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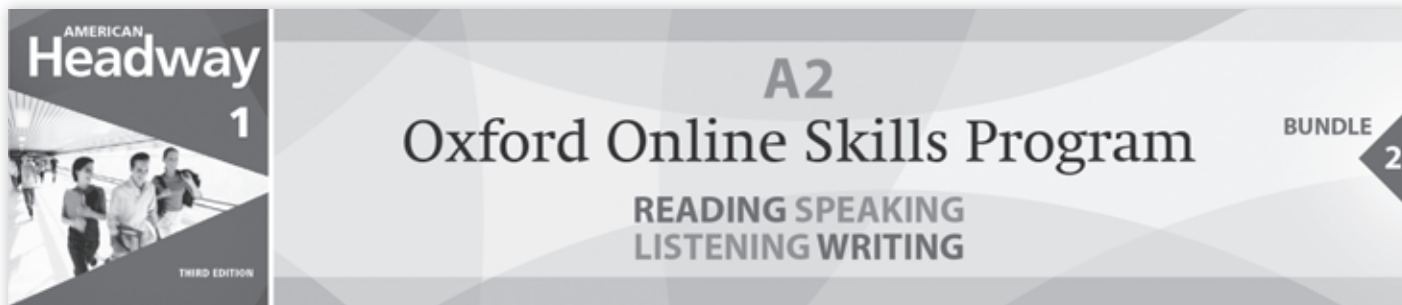
AMERICAN  
**Headway**  
Proven success beyond the classroom

**THIRD EDITION**

**Teacher's Book**

Liz and John Soars  
Amanda Maris

**OXFORD**



## How to access the Oxford Online Skills Program, Testing Program, and teacher resources:

- 1 Register or log in at [www.oxfordlearn.com](http://www.oxfordlearn.com).
- 2 Click **Teacher tools** and apply for a teacher account.
- 3 With your new teacher account, set up your class and give your students the **student joining code** for that class.
- 4 Students log in at [www.oxfordlearn.com](http://www.oxfordlearn.com) and enter both their **Oxford Online Skills code** and the **student joining code**.

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# Introduction

## American Headway 1

*American Headway 1, Third Edition* is for students who already have some basic knowledge of the language. They may have recently completed a beginner course or they may be returning to language learning after a break and need to review key language before being able to progress further.

New language is introduced systematically and at a steady pace, allowing students to increase their knowledge of the language and build their confidence. Listening material is provided across three class CDs. New vocabulary is introduced gradually and there are regular controlled-practice activities, allowing students to activate the language in a supported way. There are also free-practice activities where students have the ability to start focusing on their fluency. In the Everyday English sections, useful chunks of language are presented which students can use in several different social contexts.

## Student Book Organization

The organization of *American Headway 1, Third Edition* is similar to other levels of *American Headway, Third Edition*. Each unit has the following:

- Starter
- Presentation of new language
- Practice
- Skills – always speaking, combined with listening or reading, with a writing section for each unit at the back of the book
- Vocabulary
- Everyday English

### Starter

The Starter section is designed to be a warm-up to the lesson and has a direct link with the unit to come.

### Presentation of new language

New language items are presented through texts, often as conversations, which students can read and listen to at the same time. This enables students to relate the spelling to the sounds of English, and helps with pronunciation, as well as form and use.

The main verb forms taught are:

- |                         |                              |
|-------------------------|------------------------------|
| • <i>to be</i>          | • <i>I like and I'd like</i> |
| • Simple Present        | • Present Continuous         |
| • <i>can/can't</i>      | • <i>going to</i>            |
| • <i>was/were/could</i> | • Infinitive of purpose      |
| • Simple Past           | • Present Perfect            |

There are *Grammar Spots* in the presentation sections. These aim to focus students' attention on the language of the unit. There are questions to answer, charts to complete, and short exercises. The *Grammar Spot* is reinforced in the Grammar Reference section at the back of the book.

### Practice

This section contains a variety of controlled and free-practice exercises. The primary skills used are speaking and listening, but there is also some reading and writing.

There are information gap exercises, group discussions, information transfer listening exercises, pronunciation exercises, and a lot of personalized activities. There are exercises where the aim is overt analysis of the grammar, such as *Check it*.

### Vocabulary

There is a strong lexical syllabus in *American Headway 1, Third Edition*. Vocabulary is introduced systematically and it is reviewed and recycled throughout. Lexical sets are chosen according to two criteria. They complement the grammatical input, for example, jobs and free-time activities with the Simple Present; or shopping items for count and noncount nouns. However, they are mainly chosen for their usefulness. Level 1 students need to build on their vocabulary set and they primarily need words for everyday life. Students also work on word patterns in the form of collocations. Knowledge of common collocations can really help improve a student's level of fluency. The book covers noun + noun combinations as well as verb + noun combinations, such as *drive a car* or *look after children*. Students also focus on other patterns throughout the book, such as opposite adjectives and adverbs.

## Skills

### Listening

Regular listening sections, in dialogue or monologue form, provide further practice of the language of the unit and help to develop students' ability to understand the main message of the text.

### Reading

At the beginning of the book the reading texts are relatively short and are carefully graded to allow students to build on their previous knowledge and to increase their confidence as they start a new level. As students move through the book, the texts quickly become longer and more challenging, with students being exposed to increasing amounts of new lexis. This encourages them to start deducing meaning from context and enables them to engage with more complex reading texts.

## Speaking

In the presentation sections, students have the opportunity to practice the pronunciation and intonation of new language. In the practice sections, less-controlled exercises lead to free-speaking practice.

There are many speaking exercises based around the listening and reading activities, including regular role plays. There are speaking opportunities before a text to launch the topic and create interest; and there are speaking activities after a text, often in the form of discussion.

## Writing

Writing is primarily practiced in a separate section at the back of the Student Book. This comprises 12 complete writing lessons related to the unit which can be used at the teacher's discretion. The writing syllabus provides models for students to analyze and imitate.

## Everyday English

This is an important part of the syllabus of *American Headway, Third Edition*. Students have the opportunity to practice chunks of language used in formal and informal situations. Students learn phrases for requests and suitable responses, for use while shopping, when asking for directions, and for many other situations. Students also learn about appropriacy, as there is a focus on how to sound polite by choosing suitable phrases and using proper intonation.

## Grammar Reference

This is at the back of the Student Book, and it is intended for use at home. It can be used for review or reference.

## Review

Regular review of grammar and vocabulary is provided throughout the book. There is a photocopiable activity for each of the 12 units at the back of this Teacher's Book. These photocopiables are also available on iTools, along with 12 additional photocopiable activities.

## Workbook with iChecker

All the language input – grammatical, lexical, and functional – is revisited and practiced. iChecker Online Self-Assessment offers additional content for self-study in the form of progress checks and test-preparation lessons. Students can download and play all the Workbook audio files when they access iChecker material.

## Teacher's Book

The Teacher's Book offers the teacher full support both for lesson preparation and in the classroom. Each unit starts with a clear overview of the unit content from the Student Book, along with a brief introduction to the main themes of the unit and a summary of additional materials that can

be used. Within each unit, the highlighted sections indicate opportunities for additional activities with *Suggestions* and *Extra activities*. This allows for further work on key language or skills when appropriate.

## Testing Program

The *American Headway, Third Edition* Testing Program is available online for easy access. The testing materials include Unit tests, Stop and Check tests, Progress tests, Exit tests, and Skills tests with audio files. See instructions on the inside back cover for how to access the Testing Program.

## Assessment tools to evaluate progress

Teachers can track students' progress, analyze their results, and plan more personalized learning. Automatic grading frees teachers' time to concentrate on teaching and helps teachers more easily report on progress.

## iTools

In addition to the complete Student Book and Workbook content onscreen, teachers have access to audio and video files with optional scripts, as well as additional resources, such as customizable versions of 24 photocopiable activities, video worksheets, and PowerPoint™ presentations.

## Video

Brand new video clips, along with classroom worksheets are available on the new *American Headway 1, Third Edition* iTools as well as online. There are 12 clips, one for each unit. The language and topic in each clip are linked to the relevant Student Book unit. The majority of the clips follow a documentary style and include native speaker interviews.

## Finally!

The activities in *American Headway 1, Third Edition* are designed to enable students to build on their knowledge of the language and to allow them to activate what they have learned. There is also an emphasis on increasing confidence so that students feel able to actively participate in short conversations and discussions. We hope that students will enjoy using the book and that it will give them a real sense of progression in their language learning.

# 1

# You and me

*am/is/are* • *my/your/his/her* • Verbs – *have/go/live/like* • Possessive's • Word groups • Everyday conversations

 New York City

As you begin *American Headway 1*, you are probably starting a new course with a new group of students. The main goal of this first unit is that students get to know each other and you, and you get to know them. In addition to this focus on personal information, students also practice greetings and expressions from everyday conversations.

## LANGUAGE INPUT

### GRAMMAR

*am/is/are* (SB p. 2, p. 7)

*my/your/his/her* (SB p. 2, p. 3, p. 7)

Verbs – *have/go/live/like* (SB p. 4)

Possessive 's (SB p. 4)

- Practicing *be* in all persons (affirmative/negative/questions).
- Reviewing subject pronouns and possessive adjectives.
- Recognizing and using basic verbs to talk about everyday life (*I* form).
- Understanding 's for possession and as the short form of *is*.

### VOCABULARY

Opposite adjectives (SB p. 7)

The family (SB p. 8)

- Focusing on key adjectives and their opposites in context.
- Practicing vocabulary to ask and answer about your family.

### EVERYDAY ENGLISH

Everyday conversations (SB p. 9)

- Using greetings and key expressions in everyday situations.

## SKILLS DEVELOPMENT

### READING

A student's blog (SB p. 6)

- Reading about a student's experiences in school and with a family in the United States.

### LISTENING

Five conversations in a student's day (SB p. 7)

- Listening for key information in five short conversations and completing a chart. **CD1 14** (SB p. 114)

### SPEAKING

Talking about you (SB p. 3)

The family (SB p. 8)

- Exchanging personal information.
- Talking about your family.

### WRITING

You and your life (SB p. 5)

A blog – Keeping an online journal (SB p. 100)

- Writing key information about yourself.
- Completing blog entries with blanks, then writing an entry to read aloud.

## MORE MATERIALS

**Photocopiables** – Everyday conversations (TB p. 144) **Tests** (Online) **Video** (iTools and Online)

## STARTER (SB p. 2)

### SUGGESTION

Whatever your students' knowledge of the alphabet at the start of the course, remember that they will all need regular practice with the alphabet and spelling. This can easily be integrated into any lesson when teaching new vocabulary (*How do you think you spell ... ?*), or when reviewing vocabulary (*How do you spell ... ?*), and by the use of spelling games or cards.

At this early stage or with weaker classes, you may want to write the alphabet on the board and drill the letters in groups of five before moving on to exercise 1.

- CD1 2** Say your own name – *I'm (Liz)* – and point to yourself to make the meaning clear. Write your name on the board and then spell it out, pointing to each letter in turn. Focus students' attention on the letters in exercise 1 and tell the students that they are going to listen to the alphabet. Play the recording and have students just listen. Say *A, B, C* and then invite students to continue. Encourage students to help one another if students have problems with individual letters. Write down the letters students get wrong or don't know, paying particular attention to *a, e, g, i, j, q, r, u, w,* and *y*, which often cause problems for students. Drill the letters which students found difficult. Play the recording again as reinforcement if necessary.
- Invite a few students to say their first name. Check that students understand alphabetical order by writing the letters *a–g* on the board in random order and asking students to reorder them alphabetically. Then ask students to stand up in alphabetical order by their first names and say their name. If appropriate, repeat this, getting progressively faster each time. Encourage students to memorize as many names as they can. If appropriate, play a memory game by pointing to individual students and yourself, and having the class say the correct names. Encourage students in a multilingual class to pronounce one another's names (and your name!) as accurately as possible. If there are not too many students in the class, write their names on the board so that everyone can begin to learn them.

### EXTRA ACTIVITY

Reinforce the alphabet by having students categorize the letters according to their sound:

- /eɪ/ a h j k
- /i/ b c d e g p t v
- /ɛ/ f l m n s x z
- /aɪ/ i y
- /oʊ/ o
- /u/ q u w
- /ɑr/ r

## HELLO! (SB p. 2)

### am/is/are – my/your

- Write your own first name and last name on the board. Point to each name as you say "first name" and "last name." Elicit some first names and last names from the class. Teach the question *How do you spell that?* and briefly review the alphabet from the Starter section.  
**CD1 3** Play the recording once and have students read and listen. Then ask them to point to Tim and the interviewer in the photo. Ask *Where are Tim and the interviewer?* (at a business conference).  
Play the recording a second time. Students repeat as a class. Play the recording again then practice it in both open pairs (i.e., students ask and answer the questions across the room with the rest of the class listening) and closed pairs (i.e., the whole class working in pairs). Make sure students can accurately produce the contracted forms *name's, what's,* and *I'm*, and the falling intonation on the *wh*-questions.

### GRAMMAR SPOT

Focus students' attention on the contractions. Ask students to circle the contracted forms in exercise 1.

- Focus students' attention on the example. Ask them to complete the conversation. Remind students to use contracted forms. Ask students to point to Carla and Mike in the photo.  
**CD1 4** Play the recording and let students check their answers.

### Answers and audio script

- C** Hello. My name's Carla. What's **your** name?
- M** Mike.
- C** **Where** are you from, Mike?
- M** **I'm** from Miami. Where **are** you from?
- C** **I'm from** Miami, too!
- M** Oh! Nice to meet you!

Ask students to practice the conversation in open and closed pairs. If students sound a little flat, encourage a wide voice range, particularly on the last two lines of the conversation. Also highlight the contrastive stress in: *I'm from Miami. Where are you from?*

- This is a mingle activity. Demonstrate the conversation first in open pairs, and then have students move around the class and talk to as many people as possible. Monitor and check for accurate pronunciation. Don't let this activity go on too long. If you have a large class, it will be impossible for all the students to talk to everyone.

### ADDITIONAL MATERIAL

#### Workbook Unit 1

- Ex. 1** Nice to meet you!
- Ex. 2** Countries and nationalities

he/she – his/her

**! POSSIBLE PROBLEMS**

- Note that in the negative of *be*, *American Headway 1* uses the contracted forms of *not*, not the contracted forms of the verb, i.e., *she isn't*, *they aren't*, *you aren't*, *we aren't*, rather than *she's not*, *they're not*, *you're not*, *we're not*. Try to stick to these forms when you speak to the class. The contraction *I amn't* isn't possible, and the correct form is shown in the Grammar Spot on p. 3.
- Where other languages will answer a *Yes/No* question with simply *yes* or *no*, English prefers to add a short answer. Without the short answer, the speaker can sound a little abrupt. Having been introduced to contracted forms, students are tempted to use them in short answers, for example, *Are you married? Yes, I'm*, but this is not possible.
- The names of the characters are pronounced /tɪm freɪzər/ and /soʊfiə mə'li:nə/.
- Lower-level students often have difficulty reading phone numbers and email addresses fluently. In English we give phone numbers using single figures 0–9, and 0 is pronounced *oh*. Be prepared to give a lot of practice during this presentation and also in later lessons. It's a good idea to prepare a list of fictitious email addresses and phone numbers from a range of countries before the lesson to help students with this.

- 1 Point to the photo of Tim and ask *What's his name?* Then point to the photo of Sofia and say *This is Sofia*. Check comprehension of the key categories in bold in the chart and then give students time to read about Tim and Sofia. Focus students' attention on the information about reading email addresses. Write a number of fictitious email addresses on the board and have students practice reading them aloud.
- 2 **CD1 5** Focus students' attention on the incomplete questions and on the example. Play the recording through once. Students listen and complete the questions. Play the recording a second time if necessary. With weaker classes, you can complete the questions orally as a class first and then play the recording for reinforcement. Ask students to write the answers on the board to make sure they are using the short form *What's* and the full form *is* correctly. Point out that *isn't* is the negative, and that *n't* is the short form of *not*.

**Answers and audio script**

- 1 What's his **last** name?  
Frasier
- 2 What's his **first** name?  
Tim
- 3 Where's **he** from?  
Chicago
- 4 How old **is** he?  
30
- 5 What's **his** phone number?  
312-555-0749

- 6 What's **his** email address?  
tfrasier@mail.com
- 7 Is **he** married?  
No, he isn't.

Review the way we read phone numbers (see *Possible problems* in the first column on this page). Before students practice the questions and answers in closed pairs, let them practice in open pairs. Highlight the voice range and intonation of the questions – questions with a question word start high and then fall. With weaker classes, be prepared to drill the forms and spend less time on the intonation.

- 3 **CD1 6** This exercise highlights the use of *she* and *her* to talk about women and girls. Focus students' attention on the incomplete questions and on the example. Play the recording through once. Students listen and complete the questions. Play the recording a second time if necessary. With weaker classes, you can complete the questions orally as a class first and then play the recording to reinforce the language points.

**Answers and audio script**

- 1 What's **her** last name?
- 2 What's **her** first name?
- 3 Where's **she** from?
- 4 How old **is she**?
- 5 What's **her** phone number?
- 6 What's **her** email address?
- 7 Is **she** married?

Highlight the use of *he/his* to talk about Tim and *she/her* to talk about Sofia. Emphasize the difference by asking *What's his/her name?* and *Where's he/she from?* about the students in the class. With weaker classes, drill the questions with the whole class and correct any mistakes in the use of *he/she* and *his/her* carefully.

Have students practice the questions and answers in open pairs before repeating in closed pairs. If necessary, highlight the voice range and intonation again. With weaker classes, be prepared to drill the forms and spend less time on the intonation.

**GRAMMAR SPOT**

- 1 Focus students' attention on the affirmative forms in the chart. Make sure students understand that there is a long form and a short form for each verb. Focus students' attention on the negative forms in the chart. Give some true negative examples to reinforce the meaning, e.g., *I'm not (Hungarian)*. *You aren't (Danish)*. Elicit the negative forms for *he* and *she* and drill the pronunciation if necessary.

**Answers**

Affirmative	Negative
I am = I'm	I'm not
you are = you're	you aren't
he is = he's	he isn't
she is = she's	she isn't

- 2 Highlight the use of the subject pronouns by pointing to yourself for *I* and students in the class for *you*, *he*, and *she*. Give students time to write the missing possessive adjectives and then check the answers.

#### Answers

Pronouns	Possessive adjectives
I	my
you	<b>your</b>
he	<b>his</b>
she	her

- Read Grammar Reference 1.1–1.2 on p. 130 together in class and/or ask students to read it at home. Encourage them to ask you questions about it.

### Talking about you

#### ⚠ POSSIBLE PROBLEMS

This section consolidates the *wh*-questions and also includes a *yes/no* question and short answers. Having focused on the short forms in affirmative sentences, students may be tempted to use a short form in affirmative short answers. The Caution box covers this and highlights that we can't say *Yes, I'm*. At this early stage, don't give a long explanation of what short answers are and how they operate. It is better to let students see them in context and use them in controlled exercises.

- 4 This is the students' first opportunity to personalize the language in this section, so try to make sure that they work with a partner that they don't know.
- Ask the question *Are you married?* and elicit the answers *Yes, I am./No, I'm not*. Focus students' attention on the note about short answers and point out that we can't say *Yes, I'm*.
- With weaker classes, briefly review commonly confused letters of the alphabet *a, e, i, o, u, m* and *n, c* and *k*, etc. and how to read phone numbers. You could also elicit a range of answers to the questions from several students and drill the question forms, before students do the pairwork.
- Students ask and answer the questions with a partner. Monitor and check for correct formation of questions and short answers, and for correct pronunciation and intonation.

#### EXTRA ACTIVITIES

- You can reinforce the use of *he/she* and *his/her* by asking students to work with a new classmate and tell him/her about their partner in exercise 4. Students can also tell the rest of the class about their partner for further practice.
- You can give regular practice of phone numbers (and numbers in general) and email addresses in dictation activities, either with you dictating or with the students working in pairs.

**Teacher dictation:** Dictate five or six phone numbers/email addresses, writing them down yourself so that you have a way of checking. Students write the numbers/addresses as you say them, and then write them on the board to check.

**Pair dictation:** Students prepare a list of phone numbers/email addresses to dictate to their partner and then exchange lists to check.

### ADDITIONAL MATERIAL

#### Workbook Unit 1

#### Ex. 3 Personal information

#### NICK'S FAMILY (SB p. 4)

#### Verbs – *have/go/live/like*

#### NOTE

The purpose of this section is to introduce/review some high-frequency verbs to allow students to give everyday information about themselves. It is not intended to be a full presentation of the Simple Present and so students practice just the *I* form. Don't include any questions in the Simple Present about this section, as a complete review/presentation of the Simple Present is given in Units 2 and 3.

Some basic family words are included in the text and in the Practice section (*brother, sister, parents, mother, father, grandmother*). This vocabulary is reviewed and extended in *Vocabulary and speaking* on SB p. 8.

- 1 **CD1 7** Pre-teach/check students' understanding of the words *salesman* and *girlfriend*. Focus students' attention on the photo and say *This is Nick Wilson*. Ask *How old is he? Where is he from?* Play the recording once. Students listen and follow along in their books. With weaker students, you can ask students to point to the correct photo as they read and listen. Elicit the answers to the pre-questions (He's 19. He's from Boston.)
- 2 Give students time to complete the sentences, using *have, go, live, and like*.  
**CD1 8** Play the recording and let students check their answers.

#### Answers and audio script

- 1 I **go** to Northeastern University.
  - 2 I **have** a brother and a sister.
  - 3 I **live** with my parents in a house in Boston.
  - 4 My family really **likes** Lily!
- 3 Elicit possible endings to the sentences, providing any necessary vocabulary, e.g., *college, language school, husband, wife*, etc.
- Put students in pairs to exchange their information. Monitor and help as necessary.

## Possessive 's

### ⚠ POSSIBLE PROBLEMS

Students may have problems distinguishing the contracted forms *he's/she's/it's* and the marker for possessive *'s*. The Grammar Spot for this section clarifies the usage, but be prepared to review this point regularly to help students in both speaking and writing.

- 4 Go over the Grammar Spot with the class.

### GRAMMAR SPOT

Focus students' attention on the use of *'s* as the contraction of *is* and as an indicator of possession. Refer students back to the text about Nick. In pairs, students underline examples of possessive *'s* and circle examples of *'s* as the contraction of *is*.

#### Answers

##### Possession

brother's name

sister's name

##### is

My name's Nick Wilson.

He's 16 and he's in high school.

She's 23, and she's married.

Her name's Lily. She's great!

- Read Grammar Reference 1.3 on p. 130 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

- 5 Focus students' attention on the example. Get two strong students to model the example question and answer. Ask *Who's Matt?* and elicit the answer (*He's Nick's brother.*) Students ask and answer the questions in closed pairs. Monitor and check for correct use of the possessive *'s* and contracted forms of *be*. If students have problems, drill the questions and answers and have students repeat in closed pairs.

#### Answers

2 Who's Rosie? She's Nick's sister.

Who's Peter? He's Nick's father.

Who's Helen? She's Nick's mother.

Who's Lily? She's Nick's girlfriend.

3 He's a salesperson.

4 She's a teacher.

### EXTRA ACTIVITY

Students will need regular review of the possessive *'s*. You can do this in a later lesson by asking ten or so students for a photo or other personal item. Put them all in the middle of the room. Students then have to point to a photo/an object and say *That's my sister. That's Maria's cell phone, etc.*

## PRACTICE (SB p. 5)

### be – am, is, are

- 1 This exercise reinforces a range of forms of the verb *to be*, including questions and short answers. Have students complete the sentences, working individually.

**CD1 9** Give students time to check their answers in pairs then play the recording for a final check.

#### Answers and audio script

1 Where **are** you from?

2 "**Are** you from Boston?" "Yes, I **am**."

3 "How old **are** you?" "I'm 15."

4 "**Are** your sisters married?" "No, they **aren't**."

5 I like you. You're my friend.

6 Marc **isn't** from the US, he's from Canada.

7 "**Is** your mother a doctor?" "No, she **isn't**."

8 I'm **not** Brazilian. I'm Costa Rican.

- 2 This exercise gives further practice in distinguishing the meaning of *'s* – short form of *is* or possession. Focus students' attention on the examples, then have students complete the task, working individually. Elicit a range of answers from the class. If there is disagreement, write the sentences on the board for analysis with the whole class.

#### Answers

3 is      4 is      5 possession      6 possession

### Pronunciation

- 3 **CD1 10** This exercise tests students' ability to listen carefully and discriminate between similar words and phrases.

Play number 1 as an example and elicit the correct sentence (b). Play the rest of the recording. Students choose the sentences they hear. You can make this exercise productive by asking students to read the pairs of sentences aloud.

#### Answers and audio script

1 **b** She's from Mexico.

2 **a** What's his name?

3 **a** Your English is good.

4 **a** Where's she from?

5 **b** He's a teacher from Canada.

6 **b** We aren't American.

### Spelling

- 4 Briefly review the alphabet, prioritizing letters that students have problems with. Point out that numbers 1–3 are names and that 4 and 5 are email addresses. Explain that students will hear the information in a short context, but they should listen for just the missing letters and parts of the email addresses.

**CD1 11** Play number 1 as an example and elicit the missing letters, writing the complete name on the board.

Play the rest of the recording without stopping. If necessary, play the recording again to allow students to complete any missing answers. Don't keep repeating the recording,

however, as students need to get used to isolating key information fairly quickly, as they would in real life.

Check the answers by having students write them on the board. Make sure they have recorded the dots correctly in the email addresses.

#### Answers and audio script

- 1 VANESSA
- 2 JOSEPH BOWEN
- 3 KATIE MATTHEWS
- 4 g.hunt8@wahoo.com
- 5 zac.yates@mail.co.us

#### CD 1 II

- 1 My name's Vanessa. That's V - A - N - E - S - S - A. Vanessa.
- 2 My first name's Joseph. That's J - O - S - E - P - H. My last name's Bowen. That's B - O - W - E - N. Joseph Bowen.
- 3 My name's Katie Matthews. That's Katie K - A - T - I - E. Matthews M - A - T - T - H - E - W - S.
- 4 My email address is g.hunt8@wahoo.com. That's G dot H - U - N - T eight at wahoo dot com.
- 5 My email address is zac.yates@mail.co.us. That's Zac Z - A - C, dot Yates, Y - A - T - E - S, at mail dot co dot US.

#### Talking about you

- 5 This exercise reinforces the verb *to be* in a range of persons, and allows students to make true sentences about themselves. Pre-teach/check students' understanding of *at home*, *at work*, and *café* by using pictures or simple explanations.

#### Answers

There are no set answers for this exercise, but monitor and check students haven't made mistakes in the forms of *to be*.

Have students compare their answers in pairs.

#### Writing

- 6 After quite a lot of oral class work, the silent, individual work in this exercise provides variety and balance. Focus students' attention on the sentence starters and elicit a range of possible endings. The starter *I'm a ...* requires a job or the word *student*. In the sentences about family, point out that students can change the key word, e.g., *sister* → *brother*; *father* → *mother*. Give students time to write about themselves, using the sentence starters. (If you are short of time, students can do this task for homework.) Students read their description to the class, or to their classmates in small groups. Don't overcorrect students if they make a lot of pronunciation mistakes; the goal is for students to show what they can do, and to say a little about themselves and their families. They can't do everything at once!

#### ADDITIONAL MATERIAL

##### Workbook Unit 1

- Ex. 4 Possessive 's  
Ex. 5 Verbs – *have/go/live/like*

## READING AND LISTENING (SB p. 6)

### A student's blog

#### ABOUT THE TEXT

This is the first piece of extensive skills work in *American Headway 1*. The goal of this section is to recycle key language and expose students to new language in a relatively natural context. The choice of text type – a blog – will be familiar to the majority of students and reflects communication in the real world. This section also provides a link to the Writing section on SB p. 100.

After an introduction and vocabulary work, students read and listen to the blog at the same time. This might be considered an unnatural activity, but this technique is used only in the early stages of the book to help build confidence. Elementary learners typically find reading easier than listening, because they can recognize cognates without the interference of different pronunciation. However, if they read the blog silently at their own speed, they could become distracted by unknown and unimportant vocabulary. Reading and following the recording allows them to follow the material in a more fluent way.

The places mentioned in the blog are:

Boston – one of the oldest cities in the US, famous for its many historical sights

Boston University – a well-known prestigious, private university in Boston with 33,000 students

Museum of Fine Arts – one of the largest public art museums in the US; it has a diverse collection of European and American art

The following vocabulary items might be new:

– the adjectives in exercise 2 SB p. 6

– *blog* (a type of Internet diary), *speak fast*, *understand*, *international*, *park* (n), *gallery*, *free*, *go by subway*

With weaker students, pre-teach/check students' understanding of the vocabulary or assign it as homework prior to the lesson. However, if you feel your students don't need so much support, simply encourage them to use the context to help them understand the new vocabulary.

- 1 Introduce the topic by writing *Boston* on the board and letting students tell you anything they know. Refer them to the photos and elicit information about what's in the photos – Faneuil Hall Marketplace (a very popular historic marketplace and meeting hall), the Boston Hatch shell, and the Charles River. Elicit the names of any other places that students know in Boston.
- 2 With weaker students, you may want to pre-teach/check students' understanding of the adjectives if you didn't assign them for homework (see *About the text* above). Check the pronunciation of the following adjectives, which can cause problems:  
beautiful /'byutəfl/, interesting /'intrəstɪŋ/, friendly /'frendli/.

Make sure that students understand the idea of noun + adjective collocation. Write the following examples on the board and indicate the ones which are and aren't possible: *a friendly person* ✓ / *language* ✗ / *place* ✓ / *book* ✗.

Also check that students understand the use of *a/an* in sentences 1 and 4: *a* + adjective beginning with a consonant; *an* + adjective beginning with a vowel. Elicit two examples, e.g., *a beautiful city/an expensive city*.

Put the students into pairs to complete the sentences. Monitor and help as necessary.

Elicit a range of possible answers from the class. Ask students to justify their answers in simple English as best they can. Try not to let students give their reasons in L1!

#### Possible answers

Answers will depend on students' own opinions but these are possible collocations.

- 1 Boston is/isn't a/an big/small/nice/beautiful/expensive/interesting/friendly/cold/sunny city.
- 2 The people are/aren't nice/interesting/friendly.
- 3 The weather is/isn't cold/sunny.
- 4 English is/isn't a/an beautiful/interesting/difficult/easy language.

- 3 See the note about vocabulary in *About the text*. Refer students back to the text about Nick on SB p. 4 and ask what they can remember about him. Then focus students' attention on the photo of Amanda. Explain that she is a student in Boston and that the Wilsons are her host family.

**CD1 12** Play the first two lines of the blog and have students follow in their books. Focus students' attention on the examples. Play the rest of the recording and then have students complete the true/false task. Give students time to compare their answers in pairs and correct the false sentences. Check the answers with the class.

#### Answers

- 3 ✓
- 4 ✗ She isn't in a small school. She's in a big school.
- 5 ✓
- 6 ✗ They aren't all from Asia. They're from **Mexico, Japan**, Turkey, Argentina, Korea, and China too.
- 7 ✗ She isn't Amanda's teacher. She's Nick's sister.
- 8 ✗ It isn't expensive. It's free.
- 9 ✗ It isn't difficult. It's easy.
- 10 ✓

- 4 Students often have problems with the formation of questions, so this task provides further practice. Focus students' attention on the example and remind students to focus on the answers to help them form the questions. Give students time to complete the questions, working individually. Then put students in pairs to ask and answer. Monitor and check for accurate question formation.

**CD1 13** Play the recording and let students check their answers. Students practice the questions and answers again. If necessary, drill the questions for pronunciation practice, encouraging accurate intonation.

#### Answers and audio script

- 1 Where's Amanda from? Brazil.
- 2 **Where's** her school? In a fun part of Boston.
- 3 What's **her teacher's** name? Charlotte.
- 4 **What's her family's** name? Wilson.
- 5 **Where's** their **house**? In Boston.
- 6 How **old are** the two brothers? Matt's 16 and Nick's 19.
- 7 **Is the weather** OK? Yes, it is. It's cold and sunny.

- 5 Give students a few minutes to discuss their answers in small groups. Elicit a range of answers from the class.

#### Answers

We can see the Wilson family and their house, her school, some students, and her teacher, and Fanueil Hall Marketplace, Boston Hatch shell, and the Charles River.

#### Listening

- 6 This is the first listening task in *American Headway 1* without some written support. Reassure the students that the conversations are very short and they only have to listen for the key information to complete the chart. With weaker students, refer students back to Amanda's blog on p. 7, briefly review the names of the people she knows and write them on the board.

**CD1 14** Tell students they are going to listen to Amanda in five different situations. Play the first conversation, pausing the recording to elicit the answers (see *Answers* below).

Play the rest of the recording, pausing after each conversation to allow students to write their answers. Check the answers with the class.

#### Answers and audio script

##### Where's Amanda?

- 1 at home
- 2 at school/in class
- 3 at school
- 4 at the Museum of Fine Arts
- 5 in a café

##### Who is she with?

- Peter Wilson  
her teacher, Charlotte  
another student  
a museum assistant  
a server

#### CD1 14

- 1 **P** Goodbye, Amanda! Have a good day at school!  
**A** Thank you, Peter. And you have a good day at work!
- 2 **C** Good morning, Amanda. Where's your homework?  
**A** It's here, Charlotte.
- 3 **A** Hello, Cristo. Where are you from?  
**CR** I'm from Mexico.
- 4 **A** A ticket, please.  
**B** The Museum of Fine Arts is free for college students.  
**A** Oh, good! Thank you!
- 5 **A** A coffee, please.  
**B** Certainly. Here you are.

If you have time, refer students to the audioscript on p. 114 and have them practice the conversations in pairs.

#### Vocabulary work

#### SUGGESTION

Students can use dictionaries to help them with the vocabulary work on adjectives and their opposites.

- 7 Focus students' attention on the example to check that students understand the concept of opposites. Have students work in pairs or small groups to pool their knowledge. With weaker students, write the missing opposites (see *Answers* below) on the board in random order for them to match.

Check the answers with the class, drilling the pronunciation of the adjectives as necessary. You can ask students to mark the stress on words with two syllables or more.

#### Answers

- 2 a **small** town
- 3 **cold** weather
- 4 a **great/nice** meal
- 5 an **expensive** restaurant
- 6 a **young** girl
- 7 a **fast** car
- 8 **difficult** homework

#### SUGGESTION

You can give students further practice with the adjectives in this section by giving the names of countries, cities, famous people, names of cars, etc. and eliciting possible descriptions, e.g., *a Ferrari – a fast car/an expensive car.*

#### GRAMMAR SPOT

This section reviews and extends the affirmative forms of the verb *to be* and the possessive adjectives that students first learned on SB p. 3.

- 1 Focus students' attention on the examples. Then have students complete the chart, referring to Amanda's blog if necessary. Make sure students provide the full forms, as in the examples. Check the answers.

#### Answers

I **am**  
 you **are**  
 he **is**  
 she **is**  
 it **is**  
 we **are**  
 they **are**

- 2 Focus students' attention on the examples. Then have students complete the chart, again referring to Amanda's blog if necessary. Check the answers.

#### Answers

I	my
you	<b>your</b>
he	<b>his</b>
she	<b>her</b>
we	<b>our</b>
they	<b>their</b>

- Review Grammar Reference 1.1–1.2 on p. 130 together in class and/or ask students to read it at home. Encourage them to ask you questions about it.

#### ADDITIONAL MATERIAL

##### Workbook Unit 1

Ex. 7 Adjectives

Ex. 8 Reading and listening

#### WRITING (SB p. 100)

##### A blog

##### Keeping an online journal

#### NOTE

This is the first main writing activity in *American Headway 1*. Students are provided with a clear framework for each section of their writing, building on the format they saw in Amanda's blog on SB p. 7. There is also a speaking stage in which students talk about their blog and read a section aloud to the class.

You may have students do the main writing task for homework, but it's worth spending some class time preparing students for the writing, particularly with weaker classes.

#### SUGGESTIONS

- If your students have access to a computer and the Internet, you can have them write and upload their blogs for other classes to read. These can be updated as the students progress through the course.
- If you have access to video equipment, it's a good idea to record the students when they read their blog aloud. Students usually overcome any initial shyness and soon get used to being recorded. It can be interesting to repeat the same task at a later stage, using a different topic, and let students compare the two talks. This can provide a concrete indicator of progress and so add to students' overall motivation.

- 1 Ask the questions to the whole class. If any students write a blog, ask what they write about.
- 2 Ask students if they can remember the topics in Amanda's blog (a welcome section with personal information, the first day at school, information about Boston).

Focus students' attention on the three sections in the blog on SB p. 100. Give students a few minutes to read through the sections and think about possible information they could include. Elicit a range of possible answers from the class. Provide any necessary vocabulary, checking both spelling and pronunciation. Students complete the blog individually.

- 3 Ask two confident students to demonstrate the activity. Remind the student who is talking not to read all of the text aloud but to use the notes to help him/her remember key information. The student who is listening should show interest and ask a few simple questions if possible. Divide the students into pairs to talk about their blog. Monitor but try not to interfere or over-correct as this is primarily a fluency activity.

- 4 Brainstorm possible topics for the blog, e.g., a favorite sport/music/food/city/possession. Remind students that they should choose topics that they can write about in the present tense, using *be* and *I like/love/go/have ...*. Provide any necessary vocabulary, checking both spelling and pronunciation.

If you assign the writing task for homework, remind students to check their work when they have finished. If you do the task during class time, monitor students carefully and help as necessary.

Give students a few moments to read their blog to themselves and prepare to read it aloud. Monitor and help, checking for potential pronunciation problems.

Let students who feel confident read their blogs first. Ask that the rest of the class pay attention and avoid interrupting. Encourage them to write down any questions they want to ask. There probably won't be time to hear every student in a single lesson, so set up a timetable of who will read their blog in the subsequent classes. Don't make the less confident students have to wait until the end!

If you collect the writing for checking, do a light mark up, only highlighting major errors so as not to limit students' confidence.

## VOCABULARY AND SPEAKING (SB p. 8)

### The family

#### SUGGESTION

If possible, it's a nice idea to base family descriptions on real photos. Bring in photos of your family and ask students to do the same. If you have a small enough class, sit them around you and talk about the photos slowly but naturally and pass them around. Encourage students to ask questions, following the models in exercise 4 on p. 8.

This section reviews and extends the family words students learned on SB p. 4. Introduce the topic by talking about your immediate family in a natural way but using the language students have learned, e.g., *I have a ...*, *My mother's name is ...*, *She's (age)*, etc.

- 1 Focus students' attention on the diagram and the example. Elicit another example, e.g. *husband and wife*, to show that the words work in male and female pairs.

Students work in pairs to complete the diagram. Monitor and help as necessary.

Check the answers, drilling the pronunciation of the words as necessary. Students may need help with the word stress, vowel sounds, and silent letters in the following:

*grand*mother, *grand*father

niece /nis/ nephew /'nɛfju/ aunt /ænt; ɑnt/  
daughter /'dɔ:tər/

#### Answers

father and mother  
husband and **wife**  
**son** and daughter  
**brother** and sister  
grandfather and **grandmother**

uncle and  **aunt**  
nephew and  **niece**  
 **boyfriend** and girlfriend

- 2 This exercise reinforces the vocabulary from exercise 1 and also introduces *cousins*, *children*, and *parents*. Focus students' attention on the example and then give students time to complete the sentences, working in pairs.

Check the answers, drilling the pronunciation of the words as necessary.

#### Answers

2 grandmother  
3 aunt  
4 uncle  
5 nephew  
6 niece  
7 parents  
8 children  
9 cousins

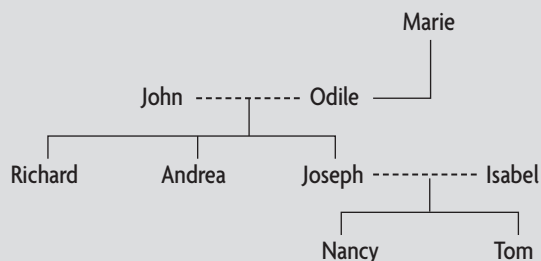
- 3 This is another short listening task that students do without the support of the written text. Students have learned all the language in the script and so should be able to match the names to the people in the family tree without too much difficulty.

Focus students' attention on the family tree. Ask *Who's Joseph?* and have students point to the correct person in the family tree. Explain that students are going to hear Joseph talking about his family. Check the pronunciation of the names in the box, particularly *Andrea* /'ændriə/ and *Odile* /ou'dil/.

**CD1 15** Now focus attention on Joseph and play the recording as far as ... *he's 25*. Say *Andrea?* and get students to point to the correct person in the family tree (*Joseph's sister*). Repeat for Richard (*Joseph's brother*).

Play the rest of the recording to the end and give students time to check their answers in pairs. With weaker students, pause the recording after each piece of key information. Play the recording again if necessary to let students check/complete their answers. Then check the answers with the class.

#### Answers and audio script



#### CD1 15

**Joseph** My family isn't very big. I have a sister, Andrea, she's 18, and a brother Richard, he's 25. They're not married. I'm married, **uh**, my wife's name is Isabel. We have two children, a daughter, Nancy, that's N - A - N - C - Y, she's 4, and a son, Tom, he's only six months old. We live near my parents. My dad's name is John and my mom's is Odile, that's O - D - I - L - E. She's French. My grandmother lives with them, her name's Marie. She's my mom's mom.

- 4 Demonstrate the activity by writing the names of your extended family on the board and talking about them. Give the information quite slowly but naturally and then ask a few questions to check understanding, e.g., *Who's this?*, *How old is she?*, etc.

Students write down the names of some of their relatives on a piece of paper. Model the example questions and answers in open pairs, encouraging the correct stress pattern. Students then exchange pieces of paper with a partner and ask and answer questions about each other's families.

Monitor and check for correct use of *be*, possessive 's, and possessive adjectives. Go over any common errors after the pairwork in a later lesson, but don't overcorrect during the task.

### SUGGESTION

With weaker students, or if students are having problems with the possessive 's, write the following on the board:

Who's Joseph? 's = is

He's Andrea's brother. 's = possessive, not is

Refer students to **CD1 15** on p. 114 as reinforcement. Get them to look at the examples of 's and check what they mean.

- 5 Demonstrate the activity with two strong students. Give students time to exchange information in pairs. Some students may try to ask follow-up questions that require the Simple Present, e.g., *Where do they live?* Just note this if it happens but don't give any correction/explanation if students make mistakes. The Simple Present is covered in Units 2 and 3 of the course.

### EXTRA ACTIVITIES

- Have students draw their own family tree as a mini-project (and have their family photos ready if relevant). Divide the class into new pairs and have students ask about each other's family. Then ask a few students to choose someone in a family tree or in a photo and give a brief description of him/her. The person can be from their own or their partner's family.
- Give students further practice on families and possessive 's by referring to famous people. Draw the family tree of a famous family, e.g., the British or Spanish royal family and get students to ask and answer questions with *Who?* Alternatively, you can prepare true/false statements about the family relationships. You could also try a quiz based on famous people. Prepare questions based on relationships that your students will know, e.g., *Who's Kate Middleton? (She's Prince William's wife.)* Be prepared to modify the questions to suit the age and experience of individual groups.

### ADDITIONAL MATERIAL

#### Workbook Unit 1

#### Ex. 6 The family

### Everyday conversations

This section introduces and practices expressions for short conversations in everyday situations.

- 1 This exercise reviews the language used in greetings, both in informal and slightly more formal situations. Write on the board *Hi, Pete!* and *Good morning, Mr. Simpson.* Ask *Which conversation is with a friend?* and elicit *Hi, Pete!* Explain that some of the expressions are for talking to friends (informal) and some are for talking to people you don't know very well (more formal).

Choose a confident student and elicit the following model:

T Hi, (*name of student*). How are you?

S Fine, thanks. And you?

T Pretty good, thanks.

Elicit a more formal model, using two confident students.

Students continue building conversations, using the lines in the boxes. Monitor and check for appropriate use of the greetings and for pronunciation, particularly voice range. If students sound flat, use **CD1 16** as a model to help with intonation.

- 2 **CD1 16** Tell students that there are four short conversations on the recording, each in a different situation. Play the recording, pausing after each conversation to ask *Friends or not?* (conversations 1 and 2 are friends; 3 and 4 aren't friends and are slightly more formal).

If students had problems with intonation, play the recording again as a model and have them repeat chorally and individually.

#### Audio script

- 1 A Hello, Sally. How are you?  
B OK, thank you. And you?  
A Fine, thanks.
- 2 A Hi, Pete. How are you?  
B All right, thanks. And you?  
A Not bad, thank you.
- 3 A Good morning, Mr. Simpson. How are you?  
B Pretty good, thank you. And you?  
A Fine, thank you.
- 4 A Hello, Mrs. Brown. How are you?  
B Fine, thank you. And you?  
A Not bad.

Students then practice making more conversations, using the expressions in exercise 1.

- 3 Focus students' attention on the photos. Ask *Who are the people? Where are they?* about each one. Focus students' attention on the example in conversation 1 and elicit the other missing words (see *Answers* below).

Students work in pairs and complete the conversations with the expressions given. Monitor and help as necessary.

- CD1 17** Play the recording and have students check their answers. If students ask about any of the grammar in the expressions, e.g., *Can I ...?*, refer the students back to the context and explain the use in relation to the situation. There's no need to go into a grammatical explanation of *can* at this stage.