

Fourth edition

# New Headway

Advanced Student's Book

Liz and John Soars  
Paul Hancock



OXFORD



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**Headway**

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The similarities and differences between human and primate intelligence.



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A collective of artists who are changing lives through graffiti.



## 2 Behind the scenes

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



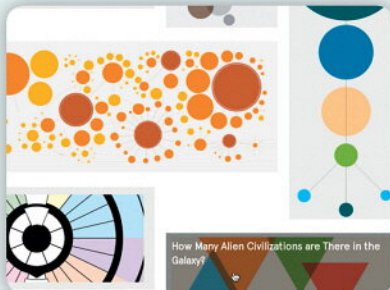
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Ruth Shackleton, team manager of the world's most famous aerobatic display team, the Red Arrows.



## 3 Information is beautiful

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## 9 Silent film music

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## 4 Eyewitness

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## 10 The science of sport

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## 5 Across cultures

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



## 11 Survival skills

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



## 6 Bletchley Park

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



## 12 The Human Genome Project

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





# 1

# What makes us human?

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

▶ VIDEO What makes us human?

## STARTER

- 1 These questions cover some very common human situations. Which have you experienced? Discuss with a partner. Give examples from your life if you can.
- 2 Can you think of more such situations? Share ideas with the class.
- 3 **T1.1** Listen to Bridget and Mark. Where has Bridget been? Which of the situations has she experienced?

## Have you ever ...?

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





## READING AND SPEAKING

### What makes us human?

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

#### In your own words

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

1 **Our brains** – it sets us apart / other animals and birds / amazing achievements

2 **Walking upright** – other primates / hands / tools / childbirth

3 **Long childhoods** – puzzling paradox / helpless infants / long time to grow and learn

4 **Language** – special form of communication because ... / clues as to how developed / chimpanzees / rules

5 **Music** – not known when / functions / everywhere

6 **Art** – why art? / when? / cave paintings

7 **Tools and technology** – first stone tools / 2.5 million years ago / amazing variety

8 **Learning from each other** – importance of culture / sharing ideas / past, present, future / the wheel

9 **Life after children** – humans and animals different / role of grandparents

10 **Clothing and fire** – not really naked / colder parts of the world / cooking

# Ten things that make us human

All species on Earth, including humans, are unique.

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

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



### Vocabulary

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

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

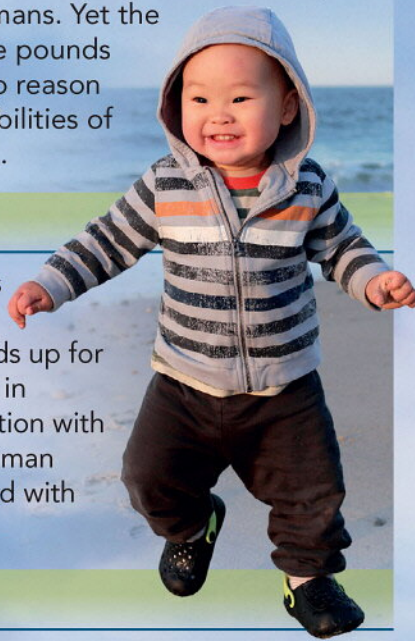
### What do you think?

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



## 1 Our brains

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



## 2 Walking upright

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

## 3 Long childhoods

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

## 4 Language

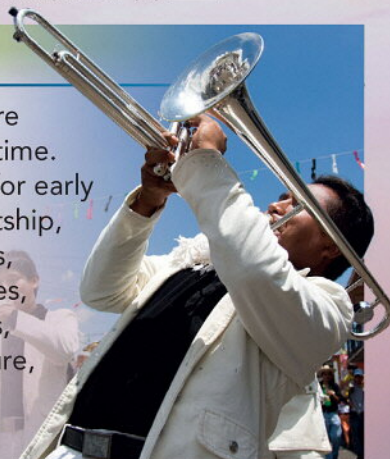
Many species communicate with vocal sounds. But language is a special form of communication. Full language, with rules for combining sounds into words, and words into sentences, probably originated at some point about 50,000 years ago.



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

## 5 Music

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



## 6 Art

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



## 7 Tools and technology

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



## 8 Learning from each other

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

## 9 Life after children

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



## 10 Clothing and fire

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





# LANGUAGE FOCUS

## Tense review

1 Work with a partner. What tenses are the verb forms in *italics*? Write them in the correct place in the charts. Fill any gaps with examples of your own.

- The family of great apes *is made up of* gorillas, orang-utans, chimpanzees, bonobos, and of course, humans.
- The largest brains *belong* to sperm whales.
- You're *blushing*. Have you *been embarrassed* by something?
- No one knows when music *was invented*, but cave paintings *were being created* as long as 35,000 years ago.
- This room *is being used* for a conference. The anthropologist Alice Roberts *will be giving* a talk.
- I *haven't seen* you for ages. What *have you been doing*?
- I wish I'd *realized* that she'd *been lying* to me all along.
- He *didn't recognize* his hometown. It *had been rebuilt* since his childhood.
- We'll *have been living* here three years this November.

### Simple and/or continuous

2 Where possible, change the verb forms in these sentences from simple to continuous and vice versa. What is the change in meaning? Why is a change sometimes not possible?

- What do you do?
- I see him every Wednesday.
- Everyone's being very nice to me. I don't know why.
- I'll take a taxi to the airport.
- I've cut my finger. It's really hurting.
- Dave always gives Pam expensive presents.
- When I popped round to see her, she baked a cake.
- I've been checking my emails. I've received loads.
- The train leaves in five minutes.
- She said they'd been staying at the Ritz.
- The winner is interviewed by Sky News.

### Perfect and non-perfect

3 Compare the use of tenses in these pairs of sentences.

- Did you ever meet my grandfather?  
Have you ever met my grandfather?
- I come from Scotland.  
I've come from Scotland.
- When I've talked to him, I'll tell you.  
When I talk to him, I'll tell you.
- The arrangements will be finalized on Friday.  
The arrangements will have been finalized by Friday.
- I wish I knew the way.  
I wish I'd known the way.

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

► Grammar Reference p145





## Active and passive

4 Correct these sentences.

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

## Reflexive pronouns

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

He was walking along, talking to **himself**.

She spent the meal debating with **herself** whether to tell him the truth.

The person I asked was another customer like **myself**.

We learn from **each other**.

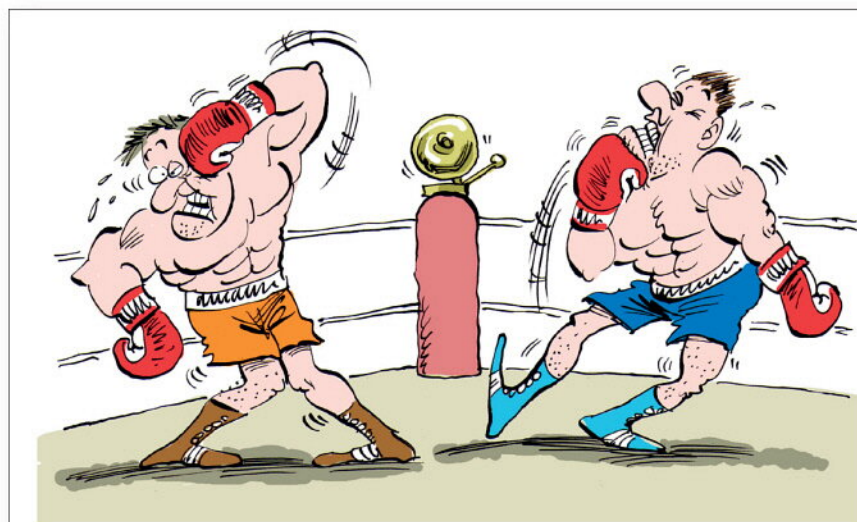
Grandmothers help their families long after they **themselves** can have children.

▶▶ Grammar Reference p146

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

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

3 Why is this cartoon funny? Correct the sentence.



*When the bell rang, the boxers started hitting themselves.*

## SPOKEN ENGLISH Expressions with reflexives

There are many expressions with reflexives used in everyday English.

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

A	B
1 He really fancies himself.	a You never stop moaning!
2 Honestly, just listen to yourself!	b You've been looking a bit peaky recently.
3 Don't put yourself down.	c Believe in yourself.
4 Look after yourself.	d He thinks all women fall for his charm.
5 I could kick myself.	e I didn't get her phone number.
6 Think for yourself.	f You don't have to agree with everything he says.
7 Please yourself!	g You didn't win because you're the best. Your opponent was rubbish!
8 Just be yourself.	h You never listen to my advice anyway.
9 Think of yourself sometimes.	i You're always putting others first.
10 Don't flatter yourself!	j Don't try to appear to be something that you're not.

2 **T 1.2** Listen and check. With your partner, think of a suitable response to each one. Compare ideas as a class.

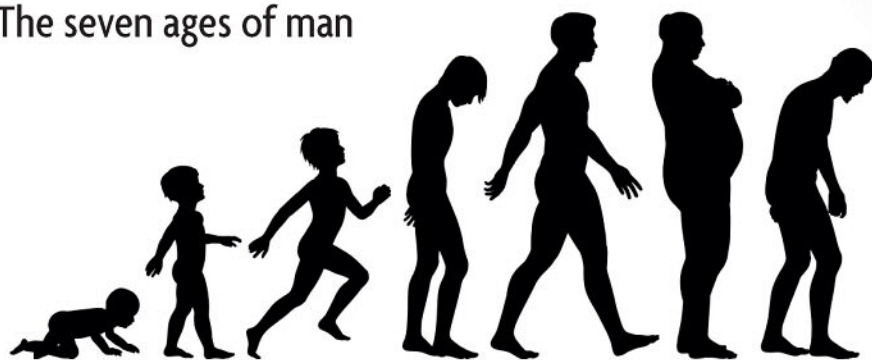
3 **T 1.3** Listen to the conversations. Identify the situations and note all the expressions with reflexives.

▶▶ **WRITING** Introducing yourself – A personal profile p107



## VOCABULARY AND LISTENING

### The seven ages of man



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

grazing your knee	aches and pains	going clubbing	playdates
getting a mortgage	colouring in	teetering on high heels	sleepovers
riding in a buggy	having a lie-in	taking an afternoon nap	memory loss
Internet dating	getting divorced	watching your weight	nappies
getting promoted	having a tantrum	going on a cruise	crawling
wearing sensible shoes	having a pot belly	insomnia	settling down
needing reading glasses	going grey/bald	a satchel	playing truant
working out	swotting for an exam		

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

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

- 4 **T1.4** Read and listen to the whole extract. The glossary should help with unfamiliar words. What are Shakespeare's seven ages? Find one thing that goes with each age.

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

#### Who ...?

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

#### What do you think?

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

#### Listening

- 6 **T1.5** Listen to some people. What age do you think they are? Are they positive or negative about their lives? In what ways?





# The Seven Ages of Man by William Shakespeare

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

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

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

And then the **lover**,  
Sighing like furnace, with a *woeful* ballad  
Made to his mistress' eyebrow.

(sad)

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

(swearing continually) (priest)

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

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

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

(sayings) (examples)

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

(moves)  
(pyjamas and slippers)  
(trousers from his youth)  
(shrunk body)

(nothingness)  
(without)



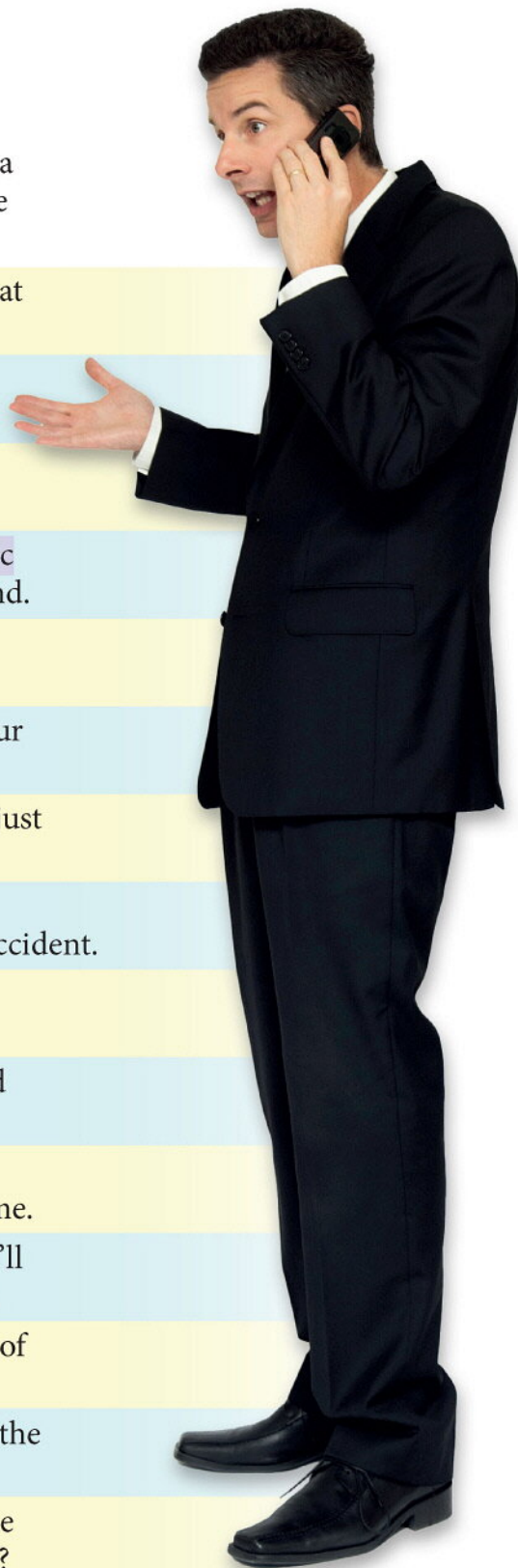


# THE LAST WORD

## We all get emotional!

**1 T1.6** Read and listen to the lines. Discuss with a partner. Who could be speaking? What might the situation be? Share ideas as a class.

- 1 I'm absolutely gutted. They were winning 2-0 at half-time and then they went on to lose 3-2!
- 2 You mean the world to me. More than words could ever say.
- 3 Wow! I'm completely blown away! I've never had such an expensive present.
- 4 I'll have to consult my diary. Life's just so hectic at the moment - I'm always so much in demand.
- 5 Come on, you can tell me. I'm dying to know. I won't breathe a word to anyone.
- 6 Could you *not* keep getting at me in front of our friends? It looks so awful.
- 7 Oh yeah!? So you run the company now after just a week in the job!? Pull the other one!
- 8 Thank God you're here! When we couldn't get through to you, we thought you'd had an accident.
- 9 He came in the top 2% in the country, so his father and I are thrilled to bits.
- 10 It was nothing, really nothing. Anybody would have done the same.
- 11 Well, I think you did very well to come third. Keep up the good work and you'll win next time.
- 12 Oh, come on now, don't make such a fuss. You'll be fine. It's only a graze. Hardly bleeding at all.
- 13 I'm out of here right now! I don't like the look of that lot on the corner.
- 14 What d'you mean I'm a couch potato?! I go to the gym twice a week.
- 15 I totally lost it with that poor guy, but it was the sixth call today. How do they get our numbers?



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

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

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

**4 T1.6** Say the lines to your partner according to the emotion. Listen again and compare the stress and intonation.

**5 T1.7** Listen to people saying the line 'Oh, look at that!' in several different ways. Try to identify the emotion. What could the contexts be?



# 2

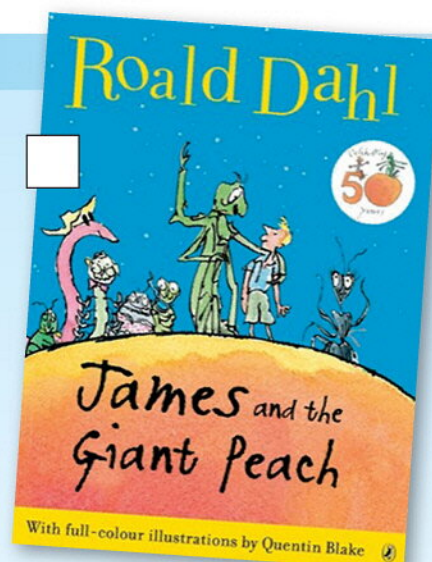
## In so many words

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

VIDEO Behind the scenes

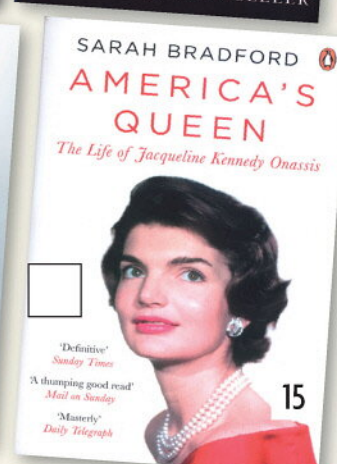
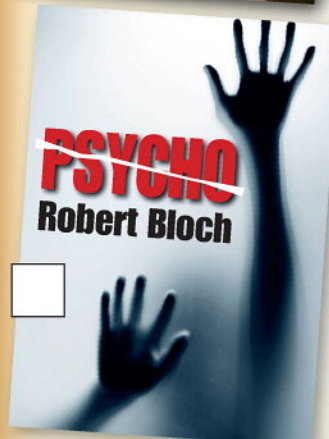
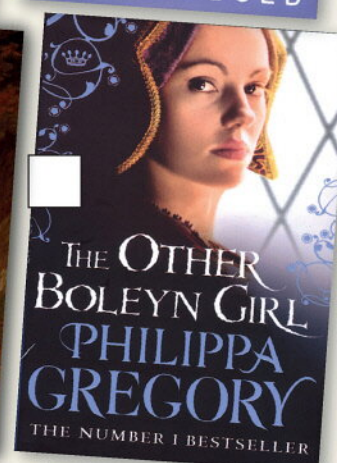
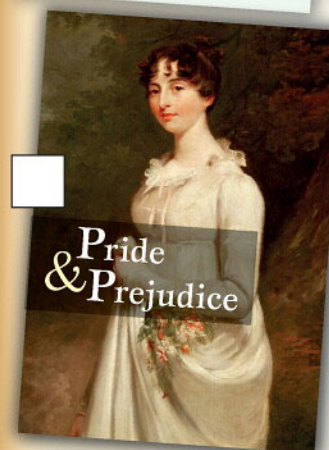
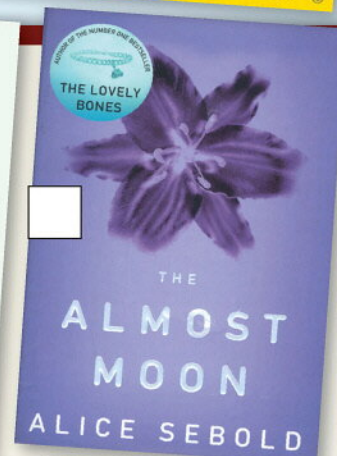
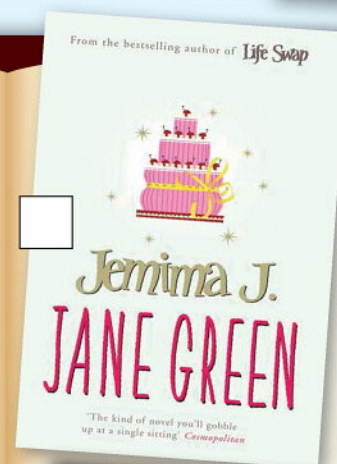
### STARTER

- 1 Work with a partner. What have you read recently? What is your favourite type of book?
  - 2 Read the opening lines of seven different books. Match them to their literary genres and their covers. What helped you identify them?
- |                          |                          |                    |   |
|--------------------------|--------------------------|--------------------|---|
| a horror story           | a children's book        | a biography        | a modern romance  |
| a classic romantic novel | a psychological thriller | a historical novel | (Also known as 'chick lit' = literature for 'chicks'/modern young women.) |
- 3 Choose two of the extracts. What could the next line be? Share ideas with the class.
  - 4 Which, if any, of these books would you like to continue reading? Have you read any books in English? What? Discuss reasons for doing this.



### 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 Norman Bates heard the noise and a shock went through him. It sounded as though somebody was tapping on the windowpane.
- 4 It is a truth universally acknowledged that a single man in possession of a good fortune must be in want of a wife.
- 5 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.
- 6 I could hear a roll of muffled drums. But I could see nothing but the lacing on the bodice of the lady standing in front of me, blocking my view of the scaffold.
- 7 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?

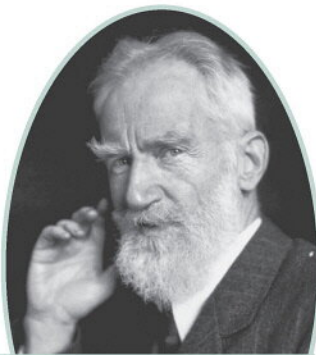




## READING AND LISTENING

### Pygmalion

- 1 **T2.1** 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' 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' laboratory talking about phonetics.

#### CHARACTERS

**Professor Higgins**

*A professor of phonology*

**Colonel Pickering**

*Higgins' friend, a language expert*

**Mrs Pearce**

*Higgins' housekeeper*

**Eliza Doolittle**

*A Cockney flower-girl*

- 3 **T2.2** 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 draggletailed 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 **T2.3** Listen only to a later scene in **Act II**. Eliza is having a lesson. What is the difference between Higgins' and Colonel Pickering's approaches to teaching Eliza? You can draw on the adjectives in exercise 3.

# Pygmalion



## ACT II SCENE 1

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

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

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

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

**Higgins** Tired of listening to sounds?

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

**Higgins** Oh that comes with practice.

[Mrs Pearce enters.]

What's the matter?

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

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

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

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

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

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

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

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

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

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