

## Part Two

<b>Title:</b>	<i>New Headway. Intermediate. Student's Book (Headway ELT)</i>
<b>Series:</b>	<i>Headway ELT</i>
<b>Author:</b>	<i>Liz Soars</i>
<b>Publisher:</b>	<i>Oxford University Press</i>
<b>Language:</b>	<i>English</i>
<b>ISBN-10:</b>	<i>019438750X</i>
<b>ISBN-13:</b>	<i>978-0194387507</i>

### Why I chose this book

One of the most important reasons for choosing this book was that it is at intermediate B1 level. But of course that doesn't mean it is necessarily suitable for this class. However, Headway is a well established and well known EFL/ESL book that has proven itself through its popularity among English Language Schools.

The methodological approach of Headway is largely the ppp method of present-practice-produce. Looking at a typical unit in Headway you would see some semi-authentic texts. What I mean by this is that the texts appear to be authentic but of course they are not and nor should they be! It is very important to the learning done by the students that they (the students) feel they are engaging in authentic texts. Some examples would be; a newspaper style article, an historical article, day-to-day signs, magazine reviews, magazine articles, and so on. This is like the "present" aspect of PPP. The "practice" aspect would be some exercise for the students to do, that are even labeled practice in the book! Production is usually some discussion exercise (or something similar) at the end of the unit.

Additional resources of Headway is an accompanying CD which is used in lessons that build on the receptive skill of listening.

I have constructed a syllabus based on what is listed in the learning outcomes of the units in the book. The syllabus (as best as I can construct) is listed on the next page.