

5th edition

# Headway

**Pre-intermediate** Student's Book e-book



Liz & John Soars • Paul Hancock



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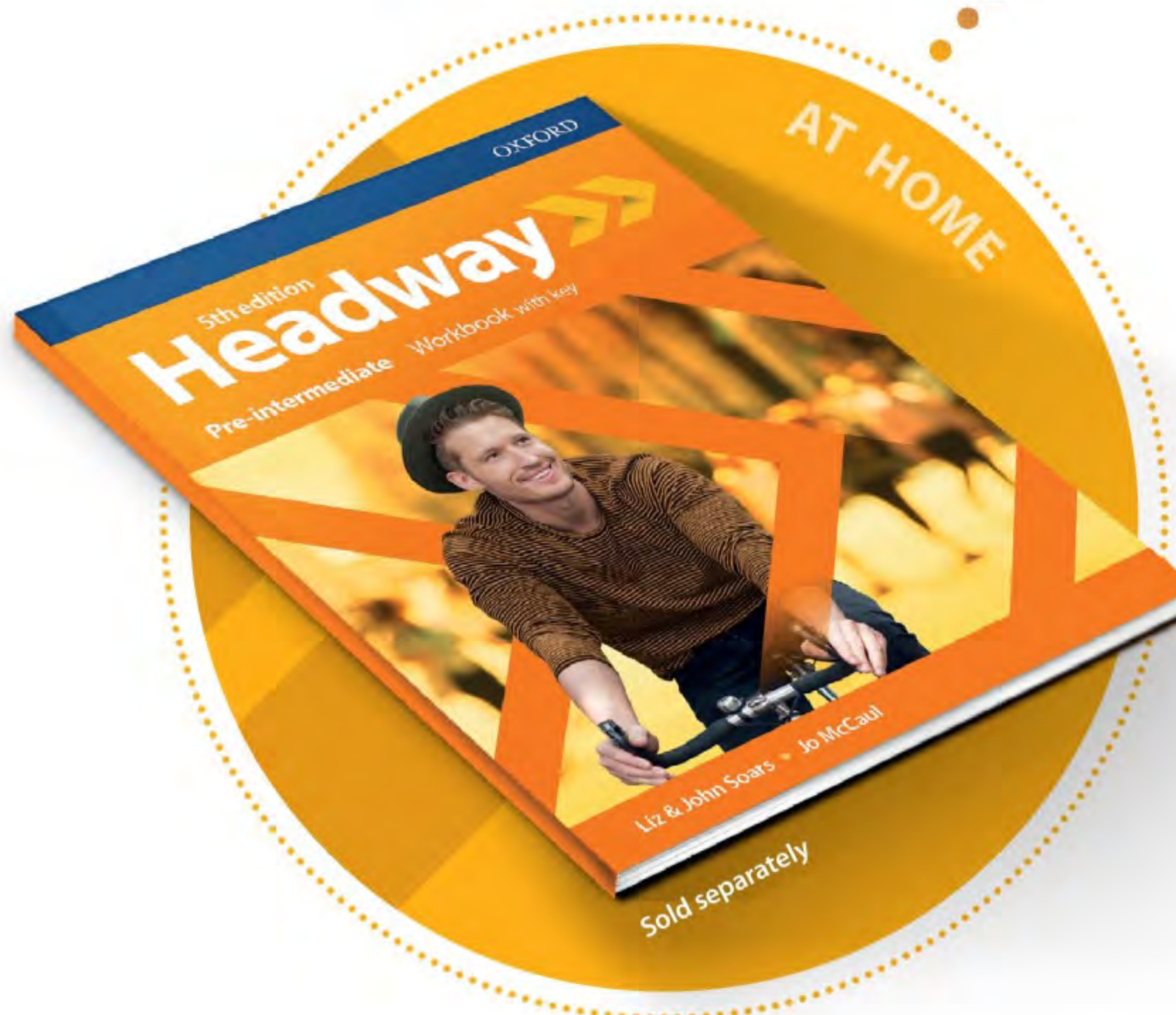
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# Course overview

## 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.



### 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 e-book.

**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 learnt so far.

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



# Videos

Go to [headwayonline.com](http://headwayonline.com) to find a video to use with each unit.

## 1 Another country

▶ A look at the reasons why people decide to move to another country and what life is like away from home.



## 7 Scotland

▶ A profile of Scotland and the people who live there.



## 2 Twins

▶ A look at why twins are special and important for science, and what life as a twin is like.



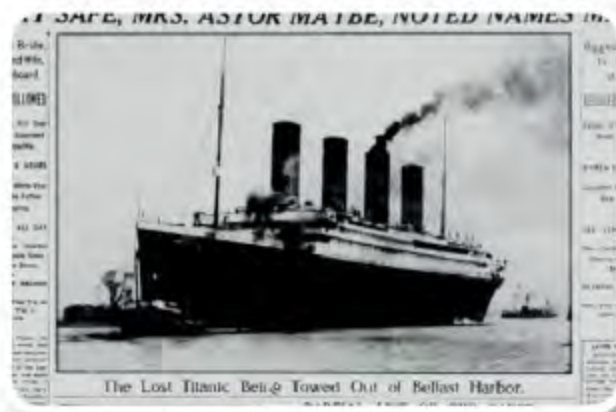
## 8 Under water

▶ Tom Daguere, an underwater photographer, tells us about his job.



## 3 The Titanic

▶ A tragic story that still fascinates people today, and the little-known facts about where the ship came from and the people who built it.



## 9 Roald Dahl

▶ A profile of the life and stories of the children's author, Roald Dahl.



## 4 What's good for you?

▶ A look at healthy and unhealthy foods, and how they are made.



## 10 The Homeless World Cup

▶ A description of the power of football and how it can change people's lives.



## 5 Inspirational young people

▶ A description of the issues and challenges young people are facing today, and what they can do to turn their lives around.



## 11 Passion for parkrun

▶ A profile of parkrun – a 5 km race held all across the world for people of all ages and abilities.



## 6 The Romans in Britain

▶ A look at the impact the Roman invasion had on life in Britain and the changes it brought.



## 12 What if ... ?

▶ People describe how their life would be different if they had more free time, more money, or if they could do any job in the world.





# Good news, bad news!

# 3

- **Grammar** Narrative tenses
- **Vocabulary** Adverbs
- **Everyday English** Saying when

- **Reading** A spy story
- **Listening** James Bond – *The Man with the Golden Gun*
- **Writing** Picture stories – narrative writing



- 1 Who are these people?
- 2 Think of as many reasons as possible why they are taking photographs.
- 3 Which of the reasons are 'good news' stories? Which are 'bad news'?



Watch the video introduction



Use your **Workbook** for self study



Go online for more practice and to *Check your Progress*



## Grammar Narrative tenses – Past Simple and Past Continuous

STARTER

- 1 What is the **Past Simple** of these verbs?  
Which are regular? Which are irregular?

become clean die feed feel find give go  
grow hope hear pass stay take try want

- 2 Practise saying them around the class.

become/became

3.1 Listen and check. Irregular verbs p158

### A good news story

- 1 Look at the photos, title, and map. Why is this a good news story?
- 2 Read the article quickly.
- Who is João Pereira de Souza? Who is Dindim?
  - Where did João find Dindim?
  - Where does Dindim swim to every year?
- 3 Read and complete the article with ten verbs from the Starter in the Past Simple.
- 4 These lines are from the text. Read it again and work with a partner to decide where they go. What is the tense of the verbs in **bold**?
- ❖ the poor bird **was dying**
  - ❖ because he **was enjoying** the company of his new friend.
  - ❖ when he **was fishing**,
  - ❖ João **was walking** sadly home from the beach,
- 5 Make the questions. Then ask and answer them with your partner.
- 1 What / João find?
  - 2 What / João doing when / found it?
  - 3 Where / take / the penguin?
  - 4 What / feed it?
  - 5 How long / Dindim stay?
  - 6 Why / João happy?
  - 7 Which month / Dindim disappear?
  - 8 Which month / return?

3.3 Listen and check.

# PENGUIN SWIMS 5,000 MILES EVERY YEAR

TO VISIT THE MAN WHO SAVED HIS LIFE!

João says, 'I love the penguin like he's my own child, and I believe the penguin loves me.'

João Pereira de Souza, 71, lives on an island near Rio de Janeiro, Brazil. He is a retired bricklayer but still works as a part-time fisherman. One day, about five years ago, ❖ he <sup>1</sup> **found** a tiny, sick penguin on the beach near his home. The penguin's feathers were covered in oil, ❖. João <sup>2</sup> \_\_\_\_\_ sorry for the sick, little bird, and so he <sup>3</sup> \_\_\_\_\_ him back to his home. He cleaned him and <sup>4</sup> \_\_\_\_\_ him sardines, and he <sup>5</sup> \_\_\_\_\_ him the name **Dindim**. The penguin soon <sup>6</sup> \_\_\_\_\_ strong and healthy again.

After a week or two, João <sup>7</sup> \_\_\_\_\_ down to the seashore and <sup>8</sup> \_\_\_\_\_ to put Dindim back into the water. The penguin didn't want to go. He stayed with João, getting bigger and bigger – beautiful new feathers <sup>9</sup> \_\_\_\_\_ on his back. Eight months passed. João was very happy ❖. Then suddenly, one day in February, Dindim disappeared. João was sad to lose him, but hoped that the bird just wanted to return to his penguin family. Four more months passed, ❖ when suddenly he <sup>10</sup> \_\_\_\_\_ a familiar 'honking' sound – Dindim was back.









## Practice

### Discussing grammar

- 1 What's the difference between these pairs of sentences?
  - 1 When we arrived, she **was making** coffee.  
When we arrived, she **made** coffee.
  - 2 What **were** you **doing** when you saw the accident?  
What **did** you **do** when you saw the accident?
- 2 Choose the correct verb form.
  - 1 I *saw* / *was seeing* a good film yesterday.
  - 2 While I *shopped* / *was shopping* this morning, I *lost* / *was losing* my wallet.
  - 3 The police *stopped* / *were stopping* me on the motorway because I *drove* / *was driving* too fast.
  - 4 'How *did you break* / *were you breaking* your leg?'  
'I *was skiing* / *skied* and I *hit* / *was hitting* a tree.'
  - 5 I *was cutting* / *cut* my finger while I *was cooking* / *cooked* dinner.
  - 6 *Did you have* / *were you having* a good holiday?

### Talking about you – truth or lies?


- 3 Write two sentences about where you were, and what you were doing at these times. Write one that is a lie, and one that is the truth. Tell a partner.
  - at 7.15 this morning
  - at 9.00 this morning
  - at 1.00 p.m. yesterday
  - at 3.00 yesterday afternoon
  - at 10.00 last night
  - at 10.00 last Sunday morning

At 7.15 this morning, ...

I was running in the park.

I was coming home in a taxi after an all-night party.

Can your partner guess which sentence is true?

 Go online for more grammar practice

### In your own words

- 4 Work in small groups. Look at these news headlines. What do you think the articles are about?

**Woman injured while texting**


**Rat's tail found in sandwich**

**Teenage party ends in tears**



**BOY, 5, STOPS ROBBERS**

**Vase bought for £5 – sold for £50 million!**

- 5  3.6 Listen to two people talking about two of the articles. Which two are they talking about? What happened? Tell the story in your own words.
- 6 In your group choose *one* of the other headings and make up a story about what happened.

Tell it to the rest of the class. They can ask questions about it.

Whose party was it?

What were the boy's parents doing?

Who bought the vase?





### Good news or bad news?

- 7 Read the two stories quickly. Are they good news or bad news?
- 8 Work with a partner.

**Student A** Read about **Alistair and Jonny Brownlee**. Complete your text with these verbs in the Past Simple.

go ~~begin~~ fall feel run see put think

**Student B** Read about **Nate Williams**. Complete your text with these verbs in the Past Simple.

buy ~~cost~~ fall feel find tell see write

- 9 Go through your article again with your partner and discuss your answers.

What regular Past Simple verbs can you find in both articles? Underline them.

- 10 These lines come from the articles. Which article? Where exactly do they go?

- ❖ they were watching the race on TV
- ❖ they were nearing the finishing line
- ❖ he was finding it difficult to walk

- ❖ when we were leaving the shop
- ❖ while they were doing their shopping
- ❖ when she was paying

3.7 Listen and check.

- 11 Make some questions about your story. Ask and answer them with your partner.

- What
- Where
- Why
- When
- Who
- How + old/much

When did the brothers begin racing?

They began racing ...

How much did Nate's panda cost?

It cost ...

### Project

- Find a news story that interests you. Do some research.
- In the next lesson, bring in pictures and articles. Tell the class about the story.
- Be prepared to answer questions.

## BROTHERLY LOVE – HE DID IT FOR MUM!

Brothers **ALISTAIR AND JONNY BROWNLEE** were just six and eight years old when they <sup>1</sup> *began* doing triathlons. Two years ago, they <sup>2</sup> \_\_\_\_\_ to London to compete in the Triathlon World Series. It was a hot day, but the boys were doing well – ❖, Alistair was running behind his younger brother. He <sup>3</sup> \_\_\_\_\_ to himself, 'This is perfect – Jonny's going to win, and I'm going to come second or third.'

Suddenly, with only 700 metres to go, Alistair <sup>4</sup> \_\_\_\_\_ that Jonny was in trouble. He wasn't running, ❖ and he couldn't breathe. Alistair <sup>5</sup> \_\_\_\_\_ up to his brother. He <sup>6</sup> \_\_\_\_\_ his arm round him and started to run with him to the finishing line. Their worried parents, Keith and Kathy, were at home in Yorkshire – ❖ when Alistair finally pushed his brother over the line and Jonny <sup>7</sup> \_\_\_\_\_ to the ground. Fortunately, Jonny was soon well and running again. Their parents <sup>8</sup> \_\_\_\_\_ very proud of both their sons.



## 'Sorry Nate! Not until Payday!'

**Nate Williams**, ten, was shopping with his mum, Tracey, in an ASDA supermarket in Liverpool when he spotted a huge toy panda – it <sup>1</sup> *cost* £15. Nate immediately <sup>2</sup> \_\_\_\_\_ in love with it – he picked it up and carried it ❖. But at the checkout, ❖, his mum <sup>3</sup> \_\_\_\_\_ her sad little boy that she couldn't afford the panda until her next payday.

Nate didn't want to say goodbye to his new friend, 'Pandy'. So he <sup>4</sup> \_\_\_\_\_ a cardboard box and <sup>5</sup> \_\_\_\_\_ a message on it for other shoppers to read. It said:



My mum didn't have enough money to buy me Pandy today, so she's buying me Pandy on the 15th June - so please don't buy him as it will make me cry. Thank you so much, from hopeful future owner.

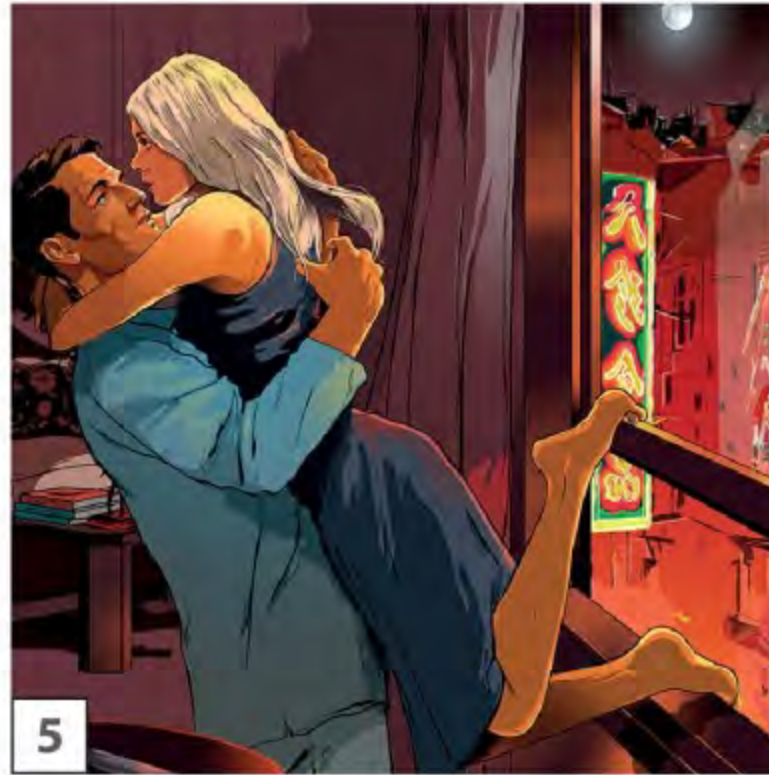
Some shop workers noticed Nate's message. They <sup>6</sup> \_\_\_\_\_ sorry for the boy, and so they clubbed together and <sup>7</sup> \_\_\_\_\_ the toy for him. They posted a message on Facebook to try and find him. Tracey <sup>8</sup> \_\_\_\_\_ the post, and they returned to the shop to get 'Pandy'. She couldn't believe how kind the staff were. She said: '❖, Nate turned to me and said that it was the best day of his life.'



## Reading and listening

### A spy story

- Who is **James Bond**? What do you know about him? Share your ideas with the class.
- These are all posters for James Bond films. Have you seen any?
  - Do you know any more James Bond films? What was the most recent Bond film?
  - Do you know the translation of any of the titles in your language?



# THE MAN WITH THE GOLDEN GUN

**James Bond** got back to his hotel room at midnight. The windows were closed and the air-conditioning was on. Bond switched it off and opened the windows. His heart was still thumping in his chest. He breathed in the air with relief, then he had a shower and went to bed.

At 3.30 he was dreaming, not very peacefully, of three black-coated men with red eyes and angry white teeth. Suddenly, he woke up. He listened. There was a noise. It was coming from the window. Someone was moving behind the curtain. James Bond took his gun from under his pillow, got quietly out of bed, and crept slowly along the wall towards the window. Someone was breathing heavily behind the curtain. Bond pulled it back with one quick movement ... golden hair shone in the moonlight. 'Mary Goodnight!' Bond cursed. 'What the hell are you doing here?'

'Quick, James! Help me in!', Mary whispered urgently.

Bond put down his gun and tried to pull her through the open window. At the last moment, the window banged shut with a noise like a gunshot. Bond cursed again.

- You are going to listen to an extract from the *The Man with the Golden Gun*. Cover the story and look at the pictures. What can you guess about the story?

🔊 3.8 Listen and check.

- 🔊 3.8 Listen again, then answer the questions.

- Name the people in the pictures. Where are they?
- How did Mary Goodnight get into the room?
- Why did she come to find James Bond?
- Where did they go to talk?
- What did Scaramanga say? What did he do?

- Read the story. Find the lines in the text that go with each picture.





3



4



7



8

Mary Goodnight whispered, 'I'm terribly sorry, James!' 'Sh! Sh!' said Bond. He quickly led her across the room to the bathroom. First, he turned on the light then the shower. They sat down together on the side of the bath.

Bond asked again, 'What the hell are you doing here? What's the matter?'

'James, I was so worried. A "Most Immediate" message came from HQ this evening. A top KGB man, using the name Hendriks, is staying in this hotel. He knows you're here. He's looking for you!'

'I know,' said Bond. 'Hendriks is here all right. So is a gunman called Scaramanga. Mary, did HQ say if they have a description of me?'

'No, they don't. They just have your name, Secret Agent James Bond.'

'Thanks, Mary. Now, I must get you out of here. Don't worry about me, just tell HQ that you gave me the message, OK?'

'OK, James.' Mary Goodnight stood up and looked into his eyes, 'Please take care, James.'

'Sure, sure.' Bond turned off the shower and opened the bathroom door. 'Now, come on!'

Suddenly, a voice came from the darkness of the bedroom: 'This is not your lucky day, Mr Bond. Come here both of you and put your hands up!'

Scaramanga walked to the door and turned on the lights. His golden gun was pointing directly at James Bond.

6 Are the sentences true (✓) or false (✗)? Correct the false sentences.

- 1 James Bond felt happy to be back in his hotel room.
- 2 Bond was dreaming about Mary Goodnight.
- 3 A man with a gun woke Bond at 3.30 a.m.
- 4 Bond was very pleased to see Mary Goodnight.
- 5 Bond's gun went off while he was pulling Mary through the window.
- 6 They talked while the shower was going.
- 7 Bond knew that Hendriks was looking for him.
- 8 Bond was trying to help Mary get out of the hotel.

### Language work

7 Write the past form of these verbs from the story. Which are irregular?

- |           |            |           |       |             |       |
|-----------|------------|-----------|-------|-------------|-------|
| 1 get     | <u>got</u> | 5 creep   | _____ | 9 try       | _____ |
| 2 breathe | _____      | 6 shine   | _____ | 10 lead     | _____ |
| 3 wake up | _____      | 7 whisper | _____ | 11 give     | _____ |
| 4 take    | _____      | 8 put     | _____ | 12 stand up | _____ |

### In your own words

8 Use the pictures to tell the story to a partner.

James Bond got back to his hotel room at midnight ...

### What do you think?

Work in groups. Discuss these questions and try to work out the rest of the story.

- 1 Who is Scaramanga? Is he ... ?
  - an assassin hired to kill James Bond
  - the leader of a terrorist group
  - a poker player who lost his money to James Bond
- 2 Who is Mary Goodnight? Is she ... ?
  - James Bond's girlfriend
  - in fact working for Scaramanga
  - a secret agent like James Bond
- 3 What happens next in the story? Does Scaramanga ... ?
  - kill James Bond and Mary
  - capture James Bond and Mary
  - capture Mary and take her to a secret island
- 4 What happens in the end?
  - James Bond escapes but Mary is killed.
  - Scaramanga is hurt but escapes with Mary.
  - James Bond saves the world and gets the girl.

Read the summary on page 155. Were your ideas right?

▶ Watch a video about another story which was turned into a famous film, *Titanic*.





## Vocabulary and speaking

### Adverbs

1 Many regular adverbs end in *-ly*. Match a verb in **A** with an adverb in **B**. You can find them in the text about James Bond on p34. Some match with more than one.

| A              | B          |
|----------------|------------|
| dream          | quietly    |
| wake up        | peacefully |
| whisper        | suddenly   |
| creep          | heavily    |
| get out of bed | urgently   |
| breathe        | slowly     |



2 What is the adverb form of these adjectives? One is irregular.

clear noisy careful easy  
complete good bad fluent

3 Write an adverb from 2 to go with these words.

- 1 play a game \_\_\_\_\_ and lose
- 2 play a game \_\_\_\_\_ and win
- 3 explain the rules \_\_\_\_\_
- 4 eat something \_\_\_\_\_
- 5 forget something \_\_\_\_\_
- 6 drive \_\_\_\_\_
- 7 speak Spanish \_\_\_\_\_
- 8 pass an exam \_\_\_\_\_

3.9 Listen and check. Work with a partner. Try to remember some of the conversations. Practise them.

4 Look at the pairs of sentences. Which words in **bold** are adverbs and which are adjectives? What do you notice about them?

Is this a **fast** train to London? Slow down! You drive too **fast**!

I work **hard** and play **hard**. She's a very **hard** worker.

I got up **early** this morning. We caught the **early** train.

### Word order

5 Put the adverbs in the correct place in the sentence. Sometimes there is more than one possibility.

- 1 I was dreaming when a loud noise woke me up. (*peacefully, suddenly*)
- 2 I got up in the morning and worked all day. (*early, hard*)
- 3 My grandma is 80, and she goes swimming. (*nearly, still, regularly*)
- 4 I was relaxing with a good book when someone knocked on the door. (*just, really, loudly*)
- 5 My sister is three, but she can read and write. (*only, already, well*)
- 6 Some of my friends are on Facebook. My dad's on Facebook. (*continually, even*)
- 7 'Do you love me?' 'I do. I love you.' (*really, of course, passionately*)

### A sad poem with adverbs!

6 3.10 Listen to and read the poem. What do you think happened? Which of these titles suits it best? Can you think of a better one?

- 'Happily ever after'
- 'Eternal love'
- 'Love's a Cruel Game!'

I ran into your arms so **happily**,

You looked at me **guiltily**,

You spoke to me quite **softly**,

I turned and walked away **sadly**,

**Gradually**, I learned to smile again



7 Read the poem aloud to a partner, with feeling! Write a similar poem together using adverbs. Read it to the class ... with feeling!

Go online for more vocabulary practice



## Everyday English Saying when

1 Answer the questions.

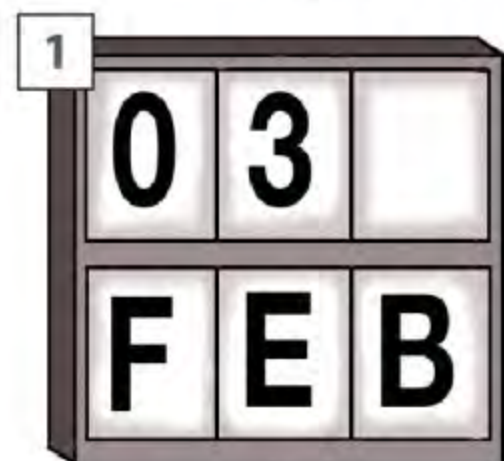
- What's the date today/tomorrow/the day after tomorrow?
- When's your birthday?
- What year were you born?
- What's your date of birth? Do you know what time you were born?

3.11 Listen and compare. What dates do you hear?

2 Look at the two ways of saying the date.

- A What's the date today?  
 B It's March the twenty-second.  
 C It's the twenty-second of March.

Practise saying the dates below in two ways.



3.12 Listen and check.

3 3.13 Listen to how Americans say the dates. What's the difference between British and American English?

4 Practise saying the years.

2012 2002 2018 2025  
 1980 1969 1994 1848

5 3.14 Write the dates you hear.

- 1 \_\_\_\_\_ 3 \_\_\_\_\_ 5 \_\_\_\_\_  
 2 \_\_\_\_\_ 4 \_\_\_\_\_

### Time expressions

6 Complete the time expressions with *in*, *at*, *on*, or no preposition.

- |                      |                            |
|----------------------|----------------------------|
| 1 _____ six o'clock  | 9 _____ 2015               |
| 2 _____ last night   | 10 _____ the weekend       |
| 3 _____ the evening  | 11 _____ January 18        |
| 4 _____ the 1960s    | 12 _____ the other day     |
| 5 _____ Saturday     | 13 _____ Monday morning    |
| 6 _____ April        | 14 _____ yesterday evening |
| 7 _____ summer       | 15 _____ two weeks ago     |
| 8 _____ this morning | 16 _____ midnight          |

Grammar reference 3.4 p144

### Talking about you

- 7 What days are national holidays in your country? Tell a partner.  
 8 Write down three dates that are important to you. Tell the class.  
 September the 15th – it's my wedding anniversary.  
 9 Work in small groups. Ask and answer questions.

### When did you last ... ?

- see a film
- send a text
- play a sport
- do an exam
- have a holiday
- get a present
- buy some clothes
- go out for a meal

I went to the cinema two weeks ago.

What did you see? Did you enjoy it?

Go online for more speaking practice



## Writing

### Picture stories – narrative writing

#### Position of adjectives and adverbs

- Complete the sentences with the adjectives and adverbs in the correct place.
  - A dog jumped up at me. (*large, suddenly*)
  - Thank you for your invitation. I can't come. (*kind, unfortunately*)
  - I got out of bed and went to make a cup of tea. (*downstairs, nice*)
  - We had a meal and we went to the theatre. (*lovely, then*)
  - I was sitting at home when something happened. (*last Thursday evening, very strange*)
  - He's got three sisters, and I've got three older sisters. (*older, too*)
  - There's a programme on TV tonight that I want to see. (*interesting, very much*)
  - I worked all week. (*really hard, last*)
- Work with a partner. Look at the pictures. What do you think the story is about? Use the words below to write the story of **Aunt Camilla's** portrait. Then read your story aloud to the class.

#### Picture 1

My Aunt Camilla ... old and very ... One day ... in the mirror ... suddenly decided that ... a portrait of herself ... Immediately, she ... the world-famous portrait painter, Rolf Unwin.

#### Picture 2

Twice a week she ... his studio. Rolf ... painted her ... He didn't want ... see the picture until ...

#### Picture 3

Finally ... the portrait ... ready. My aunt ... excited and hurried ... The portrait ... exactly like my aunt. Unfortunately she ... and refused ... She ordered him to ...

#### Picture 4

This time ... didn't visit ... the studio ... After another ... months the portrait ... ready and my aunt ... see it. The face ... a beautiful, ... girl. It didn't ... like my aunt at all ... she ... loved it. She paid Rolf ...

- Turn to page 154 and compare your stories. What are the differences?
- Turn to p155 and look at another picture story. It's a true story, called 'The Burglar who fell asleep!'

 [Go online](#) for more writing practice

## AUNT CAMILLA'S PORTRAIT

