

OXFORD

5th edition

Headway



Advanced Workbook with key



Liz & John Soars • Paul Hancock

6

Fruits of war

- Adding emphasis
- Negative inversion
- -ever for emphasis

- Compound nouns with prepositions
- Adding emphasis with stress
- Reading: Land Girls

That men do not learn very much from the lessons of history is the most important of all the lessons of history.

Aldous Huxley (1894–1963)
Writer

I dream of giving birth to a child who will ask, 'Mother, what was war?'

Eve Merriam (1916–1992)
Poet and writer

Ways of adding emphasis

Structures which add emphasis

- 1 Base sentence: History lessons focus mainly on wars.

What

The thing

Something

history lessons do is focus mainly on wars.

- 2 Base sentence: We *learned* mainly about *wars* in our history lessons.

What we did in our history lessons *was* learn mainly about wars.

It was mainly wars that we learned about in our history lessons.

- 3 Base sentences: The war started in Ruritania. The Ruritians started it.

Ruritania was where the war started.

It was the Ruritians *who* started it.

- 4 Emphatic *do/does/did*.

I do love you, *I really do*.

- 1 Complete the sentences to emphasize the words in *italics*.

- 1 We doubt the *president's sincerity*.

What *we doubt is the president's sincerity* _____.

- 2 He should *avoid antagonizing* the press.

The thing _____.

- 3 *The ambassador* antagonizes the press.

It _____.

- 4 The media *exaggerated* his role in the coup.

What _____.

- 5 Nobody likes *being criticized*.

Something _____.

- 6 *The lies she wrote* really annoyed me.

It _____.

- 7 She used to work in *Beirut*.

Beirut _____.

- 8 You're wrong. *I know* why she left Beirut.

You're wrong. I _____.



- 2 Read conversations A and complete conversations B, adding emphasis as naturally as possible. There is often more than one possibility.

1 CONVERSATION A	CONVERSATION B
A Ben's very happy with his move to Edinburgh.	A Ben's very happy with his move to Edinburgh.
B That's good. He works for Barclays Bank, doesn't he?	B That's good. <u>'It's Barclays Bank he works for, isn't it?'</u>
A Well, he used to, but not any more. He works for the Bank of Scotland now.	A Well, he used to, but not any more. 2 _____.
B I'd like to know why he left Barclays. He earned good money there.	B 3 _____. He earned good money there.
A Yeah, he liked the pay, but the job was too stressful.	A Yeah, 4 _____, but the job was too stressful.

2 CONVERSATION A	CONVERSATION B
A London's heaving with tourists at the moment.	A London's heaving with tourists at the moment.
B I know, I think they come to see the historic buildings.	B I know, I think 5 _____.
A Yeah, there's that, but the theatre is also very popular. Most shows are full.	A Yeah, there's that, but 6 _____. Most shows are full.
B You're right, the theatre really boosts London's economy.	B You're right, 7 _____.
A But a lot of tourists don't realize that the rest of the country is not like London.	A But 8 _____ that the rest of the country isn't like London.
B Yes, they don't often explore further afield. Personally, in summer I like to get out of the city.	B Yes, they don't often explore further afield. Personally, in summer 9 _____.

6.1 Listen and compare answers.

Negative inversion

- 3 Rewrite the sentences using a word or phrase from the box to make them more emphatic.

In no way	Little	Never before	Never again	No sooner ... than
Nothing	Not until	Nowhere	Seldom	Not only ... (but) also

- I won't ever allow myself to be deceived by him again.

- One rarely finds someone with such integrity as Harold.

- He loves counting all his money more than anything.

- He little suspected what she was up to.

- Nobody has ever spoken to me like that!

- You won't find a kinder man anywhere.

- She was rude *and* she was really unkind.

- Her reaction couldn't possibly be described as sympathetic.

- As soon as one war ended the Ruritians started another one.

- He didn't realize the error of his ways until she threatened to leave him.

The use of -ever for emphasis

!

What-, who-, which-, when-, where- and how- + ever can be used in a variety of ways:

a to show that it doesn't matter **what/who/which**, etc.:

We'll go **whatever** the weather.

b to show indifference or uncertainty:

I'll call you later, **whenever** I get the time.

c to express surprise in questions:

Whatever does it mean?

Whoever is that with your sister?

d to express surprise more informally and emphatically with **on earth**:

How on earth did you do that?



4 Mark these sentences a, b, c, or d according to the rules above.

- 1 **However** did you get here so quickly? _____
- 2 Well, I love him **whatever** you might think! _____
- 3 Choose **whichever** dress you want, I don't care. _____
- 4 **Who on earth** told you that? _____
- 5 'You're not to talk to your mother like that!' 'Whatever!' _____

5 Complete these sentences.

- 1 _____ hard I try, I can never remember people's names.
- 2 _____ you go in life and _____ you do, you never forget your roots.
- 3 _____ possible we've tried to comply with his wishes.
- 4 Could _____ goes to bed last turn all the lights off?
- 5 It could be tomorrow or the next day. I'm not sure, but _____ I can, I'll call.
- 6 I'm amazed. _____ would have thought she'd want to study engineering?
- 7 _____ much money I earn, it never seems enough to live on.
- 8 There are three cakes left. Take _____ you want.

Reading

Land Girls

- 1 During WWII there was an organization called the Women's Land Army (WLA). Read the lyrics of their song. Why was the WLA created?
- 2 Read the rest of the article quite quickly. Match each paragraph 1-6 with its short summary.
 - a The main requirements of the job. _____
 - b The method of engaging WLA volunteers and the reasons for joining. _____
 - c Some experiences of the volunteers. _____
 - d The main purpose of the WLA and the initial reaction to it. _____
 - e The outcome of the organization. _____
 - f Reasons for the WLA. _____
- 3 **6.2** Read and listen to the article again. What do these numbers and dates represent in the text?

- | | | | |
|---|-------------|---|-----------|
| 1 | 1 June 1939 | 5 | 48 and 50 |
| 2 | 17 | 6 | 100,000 |
| 3 | 26 | 7 | 1950 |
| 4 | 4 | | |

4 Answer the questions.

- 1 Why wasn't there a sufficient workforce in the British countryside at the outbreak of WWII?

- 2 What was the initial reaction of farmers to the WLA?

- 3 How did they react when the WLA finally ended?

- 4 Why did many young women pretend to be older?

- 5 In what ways did the glamorous posters belie the truth?

- 6 How much training did they receive?

- 7 What injustices did they experience?

- 8 What were more positive experiences?

Land Girls

'Back to the land, we must all lend a hand,
To the farms and the fields we must go,
There's a job to be done,
Though we can't fire a gun,
We can still do our bit with the hoe.'



1 In 1939, when the Second World War was looming, the British government recognized that the country should grow its own food to avoid being reliant on imports. However, there was a shortage of agricultural workers in the countryside. For decades, young men had been leaving for more profitable work in factories. Then, with many men leaving to join the armed forces, there was a desperate need for labour.

2 Therefore on 1 June 1939, the Women's Land Army was set up by the government. The WLA was expected to replace men in the fields, forests, and livestock sheds for the duration of the war. Unfortunately, the farming community treated the whole idea with suspicion and scorn. Working in the countryside was considered no place for a decent young woman. Furthermore, city girls would simply not be up to the job.

3 Nonetheless, glamorous posters were issued advertising a wonderfully healthy way of life in the country, and the recruitment process got underway. Thousands of girls were interviewed to see if they were suitable, but in reality it wasn't hard to get into the WLA. The minimum age was 17, but many young women lied about their age, desperate to escape city poverty. All 'Land Girls' were given a cursory medical, before being issued with work clothes for the fields. They were also given a heavy, uncomfortable brown 'uniform' that they were to wear while 'off-duty'. They were to earn just 26 shillings a week, far less than their male counterparts.



4 Starting work in the country was a shock for the new recruits from the city, many of whom had never seen a field or a cow. Not only were there new skills to acquire with only rudimentary training, but the work was also very physical. Their tasks were endless: they learned to operate heavy farm machinery, they planted and harvested wheat and vegetables, cleared fields, picked fruit, milked and herded cows, felled trees, and caught rats. The day often started at 4 a.m. and the hours were long. Land Girls were expected to work a 48-hour week in winter and 50 hours in the summer, but most worked much longer than this, especially at harvest time.

5 The girls' circumstances differed, depending on where they were sent and what the conditions were like. Some stayed on individual farms and could be quite lonely. Others stayed in large hostels in vacant country houses or schools, and travelled to different farms on bikes. But they were initially regarded with indifference or even hostility by the farming community. Some girls even complained that the Italian prisoners of war who were working the land were treated better than them and given more food! However, many came to love their new way of life in the country with its relative freedom, and made lifelong friends.

6 By the end of the war, the 100,000 WLA volunteers had carried out their duties with such dedication, skill, and enthusiasm, that the farmers were the first to complain when the organization was eventually disbanded in 1950. The role of women in the countryside and everywhere else was changed forever.

5 Match the highlighted words in the text with these definitions.

- 1 a farming or gardening tool hoe
- 2 farm animals
- 3 a feeling of contempt and ridicule
- 4 (an ominous event) was about to happen
- 5 superficial and short
- 6 lack of interest and concern
- 7 brought a group or organization to an end
- 8 equivalents
- 9 cut down
- 10 basic and incomplete

Vocabulary

Verbs to nouns

1 Complete the chart. Use a dictionary if necessary.

Verb	Noun
1 <u>conquer</u>	conquest
2 destroy	_____
3 _____	threat
4 attack	_____
5 _____	assassination
6 revolt	_____
7 _____	wound
8 survive	_____
9 _____	invasion
10 demolish	_____
11 _____	pacifist
12 complain	_____
13 _____	terrorist
14 lose	_____
15 _____	injury

2 Complete the sentences with a **verb** (in the correct form) or a **noun** from the chart.

- The Roman _____ of Britain was about AD 43 under Emperor Claudius. However, prior to this Julius Caesar _____ already _____ the country twice in 55 BC and 54 BC.
- The French _____ started in Paris in July 1789 when an angry mob _____ the Bastille.
- My great-grandfather _____ badly _____ in WWII. He finally died of his _____ in 1945.
- My great-grandma never got over the _____ of her husband, but she brought up her family alone without any _____.
- She can remember the Blitz in London – she saw the _____ of a number of houses in her street. Her house survived, but later had to _____ because it was unsafe.
- My mum can remember exactly what she was doing when President Kennedy _____ in 1963. Doctors fought hard for his _____ but failed.
- _____ belonging to extreme groups pose a major _____ to our world today.
- My dad says sometimes it's brave not to fight. Many _____ in WWI had to face the wrath of society.

Prepositions

Compound nouns formed with prepositions

3 Match words in A and B to make **compound nouns**. Sometimes more than one is possible.

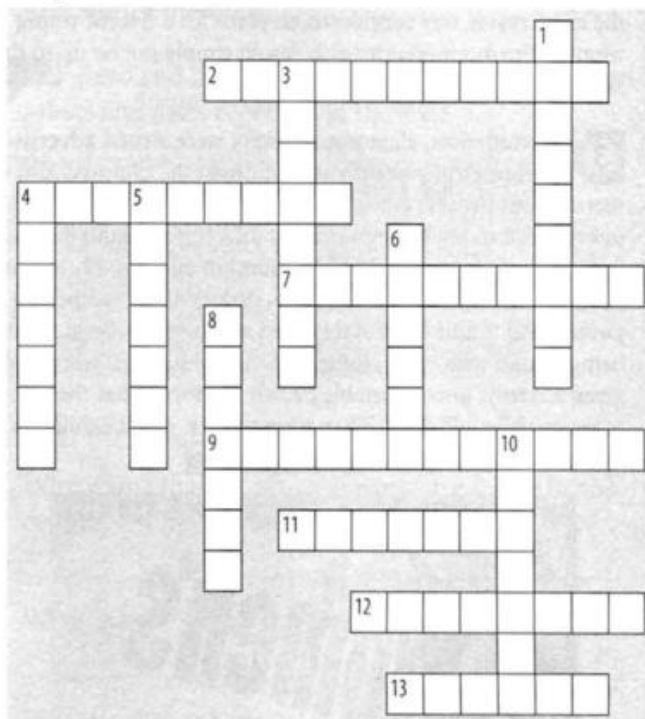
A under over fall spin break out down
set up pile hang off

B over out spring all shot come off
through up back patient ground pour

fallout

6.3 Listen and compare.

4 Complete the crossword. The answers to the clues are all compound nouns.



ACROSS

- The Metro in London is called the ...
- Parents often have problems with their teenage ...
- I didn't stay overnight in hospital. I was an ...
- There was a significant ... in the peace talks.
- After a nuclear explosion, the ... can last for many years.
- I'll never drink again. It's the worst ... I've ever had.
- There was a terrible ... on the motorway, involving six cars and a lorry.

DOWN

- My white ... went grey in the wash.
- We got soaked in that sudden ...
- I have to wear an ... when I work in the garage. It's dirty work.
- The movie is just a ... from the original TV programme.
- The ... of all his troubles was that he emigrated.
- There's been such a ... in the negotiations. We don't know where we go from here.
- What was the ... of those talks?

Pronunciation

Adding emphasis with stress

- 5 Read the conversation aloud to yourself. Mark the *main* stressed syllables in B's replies.

AT THE CINEMA

- A That was a fantastic film, wasn't it?
 B You're kidding. I thought it was awful.
 A But the special effects were amazing.
 B It was all special effects and no story.
 A I suppose the plot was a bit confusing.
 B You're telling me.
 A It wasn't that bad.
 B It was. I didn't understand a word.
 A I loved the car chases.
 B I didn't know who was chasing who or why.
 A Who or why doesn't matter. It's the spectacle that counts.
 B Not to me. What I need is a recognizable plot.
 A It was exciting.
 B If you call noise and violence exciting.
 A Well, I'm going to recommend it to James.
 B I wouldn't recommend it to anyone.
 A It's his kind of film.
 B Well, you know him better than I do.
 A OK, next time you choose the movie.
 B If there is a next time.



- 6.4 Listen, check, and repeat.

- 6 Match a question or statement in A with a response in B, according to the stress pattern. The stressed words are in *italics*.

A	B
1 What kind of films do you like?	a I like historical <i>films</i> .
2 Why do you watch this rubbish?	b I like <i>historical</i> films.
3 You like historical novels, don't you?	c I <i>like</i> historical films.
4 What nationality is she?	d I <i>thought</i> she was German.
5 Tom said she was Swiss.	e I thought she was <i>German</i> .
6 Frank said she was German.	f I thought she was <i>German</i> .
7 I've just been working in Rome.	g I'm going to work in <i>Rome</i> .
8 I hear you're going to work in Milan!	h I'm <i>going</i> to work in Rome.
9 So you've been working in Rome!	i <i>I'm</i> going to work in Rome.
10 Sue believed his every word.	j I could tell he was <i>lying</i> .
11 What do you think of what they said?	k I could tell he was lying.
12 What did you think of what he said?	l I could tell <i>he</i> was lying.

- 6.5 Listen and check.

