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THE WORLD'S MOST TRUSTED ENGLISH COURSE

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**TEACHER
RESOURCE
CENTER**

SECOND EDITION

Liz and John Soars
Amanda Maris

OXFORD

What is on the Student Practice Multi-ROM?

The Student Practice Multi-ROM in the back of each Student Book has three parts:

1. Interactive grammar, vocabulary, writing, and video activities
2. Audio material from the video section
3. One free oxfordenglishtesting.com practice test. Read below to find out how students can access this test.

How do students access their online practice test?

Students go to oxfordenglishtesting.com and choose a practice test. They will need:

- to be connected to the Internet to take the test.
- to have an e-mail address (to register).

To access a practice test for the first time, students can:

1. Put the Multi-ROM into their computer's CD drive.
2. Click the first option to access a test.

What do students do when they get to the website?

When students see this screen, they should follow steps 1–3. If the screen does not appear, they should follow step 4.



1 Choose a language from the drop-down list and click Go. The practice test will be in English. All other web pages will appear in the language students select here.

2 Click on the Register now button and fill in the details. Give an e-mail address and make up a password to use every time you log in.

3 Click on Register. Then click on Save registration details. Click on My tests to log in. Students will have one year to use the practice test.

4 If the above page does not appear, students should go to www.oxfordenglishtesting.com/unlock. They will be asked to click Register now if they are new users. They will fill in the registration form and enter the unlock code printed on their Multi-ROM. Each code is unique and looks like this: 9219e6-9471d9-cf7c79-a5143b.

To access the test in the future, students should go to oxfordenglishtesting.com and log in using their e-mail and password.

American 3 Headway

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Teacher's Book

SECOND EDITION

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OXFORD
UNIVERSITY PRESS

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Student Book Scope and Sequence

LANGUAGE INPUT

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Introduction

Welcome to American Headway – Second Edition

American Headway, Second Edition is a multilevel, four-skills series for adults and young adults who want to use American English both accurately and fluently. The revised Second Edition consists of six levels that take students, including true beginners, up through the intermediate and advanced levels.

What's the same?

American Headway, Second Edition combines the best of traditional teaching methods with more recent approaches to make the learning of English stimulating, motivating, and effective. The series enables students to analyze the systems of language in context as it exposes them to a variety of challenging and interesting types of text. Students are encouraged to produce accurate and level-appropriate language, and to bring their own personal experiences and feelings to the learning context.

Each level of *American Headway, Second Edition* contains approximately 80 to 120 hours of classroom material. Teaching time can be extended well beyond this by using the extra activities in the new Teacher Resource Center, Teacher's Book, Workbook, and on the Student Practice Multi-ROM.

Unit Organization

Each Student Book unit in *American Headway, Second Edition* consists of the following sections:

Starter

The *Starter* is a quick activity that launches the unit and is related to either the topic or the target language.

Presentation

A Presentation section follows the Starter. It has a personalized heading (for example, *What can you do?*) followed by a definition of the language item being studied (e.g., *can/can't*). Within each Presentation section, a *Grammar Spot* guides students to an understanding of the target language with questions, charts, and mini-tasks. There is usually a referral to the *Grammar Reference* at the back of the Student Book. (The *Grammar Reference* is intended for self-study, although teachers might choose to have students refer to it briefly during class.)

Practice

The *Practice* section provides a wide variety of engaging exercise types, such as matching, fill-in-the-blank, survey, role-play, and information-gap activities. Students' attention is focused directly on the target language and related language areas in exercises labeled Check it. *American Headway, Second Edition* features a mix of practice activities, both controlled and free, personal and impersonal.

Skills

Reading and listening are always taught together with speaking. Reading and listening texts feature pre-activities to arouse students' interest and curiosity, and to get them thinking and talking about what they might read or listen to. A variety of comprehension activities give students clear reading or listening tasks. Follow-up activities invite students to personalize the topic and can be anything from a short discussion to project work.

Vocabulary

Vocabulary either relates to the topic of the text, or is utilized in the text. A variety of vocabulary exercise types provide lexical input, encourage good learning habits, and work on the systems of vocabulary, such as collocations, prefixes, and suffixes.

Everyday English

An *Everyday English* section finishes off the unit and focuses on high-usage functional, situational, or social language.

What's new to the Second Edition?

Reading and listening texts

The vast majority of the texts are new. Teachers can get tired of using the same texts year after year, so the topics in this edition have been updated. Sometimes a parallel text on the same topic was found, and sometimes a new topic and a new text were selected.

Speaking

Patterns of sounds and rhythms in speech vary depending on accent, register, the message, sentence length, etc. Nevertheless, this edition offers students more guidance in

this area of their English pronunciation. This has been done by introducing new features called *Music of English* and *Spoken English*.

These features add to the emphasis on activating language by focusing on particular phrases, expressions, or grammatical structures used in everyday communicative situations, such as short answers, making a comment softer or stronger, ways of agreeing and disagreeing, expressing emphasis, and the use of items such as *just*, *pretty*, *I don't care/I don't mind*, and *as well* or *too*. Intonation is particularly important with this aspect of language, so there are clear models with controlled practice of stress and intonation.

Writing

The *Writing* section now appears separately at the back of the Student Book. This section provides models for students to complete, adapt, and follow in order to produce a satisfying piece of writing. Each writing lesson is cued from the unit, and can be used at the teacher's discretion.

Design

The design is completely new. It is cleaner, fresher, and more modern. Photographs and illustrations have been carefully chosen not only to enhance and clarify activities, but also to inform and stimulate students.

American Headway 3

American Headway 3 continues the development of *American Headway Starter, 1*, and *2*. Students at this level are beginning to display a certain confidence in their language abilities. This knowledge is tested and extended. Students are exposed to larger areas of the language, such as auxiliary verbs, modal verbs, and the perfect aspect. In addition, *American Headway 3* features activities that strengthen students' language skills through discussion activities, longer reading passages, more detailed listenings, and extensive writing activities. Both fluency and accuracy are given equal attention at this intermediate level.

Student Book

The Student Book contains twelve units. Each unit contains language input (Grammar, Vocabulary, and Everyday English) plus skills development (Reading, Speaking, Listening, and Writing). In addition, a complete Audio Script, point-by-point Grammar Reference, and Word List are at the back of the Student Book.

The audio program for Student Book 3 is contained on a set of three CDs. Much of the program is also available on the Student Audio Download Center. Exercises that have been recorded are clearly labeled.

Student Practice Multi-ROM

An interactive Multi-ROM is included with the Student Book. The Multi-ROM reinforces the material in the Student Book and contains interactive grammar, vocabulary, and writing activities, as well as video interviews with comprehension activities. It is designed for students to use outside class, and the activities can be used for self-study or assigned as homework.

Workbook

The Workbook is mainly for home study, although the exercises can also be used in class to provide extra review and consolidation. The Workbook contains further practice of all the grammar and vocabulary presented in the Student Book. The Workbook also includes new **Spotlight on Testing** lessons that help students prepare for standardized exams.

The audio program for the Workbook is contained on a Workbook CD, which is designed for use by students on their own. Workbook exercises that have been recorded are labeled. The Audio Script at the back of the Workbook can also be used to complete most tasks. The program is also available on the Student Audio Download Center.

Teacher Resource Center

The new Teacher Resource Center brings together all classroom presentation, practice, and assessment materials in one customizable online library. Powerpoint® presentations, reproducible masters, and a variety of PDF, audio, video, and other media files can be accessed anytime, anywhere.

Teacher's Book

The Teacher's Book details the aims of each unit and provides step-by-step guidance on how to utilize the activities in each section of the unit. The Teacher's Book also contains notes on the language input (including areas of potential confusion), answers to all Student Book exercises, and cultural notes. The Workbook Answer Key and extra photocopiable material, including songs, are at the back of the book. The Teacher's Book also contains Progress Tests and Stop and Check quizzes.

American Headway, Second Edition also includes:

- A **Test Generator CD-ROM**, containing customizable tests for each level
- A **Program Tour** of the course
- A **Student Audio Download Center** with audio files from the Class Audio CDs, Workbook CD, and Spotlight on Testing lessons

Present Perfect — simple, continuous, passive

POSSIBLE PROBLEMS

- 1 Students often think the Present Perfect is interchangeable with other past tenses, notably the Past Simple.
- 2 They think the use of tenses in their own language can be applied in English, especially with the unfinished past use, where they often use a present tense.
- 3 They forget that the idea of an activity continuing over a period requires the continuous form, especially if they don't have continuous forms in their own language.
- 4 They may use adverbs and time expressions incorrectly.
- 5 They may fail to recognize the need for a passive form.

Common mistakes

- *I have arrived last week.
- *How long do you work here?
- *I live here since May.
- *It's rained for hours.
- *They've been married since 10 years.
- *The mail has just delivered.

Corrections

- I arrived last week.
- How long have you worked here?
- I've lived here since May.
- It's been raining for hours.
- They've been married for 10 years.
- The mail has just been delivered.

Vocabulary In this unit, vocabulary is included as part of a *Vocabulary and listening* section. Students analyze and practice words and expressions for talking about things people love and hate.

Everyday English This covers how to respond in conversations to express agreement, sympathy, pleasure, and surprise. The *Music of English* feature is included here to help students with intonation and voice range.

Notes on the unit

STARTER (SB p. 50)

This activity gets students using the Present Perfect Simple in a meaningful and fun way. Have pairs of students read aloud the examples in the book. Check that they produce the correct stresses:

I've **never** been to a **baseball game**.

Me **neither**. I **hate** **baseball**.

I've **never** had a **pet**.

I **have**. I've **had** two **dogs** and a **cat**.

I've **never** read a **Harry Potter** book.

Really? I've **read** **them all**.

Give your own examples of things you have never done, and elicit responses from the class, for example:

I've **never** eaten **sushi**.

I **have**. It's **delicious**.

I've **never** been to **India**.

Me **neither**. But I'd like to.

I've **never** run a **marathon**. Me **neither**. I'm **not in shape**.

Students write their three examples. With weaker students, you could briefly review the most common irregular past participles first. Students then work in pairs to exchange their examples and react.

If students make mistakes with past participles, note them down and refer them to the list on SB p. 155.

ABOUT THE TEXT

The profile of J.K. Rowling on SB p. 51 provides the context for reviewing the uses of the Present Perfect (simple, continuous, and passive) as well as contrasting it with the Past Simple and Past Continuous. The text gives biographical information, a short summary of her early life, information about her books, and how she writes. Students who are interested in the Harry Potter series will probably have read/heard information about J.K. Rowling that they will want to share. You could read the profile before the class to provide yourself with some background information on the author.

Lead in to the topic by asking a few general questions:

Who is Harry Potter? (a boy wizard)

What's the name of his school? (Hogwarts /'hɒgwɔːrts/)

When was the first book published? (1997)

And the last book? (2007).

- 1 Focus attention on the book titles. Ask students if the books have been translated into their language, and if the translated names of the books/movies in their language are similar to the original English or completely different. Ask for a show of hands of who has read any of the books or seen any of the movies. Find out who is the biggest Harry Potter fan and who isn't interested in the series. Then elicit any ideas students have about J.K. Rowling. Tell them they will find out about her later in the lesson.
- 2 This exercise reviews the form and use of questions in the Past Simple and the Past Continuous. Additionally, it reviews the active and passive forms of the Present Perfect Simple and Continuous. The questions are divided to cover the Past Simple and Continuous forms first (1–5), then review the Present Perfect forms (6–12). Students should be able to complete the questions with the auxiliaries fairly easily, but you could point out the tense division to weaker classes before they complete the exercise.

Elicit the answer for Question 1. Give students time to complete the exercise, working individually. Students check the answers in pairs. Ask if they disagree on any of the answers, and deal with these as a whole class first. Then check the rest of the answers.

Answers

- | | | | |
|-------------|--------|---------|----------|
| 1. was | 4. did | 7. has | 10. have |
| 2. did; was | 5. was | 8. has | 11. has |
| 3. was | 6. has | 9. have | 12. have |

- 3 **CD2 25** Focus attention on the text on SB p. 51. Play the recording, and have students follow the text in their books. Deal with any vocabulary questions, and elicit what J.K. stands for (Joanne Kathleen). Ask why students think she uses her initials, rather than her full name, as a writer (it may be because she didn't want to give her gender away).

Audio script

CD2 25 See SB p51.

Exercise 8 Correct the sentences

Correct the underlined mistake in each sentence.

Example I couldn't help to worry when I saw the police car.

worrying

1. I think the people work too hard nowadays.

2. I'll never forget to go on a plane for the first time.

3. The teacher asked that turn I off my cell phone.

4. I could have helped you if you asked me to.

5. Their car is gone, so they must leave.

6. She looked like a bit tired and fed up.

7. What did they make you doing on the exam?

8. Did you go to a girls school?

9. The interviewer asked me why did I want to change jobs.

10. You shouldn't of been rude to the teacher.

10

Exercise 9 Compound nouns

Write in the correct word to form three compound nouns.

Example sun screen/glasses/set

1. brief/suit/book _____
2. _____ lights / report / jam
3. credit / birthday / business _____
4. _____ brush/dresser/cut
5. dining / changing / waiting _____

5

Exercise 10 Vocabulary

Match the verbs in A with the words and expressions in B.

A	B
1. <input type="checkbox"/> take up	a. a great suggestion
2. <input type="checkbox"/> deny	b. a tennis match
3. <input type="checkbox"/> lend	c. some cash to a friend
4. <input type="checkbox"/> win	d. a soccer ball
5. <input type="checkbox"/> make	e. that the food was awful
6. <input type="checkbox"/> borrow	f. some money from the bank
7. <input type="checkbox"/> complain	g. a mess in the kitchen
8. <input type="checkbox"/> beat	h. your opponent
9. <input type="checkbox"/> do	i. that he'd robbed a bank
10. <input type="checkbox"/> come up with	j. the children to go to bed
11. <input type="checkbox"/> kick	k. your best on the exam
12. <input type="checkbox"/> tell	l. a new hobby

12

TOTAL 100