

American

alijafarnode.ir

STARTER

Headway

THE WORLD'S MOST TRUSTED ENGLISH COURSE

▶ Log on

TEACHER RESOURCE CENTER

Presentation | Practice | Assessment

Includes
access code
for

TEACHER
RESOURCE
CENTER

Teacher's Book

SECOND EDITION

John and Liz Soars
Amanda Maris

OXFORD

American STARTER
Headway
THE WORLD'S MOST TRUSTED ENGLISH COURSE

Teacher's Book

SECOND EDITION

John and Liz Soars
Amanda Maris

OXFORD
UNIVERSITY PRESS

OXFORD
UNIVERSITY PRESS

198 Madison Avenue
New York, NY 10016 USA

Great Clarendon Street, Oxford ox2 6dp UK

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide in Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi
Kuala Lumpur Madrid Melbourne Mexico City Nairobi
New Delhi Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic France Greece
Guatemala Hungary Italy Japan Poland Portugal Singapore
South Korea Switzerland Thailand Turkey Ukraine Vietnam

Oxford and Oxford English are registered trademarks of
Oxford University Press in certain countries.

© Oxford University Press 2010

Database right Oxford University Press (maker)

No unauthorized photocopying.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, without the prior permission in writing of Oxford University Press, or as expressly permitted by law, or under terms agreed with the appropriate copyright clearance organization. Enquiries concerning reproduction outside the scope of the above should be sent to the ELT Rights Department, Oxford University Press, at the address above.

You must not circulate this book in any other binding or cover and you must impose this same condition on any acquirer.

Any websites referred to in this publication are in the public domain and their addresses are provided by Oxford University Press for information only. Oxford University Press disclaims any responsibility for the content.

Editorial Director: Laura Pearson
Publishing Manager: Erik Gundersen
Managing Editor: Louisa van Houten
Development Editor: Jonathan Bucchino
Design Director: Susan Sanguily
Design Manager: Maj-Britt Hagsted
Senior Designer: Michael Steinhofner
Image Editor: Robin Fadool
Design Production Manager: Stephen White
Senior Manufacturing Controller: Eve Wong
Production Coordinator: Elizabeth Matsumoto

ISBN Teacher's Book (pack): 978-0-19-470450-2
ISBN Teacher's Book (pack component): 978-0-19-472937-6
ISBN Teacher's Book Access Card (pack component): 978-0-19-470456-4

Printed in China

10 9 8 7 6 5 4 3 2 1

ACKNOWLEDGMENTS

Illustration by: p12 Adrian Barclay.

Although every effort has been made to contact copyright holders before publication, this has not been possible in some cases. We apologize for any apparent infringement of copyright and if notified, the publisher will be pleased to rectify any errors or omissions at the earliest opportunity.

Contents

	Introduction	viii
UNIT 1	<i>am/are/is</i> • <i>my/your</i> • What's this in English? • Numbers 1-10	2
UNIT 2	<i>he/she/they</i> • <i>his/her</i> • Countries—Adjectives • Numbers 11-30	9
UNIT 3	<i>am/are/is</i> —Negatives and short answers • Jobs—Personal information • Social expressions (1)	16
	Stop and Check 1	136
UNIT 4	<i>our/their</i> • Possessive 's • The family • The alphabet—On the phone	25
UNIT 5	Present Simple <i>I/you/we/they—a/an</i> • Sports/Food/Drinks—Adjectives • Numbers 1-100—Prices	36
UNIT 6	Present Simple <i>he/she</i> —Questions and negatives • The time—Daily activities • Days of the week—Prepositions of time	46
	Stop and Check 2	139
UNIT 7	Question words • Subject/Object/Possessive pronouns • Opposite adjectives—Places • <i>Can I ... ?</i>	55
UNIT 8	<i>There is/are</i> • Rooms and furniture—Places in and out of town • Directions	63
UNIT 9	<i>was/were born</i> —Past Simple—irregular verbs • People and jobs—Irregular verbs • Saying dates	73
UNIT 10	Past Simple—regular and irregular • Weekend activities—Sports and leisure • Going sightseeing	82
	Stop and Check 3	142
UNIT 11	<i>can/can't</i> • Adverbs • Requests and offers • Skills and abilities—Opposite Adjectives • Everyday problems	92
UNIT 12	<i>I'd like—some/any—like/would like</i> • Food—In a restaurant • Making offers to guests—Signs all around	102
UNIT 13	Present Continuous • Colors—clothes • What's the matter?	111
UNIT 14	Future plans • Grammar review • Transportation • Words that go together • Social expressions (2)	121
	Stop and Check 4	145
PHOTOCOPIABLE MATERIALS		
	Progress Test A	132
	Progress Test B	134
	Stop and Checks	136
	Progress Test Answer Keys	148
	Stop and Checks Answer Keys	149
	Workbook Answer Key	152

Student Book Scope and Sequence

LANGUAGE INPUT

UNIT	GRAMMAR	VOCABULARY
1 Hello! page 2	<i>am/are/is, my/your</i> I'm Mario. My name's Yuka. What's your name? p. 2 <i>This is ...</i> This is Ben. Nice to meet you. p. 3	<i>How are you?</i> How are you? Fine, thanks. Good, thanks. p. 4 <i>What's this in English?</i> It's a photograph./ a computer, a camera, a bag p. 6 <i>Numbers 1-10 and plurals</i> three houses nine students p. 7
2 Your world page 8	<i>he/she/they, his/her</i> He's from the United States. Her name's Kim. p. 9 They're on vacation. p. 12 <i>Questions</i> What's his name? Where's she from? p. 9	<i>Countries</i> Brazil, China, Mexico p. 8 <i>Adjectives</i> awful, really good, fantastic, beautiful p. 12 <i>Nouns</i> center, hospital, building, park p. 12
3 All about you page 14	<i>am/are/is</i> We're all singers. p. 16 <i>Negatives</i> She isn't a nurse. p. 14 I'm not from Canada. p. 16 They aren't waiters. p. 16 <i>Questions and Short answers</i> What's her address? How old is she? Is she married? p. 15 Yes, she is. / No, she isn't.	<i>Jobs</i> a police officer, a nurse p. 14 <i>Personal information</i> last name, first name, address, phone number, married p. 15
4 Family and friends page 20	<i>Possessive adjectives</i> my, your, our, their p. 20 <i>Possessive 's</i> Annie's husband Jim's office p. 20 <i>has/have</i> I have a small hotel. She has a job. We have three sons. p. 23 <i>Adjective + noun</i> a small hotel a big house a good job p. 23	<i>The family</i> mother, son, wife, ... p. 21 <i>Describing a friend</i> very beautiful, really funny, a lot of friends, her favorite music p. 24
5 The way I live page 28	<i>Present Simple I/you/we/they</i> I like ice cream. I don't like tennis. Do you like basketball? p. 29 Where do you work? Do you live in Denver? p. 30 In Brazil they speak Portuguese. p. 32 <i>a and an</i> a waiter, an actor, an Italian restaurant p. 30 <i>Adjective + noun</i> an American car, Spanish oranges p. 33	<i>Sports/food/drinks</i> tennis, swimming, hamburger, oranges coffee, juice, water p. 28 <i>Adjectives</i> exciting, delicious, great p. 29 <i>Verbs</i> live, work, come, play, speak, want p. 30 <i>Languages and nationalities</i> Chinese, Japanese p. 32
6 Every day page 36	<i>Present Simple he/she</i> He gets up at 6:00. p. 38 She lives in a small house. p. 40 <i>Questions and negatives</i> What time does he have breakfast? He doesn't live in London. p. 39 <i>Adverbs of frequency</i> He always works late. He never goes out. p. 38	<i>The time</i> What time is it? It's nine o'clock. p. 36 <i>Verbs with nouns</i> have breakfast leave school get home p. 37 <i>Verbs and Nouns</i> cook, listen, play eggs, toast, beach p. 40 <i>Words that go together</i> get up early, watch TV p. 42
7 My favorites page 44	<i>Question words</i> who, where, why, how p. 44 <i>Pronouns</i> <i>Subject/Object/Possessive</i> I/me/my we/us/our they/them/ their p. 45 <i>this and that</i> I like this cheese. Who's that? p. 46	<i>Adjectives</i> great, terrible p. 48 comfortable, friendly p. 49 <i>Opposite adjectives</i> new/old, big/small p. 48 <i>Places</i> train station, drugstore p. 51

about the pictures in closed pairs. Monitor and check for correct pronunciation of *isn't*, linking and fluent delivery, and the use of *a*.

GRAMMAR SPOT

Focus attention on the negative sentence and what the contracted form is in full. Make sure students understand that the sentence is negative. Ask students to circle the negative forms in Exercises 1 and 2.

SUGGESTION

If you think students need more practice with *is/isn't*, you can have them produce sentences with information about each other. You can talk about their jobs and also review the language from Unit 2, e.g.,
Ana isn't a student. She's a teacher.
Juan isn't a teacher. He's a doctor.
Yoshi isn't from Tokyo. He's from Osaka.
Her name isn't Helen. It's Elena.

ADDITIONAL MATERIAL

Workbook Unit 3

Exercises 1 Jobs

Exercise 2 *isn't*

PERSONAL INFORMATION (SB p. 15)

Questions and answers

1 This section covers the personal information that students may need to exchange in a range of everyday situations. The information about the character Erica is presented as a personal profile that might appear on a social networking site like Facebook or MySpace.

Focus attention on the photo of Erica and the information in her profile. Read through the information with the class. Check comprehension of *address*, *phone number*, and *age* and drill the pronunciation of these words. Remind students of *married* from the Reading in Unit 2.

2 Focus attention on the example in Number 1. Put students into pairs to complete the questions and answers. Note that students will have to generate the question *Where's she from?* for the *Country* category in the profile. This question should not be a problem for them as they have already practiced it several times. Students encountered the question *How old is he/she?* in Unit 2 but mainly for recognition. Make sure they understand that this is the question to ask about age. It is given in full in Sentence 6 of the exercise so that

students can familiarize themselves with it before they practice it. The short answer *No, she isn't* is included in the exercise. Again, students will be able to generate the question (*Is she married?*) for this answer, and *Yes/No* questions and short answers are covered in the following exercise. (With a weaker group, you could complete the questions and answers with the whole class first and use the "Listen and check" phase for repetition.)

CDI 33 Play the recording, pausing after each question and answer, and have students check their answers.

Answers and audio script

1. What's her last name? Jones.
2. What's her first name? Erica.
3. Where's she from? Canada.
4. What's her address? 29 College Street, Toronto.
5. What's her phone number? It's 416-593-7028.
6. How old is she? She's twenty.
7. What's her job? She's a student.
8. Is she married? No, she isn't.

Play the recording again, and have students repeat all the questions and answers. Do this chorally and individually. Point out that in English we usually give our phone numbers using single figures 0-9, and that 0 is pronounced "oh." Have students ask and answer about Erica, working in open and then closed pairs.

SUGGESTION

For further practice, cut out a picture of a man from a magazine (or draw one on the board) and provide similar ID information about him. Students then practice asking and answering the questions with *he/him*.

3 *Yes/No* questions and short answers, which appeared in Exercise 2, are covered in full here.

CDI 34 Focus attention on the questions and answers. Ask students to read and listen. Play the recording through once. Play the recording again, pausing at the end of each line and having the students repeat as a class. Check for accurate reproduction of the rising intonation on the question and falling intonation on the answer:

Is Erica from England? No, she isn't.

understand the context. If students ask about the use of *one* in Number 7, explain that we say *one* so that we don't repeat *coat*, but don't go in to a grammatical presentation of *one/ones* at this stage.

CD2 20 Focus attention on the examples in Numbers 1 and 2. Then give students time to complete the rest of the conversations, working individually. Have students check their answers in pairs before playing the recording as a final check.

Answers and audio script

1. A **This** is my favorite family photo.
B Ah, yes. You all look very happy!
2. A Who's **that**?
B The guy in the hat? That's the boss!
3. A What's **that**?
B It's my new MP3 player.
B Wow! It's great!
4. A How much is **this**?
B \$9.50.
A I'll take it, please.
5. A How much is **that**?
B It's \$500.
A I love it. It's fantastic!
6. A Is **this** your phone?
B Yes, it is. Thanks.
7. A I like **that** coat.
B The blue one?
A No, the red one!
8. A I like **this** cheese.
B Where's it from?
A France. It's delicious.
9. A **This** is for you.
B A present? For me? Why?
A Because I love you!

If you have time, ask students to practice the conversations in pairs before referring to them to Grammar Reference 7.3 on SB p. 122.

- 2 Review the names and pronunciation of some of the objects in the classroom by asking *What's this/that in English?* Make sure you include an object or picture of an object beginning with a vowel so that students review *It's an (umbrella)*. Focus attention on the examples in the speech bubbles. Drill the examples in open pairs. Elicit other examples in open pairs, and encourage students to use the possessive 's where appropriate, e.g., *It's (Konrad)'s coat*. Then have students ask and answer about other classroom objects in closed pairs. Monitor and check for correct use of *What's this/that?* and the possessive 's. Check the answers by having students ask and answer across the class.

ADDITIONAL MATERIAL

Workbook Unit 7

Exercise 10 this/that

PRACTICE (SB p. 47)

I like them!

- 1 This section practices object pronouns and allows students to personalize the language by talking about people and things. Pre-teach/check *hate* and *of course*. Focus attention on the example, and make sure students understand what the answer *it* refers back to (*ice cream*). Students work individually to complete the other sentences.

CD2 21 Have students check their answers in pairs before letting them check against the recording. Ask students what the pronoun refers back to each time (given in parentheses in the key below). Sentence 5 assumes the teacher is a woman. Check what pronoun would be used if the teacher were a man (*him*).

Answers and audio script

1. Do you like ice cream?
Yes, I love **it**. (ice cream)
2. Do you like dogs?
No, I hate **them**. (dogs)
3. Do you like me?
Of course I like **you!** (me)
4. Does your teacher teach you Spanish?
No, she teaches **us** English. (you)
5. Do you like your teacher?
We like **her** very much. (your teacher)

What do you like?

- 2 Check comprehension of the items in the box. Focus attention on the speech bubbles and check comprehension of *love* and *hate*. This can be done with simple board drawings of faces—a smiling face ☺ for *love* and a frowning face ☹ for *hate*. If appropriate, also teach *It's/They're all right* if students want to give a more neutral answer.

Drill the language in the speech bubbles chorally and individually. Check for correct sentence stress in the answers:

Yes, I love it!

No, I hate it!

Oh yes! I love them.

Have students give two or three more examples in open pairs across the class. Then have students continue in closed pairs. Monitor and check for the correct use of object pronouns.

Stop and Check 2 UNITS 4-6

Correct the mistakes

Each sentence has a mistake. Find it and correct it.

- ~~They~~ teacher is from Canada.
Their teacher is from Canada.
- My sisters husband is a doctor.

- The childrens live in Denver.

- Fernando have a new car.

- We car is Korean.

- How old have you?

- I am like tennis.

- I no speak Italian very well.

- Fumina live in Tokyo.

- We have a house big.

- Do you have American car?

- Where she work?

- My husband don't work in an office.

- Does they speak Portuguese?

- What sports do Maria like?

- We don't never drink tea.

1 point for each correct answer

Questions and negatives

1 Write questions.

- Where / you / live?
Where do you live?
- How / you / spell / your name?

- How many / sisters / he / have?

- What / food / she / like?

- Where / you / have lunch?

- What / music / you / like?

- How many / languages / they / speak?

- What time / you / get up?

- What / drinks / the children / like?

- What time / Eva / go to bed?

- Where / your teacher / come from?

1 point for each correct answer

2 Write the statements as questions and negatives.

- Julie is Richard's sister.
Is Julie Richard's sister?
Julie isn't Richard's sister.
- They have a house in the center of town.
_____?
- He speaks three languages.
_____?
- You always get up early.
_____?

Stop and Check Answer Keys

Stop and check 1

Correct the mistakes

- What's your name?
- My name is Ana.
- This is Kati Hantelmann.
- It's a book.
- Where are you from?
- I'm from Spain.
- He's a businessman. His name's Karl.
- What's her job? She's a doctor.
- He isn't a teacher. He's a student.
- How old are you?
- Is she from London? Yes, she is.
- Is he a sales assistant? No, he isn't.
- Are you from France? No, I'm not.
- His phone number is 877-2541.
- My teacher and I are 30.

my/ your, he/ she/ they, his/ her

- His
- She's
- They
- They're
- your
- He's

Questions and answers

2. c 3. a 4. h 5. d 6. g 7. e 8. b
- Where's she from?
- What's her job?
- How old is she?
- What's her phone number?
- Is she married?

Negatives

- She isn't a nurse.
- Mark isn't from Canada.
- Julie isn't 29.
- I'm not married.
- Jim and Sue aren't students.
- They aren't in New York.

Plurals

- We're Mexican.
- They're sandwiches.
- They're students.
- They're from the United States.
- We aren't on tour.
- Are they doctors?

Numbers

- | | | | |
|---|--------|---------|---------|
| 1 | 1 one | 8 eight | 3 three |
| | 2 two | 4 four | 10 ten |
| | 5 five | 9 nine | 7 seven |

- | | | |
|---|-----------------|-------------|
| 2 | 2. eleven | 6. thirty |
| | 3. twenty-eight | 7. thirteen |
| | 4. twenty | 8. fifteen |
| | 5. fourteen | |

Vocabulary

Jobs	Everyday things
nurse	sandwich
student	book
teacher	television
businessman	camera
taxi driver	bag
police officer	computer
sales assistant	hamburger

- | | | | |
|---|-------------|---|---------------------|
| 2 | 2 Japan | 6 | 6 England |
| | 3 Australia | 7 | 7 Canada |
| | 4 Korea | 8 | 8 the United States |
| | 5 Mexico | 9 | 9 Brazil |

Translate

The idea behind this is that students begin to be aware of the similarities and differences between English and their own language. Emphasize that they must not translate word by word. Obviously it will only be possible to check their answers in a monolingual class, but even in a multilingual class students can discuss their answers in nationality groups.

Stop and check 2

Correct the mistakes

- My sister's husband is a doctor.
- The children live in Denver.
- Fernando has a new car.
- Our car is Korean.
- How old are you?
- I like tennis.
- I don't speak Italian very well.
- Fumina lives in Tokyo.
- We have a big house.
- Do you have an American car?
- Where does she work?
- My husband doesn't work in an office.
- Do they speak Portuguese?
- What sports does Maria like?
- We never drink tea.

Questions and negatives

- How do you spell your name?
- How many sisters does he have?
- What food does she like?
- Where do you have lunch?
- What music do you like?
- How many languages do they speak?
- What time do you get up?
- What drinks do the children like?
- What time does Eva go to bed?
- Where does your teacher come from?
- Do they have a house in the center of town?
They don't have a house in the center of town.
- Does he speak three languages?
He doesn't speak three languages.
- Do you always get up early?
You don't always get up early.
- Does Victoria have lunch in her office?
Victoria doesn't have lunch in her office.
- Does he go to bed late?
He doesn't go to bed late.
- Do we have class at 7:30?
We don't have class at 7:30.
- Do your parents drink coffee?
Your parents don't drink coffee.
- Does she speak English well?
She doesn't speak English well.
- Does he cook lunch?
He doesn't cook lunch.