

with **Testing** Program

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AMERICAN
Headway
Proven success beyond the classroom

THIRD EDITION

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Teacher's Book

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OXFORD

he/she – his/her

! POSSIBLE PROBLEMS

- Note that in the negative of *be*, *American Headway 1* uses the contracted forms of *not*, not the contracted forms of the verb, i.e., *she isn't*, *they aren't*, *you aren't*, *we aren't*, rather than *she's not*, *they're not*, *you're not*, *we're not*. Try to stick to these forms when you speak to the class. The contraction *I amn't* isn't possible, and the correct form is shown in the Grammar Spot on p. 3.
- Where other languages will answer a *Yes/No* question with simply *yes* or *no*, English prefers to add a short answer. Without the short answer, the speaker can sound a little abrupt. Having been introduced to contracted forms, students are tempted to use them in short answers, for example, *Are you married? Yes, I'm*, but this is not possible.
- The names of the characters are pronounced /tɪm freɪzər/ and /soʊfiə mə'liːnə/.
- Lower-level students often have difficulty reading phone numbers and email addresses fluently. In English we give phone numbers using single figures 0–9, and 0 is pronounced *oh*. Be prepared to give a lot of practice during this presentation and also in later lessons. It's a good idea to prepare a list of fictitious email addresses and phone numbers from a range of countries before the lesson to help students with this.

- 1 Point to the photo of Tim and ask *What's his name?* Then point to the photo of Sofia and say *This is Sofia*. Check comprehension of the key categories in bold in the chart and then give students time to read about Tim and Sofia. Focus students' attention on the information about reading email addresses. Write a number of fictitious email addresses on the board and have students practice reading them aloud.
- 2 **CD1 5** Focus students' attention on the incomplete questions and on the example. Play the recording through once. Students listen and complete the questions. Play the recording a second time if necessary. With weaker classes, you can complete the questions orally as a class first and then play the recording for reinforcement. Ask students to write the answers on the board to make sure they are using the short form *What's* and the full form *is* correctly. Point out that *isn't* is the negative, and that *n't* is the short form of *not*.

Answers and audio script

- 1 What's his **last** name?
Frasier
- 2 What's his **first** name?
Tim
- 3 Where's **he** from?
Chicago
- 4 How old **is** he?
30
- 5 What's **his** phone number?
312-555-0749

- 6 What's **his** email address?
tfrasier@mail.com
- 7 Is **he** married?
No, he isn't.

Review the way we read phone numbers (see *Possible problems* in the first column on this page). Before students practice the questions and answers in closed pairs, let them practice in open pairs. Highlight the voice range and intonation of the questions – questions with a question word start high and then fall. With weaker classes, be prepared to drill the forms and spend less time on the intonation.

- 3 **CD1 6** This exercise highlights the use of *she* and *her* to talk about women and girls. Focus students' attention on the incomplete questions and on the example. Play the recording through once. Students listen and complete the questions. Play the recording a second time if necessary. With weaker classes, you can complete the questions orally as a class first and then play the recording to reinforce the language points.

Answers and audio script

- 1 What's **her** last name?
- 2 What's **her** first name?
- 3 Where's **she** from?
- 4 How old **is she**?
- 5 What's **her** phone number?
- 6 What's **her** email address?
- 7 Is **she** married?

Highlight the use of *he/his* to talk about Tim and *she/her* to talk about Sofia. Emphasize the difference by asking *What's his/her name?* and *Where's he/she from?* about the students in the class. With weaker classes, drill the questions with the whole class and correct any mistakes in the use of *he/she* and *his/her* carefully.

Have students practice the questions and answers in open pairs before repeating in closed pairs. If necessary, highlight the voice range and intonation again. With weaker classes, be prepared to drill the forms and spend less time on the intonation.

GRAMMAR SPOT

- 1 Focus students' attention on the affirmative forms in the chart. Make sure students understand that there is a long form and a short form for each verb. Focus students' attention on the negative forms in the chart. Give some true negative examples to reinforce the meaning, e.g., *I'm not (Hungarian)*. *You aren't (Danish)*. Elicit the negative forms for *he* and *she* and drill the pronunciation if necessary.

Answers

Affirmative	Negative
I am = I'm	I'm not
you are = you're	you aren't
he is = he's	he isn't
she is = she's	she isn't

My boss's house is very big.

Our new office building is really big.

Point out that in a sentence *not very* ... is usually contracted, e.g., *She isn't very old*, but students will also hear *She's not very old*.

- 6 **CD1 58** Tell students they are going to hear five short conversations. They need to listen to the key information to complete the chart, but they don't need to understand every word. Pre-teach/check students' understanding of *jeans*, *make* (noun), *smart*, and *intelligent*. Write the proper nouns on the board to help students with spelling: *Angela*, *Tom*, *Peter*, *Maria*.

Play conversation 1 as an example. Then play the rest of the recording and have students complete the task. Remind them to include the phrases *not very/very/really* + adjective in their answers where relevant. Only play the recording a second time if students missed a lot of the answers. If appropriate, elicit any further information that students understood, e.g., the type of car, the make of jeans, etc.

Refer students to **CD1 58** on p. 118. Put students into pairs to practice the conversations. Remind them to think about the intonation of the sentences with adjectives. Monitor and check. If students sound flat, play key lines of the conversations again and have students repeat chorally and individually. Students then repeat the closed pairwork.

Answers and audio script

What/Who are they talking about?	How do they describe it?
1 Angela's car	really expensive, very fast
2 Tom's house/money	really beautiful, very big, very rich
3 jeans	really nice, not very expensive
4 Peter's new girlfriend	pretty, not very old
5 Maria	very smart, really intelligent, not very nice

CD1 58

- 1 A Look at Angela's car! It's a Mercedes!
B Wow! They're really expensive! Is it fast?
A Very fast.
- 2 C Does Tom have a lot of money?
D Well, he has a really beautiful house with a very big yard, and a swimming pool.
C Mm. He's very rich, isn't he?
- 3 E Do you like my new jeans?
F Yeah! They're really nice! What make are they?
E They're Prada.
F How much were they?
E They weren't expensive. Well, not very expensive.
- 4 G Look! That's Peter's new girlfriend!
H Oh! She's pretty. How old is she?
G 28.
H Wow! That's old!
G 28? She isn't very old!
- 5 I Maria's very smart, isn't she?
J Oh, yes. She's really intelligent. She knows everything.
I Do you like her?
J No, not really. She isn't very nice to talk to.
I No, I don't like her either.

- 7 Focus students' attention on the questions in the Student Book and the example conversation. Have students read it aloud chorally and then practice it aloud in open pairs. With weaker students, elicit possible adjectives for the other conversations:

school: small/not very big/dark/messy/old/new

apartment: small/not very big/dark/old/new

Then have students continue the conversations in pairs.

ADDITIONAL MATERIAL

Workbook Unit 4

Ex. 7 Listening

EVERYDAY ENGLISH (SB p. 33)

Numbers

The functional syllabus continues with a focus on numbers up to one million, ways of reading different numbers, and understanding and talking about prices.

⚠ POSSIBLE PROBLEMS

Most students will need regular practice to be able to produce numbers spontaneously. They often have problems distinguishing *-teen* and *-ty* numbers because of the different stress:


fifteen *fifty*

There is also a set of "rules" for saying different categories of number:

Fractions: When a fraction follows a whole number, we use *and*, e.g., $1\frac{1}{2}$ = *one and a half*, $2\frac{1}{4}$ = *two and a quarter*.

Decimals: We use a point (.), not a comma, in decimals. The stress falls on the last figure, e.g., 1.75 = *one point seven five*.

Phone numbers: We usually give phone numbers using single figures 0–9, and 0 is pronounced "oh." Longer numbers are grouped into series with a pause in between. The intonation is rise, rise, fall, e.g.,


607 555 3425 = *six oh seven, five five five, three four two five*

Prices: We express prices in dollars and cents, or in just simple numbers, e.g., *two dollars and fifty cents*, or *two-fifty*. When the words *dollars* and *cents* are used, they are joined by *and*.

- 1 Briefly review numbers 1–20 by having students count around the class. Repeat until they can say the numbers accurately without hesitation. Then have students count aloud to 100 in tens, to review *twenty*, *thirty*, etc. Drill the words and deal with any pronunciation problems as necessary.
- Focus students' attention on the photos and elicit the correct numbers. Point out that in numbers such as 215 we say *two hundred and fifteen*, NOT **two hundreds and fifteen*. Point to the pictures in random order and elicit the numbers again. Repeat, getting faster and faster until students can say all the numbers with confidence.

SUGGESTION

You can record students' conversations on audio/video equipment and then play them back for more intensive correction. Pay attention to all aspects of pronunciation, having students repeat as often as necessary to improve their performance.

GRAMMAR SPOT

- 1 Look at the *Grammar Spot* questions as a class. This section is intended to guide students to understand the difference between *I like* and *I'd like*. Do not attempt to go into a full presentation of the uses of *would* at this stage, just introduce it as a polite way of making requests and offers.

Answer

Would you like some coffee? and *I'd like some coffee* mean *Do you want ...* and *I want ...*

Point out that when we talk about things in general, we do not use an article/determiner with plural count nouns or with noncount nouns. You can write these examples on the board:

I like cookies. (NOT **I like some cookies.*)

I don't like tea very much. (NOT **I don't like any tea very much.*)

Do you like Chinese food? (NOT **Do you like any Chinese food?*)

- 2/3 These sections demonstrate the special use of *some* in requests and offers, and *any* in other questions and negatives. Read the notes as a class.
- ▶▶ Read Grammar Reference 8.2–8.3 on p. 135 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

PRACTICE (SB p. 60)

Would/Do you like ...?

- 1 **CD2|49** Elicit the answer to question 1 as an example with the whole class. Students work in pairs or small groups to choose the correct form.

Play the recording and have students listen and check their answers. Students practice the conversations in pairs. Monitor and check for accurate pronunciation. Drill any difficult sentences with the class if necessary.

Answers and audio script

- 1 **A** Excuse me, are you ready to order?
B Yes. **I'd like** a steak, please.
- 2 **A** **Would** you like a sandwich?
B No, thanks. I'm not hungry.
- 3 **A** **Do** you like Liz?
B Yes. She's very nice.
- 4 **A** **Would** you like a cold drink?
B Yes, please. Do you have any apple juice?

- 5 **A** Can I help you?
B Yes. **I'd like** some stamps, please.
- 6 **A** What sports do you do?
B Well, **I like** skiing very much.

- 2 **CD2|50** Play the first question and elicit the correct reply as an example. Students listen to the rest of the questions and complete the exercise. (See *Answers and audio script* below for the questions.)

CD2|51 Play the recording for students to listen and check their answers. Then have them practice the conversations in pairs.

Answers and audio script

- 1 **A** What kind of coffee do you like?
B **I like dark roast coffee.**
- 2 **A** Would you like a turkey and cheese sandwich?
B **Just turkey, please. I don't like cheese.**
- 3 **A** Who's your favorite author?
B **I like books by Patricia Cornwell.**
- 4 **A** What do you want for your birthday?
B **I'd like a new computer.**
- 5 **A** Do you have any pets?
B **No, but I'd like a dog.**
- 6 **A** Do you want some ice cream for dessert?
B **No, thanks. I don't like ice cream.**

a or some?

- 3 The goal of this exercise is to reinforce the concept of count and noncount nouns and practice the use of *a/an* and *some*. Use this exercise to check how well students have grasped the concept and be prepared to explain further, using L1 if possible.
- Focus students' attention on the examples. Students then work in pairs to write *a*, *an*, or *some* before the nouns.

Answers

- | | |
|---------------------|----------------------------|
| 1 a banana | 7 an apple |
| 2 some fruit | 8 some toast |
| 3 an egg | 9 some sandwiches |
| 4 some bread | 10 some cookies |
| 5 some milk | 11 a cup of coffee |
| 6 some meat | 12 some apple juice |

ADDITIONAL MATERIAL

Workbook Unit 8

- Ex. 1–2 Count and noncount nouns
Ex. 3–4 *I like...* and *I'd like...*
Ex. 5 *like* or *would like*?

Answers and audio script

Egypt, Tanzania, India, Cambodia, Australia, Antarctica, Peru, the US

CD3 29

R = Rob F = Friend B = Becky

R First we're going to Egypt.

F Why? To see the pyramids?

B Well, yes, but also we want to take a cruise down the Nile River.

F Great! Where are you going after that?

R Well, then we're going to Tanzania to ...

F Wow! You're going to climb Kilimanjaro.

R Yes, and then we're flying to India.

F Are you going to visit the Taj Mahal?

B Of course, but we're also going on a tiger safari.

F You're going to see tigers!

R Well, we hope so. Then we're going to Cambodia to visit the floating villages in Lake Tonlé Sap and ...

B ... then to Australia to see Ayers Rock. We want to take photos of it at sunset. Did you know it turns from pink to purple at sunset?

F Really! And are you going to Sydney?

R Oh, yes we're taking a flight from Sydney to Antarctica.

B Yeah, it's a day trip to fly over the coldest place on Earth.

F I can't believe this. How many more places?

R Two. We're flying from Sydney to Peru to ...

F ... to visit Machu Picchu of course.

R Yes, and then from Peru back to the US to Yellowstone Park to see the supervolcano and maybe some grizzly bears.

B Then home!

F Amazing! What a trip! How long is it going to take?

R Nine months to a year – we think.

- 2 Focus students' attention on the example and have a student read the first sentence aloud. Elicit the continuation (*Then, they're going to Tanzania to climb Kilimanjaro.*)

Put students into groups of four so that the activity can be completed quickly. Ask them to take turns telling part of Rob and Becky's planned journey. Remind them to use the adverbs *first, then, next, after that, and finally*.

Sample answer

Student 1: First they're going to Egypt to see the pyramids and to take a cruise down the Nile River. Then, they're going to Tanzania to climb Kilimanjaro.

Student 2: Next they're going to India to visit the Taj Mahal and to go on a tiger safari. Then they're going to Cambodia to visit the floating villages in Lake Tonlé Sap.

Student 3: After that they're going to Australia to take photos of Ayers Rock at sunset. Then they're going to Antarctica to see the coldest place on earth.

Student 4: Next they're going to Peru to see Machu Picchu. Finally, they're going to the US to Yellowstone Park to see the supervolcano and maybe some grizzly bears.

EXTRA ACTIVITY

Students work in groups of four to plan their own round-the-world trip. Write the following headings on the board and elicit possible examples:

Place	Reason
China	walk along the great wall
Japan	visit Mount Fuji

Ask students to plan seven or eight countries and activities for their trip, and decide on the order of travel. Students then change groups to talk about their trip, using language from exercise 2. With smaller classes, students can present their plans to the whole class. If appropriate, ask students to vote for the most exciting trip.

When...? Why...?

- 3 This activity personalizes the infinitive of purpose. It also moves away from practicing the structure with *going to*, and reviews the Simple Past.

You can introduce the activity by just going over the examples in the Student Book, but it is much more interesting if you say some names of places you visited in the past and then have students ask you why you went there and when, for example:

Teacher I went to Milan.

Student(s) When did you go to Milan?

Teacher Eighteen months ago.

Student(s) Why did you go?

Teacher To visit a friend and to practice my Italian.

Model the highlighted stress patterns in the examples, drilling as necessary.

Ask students to write down the names of some places they visited in the past – countries, cities, villages, or any places of interest. Then put them into pairs to ask each other questions about the places. Let this go on for as long as students are interested if you have time.

Finish the activity by asking students to share their partner's answer with the class.

SUGGESTION

If you think your students need more practice with the infinitive of purpose, you can follow the same procedure as exercise 3, but focus on the future. Remind students of the expressions of future time that they can use, e.g., *soon, next week/month/year, in a few weeks' time*, etc. Give an example about a place you are going to visit, e.g.,

Teacher I'm going to New York.

Student(s) When are you going to New York?

Teacher Next Christmas.

Student(s) Why are you going?

Teacher To do some sightseeing and to go shopping.

Students work in pairs and ask each other questions about the places. Ask one or two individuals to share their partner's answers with the class.

- 1 Read the sentences and circle the correct adjectives in *italics* (-ed or -ing).
- 2 Change the underlined information in the sentences to make them true for you.
- 3 Compare your answers in pairs or small groups.

- 1 The most *tiring/tired* part of my week is commuting to work.
- 2 As a child, I was *frightening/frightened* of dogs.
- 3 I'm always *annoying/annoyed* when people use their cell phone in a restaurant.
- 4 I was really *embarrassing/embarrassed* when I fell down in the street.
- 5 My best friend's most *irritating/irritated* habit is talking all the time.
- 6 My most *interesting/interested* teacher at school taught French.
- 7 I was really *boring/bored* when I saw the movie Avatar.
- 8 I was a bit *worrying/worried* before my driving test.
- 9 The most *exciting/excited* sport is soccer.
- 10 I was very *surprised/surprising* when my brother got married.

