Proven success beyond the classroom

“American Headway covers everything my students need to communicate well, outside the classroom in their everyday life.”

Islaine Aparacida Boniotto, Brazil
Welcome to American Headway Third Edition

The Headway series and its award-winning authors, Liz and John Soars, have helped 100 million students in over 127 countries learn English.

But how can you be confident that American Headway will help your students succeed in and beyond the classroom?

We asked teachers around the world to share their experiences of using American Headway to assess how the series supports both students and teachers.

Explore their responses on pages 4–6 to discover how American Headway can impact your classroom…
Introducing *American Headway* Third Edition

The same trusted *Headway* approach, now with:
- MORE conversation
- MORE assessment
- MORE digital teaching and learning

Find out:

**Page 4** How *American Headway* helps students succeed in the classroom and beyond

**Page 6** How *American Headway* supports teachers

Take a look at:

**Page 8** The new Third Edition package

**Page 10** Sample pages from *American Headway* Third Edition

**Page 14** The digital offer

“*The writing of the series stemmed directly from our experiences in the classroom both as teachers and teacher trainers and over the years, as we have worked hard on each new edition, evolving and refining each *Headway* series, we have tried to remain true to those roots. We’ve aimed to combine the best of more traditional approaches with new ideas that constantly circulate in our profession.*”

Liz Soars, *Headway* author
How does *American Headway* help students succeed?

90% of *American Headway* teachers agree that *American Headway* meets the needs of their class. How?

**Improved student fluency**

The number one area that teachers have noticed an improvement in since using *American Headway* is student fluency.

“Students gain fluency and feel confident to communicate their ideas.”

Paula Oliva, Alianza Cultural Uruguay Estados Unidos, Uruguay

“Using the four skills students are able to acquire the language like their mother tongue. Everyday English at the end of every unit is great. It gives an extra practice to the students from everyday situations.”

Ma. del Carmen, Instituto Cultural Mexico-Norteamericano, Mexico

“Everyday English is the favorite page of all my students; they enjoy the fact that on this page we find a real situation.”

Marcos Guerra, Mix Cultural, Brazil

**Improved test scores**

More than half of teachers either agree or strongly agree that they have seen an improvement in test scores as a result of using *American Headway*.

“I have seen my students’ progress demonstrated by comparing their test scores with other students who do not use *American Headway* across their curriculum.”

Edo Forsythe, Hirosaki Gakuin University, Japan

*American Headway* “has helped [students] to do tests and be more confident during exams.”

Galina Kompantseva, Welcome Language Center, Russia

*American Headway* “helped me a lot […] to pass my exams and tests.”

American Headway student, Brazil

The *Everyday English* page at the end of each unit prepares students for real conversations outside of the classroom.

Now there’s even more test preparation materials than ever before!

The NEW Testing Program provides 100% new assessment material.

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4. All statistics are collected from the *American Headway* global teacher survey, Oxford University Press, 2014. 186 teachers from 15 different countries took part.
Success beyond the classroom

82% of teachers agree that American Headway has helped their students succeed outside the language classroom.

“The varied array of topics motivates students to share their opinions, not only in the classroom but also outside.”  
Paula Oliva, Alianza Cultural Uruguay Estados Unidos, Uruguay

“Students are able to use vocabulary and practice grammar when doing the activities and as these activities are related to the ‘real’ world, they can use the acquired knowledge outside classroom walls.”  
Daniela Terenzi, IFSP, Brazil

“One of my students took a trip to Europe in September and when she came back to school again she was enthusiastic and grateful because she was able to understand lots of things.”  
Cecilia González Salinas, Escuela 16 DE 10 Adultos, Argentina

Here are just a few reading texts from American Headway Third Edition that get students thinking beyond the English classroom:

Babur Ali
He’s 16 years old and a head teacher!

“I love teaching. I am never tired.”

HIGH-SPEED TOKYO

Tokyo is on the east coast of Japan. The summers are hot and humid. The most beautiful time of year is spring, when the famous cherry blossoms are on the trees. Tokyo was originally a small fishing village called Edo. Today, about 40 million people move around Tokyo every day, 40 million commuters use it to get to and from work. The city is huge, but it is one of the safest cities in the world.

Visiting Tokyo

Old and new

The city is huge, but it is one of the safest cities in the world. The architecture is very modern. There are not many old buildings because of the 1923 earthquake and the Second World War. But traditional buildings remain.

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How does American Headway support teachers?

91% of teachers would recommend American Headway to another teacher in the future. Why?

Clear and structured syllabus

91% of teachers agree or strongly agree that American Headway is easy to use.

“It makes me creative and it even inspires my moral imagination.”
Yasuhiro Tae, Japan

“It is easy to use American Headway to structure your language program in order to enable students to progress in their language skills.”
Edo Forsythe, Hirosaki Gakuin University, Japan

“It’s easy to use and it is adaptable to any teaching situation.”
Gilda Battagliese, Alianza Cultural Uruguay—Estados Unidos, Uruguay

“It’s a very dynamic, well-structured text book which guides us, as teachers, toward our objectives.”
Catalina Velasco, Instituto Cultural Mexicano Norteamericano de Jalisco, Mexico

Language input and skills development are clearly structured in every unit.
Preparation is made simple
85% of teachers believe they are more productive and efficient in lesson preparation and after-class work since they have started using *American Headway*.

“**It is a friendly book for teachers. It contains good content to plan interesting lessons.**”

Vanessa Mernies, Alianza Cultural Uruguay-Estados Unidos, Uruguay

“The Teacher’s Book is really useful for the teacher because it has step-by-step planning as well as multiple activities.”

Monica Fernandez, Universidad de Guanajuato, Mexico

“**The material […] makes it easier to prepare the class.**”

Marcelo Silva, Bless Communication School, Brazil

The *American Headway Teacher's Book* provides an introduction and overview to every unit, as well as an in-depth breakdown of every activity.

It also includes:
- Answer keys
- Audio scripts
- Additional suggestions
- Extra activities

Flexible and creative lessons
89% of teachers say they are more creative and willing to try new activities after using *American Headway*.

“The activities in the book are great, but sometimes students need more practice on something and the book allows me to do that.”

Daniela Terenzi, IFSP, Brazil

“It practically gives me everything I need to create a fun, interactive and dynamic class. At the same time, I am able to expand my class and go beyond the book.”

Catalina Velasco, Instituto Cultural Mexicano Norteamericano de Jalisco, Mexico

“It helped me to learn to become more creative and inventive when teaching. It inspired me. It helped me to teach what it means to be a well-balanced human being.”

Teacher in Japan

Want to find out more about our *American Headway* research? Visit [www.oup.com/elt/provensuccess](http://www.oup.com/elt/provensuccess)

All statistics are collected from the American Headway global teacher survey, Oxford University Press, 2014. 186 teachers from 15 different countries took part.
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- MORE digital teaching and learning

For the student...

**Student Book with Oxford Online Skills Program**

**Workbook with iChecker**

75% completely new content

Additional practice to complement and extend the Student Book units

Go online for extra practice in reading, speaking, listening and writing – up to 30 hours per level

Prepare for exam success with iChecker Online Self-Assessment

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Introducing Third Edition Headway approach, now with:
- MORE conversation
- MORE assessment
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For the teacher...
Teacher’s Resource Book with Testing Program

Class Audio CDs

iTunes Classroom Presentation Software on USB

Teacher’s Resource Book with Testing Program

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City living

Comparative and superlative adjectives
City and small town • Directions

1. Think of a town or city in your country. Say where it is.
   It's in the north/south/east/west … near the mountains/ocean … on a river …
2. CD3 2 Listen to the descriptions of two cities. Which cities are they?

NEW YORK AND PARIS
Comparative adjectives

1. CD3 3 Read and listen to the conversation.
   A Which do you prefer, New York or Paris?
   B Well, I'm from Paris, so of course I love Paris.
   A New York's a lot bigger than Paris.
   B That's true. Paris is much smaller, but it's more romantic!
   A Yes, that's what people say.
   B And the food is better.
   A Well, I'm not so sure about that …


GRAMMAR SPOT
1. Regular comparative adjectives add -er or more. Write the comparative forms.
   big bigger romantic more small
   What are the rules? When do we add -er? When do we use more?
2. Some adjectives are irregular. good better bad

Grammar Reference 9.1 p. 136

What is the comparative form of the adjectives in the box?
   tall – taller expensive – more expensive
   tall expensive hot cheap nice rainy warm cold polite beautiful bad good

Work with a partner. Test each other on the comparative forms. Check the spelling.
Listen to Rob, a New Yorker who lives and works in Paris. Complete his sentences.

1. The New York City Subway is **cheaper** than the Métro.
2. New York has **winters** than Paris.
3. Paris is **than New York, but New York has ____ storms.**
4. The architecture in Paris is **, but the buildings in New York are **.**
5. Life is **in New York.**
6. People in New York work **and they make ** money.
7. In Paris, having a good time is **than making a lot of money.**

Work with a partner. Close your books. Try to remember what Rob said.

**Practice**

Comparing cities

1. Complete the conversations using the comparative form of the adjectives.

   1. A Dubai is __older__ than Rio de Janeiro. (old)
      B No, it isn’t! Dubai is much __more modern__! (modern)
   2. A Tokyo is __cheaper__ than Bangkok. (cheap)
      B No, it isn’t! Tokyo’s much __more__! (expensive)
   3. A Seoul is __bigger__ than Beijing. (big)
      B No, it isn’t! Seoul is much __smaller__! (small)
   4. A Miami is __safier__ than Los Angeles. (safe)
      B No, it isn’t! It’s much __dangerous__! (dangerous)
   5. A Taxi drivers in New York are __better__ than taxi drivers in London. (good)
      B No, they aren’t! They’re much __bad__! (bad)


   Dubai is much more modern!

3. Work in small groups. Compare two cities you know.

   __is bigger than __  __is nearer the __  __but __ is safer __
VOCABULARY AND SPEAKING

City and small town

1 Look at the pictures. Which one is the city? Which one is the small town?

2 Find the words in the box in the pictures.

3 Complete the sentences with city and town words.
   1 A mall is bigger than a farmer’s market.
   2 A mountain is higher than a ______.
   3 A ______ is smaller than a house.
   4 A city is bigger than a ______.
   5 In my city there’s a ______ of George Washington sitting on his horse. It’s in the main ______.
   6 The mayor has an office in ______.
   7 Cars drive on the ______. Pedestrians walk on the ______.

4 What can you do …?
   • at a gas station You can buy gas.
   • in a library
   • in a mall
   • at a farmer’s market
   • in a parking lot
   • on a farm

Your town

5 Where do you go in your town …?
   • to meet friends
   • to see tourist sights
   • when it is a nice day

WRITING Describing a place p. 110
EVERYDAY ENGLISH
Directions

1 Look at the map of Fairview. Find these things.

2 CD 12 Listen. Complete the directions from YOU ARE HERE to Route 312 to Westfield. Use the prepositions.

Go **along** Spring Street, **past** the Fairview Hotel on your left, and **around** the bridge. At the traffic circle, turn left and go **up** Park Avenue. Go **down** the corner, **through** the woods, and **up** the hill. Then go **over** the railroad bridge and you are on Route 312 to Westfield.

3 CD 13 Start from YOU ARE HERE. Listen to the directions. Where do you finish?
1 __________ 2 __________ 3 __________

4 Work in pairs. Ask for and give directions to …
- the train station
- Route 4 to Appleton
- a supermarket
- the Town Hall
- the library
- Route 4 to Appleton
- a drugstore
- a parking lot
- Route 42 to Milltown

Excuse me!
Can you tell me how to get to …?

Is there a … near here?

Students can go online for extra skills practice via the Oxford Online Skills Program.

Log in for additional online learning.
More digital teaching and learning resources than ever

Oxford Online Skills Program
Each American Headway Student Book and Multi-Pack comes with access to the Oxford Online Skills Program – providing up to 30 hours of additional reading, writing, listening and speaking practice that you can track. Imagine how long it would take to find that much practice material on your own!

iChecker Online Self-Assessment
Help students to learn independently and prepare for exam success outside of class.

Progress Checks:
• Recap all key learning points from each unit
• Instant feedback helps students learn independently

Test preparation lessons:
• Allow students to apply their knowledge in an exam format
• Prepare for success on the TOEFL® IBT and other standardized exams
More digital teaching and learning resources than ever before.

Tests are available in PDF or Word format. Tests include:

- Presenting an interactive version of the Student Book and Workbook in class to encourage heads-up learning
- Playing audio tracks directly from the interactive pages
- Extra resources at the click of a button – including Grammar PowerPoint™ presentations and photocopiable activities
- Moving all of this content from class to class using a USB stick, no internet connection required!

Testing Program

100% new assessment, available online for easy access.

Tests include:

- Unit Tests
- Skills Tests
- Stop and Check Tests
- Progress Tests
- Exit Tests

The tests are available in PDF or Word format for flexible teaching and learning.
Want the opportunity to win a place on a two-week, all expenses paid teacher training course at Oxford University, just like these teachers did?

Visit www.oup.com/elt/headwayscholarship to find out more