

OXFORD

5th edition

# Headway

**Advanced** Student's Book e-book



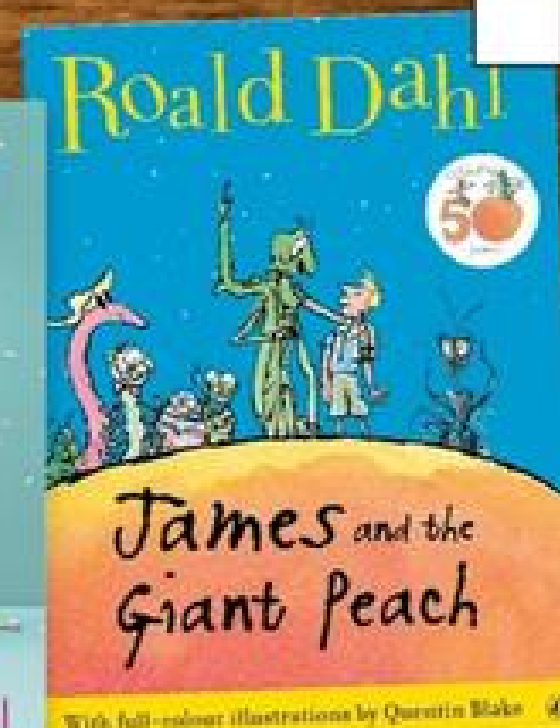
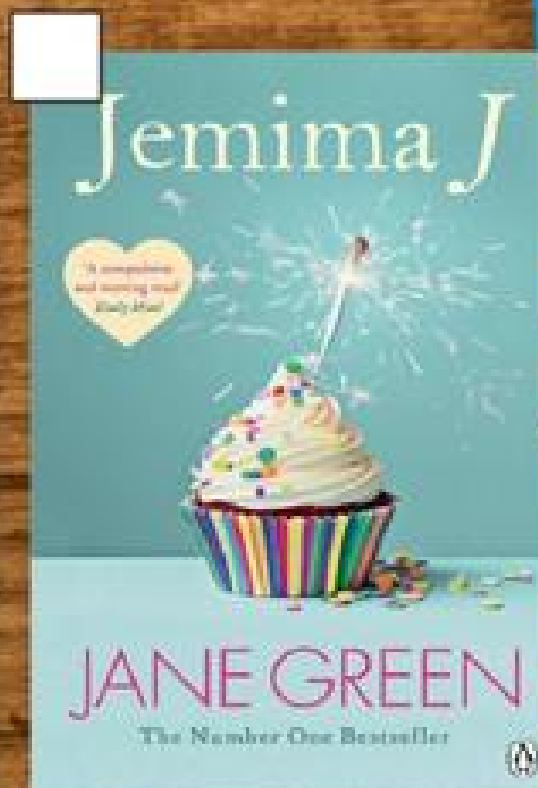
Liz & John Soars • Paul Hancock

# In so many words 2

- **Language focus** Adverbs and adjectives
- **Vocabulary** Dictionary entries with *word*
- **Reading** *Pygmalion* Act II; *Jemima J*
- **Listening** *Pygmalion* Acts II and III
- **Speaking** Creating a horror story
- **Writing** Narrative genres

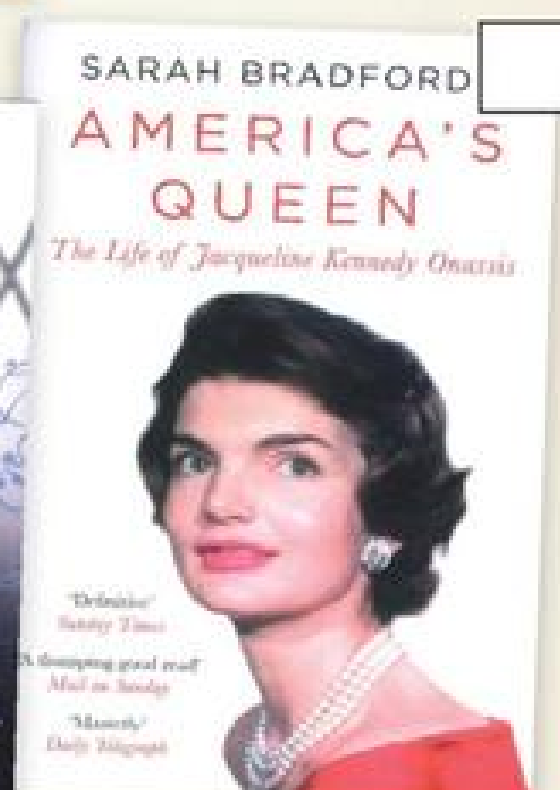
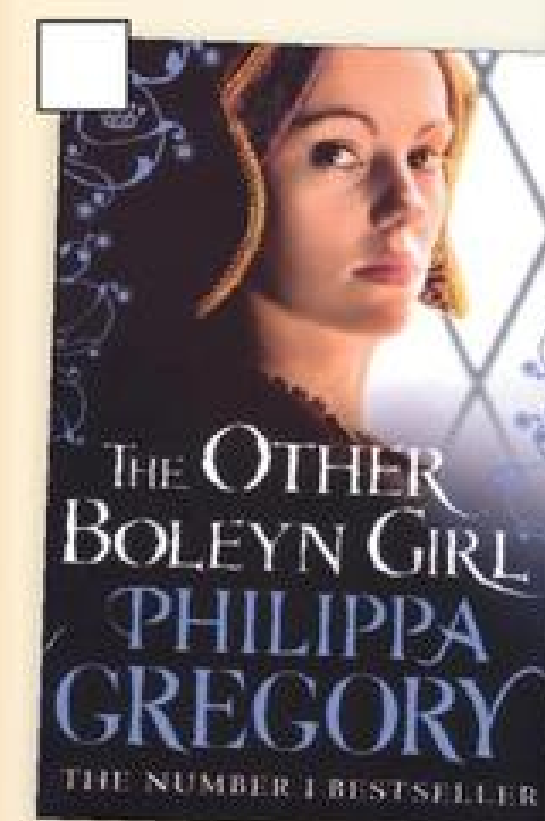
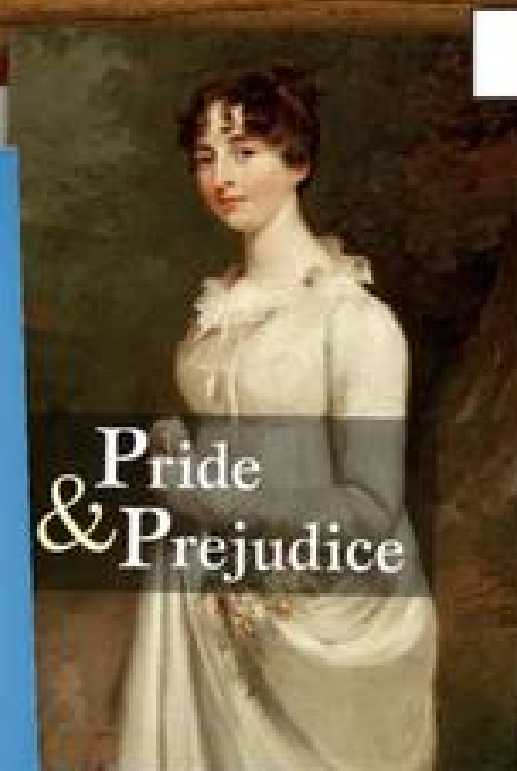
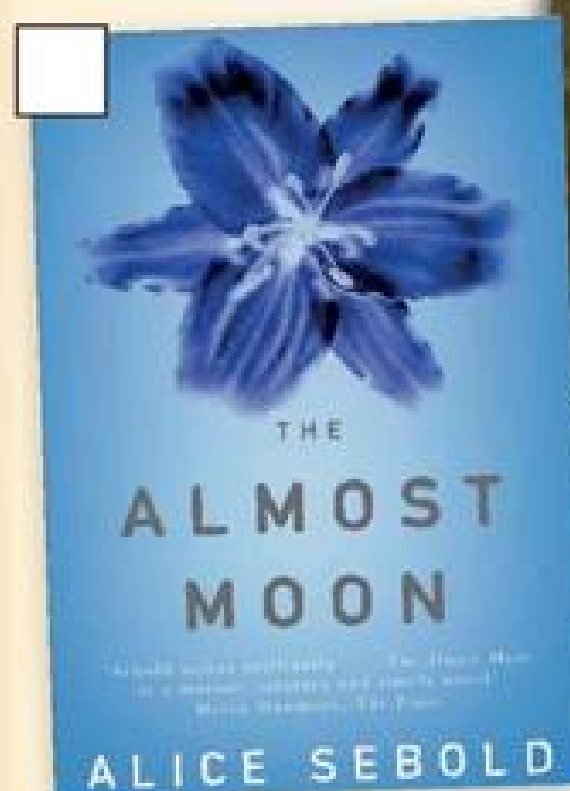
## STARTER

- 1 What have you read recently? What is your favourite type of book?
  - 2 Read the opening lines of six books. Match them to their literary genres and their covers. What helped you identify them?
- |                   |                    |                          |
|-------------------|--------------------|--------------------------|
| a children's book | a modern romance*  | a psychological thriller |
| a biography       | a historical novel | a classic romantic novel |
- \*Also known as 'chick lit' = literature for 'chicks'/modern young women.
- 3 Choose two of the extracts. What could the next line be?
  - 4 Which, if any, of these books would you like to continue reading? Why?



## Opening lines

- 1 She was born with a sense of theatre, of carefully choreographed exits and entrances, an eagerly awaited baby, who arrived an improbable six weeks late in Southampton Hospital, Long Island, on 28 July 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 It is a truth universally acknowledged that a single man in possession of a good fortune must be in want of a wife.
- 4 When all is said and done, killing my mother came easily. Dementia, as it descends, has a way of revealing the core of the person affected by it. My mother's core was rotten like the brackish water at the bottom of a weeks-old vase of flowers.
- 5 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.
- 6 God, 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?

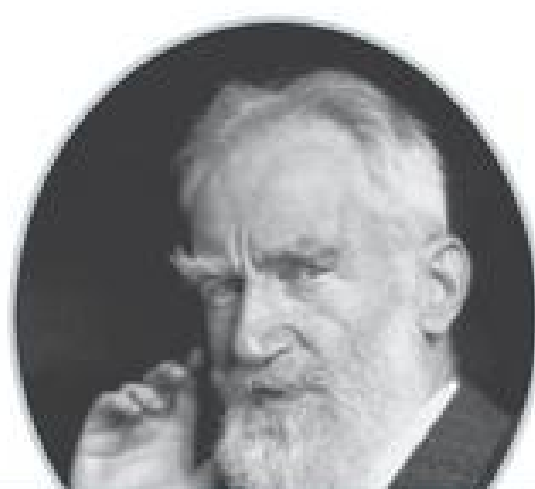




## Reading and listening

### Pygmalion

- 1 2.1 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 for Literature in 1935. Shaw's instincts were to refuse this honour, but his editor persuaded him to accept it as a tribute to his publisher. He also won a Hollywood Oscar in 1939 for the film 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, aged 94, after falling down 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 2.2 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 favour?
- How has she worked out how much to pay him?
- 'I shall make a duchess of this draggetailed guttersnipe.' What is Higgins planning to do?
- Which of these adjectives do you think describe Professor Higgins? Which Eliza? Which both/neither?

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

- 4 2.3 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?

**Picke ring** 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



**Eliza** 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?

**Eliza** 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 favour – and he treats me as if I was dirt.

**Higgins** What's your name?

**Eliza** Eliza Doolittle.

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

**Eliza** 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.

**Eliza** Ah-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.

**Eliza** Ah-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 practised 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 2.4 Listen to a scene from Act III. Answer the questions.

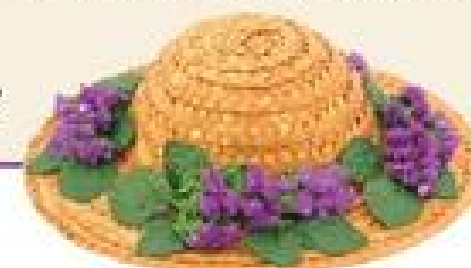
- 1 Who is impressed with Eliza?
- 2 What are her topics of conversation?
- 3 Why does her final comment shock everyone?

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 ladling 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 hat-pin, let alone a hat.

Here! What are you sniggering at?



### What do you think?

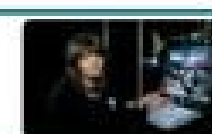
- In Greek mythology, Pygmalion was a king who fell in love with a statue he had sculpted and brought to life with his prayers. Explain the connection with Shaw's play.
- How does the play end? Turn to p172 and see if you were right.

### Vocabulary – Phrasal verbs

Which phrasal verbs are used in these lines in the play?

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

Watch a video about the backstage team in a theatre.





# Language focus Adverbs and adjectives

## Adverb collocations

Adverbs often go with certain verbs and adjectives. Look at these examples.

| verb + adverb         | adverb + adjective |
|-----------------------|--------------------|
| spea <u>k</u> clearly | highly successful  |
| move slowly           | horribly dirty     |
| protest vehemently    | awfully funny      |

Grammar Reference 2.1–2.4 p149

1 Complete the gaps with an adverb in the box.

severely sorely blindingly eagerly bitterly desperately  
highly virtually distinctly shabbily perfectly fatally

- Poor Eliza was \_\_\_\_\_ **dressed** in a tatty old coat and hat.
- The return of the actor Daniel Craig to the London stage is \_\_\_\_\_ **awaited**.
- She was \_\_\_\_\_ **disappointed** when she didn't get the part.
- I work with a \_\_\_\_\_ **-motivated** sales team. We all work hard.
- It's \_\_\_\_\_ **impossible** to get seats for the match with Chelsea.
- I \_\_\_\_\_ **need** a holiday. I haven't had a break for three years.
- Bad weather has \_\_\_\_\_ **affected** the roads this weekend. Driving conditions are treacherous.
- Don't you get it? It's \_\_\_\_\_ **obvious** that he's in love with you.
- I hate this cold climate. I'm \_\_\_\_\_ **tempted** to emigrate.
- I \_\_\_\_\_ **remember** telling you not to phone me after ten o'clock.
- Two people survived the crash with serious injuries, but unfortunately one man was \_\_\_\_\_ **injured**.
- I've made my views on the subject of politicians \_\_\_\_\_ **clear**. I don't trust any of them.

2.5 Listen and check.

2 Match the verbs and adverbs, then make sentences using the collocations.

She screamed hysterically when she saw the spider.

| VERBS           | ADVERBS             |
|-----------------|---------------------|
| scream          | passionately        |
| care            | <b>hysterically</b> |
| work            | profusely           |
| break something | conscientiously     |
| gaze            | longingly           |
| apologize       | deliberately        |



## Adverbs with two forms

Some adverbs have two forms, one with and one without -ly.

|                    |                              |
|--------------------|------------------------------|
| aiming <b>high</b> | <b>highly</b> successful     |
| doing <b>fine</b>  | <b>finely</b> chopped onions |

Grammar Reference 2.5 p150

3 Complete the gaps with the correct form of the adverb.

- hard hardly**  
We all worked extremely \_\_\_\_\_.  
Some countries can \_\_\_\_\_ feed their own people.
- easy easily**  
Chelsea won the match \_\_\_\_\_.  
Relax! Take it \_\_\_\_\_!
- late lately**  
I hate it when people arrive \_\_\_\_\_.  
What have you been doing \_\_\_\_\_?
- sure surely**  
'Can you lend me some money?' '\_\_\_\_\_'.  
\_\_\_\_\_ you can see that your plan just wouldn't work?
- wrong wrongly**  
He was \_\_\_\_\_ accused of being a spy.  
At first everything was great, but then it all went \_\_\_\_\_.
- most mostly**  
What do you like \_\_\_\_\_ about him?  
She worked wherever she could, \_\_\_\_\_ as a waitress.
- wide widely**  
She has travelled \_\_\_\_\_ in Europe and the Far East.  
When I got to their house, the door was \_\_\_\_\_ open.

Adjective order

4 When several adjectives go before a noun, there is usually a more natural-sounding order. Work with a partner. Write the adjectives in these sentences into the chart.

- 1 He was an arrogant, middle-aged English professor.
- 2 He lived in an imposing, four-storey, Victorian, terraced house.
- 3 He wore a beautiful, antique, Swiss, gold watch.
- 4 It was a huge, white, L-shaped living room.

| Subjective evaluation | Size | Age | Colour | Shape | Origin | Material | Compound | Noun      |
|-----------------------|------|-----|--------|-------|--------|----------|----------|-----------|
|                       |      |     |        |       |        |          |          | professor |
|                       |      |     |        |       |        |          |          | house     |
|                       |      |     |        |       |        |          |          | watch     |
|                       |      |     |        |       |        |          |          | room      |

5 Put the adjectives in brackets into a natural-sounding order.

- 1 I had some bread for breakfast. (brown, wholemeal, delicious)
- 2 Thieves stole a painting. (Impressionist, priceless, 19th-century)
- 3 She was wearing some jeans. (white, cropped, divine, designer)
- 4 I like my Mini. (second-hand, old, little)
- 5 We went on a walk. (coastal, six-mile, exhausting)
- 6 He smokes cigars. (fat, Havana, revolting, smelly)
- 7 She's written a novel. (new, great, historical)
- 8 They've just bought a TV. (HD, massive, amazing)

2.6 Listen and compare. What are the contexts for the short conversations?

'Chick lit'

- 6 Read the opening of a modern romantic novel. Which adverbs or adjectives in **bold** are possible?
- 7 2.7 Listen and compare. What is it about this extract that signifies it is 'chick lit'? What is your opinion of this type of book?



Jemima J  
BY JANE GREEN

God, 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 in front of me, but I'm allowed to dream, aren't I?

Half an hour to go of my lunch break. I finish my sandwich and look <sup>1</sup>**cautiously/furtively/privately** around the office to see whether anyone is looking. It's okay, the coast is <sup>2</sup>**clear/fair**, so I can pull open my top drawer and sneak out the slab of chocolate.

Another day in my <sup>3</sup>**humdrum/docile/dreary** life, but it shouldn't be <sup>4</sup>**humdrum/docile/dreary**. I'm a journalist, for God's sake. Surely that's a(n) <sup>5</sup>**stunning/glamorous/exciting** existence. I love the English language, playing with words, but <sup>6</sup>**alas/miserably/sadly** my talents are wasted here at the *Kilburn Herald*. I hate this job. When I meet new people and they ask what I do for a living, I hold my head up <sup>7</sup>**tall/high/highly** and say, 'I'm a journalist'. I then try to change the subject, for the <sup>8</sup>**inevitable/necessary** question after that is, 'Who do you work for?' I hang my head <sup>9</sup>**lowly/low**, mumble 'the *Kilburn Herald*',

and confess that I do the *Top Tips* column. Every week I'm flooded with mail from sad and <sup>10</sup>**alone/lonely/derelict** people in Kilburn with nothing better to do than write in with questions like, 'What's the best way to bleach a white marbled lino floor?' and 'I have a pair of silver candlesticks. The silver is now <sup>11</sup>**tarnished/faded**, any suggestions?' And every week I sit for hours on the phone, ringing lino manufacturers, silver-makers, and ask them for the answers. This is my form of journalism.





Ben Williams is the deputy news editor. <sup>12</sup>**Tall/High** and handsome, he is also the office Lothario. Ben Williams is <sup>13</sup>**secretly/slyly** fancied by every woman at the Kilburn Herald, not to mention the woman in the sandwich bar who follows his stride <sup>14</sup>**thoughtfully/longingly** as he walks past every lunchtime. Ben Williams is gorgeous. His <sup>15</sup>**fair/light** brown hair is <sup>16</sup>**carelessly/casually/awkwardly** hanging over his left eye, his eyebrows <sup>17</sup>**perfectly/utterly** arched, his dimples, when he smiles, in <sup>18</sup>**exactly/accurately** the right place. He is the perfect combination of handsome hunk and <sup>19</sup>**vulnerable/weedy/helpless** little boy.



# Vocabulary and dictionaries

## Just say the word!


Read the dictionary entry giving information about the word *word*. Answer the questions about it with a partner.

**word**  /wɜːd/ (BrE) wɜːrd/ (AmE) **noun**

- **UNIT OF LANGUAGE** 1  [C] a single unit of language which means sth and can be spoken or written: *Do not write more than 200 words.* ◇ *Words fail me* (= I cannot express how I feel).  SEE ALSO BUZZWORD, FOUR-LETTER WORD, HOUSEHOLD WORD, SWEAR WORD
- **STH YOU SAY** 2  [C] a thing that you say; a remark or statement: *Could I have a quick word with you?* ◇ *She left without a word* (= without saying anything). ◇ *Not a word to* (= don't tell) *Peter about any of this.*
- **PROMISE** 3  [sing.] a promise: *I give you my word that this won't happen again.* ◇ *to keep your word* (= do what you promised) ◇ *I can't prove it—you'll have to take my word for it* (= believe me).
- **A PIECE OF INFORMATION/NEWS** 4 [sing.] ◇ *She sent word that she would be late.* ◇ *Word has it that she's leaving.* ◇ *He likes to spread the word about the importance of healthy eating.*

**IDM** **by word of mouth** because people tell each other and not because they read about it: *The news spread by word of mouth.* **(right) from the word 'go'** (informal) from the very beginning **(not) get a word in 'edgewise'** (BrE) (NAme **(not) get a word in 'edgewise'**) (not) to be able to say anything because sb else is speaking too much: *When Mary starts talking, no one else can get a word in edgewise.* **in 'other words'**  used to introduce an explanation of sth: *They asked him to leave—in other words he was fired.* **the last/final word (on sth)** the last comment or decision about sth: *He always has to have the last word in any argument.* **not have a good word to 'say for sb/sth'** (informal) to never say anything good about sb/sth: *Nobody had a good word to say about him.* **put in a (good) 'word for sb'** to praise sb to sb else in order to help them get a job, etc. **say/give the 'word'** to give an order; to make a request: *Just say the word, and I'll go.* **too funny, silly, ridiculous, etc. for 'words'** extremely funny, silly, ridiculous, etc. **word for 'word'**  in exactly the same words or (when translated) exactly equivalent words: *She repeated their conversation word for word to me.* ◇ *a word-for-word translation*

Oxford Advanced Learner's Dictionary, 9th edition

- 1 What do (BrE) and (NAme) mean? Read aloud: /wɜːd/ and /wɜːrd/.
- 2 What do the expressions in 1 after ' SEE ALSO ...' mean? How can you find out?
- 3 Which is more casual and informal?  
Can I talk to you?      Can I have a word with you?
- 4 Why do 3 and 4 have '[sing.]' after them? What does it mean?
- 5 Which use of the word *word*, 1, 2, 3 or 4, are these sentences?  
a We only have **his word** that he didn't do it.  
b What's the Spanish **word** for 'table'?  
c He's a man of **few words**.  
d If **word gets out** about the affair, he'll have to resign.
- 6 What does '**IDM**' mean? Reword the sentences below with an expression from the dictionary.  
a I knew I loved him **from the very beginning**.  
b I think the best way for a book to become successful is **when people tell each other about it**.  
c Your ideas are always **extremely stupid**.  
d She doesn't like her boss. She never **says anything nice about her**.  
e Just **tell me** and I'll be there to help you.  
f I really fancy your sister. Can you **tell her I'm a good bloke**?




He had to eat his words.

## SPOKEN ENGLISH Expressions with word

There are many expressions using the word *word*. Complete these examples with a word from the box. Some of them are in the dictionary entry.

breathe last few buzz edgewise  
meaning lost funny eat mince

- 1 We couldn't help laughing. It was too \_\_\_\_\_ for words.
- 2 He may be a man of \_\_\_\_\_ words but I think he's worth listening to.
- 3 Pam just prattles on and on, usually about herself. You can't get a word in \_\_\_\_\_.
- 4 What?! Trust you again? You're kidding. You don't know the \_\_\_\_\_ of the word.
- 5 I've got the latest Apple iPad Air. It's the \_\_\_\_\_ word in tablets. I love it.
- 6 That's so kind of you. I'm \_\_\_\_\_ for words. I can't thank you enough.
- 7 Well! Not to \_\_\_\_\_ my words, I don't think you stand a chance of getting that job.
- 8 You said I had no chance. Well, you'll have to \_\_\_\_\_ your words! I got the job!
- 9 I reckon 'selfie' is the latest \_\_\_\_\_ word. It's even in the Oxford Dictionary now.
- 10 This is just between you and me. Don't \_\_\_\_\_ a word to anyone else.

 2.8 Listen and check. What are the extra lines in the conversations? Practise them with your partner.



## Speaking Creating a horror story

- 1 Work in small groups. Have you ever seen any horror movies or read any horror stories? Tell the others about them. Do you like or hate them?
- 2 Using your own ideas and any of the 'ingredients' below, devise a horror story. Work out a plot and appoint someone to take notes of your ideas. Aim for a dramatic end.

### In your own words

- 3 Tell your story to the class. Whose is the most interesting and scary?
- 4 Using the same headings, change the 'ingredients' to create a romantic novel. Share your ideas.

### Writing p110 Narrative writing – Different genres



#### Period

- when there's a new moon
- the Middle Ages
- the 19th century
- the year 2099
- now
- when the clock struck 13



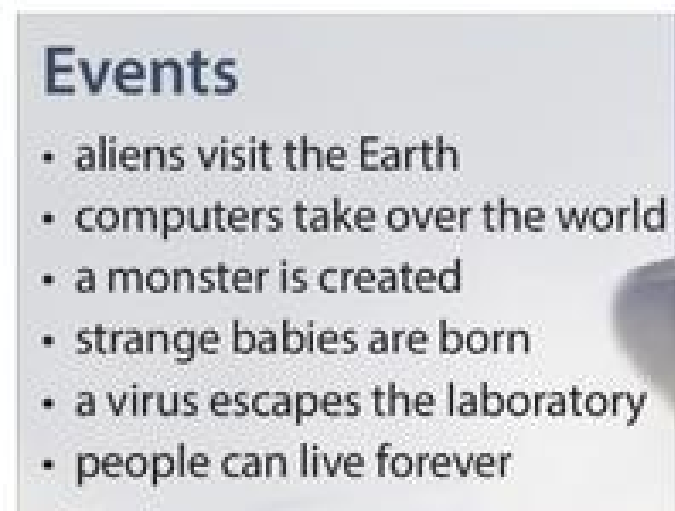
#### Characters

- a psychic child
- a mad scientist
- ghostly figures
- a hitchhiker
- giant rats, spiders, birds, bats
- identical twins



#### Location

- a medieval castle
- an old manor house
- a dark forest
- a graveyard
- a distant planet
- an uninhabited island



#### Events

- aliens visit the Earth
- computers take over the world
- a monster is created
- strange babies are born
- a virus escapes the laboratory
- people can live forever





## The last word

### Breaking the rules of English

- 1 Read the two quotations on the subject of English grammar rules. What point is being made by both writers?
- 2 Work with a partner. There are some 'rules' in English which linguistic pedants insist should be taught to children. Read these tips and say how the 'rule' in each one is broken. Correct them pedantically where possible.

**Ending a sentence with a preposition is something up with which I will not put.**

*Winston Churchill*

There is a busybody on your staff who devotes a lot of his time to chasing split infinitives. Every good literary craftsman splits his infinitives when the sense demands it. I call for the immediate dismissal of this pedant. It is of no consequence whether he decides 'to go quickly' or 'quickly to go' or 'to quickly go'. The important thing is that he should go at once.

*George Bernard Shaw in a letter to The Times newspaper.*



## 20 tips for 'proper' English

- 1 A preposition is a terrible word to end a sentence with. Never do it.
- 2 Remember to never split an infinitive.
- 3 Don't use no double negatives.
- 4 Don't ever use contractions.
- 5 And never start a sentence with a conjunction.
- 6 Write 'i' before 'e' except after 'c'. I'm relieved to receive this anciently weird rule.
- 7 Foreign words and phrases are not chic.
- 8 The passive voice is to be avoided wherever possible.
- 9 Who needs rhetorical questions?
- 10 Reserve the apostrophe for it's proper use and omit it when its not necessary.
- 11 Use 'fewer' with number and 'less' with quantity. Less and less people do.
- 12 Proofread carefully to see if you any words out.
- 13 Me and John are careful to use subject pronouns correctly.
- 14 Verbs has to agree with their subjects.
- 15 You've done good to use adverbs correctly.
- 16 If any word is incorrect at the end of a sentence, an auxiliary verb is.
- 17 Steer clear of incorrect verb forms that have snuck into the language.
- 18 Take the bull by the hand and avoid mixing your idioms.
- 19 Tell the rule about 'whom' to who you like.
- 20 At the end of the day, avoid clichés like the plague.



*I'm sorry, but shouldn't there be an apostrophe in that?*

- 3 Which rules above do you think are 'good' rules? Why?
- 4 Are there any other rules in the English language which you think are unnecessary or silly? How about in your own language?

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