

with **Testing** Program

1

AMERICAN  
**Headway**  
Proven success beyond the classroom

**THIRD EDITION**

**Teacher's Book**

Liz and John Soars  
Amanda Maris

**OXFORD**



# Contents

---

	<b>Introduction</b>	iv
UNIT 1	<i>am/is/are</i> • <i>my/your/his/her</i> • Verbs – <i>have/go/live/like</i> • Possessive's • Word groups • Everyday conversations	2
UNIT 2	Simple Present (1) – <i>he/she/it</i> • Questions and negatives • Jobs • What time is it?	13
UNIT 3	Simple Present (2) – <i>I/you/we/they</i> • In my free time • Social expressions (1)	24
UNIT 4	<i>There is/are</i> • <i>some/any/a lot of</i> • <i>this/that/these/those</i> • Adjectives • Numbers and prices	35
UNIT 5	<i>can/can't</i> • <i>was/were/could</i> • Words that go together • Polite requests	47
UNIT 6	Simple Past (1) – regular and irregular • Describing feelings • What's the date?	59
UNIT 7	Simple Past (2) • Questions and negatives • Time expressions • Adverbs • Special occasions	70
UNIT 8	Count and noncount nouns • <i>some/any</i> • <i>I like</i> and <i>I'd like</i> • <i>How much?</i> or <i>How many?</i> • Food and drink • Shopping on Main Street	81
UNIT 9	Comparative and superlative adjectives • City and small town • Directions	93
UNIT 10	Present Continuous • <i>something/nothing ...</i> • Describing people • Social expressions (2)	106
UNIT 11	<i>going to</i> future • Infinitive of purpose • What's the weather like? • Making suggestions	119
UNIT 12	Present Perfect • <i>ever, never, yet, and just</i> • <i>take</i> and <i>get</i> • Transportation and travel	132
	<b>Photocopiable worksheets Units 1–12</b>	144
	<b>Workbook Answer Key</b>	156

## What do you think?

### ⚠ POSSIBLE PROBLEMS

If students become involved in discussion activities, they often start to talk in L1 in their frustration to get their point across. Don't worry too much if this happens, at least it shows that they are interested! Just give them a gentle reminder to try in English as much as they can.

This is an attempt to generate some personalized discussion and give further freer practice of the Simple Present. Don't worry if at this level it turns out to be a very short activity – even a little free speaking is still worthwhile. Don't correct students too much. The goal of this activity is fluency, not accuracy.

It can be helpful to ask students to discuss the topic in small groups, before you discuss students' responses with the whole class. It would also be a nice idea to encourage students to ask you questions about your family and who you are close to.

### SUGGESTION

You can have students roleplay an interview between a journalist and Gio or Nicola. Assign roles of the journalist and Gio or Nicola, or allow students to choose the role they want. Have students prepare their interview, using the questions in exercise 3 to help them. Allow sufficient time for students to make notes, but discourage them from writing out the interview word for word. Have students practice the interview in pairs and then act it out in class.

## ADDITIONAL MATERIAL

### Workbook Unit 5

Ex. 9 Reading

## VOCABULARY AND LISTENING (SB p. 40)

### Words that go together

Collocation and word groupings are a key feature of English and it's important that students start to become familiar with them as early in their learning as possible. This vocabulary section focuses on verb + noun collocation, compound nouns (noun + noun combinations), and the use of prepositions in a range of high-frequency phrases/structures.

### Noun + noun

- 1 Explain that this task focuses on noun + noun combinations. Focus students' attention on the examples. Point out that the first is written as two words and the second as one. Highlight the main stress on the words:

*post office      businessperson*

Ask *Where is the stress, on the first or second word?* (the first word). Drill the words as necessary.

Have students write their answers to the task, so that they can focus on whether to write them as one or two words. Explain that *store* and *shop* have the same meaning although a *shop* is usually a smaller place than a *store*.

Check the answers, making sure students have written them correctly and that they stress the words accurately.

### Answers

bookshop/store  
motorcycle  
sunglasses  
living room  
bus stop  
handbag  
train station  
traffic lights  
gas station

- 2 Focus students' attention on the examples in the book and have students say the exchanges in open pairs. Elicit one or two more example definitions and then have students test each other in pairs.

- 3 **CD2 15** Tell students they will hear three short conversations and that they should listen for noun + noun combinations from exercise 1. Focus their attention on the example and play conversation 1. Elicit the other nouns from exercise 1 (*bus stop, traffic lights*).

Play the rest of the recording and have students complete their answers. Check the answers with the class.

If you have time, ask students to turn to **CD2 15** on SB p. 119 and practice the conversations with a partner.

### Answers and audio script

- 1 post office, bus stop, traffic lights
- 2 sunglasses, handbag, living room
- 3 gas station, train station, bookstore, traffic lights

### CD2 15

- 1 **A** Excuse me! Is there a post office near here?  
**B** Yes. Can you see the bus stop over there?  
**A** Yes, I can.  
**B** Well, it's next to the bus stop. Near the traffic lights.  
**A** Thanks.
- 2 **A** I can't find my sunglasses.  
**B** Not again! Look in your handbag!  
**A** Where's my handbag?  
**B** It's in the living room.  
**A** Oh yes! There it is, and there they are!
- 3 **A** Excuse me! Is there a gas station near here?  
**B** A gas station? Yeah, go past the train station and the bookstore. It's just before the traffic lights.  
**A** Great. Thank you.
- 4 With weaker classes, ask students what they can remember from the conversations in exercise 3, and elicit ideas for a new conversation with the whole class. Students then continue writing their own conversation in closed pairs. Monitor and help, and provide vocabulary as necessary. Ask some students to perform their conversations for the class.

### Verb + noun

- 5 Students have learned most of these phrases as lexical items in earlier units. Point out that this task has verbs in list A and nouns in B. Focus students' attention on the example and then have them complete the task. Have students check answers in pairs before checking the answers with the whole class.



# Workbook Answer Key

## Unit 1

- 1 1 your, are, 'm, you, 's  
2 's, last name, spell, where, 'm
- 2 2 English 3 Brazilian 4 Korean  
5 Mexican 6 Saudi Arabian  
7 Peruvian
- 3 1 1 What's, she, is, her, What's her, Is she, isn't  
2 What's, he, from, he, his, What's his, Is he, he isn't  
2 2 She isn't 3 I'm 4 I'm not  
5 He's 6 He isn't 7 You're  
8 You're not
- 4 1 3 mother's 4 sister's 5 brother's  
6 cat's  
2 3 is 4 P 5 is 6 is 7 P 8 P
- 5 2 go 3 live 4 like 5 live  
6 go 7 have 8 like
- 6 **Across**                      **Down**  
8 sister                      1 mother  
9 wife                        2 aunt  
10 son                        4 husband  
11 nephew                    5 grandmother  
15 children                  6 niece  
16 daughter                 7 grandfather  
                                    12 parents  
                                    13 father  
                                    14 uncle
- 7 1 2 cold 3 old 4 good 5 young  
6 easy 7 small 8 nice  
2 1 sunny 2 fast 3 friendly  
4 beautiful 5 interesting 6 great
- 8 1 2 houses 3 Ellie 4 76 5 children  
6 Marganne 7 go 8 like  
2 2 Joe 3 George 4 Catherine  
5 Dave 6 Sandra
- 9 2 f 3 g 4 a 5 b 6 d 7 h 8 e
- 10 1 A day E tea I Hi O no  
U you R car G me J day  
Q you Y my Z we

- 2 2 Melissa  
3 Suzi  
4 Bishop  
5 Kelly  
6 Liz Jones  
7 pnash@tmail.com  
8 jennyblack@bz.com
- 11 2 my 3 Her 4 Their 5 our  
6 His
- 12 buses, sandwiches, glasses  
cities, parties, ladies  
days  
women, children, people

## Unit 2

- 1 2 He works in an office. He earns a lot of money.  
3 She cooks dinner for her family. She goes shopping every day.  
4 He cooks in an Italian restaurant. He works in a kitchen.  
5 She studies every day. She likes her teacher.  
6 He works outside. He lives in the country.
- 2 2 er 3 or 4 er 5 er 6 er 7 or  
8 er 9 er
- 3 1 2 studies 3 works 4 writes  
5 earns 6 teaches 7 goes  
8 does 9 watches 10 has  
11 finishes 12 lives  
2 1 plays  
2 teaches, writes  
3 goes, studies  
4 works, finishes  
5 does, lives  
6 has, watches

4 2

/s/	/z/	/ɪz/
writes	studies earns goes does has lives	watches finishes

- 5 2 What time 3 Who 4 How  
5 How many 6 Why 7 How old  
8 What

- 6 1 2 takes a shower  
3 gets dressed  
4 has breakfast  
5 goes to work  
6 starts work  
7 has lunch  
8 finishes work  
9 goes home  
10 has dinner  
11 watches TV  
12 goes to bed  
2 2 does she have  
3 does she work  
4 does she start  
5 does she have  
6 does she do
- 3 2 She doesn't work in a store. She works in an office.  
3 She doesn't start work at 10:00. She starts work at 9:00.  
4 She doesn't have lunch with her sister. She has lunch with her friend.  
5 She doesn't watch sports on TV. She watches dramas.  
6 She doesn't go to bed at 10:30. She goes to bed at 11:00.
- 7 1 3 **F** Eurostar trains don't run 365 days a year. They run 364 days a year.  
4 **F** The first train to Paris doesn't leave before 5:00 a.m. It leaves at 5:25 a.m.  
5 **T**  
6 **F** He doesn't start work early every day. Sometimes he starts late.  
7 **F** He doesn't always go home in the evening. Sometimes he stays in Paris.  
8 **T**  
9 **F** He does earn a lot of money. He earns £45,000.  
10 **T**  
2 3 starts 4 finishes 5 takes 6 travels  
7 earns 8 likes 9 works 10 has
- 3 **Angela** French, 25,000, walks  
**Toby** 16, store, 30-35, goes to bed late, listens to loud music
- 8 1 2 live 3 have 4 watch 5 wear  
6 play 7 drive 8 earn 9 read  
10 help 11 go 12 want