

5th edition

Headway

Upper Intermediate Student's Book e-book



Liz & John Soars • Paul Hancock

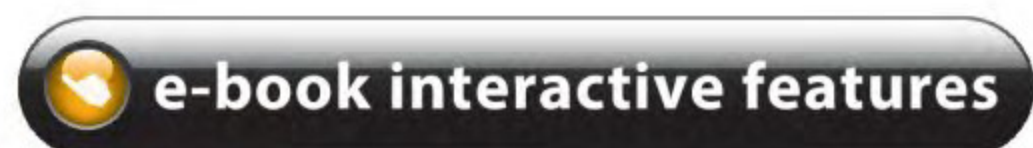
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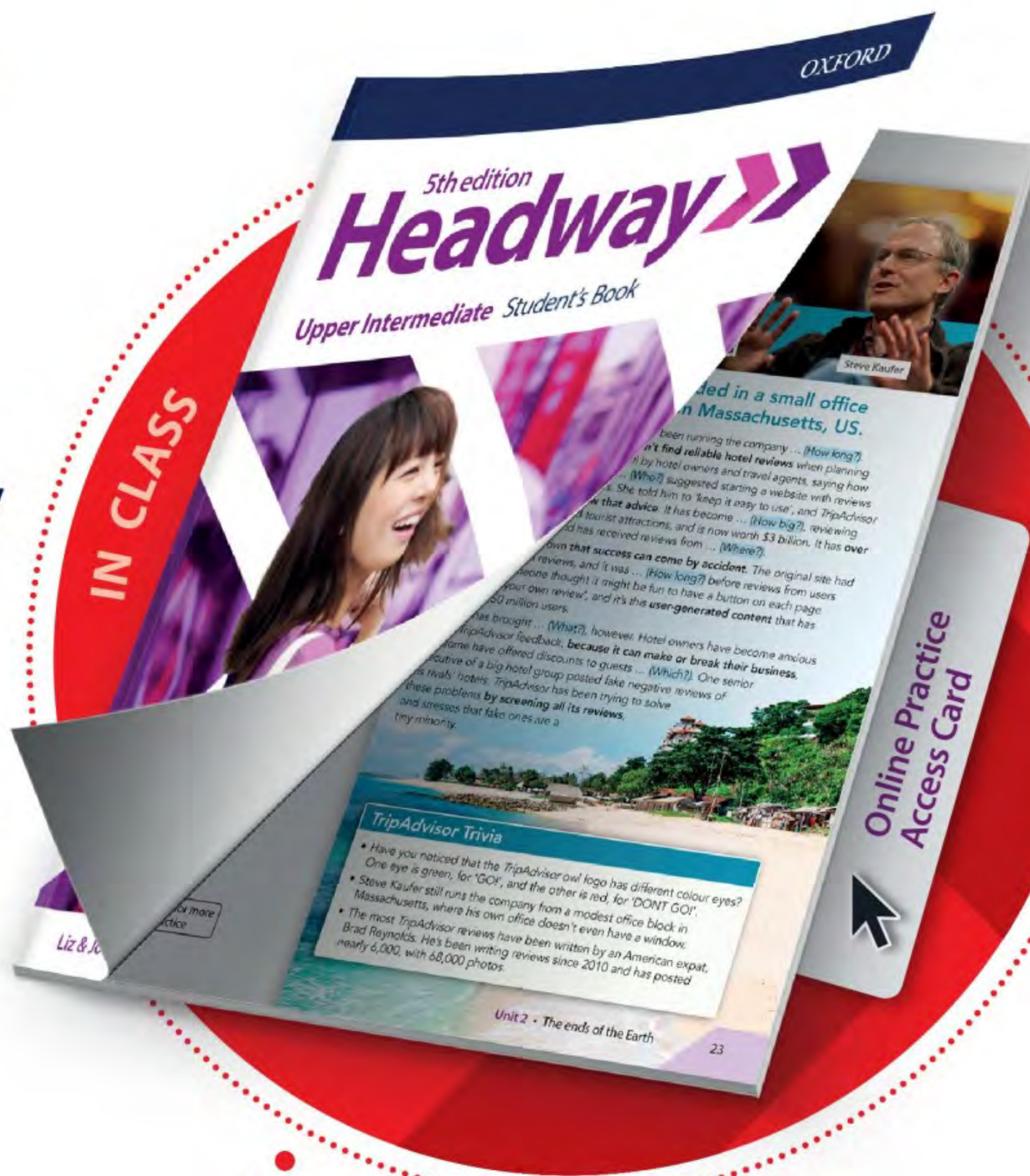
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Course overview

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 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

Go to headwayonline.com to find a video to use with each unit.

1 A global village

▶ Interviews with two generations of traveller, and how they communicated with friends and family back home.



7 Soulmates

▶ Listen to how couples met each other. Olivia and James tell their story and describe how their relationship started.



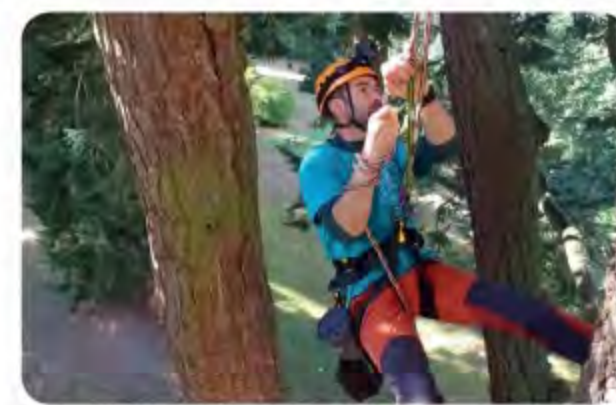
2 Making a difference

▶ An interview with Martin Dorey about his project using social media to inspire people to get involved around the UK.



8 Wild Tree Adventures

▶ Spend time with climber Tim Chamberlain, who provides an unforgettable experience high up in some of the most spectacular trees in the world.



3 Courage to be kind

▶ An interview with Abi Elphinstone, a writer of adventure and fantasy books, whose latest book celebrated the kindness in her life.



9 Living history

▶ Watch and learn about the skills, traditions and culture that have shaped our world, and experience the fascination which people have with the past.



4 What's your news?

▶ Jon Roozenbeek describes how easily news stories spread, and suggests a solution for protecting ourselves against 'fake news.'



10 The Vikings

▶ Relive the Viking age through Søren Nielsen's account of the construction and sailing of a replica Viking longboat from Roskilde to Dublin in Ireland.



5 Acting robots

▶ Listen to Will Jackson, director of Engineered Arts, a company which is developing robots for our entertainment.



11 Synaesthesia

▶ A look at understanding people's experiences of synaesthesia and how it affects their everyday lives.



6 A brand story

▶ Visit the wild and wonderful highlands of Scotland to discover how pure wool cloth has become an international success story.



12 Age is just a number

▶ Listen to opinions about the best age to be. Find out when different skills peak and what contributes to a long and healthy life.



A future perfect?

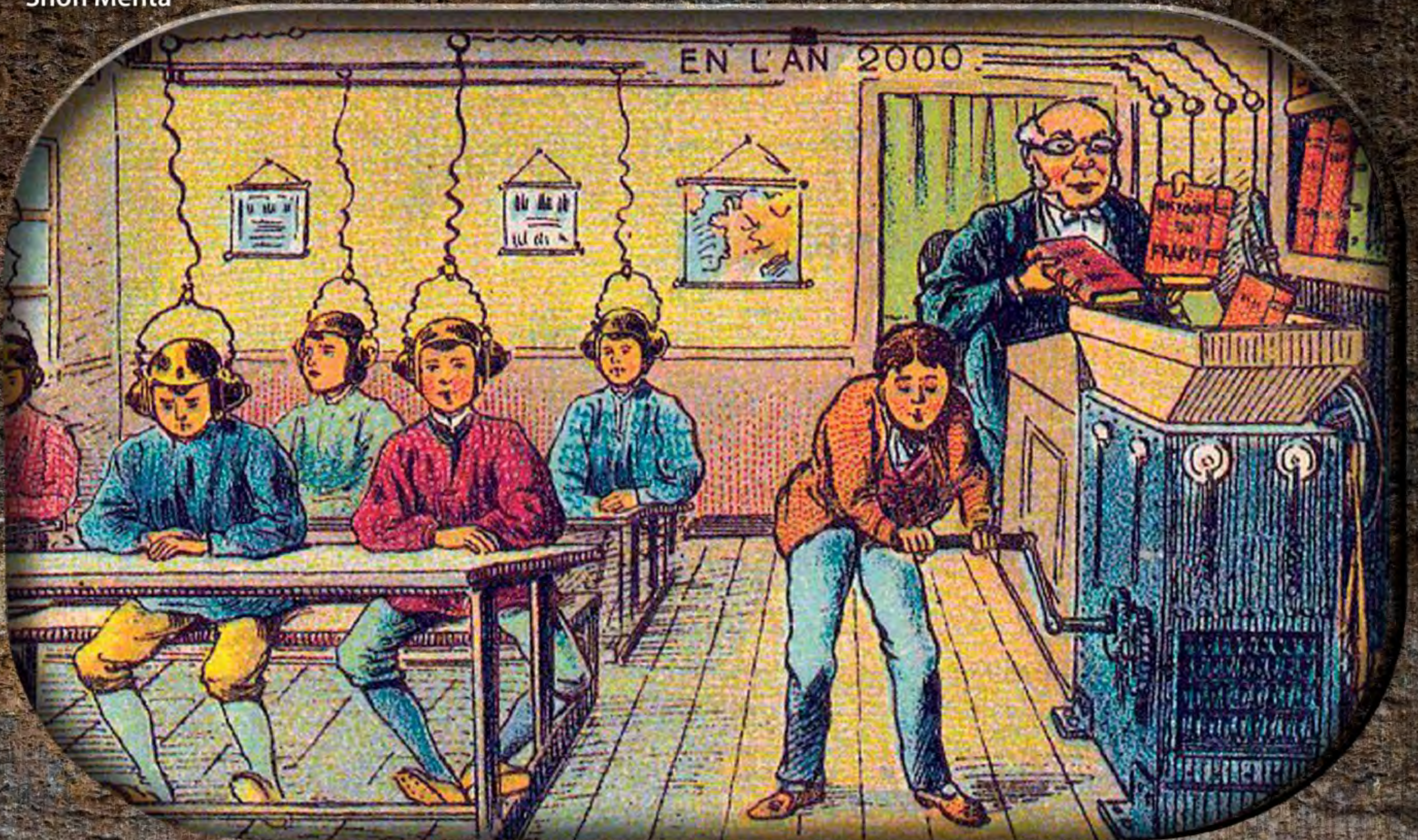
5

- Language focus Future forms
- Vocabulary Common verbs – *take* and *put*
- Everyday English Over the phone

- Reading The *Boomerang* generation!
- Listening The future of the future
- Writing Applying for a job

‘People who live in the past should not decide the course of the future.’

Shon Mehta



?

- 1 What vision of the future does the picture from 1899 suggest? Has this vision become a reality? How/Why not?
- 2 Read the quote. Do you think this is happening in the world today? Where and how? Why do people often fear the future? Do you?



Watch the video introduction



Use your **Workbook** for self study



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

Language focus Future forms

TEST YOUR GRAMMAR

1 Situations 1–8 all contain a future form. Match them to their meanings.

1 Don't worry, you'll pass the exam.	a timetable
2 I'm seeing Jo for lunch on Friday.	a suggestion
3 The train to Dover leaves at 10.00.	a prediction
4 Shall we have a break now?	an intention
5 I'm going to go on a diet.	a spontaneous decision
6 I'll make some coffee.	a future action in progress
7 We'll have finished by Friday.	the past from the future
8 This time tomorrow I'll be lying on the beach.	an arrangement

2 Name the different future forms.

An eye to the future

1 5.1 Look at the photos and listen to the people talking about the future. Who says what? Put a number 1–6 next to the names. What are they all looking forward to?

2 Answer the questions about the people.

- Where are Ted and Pamela going?
What will they be doing at this time tomorrow?
- What is Francesca going to study?
How long does her course last?
- Who will be coming to watch Jason?
What time does the match start?
- Why is Asha going to San Francisco?
Why will she be able to buy her own place?
- Why are Lucy and Mark excited?
What does Mark hope?
- What is Jonathan going to do to ensure success?
What's his ambition?

5.2 Listen and check. Practise them with a partner.

3 Who gave these answers? What are the questions? Ask and answer them with your partner.

- The amount of debt she'll have.
- Because the teams are great rivals.
- Sebastian.
- Two o'clock.
- No, they're not. It's all work, work, work!
- Twice what she's earning now.

5.3 Listen and check.



Francesca



Asha



Jonathan



LANGUAGE FOCUS

- What's the difference between these sentences?
 What **do you do** on Sundays? / What **are you doing** this Sunday?
 Get in the car. I'll **give** you a lift. / I'm **going to give** Dan a lift to the airport.
 I'll **write** the report tonight. / I'll **have written** the report by tonight.
 We'll **have** supper at 8.00. / We'll **be having** supper at 8.00.
- There are many ways to talk about the future in English. The differences in meaning can be quite subtle, and in many situations more than one form is possible:
 I'm **meeting** George for lunch. / I'm **going to meet** George for lunch.
 I'm **working** at home tomorrow. / I'll **be working** at home tomorrow.
 The flight **arrives** at 14.56. / The flight **will arrive** at 14.56.

Grammar reference 5.1 pp155-156

Practice

Discussing grammar

- Choose the correct form in the pairs of sentences. In which sentences are both forms possible?
 - 'll see / 'm going to see*
 - I'm very excited. I _____ all my family this weekend.
 - I don't know if I have time to come tonight. I _____.
 - are you going to do / will you do*
 - So, you're off to the US for a year! What _____ there?
 - I'm sure you'll pass the exam, but what _____ if you don't?
 - 'll come / 'm coming*
 - I _____ with you if you like.
 - I _____ with you whether you like it or not.
 - are you doing / are you going to do*
 - Your school report is terrible. What _____ about it?
 - What _____ this evening?
 - 'm giving / 'm going to give*
 - I've had enough of her lazy attitude. I _____ her a good talking to.
 - I _____ a presentation at 3.00 this afternoon. I'm scared stiff.
 - leaves / is leaving*
 - John! Peter _____ soon. Come and say goodbye.
 - The coach _____ at 8.00, so don't be late.
 - 'll see / 'll be seeing*
 - I _____ you outside the cinema at 8.00.
 - I _____ Paul this evening, so I'll tell him your news.
 - 'll see / 'll have seen*
 - You _____ enough of me by the end of this holiday.
 - I'm going to make a success of my life. You _____.

Which future form?

2 **5.4** Complete the pilot's announcement with the most natural future form – **Present Simple**, **will** or the **Future Continuous**. There can often be more than one form! Listen and compare.

“This is your captain speaking ...”



“Good afternoon ladies and gentlemen. Welcome aboard this Virgin Atlantic flight to Boston. In a short time, we ¹ _____ (*take off*). Our flight time today ² _____ (*be*) approximately six and a half hours and we ³ _____ (*fly*) at 37,000 feet, at a cruising speed of 575 miles per hour. We ⁴ _____ (*come in*) over the coast of Newfoundland before heading down to Boston. We ⁵ _____ (*arrive*) in Boston at 20.45 US time. The cabin crew ⁶ _____ (*serve*) an evening meal during the flight. If you need any assistance, just press the call button and a flight attendant ⁷ _____ (*come*) to help you. In case of turbulence, ⁸ _____ you please _____ (*keep*) your seatbelt fastened when in your seat?”

(Near the end of flight)

“In a few moments time, the crew ⁹ _____ (*give out*) landing cards for those who ¹⁰ _____ (*need*) them. In 20 minutes, we ¹¹ _____ (*land*) at Boston Logan airport where the temperature is a chilly 5 °C. Please put your seats in the upright position and remain seated until the plane ¹² _____ (*come*) to a complete standstill. We hope you have enjoyed your flight with Virgin Atlantic.”

Talking about you

3 Work with a partner. Complete the questions with the most natural future form. Sometimes there are several possibilities.

- 1 Where _____ (you go) on holiday this year?
- 2 When _____ (you go)?
- 3 How _____ (you get) there?
- 4 (you stay) _____ in a hotel? Which?
- 5 How long _____ (you be) away for?
- 6 What _____ (you all do) there?

4 **5.5** Use the questions to make a conversation about holiday plans. Act it out to the class then listen and compare.

I hope so / I don't think so

5 **5.6** Listen to the questions and complete the different responses.

1 **‘Do you think you'll ever get a promotion?’**

- ‘I _____ so.’
- ‘I _____ one day.’
- ‘It's possible, but I _____ it.’
- ‘I'm sure I _____!’
- ‘I'm sure I _____. My boss doesn't even know my name!’

2 **‘Are you going out tonight?’**

- ‘Yes, I am.’
- ‘I think _____, but I'm not sure.’
- ‘I _____ be.’
- ‘You _____! I'm meeting the guys at the pub.’

3 **‘Do you think the world's climate will change dramatically in the next 50 years?’**

- ‘I _____ so.’
- ‘I hope _____!’
- ‘Who _____. Maybe.’
- ‘I'm convinced it _____. All the experts say so.’

6 Work in small groups. Ask and answer similar *yes/no* questions about future possibilities in your life.

Do you think you'll ever be famous? I'm sure I will, because I ...

1 **be famous**

work abroad

marry a millionaire

speak perfect English

have grandchildren

2 **go to the cinema soon**


meet friends this weekend

eat out in the next few days

3 **we discover life on another planet**

people live for 150 years

find a cure for cancer

 **Go online for more grammar practice**



Listening and speaking 'The future of the future'

Future Proofing is a BBC Radio 4 series about the future. You're going to listen to excerpts from an episode called 'The future of the future'. In this, presenters **Timandra Harkness** and **Leo Johnson** talk to people with very different ideas about what the future will be.

1 What will life be like 100 years from now? Write down two things. Share ideas with the class.

2 **5.7** **Timandra** and **Leo** are in **New York**. The first person they talk to is a fortune teller – **Angela Lucy, a Tarot card reader**. Listen to the conversation. Answer the questions about these extracts from it.

- | | |
|---|--|
| 1 <i>"'The Three of Swords' - it means physical separation from somewhere."</i> | What is the 'Three of Swords'? Separation from which city? |
| 2 <i>"'The Fool' - it means the leap of faith. Going to New York City, looks like you take the leap."</i> | What does Timandra think 'The Fool' card might mean? |
| 3 <i>"I'm starting to suspect you're paid by some New York estate agent."</i> | Why does Timandra think this? |
| 4 <i>"The future of the future is people trusting their own intuition more."</i> | Who believes this? Who questions it? Why? |
| 5 <i>"Do you think it is overstated ... that we will put more and more of our trust in the machines and less trust in own judgement?"</i> | How does Angela respond? What does she call machines at the end of the conversation? |

3 **5.8** Listen to **Astro Teller – Captain of Moon Shots**.

- 1 Which company does Astro work for? What's his job and what does he have to do?
- 2 What's his basic belief about the future?
- 3 What does he say about kids going to college today?
- 4 How does he say his grandparents viewed the future?
- 5 Who are the 'surfers' and who are the 'turnips'? Why are these terms used?



5 **5.10** Listen finally to **Alexander Rose of The Long Now Foundation**, which aims to make us take a longer-term view of the future.

- 1 What is his project?
- 2 What fundamental desires does he say remain 'pretty much the same'?
- 3 What does he say about the way we often view the past and the future?



4 **5.9** **Matt Novak** is the editor of **Gizmodo Paleofuture Blog**. This looks at **how past times viewed the future**. How does the picture illustrate this? Listen to Matt and answer the questions.

- 1 Where is he?
- 2 How does his view differ from Astro Teller's?
- 3 What does he say about these things?
 - people at the start of the 20th century
 - older people
 - TV in the US
 - the smartphone
 - the Internet
 - electricity



What do you think?

- Whose ideas about the future do you agree with most? Whose most surprised you? Why?
- If the four people met, who do you think would agree or disagree?
- What's your opinion of fortune tellers? Have you ever been to one?
- Why do people often think the past was better than the present or future?

Watch a video about robots in action, and one company's view on how they can help us.



Reading and speaking

The 'BOOMERANG' generation!

1 When do young people usually leave home in your country? Work in two groups. List reasons for and against leaving home when you grow up:

Group A: From the children's point of view.

Group B: From the parents' point of view.

Share ideas with the class.

2 Read the introduction to the article and answer the questions.

- 1 Why are they called 'Boomerang kids'? What's a 'kidult'?
- 2 What does 'fled the nest' mean? Who are the 'empty nesters'?
- 3 What do you think causes them to 'boomerang'?

3 Read about *The Kids* and answer the questions in your groups.

Group A: Read about Julian.

Group B: Read about Amy.

- 1 What did she/he do when they left home?
- 2 Why did he/she move back?
- 3 What does she/he like/not like about being back home?
- 4 How does he/she feel about other people in the house?
- 5 What does the future hold for her/him?

Work with someone from the other group and compare the kids.

4 Read about the parents of your child. Answer these questions and discuss them with your partner from the other group.

- 1 What do the parents like about the arrangement?
- 2 What do they complain about? What do they hope for?

SPOKEN ENGLISH The use of *thing*

1 Work with a partner. Look at the examples of the word 'thing' from the texts. How can you express the sentences differently?

'He's going to try and **put things right** with his wife.'

'She's always **tidying away my things**.'

'**The thing is**, I'm not sure about her new boyfriend.'

'**One thing** I do like, is having their friends round.'

2 Find three more examples in audioscript 5.1 page 146.

3 Ask and answer these questions with your partner.

- Is rugby your kind of thing? What is?
- How are things with you at the moment?
- Do you have a thing about tidiness?
- Do you make a big thing of birthdays? What do you do?
- What's the thing you like most/least about learning English?

What do you think?

- What's your opinion of the children and the parents?
- Do you sympathize with their parents' views? Why?
- Is it possible to 'grow up' while still living at home? Why might it be difficult for both kids and parents?

Meet the 'Boomerang' Kids & their parents

A



B



Who are they? They're the children who just CAN'T or WON'T leave home. Or, to put it another way, they are 'kidults', in their 20s or 30s, who 'boomerang' back home, having previously fled the nest. In the UK, more than 3 million 20-somethings still live in the family home. It is a trend echoed throughout the world.

The Kids

Julian Hanlon, (25)

back living with parents,
Alan and Barbara.

“I didn't expect to return home. I studied music at Cambridge and after graduating, I went travelling with some guys – round Europe, singing in bars to pay our way – it was great! But it had to end. I'd got a place to do Opera Studies at the *Guildhall School of Music*, but I came back with a load more debt – so here I am, back in my old bedroom. It feels weird, but thanks to mum and dad, I'm rent free. We get on well most of the time – but my elder brother, Tim, has joined us now. He's just separated from his wife. I think it's tough on mum and dad – both their big sons back. My brother's depressed, but he's going to try and put things right with Annie. My girlfriend calls us 'mummy's boys' because mum still cooks and washes for us! That's a real bonus – I'll miss that when I move out. Anyway, I'm singing in *Don Giovanni* next month. I hope my family will be proud of me in the end.”



Amy Butcher, (22)

left home at 18 but now back
with mum, Faye.

“I loved my independence. I work in the make-up section in a city department store, and I was sharing a flat with two girlfriends. But then the landlord put up the rent and that was that. So, I'm back with mum. It's not easy. It's not that I don't get on with her – I do. And I know the bit of rent I pay her, helps. But she gets on my nerves sometimes – she's obsessively tidy. She's always tidying away my things and I can't find them. Also she worries when I'm out late with friends. But I worry about her, too. The thing is, I'm not sure about her new boyfriend. I know he doesn't like me.

I love when it's just mum and me and we stretch out on the sofa and watch a film together. We'll be doing that tonight. I'm saving like mad – but the store is going to close. I don't know what I'll do then. I think I'll look for work in a beauty parlour.”



The Parents

Alan Hanlon, (61)

“In some ways it's nice having the boys back. Family is important to us and we're happy to help Julian while he's training, and, of course, we're sorry for poor Tim. But we had got over the 'empty nest' syndrome, or at least I had. We'll both be retiring soon, and I was looking forward to having the freedom that brings. Now it's like we've gone back in time – the mess and the noise. But Barbara seems to love it! I think she does far too much for them and I take issue with that. The boys seem to take it for granted that they live rent free, and their mum will cook and clean for them.

One thing I do like is having their friends round again – we have some good times together. Julian's girlfriend is great fun and this takes Tim's mind off his problems for a while. We're all hoping he'll get back with his wife. And, of course Barbara and I take great pride in Julian's singing. I suppose we'll put up with it for the time being.”

Faye Butcher, (57)

“I missed Amy a lot when she moved out. You see, I've been a single mum since Amy's dad left when she was ten, so we're very close and I love having her around again. She helps me with my make-up and keeps me in touch with the world of music, films and phone apps. But it's not all fun. Amy's as untidy today as she was as a teenager. The house is littered with her stuff. It's my house and I like it tidy – I'm always putting her things away. I'm going to make her a list of house rules. I know she'll take offence and say I'm treating her like a kid. She's right. But a bigger problem is Rob – he's an old friend. He helps me with household chores from time to time. Amy won't speak to him – she thinks he's my boyfriend. He's not – well, not yet. Anyway, it's an awkward situation for me. I'm going to have to say something to her. I'm always kind to her boyfriends.”

Speaking

Discussion

- 1 Read about the study. Do any of the figures surprise you? Which? Why? Is **Matthew's** problem a familiar one in your country?

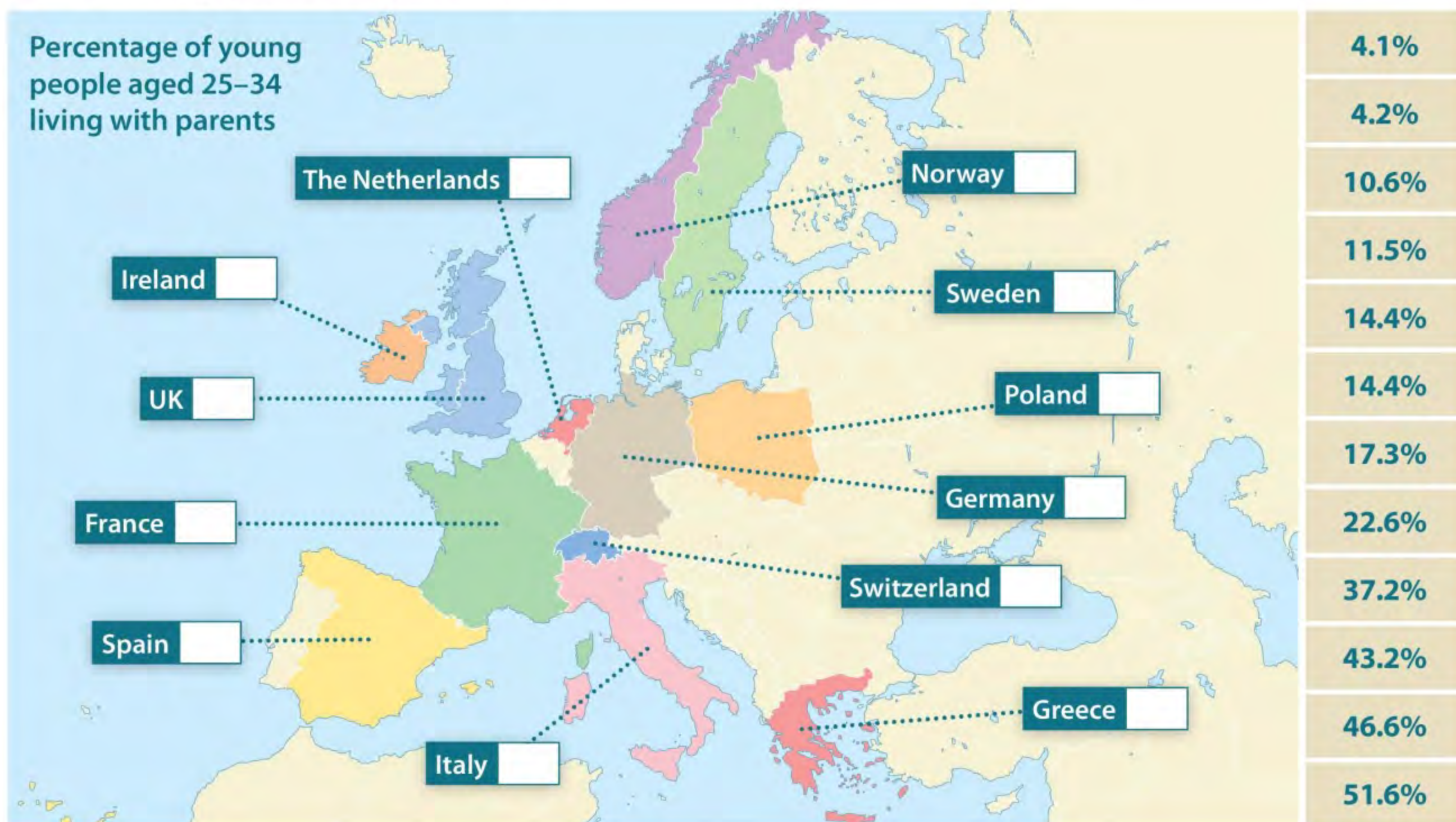
'Boomerang' statistics

A study in the UK has shown that the number of young people who still live at home has grown to 1.24 million. Of this number 835,000 are men, 395,000 women, and almost 100,000 think they will never move out. It is not only a problem in the UK – it is a growing problem throughout Europe and in the US.

"When I graduated, I already had a huge debt, and I very quickly realized that I couldn't afford to rent, let alone buy, even a shoe-box sized flat, so I moved back home." **Matthew O'Neill.**



- 2 Work with a partner. Look at the map and decide which percentage goes with which country.



- 3 Compare your ideas with the rest of the class. Give reasons for your decisions.

- 4 Turn to page 167 and see whose ideas were closest to the facts. Do you think things will get better or worse for young people in the years to come? Why?

➤ **Writing p134** Applying for a job – A CV and a covering letter

- 5 Conduct a class survey.

A class survey

- 1 Who still lives at home with their parents? What's it like?
- 2 Who has left home? When? Why?
- 3 Who wants to leave one day? When? Why/Why not?
- 4 Do you know any 'Boomerang kids'? Who?

Vocabulary

Common verbs – take, put

1 The verbs *take* and *put* can be used in many ways. The expressions in **bold** all come from the texts on page 55. Replace them with their synonyms.

1 The landlord put up the rent.	tolerate
2 They take it for granted that they live rent free.	increased
3 We'll put up with it for the time being.	have a problem with
4 I take issue with my wife doing that.	accept without question

2 Put the words in the correct column.

offence place a stop to sth my arm round her no notice
 sb in charge of responsibility my advice part in a risk criticism
 pressure on sb ages your mind off sth

take	put

3 Complete the sentences with an expression with *take* or *put* in the correct form.

- The wedding is going to _____ in an old country church. It's lovely, but it's miles away. It _____ to get there.
- My son spends hours each day playing video games. I don't know how I can _____ to it.
- Please don't _____, but the colour of that dress doesn't suit you at all.
- I told you that boy was no good for you. Why didn't you _____ and have nothing to do with him?
- The older you get, the more you have to learn to _____ for your own life.
- My boss is _____ me to work extra hours, but I won't. I don't want to.
- I tried to get the teacher's attention, but she _____ of me at all. She just ignored me.
- You need to stop being so defensive and learn how to _____.

5.11 Listen and check.

4 Match a line in **A** to a line in **B**. Underline the expressions with *take* or *put*.

A	B
1 Take your time.	Put it in your diary.
2 The party's on the 21st.	You always take things too personally.
3 Take it easy. Calm down.	There's no hurry.
4 I asked who the boring guy at the bar was – and it was her boyfriend!	What would you do?
5 Put yourself in my shoes!	There's no need to panic!
6 It's not your fault.	I really put my foot in it!



Phrasal verbs with take and put

5 Use a dictionary. Complete the sentences with a phrasal verb with *take*.

take sth back take sth in
 take off take sb on take over

- I expect the stores will be _____ a lot of extra staff during the sales.
- The news was such a shock to me, I couldn't _____ it _____ at first.
- The business really _____ after the new manager _____.
- You called me a liar. How dare you! _____ that _____ and say sorry!

Do the same with these phrasal verbs with *put*.

put sth out put sb off
 put sth away put sth on

- Why don't we _____ some music _____? What would you like?
- The disgusting smell of the cheese _____ me _____ eating my sandwich.
- Could you _____ all your clothes, please? Your room's a total mess.
- There was a fire in the factory. It took nearly 50 firefighters to _____ the blaze.

5.12 Listen and check. What are the responses? Practise with a partner.

Go online for more vocabulary practice

Everyday English

Over the phone

1 5.13 Listen to the beginning of three phone calls. What kind of call is each one?

- When and why do we make small talk? Who with? What about?
- Why do organizations have automatic caller menus?
- Why do people find them frustrating?

2 A caller is trying to get through to the Customer Services Department in a credit card company. Complete the text with the missing lines.

- All our lines are now closed.
- We are currently experiencing unusually heavy call volumes.
- and you will be connected to an operator.
- Please continue to hold.
- to report a lost or stolen card, press 3

Calling Customer Services

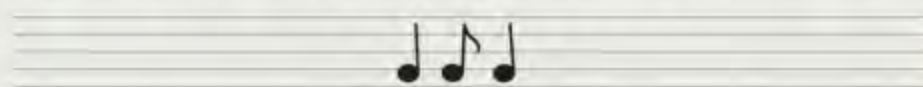
Thank you for calling Fast Response Credit.

Our priorities are service, quality and customer satisfaction.

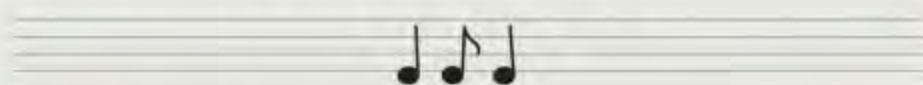
To help us deal with your call more efficiently, please select one of the following options.

- to update your account details, press 1
- to check your balance, press 2
- 1 _____
- to request a statement, press 4
- to leave a voice message, press 5

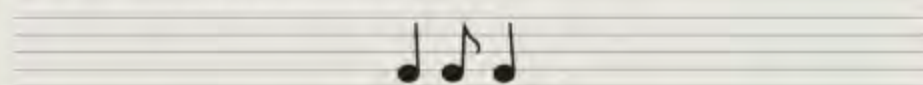
For all other enquiries, please hold 2 _____



3 _____ You may experience a delay of up to five minutes. Please hold and you'll be connected to an operator shortly.



Your call is important to us. 4 _____
Alternatively, please submit your query online at www.fastresponse.com.



Thank you for calling Fast Response Customer Services Department. 5 _____
To speak to an operator, please call Monday to Friday, between 8.30 a.m. and 4.30 p.m.

5.14 Listen and check your answers.

Trying to end a phone call

3 Here is the end of a telephone conversation between two work colleagues, **Andy** and **Barry**. Put the lines in the right order.



- A** So, Barry. It was good to talk to you. Thanks for calling.
- A** I certainly will. And you'll email me a copy of the report?
- A** That's great, Barry. Have a good weekend! Now, I really must ...
- B** My pleasure. By the way, how's your golf these days? Still playing?
- B** Same to you, Andy! Bye! Oh, did I tell you ...
- B** OK. Don't want to keep you. So, you'll give me a call when you're back, right?
- A** No, not much. I just don't seem to find the time these days. Anyway, Barry ...
- B** It'll be with you first thing tomorrow.
- A** It's true. Right, Barry. I must fly. I'm late for a meeting.
- B** What a shame! You used to enjoy it so much.
- A** Bye, Barry. Tell me next time.

5.15 Listen and check your answers.

4 Discuss the questions.

- Who's trying to end the conversation? Who wants to chat?
- How does Andy signal that he wants to end it?
- How do they confirm their arrangements?

5 Work with a partner. **Student A** – look at the role card below. **Student B** – turn to page 166. Plan your phone conversation. Sit back-to-back and have the conversation.

Student A

You have a summer job in London and you need accommodation for two months. You see an advert for a house share.

- Decide what date you would need to move in and out.
- Call the number on the advert and find out the following:
 - What is the room like?
 - How many people live in the house?
 - Is the house near a bus stop/Tube station/shops?
 - How much is the rent and what happens with bills?

Go online for more speaking practice