

with **Testing Program**

5

AMERICAN
Headway
Proven success beyond the classroom

THIRD EDITION

Teacher's Book

Liz and John Soars
Paul Hancock
Richard Storton

www.ZabanBook.com
زبان بوک

OXFORD

AMERICAN
Headway

Proven success beyond the classroom

www.ZabanBook.com

THIRD EDITION

Teacher's Book

Liz and John Soars

Paul Hancock

Richard Storton

OXFORD
UNIVERSITY PRESS

Contents

Introduction	iv
UNIT 1 Tense review • Reflexive pronouns • The ages of man • Getting emotional	2
UNIT 2 Adverbs and adjectives • Expressions with <i>word</i> • Breaking the rules of English	14
UNIT 3 Verb patterns • Describing trends • Phrasal verbs with <i>up</i> and <i>down</i> • Workplace jargon	27
UNIT 4 Modal auxiliaries, present, future, and past • Idiomatic adjective + noun collocations • Softening the message	42
UNIT 5 Avoiding repetition • Nationalities and stereotypes • American vs. British English	58
UNIT 6 Ways of adding emphasis • Tense review • Nouns formed from phrasal verbs • Keeping the peace	71
UNIT 7 Real and unreal tense usage • Phrasal verbs with <i>on</i> and <i>off</i> • Look on the bright side	85
UNIT 8 Relatives and participles • Homonyms, homophones, and homographs • Clichés	98
UNIT 9 Discourse markers • Rhyming words • The music of English	113
UNIT 10 Distancing the facts • Words to do with the body • Tags and replies	126
UNIT 11 Future tenses and future in the past • Synonyms and antonyms • Ten really bad predictions	139
UNIT 12 Linking devices • Metaphors • Word linking and intrusive sounds	153
Photocopiable worksheets Units 1–12	167
Workbook Answer Key	179

Introduction

American Headway 5

American Headway 5, Third Edition is a course for students who have achieved a high level of English. They have probably been studying for many years, and have benefitted from the wisdom of a variety of teachers. They will have had the same grammatical areas explained to them over and over again. They can cope with most text types, understand movies, literature and newspapers, and should be able to express themselves with an impressive fluency. However, there can also be a degree of frustration for them, because they know that some of their abilities are far from those of the native speaker, a goal which very few language learners achieve.

The third edition of *American Headway* retains the basic methodology of the second edition: both accuracy and fluency-based activities, in-depth treatment of grammar; systematic lexical Syllabus, attention to all four language skills; the use of authentic material and tasks throughout.

Student Book Organization

Each unit of *American Headway 5, Third Edition* has the following:

- Starter
- Language focus
- Practice
- Skills – listening and reading, always combined with speaking, with a writing section for each unit at the back of the book
- Vocabulary
- Spoken English
- The Last Word

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.

Language focus

Examples of target language items are taken from 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:

- Tense review
- Reflexive pronouns
- Adverbs and adjectives
- Verb patterns
- Modal auxiliary verbs

- Ways to avoid repetition
- Ways of adding emphasis
- Real and unreal tense usage
- Relatives and participles
- Discourse markers
- Distancing the facts
- The future
- Linking devices

There are *Grammar Spots* in the *Language Focus* sections explore the language of the unit further. There are sometimes 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. 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 language box in the Practice section, allowing students to explore another area of grammar addressed in the unit.

Vocabulary

There is a strong emphasis on vocabulary in *American Headway 5*. As in previous editions, there is a considerable focus on phrasal verbs. Other areas of vocabulary include describing trends, idiomatic collocations, homonyms, homophones and homographs, words associated with the body, synonyms and antonyms, and metaphorical language.

Skills

Reading and Listening

The Reading and Listening sections are taken from a wide variety of sources, and have a range of comprehension tasks, language and vocabulary exercises, and extension activities.

Speaking

Speaking tasks and activities can be found throughout each unit, sometimes drawing on pairwork material at the back of the book. Other sections with a particular focus on speaking are:

- The *Starter* sections
- The *What do you think?* sections in the Reading and Listening lessons, which prompt discussion and debate of the topic of the text or listening extract
- The *In your own words* activities, which provide a framework for students to give a spoken precis of a text or listening extract, working from notes

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.

Spoken English

This section covers the grammar of spoken English, highlighting areas that are more characteristic of the spoken, rather than the written, language. They include the following:

- Expressions with reflexives (*Don't put yourself down.*)
- Modal auxiliaries (*You really shouldn't have!*)
- Finding things in common (*... so have I. ... neither do I.*)
- *If* (*As if! If so, ... If not, ...*)
- Rhyming expressions (*shop 'til you drop, nearest and dearest*)
- *Stuff* (*I'm made of strong stuff. That's the stuff of nightmares.*)
- Emphatic expressions with *do/does/did* (*I did warn you! I do wish he wouldn't.*)

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

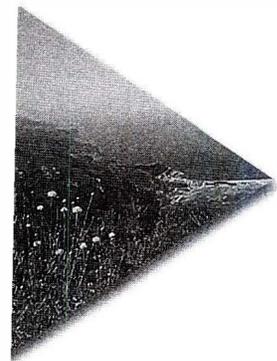
In addition to the complete Student Book and Workbook content onscreen, teachers have access to audio and video files with optional scripts, as well as additional resources, such as customizable versions of 24 photocopiable activities, video worksheets, and PowerPoint™ presentations.

Video

New video clips with classroom worksheets are available on the new *American Headway 5, 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 5, Third Edition* are designed to enable advanced 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.



What makes us human?

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



What makes us human?

The theme of this unit is the uniqueness of the human experience and the everyday emotions that it entails. This theme is explored within the integrated skills work, which also introduces the vocabulary syllabus. The unit begins with a *Starter* section which provides an opportunity for extensive spoken interaction based on the unit themes. The unit additionally provides a review of the main tenses, allowing you to assess students' strengths and weaknesses. A *Listening* extract from Shakespeare's play *As You Like It* is used to highlight some of the challenges of the human condition. *Vocabulary* work focuses on the seven ages of man. The *Writing* task involves writing a personal profile.

LANGUAGE INPUT

GRAMMAR

Tense review (SB p. 6)

Reflexive pronouns (SB p. 7)

- Reviewing, identifying, and practicing key tenses.
- Understanding and practicing reflexive pronouns.

VOCABULARY

Vocabulary work (SB p. 4)

- Finding synonyms for words and phrases in context.

THE LAST WORD

We all get emotional! (SB p. 10)

- Understanding and practicing language used to express emotions; focusing on stress and intonation.

SKILLS DEVELOPMENT

READING

What makes us human? (SB p. 4)

- A popular science article about the characteristics of human development.

LISTENING

The Seven Ages of Man (SB p. 8)

- Listening for gist and key information in a Shakespearean soliloquy. **CD1 5** (SB p. 9)
- Listening for key information in four short monologues and inferring the speaker's opinion from contextual clues. **CD1 6** (SB p. 118)

SPEAKING

Have you ever? (SB p. 3)

In your own words (SB p. 4)

What do you think? (SB p. 4)

Spoken English – Expressions with reflexives (SB p. 7)

What do you think? (SB p. 8)

- Discussing common human situations and providing personalized content.
- Summarizing and paraphrasing main ideas from the reading text.
- Discussing key abstract concepts linked to human experience.
- Identifying and practicing expressions with reflexives used in everyday English.
- Discussing themes highlighted in the listening text.

WRITING

Introducing yourself – A personal profile (SB p. 103)

- Understanding the conventions of a personal profile, identifying key features of dynamic writing, identifying formal synonyms, writing a personal profile.

MORE MATERIALS

Photocopiables – The rights of man (TB p. 167), **Tests** (Online) **Video** (iTools and Online)

Notes on the unit

STARTER

The *Starter* section provides an introduction to the topic of the unit. It provides an opportunity for extensive spoken interaction, as students exchange ideas on common human situations and illustrate these with personal examples. Students then use their understanding to identify similar contexts in a dialogue.

- 1 Write the expression *You're only human* on the board, and elicit from the class what this means. Explain that the phrase is often used as a way of explaining or justifying behavior that is less than perfect. The underlying meaning is that what the person has done is just part of human nature and therefore should be accepted.

Refer students to the list of situations 1–12 on SB p. 3, and explain that these are common occurrences which people have to deal with. Read through the situations as a class, checking any new vocabulary for meaning and pronunciation. Ask students to work in pairs and discuss whether they have experienced similar situations. As students do this, go around the class, monitoring and assisting with vocabulary.

Once students have discussed the list, select several students to tell the rest of the class their anecdotes.

- 2 Ask students to work individually and then in groups, thinking of similar situations. As a prompt, suggest an example such as *taking a really long time to pay at the checkout when you realize that the person behind you is impatient and wants to be helped as quickly as possible*. Set a short time limit for the discussion. When the time limit is up, ask students to share their ideas with the other group or the class as a whole.
- 3 **CD1 2** Explain that students are going to listen to a couple of old friends, Bridget and Mark, discussing an event that Bridget has attended. Ask students to listen once and write down where Bridget has been.

Play the recording again, this time encouraging students to write down which of the situations 1–12 Bridget has experienced. Give students some time to check their notes, then check answers as a class. As an extension, ask the class to decide if Bridget was justified in the way she behaved, e.g., was she just being human or do they think she was being unfair?

Answers and audio script

Bridget has been to a reunion. She has experienced situations 1, 2, 10, 11, and 12.

CD1 2

(B = Bridget, M = Mark)

M Hi, Bridget. Hey, how was your high school reunion? Wasn't that last weekend?

B Yeah, yeah. It was good. Well, it was OK – it's just that I didn't recognize a lot of the people and ...

M Well, it's been close to 15 years.

B Yeah, I know, and boy do some people change! You know, I'd find myself talking to someone who obviously knew who I was, and I didn't have a clue who they were.

M And I don't suppose you could have asked.

B No, how rude would that have been? Oh, but I did recognize Judith. The dreaded, Jolly Judith. She hasn't changed at all unfortunately! I tried to avoid her, but she cornered me during dinner.

M So?

B So, I'm like, "Hello, Judith. How are you?" BIG mistake, because then of course, she starts talking – every detail of the last 15 years – you know, her ups and downs, her two failed marriages – no surprise there – her fabulous third husband, the operation on her sinuses, the time she was let go from her job, and on and on. Yeah, ask me anything about Judith! I could write her biography.

M I bet you promised to keep in touch though.

B Well, you have to, right?

M You hypocrite!

B I know, but I managed to get away before giving my email address or cell phone number.

M Oh, good job!

B Hey, did you get the group picture I texted?

M Yeah, yeah, I did, but I could only identify you and Brendan – he looked good – tall, handsome as ever, but a little bit annoyed. You all looked pretty fed up to be honest.

B Well that's because we got the poor waiter to take our picture, and everyone kept giving him their phone or camera. And by the time he got to mine, well, we were all looking a little annoyed.

M It doesn't sound like a great success, this reunion.

B Oh, it was OK. I mean, most people were really nice, but ... do you want to know the worst thing?

M What?

B Well, when I got to the station to catch the train home, who came gushing up to me on the platform – Oh, how nice, we can travel back together?"

M Oh, no. Not Judith!

B You got it! And after I'd spent forever saying a polite goodbye to her.

READING AND SPEAKING (SB p. 4)

What makes us human?

ABOUT THE TEXT

The question "What makes us human?" has intrigued scientists and philosophers for centuries. Current research into DNA has given us a clear idea of how humans differ as a species, and recent behavioral studies have revealed that having the capacity to think about alternative futures and make deliberate choices accordingly are key human characteristics distinct from other primates.

The text in this section is an example of a popular science article, based on the writings of American author Charles Q. Choi. While science journalism focuses on recent scientific developments or breakthroughs, popular science is more wide-ranging, and intended for a general audience.

The idea of "symbolic thought" is derived from developmental psychology and refers to the representation of reality through the use of abstract concepts such as words, gestures, and numbers. Symbolic thought is generally present in most children from the age of 18 months.

Students are introduced to the topic by discussing the introduction, paragraph headings, and photos used in the text. This helps to set the context, gain an overview of how the text is organized, and assist students in making predictions about the article's content. After reading and checking their predictions, students do a more detailed comprehension task. Students then go on to paraphrase the main ideas in the text before discussing some of the key issues it raises.

Encourage students to use the context to assist with any new vocabulary. With weaker classes, or if you are short on time, you could pre-teach the following: *unique, empathy, morality, paradox, posture, originated, dexterity*. Note that the vocabulary which is highlighted in the text is the focus of a task on synonyms in exercise 4.

- 1 Tell students to close their books. Write *Ten things that make us human* on the board. Read through this as a statement, checking for understanding. Ask students to work in small groups and set a short time limit for them to brainstorm as many ideas as they can for the ten features or attributes. Ask students to share their ideas as a class. Write the most frequent suggestions on the board. Then ask students to open their books and compare their ideas with those in the article.

Direct students to the text. Ask them to look at the photographs, title, and paragraph headings. Explain that any time students come across a new piece of writing they should use these features to gain an overview of the text. As students read the headings, write these on the board.

After students have discussed what they expect to read under each heading, ask them to again close their books. Direct students' attention to the headings on the board and ask them to work in groups, evaluating which of the ten things are the most important. Remind students to provide reasons for their choices and to give examples to illustrate their views. Monitor the discussion, assisting with language or examples where necessary.

- 2 Ask students to read the text, answering any vocabulary questions or allowing students to use a dictionary. Ask the class if they agree with the ideas expressed by the author – if they don't, ask them to explain which areas they disagree with and why. Draw students' attention to the fact that many popular science articles don't always provide evidence for their claims, and so are more opinion-based than other forms of scientific writing.

Ask students to read lines a–j, which are the final lines of each of the ten paragraphs. Ask students to write down, or underline, the key information in each sentence. Explain that key information in scientific or more academic texts is usually found in noun phrases. Ask students to match each sentence to a paragraph. Elicit the answer for paragraph 1 as an example. Once students have done this, they should read the paragraphs again to make sure that each match is logical and grammatically accurate.

Answers

a 5 b 6 c 7 d 8 e 4 f 3 g 1 h 10 i 9 j 2

In your own words

In your own words is a new feature that appears in each unit of *American Headway, Third edition, Level 5*. This provides advanced level students with the opportunity to paraphrase and reprocess key information from authentic texts as oral summaries.

- 3 Elicit from students the different ways in which you can paraphrase someone else's ideas, e.g., using synonyms (e.g. *other animals and birds* → *most other species / amazing achievements* → *incredible accomplishments*), changing word order or sentence structure (e.g. *Our brain sets us apart* → *We are set apart by our brains*), changing word form or part of speech.

Ask students to work in pairs and read through the prompts 1–10, checking the meaning of any new vocabulary.

Ask students to take turns using the prompts to paraphrase the key points from the text in their own words. Give students some time to draft and check their paraphrases before they share their ideas. As students draft their sentences, monitor and assist with grammar and vocabulary as necessary.

Vocabulary

- 4 Read through the items in the box, checking for correct pronunciation. Explain to students that by focusing on synonyms they will extend their vocabulary range; this will help them to better understand texts. After students have matched the items, ask them to work in pairs and decide on why the author may have chosen one form over the other. Note that choice of lexis is often dependent upon the assumed reader, collocation, or the genre. For example, *live in* sounds a little too "everyday" to substitute for *inhabit* in the formal phrase "... enabled humans to inhabit ..."

Answers

characteristic = trait	perplexing = puzzling
forebears = ancestors	achievements with = feats of
flourish = thrive	uses = functions
desire = urge	main = chief
little evidence = few traces	ties = bonds
live in = inhabit	

What do you think?

The *What do you think?* section gives students the opportunity to talk about personal experiences and express opinions about the topic of the lesson. Unless you have a very small class, these activities are best done in groups of three to six. It can be helpful to nominate one student in each group to be the discussion leader. It is their job to ask the questions, make sure everyone gets a chance to speak, and to decide when to move on from one question to the next. As this role is cognitively challenging, you should make sure that a different student is chosen each time students do a discussion task.

SUGGESTION

It may be useful to review phrases for giving and justifying opinions, agreeing, disagreeing, arguing, and summing up. Write these headings on the board, and divide the class into six groups. Ask each group to brainstorm as many phrases as they can within a given time. Once the time is up, ask groups to exchange lists and read, correct, or add phrases. Once you are satisfied that students have written down a wide range of phrases, write these on the board. If necessary, these may then be drilled for accurate pronunciation and intonation.

Once the discussion has come to a natural end, or a time limit has been reached, ask groups to present to the class, summarizing the points they discussed and any agreements/disagreements raised. For the final bullet point, write on the board all additional suggestions to the list of ten things that make us human. Ask the class to evaluate this list of additional ideas by ranking the suggestions in order. As they do this, suggest that they offer reasons for their choices.

EXTRA ACTIVITY

You can further consolidate the language of the lesson by asking students to work in groups on the idea of *What makes us modern humans*. Ask students to imagine that they have been invited to give a brief popular science presentation on the attributes of modern men and women. Emphasize that the focus here can be humorous, and that you are mostly interested in students generating their own content for describing human activity. Provide an example, such as *The modern human is able to watch TV, surf the Internet, maintain friendships on social networking sites, and simultaneously buy things he/she didn't really know they wanted*. Give students time to plan up to ten points and draft their presentation. Monitor and help as necessary. Have students present their ideas in groups to the class/other students.

LANGUAGE FOCUS (SB p. 6)

The goal of the *Language focus* section in each unit is to get students to think analytically about language form and use. It provides clear examples of how language works, then asks questions or sets tasks to guide students towards a better understanding. Understanding is reinforced as students transfer information into charts, complete controlled written exercises, negotiate meaning by discussing examples, or provide personalized content reflecting the unit's language goals.

At the start of any new level of a course, it is important to assess students' knowledge and understanding of the main tenses in English. Gaining an overview of students' ability will allow you to assess individual strengths and weaknesses, and determine which language areas need further attention. At advanced levels, students need to be able to express themselves naturally, using a broad range of structures. This initial stage provides an opportunity for contrastive analysis of tenses, highlighting the need for students to think about the differences in meaning between tenses. This process should better prepare students to accurately choose the right tenses to convey their own ideas.

Put students in pairs or small groups to work through the *Language focus*. Setting up the tasks in this way frees you to monitor the class, check understanding, and answer any questions that arise.

Tense review

⚠ POSSIBLE PROBLEMS

Time and aspect When working out which tense to use, students must consider time and aspect.

- Simple: completed and permanent
- Continuous: in progress and temporary
- Perfect: an action with a result relevant to a later time

Simple and/or continuous The simple aspect describes whole, completed actions, whereas the continuous aspect describes activities that are in progress. Simple is about completion and permanence, whereas continuous is about duration and temporariness.

For students of many nationalities, this distinction can be challenging, especially if their L1 does not have continuous forms. Simple Present forms are used in many Latin languages to express the future, where English uses the Present Continuous.

To address any issues of L1 interference, ask students to apply the aspect rules across the tenses. This can be done by using concept questions such as *Is it completed or in progress? Is it temporary or permanent? Does it have a sense of duration?*

Perfect and non-perfect The perfect aspect expresses the idea that an action is completed at some time before a later time, and produces a result or has a connection with that later time. This is not always the case in other languages where the Present Perfect may be expressed with a present tense (**I live here for ten years*) or a past tense (**I never went to Paris*).

Again, concept questions can be used to help students think about how using the perfect aspect changes meaning, e.g. *Did the event happen in the past? Do we know when? What's the result now?*

Active and passive Passive forms move the focus of attention from the subject of an active sentence to the object. Note that in other languages, reflexive or impersonal constructions might be used instead of passives.

The Grammar Reference on SB pp. 141–142 looks at time, aspect, and how to choose the correct tense. It is a good idea to read this section carefully before teaching the *Language focus*. It is also worthwhile noting the L1 interference issues that might arise with your group of students, so these can be clearly explained.

- 1 Ask students, in pairs, to complete the chart with the verb forms of the words in *italics*. Ask them to think of their own examples to complete the blank spaces in the chart. Note that in the answers chart below, suggested answers to complete the blanks are in *italics*.

Answers

ACTIVE	Simple	Continuous
NON-PERFECT	Simple Present <i>belong</i>	Present Continuous <i>are blushing</i>
	Simple Past <i>didn't recognize</i>	Past Continuous <i>wasn't watching</i>
	Simple Future <i>will seem</i>	Future Continuous <i>will be giving</i>
PERFECT	Present Perfect <i>haven't seen</i>	Present Perfect Continuous <i>have ... been doing?</i>
	Past Perfect <i>'d realized</i>	Past Perfect Continuous <i>'d been lying</i>
	Future Perfect <i>will have finished</i>	Future Perfect Continuous <i>'ll have been living</i>

PASSIVE	Simple	Continuous
NON-PERFECT	Simple Present <i>is made up of</i>	Present Continuous <i>is being used</i>
	Simple Past <i>was invented</i>	Past Continuous <i>were being created</i>
	Simple Future <i>will be taken</i>	
PERFECT	Present Perfect <i>have ... been embarrassed</i>	
	Past Perfect <i>had been rebuilt</i>	
	Future Perfect <i>will have been done</i>	

Refer students to the Grammar Reference on SB p. 141.

SIMPLE AND/OR CONTINUOUS

- Ask students to work in pairs and decide which sentences can be both simple and continuous. Go around, monitoring and assisting students where necessary. Once the majority of students have completed the task, conduct a whole-class discussion. This allows students to share their knowledge and evaluate one another's ideas, and it again builds on learner autonomy.

Answers

In each sentence both the simple and continuous can be used, with the following exception. The continuous form **I'm not knowing why* in number 3 is not possible. *I've been cutting my finger* in number 5 is possible, but a highly unlikely utterance.

- What do you do?/What are you doing?*

The question in the Simple Present form asks about something that is always true. The most common context for this question is to ask someone what their permanent job is: *What do you do? I'm a dentist.* The question in the Present Continuous form asks about something that is happening now. It is temporary and has duration. The question *What are you doing?* often expresses puzzlement or

annoyance. Note that you can ask someone, *What are you doing these days?* to ask about work or activities which are in progress in their lives at the moment.

- I see him every Wednesday./I'm seeing him every Wednesday.*
The Simple Present form of the verb indicates a scheduled event. A common context here would be a series of ongoing appointments, perhaps with a physiotherapist or other medical professional. The Present Continuous form uses a state verb *see*, in a continuous form. This use of a state verb is quite unusual, and indicates that the verb has changed in meaning to stress the repeated action. Students may have learned that state verbs should always be used in the simple form. However, note that state verbs can be used in the continuous form to signify a temporary (and often deliberate) mode of behavior that is different from the norm or is presented as a new arrangement.
- Everyone's being very nice to me./Everyone's very nice to me.*
The Continuous form describes something happening now – illustrating the point mentioned in 2. Here the speaker is clearly puzzled by the amount of attention they are receiving and wonders *why* everyone is being nice, when perhaps they are not usually. Perhaps they are deliberately preparing the speaker for some bad news or a difficult request.
The Simple form describes something that is generally true. People are nice, not just now, but all the time.
**I'm not knowing why.* cannot be used. *Know* is a state verb that can only be used in the Simple form. It can, however, take an *-ing* form in other kinds of structures, e.g. *Knowing his interest in football, I suggested we watch the game.*
- I'll take a taxi to the airport./I'll be taking a taxi to the airport.*
The Simple Future form is used to express an intention made at the moment of speaking. Here the speaker is making a decision. The Future Continuous form, depending on the context, could either be describing something in progress at a particular time in the future, *What will you be doing at 7 a.m. tomorrow? I'll be taking a taxi to the airport,* or something that will happen in the future in the normal course of events, *It's Monday morning, I'll be taking a taxi to the airport – it's what always happens on Monday mornings.* This latter use has no element of intention or volition, instead describing a perfectly normal routine occurrence.
- I've cut my finger./I've been cutting my finger.*
In this context, *I've cut my finger* is in the Present Perfect form, used to describe the present result of a past action – one action, completed before now, with a result now, which is that the finger is cut and it hurts. The Present Perfect Continuous is highly unlikely because the continuous aspect implies that the cutting action is repetitive and has duration. You can point out to students that it is fine to use *cut* in a continuous form in other contexts, e.g. *I've been cutting wood for the fire.*
It really hurts./It's really hurting.
Both can be used, with little change in meaning. Similar verbs are *feel* and *ache*.
- Dave always gives Pam expensive presents./Dave is always giving Pam expensive presents.*
Using the Simple Present form expresses a habitual action and is neutral in tone. Using the Present Continuous form expresses a habitual action, but also conveys the speaker's attitude. This depends on context. It could express annoyance – in that the speaker is annoyed that Dave spends all his money on Pam.
- When I stopped by to see her, she baked a cake./When I was stopping by to see her, she was baking a cake.*
We use the Simple Past to describe finished past actions. *I stopped by to see her* describes a single event. We use the Past Continuous to describe something in progress at a time in the past.

A Your community

Based on a small island 14 miles from the west coast of Scotland, your community is self-sufficient. Community members, who come from all over the world, work together to build housing, grow food, and learn from one another. Many community members are in their 50s and all are vegetarian or vegan. There is limited access to technology on the island.



Think of questions you want to ask prospective members

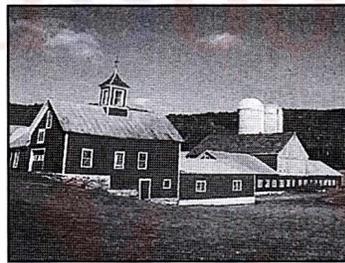
Community seeker 1

You are a couple in your late 50s. The husband isn't very well and finds it difficult to do housework. You are old hippies and believe in living off the land as much as possible. You receive pensions from your previous jobs as teachers but have no substantial savings.

Think of questions you want to ask the community

B Your community

Based in the suburbs of Boston, your community has around 150 members of different ages and 25 nationalities. Community members are encouraged to give over their savings on entering the community and share any earnings equally. Community members live rent-free and share responsibilities for cooking and cleaning. Respect for other nationalities' customs is expected.



Think of questions you want to ask prospective members

Community seeker 2

You are a young man and extremely fit. You think that a balanced diet including meat and fish is very important. You love the sea and also working on the land. You don't like big cities. You have spent time working with older people and enjoy their company. You recently inherited \$5,000.

Think of questions you want to ask the community

C Your community

Based in the countryside in Kentucky, your community has around 50 members of all ages, including some families. Community members grow their own food and live "off-the-grid," generating their own solar power. Community members are encouraged to have as small an impact on the environment as possible, so there is a focus on harvesting free food and recycling. The community encourages the learning of gardening skills.



Think of questions you want to ask prospective members

Community seeker 3

You are a single mother with three children of school age. You want to escape from your previous life in the city. Before you had children, you taught Spanish in an inner city school. You are an avid gardener.

Think of questions you want to ask the community

Expressions

have a word with	be thrilled to pieces	fall on hard times
get cold feet	go on a cruise	go the extra mile
hit the ground running	kick yourself	make a fuss
take a selfie	venture forth	think outside the box

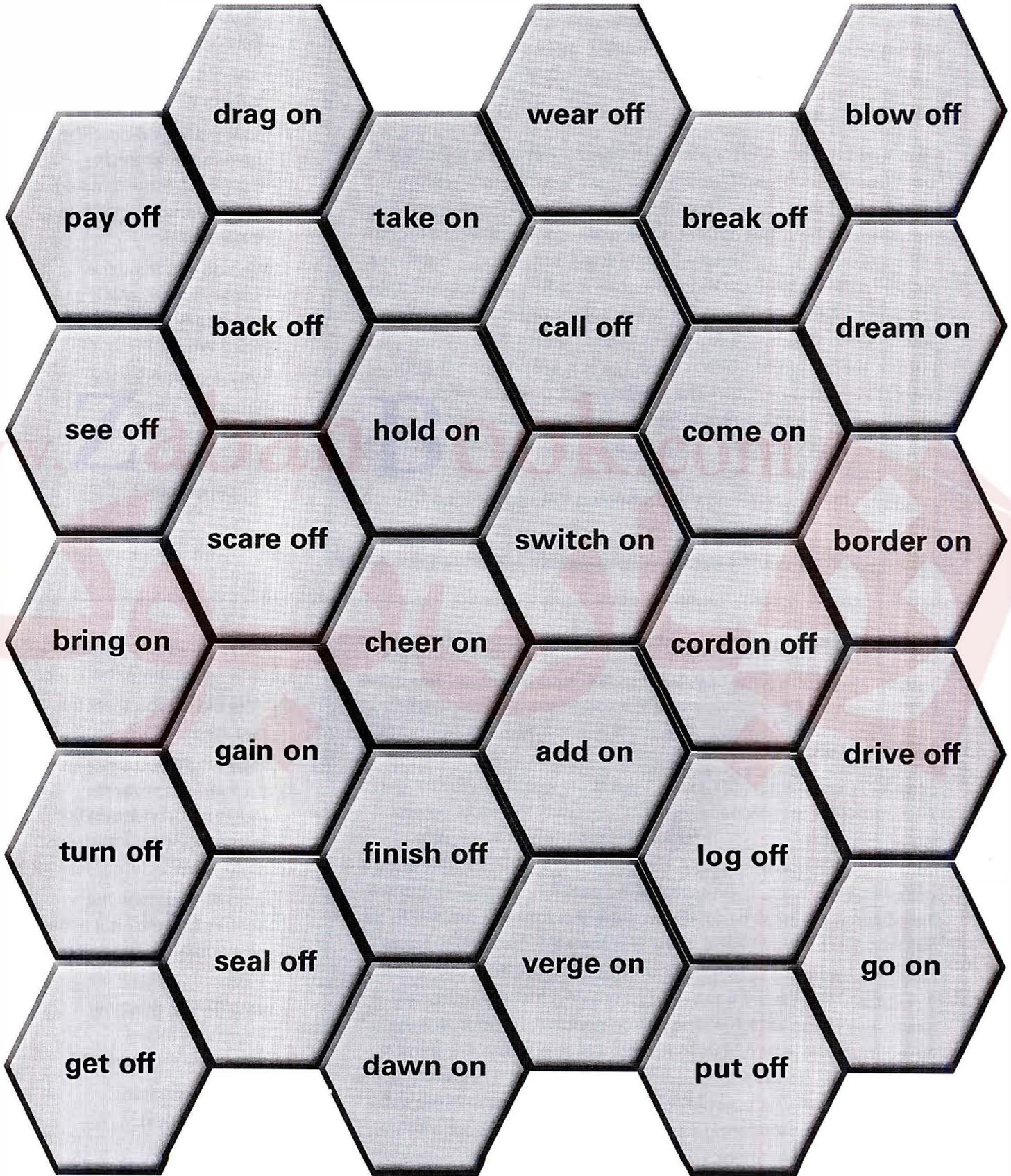
Tenses

simple present	present continuous	simple past
past continuous	present perfect	modal verb
past perfect	future with will	present perfect continuous
future perfect	past perfect continuous	future continuous

Question

Name

1	_____?	_____
2	_____?	_____
3	_____?	_____
4	_____?	_____
5	_____?	_____
6	_____?	_____
7	_____?	_____
8	_____?	_____
9	_____?	_____
10	_____?	_____



START

1 How will the world be different in a hundred years?

2 Name eight emotions.

3 Name six genres of books.

4 Miss a turn

5 Give six expressions that use reflexive pronouns.

10 Miss a turn

9 My biggest culture clash

8 Give three phrasal verbs with *up* and three with *down*.

7 The pros and cons of giving to charity

6 Give six adverb and adjective collocations.

11 My most unexpected friendship

12 Stereotypes

13 Why I hate reality TV

14 Give three phrasal verbs with *on* and three with *off*.

15 What reasons are there for going to war?

20 Why might people have cosmetic surgery?

19 Define a *level playing field*, a *gray area* and a *fine line*.

18 Give three workplace jargon expressions.

17 What differentiates humans from animals?

16 Miss a turn

21 Miss a turn

22 Name six modal auxiliary verbs.

23 Give three expressions for *looking on the bright side*.

24 The placebo effect

25 Miss a turn

30 A topic of your choice

29 Give six nouns made from phrasal verbs.

28 Miss a turn

27 The most important historical event of the 20th or 21st century

26 My worst travel experience

END

- 3 1 have (R)
- 2 didn't (F)
- 3 doesn't (R)
- 4 does (F)
- 4 1 isn't (F)
- 2 is (F)
- 3 does (R)
- 4 does (R)
- 5 do (F)

- 5 was due to arrive
- 6 was ... going to complain / was ... about to complain
- 7 were about to show / were going to show / were showing me
- 8 were coming / were going to come
- 5 2 1 B 2 C 3 A 4 B 5 A 6 A
- 7 C 8 A 9 B 10 A 11 A
- 12 C

- 7 keep up with
- 8 didn't take to
- 7 1 go down 8 got through
- 2 get through 9 went down
- 3 stood up for 10 come up with
- 4 keep up with 11 saw through
- 5 came up with 12 Stand up for
- 6 see through 13 taken to
- 7 Take ... to 14 keep up with

Unit 11

- 1 1 Simple Present / will + base form d
- 2 going to + base form b
- 3 going to + base form f
- 4 will + base form e
- 5 Present Continuous a
- 6 Future Continuous j
- 7 Future Continuous i
- 8 will + base form c
- 9 Future in the past h
- 10 Future Perfect g
- 2 1 will have exhibited
- 2 would defeat
- 3 will be able to
- 4 will have had to
- 5 have read, will be able to
- 6 is giving, Will you be going, I'm going, starts, I'll see, I'll give
- 3 1 a expected
- b formal news report
- c very close in time
- 2 a will arrive (according to the taxi company's prediction) / arrives (according to the schedule) / is going to (the taxi company has just told me) / will be arriving (that's the time arranged and they are always punctual)
- b is making (less formal, it's been arranged) / will make (simple fact) / is going to make (it's been announced, but possibly not planned yet) / will be making (it's part of his regular visits)
- c 'm going to lose (not as imminent)
- 3 2 is due to land, will land / is landing / lands
- 3 are to meet / are due to meet, are going to meet / will meet / will be meeting
- 4 is about to begin / is due to begin, is going to begin
- 5 are to be offered, will be offered / are going to be offered
- 6 'm about to lose, 'm going to lose
- 4 2 was going to give / was about to give
- 3 would get / was going to get
- 4 were about to move / were going to move

- 3 1 T
- 2 F He believed that fresh food would travel in massive refrigerators.
- 3 T
- 4 F He believed that most people would live outside the city.
- 5 F She wrote adventure stories in which women took lead roles.
- 6 T
- 7 F She thought that technology would continue to free women from their traditionally restricted roles in society.
- 8 T
- 9 F They drew pictures of people on the moon.
- 10 T
- 4 1 innovations 5 little-known
- 2 springboard 6 fervently
- 3 quaintly 7 took to, dismay
- 4 any inkling 8 envisaged
- 6 1 a new fail-safe way of connecting by phone = B
- monitoring our health = C
- learning how to program for ourselves = D
- using our bodies as passwords = A
- 2 1 b 2 c 3 d 4 a
- 3 1 Because it is only yours and would only work for you.
- 2 It was named after the Italian philosopher, Giovanni Pico, who had an extraordinary memory. It would stop working outside your aura field.
- 3 Because connections can be passed down a line like a bucket of water in a fire.
- 4 If regular telecom systems failed.
- 5 They will be implanted.
- 6 Sensors will predict illnesses so that they can be treated early, before the treatment becomes more expensive.
- 7 It allows us to control our technology.
- 8 We can be in control of our own destinies.
- 4 1 come up with
- 2 junk
- 3 to get through to
- 4 have gone down / have failed
- 5 commonplace
- 6 spiraled

- 8 1 f 2 h 3 b 4 i 5 j 6 a 7 c
- 8 e 9 d 10 g
- 2 1 is a well-oiled machine
- 2 are on the same wavelength
- 3 firing on all cylinders
- 4 not rocket science
- 5 throw a wrench in the works
- 6 light years ahead
- 7 got our wires crossed
- 8 blew a fuse
- 9 reinventing the wheel
- 10 push the panic button
- 9 1 It's about a spelling checker. A lot of words are spelled incorrectly – using a word that sounds the same but has a different meaning. Because the words exist, the spelling checker won't identify with them as wrong because it can't understand the context of sentences.
- 2 /aɪ hæv ə speliŋ tʃekər
ɪt keɪm wɪ. maɪ pi:si
ɪt sɪks tə faɪnd fɔː maɪ rɪvju
mɪsteɪks aɪ kænɒt si/
/aɪ straɪk ə ki ɒn taɪp ə wɜːd
ænd weɪt fɔː ɪt tu seɪ
weðər aɪ æm rɔŋ ɔː raɪt
ɪt ʃaʊz mɪ raɪt əweɪ/
/əz sun əz ə mɪsteɪk ɪz meɪd
ɪt noʊz bɪfɔː tu lɔŋ
ænd aɪ kæn pʊt ði ɛrər raɪt
ɪt sɪn noʊ weɪ ɛvər rɔŋ/
/aɪ hæv rʌn ðɪs pɔʊəm θru ɪt/
aɪ æm ʃʊr ɪt plɪzd tə noʊ
ɪts letər pɜːfɪkt ɪn ɪts weɪ
maɪ tʃekər təʊld mɪ soʊ/
3 It came with my PC
- It seeks to find for my review
- Mistakes I cannot see
- I strike a key and type a word
- And wait for it to say
- Whether I am wrong or right
- It shows me right away
- As soon as a mistake is made
- It knows before too long
- And I can put the error right
- It's in no way ever wrong
- I have run this poem through it
- I am sure you're pleased to know
- It's letter-perfect in its way
- My checker told me so.

4 aloud, allowed
groan, grown
morning, mourning
jeans, genes
mussels, muscles
berry, bury

5 1 mourning 4 groan
2 genes 5 allowed
3 muscles 6 bury

Unit 12

1 1 as a result 11 while
2 until 12 when
3 through 13 Whereas
4 owing to 14 While
5 as well as 15 otherwise
6 As a 16 in order to
consequence, 17 once
7 all the same, 18 In the end,
8 so 19 though
9 Even though 20 Nevertheless,
10 as soon as

2 2 Despite having gone / going bankrupt in his 30s, Jeff now runs a very successful online business. / Jeff now runs a very successful online business, despite having gone / going bankrupt in his 30s.

3 I tend to be lazy, whereas my sister Monika is always busy – she can't keep still for a minute. / Whereas I tend to be lazy, my sister Monika is always busy – she can't keep still for a minute.

4 My grandfather can describe in great detail events that took place 50 years ago. However he often can't remember what he had for breakfast.

5 Sue is not very well off. Even so, she gives generously to various charities.

6 Much as I admire her, I find her difficult to get along with.

7 While I don't agree with some of her policies, I think she'd make a good president.

8 Buying that house should be a good investment. On the other hand, Sergio has to remember that the housing market could collapse.

9 Although I don't believe in miracles, his recovery seems to defy medical explanation. / I don't believe in miracles, although his recovery does seem to defy medical explanation.

10 It's bittersweet for Gio and Liv to leave Boston. All the same, they are looking forward to living in San Diego. / They are looking forward to leaving Boston all same.

3 1 X I'm frozen. I've been working outside.

2 X The experiment went wrong and had to be terminated.

3 ✓

4 ✓

5 X I know the traffic noise makes it difficult, but please try to pay attention.

6 ✓

7 X It may / might not be warm and sunny tomorrow, so bring something warm to wear.

8 ✓

9 X I'm not enjoying this work trip much. Then again, I wasn't expecting to.

10 X Rarely have I encountered such rude staff in a four-star hotel.

11 ✓

12 X Wed rather you hadn't brought Jo along last night.

13 ✓

14 X As I was walking over the bridge, my camera fell in the river.

15 X You should go to Ganema Beach when you visit Serifos. Mind you, it's not easy to find!

16 X Have you heard about Christine? Apparently, / Surprisingly, / Predictably, she's going to work in South Korea!

17 ✓

18 X It has been alleged that he took money in return for political favours. / He is alleged to have taken money in return for political favors.

19 X I'm about to get really angry!

20 ✓

4 1 1 by 2 with 3 out of 4 in 5 at

2 1 regret, turn

2 chance, design

3 ease, place

4 advance, a disadvantage

5 time, glance

6 tears, common

7 sight, luck

8 reach

5 1 1 bitten 6 dawned

2 foggiest 7 booming

3 overshadowed 8 cooking

4 sparked 9 tightened

5 flooded 10 keeping

6 1 clockwork 7 horse

2 book 8 light, log

3 wildfire 9 a house on fire

4 glove 10 hot cakes

5 leaf 11 sore thumb

6 a sieve 12 charm

7 1 mule 5 pancake

2 sheet 6 gold

3 bone 7 shoe leather

4 fiddle 8 clockwork

9 mud 10 feather

8 1 1 c 2 b 3 a

2 1 F Men often wear similar kinds of clothes in their 40s to the ones they wore in their 20s, but in a larger size, so they are not actually the same clothes.

2 T

3 T

4 T

5 F In their 30s, people reevaluate their career options.

6 F They make jokes if men attempt to take care of their appearance after the age of 40.

7 T

8 F Nowadays, leading an active and healthy lifestyle is common at the age of the typical midlife crisis.

3 1 e 2 k 3 h 4 j 5 i 6 d 7 a
8 g 9 b 10 c 11 f

9 3 We think of our current era as the /y/ apex of outstanding advances in science, so /w/ it may come as a surprise that the decade in which the most revolutionary /y/ and far-reaching advances occurred was over fifty years ago – the 1960s.

Between 1960 /y/ and 1970, astronomers understood that the universe had a beginning, when it exploded in the Big Bang, so /w/ it was also true /w/ it could end one day. In the same decade, geologists found evidence for the theory /y/ of continental drift, which explained how the /y/ Earth's landmasses were shaped as they moved around and crashed into /w/ each other.

Finally, /y/ it was in 1962 that a communications satellite was first launched into space. Before Telstar, images for TV had to be sent by plane across the globe before viewers could see them. The /y/ arrival of satellite communication changed everything. By 1963, viewers around the world could watch in horror the /y/ assassination of President Kennedy, almost as it happened, and the /y/ era of the global village had arrived.

10 3 1 b 2 c 3 b

4 1 tricky

2 Don't follow everyone else; be brave enough to take your own direction in life.

3 How wonderful things might have been, if only ...

4 He finally made the decision to enlist as a soldier in WWI (in 1916).

OXFORD
UNIVERSITY PRESS

198 Madison Avenue
New York, NY 10016 USA

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

Oxford University Press is a department of the University of Oxford.
It furthers the University's objective of excellence in research, scholarship,
and education by publishing worldwide. Oxford is a registered trade
mark of Oxford University Press in the UK and in certain other countries

© Oxford University Press 2016

The moral rights of the author have been asserted

First published in 2016

2020 2019 2018 2017 2016

10 9 8 7 6 5 4 3 2 1

All rights reserved. No part of this publication may be reproduced, stored
in a retrieval system, or transmitted, in any form or by any means, without
the prior permission in writing of Oxford University Press, or as expressly
permitted by law, by licence or under terms agreed with the appropriate
reprographics rights organization. Enquiries concerning reproduction outside
the scope of the above should be sent to the ELT Rights Department, Oxford
University Press, at the address above

You must not circulate this work in any other form and you must impose
this same condition on any acquirer

Links to third party websites are provided by Oxford in good faith and for
information only. Oxford disclaims any responsibility for the materials
contained in any third party website referenced in this work

Photocopying

The Publisher grants permission for the photocopying of those pages marked
'photocopiable' according to the following conditions. Individual purchasers
may make copies for their own use or for use by classes that they teach. School
purchasers may make copies for use by staff and students, but this permission
does not extend to additional schools or branches

Under no circumstances may any part of this book be photocopied for resale

ISBN: 978 0 19 472667 2 Teacher's Book

Printed in China

This book is printed on paper from certified
and well-managed sources

ACKNOWLEDGMENTS

Illustration by: Ian Baker: p. 177.

The publisher would like to thank the following for permission to reproduce photographs:

Cover: Paul Harizan/Getty Images(2); Global: InnaFelker/shutterstock; p.171

Atlantide Phototravel/Corbis, David Frazier/Corbis, Garry Black/Masterfile;

p. 175 Josh Withers/Corbis.

*Although every effort has been made to trace and contact copyright holders before
publication, this has not been possible in some cases. We apologise for any apparent
infringement of copyright and, if notified, the publisher will be pleased to rectify any
errors or omissions at the earliest possible opportunity.*

www.ZabanBook.com

زبان بک

AMERICAN Headway

Proven success beyond the classroom

www.ZabanBook.com
زبان بک

Headway and its award-winning authors, Liz and John Soars, have helped 100 million students in over 127 countries learn English. Teachers around the world have told us that Headway helps students succeed in and beyond the classroom. Read their stories at www.oup.com/elt/provensuccess.

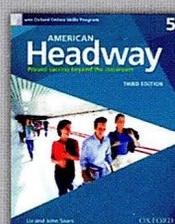
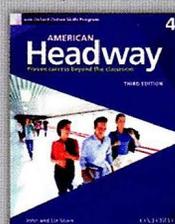
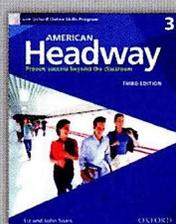
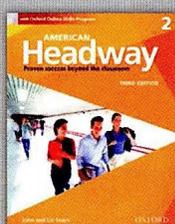
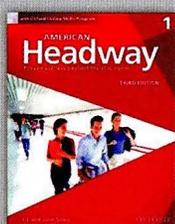
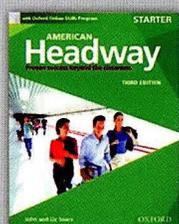


NEW to the Third Edition

iTools – book-on-screen projection delivers Student Book and Workbook with audio, answer keys, and additional resources (Available separately)

Testing program – an extensive range of tests available online for easy access

Online classroom management – allows teachers to easily assign work and track students' progress



FOR STUDENTS

- Student Book with Oxford Online Skills Program
- Workbook with iChecker Online Self-Assessment
- Multi-Pack: Student Book/Workbook Split Edition with Online Skills and iChecker

FOR TEACHERS

- Teacher's Resource Book with Testing Program
- iTools Classroom Presentation Software
- Online Classroom Management
- Class Audio CDs



iTools: Customizable worksheets, Power Point™ Presentations, and video files for expansion.

SHAPING learning TOGETHER

OXFORD
UNIVERSITY PRESS

www.oup.com/elt

CEFR
C1
B2
B1

