*.

### Talking about you

- 5 Complete the questions with the correct auxiliary verb and name the tense.
    - 1 What time \_\_\_\_\_ you usually get up at weekends?
    - 2 What time \_\_\_\_\_ you get up this morning?
    - 3 How long \_\_\_\_\_ it usually take you to get from home to school?
    - 4 Who \_\_\_\_\_ sitting next to you? What \_\_\_\_\_ he/she wearing?
    - 5 How long \_\_\_\_\_ you known the teacher?
    - 6 What \_\_\_\_\_ you doing when your teacher came into the room?
    - 7 What \_\_\_\_\_ (not) you like doing in English lessons?
    - 8 Which school subjects \_\_\_\_\_ (not) you like when you were younger?
    - 9 Which other foreign languages \_\_\_\_\_ you studied?
    - 10 What presents \_\_\_\_\_ you given on your last birthday?
- Ask and answer the questions with a partner.

# MAKING CONVERSATION

## Short answers

- 1 **T1.4** Ruth is collecting her children, Nick and Lily, from school. Listen and complete the conversation. Which child is more polite? In what way?

**Ruth** So kids, \_\_\_\_\_ you have a good day at school?

**Nick** No.

**Lily** Yes, I \_\_\_\_\_. We \_\_\_\_\_ practising for the school concert.

**Ruth** Oh, lovely. \_\_\_\_\_ you have much homework?

**Lily** Ugh! Yes, I \_\_\_\_\_. Loads. I've got Geography, French, and Maths! \_\_\_\_\_ you got a lot Nick?

**Nick** Yeah.

**Ruth** Nick, \_\_\_\_\_ you remembered your football kit?

**Nick** Er ...

**Lily** No, he \_\_\_\_\_. He's forgotten it again.

**Ruth** Oh, Nick you know it needs washing. \_\_\_\_\_ you playing football tomorrow?

**Nick** No.

**Ruth** Lily, \_\_\_\_\_ you need *your* sports kit tomorrow?

**Lily** Yes, I \_\_\_\_\_. I've got a hockey match after school. We're playing the High School.

**Ruth** \_\_\_\_\_ they beat you last time?

**Lily** Yes, they \_\_\_\_\_. But we'll beat them tomorrow.

**Nick** No, you \_\_\_\_\_! Your team's rubbish.

**Ruth** Ok, that's enough children. Do up your seatbelts! Let's go!

### SPOKEN ENGLISH Sounding polite

- 1 In English conversation it can sound impolite to reply with just *yes* or *no*. We use short answers with auxiliaries.

*'Did you have a good day?' 'Yes, I did/No, I didn't.'*

- 2 It also helps if you add some more information.

*'Do you have much homework?' 'Yes, I do. Loads. I've got Geography, French, and Maths.'*

- 3 Reply to these questions. Use short answers and add some information.

- 1 Did you have a **good day**?
- 2 Do you like **pizza**?
- 3 Did you **enjoy** the **film**?
- 4 Has it **stopped** **raining**?

▶▶ Grammar Reference 1.6 p133

- 2 Rewrite Nick's lines in exercise 1 to make him sound more polite.

**T1.5** Listen and compare the conversations.

- 3 Work in groups of three. Look at T1.4 and T1.5 on p118. Practise them, sounding polite and impolite.

# PRACTICE

1 Match a line in **A** with a short answer in **B** and a line in **C**.

A	B	C
1 Did you hear that noise?	No, I haven't.	They didn't have my size.
2 Are you doing anything tonight?	No, I'm not.	I think it was thunder.
3 Have you seen my mobile phone anywhere?	Yes, it is.	Thank goodness!
4 Did you get those shoes you liked?	Yes, I did.	Do you want to come round?
5 Is it time for a break?	No, I didn't.	Have you lost it again?

**T1.6** Listen and check. Practise with a partner.  
Pay attention to stress and intonation.

## A class survey

Find out about the students in your class.

- Read the class survey and answer the questions about you. Add two more questions.
- Work with a partner. Ask and answer the questions in the survey. Give short answers in your replies and add some information.

Are you interested in any sports?

Yes, I am. I often go skiing in winter and I like playing tennis.

- Tell the class about each other.

Milo's interested in two sports - skiing and tennis. He often ...

- What can you say about your class?

Nearly everyone is interested in at least one sport. Most of the boys love football. Some of us like skiing.

## Check it

- There is one mistake in each sentence. Find it and correct it.
  - Rae comes from Canada and he speak French and English.
  - Which subjects Susan is studying at university?
  - 'Do you like football?' 'Yes, I like.'
  - Did you watched the match last night?
  - What does your parents do at the weekend?
  - I think is going to rain.
  - What was you talking to the teacher about?
  - I don't think John's arrive yet.

## CLASS SURVEY

- ARE YOU INTERESTED IN ANY SPORTS?
- HAVE YOU GOT A PET?
- DOES MUSIC PLAY AN IMPORTANT PART IN YOUR LIFE?
- DO YOU USE THE INTERNET MUCH?
- DOES ANYONE IN YOUR FAMILY SMOKE?
- DID YOU STUDY ENGLISH IN PRIMARY SCHOOL?
- HAVE YOU EVER BEEN TO ENGLAND?
- ARE YOU STUDYING ANY OTHER FOREIGN LANGUAGES?
- .....
- .....



## READING AND SPEAKING

### Worlds apart

1 Discuss these questions about your family.

- Who is in your immediate family?
- Name some of your extended family.
- Who are you close to?
- Who do you live with now?
- Who did you grow up with?

2 Read the **PROFILES** of two families from very different parts of the world. Who is in the family? Where do they come from? What do you know about their countries?

3 Divide into two groups.

**Group A** Read about the **Kamau family** from Kenya.

**Group B** Read about the **Qu family** from China.

4 In your groups answer these questions about the Kamaus or the Qus.

- 1 Where do they live? What are their homes like?
- 2 How long have they lived there?
- 3 What jobs do the parents do? Do they earn much money?
- 4 What do they spend their money on?
- 5 What do you learn about the children? What do they do?
- 6 How long have the parents known each other?
- 7 What do you learn about other members of the family?
- 8 What hopes and ambitions do the parents have for themselves and their children?

5 Work with a partner from the other group. Compare and swap information about the families and their mottos.

- 1 What similarities and differences can you find?
- 2 How have their lives changed over the years?
- 3 What regrets or worries do they have now?



# WELCOME TO

## The Kamaus from KENYA

## PROFILE

**FATHER:** Boniface Kigotho Kamau, 35

**MOTHER:** Pauline Wanjiku, approximately 29 (exact age unknown)

**DAUGHTER:** Joyce Muthoni, 8

**DAUGHTER:** Sharon Wanjiru, 16 months

**Boniface and his wife, Pauline,** live in Ongata Rongai, a small town near the capital, Nairobi. They have two daughters: Joyce, who is in her third year of school, and 16-month-old Sharon.

Their home is a two-bedroom apartment, one of 20 in a **single-storey** block. Boniface works as a taxi driver at the international airport in Nairobi. Each morning he leaves home at 4.30am in his white Toyota – **cracked** windscreen, 200,000 miles on the clock – and is back by 10pm. On a good day he finds two clients. In a typical month he takes home about £140.

‘It’s a hard job but I like it,’ he says. ‘I meet new people, so I get some experience of the world – even though I have never been outside Kenya.’

Pauline is a **dressmaker** but isn’t working at the moment. She stays at home to look after the kids. The weekend is often the only time Boniface sees Joyce and Sharon. Boniface and Pauline met in 1994: ‘We liked each other immediately,’ says Boniface. ‘I didn’t want a woman from the city so when I learned that Pauline was from the country, I was pleased.’

They married in 1995 and at first they lived in a **slum**, and often didn’t have a lot to eat, just sukuma wiki (a green vegetable). Then, in 1996, Boniface won £60 in a cycle race. The money helped them move house to a better area and paid for driving lessons so that Boniface could become a taxi driver.

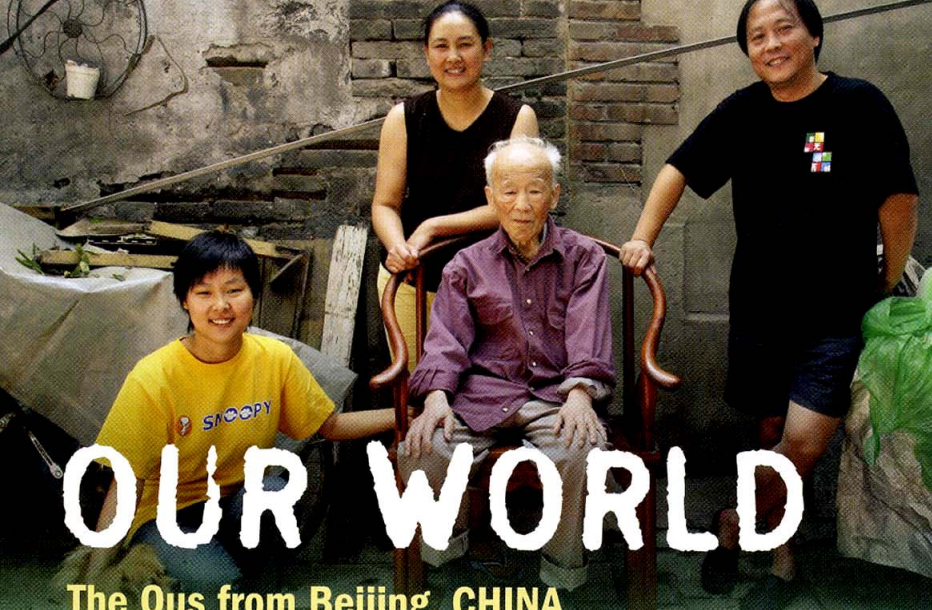
His salary doesn’t go far. Rent is £30 a month, and he gives the same amount to his parents, who don’t work. Also, as the most successful of six brothers and sisters, Boniface is expected to help their families too. He says, ‘I am always so **stressed** about money.’ Joyce’s school fees cost another £25 a month.

‘We are trying to give our children the best education,’ says Pauline, who, like her husband, never finished school. ‘Joyce wants to be a doctor.’

Next year, Sharon is going to preschool, so Pauline will have more time to start her own dressmaking business. By then, the family might have a new home. ‘This apartment is not a good place to raise a family,’ says Boniface. ‘The toilets are **communal** – one for every four families.’ Boniface plans to build a three-bedroom house in the suburbs of Nairobi.

**THE FAMILY ARE HAPPIEST WHEN** they have a bit of spare money: Boniface takes them to see the wild animals at Nairobi National Park.

**FAMILY MOTTO** Try to do your best at all times.



# OUR WORLD

## The Qus from Beijing, CHINA

**FATHER:** Qu Wansheng, 44

**MOTHER:** Liu Guifang, 43

**DAUGHTER:** Chen, 17

**GRANDFATHER:** (Qu's father) Huanjun, 84

### PROFILE

**Qu and Liu** have known each other since childhood. The most noticeable change in China since then is the size of families. Qu was the youngest of six. Liu grew up as one of five children. But they have only one daughter.

Unlike many Chinese parents, Qu and Liu are happy to have a girl. However, like most parents in China, they put the needs of their only child, Chen, first. She is trying for a place at the prestigious Beijing University. Qu, a propaganda officer at the municipal services bureau, and Liu, who works at the No. 3 computer factory, are saving every last yuan for their daughter's education.

The family have lived in their house in central Beijing for 70 years. It is in one of the capital's ancient Hutong **alleyways**. These are known for their **close-knit** families and warm hospitality. The elderly sit outside and chat. People wander to the shops in their pyjamas. It is a way of life **cherished** by Qu, but he can see that this relaxed routine is increasingly out of step with a nation experiencing one of the most amazingly quick changes in human history.

'We are not in a hurry to get rich,' says Qu. 'I don't want to rush around trying to make money – I am not a machine. I put my family first.'

Tens of thousands of alleyways have been knocked down in the past few years, and their house is said to be next for **demolition**. And when the old communities go, the traditional family structure, in which children look after their elderly parents at home, goes too.

But for now, the Qus keep the old ways. The grandfather, Qu Huanjun, 84 and **frail**, is the centre of the family. 'My father lives here so this is the headquarters of the family,' says his son. 'My brothers and their families come to visit most weekends. We are very close.'

They are sad that their daughter has grown up alone because the one-child policy forbids them from having any more. 'Our daughter is lonely,' says Liu. 'I always wanted to have two children.'

Qu and Liu are proud of their daughter. Chen is bright and well-balanced. She wants to study archaeology. 'University will cost a great deal of money,' says her father. 'So we try to live **frugally** and save for our daughter.'

## Vocabulary work

6 Find the six **highlighted** words in your text. Work out the meanings from the contexts.

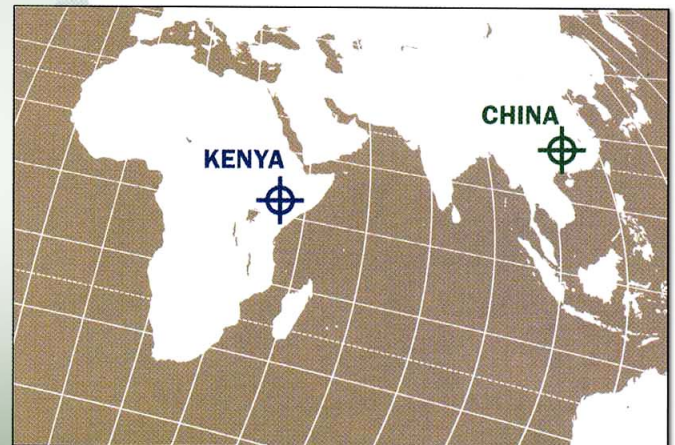
Match the words to the meanings in the chart.

The Kaus	
1	someone who makes clothes
2	with only one floor
3	an old house in bad condition
4	shared by a group of people
5	broken
6	worried
The Qus	
1	loved and treasured
2	weak and unhealthy
3	narrow lanes between buildings
4	knocking down buildings
5	close and caring
6	economically

7 Work with a partner from the other group. Teach them your words.

## What do you think?

- In what ways are these families typical of their country?
- What is a typical family in your country? Is there such a thing?
- Is your family typical? Why/Why not?



**THE FAMILY ARE HAPPIEST WHEN** they are all together in the evening.  
**FAMILY MOTTO** Save money, live simply, care for your friends, tell the truth.

## LISTENING AND SPEAKING

### A world in one family



- 1 Do you know anyone who has married someone of another nationality? Do they have any children? Tell the class.
- 2 Look at the photo of the family. There are *three* nationalities in the family. How can this be?



- 3 **T 1.7** Listen to Xabier talking about his family. Read and answer the questions. Underline any you cannot answer.
  - 1 What nationality are Xabier and his parents, Ana and Teo? Which city do they live in?
  - 2 How did Xabier's parents meet? Give details. Why did they decide to live in England?
  - 3 When and why did Xabier first notice his nationality?
  - 4 Why weren't Xabier and James bilingual as children?
  - 5 How many times has Xabier been to Bolivia? How old was he? How many times has James been?
  - 6 What contact does he have with his mother's family? How long did they stay in Spain every summer?
  - 7 What is Xabier studying? What is James going to study?
  - 8 What is Xabier hoping to do in the future? Where is he planning to live?
  - 9 What is James doing at the moment? What's he going to do?
  - 10 What does Ana think are the pros and cons of bringing up a family in another country?
- 4 **T 1.8** Now listen to Xabier's mother, Ana. Answer the questions that you underlined in exercise 3.

### What do you think?

- What are the pros and cons of bringing up a family in another country? Make two lists.
  - + *You get the best from two cultures*
  - *You don't feel completely at home in either of them*
- Discuss your lists as a class.

## VOCABULARY

### What's in a word?

These exercises will help you to think about how you learn vocabulary.

### Meaning

- 1 These sentences all contain the nonsense word *uggy*. Is *uggy* used as a **verb**, an **adjective**, a **noun**, or an **adverb**?
  - 1 My grandmother's very old and *uggy* now so she can't get out much.
  - 2 She gave me my grandfather's gold watch. I'll *uggy* it forever.
  - 3 The poor people lived crowded together in *uggies* in the old part of the city.
  - 4 They can't afford to buy meat and fish. They live very *uggily* on rice and potatoes.

Can you guess what *uggy* means in the four sentences?

Which real English word goes into each sentence?

• cherish • frail • slums • frugally

### Pronunciation

- 2 Say these words aloud. Underline the word with the different vowel sound.
  - 1 /əʊ/ or /ʌ/ rose goes does toes
  - 2 /i:/ or /eɪ/ meat beat great street
  - 3 /eɪ/ or /e/ paid made played said
  - 4 /ʌ/ or /əʊ/ done phone son won

**T 1.9** Listen and check.

▶▶ **Phonetic symbols p159**

- 3 Say these words aloud. Which syllable is stressed?

**mother** enjoy apartment  
holiday **population**

**T 1.10** Listen and check.

## Word formation

- 4 Complete the word *act* in the sentences using the suffixes from the box.

-ress -ion -ing -ive -ivities

- My grandfather is 84, but he's still very act **ive**.
- My sister's an act \_\_\_\_\_. She's often on TV.
- Act \_\_\_\_\_ is not always a well-paid job.
- This is not a time to do nothing. It is a time for act \_\_\_\_\_.
- We do a lot of act \_\_\_\_\_ in class to learn English.

## Words that go together

- 5 Match a word in A with a line in B.

A	B
cosmopolitan	carelessly
well-paid	city
close-knit	in love
drive	a race
fall	family
win	job

## Keeping vocabulary records

- 6 Discuss how you can keep vocabulary records.
- Do you have a special notebook or do you record your vocabulary electronically?
  - Do you write a sentence with the new word?
  - Do you write the translation? What about pronunciation?



### My notes

**records** /'rekɔ:dz/ *noun*

a written note of something

- I keep vocabulary records.

Translation = apuntes

Remove note

**record** /rɪ'kɔ:d/ *verb*

to write down or keep information electronically

- I record my vocabulary electronically.

Translation = apuntar

Remove note

## EVERYDAY ENGLISH

### Everyday situations

- 1 Work with a partner. Where could you hear the following lines of conversation? Who is talking to who?

- I need to make an appointment. It's quite urgent. I've lost a filling.
- A medium latte and a muffin, please.
- I can't make the meeting. I'm stuck in traffic.
- Can you put in your PIN number and press 'Enter'?
- Sparkling or still? And do you want ice and lemon in it?
- I don't think you've met Greg. He's joining us from our New York office.
- How many bags are you checking in?
- The lift's on your right. Would you like someone to help you with your luggage?
- Please hold. Your call *is* important to us. All our operators are busy at the moment, but one of them will be with you shortly (*music*) ...
- There are still tickets for the 5.45 performance but the 8.45 performance is sold out, I'm afraid.

- 2 Match a line from exercise 1 with a reply.

- Just the one.
- Never mind. We'll start without you and brief you later.
- Hello. Good to meet you. I've heard a lot about you.
- No, thank you. I'll manage.
- That's fine. We'll have two, please, one adult, one child.
- Have here or take away?
- Oh no! I can't remember my number for this card. Oh what is it?
- If I have to listen to that again, I'll go mad!
- Sparkling, please. Ice but no lemon.
- We have a cancellation this afternoon. 2.45 if that's OK?

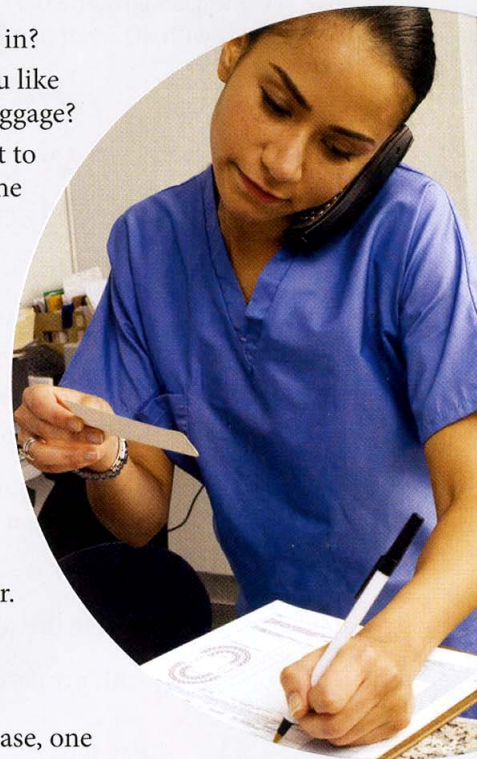
**T 1.11** Listen and check. How does each conversation end?

- 3 Listen again. Pay attention to the stress and intonation. Practise some of the conversations with your partner.

### Roleplay

- 4 Work with a partner. Turn to p147 and act out the situations.

**T 1.12** Listen and compare.





# 2

# The working week

Present tenses • Passive • Free time activities • Making small talk

*Blue Monday, how I hate Blue Monday*

## STARTER

**T 2.1** Listen to a song called *Blue Monday*.

- What is the singer's favourite day of the week?
- What's wrong with the other days?
- Which days are OK?



## MY FAVOURITE DAY OF THE WEEK

Present tenses – states and activities

- 1** Look at the photos.  
What do the people do? What are they doing?  
In pairs, ask and answer questions.

**What does Vicky do?**      *She's a schoolgirl.*  
**What's she doing?**      *She's doing her homework.*

- 2** **T 2.2** Listen to them talking about their favourite day of the week. What is it? Why?  
*Vicky's favourite day of the week is ... because she ...*

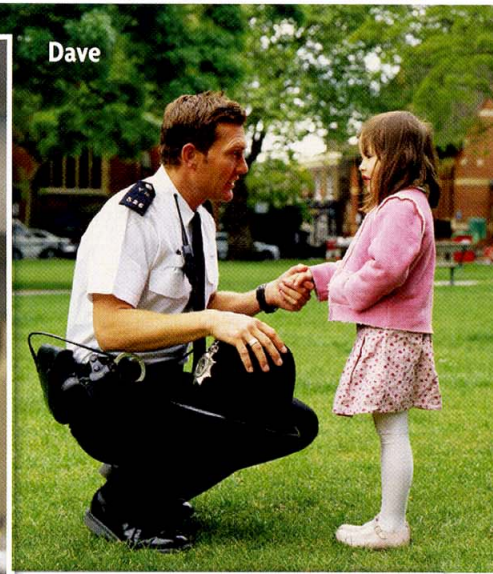
- 3** Listen again and complete the sentences.

- I \_\_\_\_\_ with my parents during term-time.
- I \_\_\_\_\_ day today.
- ... it \_\_\_\_\_ work at all. Time \_\_\_\_\_ by.
- The restaurant \_\_\_\_\_ redecorated at the moment ...
- I \_\_\_\_\_ because it's challenging, but I \_\_\_\_\_ surfing.
- The boards \_\_\_\_\_ in South Africa.
- We rarely \_\_\_\_\_ at the weekend or Christmas Day ...
- Now we're lambing, so we \_\_\_\_\_, either.

What else can you remember about each person?

*Vicky likes being with her friends all the time.*

- 4** Work with a partner. What is your favourite and least favourite day of the week? Why?



## GRAMMAR SPOT

1 What are the tenses in these sentences? Why are they used?

I **have** two lessons on a Monday.

I'm **having** a bad day today.

Find more examples, active and passive, in T2.2 on p119.

2 Which of these verb forms is right? Why is the other wrong?

I **like**

my job.

I **know**

we're very lucky.

I'm **liking**

I'm **knowing**

Some verbs are rarely used in continuous tenses. These are called state verbs. Underline the five state verbs in the box.

love understand work want enjoy cost need learn

3 Adverbs of frequency (*always, never*) answer the question *How often?* Find examples in T2.2 on p119.

▶▶ Grammar Reference 2.1–2.4 p134–5

## PRACTICE

### Questions and answers

1 Read about Dave, the police officer from p14. Which question goes with which paragraph?

How often do you go surfing? What do you think of your job?

What's your background? Do you have a business?

Why do you like surfing? What hours do you work?

What's your favourite day of the week?

**T 2.3** Listen and check.

2 Complete the questions about Dave. Then ask and answer them with a partner.

Has he got any children? Yes, two.

1 Has ... any children?

6 What ... think ... while ... surfing?

2 How often ... them?

7 Where ... next month?

3 Why ... morning shift?

8 ... business doing well?

4 How many hours ...?

9 What ... on Sunday evenings?

5 What ... like about his job?

**T 2.4** Listen and check.

### Talking about you

3 Make sentences about *you* using the prompts in the box.

I visit friends as often as I can.

... as often as I can.

... once a fortnight.

... eight hours a day.

... one evening a week.

... when I'm on holiday.

... twice a year.

... on a Sunday.

I hardly ever ...

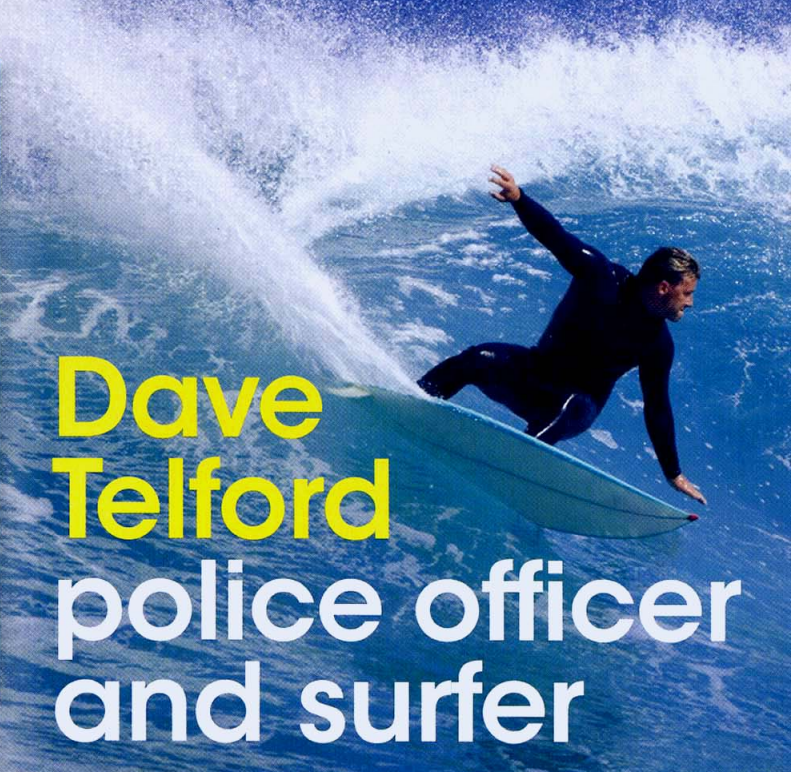
I always ...

... whenever I'm not working.

4 Talk to a partner about you. Tell the class about your partner.

# Dave Telford

## police officer and surfer



1 What's your background?

I'm 46, and I'm divorced. I have two kids, who I see once a fortnight. I live in Devon, in the south-west of England. I'm a police officer. I've been in the police force for over twenty years. I love my job, but my passion is surfing.

2

I work different shifts. The morning shift starts at 5.00, and I can't stand that because I have to get up at 4.30. My favourite shift is 2.00 in the afternoon till midnight because I get home about 12.30. What's good is that I work ten hours a day for four days, then have three days off.

3

My job is extremely busy and very hard. But I like it because it's challenging, and I never know what's going to happen. I like working in a team. We look after each other and work together.

4

My work is very stressful, so I surf to get away from it all. It's just me and the sea, and my mind switches off. I concentrate so hard on what I'm doing that I don't think about anything else.

5

I go surfing whenever I'm not working. Sometimes I'm on the beach before 7.00 in the morning. I go all over the world surfing. Next month I'm going to Costa Rica, and in the autumn I'm going to Thailand.

6

I've got a surf school. I teach all ages, from kids to pensioners. The business is doing well. I'm also opening two shops that sell surfboards. The boards are made in South Africa. They're the best.

7

I like Sundays best of all. I work as a lifeguard all day, then around 6.00 me and my mates barbecue some fish and have a few beers. Fantastic! I've been all round the world, but when I look around me, I think there's nowhere else I'd rather be.