

with **Testing** Program

3

AMERICAN
Headway
Proven success beyond the classroom

THIRD EDITION

www.alijafarnode.ir

Teacher's Book

Liz and John Soars
Amanda Maris

OXFORD

7. **A** Where was the Titanic sailing to when it sank?
B The Titanic was sailing to New York from Southampton when it hit an iceberg on April 14th, 1912.
8. **A** How long has Hawaii been a U.S. state?
B Hawaii has been a U.S. state since 1959. It was the 50th state to be admitted to the union.
9. **A** How many people have won the Nobel Peace prize since it started in 1901?
B 103 people have won the Nobel Peace prize since it started in 1901. These include Nelson Mandela in 1993 and Mother Teresa in 1979.*
10. **A** How long have people been using the Internet?
B People have been using the Internet since 1969. It was invented by the U.S. Department of Defense as a means of communication. It first went live in October 1969, with communications between the University of California and the Stanford Research Institute.
11. **A** Which language is spoken by the most people in the world?
B Chinese is spoken by the most people in the world. Over one billion people speak it. English is the second most spoken language in the world, with about half a billion speakers.
12. **A** In which country were women first given the vote?
B New Zealand was the first country in the world to give women the vote in 1893. Canadian women were given the vote in 1917, but women in Paraguay weren't allowed to vote until 1961.
- * These figures are correct up to 2014.

GRAMMAR SPOT (SB p. 2)

The *Grammar Spot* in each unit aims to have students think about the language they have just seen in the presentation.

- 1 Refer students to the tenses in bold in the quiz questions, and elicit the names of the tenses in questions 1 and 2 as examples. Students then identify the remaining tenses. Check the answers with the class, eliciting that questions 11 and 12 contain passive forms.

- | | |
|-----------------------|--------------------------------|
| 1. Simple Present | 7. Past Continuous |
| 2. Simple Past | 8. Present Perfect |
| 3. Present Continuous | 9. Present Perfect |
| 4. Simple Present | 10. Present Perfect Continuous |
| 5. Present Continuous | 11. Passive |
| 6. Simple Past | 12. Past Passive |

- 2 With weaker classes, or if you want to review the use of auxiliaries as a class, build in the stage in the *Suggestion* box below before exercise 2.

Ask students to find and underline the auxiliary verbs in the quiz. Then put them in pairs to discuss the questions. Check the answers with the class, eliciting examples for each category.

Answers

The Simple Present and Simple Past use *do/does/did* to form questions and negatives.

The Present Continuous and Past Continuous use the verb *to be*. We also use *to be* in passive forms.

The Present Perfect and Continuous use *have/has*.

Refer students to Grammar Reference 1.1–1.5 on SB p. 129.

SUGGESTION

Before you do exercise 2 in the *Grammar Spot*, write seven sentences on the board with the auxiliaries underlined:

We are working hard.

English is spoken all over the world.

I don't watch TV very often.

Do you drink coffee?

Why didn't you come to the movies?

Paper was invented in China.

I haven't spoken to my friend today.

Elicit that the underlined words are auxiliary verbs and that they help to form tenses and add meaning to the main verb.

Write your own quiz

- 3 Divide the class into two groups. With larger classes, you will need to create more teams. If students are doing the research in class, give them reference materials or set them up on computers if they are working online. If students are doing the preparation for homework, brainstorm topics that they can research such as inventions, Olympic athletes, famous buildings, interesting writers/painters, dates of famous songs/movies, and so on. Remind students that they need questions that contain both present and past tenses. Check their questions at the start of the next class. Monitor and help each group with their research, and check for accuracy of the question formation.

Groups or teams then compete against each other, asking and answering their questions. Remind students to keep score and decide which team is the winner.

SUGGESTION

If your students enjoy this activity, have them prepare more questions on a range of different topics as you work through the units. Have a regular “quiz time” as often as you think appropriate and keep ongoing scores. Announce the winner at the end of the semester.

PRACTICE (SB p. 3)

- 1 Read the examples as a class. Point out that students will need to change the form from affirmative to negative (as in sentence 1) or from negative to affirmative (as in sentence 2). Have students work individually and give them time to correct the sentences. Monitor and help, focusing mainly on the verb forms at this stage. Students will go on to practice the intonation in exercise 2.
- 2 **CD1 3** Play the recording and have students check their answers. Ask them to write any additional information they get from the recording. Write sentences 1 and 2 on the board. Say the sentences or play the recording of the sentences again. Have students mark the stressed words.

CD1 44**Rules for life****1. Millie (15)**

Well, so many teenagers seem to think life is about just one thing, you know—money and fame, they think it will bring them happiness. Honestly, I would hate to be famous. When I read the magazines and see all the photos of these rich, famous movie stars, athletes and the like, it frightens me. They can't move without being followed and photographed. Usually, they have bodyguards. When I grow up I just want to enjoy my work. If I earn lots of money, fair enough, but if I don't, I'll still be happy. I never want to be famous. That's scary stuff.

2. Richard (33)

My rule for life is that you only get out of life what you put in. I mean, you should never ask that question people always ask "Why are we here? What is the meaning of life?"—you'll never find the answer. You've got to *give* meaning to your life by what you *do* with your life—um ... and I think you can do this in all kinds of ways. It doesn't matter if you are president of your country or a janitor—you have a place in the world, you have a part to play.

3. Frank (65)

I believe you've got to look for the good in people and things. So many people of my age do nothing but complain about today's world—oh, on and on they go about—ooh, how bad the traffic is, or how cell phones are such a menace. Oh, and most of all they complain about young people—they're loud, they're impolite, not like in the "good old days." Well, I don't agree with all that. There's always been good and bad in the world, and I think we should look for the good. The rule I try to live by is find three things every day to be happy about.

- 2 Give students time to think about whether they agree with the speakers and write their answers on a piece of paper. Ask students if they think the speakers are optimists or pessimists (all three seem to take a fairly optimistic view of life). Then have students work in pairs or small groups to compare the speakers' opinions with their own.

SPOKEN ENGLISH — have got to

- 1 Focus students' attention on the *Spoken English* box. Give students time to read the notes and the examples. Point out that these forms are usually contracted in spoken English (*I've/he's got to*, etc.). Also, point out that in American English, it is much more common to say *have to* (e.g., *You have to look for the good in people.*). In addition, mention that *have got to* is reduced to *gotta* in spoken American English (e.g., *You gotta give meaning to life by what you do.*). Point out also that in the negative, we tend to say, *I don't have to*, not *I haven't got to*.
- 2 **CD1 44** Focus attention on the example. Students work individually to complete the sentences. Play the recording so that students can check their answers. Elicit the extra information in the speakers' answers. Play the recording again if necessary, and check the answers with the class (see underlining in the script below). Highlight the pronunciation of *got to* /gətə/ in the sentences. Students then practice the conversations in pairs.

Refer students to Grammar Reference 4.2 on SB p. 133.

Answers and audio script**CD1 44**

1. **A** Isn't your mom away this week?
B Yeah, so Dad's **got to** do all the cooking, and I've got to do the ironing.
2. **A** Where's my briefcase? I've **got to** go to work.
B It's where you left it when you came home. In the hallway by the front door.
3. **A** Mom, why can't I go out now?
B You've **got to** clean up your room first. Your friends will just have to wait.
4. **A** Won't you be late for work?
B Oh, no! Look at the time. I've **got to** go now. We'll catch up later. Bye!

Song — I Believe

- 3 Focus students' attention on the photo, and have students read the note about Ian Dury. Elicit the answer to the question and any other information students know about him and his music (see the notes on Ian Dury above).
- 4 **CD1 45** Play the recording once, and ask if Ian is an optimist or pessimist (an optimist). Elicit any examples from the song of his positive attitude.

CD1 45**Song (Ian Dury and the Blockheads)****I Believe**

I believe in **bottle banks**
 And beauty from within
 I believe in saying **thanks**
 And fresh **air** on the skin

I believe in healthy **walks**
 As tonic for the feet
 I believe in serious talks
 And **just enough** to eat

Chorus

That's what I believe
Surprising as it seems
I believe that happiness
Is well within our dreams

I believe in being **nice**
 In spite of what you think
 I believe in good **advice**
 And not too much to **drink**

I believe in being **true**
 In everything you try to **do**
 I believe in me and you
 I hope you share my **point of view**

Chorus (repeat)

I believe in being **kind**
 Especially when it's hard
 I believe an open **mind**
 Can show a fine regard

Answers and audio script

CD2 31

- A My grandfather hasn't been doing too well lately.
B **Oh, no!** (That's a shame./That's too bad.)
A He's 79. Don't you think at his age he should slow down a little?
B **Absolutely.** (Definitely./Of course.)
A But he won't listen to me. He says he wants to enjoy his life to the fullest.
B **That makes sense.** (Of course. Absolutely.)
A Last summer he went on a two-week cycling trip in South America.
B **You're kidding!** (That's amazing!/Really?)
A We're going to give him a big party for his 80th birthday.
B **That's great.** (How amazing!/Awesome!/Wonderful!/Good for you.)
A But before that, I'm going to have a word with him and tell him to take things easier.
B **Good for you.**

- 3 **CD2 32** Elicit possible answers for conversation 1. Students work in pairs to complete the task.

Play the recording, and have students compare their responses with those on the recording. Elicit as many of B's further comments as students can remember. Play the recording again if necessary.

Go over the range of responses that are suitable (see the answers in parentheses below).

Answers and audio script

CD2 32

1. A My boyfriend just asked me to marry him.
B Did he? (Really?) Good for you! (Wonderful/Awesome./That's great.) Did you say yes?
2. A Will spaghetti Bolognese be OK for dinner?
B Of course. (Absolutely./Definitely./Fine.) That's great. It's one of my favorites.
3. A There's a strike at the airport so my trip's been canceled.
B Oh, no! That's a shame. (What a shame!/That's too bad./How awful!/Bad luck.) Will you get your money back?
4. A I failed my driving test again.
B You didn't! (Did you?) That's too bad. (What a shame!/That's a shame./Oh, no./How awful!/Bad luck.) Better luck next time.
5. A We're expecting a baby.
B Are you? (That's amazing!/You're kidding!/Really?) Congratulations! (How amazing!/That's great./Wonderful!/Good for you.) When's it due?
6. A So you think I should save to buy a car, not borrow the money?
B Definitely. (Absolutely./Of course.) You already have too many debts.
7. A I told him I never wanted to see him again.
B You're kidding! (Did you?/You didn't!/You're kidding!/You did what?/Really?) What a shame! (That's a shame./Oh, no./That's too bad./How awful!) I always thought the two of you were so good together.

- 4 Ask two students to read aloud conversation 1 and keep it going. Students practice and continue the conversations. Remind them to use a wide voice range on the responses. Monitor and check students' intonation.

- 5 Model the activity before students do the pairwork. Start a conversation with a confident student about a good or bad day, for example:

A *I had a great day last Saturday.*

B *Really? Why? What did you do?*

A *Well, it was my birthday and my sister planned a surprise party.*

B *How amazing! Were many people there?*

A *Yes, quite a few. And my sister had invited all my old school friends.*

B *You're kidding! That's great.*

Put students in new pairs to invent new conversations. If students seem short on ideas, offer possible contexts:
good: you heard from an old friend/got a promotion at work/had a fantastic meal/met the man/woman of your dreams

bad: you got a parking ticket/had an argument with your best friend/had to take back your new computer/failed a test/lost your wallet/purse.

Don't forget!

Workbook Unit 7

Exercise 11 Vocabulary — *be* and *have*

Exercise 12 Prepositions — Noun + preposition

Exercise 13 Pronunciation — Sentence stress

Exercise 14 Listening — Applying for a film degree

Grammar Reference (SB p. 136)

Word List Unit 7

Refer students to the Word List for Unit 7 (SB p. 151). They can translate the words, learn them at home, or transfer some of them to their vocabulary notebook.

Tests (Online)

Unit 7 Test

Video (iTools and Online)

the past modals and for the correct stress. Write down any common errors, and correct them carefully with the class after the listen and check stage.

Play the recording, and have students check their answers. If necessary, play the recording again as a model, and have students repeat. Put students in new pairs to practice again.

Answers and audio script

CD3 30

1. **A** I can't find my ticket.
B You must have dropped it.
2. **A** John didn't come to school yesterday.
B He must have been sick.
3. **A** Why is Isabel late for class?
B She might have overslept.
4. **A** I can't find my notebook.
B You must have left it at home.
5. **A** The teacher's checking Maria's exercise.
B She can't have finished already!
6. **A** Why is Carl looking so happy?
B He may have done well on the test.

Discussing grammar

- 4 This exercise reviews modals of obligation and ability and also the modals of probability from this unit. If you are short on time, ask students to complete the sentences for homework, and then do the discussion stage in the next lesson.

Elicit possible answers for sentence 1. Students work individually to complete the exercise. Then discuss the answers as a class.

Answers

1. He **can't/could/might/must** have been born in the 1960s. (*can't* = impossibility; *could/might* = possibility; *must* = certainty)
2. **Can/Could** you help me wash the dishes, please? (requests)
3. You **can/can't/could/must/should** see the doctor immediately. (*can* = possibility; *can't* = impossibility; *could* is possible if part of a conditional sentence, e.g., *You could see the doctor immediately if it was an emergency*; *must/should* for obligation/advice)
4. **Can/Can't/Could/Must/Should** we go out to eat tonight? (*Can/Could* = permission/request; *Can't we ...* expresses a strong desire; *Must* (obligation) expresses that the speaker doesn't want to go; *Should* = advice)
5. I **can/can't/could/must/might/should** stop eating candy. (*can/can't* = ability; *could* is possible if part of a conditional sentence, e.g., *I could stop eating candy if I wanted to*; *must* = strong obligation; *might* = possibility; *should* = obligation)
6. I **can/can't/could/must/might/should** learn to speak English. (*can/can't* = ability; *could* is possible if part of a conditional sentence, e.g., *I could learn to speak English if I had more time*; *must* = strong obligation; *might* = possibility; *should* = obligation)

SUGGESTION

You can give further practice of the past modals with the use of interesting photographs that are open to interpretation of what has happened. These can often be found in magazines and put into different categories, such as people, places, weather, and so on. Bring in a selection of images to the class, and have students use them as a prompt for *must have/can't have/might have*, and so on. Students can also bring in their own images or photos they have taken, if appropriate.

ADDITIONAL MATERIAL

Workbook Unit 11

Exercises 6–7 Modal verbs of probability — past

Exercise 8 Tense review

READING AND LISTENING (SB p. 86)

The Adventures of Sherlock Holmes

ABOUT THE TEXT

The theme of crime and evidence is continued with *The Three Students*, an adaptation of a story by Sir Arthur Conan Doyle. Sherlock Holmes is one of the most famous and popular detectives in literature. The character first appeared in 1887. In 1893, when Conan Doyle tried to kill Holmes off in a story so that he could concentrate on other writing, there was such an outcry that he wrote *The Adventure of the Empty House*, which explained how Holmes cheated death and returned to detective work in London. Holmes is famous for his intellectual prowess and astute observation when solving difficult cases. Dr. Watson is the fictional friend and biographer of Sherlock Holmes. According to the stories, Holmes and Watson lived at 221B Baker Street in London between 1881–1904.

Conan Doyle wrote four novels and fifty-six short stories that featured Holmes. *The Adventure of the Three Students* is one of 13 stories in a collection known as *The Return of Sherlock Holmes* from 1904.

Encourage students to use the context to help them with new vocabulary. With weaker classes, or if you are short on time, you could pre-teach the following:

Part 1: *tutor, valuable (time), servant, mud*

Part 3: *to gamble away money*

Don't go over the words which are highlighted in the text, as students will figure out their meaning in *Language work* exercise 1.

- 1 Introduce the topic by brainstorming vocabulary related to crime. Make sure students are familiar with the following: *detective, investigation, to look for clues, a suspect, to solve a mystery, intruder, motive, to deny doing something, culprit, to make someone suspicious.*

Extra Idea Unit 10

Technology questionnaire

1 Read the questionnaire and check (✓) your answers. Then check your score at the bottom of the page.



Technophile or technophobe?

1. How many of these do you use regularly?

- | | |
|--|---|
| <input type="checkbox"/> CD player | <input type="checkbox"/> flat screen TV |
| <input type="checkbox"/> computer/laptop | <input type="checkbox"/> iPod |
| <input type="checkbox"/> digital radio | <input type="checkbox"/> webcam |
| <input type="checkbox"/> recordable DVD player | <input type="checkbox"/> GPS |

2. You need to contact a friend quickly. Do you ...?

- a. send him/her a text message
- b. write him/her a letter
- c. try to find a phone booth
- d. call him/her on your cell phone

3. You'd like to try on some clothes you saw in a magazine. Do you ...?

- a. try to find something similar in the local stores
- b. order them online
- c. mail your completed order form to the company
- d. travel 30 miles to the nearest store

4. How many of these have you used in the last two weeks?

- | | |
|---|--|
| <input type="checkbox"/> Internet banking | <input type="checkbox"/> Google |
| <input type="checkbox"/> eBay | <input type="checkbox"/> MSN Messenger |
| <input type="checkbox"/> e-mail | <input type="checkbox"/> Wikipedia |
| <input type="checkbox"/> Facebook | <input type="checkbox"/> YouTube |

5. How many of these terms can you explain?

- | | |
|----------------------------------|------------------------------------|
| <input type="checkbox"/> blog | <input type="checkbox"/> podcast |
| <input type="checkbox"/> spam | <input type="checkbox"/> emoticon |
| <input type="checkbox"/> cookies | <input type="checkbox"/> broadband |

6. How many of these abbreviations do you recognize?

- | | |
|-------------------------------|------------------------------|
| <input type="checkbox"/> cc | <input type="checkbox"/> HD |
| <input type="checkbox"/> DAB | <input type="checkbox"/> ISP |
| <input type="checkbox"/> FAQs | <input type="checkbox"/> SMS |
| <input type="checkbox"/> GPS | <input type="checkbox"/> www |

7. Which of these have you never been able to do?

- bookmark a webpage
- chat on the Internet
- download an MP3 file
- follow satellite navigation
- install software
- print photos taken on a digital camera
- set the timer on a recordable DVD player
- take a picture on a cell phone

8. Which new invention would make your life complete?

- a. a robot that does all the housework
- b. a portable super-computer that replaces every other gadget
- c. a dream projector that records your dreams while you sleep
- d. an automatic dog walker

0-13 Why are you a technophobe? There's nothing to be scared of. Gadgets can make your life easier, and they can be fun! Go on, give them a try!

14-27 You have a healthy attitude towards technology. You use gadgets to make things easier but you don't let them dominate your life.

28-39 You live in high-tech heaven! You are very comfortable with technology, and you love new gadgets. But don't let them rule your life. It's good to talk face-to-face sometimes!

1. one point for each check (✓)
 2. a. 3 b. 0 c. 1 d. 2
 3. a. 1 b. 3 c. 2 d. 0
 4. one point for each check (✓)
 5. one point for each check (✓)
 6. one point for each check (✓)
 7. minus one point for each check (✓)
 8. a. 2 b. 3 c. 0 d. 1

Score

2 Compare your score with a partner. Then discuss these questions.

1. Which invention or gadget could you not live without?
2. What invention or gadget have you bought and never used?
3. Gadgets in general—essential for modern life or a waste of money?

