

with **Testing Program**

4

AMERICAN
Headway
Proven success beyond the classroom

THIRD EDITION

Teacher's Book

John and Liz Soars
Amanda Maris

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OXFORD

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AMERICAN
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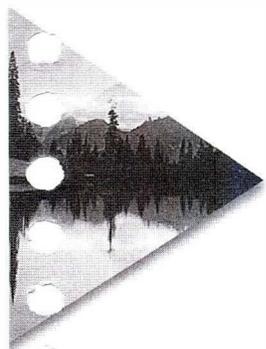
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OXFORD
UNIVERSITY PRESS



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Introduction

American Headway 4

American Headway 4, Third Edition is for students who have already achieved a certain level of English. They have been introduced to a significant selection of the English language, grammatically, lexically, functionally, and situationally, and possess sufficient language proficiency to be able to express themselves in a variety of social contexts.

The third edition of *American Headway 4* retains the basic methodology of the second edition: both accuracy and fluency-based activities, in-depth treatment of grammar, and systematic lexical syllabus. Attention is given to all four language skills, and there are authentic material and tasks throughout.

Student Book Organization

The organization of *American Headway 4, Third Edition* is similar to other levels of *American Headway, Third Edition*. Each unit has the following:

- Starter
- Presentation of language
- Practice
- Skills work – listening and reading, always combined with speaking, with a writing section for each unit at the back of the book
- Vocabulary
- Everyday English

Starter

This is to launch the topic of the unit and get students thinking and talking about it. It can last a short while or longer, depending on the interests of your students.

Presentation of new language

Language items are presented through texts, either reading or listening or both. This enables students to see the target language in context, helping them to assimilate it better.

The main areas of grammar taught are:

- Work on and review of the tense system
- Perfect versus non-perfect verb forms
- Simple versus continuous aspects
- Narrative forms
- Questions and negatives
- Future forms
- Expressing quantity
- Modals and related verbs
- Relative pronouns and clauses
- Expressing habit
- Hypothesizing
- Articles, determiners, and demonstratives

There are *Grammar spot* boxes in the presentation sections. These aim to explore the language of the unit further. There are questions to answer and short exercises. The *Grammar spot* is reinforced in the Grammar Reference section at the back of the book.

Practice

This section contains a wide variety of activities using all skills, but with an emphasis on speaking and listening. Some exercises encourage deeper analysis of the language, such as *Discussing grammar*; many exercises are personalized, with students working in pairs to exchange information about themselves. There is often an additional *Grammar spot* box in the *Practice* section, allowing students to explore another area of grammar addressed in the unit.

Spoken English

This section covers the grammar of spoken English, highlighting areas that are more characteristic of the spoken, rather than the written language. The aim is to draw attention to them, rather than teach them for active production. They include the following:

- Informal language (missing words; words like *stuff* and *hanging out*)
- Being imprecise (*sort of, kind of*)
- Fillers (*I mean*)
- The word *thing* (*How are things? The thing is ...*)
- Giving and responding to news (*Did you hear about ...? You're kidding!*)
- The use of *which* to add a comment (*He gave me a ride home, which was nice.*)
- Expressions with modal verbs (*You might as well ..., I couldn't help it.*)

Skills

Listening and Reading

The reading and listening sections appear after the language section of the unit, although not in any particular order. They follow the *American Headway* tradition of being authentic, taken from a wide variety of sources, and with a range of comprehension tasks, language and vocabulary exercises, and extension activities.

Speaking

In the presentation sections, students have the opportunity to practice the pronunciation and intonation of new language. In the practice sections, less-controlled exercises lead to free-speaking practice.

While you can find numerous speaking tasks and activities throughout the unit – to lead into a topic, to discuss

the finer points of grammar or to practice role plays or dialogues, speaking skills are particularly focused on within the reading and listening lessons, with the *What do you think?* section, which encourages discussion and debate about the topic of the text or listening extract.

Writing

Writing is primarily practiced in a separate section at the back of the Student Book. This comprises 12 complete writing lessons related to the unit which can be used at the teacher's discretion. The writing syllabus provides models for students to analyze and imitate.

Vocabulary

There is a strong emphasis on vocabulary in *American Headway 4, Third Edition*. As in previous editions, there is specific work on "hot words", that is, very common words which combine with nouns, phrases, and particles to produce new meanings, for example, *do away with, take your time, get in touch*. Other areas of vocabulary include synonyms and antonyms, prefixes, words with variable stress, compound words, adverb collocations, and word pairs.

Everyday English

This is an important part of the syllabus of *American Headway 4, Third Edition*. Students have the opportunity to practice chunks of language used in formal and informal situations. Students learn phrases for showing interest and surprise, being polite, exaggeration and understatement, exclamations. Students also learn some useful functional phrases for business and for making your point, as well as some high-frequency metaphors and idioms to help them to branch out into more interesting uses of English.

Grammar Reference

This is at the back of the Student Book, and it is intended for use at home. It can be used for review or reference.

Review

Regular review of grammar and vocabulary is provided throughout the book. There is a photocopiable activity for each of the 12 units at the back of this Teacher's Book. These photocopyables are also available on iTools, along with 12 additional photocopiable activities.

Workbook with iChecker

All the language input – grammatical, lexical, and functional – is revisited and practiced. iChecker Online Self-Assessment offers additional content for self-study in the form of progress checks and test-preparation lessons. Students can download and play all the Workbook audio files when they access iChecker material.

Teacher's Book

The Teacher's Book offers the teacher full support both for lesson preparation and in the classroom. Each unit starts with a clear overview of the unit content from the Student Book, along with a brief introduction to the main themes of the unit and a summary of additional materials that can be used. Within each unit, the highlighted sections indicate opportunities for additional activities with *Suggestions* and *Extra activities*. This allows for further work on key language or skills when appropriate.

Testing Program

The *American Headway, Third Edition* Testing Program is available online for easy access. The testing materials include Unit tests, Stop and Check tests, Progress tests, Exit tests, and Skills tests with audio files. See instructions on the inside back cover for how to access the Testing Program.

Assessment tools to evaluate progress

Teachers can track students' progress, analyze their results, and plan more personalized learning. Automatic grading frees teachers' time to concentrate on teaching and helps teachers more easily report on progress.

iTools

In addition to the complete Student Book and Workbook content onscreen, teachers have access to audio and video files with optional scripts, as well as additional resources, such as customizable versions of 24 photocopiable activities, video worksheets, and PowerPoint™ presentations.

Video

New video clips with classroom worksheets are available on the new *American Headway 4, Third Edition* iTools as well as online. There are 12 clips, one for each unit. The language and topic in each clip are linked to the relevant Student Book unit. The majority of the clips follow a documentary style and include native speaker interviews.

Finally!

The activities in *American Headway 4, Third Edition* are designed to enable students to extend their knowledge of the language and to give them a rewarding and challenging experience. We hope this new edition helps you and your students in the process of teaching and learning English.

1

Home and away!

The tense system • Informal language • Compound words • Casual conversations

VIDEO A global village

The theme of this unit is living and working away from home. The unit provides a review of the main tenses, allowing you to assess students' strengths and weaknesses. The vocabulary syllabus starts with an important feature of English – compound words. There is also a focus on informal language in the grammar, writing, and *Everyday English* sections. Skills work includes integrated listening and speaking, and reading and speaking practice.

LANGUAGE INPUT

GRAMMAR

Tense review and informal language (SB p. 2)

- Reviewing, identifying, and practicing key tenses.
- Practicing question formation.
- Understanding informal language in tweets and emails.

VOCABULARY

Vocabulary work (SB p. 6)
 Compound words (SB p. 8)

- Figuring out the meaning of words and phrases from context.
- Understanding and practicing compound nouns and adjectives.

EVERYDAY ENGLISH

Casual conversations (SB p. 9)

- Understanding and practicing language used in everyday situations, and focusing on stress and intonation.

SKILLS DEVELOPMENT

READING

Saroo's story (SB p. 6)

- An article about a man who was reunited with his Indian family after 25 years.

LISTENING

Things I miss from home (SB p. 5)

- Listening for gist and key information in six recordings and completing a chart, then understanding referencing. **CD1 8** (SB p. 116)

SPEAKING

Talking about you (SB p. 4)
 What do you think? (SB p. 5)
 What do you think? (SB p. 6)

- Practicing tenses by completing sentences in a personalized way.
- Discussing the pros and cons of living abroad.
- Discussing the life of the man featured in the reading text.

WRITING

Informal writing – Correcting mistakes (SB p. 99)

- Using a correction code to correct mistakes, then writing an informal letter.

MORE MATERIALS

Photocopiables – Can't get home (TB p. 175) **Tests** (Online) **Video** (iTools and Online)

STARTER (SB p. 2)

At the start of any new level of a course, establishing a good classroom atmosphere where everyone feels comfortable is important from the very beginning. It is also important to gauge students' ability to use the main tenses in English. At the high-intermediate level, students need to be able to express themselves in a more natural way, using a wider range of adverbs and adverbial phrases. This *Starter* covers the main tenses students will be familiar with, but also gives students the opportunity to start talking and find out about each other. This initial stage and the rest of the unit will also allow you to assess the students' strengths and weaknesses, and their overall levels of fluency.

SUGGESTION

Before doing the matching task, check that students can recognize the uses of the tenses by asking the following questions:

Which sentence talks about a (current) habit or routine? (2)

Which sentences connect past and present? (5, 8)

Which sentences refer to the past? (1, 3, 4, 6)

Which sentences refer to the future? (7, 9)

- 1 Focus on sentence 1 and elicit possible matches with the whole class. Stress the need for the sentences to sound natural, not just grammatically correct. Students work individually to complete the matching task. Monitor to see how well students understand the way the tenses work. Let students check in pairs before checking with the whole class.

Answers

- 1 My parents met in Paris *in the 1980s/years ago/during a snowstorm.*
- 2 They *never/frequently/sometimes* travel abroad.
- 3 They were working in Canada *when I was born/for years/in the 1980s/recently/for a year.*
- 4 I was born in Montreal *in the 1980s/years ago/during a snowstorm.*
- 5 My grandparents have *never/recently* lived in Ireland./ My grandparents have lived in Ireland *for years/recently/for a year/since 1972.*
- 6 I *never/frequently/recently/later/sometimes* wrote to my grandmother./I wrote to my grandmother *frequently/the other day/recently/during a snowstorm.*
- 7 My brother's flying to Brazil on business *tonight/in two weeks/later.*
- 8 He's *recently* been learning Portuguese./He's been learning Portuguese *for years/recently/for a year/since 1972.*
- 9 I'll see you *tonight/in two weeks/later.*

Note

If students ask about the tense use in *They were working in Canada for years/for a year*, explain that we use the Past Continuous rather than the Simple Past here because we are emphasizing that the activity was temporary.

- 2 Focus on the example and then give a few facts about yourself and your family using the time expressions in exercise 1. Give students three or four minutes to prepare their own examples. Monitor and help as necessary.

Put students in pairs or groups of three to exchange their information. Monitor and write down any common errors made in the form and use of the main tenses. Add to these during the lesson and discuss them after the *Away from home* section. Write them on the board for class correction, being careful not to indicate which students made the errors.

Students summarize what their partners told them in a brief class discussion.

AWAY FROM HOME (SB p. 2)

Tense review and informal language

This section reinforces tense use and practices question formation across a variety of tenses. It also looks at the use of informal language in personal tweets and emails.

⚠ POSSIBLE PROBLEMS

The tense system Although students will be familiar with the tenses covered, they are likely to make mistakes in both form and use, especially at this early stage in the course. Try not to correct every mistake as you go along. Monitor students' work to get a picture of what they can do, and discuss specific areas after a main practice stage.

Simple vs continuous This is a problem for students of many nationalities, especially when they do not have continuous forms in L1. In a multilingual class, finding out whether students have continuous tenses in their own language can help you focus on learners' individual needs.

The basic distinction is: simple tenses – the action can be seen as complete, permanent, or repeated; continuous tenses – the action is ongoing/in progress.

Simple vs perfect The major confusion here is between the Simple Past (for an action completed at a specific time in the past) and the Present Perfect (for an action that happened or started before now, but has a connection with the present). The key thing about the Present Perfect in English is that it expresses a past action in terms of its relation to the present. This is not always true in other languages. Again, finding out about students' L1 can be of help here.

You can read through Grammar Reference 1.2 on SB pp. 135–136 before this lesson as a reminder of the key points. You can refer students to the Grammar Reference when working on the *Grammar spot* on SB p. 3.

ABOUT THE TEXT

The context here is an American teenager's extended stay in London with a host family. He tweets his first impressions and mentions differences between New York and London, and British and American English.

- The abbreviation NYC stands for *New York City*.
- Despite its name, Chalk Farm is a lively area of north London.
- The British drive on the left side of the road, not the right, as in the US.

- Americans often ask for the *bathroom* (or *restroom*) whereas the British call it the *toilet*. In Britain, asking for the bathroom may give the impression you want to take a bath!
- *Cheers* is used when making a toast, but also, especially in the UK, as an informal way of saying thank you or expressing good wishes when leaving, e.g., *Cheers, Joe. See you later.*
- Other differences in vocabulary between British and American English: *flat* (UK)/*apartment* (US); *Tube* (UK)/*subway* (US).

- 1 **CDI 2** Introduce the activity by pointing to Tyler /'taɪlər/ and asking questions about the photos: *Where are the boys? (in London), What are they doing? (sightseeing), How do they feel? (happy/excited).* Play the recording. Students listen and read Tyler's tweets and then answer the questions. If necessary, check the abbreviation NYC (see *About the text*).

Answers

The style is informal.

Tyler is from New York City (NYC).

Things he finds strange: the Chalk Farm area doesn't have any farms; Dave's family calls their home a *flat*; they didn't understand when Tyler asked for the *bathroom*, instead of the *toilet*; being on a bus with two levels; driving on the opposite side of the road; how people use the word *cheers*; they call the subway the *Tube*.

- 2 Focus on the example and check why the Present Continuous is used (a temporary action in progress around now).
Students complete the sentences working individually. Check a few of the sentences for accuracy, then put students in pairs to ask and answer the questions. Monitor and help as necessary, prompting the students to correct any mistakes they make.
- 3 **CDI 3** Students listen and check their answers.
Students will be able to review the tense use in the *Grammar spot* section, but you can go over the tenses at this stage if preferred.

Answers and audio script

- 1 Where is Tyler spending the year?
In London.
 - 2 Is this his first trip abroad?
No, it isn't. He's been abroad once before. Last year he went to Mexico.
 - 3 Where does Dave live?
In north London.
 - 4 How long is Tyler going to stay with Dave?
A few days.
 - 5 Why did the guy say "cheers" to Tyler?
Because he had let him pass.
 - 6 Does he like his host family?
Yes, he does. He thinks they're very nice.
 - 7 What are they doing on Sunday?
They're visiting Shakespeare's hometown.
- 4 Focus on the map and the photos to introduce Teresa and set the scene. Then ask students to read her email and answer the questions.

Answers

Teresa is in Tanzania.

She's working at a school.

She likes starting work early because it isn't so hot. She likes her "piki-piki" bike, going to the beach, collecting shells, and the sunsets.

She doesn't like the heat and not having air conditioning.

- 5 **CDI 4** Elicit the question for number 1 as an example. Students form the rest of the questions working individually. Monitor and help as necessary, prompting the students to correct any mistakes they make.
Put students in pairs to ask and answer the questions.
Play the recording. Students listen and check their answers.

Answers and audio script

- 1 How long has Teresa been in Africa?
Since last September.
- 2 What time does she start work?
Early, at seven o'clock.
- 3 What has she just bought?
A "piki-piki." It's a little motorcycle.
- 4 Where did she go last Sunday?
To a really awesome beach.
- 5 What's she going to take home?
Her collection of shells.
- 6 How many shells has she collected already?
Hundreds.
- 7 What did they do at the beach?
They barbecued fish and swam until the sun went down.
- 8 What's she sending to her parents?
She's sending some photos.

GRAMMAR SPOT (SB p. 3)

The goal of the *Grammar spot* in each unit is to get students thinking analytically about the language. Examples are taken from the presentation stage and so appear in context. Students are given the opportunity to think about which forms are being used and why, often through a contrastive analysis of key forms.

Rather than teaching from the front of the class, put students in pairs or threes to work through the *Grammar spot*. This frees you to monitor the class, check students' understanding, and answer any questions. It also allows students to take responsibility for their learning, and encourages them to help each other.

- 1 Ask students to look back at exercises 2 and 5, and identify the tenses. Monitor and help as necessary. Then check the answers.

Answers

Tyler's tweets

- 1 Present Continuous to talk about a temporary action in progress around now
- 2 Simple Present to talk about a fact; Present Perfect to talk about an experience at an indefinite time; Simple Past to talk about a completed action
- 3 Simple Present to talk about a fact
- 4 *Going to* to talk about a plan

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- Simple Past (the auxiliary *did* in questions) to talk about a completed action; Past Perfect for an action that happened before an earlier action in the past
- Simple Present (the auxiliary *does* in questions) to talk about a state
- Present Continuous to talk about a future arrangement

Teresa's email

- Present Perfect to talk about something that started in the past and continues now
- Simple Present to talk about a routine
- Present Perfect to talk about the present result of a recent past action
- Simple Past to talk about a completed action
- Going to* to talk about a plan
- Present Perfect to talk about the present result of a past action
- Simple Past to talk about completed actions
- Present Continuous to talk about a temporary action in progress around now

- Read through the notes and examples as a class.
- Students work in pairs or groups of three to answer the questions, find more colloquial words, and find words that are missing.

Check the answers, monitoring pronunciation as you go.

Answers

- my buddy – my friend
I don't get it – I don't understand it
hanging out together – spending time together and having fun
stuff – other things like that
mega famous – very famous
- junky – not very good/inefficient
hey – a word used to get someone's attention
cool news – great/interesting news
freak – get upset
awesome – amazing
a bunch of – a lot of
picnic stuff – picnic equipment
missing you tons – missing you very much
- Subject pronouns, forms of *be*, and auxiliary verbs are often left out in informal speaking and writing. Articles and prepositions are sometimes left out as well.

Tyler's tweets

- (I'm) Still sitting in the airport ...
(I've) Been waiting (for) three hours but (it) seems like ...
(I've) Just boarded the plane ...
(I) Haven't been abroad ...
(We) Just drove past ...
(It's) Crazy!
(It's the) First night with my ...
(It's a/It'll be a) Big day tomorrow

Teresa's email

- (I) always love news from home.
(I) Wish we had ...
(at) 7:00
(It's) Great for getting around.
(It had/There was) Incredible white sand ...

(and they are) all shades of ...
(they are) very quick but spectacular.
(I'm) Missing you ...
(I) Can't wait ...

▶▶ Grammar Reference 1.1 and 1.2 on SB pp. 135–136.

PRACTICE (SB p. 4)

Identifying the tenses

- Focus students' attention on the examples. Students work in pairs to complete the tense charts. Make sure they use the full forms, rather than contractions.

Check the answers. If necessary, briefly review the formation of the passive (the appropriate tense and form of *be* + past participle).

Answers

ACTIVE	Simple	Continuous
Present	he works	we are working
Past	she worked	I was working
Future	they will work	you will be working
Present Perfect	we have worked	she has been working
Past Perfect	I had worked	you had been working
Future Perfect	they will have worked	he will have been working

PASSIVE	Simple	Continuous
Present	they are made	it is being made
Past	it was made	it was being made
Future	they will be made	
Present Perfect	they have been made	
Past Perfect	it had been made	
Future Perfect	they will have been made	

- CDI 5** The goal here is to have students recognize the form and meaning of different tenses in short spoken contexts.

Focus on the example and play number 1.

Ask students to listen to the lines of conversation and discuss what the context might be. Pause the recording after each line and elicit suggestions from the class.

Answers and audio script

Possible contexts:

- Friends gossiping at work/in school/when out together, talking about a friend's new boyfriend.
- Two friends or colleagues talking. One tells the other that she will pass on some good news.
- A friend telling a story about another friend, or maybe someone in the news. *He* may refer to a criminal or drunk driver. *They* probably refers to the police.

- 5 Somebody telling or recalling the story of when she met somebody from her past. *Her* could be a former neighbor's daughter, but could also be a relative that the speaker hadn't kept in touch with.
- 6 A person describing a man they know, possibly a classmate, coworker, or neighbor. He has some information/news to give, but it isn't clear what. The speaker gives the impression that people don't trust/pay attention to the man.
- 7 Somebody saying they are waiting to be told whether they have gotten a job or been admitted to a university/college.
- 8 A wife talking about her husband, or mother-in-law about her son-in-law.

CD1 5

- 1 **A** Are you being helped, sir?
B Just looking, thank you.
- 2 I've heard that she's been seeing a lot of Patrick recently.
- 3 I'll be seeing Bill this afternoon – I'll tell him the good news then.
- 4 Apparently, he was driving 70 miles per hour around a curve when they stopped him.
- 5 I hadn't seen her since she was a little girl, and she'd completely changed.
- 6 Nobody will listen to him. He's the kind of guy who isn't believed by anyone.
- 7 I haven't been told yet if I have it. I'll be told in writing sometime next week.
- 8 He's been working such long hours recently. He never sees the kids.

- 3 **CD1 5** Focus again on the picture in exercise 2. Play number 1 again and focus on the tenses used. Check what is missing in the Present Continuous example (*I'm*).

Ask students to listen again and identify the tenses. Play the recording again, pausing after each line.

Check the answers. As extra reinforcement you can check what the full forms are where there is a contraction, e.g., *I've heard* = *I have heard*, *she's been seeing* = *she has been seeing*, etc.

Answers

See exercise 2 for **CD1 5**.

- 2 Present Perfect (*I've heard*) and Present Perfect Continuous (*she's been seeing*)
- 3 Future Continuous (*I'll be seeing*) and Simple Future (*I'll tell*)
- 4 Past Continuous (*was driving*) and Simple Past (*stopped*)
- 5 Past Perfect (*hadn't seen, she'd changed*) and Simple Past of *to be* (*was*)
- 6 Simple Future (*will listen*), Simple Present of *to be* (*he's*), and Simple Present passive (*isn't believed*)
- 7 Present Perfect passive (*haven't been told*), Simple Present (*I have*), and Future passive (*I'll be told*)
- 8 Present Perfect Continuous (*he's been working*) and Simple Present (*sees*)

Discussing grammar

Discussing grammar is a regular feature of *American Headway 4 Third edition*. The goal is to have students analyze and explain the use of key language. It often takes a contrastive approach, highlighting the main differences in use and meaning, and focusing on common areas of confusion/mistakes. If you have a monolingual class, and speak the students' L1, you can ask students to translate key sentences and contrast them with the students' own language.

- 4 Elicit the difference between the sentences in number 1 as an example. Put students in pairs to compare the meaning of the rest of the sentences. Monitor and check how well your students understand how the tenses work. Help with any questions, but don't spend too long explaining grammar at this stage.

Check the answers with the class. Rather than asking individual students to explain the grammar, which can be time-consuming and frustrating, try to use questions to check the concepts. Concept questions are a time-efficient way of making sure students understand, e.g., for number 1:

Which sentence means that Diego was born and brought up in Mexico?

Which sentence means that Diego is on his way from Mexico or plans to travel from Mexico?

See *Answers* for possible concept questions for the rest of the exercise.

Answers

- 1 Diego **comes** from Mexico. (Simple Present to talk about a fact. Diego was born in Mexico or usually lives there.)
Diego **is coming** from Mexico. (Present Continuous to talk about something that is happening now/around now – Diego is on his way from Mexico; or to talk about a future arrangement – Diego is planning to travel from Mexico.)
- 2 What **were** you **doing** when the accident happened? (Past Continuous to ask about an action that was in progress in the past when the accident happened.)
What **did** you **do** when the accident happened? (Simple Past to ask about the next action that happened as a result of the accident.)
Concept questions: Which sentence asks about something that started before the accident, and was in progress during it? Which sentence asks about what happened next – as a result?
- 3 I've **lived** in Singapore for five years. (Present Perfect to talk about the unfinished past – an action that began in the past and still continues.)
I **lived** in Singapore for five years. (Simple Past to talk about a completed action in the past.)
Concept question: In which sentence does the speaker still live in Singapore?
- 4 When we arrived, he **cleaned** the apartment. (Simple Past to say what happened next, or as a consequence of the first action, *arrived*.)
When we arrived, he'd **cleaned** the apartment. (Past Perfect to say what happened before the first action, *arrived*.)
Concept question: Which event happened before they arrived, and which happened after?
- 5 We'll **have** dinner at 8:00, right? (Simple Future to express a spontaneous decision. Here, it works as a suggestion.)
Don't call at 8:00. We'll **be having** dinner. (Future Continuous to talk about an action that will be in progress at a time in the future.)
Concept questions: In which sentence does dinner start at 8:00? In which sentence does it start before 8:00?
- 6 I **didn't teach** English very well. (Simple Past active to refer to finished past. Here the subject does the action, i.e., "I" is the teacher.)
I **wasn't taught** English very well. (Simple Past passive to refer to finished past. Here, the subject receives the action, i.e., the "I" is a student.)
Concept question: In which sentence is "I" the teacher, and in which a student?

<p>START</p>	<p>What are you doing this weekend?</p>	<p>Where will you be this time next year?</p>	<p>What do you think you'll be doing in ten years?</p>	<p>How are you going to spend your next vacation?</p>
<p>FINISH</p>	 <p>What does your future hold?</p>			<p>What will you have achieved by this time next year?</p>
<p>Will you still be in the same job in twenty years?</p>	<p>Where will you be living in five years?</p>	<p>How many hours do you think you will work next week?</p>	<p>How will your life be different in a year?</p>	<p>How many hours do you think you will work next week?</p>
<p>What are you going to buy next time you go shopping?</p>	<p>How much money do you think you'll earn next year?</p>	<p>What will you be doing when you are in your 70s?</p>	<p>What will your family life be like in the future?</p>	<p>How are you going to spend your next birthday?</p>
<p>How much money do you think you'll earn next year?</p>	<p>What will you be doing when you are in your 70s?</p>	<p>What will your family life be like in the future?</p>	<p>How are you going to spend your next birthday?</p>	<p>At what age will you retire?</p>

1 Find and correct one mistake in each sentence. Sometimes more than one answer is possible.

**Too much
of anything
is good for
nothing**



- 1 If a menu/café has too much options, I always end up choosing the same thing.
- 2 I'd much rather have a few real friends than a great deal of Facebook friends.
- 3 I think I may need a "digital detox." I check email and Twitter the
- 4 There are too many international brands. All looks the same now in cities across the world.
- 5 Most the young people I know spend half their life looking at a screen.
- 6 I download tons of apps, songs, and movies, but then I use hardly many of them.
- 7 I think it's sad that families spend much fewer quality time together these days.
- 8 It's better to buy clothes that will last, rather than load of cheap stuff from discount stores.
- 9 Rich countries shouldn't throw away so much food when others have very few to eat.
- 10 Most supermarkets have far too many choice. Nobody needs 30 different types of shampoo, yogurt, or tuna.
- 11 I avoid online shopping. It just gets you to spend a huge number of money on things you don't need.
- 12 With so many ways of keeping in touch, people spend a little time actually communicating.

2 Choose six statements that you agree with or that you think are true for you.

3 Work in groups of three. Discuss the statements you chose in exercise 2.

4 Tell the class about the statements you all agreed with in your group.

A

Eddie and Claire are a married couple in their late 30s. They have 13-year old twin sons. Eddie works with computers, but he has been laid off and he hasn't managed to find another job in IT. Claire is a student nurse. They live in a small house. They have very little savings, and money is tight. They realize they have to do something about their financial situation. They could rent a room to someone, but this would mean the twins would have to share a bedroom.

Here is a list of six possible problems and dilemmas. Choose four and add one of your own.

- 1 Eddie won't apply for jobs outside IT.
- 2 The twin boys don't get along well with each other.
- 3 Claire has to get through her final exams and needs a quiet space to study.
- 4 Eddie is feeling depressed and gets after the children a lot.
- 5 Claire's parents could help financially, but Eddie refuses to accept their money.
- 6 Eddie has time on his hands, but he often gets out of doing the housework and cooking.
- 7 [your problem] _____



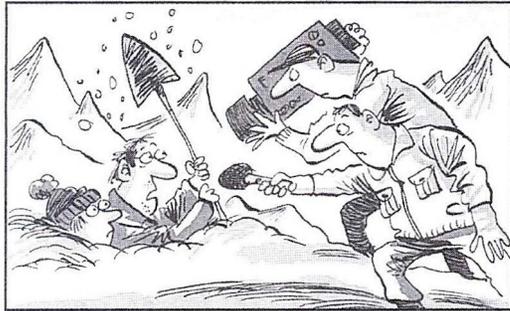
B

Tom and Lisa are married and have three children, ages 6 to 12. They live in a small house in the suburbs of a city. Lisa's parents live about 100 miles (300 km) away in a large house in a rural area. They are getting older, and they aren't able to take care of themselves very well. They are less able to travel and find it difficult to keep in touch with the family. They want to keep some independence, but also realize they have to plan their future.

Here is a list of six possible problems and dilemmas. Choose four of these and add another of your own.

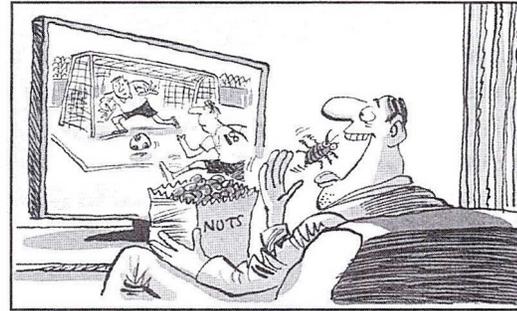
- 1 Tom and Lisa's house is too small for the whole family to live together.
- 2 Lisa's parents' house is too big for just the two of them, but it is worth a lot of money.
- 3 Lisa set up email and Skype for her parents, but they find it difficult to use.
- 4 Tom does not get along very well with his father-in-law.
- 5 Lisa's parents refuse to live in a residential home for elderly people.
- 6 The children do not want to move to a new school or lose touch with their friends.
- 7 [your problem] _____

A



man and his son ★ climb in the mountains ★ big snowstorm ★ see nothing ★ dig a hole ★ very cold ★ nothing to eat ★ wait three days ★ hear some people ★ climb out of hole ★ see other people in mountain clothes ★ man shouting instructions ★ feel confused ★ see a camera ★ movie crew shooting a disaster movie ★ crew think man and son were actors in movie ★ man tell movie crew story ★ crew take them to hospital ★ man and son happy

B



man watching television ★ feel hungry ★ go to fridge ★ empty ★ look in cabinet ★ find an open package of nuts ★ back to watching TV ★ soccer on ★ favorite team playing ★ look at screen ★ take a handful of nuts ★ put nuts in his mouth ★ crunchy texture ★ strange taste ★ look inside the bag ★ two more cockroaches inside the bag ★ man feel sick ★ go to bathroom ★ miss final goal ★ man's team win ★ man not like nuts anymore

C



busy mother with two-year-old child ★ go shopping in the car ★ mother need some milk ★ store about to close ★ mother leave keys in engine and child in car ★ go into store ★ child get into driver's seat ★ turn key ★ car start moving fast ★ go through store window ★ mother frightened ★ other shoppers surprised ★ mother go to car ★ open the door ★ take child out ★ child not injured ★ mother happy ★ store window broken

D



woman buy plant ★ discover dead spider in pot ★ spider very big ★ woman worried ★ call university ★ scientist come ★ look at spider ★ tell woman it is male spider ★ female spider make nest somewhere in house ★ scientist and woman look for female spider ★ find nothing ★ woman go to bed ★ wake up in middle of night ★ feel something tickling ★ get up ★ look in bed ★ find baby spiders on sheets ★ woman frightened ★ run away



5

Name the four tenses we usually use for narratives. (Unit 3)



7

Give three questions that people often ask about a book or movie. (Unit 3)

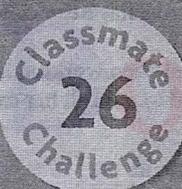
8

Say and spell two opposites for these words: *tiny*, *happiness*, *appear*. (Unit 4)



25

You arrive at the airport, but your luggage doesn't. Complete this sentence.
My bag _____ have _____... (Unit 10)



27

Match the sentence halves (1-3 and a-c).

- 1 I wish I could drive
- 2 I wish I had driven
- 3 If only I hadn't driven,

- a because I might have arrived on time.
- b because going by bus is so slow.
- c I wouldn't have crashed.

(Unit 11)

28

Make three common phrases from the words in the box.

or and ifs surely but large slowly by buts

(Unit 11)

10

What is a possible difference between these two sentences?
Susan will help us with the project.
Susan is going to help us with the project. (Unit 5)

11

Which verb goes with all these phrases:
_____ sth for granted/charge/offense. (Unit 5)



13

Use each of these expressions of quantity correctly in a sentence:
hardly any, a great deal of, very few, tons of. (Unit 6)

15

Which sentence is the odd one out and why?
You must pay for your food when you order.
It might rain tomorrow.
That could be Jane at the door. (Unit 7)

14

Complete the following common business expressions: *I'm afraid something's come _____.* *That's my _____ offer.* *Could you confirm the details in _____?* (Unit 6)

- 2 1 All, none
2 either, both
3 both, neither
4 every
5 no, every
6 every
7 Each
8 either, both
9 Neither
10 Either
11 both, either
12 Each
- 3 1 These 2 This 3 That 4 those
5 that 6 that 7 this 8 these
9 this 10 this 11 that 12 this
13 That 14 those 15 that
- 4 1 the
2 a couple of
3 his
4 a great deal of
5 This
6 several
7 enough
8 the
9 little
10 both
11 This
12 no
13 the
14 every
15 a
16 many of
17 more
18 nobody
19 anything
20 some
21 his
22 the
23 a wealth of
24 a
25 one
26 these
27 most
28 an
29 all
30 the
- 5 1 back of the chair
2 cat's milk
3 toilet paper
4 parents' advice
5 bottle of wine
6 road sign
7 wine bottles
8 President's duties
9 heel of my shoe
10 hairbrush
11 end of the movie
12 today's news
13 subway station
14 parents' wedding anniversary

- 15 company's success/success of the company
16 weeks vacation
17 government's economic policy
18 rate of inflation
19 coffee cups
20 cup of coffee

6 1 **be:** on the safe side, in touch with sb, no point in doing sth, on one's mind, up to date
have: the nerve to do sth, a word with sb, no chance of doing sth

- 2 2 have the right to
3 will be in touch with
4 is ... on my mind
5 have a word with
6 had the nerve to
7 to be on the safe side
8 have no chance of
9 is no point in
10 be up to date

- 7 1 out of
2 in
3 on, by
4 for
5 in
6 between
7 for
8 to
9 about/on
10 with
11 to
12 of
13 before/by
14 in
15 to

8 1 F 2 T 3 F 4 T 5 F 6 F
7 F 8 T

- 2 1 you might call
2 so broke
3 None of it
4 hit me
5 Give me ... over
6 get out and about
7 stagger down
8 As long as

- 3 2 Her husband was a talented jazz musician.
3 She believes that you've only got **one** life so you mustn't waste it.
4 Mary decided to learn **the** Russian and Greek.
5 She read **the** all of *War and Peace* in Russian.
6 She prefers the town over **the** countryside.
7 She loves lying in **the** bed listening to the snow.
8 He lost **his** speech and the use of the right side of his body.

Noun		Verb	
advice	/əd'vaɪs/	to advise	/əd'vaɪz/
use	/yus/	to use	/yuz/
abuse	/ə'byus/	to abuse	/ə'byuz/
belief	/bɪ'lɪf/	to believe	/bɪ'lɪv/
relief	/rɪ'lɪf/	to relieve	/rɪ'lɪv/
grief	/grɪf/	to grieve	/grɪv/
excuse	/ɪk'skyuz/	to excuse	/ɪk'skyuz/
breath	/brɛθ/	to breathe	/brɪð/
half	/hæf/	to halve	/hæv/
house	/haus/	to house	/hauz/
safe	/seɪf/	to save	/seɪv/
bath	/bæθ/	to bathe	/beɪð/

- 10 2 **B** I did it. Sorry.
3 **B** I knew Johann was coming.
4 **B** I knew that ages ago.
5 **B** I didn't tell her.
6 **B** I didn't tell her.
7 **B** I told you.
8 **B** I like Annie.
9 **B** I do like Annie. I think she's great.
10 **B** I like her.

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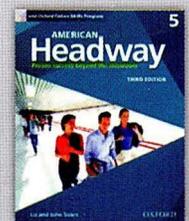
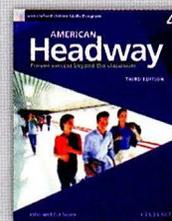
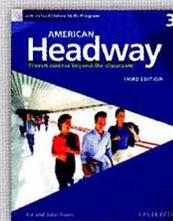
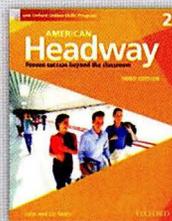
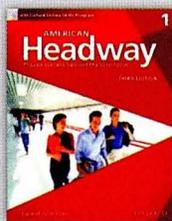
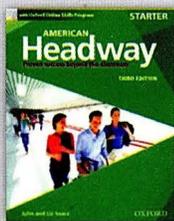


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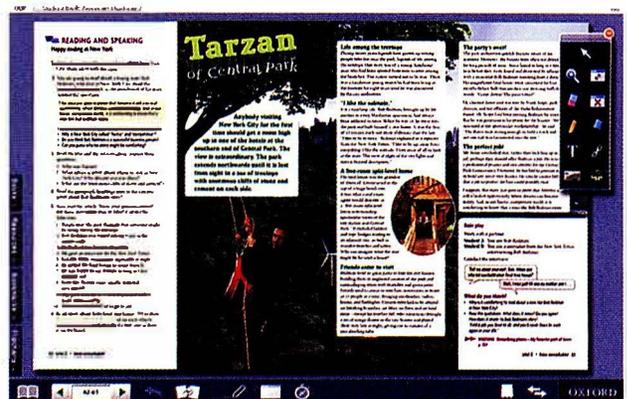


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