

with **Testing** Program

5

AMERICAN
Headway
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THIRD EDITION

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Teacher's Book

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OXFORD

Students are introduced to the topic by discussing the introduction, paragraph headings, and photos used in the text. This helps to set the context, gain an overview of how the text is organized, and assist students in making predictions about the article's content. After reading and checking their predictions, students do a more detailed comprehension task. Students then go on to paraphrase the main ideas in the text before discussing some of the key issues it raises.

Encourage students to use the context to assist with any new vocabulary. With weaker classes, or if you are short on time, you could pre-teach the following: *unique, empathy, morality, paradox, posture, originated, dexterity*. Note that the vocabulary which is highlighted in the text is the focus of a task on synonyms in exercise 4.

- 1 Tell students to close their books. Write *Ten things that make us human* on the board. Read through this as a statement, checking for understanding. Ask students to work in small groups and set a short time limit for them to brainstorm as many ideas as they can for the ten features or attributes. Ask students to share their ideas as a class. Write the most frequent suggestions on the board. Then ask students to open their books and compare their ideas with those in the article.

Direct students to the text. Ask them to look at the photographs, title, and paragraph headings. Explain that any time students come across a new piece of writing they should use these features to gain an overview of the text. As students read the headings, write these on the board.

After students have discussed what they expect to read under each heading, ask them to again close their books. Direct students' attention to the headings on the board and ask them to work in groups, evaluating which of the ten things are the most important. Remind students to provide reasons for their choices and to give examples to illustrate their views. Monitor the discussion, assisting with language or examples where necessary.

- 2 Ask students to read the text, answering any vocabulary questions or allowing students to use a dictionary. Ask the class if they agree with the ideas expressed by the author – if they don't, ask them to explain which areas they disagree with and why. Draw students' attention to the fact that many popular science articles don't always provide evidence for their claims, and so are more opinion-based than other forms of scientific writing.

Ask students to read lines a–j, which are the final lines of each of the ten paragraphs. Ask students to write down, or underline, the key information in each sentence. Explain that key information in scientific or more academic texts is usually found in noun phrases. Ask students to match each sentence to a paragraph. Elicit the answer for paragraph 1 as an example. Once students have done this, they should read the paragraphs again to make sure that each match is logical and grammatically accurate.

Answers

a 5 b 6 c 7 d 8 e 4 f 3 g 1 h 10 i 9 j 2

In your own words

In your own words is a new feature that appears in each unit of *American Headway, Third edition, Level 5*. This provides advanced level students with the opportunity to paraphrase and reprocess key information from authentic texts as oral summaries.

- 3 Elicit from students the different ways in which you can paraphrase someone else's ideas, e.g., using synonyms (e.g. *other animals and birds* → *most other species / amazing achievements* → *incredible accomplishments*), changing word order or sentence structure (e.g., *Our brain sets us apart* → *We are set apart by our brains*), changing word form or part of speech.

Ask students to work in pairs and read through the prompts 1–10, checking the meaning of any new vocabulary.

Ask students to take turns using the prompts to paraphrase the key points from the text in their own words. Give students some time to draft and check their paraphrases before they share their ideas. As students draft their sentences, monitor and assist with grammar and vocabulary as necessary.

Vocabulary

- 4 Read through the items in the box, checking for correct pronunciation. Explain to students that by focusing on synonyms they will extend their vocabulary range; this will help them to better understand texts. After students have matched the items, ask them to work in pairs and decide on why the author may have chosen one form over the other. Note that choice of lexis is often dependent upon the assumed reader, collocation, or the genre. For example, *live in* sounds a little too "everyday" to substitute for *inhabit* in the formal phrase "... enabled humans to inhabit ..."

Answers

characteristic = trait	perplexing = puzzling
forebears = ancestors	achievements with = feats of
flourish = thrive	uses = functions
desire = urge	main = chief
little evidence = few traces	ties = bonds
live in = inhabit	

What do you think?

The *What do you think?* section gives students the opportunity to talk about personal experiences and express opinions about the topic of the lesson. Unless you have a very small class, these activities are best done in groups of three to six. It can be helpful to nominate one student in each group to be the discussion leader. It is their job to ask the questions, make sure everyone gets a chance to speak, and to decide when to move on from one question to the next. As this role is cognitively challenging, you should make sure that a different student is chosen each time students do a discussion task.

POSSIBLE PROBLEMS

Modal verbs for speculation – present and future

1 **must and can't**

Some students may need further clarification on what speculation is, e.g. the fact that we use *must* if we are certain that something is true but we have no direct experience. Explain that we use logical deduction by comparing the following:

She's at home: I saw her go in.

She must be at home – her car's outside and the lights are on.

Remind students that the usual negative of *must* with this meaning is *cannot/can't*:

She can't be at home – her car's not outside and the lights are out.

2 **will**

Highlight that we can use *will* and *will not/won't* with a similar meaning to *must/can't*. Note that this is most common when we are certain of something because it's what is expected, typical, or normal:

"There's someone at the door." "That'll be Kate."

3 **may, might, can, could**

Students need to understand that *may* is used for probability (*Let's go. The shop may still be open.*), and *might* and *could* express smaller probability (*It might/could rain later, but I doubt it.*). *Can* is used to express general possibility, but not probability: *Neil may be in Anne's office.* NOT **Neil can be in Anne's office.* When the focus is on probability, *may* is not used in question forms:

Do you think the company will go bankrupt?
NOT **May the company go bankrupt?*

Note that *may, might, and could* are possible with *if + present*:

If he keeps doing that, he may/might/could get into trouble.

May is not possible with *if + past*:

If I had more time, I might/could study harder.
NOT **If I had more time, I may...*

Another anomaly, which you might notice when students try to use it, is that *could* can be used as an alternative to *may* to speculate on a future possibility (*It may rain later./It could rain later.*), but only in the affirmative. *Could not* can be used for present and past speculation, but not for the future (*It may not rain later./*It could not rain later.*).

4 **should**

Should is used to express opinions and as such falls into the area of speculation, e.g. *They really should be here by now* = based on my opinion and the travel conditions.

- Note that some students, especially students from an Arabic background, may be used to creating modal forms by adding *to + infinitive*. In other languages, such as Turkish, modality is generated by adding a suffix to verbs.

- The goal here is to build awareness and get students familiar with manipulating the forms. For this reason, it is worthwhile making sure that students get as much opportunity as possible to use these forms in Speaking activities.
- Grammar Reference 4.1 on SB pp. 144–145 looks in more detail at the areas of meaning expressed by modal auxiliary verbs. It is a good idea for you to go through the notes and examples before teaching the grammatical section of this unit.

Ask students to read through the list of modal verbs for speculation and to grade them in terms of likelihood or possibility. Explain that there are subtle differences in the meaning and use of each form. Ask them to work in pairs and think of any differences before looking at the examples in sentences 1–6. Once students have completed each sentence, check the answers as a whole class.

Answers

1 might/may	4 should/will
2 may/might	5 will/should
3 can	6 must; can't

Refer students to Grammar Reference 4.1 on SB p. 144–5.

- 1 Direct students to the illustration. Ask them to work in pairs, using a range of modal verbs to speculate on who the people depicted are and what they are doing. Monitor this stage, assisting with vocabulary and noting any persistent areas of weakness with the grammar focus. These notes can be used for a delayed error-correction stage, where examples of errors are anonymously written on the board for students to rephrase individually or as a whole class.

Possible answers

The woman in the coat must be a customer. She could be looking for a present.
The man outside might be her husband. He might be waiting for her.
The woman in the green cardigan must be a store clerk. She must be showing the customer some items of jewelry.
The woman behind the counter might be another store clerk. She could be putting some jewelry back in the display cabinet. She may be wondering what the man in the suit is doing.
The man in the suit could be the shop owner or he might be a security guard. He may even be waiting for the woman in the coat.

- 2 **CD1 29** Explain to students that they are going to listen to part of a telephone conversation between Karen, the employee of the jeweler's shown in the picture, and one of her friends. Before students listen to the conversation, ask them to look at pictures 1–5 and decide what happened. Once students have discussed their own ideas, in pairs and as a class, play the recording and check the answers as a whole class.

Possible answers and audio script

The two men were plain clothes police officers trailing the woman because they knew she was trying to use counterfeit money. They said they would come back to the store later to return the necklace, which they took as evidence.

- Monitor and help while students are working. Encourage students to self-correct any mistakes in their question formation.
- Tell students they are now going to ask their classmates their questions. In their pairs, ask them to move around the classroom asking and answering their questions. They can ask one question to each student in a pair, then they must move on to the next pair. When they get a “yes” answer, they should write the name of the student who answered “yes” on their worksheet.
- The first pair to record ten “yes” answers is the winner.

Don't forget!

Workbook Unit 6

Ex. 4 Reading – Land Girls

Ex. 5 Listening – Pearl McGuigan – Land Girl

Ex. 6 Vocabulary – Verbs to nouns

Grammar Reference (SB pp. 146–7)

Word list Unit 6 (SB pp. 160–1)

Remind your students of the word list for this unit on SB pp. 160–1. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

Unit 6 Test

Skills test 3

Progress test 1

Stop and check test 2

Video (iTools and Online)

Additional photocopiables and PPT™ presentations (iTools)

Possible answers

Wolves are misunderstood because they are feared as vicious killers. A lot of folk tales have used wolves to symbolize cunning, greedy, and aggressive behavior (e.g. *Little Red Riding Hood*) and many myths portray them as a threat to humans, but the symbol is not the same as the reality. Wolves are in fact shy creatures and stay away from humans if possible. They are very intelligent and affectionate with each other. They do not attack people, and will only eat farmers' livestock if they have been driven off their hunting grounds and are starving. They are an important part of the ecosystem, and the reintroduction of wolves to Yellowstone National Park has resulted in benefits to all its vegetation and animal life. You could invite students to visit the Wolf Conservation Center's website to learn more. Hélène was something of a misunderstood outsider as a child, and this is something she recognized in the way wolves are often portrayed today.

THE LAST WORD (SB p. 76)

The music of English

This section develops students' fluency by focusing on the role of stress and intonation. *Stress* often refers to *word stress* – the emphasis on a syllable of a word that is a fixed attribute, and presented in dictionaries. Alongside this is *sentence stress* – the emphasis given to any words by a speaker in order to emphasize the key information in a sentence and express its intended meaning. The focus here will be on main stress, as attention to secondary stress can become too confusing. A good way to identify main stress in a sentence is to say it aloud and shout on the words that you think have main stress. It might sound odd that you are shouting those words, but the meaning of the sentence will be clear. Shouting on words that shouldn't carry main stress results in something that sounds bizarre and confusing.

The meaning of a sentence is also dictated by the rising and falling pitches of its intonation.

1 **CD3 31** Read the description of English as a “stress-timed language” as a whole class. Then drill the first two lines chorally. Ask students if they noticed any difference in the length of time it took to say each line. Write responses on the board, then play the recording so students can focus on the length of time taken for each utterance.

Ask students to compare their ideas in pairs, before discussing as a whole class.

Explain that, according to the principles of stress timing, each of the six sentences take approximately the same length of time to say. Explain that the reason for this is that the more unstressed syllables there are, the quicker you have to say them to fit into the beat. This means that the length of time taken for each utterance depends on the number of stressed syllables rather than the number of syllables. Highlight that maintaining *regular* stress depends on maintaining *irregular* syllable length – this accounts for the high use of features such as elision, and the frequency of the schwa sound in English.

⚠ POSSIBLE PROBLEMS

English, Dutch, and German are stress-timed languages, whereas French, Spanish, Italian, Japanese, and Turkish are said to be syllable-timed languages. Syllable timing means that the time taken to say each utterance depends on the number of syllables within it. Speakers of those languages may need more intensive focus on the “music of English” to ensure that they don't allow L1 interference to lengthen utterances due to higher numbers of syllables.

- 2 **CD3 32** Play this version of the recording, which has pauses for students to repeat each line. You can get students to clap each time the stressed syllable is heard and uttered. Make sure students are stressing the words with a dot and not stressing any word that falls between them. Repeat the process several times until students are hitting a rhythm and matching speeds on each utterance. You can vary the dynamic by asking students to work in six groups, with each group saying a different line at the same time.
- 3 Ask students to read the first two sentences from the phone conversation. Explain that they are shortly going to be reading the sentences using the music of English to model sentence stress and intonation. Explain that before they do this, you would like them to identify the sense groups in each line. Explain that “sense groups” can be roughly defined as words that go together to make one chunk of meaning.

As a class, look at the first two sentences and separate the sense groups with a slash, e.g.

Palace Theater, / how can I help?

Could I buy some tickets / for the flamenco concert / on Saturday?

Ask students to underline the key words in each sense group, explaining that the minimum number for each full line is given in brackets.

Palace Theater / how can I help?

Could I buy some tickets / for the flamenco concert / on Saturday?

Students may try to underline more words, which will often result in identifying words with secondary stress, but encourage them to try and reach the minimum suggested in order to keep the focus on absolute main stress.

Ask students to continue through the rest of the conversation marking the lines.

- Redivide the class into groups of three, each made up of one student from A, B, and C. Tell students they should each present their invention to the group, using some of the language and phrases from the fill-in-the-blank presentation. The group should then discuss the three inventions and reach agreement on which one to invest in. Tell them they must be able to explain the reasons for their decision. Monitor and help while students are working.
- Ask a representative from each group to present their decision to the class, explaining which invention they chose and why.
- Have a class vote at the end to decide which invention students think is the most useful and most likely to succeed.

Answers

1 k 2 d 3 e 4 f 5 h 6 i
7 c 8 j 9 a 10 b 11 g

WRITING (SB p. 116)

Describing and evaluating – An online product review

- 1 Introduce the topic by asking students to tell their partner about the last thing they bought online. Encourage them to discuss what they bought, why they bought it, and whether they read any reviews before they made their purchase.

Monitor this stage, noting any interesting examples for a whole-class discussion.

As a whole class, discuss how students choose the products they want to buy. Elicit the different kinds of things that influence them, e.g. fashion, friends, family, the media, and social media. Ask students whose opinion they most trust when they want to buy a new product, for example, a smartphone or tablet.

Ask students to work in small groups discussing the questions. Once the discussion is over, ask groups to present their main ideas to the whole class.

- 2 Elicit from the students what a smart watch is. Ask them to brainstorm desirable features in a smart watch and think of reasons why they would, or wouldn't, buy one. Write their ideas on the board for reference.

Direct students to the three reviews for the Galaxy Gear watch. Ask students to read the reviews and decide which are positive and which negative – picking out the key phrase from each review that illustrates the writer's opinion.

Answers

Review 1: positive. *For me personally, the watch is perfect.*

Review 2: negative. *overrated, overpriced*

Review 3: neither positive nor negative. *I just can't bring myself to fall for it completely.*

Ask students to compare their own opinions of such smart watches with the ideas in the reviews. Elicit any similarities or differences.

- 3 Ask students to read Review 1 and Review 2 again, this time identifying the similarity between the reviews and the language used to express this.

Check answers as a whole class.

Answers

The lack of apps: *not that many apps available* (Review 1);
the annoying thing about this – lack of apps (Review 2)

- 4 Read the phrases as a whole class. Ask students to decide which phrases are positive and which are negative. Give students time to check their answers in pairs, before checking the answers as a whole class.

Answers

isn't to my liking –
better than expected +
feels like a gimmick –
sleek and elegant +
with a good deal of potential +
gorgeous premium feel +
basic yet intuitive at the same time +
stands out like a sore thumb –
these gestures are welcome +
to be honest, the camera is OK +
adds bulk to the device –
I would have preferred –
I really wanted to love the Gear –

- 5 Direct students to Review 3 again. Elicit/explain what the phrase *Not quite there yet* means (nearly good enough, but needing some improvement to reach that state). Elicit why a gadget or piece of technology might be described and evaluated in this way.

Ask students to read the text carefully, noting the different ways in which the product doesn't meet expectations, and the ways in which it exceeds expectations and excels.

Check answers as a whole class.

Answers

The watch is *not quite there yet* because of the bad design of the clasp, the basic interface, and the bulky camera.

It excels in its look (*sleek and elegant, gorgeous premium feel*) and its sound quality.

- 6 Ask students to choose a gadget or product which they would like to review. Have them plan their review carefully, ideally in class so that you can monitor and help. Encourage students to refer to Review 3 as a model, and remind them to organize their ideas under headings. Remind students to include some of the phrases used in exercise 4.

Give students time to write their review in class or assign the task as homework. Remind them to check their work for accuracy and cohesion.

Once students have written their reviews, ask them to pass them around the class, or read them out loud. Ask students whether they would be influenced by any of the reviews, encouraging them to give reasons.



