

5th edition

Headway

Advanced Student's Book e-book



Liz & John Soars • Paul Hancock

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Reading	Listening	Speaking	Writing
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<p>Too much science? p94</p> <ul style="list-style-type: none"> • Are our household appliances getting too complicated? An article exploring the 'function inflation' of modern appliances 	<p>You and your tech! p91</p> <ul style="list-style-type: none"> • Pete's answers to the questionnaire <p>The Internet of Things p92</p> <ul style="list-style-type: none"> • <i>You and Yours</i>, a BBC radio consumer programme <p>Ten really bad predictions p98</p> <ul style="list-style-type: none"> • Margie's diary 	<p>What do you think? p92, 94</p> <p>Asking questions about a radio programme p92</p> <p>The last word p98</p> <ul style="list-style-type: none"> • Ten really bad predictions 	<p>Describing and evaluating p122</p> <ul style="list-style-type: none"> • An online product review
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 Go to headwayonline.com to download the Wordlist and full Audioscripts.

Course overview

5th edition Headway

Welcome to **Headway 5th edition**. Here's how the blended syllabus helps you link learning in the classroom with meaningful practice outside.



IN CLASS

Online Practice Access Card



AT HOME

Student's Book

All the language and skills you need to improve your English, with grammar, vocabulary and skills work in every unit. Also available as an ebook.

Use your Student's Book in class with your teacher.

Workbook

Exclusive practice to match your Student's Book, unit by unit.

Use your Workbook for homework or for self-study to give you new input and practice.

Go to **headwayonline.com** and use your code on your Access Card to log into the Online Practice.

ACTIVITIES AUDIO VIDEO WORDLISTS



AT HOME



LOOK AGAIN

- Review the language from every lesson
- Watch the videos and listen to all the class audio again

PRACTICE

- Develop your skills with extra Reading, Writing, Listening and Speaking practice

CHECK YOUR PROGRESS

- Test yourself on the main language from the unit and get instant feedback
 - Try an extra challenge

Online Practice

Look again at Student's Book language you want to review or that you missed in class, do extra **Practice** activities, and **Check your Progress** on what you've learned so far.

Use the Online Practice at home to extend your learning and get instant feedback on your progress.

Videos

Video introductions

In each unit, watch people from a variety of countries expressing their opinions about the unit themes.

Documentaries

<p>1 What makes us human?</p> <p>▶ The similarities and differences between human and primate intelligence.</p>	<p>7 Graffiti life</p> <p>▶ A collective of artists who are changing lives through graffiti.</p>
<p>2 Behind the scenes</p> <p>▶ A look at the role of the backstage team at one of the most prestigious regional theatres in the UK.</p>	<p>8 Ruth Shackleton – a life less ordinary</p> <p>▶ Ruth Shackleton, team manager of the world's most famous aerobatic display team, the Red Arrows.</p>
<p>3 Information is beautiful</p> <p>▶ A visit to the Information is Beautiful Studio, showcasing the current trend for data visualization.</p>	<p>9 Silent film music</p> <p>▶ World-renowned silent film accompanist, John Sweeney, talks about film music in the era of the silent film.</p>
<p>4 Eyewitness</p> <p>▶ Eyewitness behaviour and the impact of forensic psychology on criminal investigation procedures.</p>	<p>10 The science of sport</p> <p>▶ A look at the importance of well-funded scientific research in creating today's sporting elite.</p>
<p>5 Across cultures</p> <p>▶ Reflections on migration from those who have returned home, and those who never return to their homeland.</p>	<p>11 Survival skills</p> <p>▶ The life-changing experience of wilderness survival training in a technology-driven world.</p>
<p>6 Bletchley Park</p> <p>▶ The work of Bletchley Park's Government Code and Cypher School during World War II and its lasting legacy.</p>	<p>12 The Human Genome Project</p> <p>▶ The completion of the Human Genome Project and its impact on medicine.</p>

Go to headwayonline.com to find introduction and documentary videos to use with each unit.



Fruits of war

6

- **Language focus** Ways of adding emphasis
- **Vocabulary** Nouns from phrasal verbs
- **Reading** Lasting legacies of World War 1
- **Listening** Peace and goodwill
- **Speaking** The effects of war
- **Writing** Researching a period in history – talk

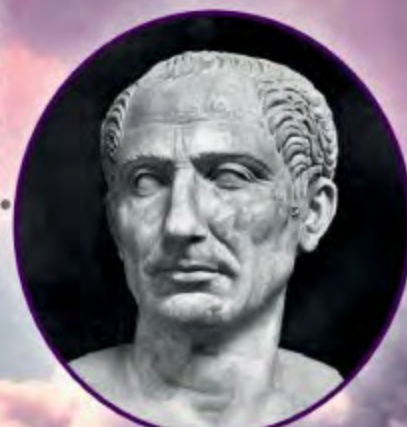
STARTER

- 1 How many wars in history can you name? Who was fighting who?
- 2 Read the quotations and discuss what you think they mean. Try to match them with their sources. Compare ideas as a class.
- 3 6.1 Listen and check your answers. What extra information do you hear for each one?

- 1 ‘I came, I saw, I conquered.’
- 2 ‘Happiness lies in conquering one’s enemies, in driving them in front of oneself, in taking their property, in savouring their despair, in outraging their wives and daughters.’
- 3 ‘You shall show no mercy: life for life, eye for eye, tooth for tooth.’
- 4 ‘Resist not evil: but whosoever shall strike thee on thy right cheek, turn to him the other.’
- 5 ‘War does not determine who is right, only who is left.’
- 6 ‘The tragedy of modern war is that the young men die fighting each other, instead of their real enemies back home in the capitals.’
- 7 ‘No one is born hating another person because of the colour of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love.’
- 8 ‘I know not with what weapons World War III will be fought, but World War IV will be fought with sticks and stones.’
- 9 ‘In war, truth is the first casualty.’
- 10 ‘Mankind must put an end to war before war puts an end to mankind.’

SOURCES

- a **Aeschylus**, Greek tragic dramatist (525 BC–456 BC)
- b **Julius Caesar**, Roman general (100 BC–44 BC)
- c *The Bible* – Old Testament
- d *The Bible* – New Testament
- e **Genghis Khan**, Mongol Emperor (1162–1227)
- f **Bertrand Russell**, philosopher and pacifist (1872–1970)
- g **Albert Einstein**, physicist (1879–1955)
- h **John F. Kennedy**, US President (1917–1963)
- i **Nelson Mandela**, South African President (1918–2013)
- j **Edward Abbey**, American writer and anarchist (1927–1989)



LASTING LEGACIES

Reading and speaking

When good comes from bad

1 War may be violent and destructive, but it can also generate some things that are worthwhile. Work in groups. Look at these four headings.

Technology Medicine Politics Society

Use them to list some good things that have come out of war. Discuss ideas with the class.

2 Read through the texts quickly. Did you think of any of the things mentioned? Make a note of *one* important or interesting fact from each topic. Compare your ideas with your group.

3 Look at the words below. Which heading do they go with and what is said about them?

refrigerators the horse grafts
 conscription twitches dress codes

4 Answer the questions.

- 1 What did Adam Hochschild get right and Douglas Haig get wrong?
- 2 What are the differences between the medical understanding of 'shell shock' then and now?
- 3 Which two breakthroughs led to blood banks? Why was the death rate still high?
- 4 What were the two main things that impacted on the lives of the upper classes?
- 5 How did women's lives change after World War I? Why is there still debate about this?
- 6 What part did the trenches in World War I play in the development of plastic surgery?

In your own words

5 What do these numbers refer to?

6,500,000	30 and 1944	1,000s
1901	80,000	1980

What do you think?

- Which of the six 'lasting legacies' do you believe are most important? Why?
- Which would have come about without war? What difference did the war make?
- Why does war often lead to rapid progress?

▶ Watch a video about code-breaking at Bletchley Park during WWII.



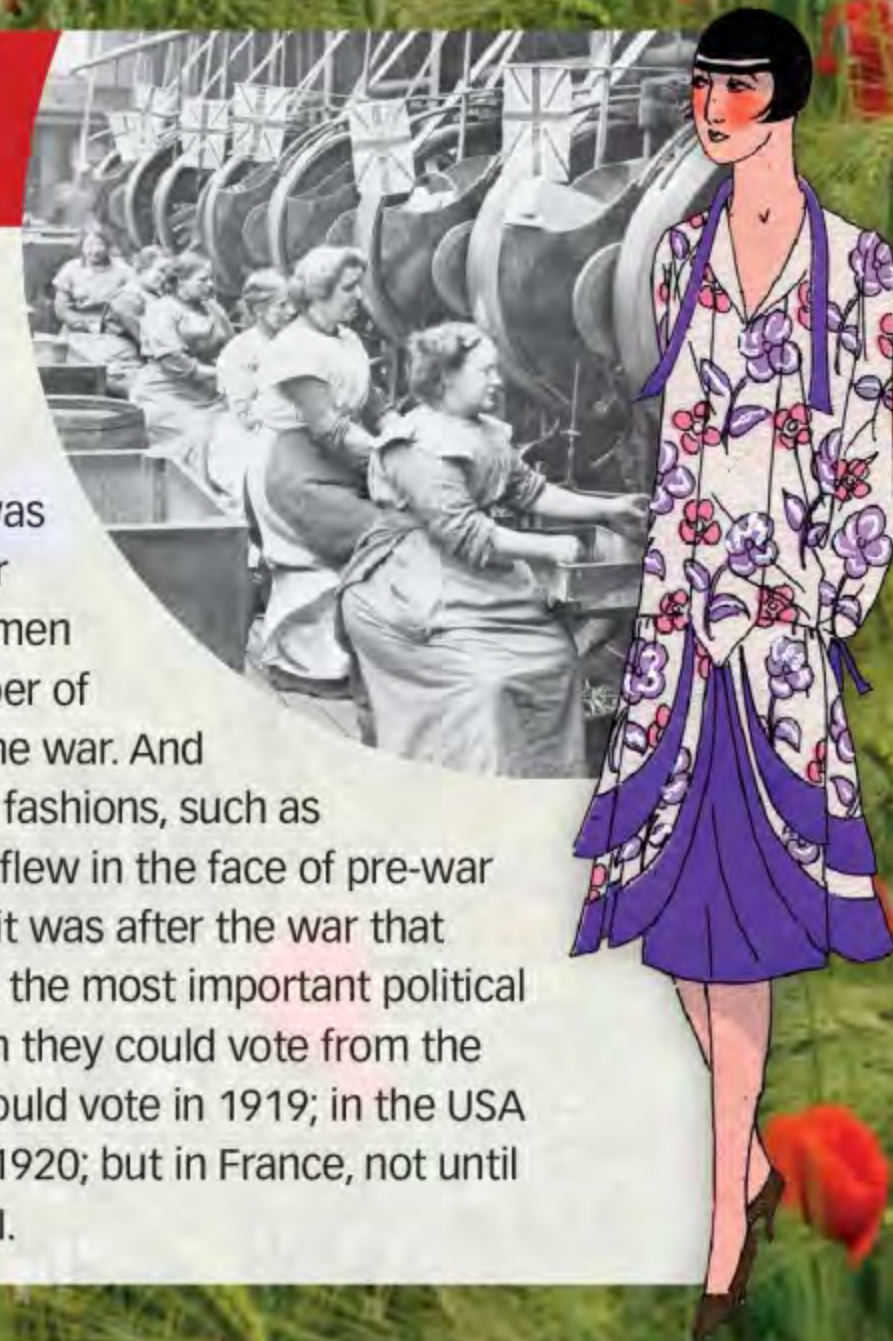
BARBED WIRE AND OTHER TECHNOLOGY

World War I (1914–1918) was supposed to be the war to end all wars, but it was in fact the beginning of all modern conflicts. The new technology that reached the battlefields forever changed the way that armies fought. It could be argued that technology had always played an important part in war, but previously it had not been so sophisticated, and above all, so destructive. However, it wasn't only armoured tanks, high-powered machine guns, and aerial bombardment; as Adam Hochschild describes in his essay, *To End All Wars*, the most important innovation of all was the barbed wire fences, the most unassuming weapon used. 'What barbed wire did was prevent direct charges on the men in the trenches. Hochschild got it right, unlike Douglas Haig, the commander of the British forces in France. Haig said, 'I believe that the value of the horse and the opportunity for the horse in the future are likely to be as great as ever. Aeroplanes and tanks are only accessories to the men and the horse.' As on so many other occasions, he could not have been more mistaken.



WOMEN'S EMANCIPATION

Something that historians still wrangle over is how much World War I liberated women. In reality, women's work was already on the rise before 1914, and once the war was over many women went back to their old jobs. However, without doubt women successfully carried out a huge number of traditionally masculine roles during the war. And without doubt, some of the post-war fashions, such as the flapper *garçonne* (*little boy*) look, flew in the face of pre-war feminine dress codes. Also, crucially, it was after the war that women in certain countries achieved the most important political right: the right to vote. In Great Britain they could vote from the age of 30 in 1918; in Germany they could vote in 1919; in the USA women could vote in all states from 1920; but in France, not until 1944, towards the end of World War II.





BLOOD BANKS

The first blood banks, called 'blood depots', were set up by Oswald Hope Robertson, a medical scientist and US Army Officer, while serving in France in 1917. Just before the war, in 1914, it had been discovered that transfused blood could be prevented from clotting if mixed with sodium citrate. In the same year it was established that blood could be stored in refrigerators. These two huge breakthroughs paved the way for Robertson's 'blood depots'. Prior to this, blood transfusions had had to be made vein to vein, directly from donor to patient. Medics used the 'preserved' blood at casualty stations for wounded soldiers. However, survival rates were not good because ⁴one vital thing they had overlooked was the importance of blood groupings (three blood groups, A, B, and O, had been identified in Vienna in 1901 by an Austrian, Karl Landsteiner). Nevertheless, the wartime advances led to a blood-donor service being established in London in 1922. Here all volunteers were tested for blood group and screened for diseases.



THE DECLINE OF THE ARISTOCRACY

World War I had a devastating impact on the British upper classes. The sons of the aristocracy fortunate enough to survive the war returned to find their place in society no longer automatically assured. Their numbers were severely reduced – even the prime minister's son was killed. This meant that in the immediate post-war period, those who had been expected to become leaders – particularly in politics and business – were no longer there.



There was also a fall in the number of those willing to work as their servants. History professor Joanna Bourke says, 'In the past, the servant class in upper-middle-class homes were those people whose family tradition was to work there. When someone left, the cook would recommend her niece – and that no longer happened.' The introduction of conscription had turned a professional army into a civilian one. New officers could now come from humble backgrounds and, like the many thousands of emancipated women, they were not prepared to abandon the possibility of social advancement that the war had brought them and go back to being shopkeepers and servants.

'BROKEN FACES' – THE FIRST PLASTIC SURGERY

Modern surgery was born in World War I. Civil and military hospitals acted as theatres of experimental medical intervention and the outbreak of war changed the course of plastic surgery forever. Trench warfare meant that the head and the face were especially exposed to enemy fire and received extensive trauma wounds. Countless veterans survived the war, but paid the price by ending up maimed, mutilated, and disfigured. These were the so-called 'broken faces', named after an expression coined in France by Colonel Yves Picot, president of the *Union des blessés de la face et de la tête*, which was founded in 1921.

By the end of hostilities, there were about 6.5 million war invalids in France. Surgeons from the warring countries faced a considerable flood of these 'broken faces', and were charged with giving them human features again, to ease the plight of their reintegration into civil life. Missing flesh and bone were covered up with grafts, an innovation that came about by using skin from other parts of the body.



RECOGNITION OF PTSD OR 'SHELL SHOCK'

Psychological victims of war are as old as war itself. The Bible, the Greeks, and Shakespeare all tell us this. But it wasn't until World War I that science began to understand this properly and give the kind of diagnoses that are familiar to us today. During the war, medics still thought that 'shell shock', as it was known, was down to the physical impact of military explosions. But gradually another theory began to form: that ²what caused the peculiar symptoms exhibited by huge numbers of soldiers (80,000 in the British army alone) were emotional, not physical, stress factors – in particular, the proximity to death and the hideous sight of watching a friend – or enemy – meet a gruesome end. Traumatized soldiers shared many common symptoms, such as speech difficulties, twitches, anxiety, and digestive disorders. ³The thing doctors found baffling was that these symptoms persisted long after the war was finished. It wasn't until over 60 years later, in 1980, in the aftermath of the Vietnam War, that this affliction would be formally recognized as Post-Traumatic Stress Disorder.



Language focus

Ways of adding emphasis

1 These sentences are similar to lines found in *Lasting legacies* on pp52–53. How exactly do they differ? What is the effect of the differences?

- ¹ Barbed wire prevented direct charges on the men in the trenches.
- ² Emotional, not physical, stress factors caused the peculiar symptoms exhibited by huge numbers of soldiers.
- ³ Doctors found it baffling that these symptoms persisted long after the war was finished.
- ⁴ They overlooked the importance of blood groupings.
- ⁵ Historians still wrangle over how much World War I liberated women.

Structures which add emphasis (1)

a I hate the waste of human life in war. (base sentence)

What	I hate about war is the waste of human life.
The thing	
It's the waste of human life that I hate.	

b War changes/The war changed people's lives forever. (base sentences)

What	war does is	change people's lives forever.
The thing	the war did was	
Something		

6.2 Listen and repeat the sentences so they *sound* emphatic.

Grammar Reference 6.1 p154

2 6.3 Listen to these sentences. How do the speakers add emphasis? Work with a partner. Can you think of any other ways of emphasizing each sentence?

- 1 I can't stand Bruce. He's so full of himself.
- 2 His lack of self-awareness amazes me.
- 3 You don't appreciate how exhausting travelling is.
- 4 The number of security checks drive me mad.
- 5 The customs officer behaved so rudely. This upset me.
- 6 All the nurses were very sympathetic. I appreciated this.
- 7 You are always late. This really annoys me.
- 8 You should talk to Peter.

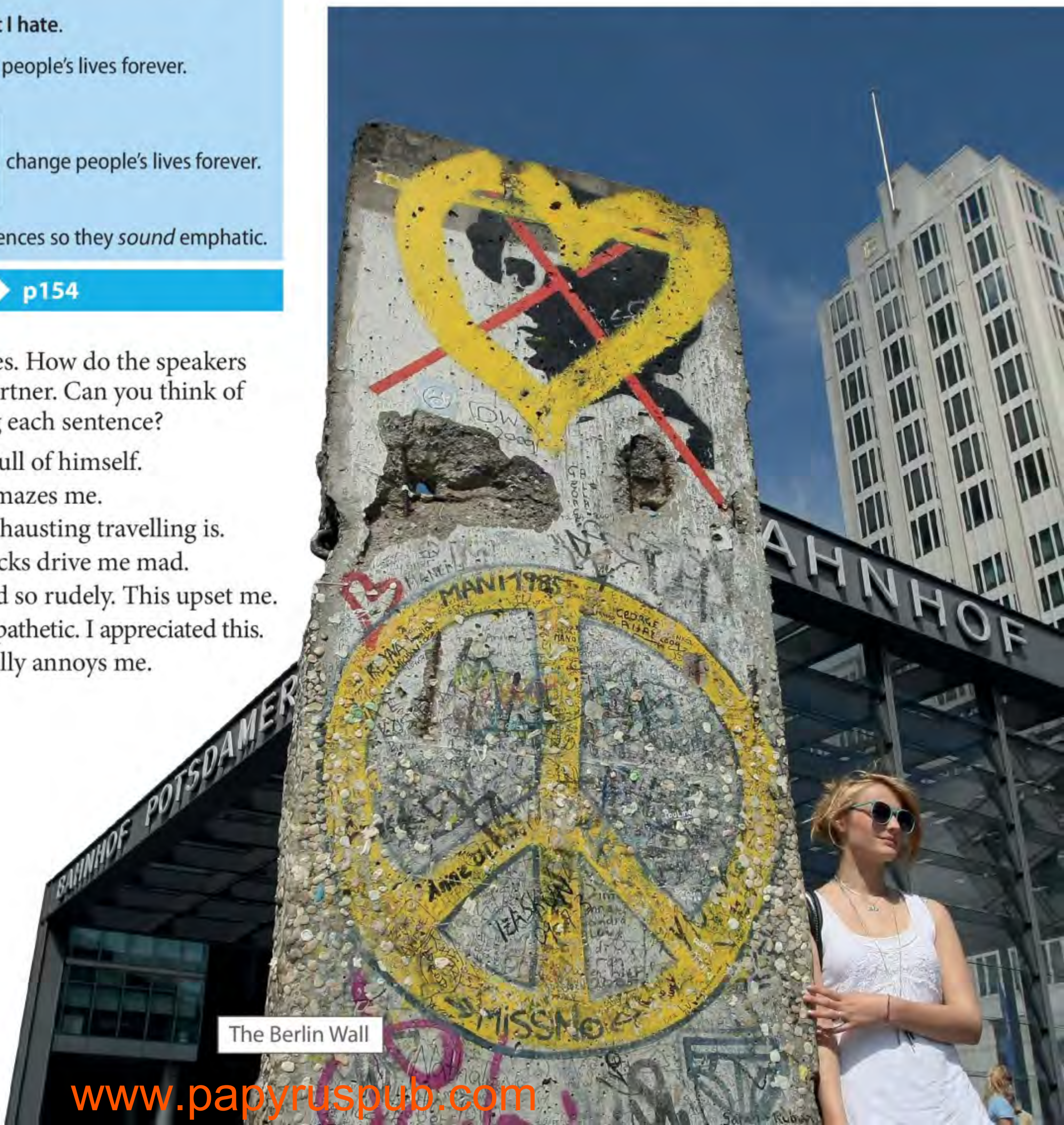
3 Read the question and answer below. Rephrase the answer to make it sound more **emphatic** using the expressions below.

Q What kind of holiday do you like?

A I like touring historic sites.

- 1 One thing ...
- 2 What I ...
- 3 Touring historic sites ...
- 4 It's ...
- 5 ... something I ...
- 6 There's nothing ... more than ...

4 6.4 Listen and check. What are the lines that stimulate the different responses? Practise them with your partner, paying particular attention to the stress and intonation.



The Berlin Wall

Structures which add emphasis (2)

1 Negative inversion

Certain negative expressions can be put at the beginning of a sentence for emphasis. This happens more often in written or formal English.

I've never seen Never have I seen	such courage.
One rarely finds Rarely does one find	such clear explanations.
If it hadn't been for the war, Had it not been for the war,	women would not have got the vote.

2 Emphatic *do, does, did*

Finally, the war ended. Finally, the war **did** end.

6.5 Listen and repeat the sentences so they *sound* emphatic.

Grammar Reference 6.2–6.4 p155

5 Complete the sentences to make them more emphatic.

- You don't often hear any good news in news bulletins.
Rarely
- Churchill was a strong wartime leader and a brilliant orator.
Not only
- I didn't know what he'd been up to.
Little
- I won't allow this setback to discourage me.
In no way
- Fighting broke out as soon as the demonstration started.
No sooner than
- Now I understand why you were so worried.
Only now
- If I hadn't seen it with my own eyes, I wouldn't have believed it.
Had
- You won't find a better heart specialist anywhere.
Nowhere

Talking about you

6 Complete the remarks about you using an emphatic structure. Share ideas with the class.

- Something I've never told you is ...
- What I can't *stand* about ...
- What always surprises me is ...
- The thing that annoys me most ...
- It's not me who ...
- What the government should ...
- Never in my life have I ...
- What I did after class yesterday ...

that I'm actually a secret agent.

6.6 Listen and compare your ideas.



NEVER IN THE FIELD OF HUMAN CONFLICT WAS SO MUCH OWED BY SO MANY TO SO FEW.

SPOKEN ENGLISH Pronunciation: using stress to emphasize

Work with a partner. What do you think is the main stressed word in each of B's replies?

- A Peter hasn't told anybody.
B He told me.
- A I hope you didn't tell Clara.
B I didn't tell anyone.
- A I invited Anna, but she isn't coming.
B I told you she wouldn't.
- A Who told Tim about it?
B I've no idea. I didn't tell anyone.
- A John won't like it when you tell him.
B If I tell him.
- A It's the worst film I've ever seen.
B Tell me about it!
- A He dumped me.
B I told you he would!
- A Have you heard the joke about the old man and his dog?
B I told you it!

6.7 Listen and check. Practise with a partner.

Listening and speaking

Peace and goodwill

- 1 What do you know about the First World War? How do people generally view it today?
- 2 6.8 Listen to **Part 1**. It's an extract from a musical play called *Oh, What a Lovely War!*
 - 1 Who is fighting who? What nicknames do the two sides have for each other?
 - 2 Where are they standing? What two things do they hear?
 - 3 What is surprising about the interaction between these enemy soldiers?
 - 4 The scene depicts the beginning of the so-called 'Christmas truce', which took place on Christmas Eve in the first year of the war. What do you think happened next?
- 3 6.9 **Graham Williams and Harold Startin** fought in WWI and were on sentry duty on that Christmas Eve. Many years later, not long before they died, they recorded their experiences that night.

Listen to **Part 2**. How is their account similar to the scene in the play? What is *no-man's land*?

In your own words

- 4 Use the prompts to tell the story to a partner.
 - 1 On the stroke of eleven o'clock lights ..., and people started ...
 - 2 Graham thought this was ..., so he woke ...
 - 3 Eventually both sides not only started singing together, they began ...
 - 4 Next morning everyone ...
 - 5 Harold says that he made friends with ... despite ...
 - 6 They helped each other in many ways, for example, they ...
- 5 6.10 How long do you think the truce lasted? Listen to **Part 3** and find out. Answer the questions.
 - 1 Who was John French?
 - 2 What was the significance of the rifle shots?
 - 3 Who was Otto?

What do you think?

- Do you find the story depressing or uplifting? Or both? Why?
- Do you think that commanding officers could become friends in the same way?
- Could such an incident happen in modern conflicts? If not, why not?



Tense review

Complete the summary of the story with a verb from below in the correct tense and form, active or passive.

be (x3)	believe	borrow	bury	conduct
make	go on	happen	help	join in
last	meet	sing (x2)	strengthen	take place
visit	wake			

The Christmas Truce

The war ¹ had been going on for only a few months when on Christmas Eve 1914, an extraordinary event ² _____. At midnight, the sleeping British soldiers ³ _____ by the sound of carols ⁴ _____ in the German trenches. They immediately ⁵ _____ with English carols and soon both sides ⁶ _____ together. The next morning they all ⁷ _____ in no-man's land, and in a very short time, many friendships ⁸ _____. Not only ⁹ _____ they _____ to bury each other's dead, but often German and British soldiers ¹⁰ _____ together in the same grave. Tools ¹¹ _____ also _____ from each other, and defences ¹² _____. There was no fear or suspicion on either side. If there ¹³ _____ fear, such a truce ¹⁴ _____ never _____. Incredibly, some friendships ¹⁵ _____ a lifetime. Harold Startin, who ¹⁶ _____ dead for many years now, ¹⁷ _____ regularly during his life by his friend Otto, from Stuttgart. Nowadays, it ¹⁸ _____ generally _____ that such a truce ¹⁹ _____ impossible. Most modern warfare ²⁰ _____ from the air.



Writing p116 Writing for talking – Researching a period in history

Vocabulary

Nouns formed from phrasal verbs

- 1 There are many compound nouns formed with a **verb + preposition** or **preposition + verb** combination.

At the **outbreak** of war I was just three years old.
 These **breakthroughs** paved the way for the blood depots.
 Here is an **update** on the news.
 The health system is suffering from **cutbacks** in its budget.

Which syllable is stressed in these words?

- 2 Some of these nouns operate as phrasal verbs, and some don't.

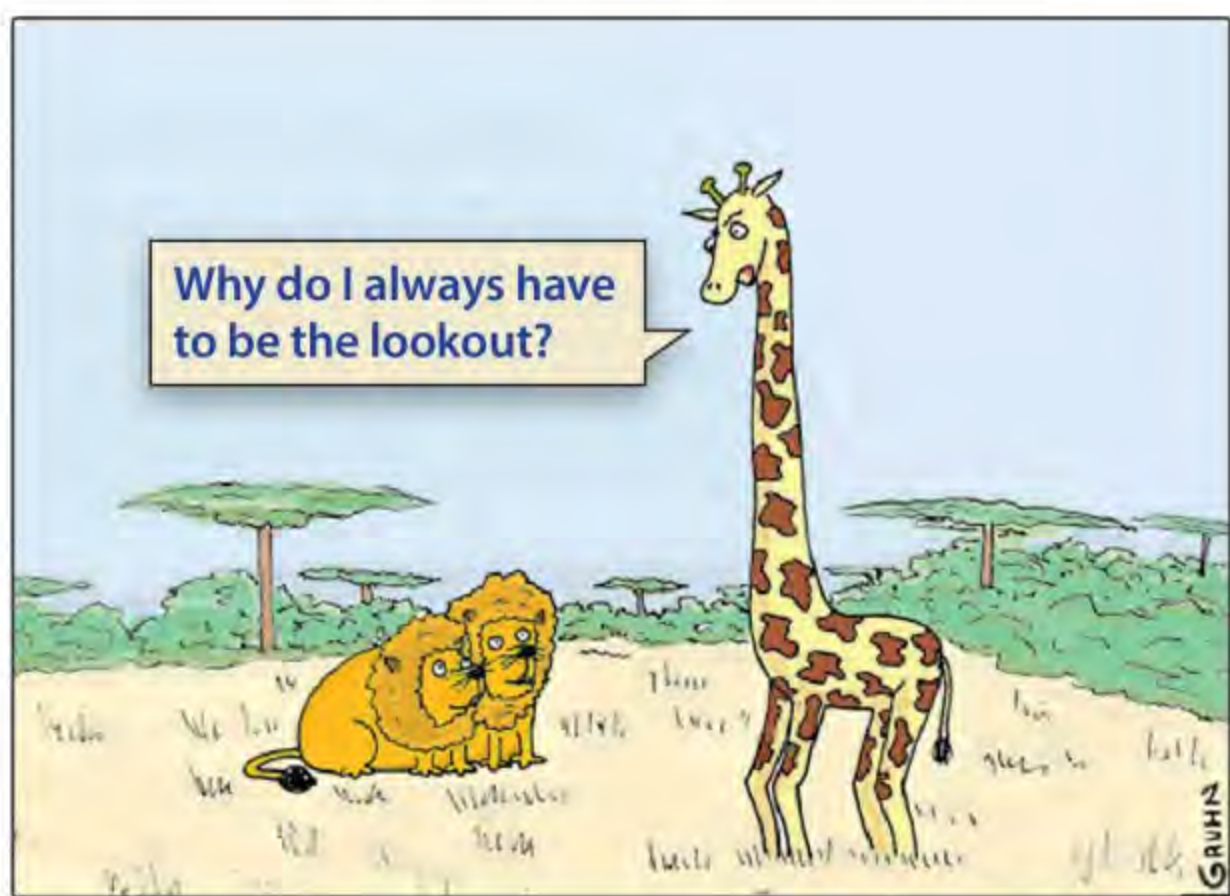
He joined the army the year war **broke out**.
 Funds allocated to research and development have been severely **cut back**.

There is no verb 'to date up' but there is **to update**:
 I'll **update** you on the situation.

- 1 Complete the sentences with a compound noun formed from *up* at the end of the words in the box below.

back slip shake hold

- something used for support if the main one fails
 At the end of a day's writing, I make a copy of my work as a _____.
- a careless mistake that spoils a plan
 There was an administrative _____, and the emails weren't sent in time.
- a situation in which a lot of changes are made
 There's been a big _____ at work. They've fired six managers and restructured the whole company.
- a delay
 Sorry for the _____ – we're having a few technical hitches with our software today.



- 2 Complete the sentences with a compound noun using the word in **bold** as the **first** word. Use the definitions to help.

out

- the final result of an election, or negotiations*
 We are all waiting for the _____ of the meeting.
- a set of clothes worn together*
 She bought a new _____ for the wedding.
- what is expected to happen in the future*
 The _____ for tomorrow's weather is bleak.
- a shop or company through which products are sold*
 Starbucks has retail _____ in all the major cities throughout the world.

take

- a meal you buy in a restaurant to eat at home*
 Shall we eat out or get a _____?
- getting control of a company by buying most of its shares*
 Business sections of newspapers are full of company mergers and _____.

down

- information obtained from the Internet*
 For free _____, click here.
- failure or ruin following success*
 She had a great career, but alcohol was her _____.
- a lot of rain that falls fast and heavily*
 I got soaked in yesterday's _____.

break

- new and dramatic development*
 There have been great _____ in organ transplants in the last 20 years.
- a serious mental illness*
 After his mother died, Paul suffered a complete nervous _____.
- end of a relationship*
 Sarah was very depressed after the _____ of her marriage to Tony.

- 3 Choose some of the words in the box. Use a dictionary if necessary and write a definition and an example sentence with a gap. Test other students.

setback	upkeep	lookout	comeback
showdown	upturn	write-off	drawback
outburst	knockout	offshoot	

The last word Keeping the peace

1 We all have arguments. Look quickly through the four conversations. What are the people arguing about?

- 1 A What colour do you call that?
 B It says 'pale sunlight' on the tin.
 A 'Pale sunlight'! It's more like 'dazzling daffodil'! I can't wake up to that every morning – it'd give me a headache.
 B ¹ _____ it is a bit ... er ... yellow. Oh dear! I just wanted a kind of sunny glow in our bedroom.
 A Don't worry. ² _____ Let's get some of those little trial pots from the paint shop.

- 2 A We should have turned left there.
 B Look! Who's driving this car? The satnav said 'right'.
 A I know these streets better than any satnav.
 B ³ _____ The satnav is never wrong.
 A Huh! You don't believe that any more than I do.
 B Well, I am *not* turning round.
 A OK, OK. ⁴ _____ But don't blame me if we're late.

- 3 A I haven't a clue who to vote for in the next election. They are all a load of w...
 B But you've got to vote. We can't let the other lot in.
 A ⁵ _____ They're all as bad as each other.
 B ⁶ _____ Let the other lot in and taxes will rocket and prices will ...
 A Come on! That happens with all of them.
⁷ _____, shall we? You and I mustn't fall out over this.

- 4 A Put that thing down!
 B Uh?
 A You spend your life in front of a screen.
 B Hey! Hang on a minute – ⁸ _____ You never go anywhere without your iPad and iPhone.
 A Yeah, but I'm not always checking them. You've lost the art of conversation.
 B I have not! ⁹ _____
 A Well, I've been telling you about my day and you haven't heard a word.
 B Uh? Sorry – what did you say?



2 We use many expressions in arguments to agree, disagree, and sometimes to compromise and make peace. Which of these expressions disagree? Which seek to make peace?

- 1 I couldn't disagree more.
- 2 Have it your own way.
- 3 That's not how I see it.
- 4 You do not!
- 5 Let's just agree to disagree.
- 6 I suppose ...
- 7 I really take offence at that.
- 8 Look who's talking!
- 9 I'm sure we can find a happy medium.

3 Work with a partner. Complete the conversations with the expressions from exercise 2. Read them aloud to each other.

6.11 Listen and check. Act out some of the conversations to the class.

4 With your partner, create an argument about one of these topics. Try to reach a compromise or make peace at the end.

choosing a holiday	what to cook for friends
the other's boy/girlfriend	which is best – book or ebook?
which film to see	an item in the news

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