



Tuesday, 9.00pm

Hi Mom, Hi Dad!

Been here two days but seems like FOREVER – it's kind of boring and I'm feeling very homesick – more homesick than last year 'cause at Pine Trees we had more exciting stuff to do. Here we have an activity called 'extreme sun tanning', where you sit outside for two hours and do nothing. We also have an activity called 'sitting around playing cards'. Last year we did stuff like archery and mountain biking. I'm still hanging in there, though. Got to go to sleep now. We're making chocolate chip pancakes for breakfast tomorrow.

Love you lots,

**Max** xxxxxxx

P.S. Could you send me more money? Oh, and my cell phone. ALL the other kids have their cell phones!





## READING AND SPEAKING

### Three plants that changed the world

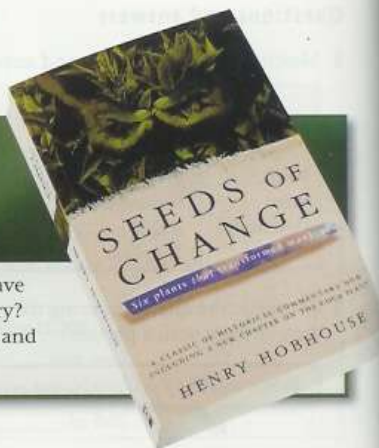
- 1 Read the introduction to a book review. What is the book about?

## Seeds of Change

By Henry Hobhouse

Reviewed by Donald Crisp

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



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



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

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

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

#### Which plant (or plants) ...

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

#### What do you think?

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

# Tobacco

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

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

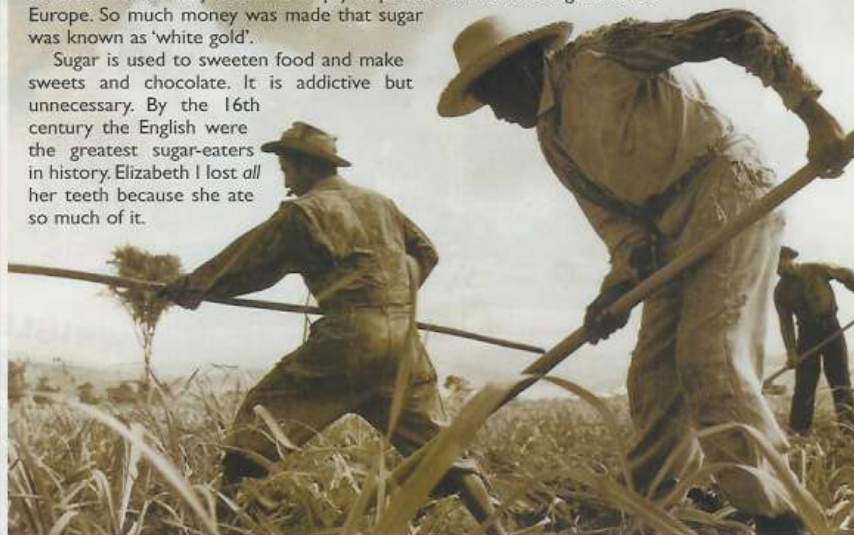
Nowadays cigarette smoking is banned in many places, especially in the USA. But until 1820 tobacco was America's main export, and still today their tobacco industry makes over \$4.2 billion a year.



# Sugar

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

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



# Cotton

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

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

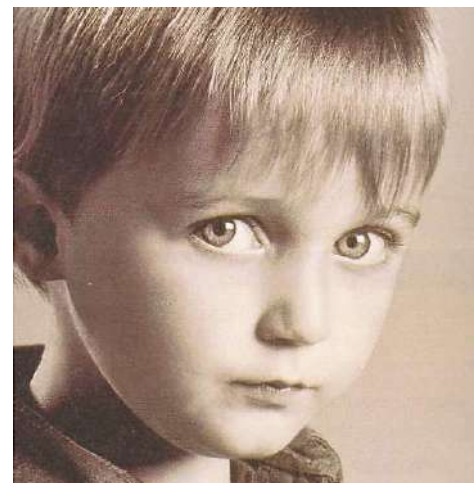




## The burglars' friend

His parents were fast asleep in bed

IT was 3 o'clock in the morning when four-years old Russell Brown woke up to go to the toilet. His parents were fast asleep in bed. But when he heard a noise in the living room and saw a light was on, he went downstairs. There he found two men. They asked him his name, and told him they were friends of the family. Unfortunately, Russell believed them. They asked him where the video recorder was. Russell showed them, and said they had a stereo and CD player, too. The two men carried these to the kitchen. Russell also told them that his mother kept her purse in a drawer in the kitchen, so they took that. Russell even gave them his pocket money - 50p. They finally left at 4 a.m. They said, 'Will you open the back door while we take these things to the car, because we don't want to wake Mummy and Daddy, do we?' So Russell hold the door open for them. He then went back to bed. His parents didn't know about the burglary until they got up the next day. His father said, 'I couldn't be angry with Russell because he thought he was doing the right thing.' Fortunately, the police caught the two burglars last week.



Russell Brown

| The burglars' friend( Vocabulary) |               |            |         |        |
|-----------------------------------|---------------|------------|---------|--------|
| Fortunately                       | Unfortunately | Downstairs | Purse   | Drawer |
| Pocket Money                      | Living Room   | Burglars   | Parents |        |

# People

## The Great Communicators

We can communicate with other people in many different ways. We can talk and write, and we can send messages with our hands and faces. There is also the phone (including the mobile!), the fax, and e-mail. Television, film, painting, and photography can also communicate ideas.

Animals have ways of exchanging information, too. Bees dance and tell other bees where to find food. Elephants make sounds that humans can't hear. Whales sing songs. Monkeys use their faces to show anger and love. But this is nothing compared to what people can do. We have language - about 6000 languages, in fact. We can write poetry, tell jokes, make promises, explain, persuade, tell the truth, or tell lies. and we have a sense of past and future, not just present.

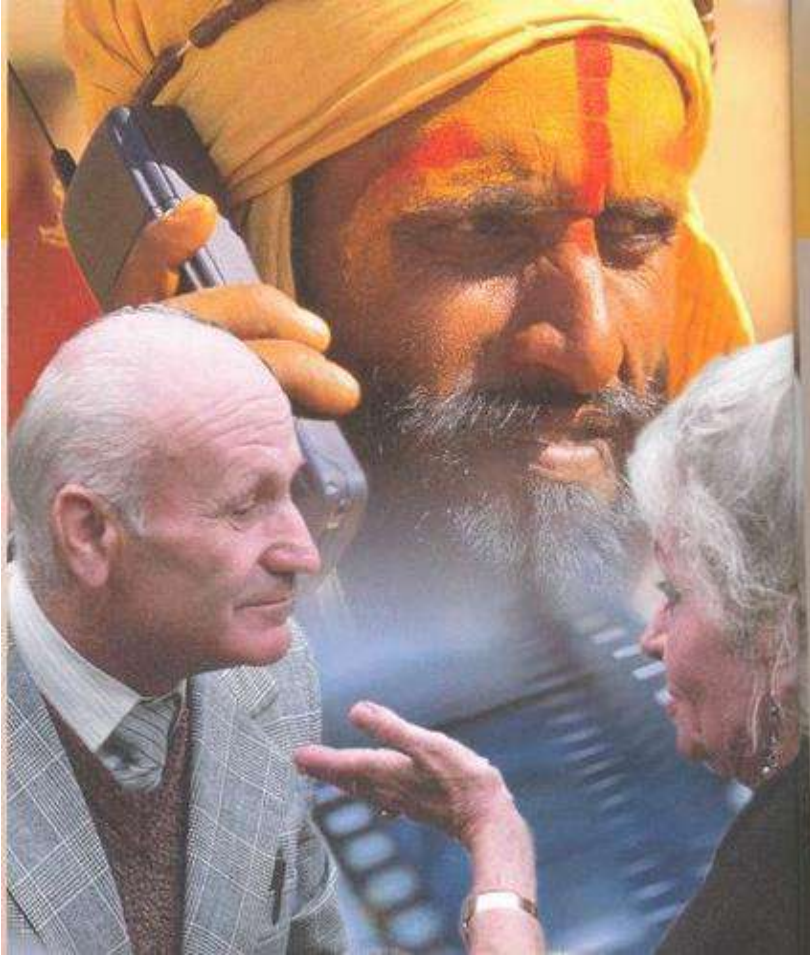
Communication technologies were very important in the development of all the great ancient societies:

- Around 2900 BC, paper and hieroglyphics transformed Egyptian life.
- The ancient Greeks loved the spoken word. They were very good at public speaking, drama, and philosophy.
- The Romans developed a unique system of government that depended on the Roman alphabet.
- In the 14th century, the printing press helped develop new ways of thinking across Europe



Radio, film, and television have had a huge influence on society in the last hundred years. and now we have the Internet, which is infinite. But what is this doing to us?

We can give and get a lot of information very quickly. But there is so much information that it is difficult to know what is important and what isn't. Modern media is changing our world every minute of every day.



| (Vocabulary)  |                |                |
|---------------|----------------|----------------|
| Society       | Transformed    | Spoken Word    |
| Modern Media  | Information    | Promises       |
| Unique System | Persuade       | Explain        |
| Important     | Roman Alphabet | Huge Influence |

## The Life Cycle of a Plant

The life cycle of a typical annual plant can be divided into several stages. "The first stage is germination. "Seeds remain dormant, or in a resting state, if they are kept cool and dry. "When the amount of moisture and the temperature level are right, the seeds germinate and start growing.

"Certain conditions are necessary for this to happen. "An essential condition is that the seeds must be alive. Sometimes seeds are dried at a temperature which is too high. "This has two effects: the water content in the seeds is reduced too much, and certain essential proteins are destroyed. "As a result, the seeds die.

Other conditions for germination concern the amount of moisture in the soil. If dry seeds are planted in a dry soil, they will not germinate until it rains. On the other hand, if there is too much water in the soil, the seeds will not germinate either. This is because wet soils remain cold for a longer period of time than drier, well-drained soils. If the soil is too cold germination will not occur. An additional reason for seeds not germinating is that badly drained soils may lack sufficient oxygen. Dormant seeds require very little oxygen in order to stay alive, but when they start to germinate they require more.

In the first stage of germination the primary root, or radicle, emerges. Then the stem pushes its way upward until it appears above the surface of the soil. At the same time the root system grows downward, and begins to spread through the soil. In the early stages of development the seedling depends entirely on the food store in the seed but as soon as the first leaves are produced, it is able to manufacture food for itself. The seedling begins photosynthesis

Next, the plant enters the stage of rapid growth. In this stage of the life cycle, the plant begins to grow to its full size. When it is mature enough, it flowers, and when this happens pollination and fertilization are ready to take place. In the process of pollination the pollen is carried by wind or insects from the stamens to the stigma of the carpel. It germinates on the stigma and grows down the style into the ovary, where fertilization takes place.



# Vocabulary

| The Life Cycle of a Plant |  |                |  |
|---------------------------|--|----------------|--|
| Typical                   |  | Annual         |  |
| photosynthesis            |  | Drained        |  |
| Germination               |  | Radicle        |  |
| Dormant                   |  | Emerges        |  |
| Resting State             |  | Upward         |  |
| Reduced                   |  | Downward       |  |
| Period                    |  | Spread         |  |
| Essential                 |  | Early Stages   |  |
| Certain Conditions        |  | Several Stages |  |
| Mature                    |  | Rapid Growth   |  |
| Fertilization             |  | Pollination    |  |
| Seedling                  |  | Concern        |  |

## **The Parts of a Plant and their Functions**

A plant is a living organism. It is made up of different parts, each of which has a particular purpose, or specialized function. If one part of the plant is not functioning properly the whole plant will suffer. "But we may cut flowers off the plant or prune the roots. "Such damage is only temporary and so the plant will continue to grow.

The basic parts of a plant are the root system, which is below the ground. and the shoot system above. The root of a plant has two main functions. "It takes in, or absorbs, water and minerals from the soil through the root hairs, which are single cells near the tip of each root. The other main function of the root is to hold, or anchor, the plant firmly in position in the soil.

Plants such as sugar beet and carrots are able to store food in their roots. In this way they can keep growing for more than one season. In addition, plants such as clover and lucerne, known as 'legumes', have special bacteria which live on the roots. These simple forms of life take nitrogen out of the air which is in the soil. Such leguminous plants are usually ploughed under the soil. By doing this the soil is made more fertile.

The shoot system above the ground consists of the stem, the leaves, flowers and fruit. One of the functions of the stem is to support the plant. Another important function is to enable water and minerals to pass up from the roots to the leaves and flowers. Organic materials such as sugar travel down the stem to the roots. The leaves grow out of the side of the stem. Their main job is to make food for the plant by the process known as photosynthesis. For this process sunlight is necessary. Water from the soil and carbon dioxide from the air are converted into sugars and other carbohydrates. During the process oxygen is formed and released into the air.

The flower contains the reproductive organs of the plant. The stamens produce the male sex cells, or spermatia, which are carried in the pollen grains. The carpel produces the female sex cells, or ovules. The fruit, the ripened ovary of the flower, encloses the seeds and protects them while they are developing. The seed itself consists of an embryo and foodstore. The embryo is

the part which will develop into another plant and the foodstore is necessary to provide nourishment for the young plant while it is growing.

## Vocabulary

| The Parts of a Plant and their Functions |                 |          |         |             |                   |                 |                     |
|--|-----------------|----------|---------|-------------|-------------------|-----------------|---------------------|
| Suffer                                   | Living Organism | Function | Prune   | Root System | Shoot System      | Hold, Or Anchor | Lucerne             |
| Legumes                                  | Leguminous      | Ploughed | Fertile | Minerals    | Organic Materials | Photosynthesis  | Reproductive Organs |
| Spermatia                                | Pollen Grains   | Carpel   | Ovary   | Embryo      | Foodstore         | Nourishment     | Develop             |



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| Legumes                                  | Leguminous      | Ploughed | Fertile | Minerals    | Organic Materials | Photosynthesis  | Reproductive Organs |
| Spermatia                                | Pollen Grains   | Carpel   | Ovary   | Embryo      | Foodstore         | Nourishment     | Develop             |

**Coca-Cola is enjoyed all over the world.**

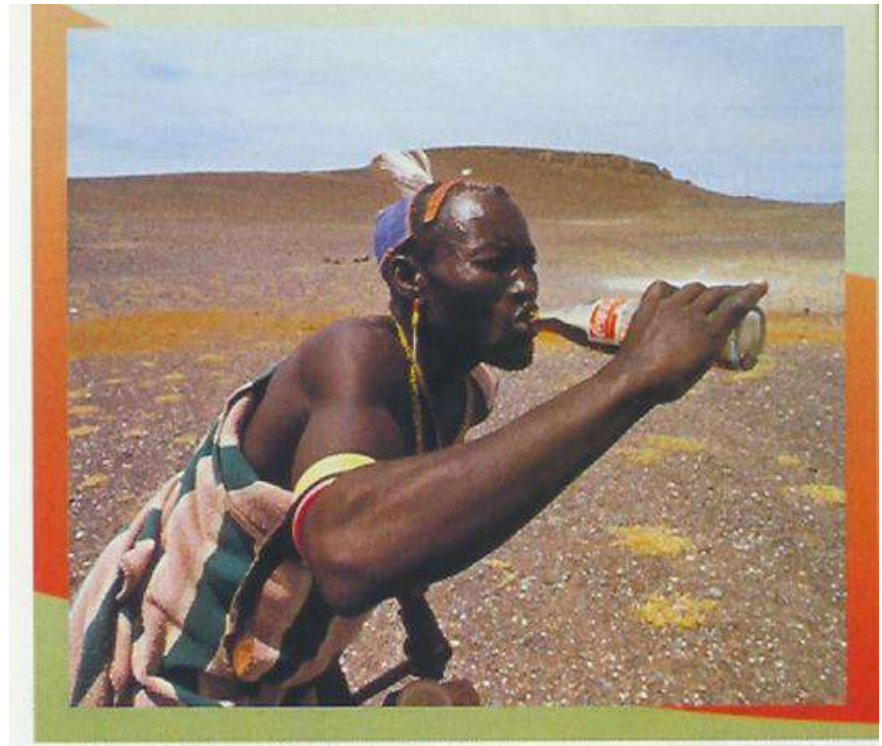
1.6 billion gallons are sold every year, in over one hundred and sixty countries. The drink was invented by Dr John Pemberton in Atlanta as a health drink on 8 May 1886, but it was given the name Coca-Cola by his partner, Frank Robinson, because it was originally made from the coca (cocaine) plant. In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

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

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



Dr John Pemberton





## Vocabulary

| <b>Things go better with Coca-Cola</b> |         |            |           |         |
|--|---------|------------|-----------|---------|
| Advertisements                         | Recipe  | Secret     | Invented  | Factory |
| Drunk                                  | Certain | Originally | Condition | Drink   |

## A Walk with Death. Don't Look down

*Paul Lay dances with death in the mountains of southern Spain.*

I have always enjoyed walking. When I was a boy, I used to go walking at weekends with my father. We went camping and climbing together.

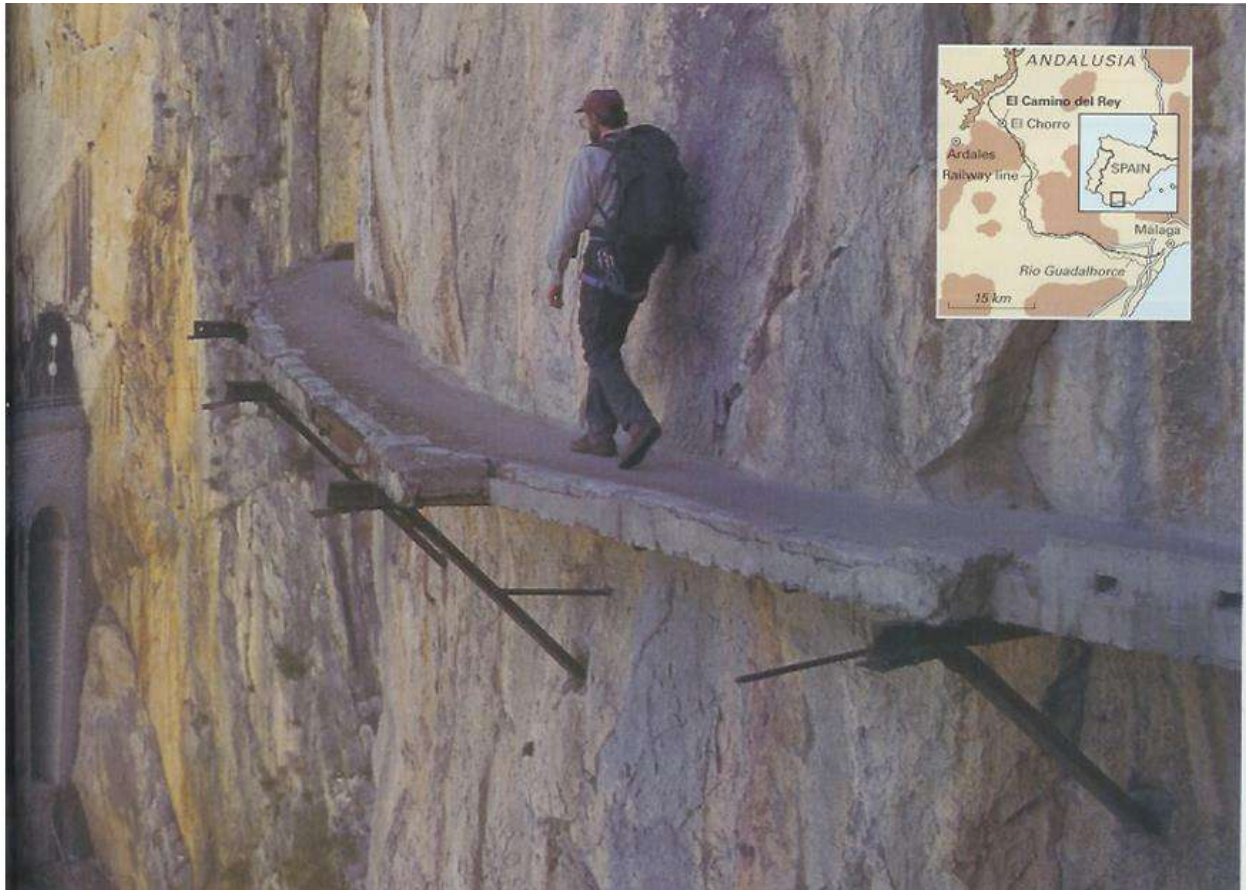
I try to visit a new place every day. Last year I decided to walk a path in Spain called El Camino del Rey, which means the King's Way. It is one of the highest and the most dangerous footpaths in Europe. It used to be very safe, but now it is falling down.

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

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

I began to feel very frightened. It was impossible to look down or look up. I was concentrating so hard that my body started aching there was no thrill of danger, no enjoyment of the view. I thought I was going to die.

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



| Vocabulary |         |           |            |               |
|------------|---------|-----------|------------|---------------|
| Mountains  | Excited | Handrail  | Frightened | Concentrating |
| Aching     | Shaking | Exhausted | Condition  |               |



## AGRICULTURAL LAND USE

Agriculture is an important activity. It includes growing crops and rearing animals. Agriculture produces a wide range of products for manufacturing industries as well as food. Unlike, manufacturing and services, agriculture relies heavily on the pollution of the environment, especially the climate and life cycles of plants and animals. Both are largely outside the control of the farmers. Agriculture also uses a large proportion of the earth's surface (about 37% of the land area) and provides more employment worldwide than any other economic activity.

### **Factors involved in land use.**

How people use their agricultural activity varies greatly. Physical, economic, and human factors all exert an influence on agriculture, although the importance of each varies from place to place. These factors are also interrelated.

On a global scale, the distribution of agriculture is mostly influenced by climate. Large parts of the planet are unsuitable for farming because they are too cold or too dry. All crops have minimum requirements for heat. Growth usually begins when the daily air temperature rises above 6 C°. Moreover, temperatures have to be above this critical level for at least 120 days. As you go nearer to the poles, temperatures fall and the growing season shortens, until cultivation is impossible. This is the main reason why cultivation rarely extends beyond latitude 60 in the northern hemisphere. Crops have minimum moisture requirements. The world's hot deserts such as Arabian and Australian deserts are too dry for cultivation unless water is available for

irrigation. High mountains such as the Himalayas and Andes support few farming activities. As well as severe climates, they also have steep slopes and thin soils.

In the more developed countries of the world, where scientific knowledge is applied to farming, economic and human factors tend to play a particularly important role. Physical problems can, to some extent, be overcome. In Holland, for example, a lot of the present farming has been reclaimed from beneath the sea. In Australia, water from the Snowy River has been diverted to irrigate land in southeastern Australia, making it possible to increase crop fields there. In Canada and the USA scientific plant rearing has made it possible to increase cultivation of wheat in areas that were previously thought to have been dry or too cold.

### Vocabulary

|              |  |              |  |
|--------------|--|--------------|--|
| Pollution    |  | Interrelated |  |
| Surface      |  | Latitude     |  |
| Heat         |  | Hemisphere   |  |
| Moisture     |  | Irrigation   |  |
| Unsuitable   |  | Thin Soils   |  |
| Cultivation  |  | Wheat        |  |
| Steep        |  | Extent       |  |
| Rearing      |  | Distribution |  |
| Employment   |  | Critical     |  |
| Requirements |  | Slopes       |  |

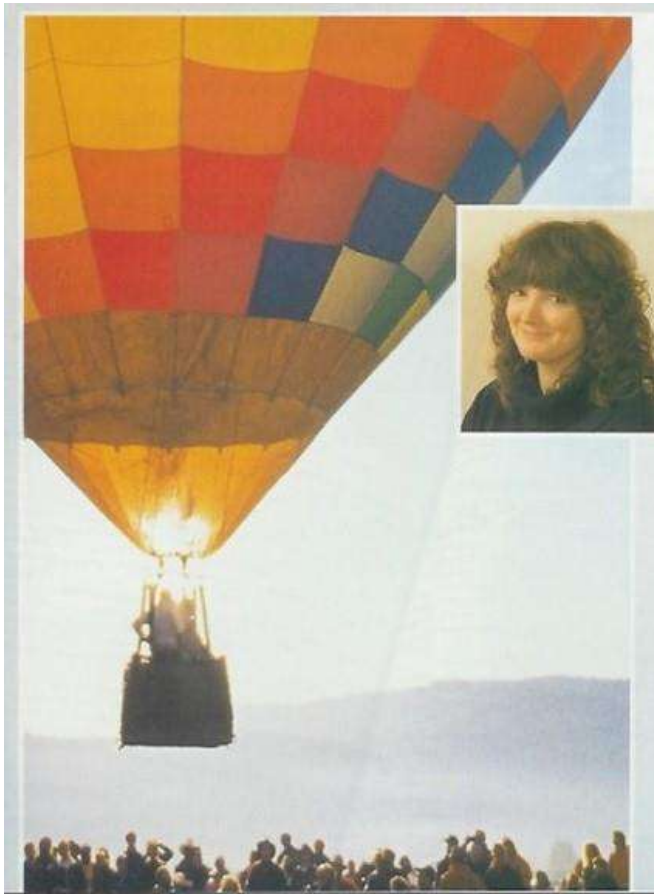
## Flying for a living

Cathy has made a career out of her passion

Cathy Moorhead has only ever had one job. She has a balloon, going where the wind takes her, listening to the birds, and watching deer and small animals below her.

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

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



| Flying for a living ( Vocabulary) |          |            |                |         |
|-----------------------------------|----------|------------|----------------|---------|
| Career                            | Passion  | Wind       | Professionally | Sunset  |
| Mystery Tours                     | Windy    | Visibility | Passengers     | Raining |
| Countryside                       | Routines | Heaven     |                |         |



## READING AND SPEAKING

### Into the wild

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

What do you want to know about Chris?

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

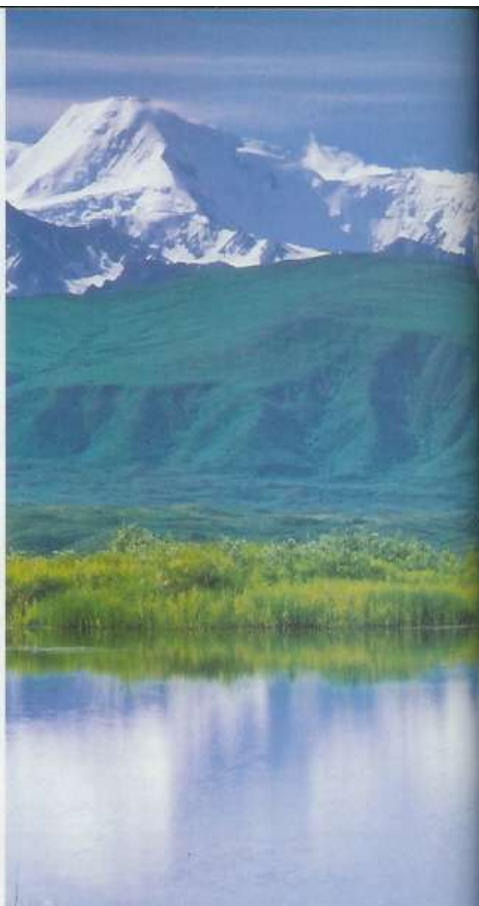
Chris got the train to Alaska, and arrived in May, 1992. He lived in a bus, and there was a bed and a bath in it. He was very happy. There was lots to eat – small animals, and fruit and vegetables, which he grew himself.

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

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

### What do you think?

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



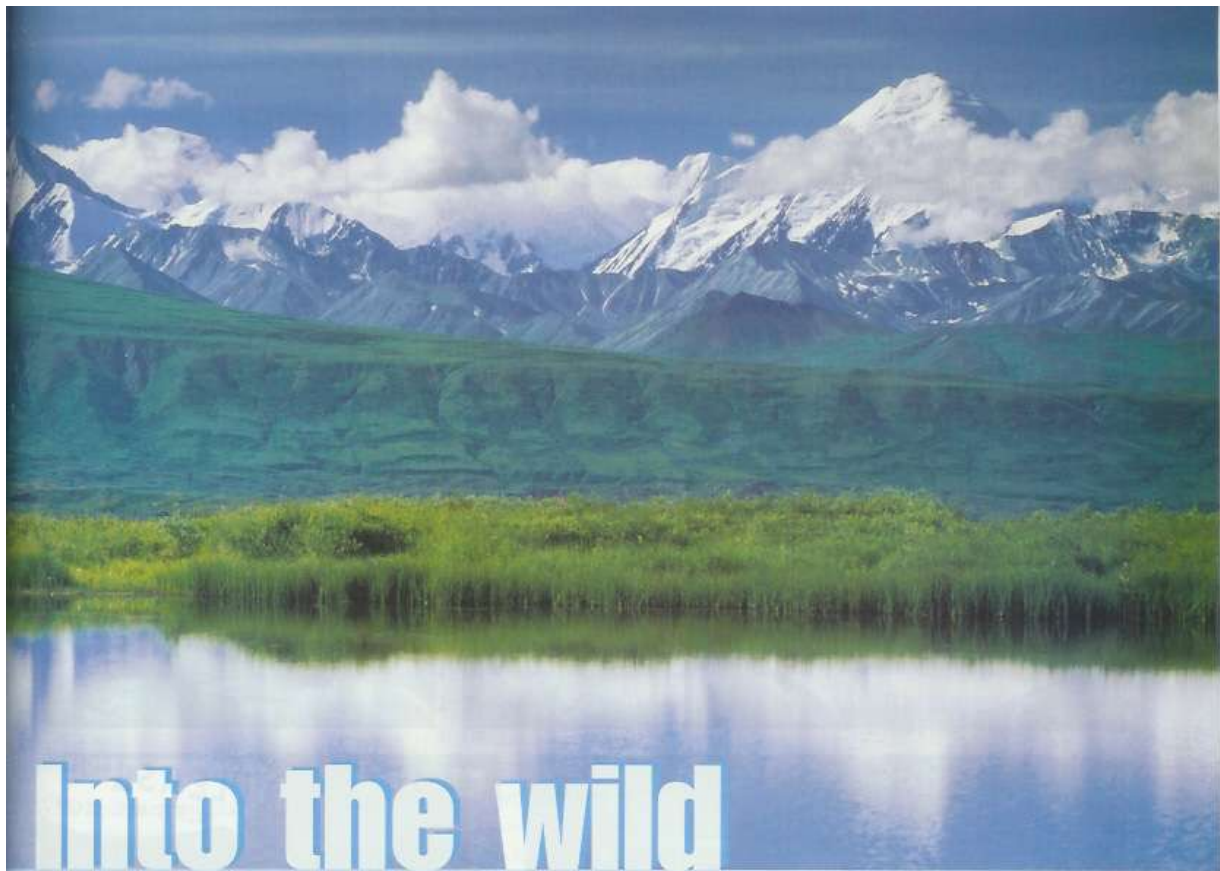
**In April 1992, Chris McCandless, a young man from a wealthy American family, hitchhiked to Alaska. Four months later, his dead body was found by a group of hunters. Jon Krakauer investigated the story.**

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

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

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

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



# Into the wild

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

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

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

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

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

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

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

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



Pre-Intermediate

Student's Book

# New Headway

## English Course

John and Liz Soars

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

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

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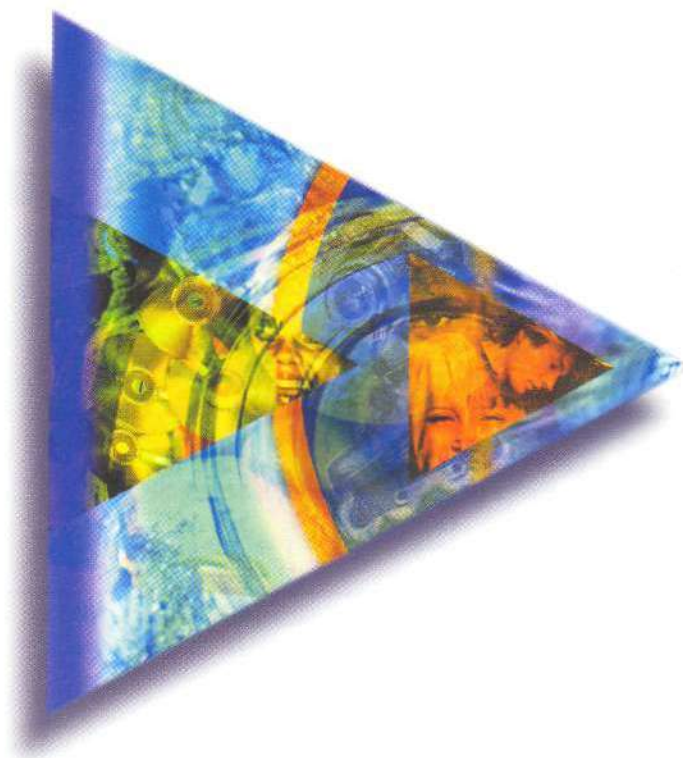
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