

with **Testing** Program

2

AMERICAN
Headway
Proven success beyond the classroom

THIRD EDITION

www.alijafarnode.ir

Teacher's Book

John and Liz Soars
Amanda Maris

OXFORD

Put students in pairs to continue the task. Monitor and help. If students have a lot of problems with the third person present forms, briefly review the forms on the board:

Simple *He comes from Canada.*

Continuous *He's living in New York.*

going to *He's going to study.*

- 4 Give a present, past, and future example about yourself, e.g., *I live in an apartment near school. I studied modern languages in college. I'm going to buy a new car soon.*
Elicit a variety of examples from the class. Give students a few minutes to write their sentences, then have students read their sentences to the class. Highlight any tense mistakes and encourage students to correct as a class.

SUGGESTION

As an extension, ask students to write a short description of themselves, using the text about Anton as a model. You can assign this for homework or for students who are quick finishers.

- 5 Focus students' attention on the photo of Rowenna and check pronunciation of her name /rou'winə/. Elicit where she is from (Australia). Ask students what they think her job is, but don't confirm the answer at this stage because students will find out in the next exercise.
- 6 **CD1 4** Preteach/review *run an art gallery, Aboriginal art, exhibition, study law /lɔ/, borrow money*. Play the recording once all the way through and elicit any information students can remember about her past, present, and future.

Audio script

Hi, I'm Rowenna. I'm Australian. I come from Melbourne, but now I live in San Francisco, California, with my husband David. He's American. David and I run an art gallery. It's a gallery for Australian Aboriginal art. I just love Aboriginal art. I love all the colors and shapes. I'm preparing a new exhibition right now.

I came to the US in 2006 as a student. My parents wanted me study law, but I didn't like it, uh, I hated it in fact. I left school after three months and got a job in an art gallery. That's where I met David. Then, we had the idea of opening our own gallery just for Aboriginal art, because most American people don't know anything about it. That was in 2006, and we borrowed \$25,000 from the bank to do it. We're lucky because the gallery's really successful and we paid the money back after just five years. I go back to Australia every year. I usually go when it's winter in the US because it's summer in Australia. But I'm not going next year because I'm going to have a baby in December. It's my first so I'm very excited.

- 7 **CD1 5** Explain that students are going to ask and answer some more questions about Rowenna. Focus students' attention on the example. Make sure students understand that the questions have different numbers of missing words. Ask them to work in pairs to complete the questions about Rowenna. Monitor and write down any common problems with question formation.
Put students in pairs to ask and answer the questions. If necessary, write key words on the board as prompts or play **CD1 4** again. Monitor and check for accurate question formation and a wide voice range on the intonation.

Play the recording, pausing after each question and answer if necessary. Students practice again in their pairs. If they sound a little flat, encourage a wide voice range, playing some of the recording again as a model and having students repeat.

Answers and audio script

- 1 **A** Where **does she** live?
B In San Francisco, California.
A Who with?
B With her husband, David.
- 2 **A** What **does she** do?
B She runs an art gallery.
- 3 **A** What **is she** doing right now?
B She's preparing a new exhibition.
- 4 **A** When and why **did she come** to the US?
B She came to the US in 2006 to study law.
- 5 **A** How long **did she** study law?
B For three months.
- 6 **A** How much money **did she** borrow from the bank?
B \$25,000.
- 7 **A** How many children **does she** have?
B She doesn't have any right now.
- 8 **A** Why **is she** excited?
B Because she's going to have a baby.

GRAMMAR SPOT (SB p. 3)

The goal of the *Grammar Spot* in each unit is to get students to think analytically about the language. Ask students to discuss the grammar questions in pairs before getting feedback from the whole class because this encourages peer teaching and builds students' confidence. If you are teaching a monolingual class, and your students find it easier to answer in L1, encourage them to do so.

- 1 Refer students to **CD1 4** on SB p. 114. Put them in pairs to find examples of verb forms with present, past, and future meaning in the script about Rowenna. Remind them to include negative forms. Encourage students to work quickly and don't go into detail about the form and use of past and future tenses here because these will be included in later units. If students ask about the use of Present Continuous for future meaning (*I'm not going next year*), just explain that the Present Continuous can be used to refer to a fixed plan in the future.

Answers

Present: e.g., I come, I live, I run, I love, I'm preparing, most American people don't know, I go

Past: e.g., I came, My parents wanted, I didn't like, I hated, I left, I got, I met, we had, we borrowed, we paid

Future: I'm not going, I'm going to have

- 2 Ask students to discuss the two questions about present tenses in pairs or threes. Then discuss the answers as a class.

If necessary, play the recording again and go over the answers (see text in parentheses in *Answers* below).

Answers and audio script

Do you know ... famous? (anyone/anybody)
The refrigerator is empty. There's ... to eat! (nothing)
The lights are off. There's ... at home. (no one/nobody)
Pete's an awesome guy. ... likes him. (everyone/everybody)
We always go ... nice to eat. (somewhere)
I can't go to the party. I don't have ... nice to wear! (anything)
Has ... seen my keys? (anyone/anybody)
I can't find my keys ... (anywhere)

ADDITIONAL MATERIAL

Workbook Unit 4

- Ex. 1 Main Street shops
Ex. 2–3 Count and noncount nouns
Ex. 4–8 Expressions of quantity
Ex. 9 *Something/no one ...*

THE SECRET TO A LONG LIFE (SB p. 28)

Articles – *a/an, the*

⚠ POSSIBLE PROBLEMS

By the pre-intermediate level, students have studied aspects of article usage, but will not be completely familiar with the main rules for *a/an, the*, or no article. They may make mistakes in speaking and writing.

The main uses covered in this unit are:

a/an (indefinite article)

- with singular count nouns to refer to a thing or idea for the first time, e.g., *He lived in a big house.*
- with jobs and professions, e.g., *She's a computer scientist.*
- with some expressions of quantity, e.g., *I spent a little time with my aunt.*
- in exclamations with *What* + count noun, e.g., *What an awful day!*

the (definite article)

- with singular and plural, count and noncount nouns when both speaker and listener know the thing or idea referred to, e.g., *The house is in a quiet neighborhood.*
- with oceans, rivers, hotels, etc., e.g., *the Amazon River.*
- if something is unique, e.g., *the sun, the world.*
- with superlatives, e.g., *the biggest business in the world.*

no article

- with plural and noncount nouns when talking in general, e.g., *Children are noisy.*
- before countries, towns, languages, meals, airports, etc., e.g., *They live in Chicago.*
- before some places and with some forms of transportation, e.g., *at work, by plane.*
- in exclamations with *What* + noncount noun, e.g., *What awful weather!*

This section continues the theme of a long life, with a profile of a person's grandfather.

- 1 Read the questions as a class and elicit responses.
- 2 **CD1 53** Focus students' attention on the photos of the grandfather and his tractor, as well as the hamburger with a salad. Ask students if they know any farmers. Elicit that there are many kinds of farmers and that farms can be very small or very big. If appropriate, ask students if they eat meat, such as a hamburger. Once considered a typical part of an American diet, beef is now a kind of meat that many people avoid for health or environmental reasons.

Preteach/review *cattle farm, beef, honest, hamburger, picnic, and retire*. Play the recording and have students follow the text in the Student Book. Give students time to read the questions and check their answers in pairs.

Check the answers with the class.

Answers

- 1 92 years
- 2 In a small town in New York State
- 3 a cattle farm
- 4 two
- 5 because he was honest and friendly
- 6 when he was 80
- 7 a happy marriage and a glass of warm milk before bed.

CD1 53 See SB p. 28

GRAMMAR SPOT (SB p. 29)

- 1 Read the first two sentences of the text again and elicit the first example (*He was a farmer*). Ask students to read the rest of the text again and find all the definite and indefinite articles.

Answers

My grandfather lived until he was 92 years old. He was a farmer with a cattle farm in a small town near a river in the southeastern part of New York State. He had two sons. The family lived in an old farmhouse. The oldest son, my uncle, owns the farm now.

In those days, people often bought beef directly from local farmers. My grandfather raised some of the best beef in the area. People came to his farm by car and truck to buy it. Everybody loved my grandfather because he was such an honest and friendly man. He never went out to have dinner at restaurants, but every now and then he invited his family and friends to the farm for a picnic. He served hamburgers made from his beef. He didn't retire until he was 80. He said the secret to a long life was a happy marriage and a glass of warm milk before going to bed.

- 2 Read the examples with the class. Elicit what is special about them (there is no article before the nouns).
- 3 Refer students to Grammar Reference 4.2 on SB p. 135. Give them time to read the rules and then find examples in the text. Elicit a variety of examples.

Refer students back to the texts and have them discuss differences and similarities between the two men. Monitor and check for correct tense use and accurate pronunciation. Write down any common errors and correct these after the pairwork.

Elicit a variety of answers from the class.

Possible answers

Differences

Max has lived in the apartment for three years. John Steinbeck lived there for one year.

Max has been married only once. John Steinbeck was married three times.

Max doesn't have any children yet. John Steinbeck had two children. Max is a press photographer. John Steinbeck was a war correspondent.

Similarities

Max lives in an apartment on East 51st Street and John Steinbeck lived there, too.

Max works for a newspaper and John Steinbeck worked for a newspaper, too.

Max is married and John Steinbeck was married, too.

PRACTICE (SB p. 51)

for or since?

- Briefly review the rule in the *Grammar Spot*: *for* is used with a period of time, and *since* is used with a point in time, e.g., *for ten minutes*, *since January, 2012*.

Elicit the answer for the first time expression. Then put students in pairs to complete the activity.

Answers

for half an hour	for a long time	since October
since 2001	since ten o'clock	since last Tuesday
since I was 14	for three months	for a couple of weeks

- CD2 31** Elicit possible matches to the first line in column A as an example. Then give students time to match the remaining lines and make sentences. Monitor and help as necessary.

Put students in pairs and have them read their sentences aloud to their partner.

Play the recording so that students can compare their answers. If students had problems with pronunciation in the previous section, play the recording again, pausing and drilling the sentences with the class.

Have students make similar sentences about themselves. Monitor and help as necessary. Have students read their sentences to the class. Highlight and correct any errors.

Answers and audio script

for or since?

- I've known John for three years. We met in college.
- I last went to the movies two weeks ago. The movie was really boring.
- I've had this watch since I was a child. My grandpa gave it to me.
- I lived in New York from 2005 to 2007. I had a great time there.
- I've lived in this house since 2008. It has a big backyard.
- We last took a vacation two years ago. We went to Brazil.
- I haven't seen you for years. What have you been up to?
- We haven't had a break for over an hour. I really need some coffee.

Asking questions

- CD2 32** Focus students' attention on the example and then give students time to complete the conversation.

Play the recording and have students check their answers. Elicit why the different tenses are used in each question (see text in parentheses below).

Drill the three questions with the class, paying particular attention to the intonation on the *wh*- questions. Then put students in pairs to practice the conversation.

Answers and audio script

Asking questions

A Where **do you** live, Susan? (Simple Present, because it is true now.)

B In an apartment near the river.

A How long **have you lived** there? (Present Perfect, because it is unfinished past – starting in the past and continuing until now.)

B For three years.

A Why **did you move** there? (Simple Past, because it asks about a finished past event.)

B Because we wanted to be in a nicer area.

- CD2 33** This activity provides controlled speaking practice in manipulating the question forms of three different tenses. Model the first conversation with a confident student. With students who need more support, elicit a variety of possible answers to the questions.

Put students in pairs to practice the conversations.

Ideally, have them do this by just using the prompts and not writing out the lines. With students who need more support, you can write the first conversation on the board.

Play the recording so that students can compare their answers. Ask two or three pairs to act out one of their conversations for the class at the end.

Sample answers and audio script

1 **A** What do you do?

B I work for an international company.

A How long have you worked there?

B For two years.

A What did you do before that?

B I worked in an office.

2 **A** Do you know Dave Brown?

B Yes, I do.

A How long have you known him?

B For five or six years.

A Where did you meet him?

B We went to college together.

- Focus students' attention on the examples and elicit possible endings for each verb given. Drill the pronunciation if necessary, making sure students can reproduce the weak form *have* /həv/ in the Present Perfect questions. Also elicit possible follow-up questions in the Simple Past.

Put students in pairs to ask and answer questions, ideally working with a new partner. Monitor and check for accurate question formation and tense use. Write down any common errors and correct these after the pairwork.

During the class discussion, you can ask students to report back about their partner, using the two tenses, e.g., *Maya has lived in Cairo for two years. She went there to study at the university.*

Check the answers with the class. Elicit students' reactions to the information and if they found anything surprising.

Answers and audio script

The oldest invention is paper (105 A.D.) and the newest is the personal computer (1976).

the telephone: 1876; a Scottish (and later American) scientist

the printing press: 1440; a German printer

paper: 105 A.D.; a Chinese government official

the ballpoint pen: 1938; a Hungarian journalist

the personal computer (PC): 1976; two American computer engineers

television: 1924; a Scottish engineer

the radio: 1896; an Italian physicist

Inventions that changed the world

- 1 Paper was invented in 105 A.D. by a Chinese government official named Cai Lun.
- 2 The printing press was invented in 1440 by a German printer named Johannes Gutenberg.
- 3 The telephone was invented in 1876 by Alexander Graham Bell. Bell was born in Scotland, but he moved to the US.
- 4 The radio was invented in 1896 by Guglielmo Marconi, an Italian physicist.
- 5 Television was invented in 1924 by a Scottish engineer, John Logie Baird.
- 6 The ballpoint pen was invented in 1938 by the Hungarian journalist, Laszlo Biro.
- 7 The PC was invented in 1976 by two American computer engineers, Steve Jobs and Steve Wozniak. The name Apple was chosen for the company because it was Jobs' favorite fruit.

Speaking

- 2 Read the instructions as a class and demonstrate the activity by stating which invention you think is the most important. Give students time to rank the inventions in order of importance. Elicit opinions from the class, having students give reasons for their answers. With larger classes, students can discuss their answers in groups. The discussion should lead to some lively debate. Write down any common errors in the use of the passive but don't review these until after the class discussion. Establish which invention is the most important for the majority of the students.

Passive forms

- 3 **CD3 20** This activity reinforces the passive in several tenses in the context of facts about online communication. The companies included in the activity are:
Google (a popular search engine)
eBay (a popular online auction site)
YouTube (a website that allows people to show videos they have made on the Internet)
Twitter (a free Internet service for posting short messages, known as "tweets")
Facebook (a social networking site)
Amazon (one of the largest online shopping sites)
Preteach/review *to post something on YouTube* and *to found (founded)*. Check that students understand that this means to start a business and has nothing to do with the irregular past of *find*.

Focus students' attention on the example. With students who need more support, go through all the sentences and check the tense that they will need to use.

Give students time to complete the sentences, working individually. Have students check their answers with a partner and discuss which numbers and dates they think are correct. Play the recording as a final check. Elicit students' reactions to the information and if they found anything surprising.

Answers and audio script

All things online

- 1 Over **150 billion** emails **are sent** every day.
- 2 Nearly **3.5 billion** queries **are searched** by Google every day.
- 3 eBay **was invented** in **1995** by Pierre Omidyar, a French scientist.
- 4 Nearly **5 billion** items **have been sold** on eBay since it began.
- 5 60,000 new video clips **are posted** on YouTube every week.
- 6 The first Twitter message **was sent** by American businessman, Jack Dorsey, in **2006**.
- 7 Facebook **has been translated** into **79** languages since it began.
- 8 The online store, Amazon.com **was founded** by Jeff Bezos, in his garage in **1994**.

- 4 **CD3 21** This section practices question forms in the passive, using information that students are already familiar with. Focus students' attention on the example. Drill the pronunciation of the question and answers as a class and individually. With students who need more support, you can elicit and drill all the question forms before they do the pairwork.

Put students in pairs to ask and answer the questions. Monitor and check for correct formation of the passive forms. If students have a lot of problems, drill key questions and answers as a class, then have students practice again in closed pairs.

Play the recording and have students check their answers. If you think they need more practice, refer them to **CD3 21** on SB p. 127 and have them ask and answer the questions again.

Answers and audio script

- 1 **A** How many emails are sent every day?
B Over 150 billion. Isn't that amazing?
- 2 **A** How many queries are searched by Google every day?
B Nearly 3.5 billion. It's incredible.
- 3 **A** When was eBay invented?
B In 1995.
A Who was it invented by?
B A French scientist named Pierre Omidyar.
- 4 **A** How many items have been sold on eBay since it began?
B 5 billion. Actually 5 billion and one. I just bought something!
- 5 **A** How many video clips are posted on YouTube every week?
B 60,000 new videos every week.
- 6 **A** When was the first Twitter message sent?
B In 2006.
A Who was it sent by?
B An American businessman named Jack Dorsey.
- 7 **A** How many languages has Facebook been translated into?
B 79. And there'll be more.
- 8 **A** When was Amazon.com founded?
B In 1994.
A Who was it founded by?
B Jeff Bezos.

STARTER (SB p. 90)

The goal of this *Starter* is to introduce the first conditional in a context that students are familiar with.

With students who need more support, briefly review words for describing the weather, e.g., *sunny*, *rainy*, *to rain*, *to be hot/cold*, etc. Discuss the questions as a class or have students discuss them in small groups first. Check students' use of *will* or *going to* to give the weather forecast.

REAL POSSIBILITIES (SB p. 90)

First conditional + *will* and *might*

⚠ POSSIBLE PROBLEMS

First conditional The use of *will* to express a future fact or intention/decision made at the moment of speaking was presented in Unit 5. *Going to* for plans and Present Continuous for future were also practiced there. In this unit, the first conditional is covered along with *might* in the first grammar presentation, followed by the second conditional on SB pp. 92–93.

The concept of conditionals does not seem to cause students as much difficulty as the formation. The challenge is that there are two clauses to get right – *will* is used in the result clause, but is not used in the condition clause, even though it often refers to future time. In many languages, a future form is used in both clauses.

Common mistakes

**If it will rain, we'll stay at home.*

**If it rains, we stay at home.*

Speakers of Germanic languages confuse *when* and *if* because they are translated by the same word.

This section also contains examples of time clauses with *when*. This presents the same challenges as in the first conditional, i.e., a future verb form is not used in the time clause, even though it might refer to future time.

Common mistakes

**When I will arrive, I'll call you.*

**When I arrive, I call you.*

The use of *might* is very common in English but tends to be avoided by learners of English, who often prefer to use *maybe/perhaps* + *will* to express lack of certainty about the future, e.g.,

Maybe she will come.

Perhaps I will play tennis this afternoon.

These are not incorrect, but it sounds much more natural to say

She might come.

I might play tennis this afternoon.

- 1 **CD3 38** Focus students' attention on the photos and elicit possible activities for bad weather (e.g., *go to the movies*, *watch TV at home*, *order takeout*) and good weather (e.g., *go to the beach*, *have a picnic*, *go for a walk*).

Play the recording and have students follow in their books. Focus students' attention on the sentences with *will* and *might*, and check the difference. With students who need more support, ask *Which is more certain, "We'll go" or "We might go"?*

Put students in pairs to practice the conversation.

Monitor and check for correct pronunciation. If students have problems, drill key lines as a class and individually. Students then continue practicing in their pairs.

Answer and audio script

We'll go (will) is more certain than *We might go (might)*.

CD3 38 Real possibilities

A What are you doing this weekend?

B Mmm ... if the weather's nice, we'll go for a picnic.

A Sounds nice. Where to?

B Not sure. We might go to the park, or we might go to the river.

A Well, I'm sure you'll have fun!

- 2 **CD3 39** With students who need more support, elicit the wording for the first conversation as a class and write it on the board as a model.

Put students in pairs to practice the conversations.

Monitor and check for correct verb forms. If students have a lot of problems, write the key forms on the board and have students practice again.

Play the recording and have students compare their answers. If you think your students would benefit from further practice, refer them to **CD3 39** on SB p. 129 and put them in new pairs to read the conversations again.

Audio script

CD3 39

1 A What are you doing this weekend?

B Mmm ... if it's sunny, we'll go swimming.

A Sounds great! Where?

B Don't know. We might go to the pool, or we might go to the lake.

A Well, I'm sure you'll have a good time!

2 A What are you doing this weekend?

B Mmm, well ... if it rains, we'll go shopping.

A Sounds like a good idea! Where to?

B Not sure. We might go to Main Street, or we might go to a shopping mall.

A Well, I'm sure you'll enjoy it!

3 A What are you doing this weekend?

B Mmm ... if we have time, we'll see some friends.

A Sounds good! Where will you go?

B Don't know. We might go to a restaurant, or we might just go to a coffee shop.

A Well, I'm sure you'll have fun!

- 3 Focus students' attention on the examples. Elicit two further examples, one for good weather, and one for bad. If necessary, highlight the main stresses, e.g.,
If it's a nice day on Saturday, I'll go to the beach.
If it rains, I won't go to the beach. I might see some friends.

Put students in pairs to compare their ideas. Monitor and check for correct verb forms. Correct any common mistakes after the pairwork.