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3

AMERICAN
Headway
Proven success beyond the classroom

THIRD EDITION

Teacher's Book

Liz and John Soars
Amanda Maris

OXFORD



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Introduction

American Headway 3

American Headway 3, Third Edition is a level that is equally interesting for both student and teacher.

From the student's point of view, they have been introduced to many basic aspects of the English language. However, with the exception of the most able, they are still making mistakes of grammar, wrong word choice, collocation, pronunciation, or sentence stress. There may be an element of frustration, as they become more fully aware of what is still to be mastered, and how much more there is to learn.

For teachers, the task at this level is to review and expand, without making the students feel that they are focusing on the same areas again.

Student Book Organization

The organization of *American Headway 3, 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 a quick activity that launches the unit and is related to either the topic or the target language.

Presentation of new language

Language items are presented through texts, either reading or listening or both. This enables students to see the target language in context, helping them to internalize it better.

The main areas of grammar taught are:

- | | |
|---|---|
| • Auxiliary verbs | • Present Perfect |
| • Present tenses | • Verb patterns |
| • Past tenses | • Conditionals |
| • Modals for advice, obligation, and permission | • Noun phrases |
| • Future forms | • Modals of probability in the present and past |
| • Information questions | • Reported speech |

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

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, Third Edition* features a mix of practice activities, both controlled and free.

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.

Skills

Reading and Listening

Items come from a wide variety of sources such as newspapers, magazines, short stories, biographies, reference books, real interviews, radio broadcasts, and songs. They are all authentic, but at lower levels we have adapted the language to suit the level.

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. The *What do you think* section encourages discussion and debate about the topic of the listening extracts or the texts.

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*.

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

The *Everyday English* section at the end of each unit covers three main areas:

- survival skills (e.g., at the airport)
- functions (e.g., greetings)
- language for special occasions (e.g., holiday greetings)

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 six 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 the photocopiable activities, video worksheets, and PowerPoint™ presentations.

Video

New video clips with classroom worksheets are available on the new *American Headway 3, 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 3, Third Edition* are designed to enable students to extend their knowledge of the language and to allow them to activate what they have learned. There is also an emphasis on increasing fluency so that students feel able to actively participate in 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

A world of difference

Tenses: auxiliary verbs • What's in a word? • Everyday situations



A world in one family

As you begin *American Headway 3, Third Edition*, you may be starting a new course with a new group of students.

Have students learn each other's names and find out about their classmates' backgrounds and interests. Put students in pairs or small groups to interview each other. Then ask some students to report back about their classmates. Use this as an opportunity to listen to the students and assess their use of tenses and question formation, but don't offer any correction, as this activity is intended as an "ice-breaker."

The *Starter* section of the unit contains personalized questions that will help students get to know each other. It also covers question formation and the use of auxiliary verbs.

The theme of the unit is "our world." The grammar review of tenses and auxiliary verbs is presented through a general knowledge quiz. *The Reading and speaking* section is a jigsaw reading on families from different parts of the world, and the *Listening and speaking* is an interview with a man from a family with different nationalities. There is an *Everyday English* section on language used in different social situations, and the *Writing* syllabus starts with an introduction to symbols commonly used to point out errors in written work.

LANGUAGE INPUT

GRAMMAR

Naming tenses (SB p. 2)

- Identifying verb tenses in the present, past, and present perfect

Auxiliary verbs (SB p. 2)

- Using auxiliary verbs *do, be, have* in statements, questions, and negatives

VOCABULARY

What's in a word? (SB p. 8)

- Learning new vocabulary in a variety of ways

EVERYDAY ENGLISH

Everyday situations (SB p. 9)

- Understanding and practicing expressions in everyday situations

SKILLS DEVELOPMENT

SPEAKING

Worlds apart (SB p. 6)

- Discussing different families

A world in one family (SB p. 8)

- Discussing one family that has three nationalities

READING

Worlds apart (SB pp. 6, 7)

- Two families and their similarities and differences

LISTENING

A world in one family (SB p. 8)

- Listening to the son and the mother of a family talk about the three nationalities in their family **CD1 8**, **CD1 9** (SB pp. 114–115)

WRITING

A Blog (SB p. 99)

- Finding and correcting language mistakes in a blog post

MORE MATERIALS

Extra Idea – Understanding meaning from context. (TB pp. 142–143) **Tests** (Online) **Video** (iTools and Online)

Notes on the unit

STARTER (SB p. 2)

This section focuses on common mistakes in question formation. It gives students the opportunity to decide on the correct forms in a controlled way. Students then go on to ask and answer the questions in a personalization stage. It gives them an opportunity to get to know each other a little better.

- 1 Focus students' attention on the example and the missing word *come*. Ask students to work individually to add the missing words to the rest of the questions. Students check their answers in pairs before checking answers as a class.

Answers

2. When and where **were** you born?
 3. **Do** you live in a house or an apartment?
 4. Why **are** you studying English?
 5. Which foreign countries have you been **to**?
 6. What **did** you do last night?
 7. What are you going **to** do after this class?
- 2 To help students in the question and answer stage, practice the pronunciation first. Have students listen and repeat, paying attention to the intonation of the questions. Point out that *wh*- questions start high and then fall. For example:

Where do you *come* from?

Get various students to ask you the questions. Answer them so that they can learn about *you*, too. As the students form the questions, check for accuracy and correct pronunciation. Encourage the students to self-correct by not answering a question that is not formed accurately. Indicate the part of the question that isn't correct, and be prepared to drill the pronunciation of the questions again if necessary.

Students ask and answer the questions in pairs. Monitor and help as necessary.

- 3 Remind students that they need to use *he* or *she* and the third person singular verb forms for this stage. Ask a confident student to report back about his/her partner, or give an example about one of the students yourself. Elicit more examples from a range of students. Have students give the information, and don't over-correct at this stage. Make sure you elicit at least one answer for each of the questions. In larger classes, there won't be time to hear from everyone, so make sure that students who don't contribute this time have an opportunity to do so later in the lesson or in a subsequent lesson.

As an optional follow-up activity, ask students to write a short biography of their partner.

I DIDN'T KNOW THAT! (SB p. 2)

Tenses and auxiliary verbs

The quiz contains questions on different subjects, and it is a fun way to contextualize question forms across a range of tenses. If appropriate, have students use a dictionary to look up new words before they complete the quiz. Alternatively, pre-teach/check students' understanding of the following vocabulary items: *population*, *oil*, *seven wonders of the world*, *extinct*, *to sink* (*sank*, *sunk*).

At the end of the section, students write questions for their own quiz. This involves them doing some research, so bring in encyclopedias and other reference books for students to use. If your school has Internet access for students, have them do the research online. Alternatively, ask them to each prepare some questions for homework and then collaborate with classmates to decide which questions to use.

NOTES ON THE QUESTIONS

5: The seven wonders of the world were structures considered to be the most impressive things built by ancient people.

7: The Titanic was a large passenger ship that was considered impossible to sink. However, it hit an iceberg on its first voyage in 1912.

9: The Nobel prizes are named after Alfred Nobel, the Swedish inventor of dynamite, who left much of his fortune for the establishment of a system of prizes.

- 1 Give students time to read the quiz. Have students work individually to select their answers. Then put students into pairs to compare their answers. Encourage students to exchange knowledge and to make guesses where they are not sure.
- 2 **CDI 2** Play the recording, pausing at the end of each section, so that students can check their answers. Remind them to make notes on any extra information for each question.
Elicit any extra information that students understood from the recording. With a large class, have students work in groups to exchange information.

Answers and audio script

1. a 2. c 3. a 4. c 5. b 6. b 7. c 8. b 9. c 10. a 11. b 12. c

CDI 2

One World Quiz

1. **A** In which country do men and women live the longest?
B Women and men live longest in Japan. Women live on average 86 years and men 79. The average life expectancy in Japan is 81.25 years. In the U.S. it is 77.8 and in Germany 78.8.
2. **A** In which year did the world population reach 7 billion?
B The world population reached 7 billion in 2012. There are now over 7.3 billion people in the world.
3. **A** If you are standing on the equator, how many hours of daylight do you have?
B If you are standing at the equator, you have 12 hours of daylight every day of the year. You also experience the fastest sunrise and sunset in the world, between 128 and 142 seconds depending on the time of year.
4. **A** Where does most of the world's oil come from?
B Most of the world's oil comes from the U.S. It produces 12 million barrels per day. Saudi Arabia produces 11 million, and Russia 9.2 million.
5. **A** Which of the seven wonders of the world is still standing?
B Of the seven wonders of the ancient world only the pyramids of Egypt are still standing. The Colossus of Rhodes and the Lighthouse of Alexandria were destroyed by earthquakes hundreds of years ago.
6. **A** Why didn't dinosaurs attack humans?
B Dinosaurs didn't attack humans because they became extinct 65 million years ago. Human beings didn't appear on earth until 130,000 years ago.

7. **A** Where was the Titanic sailing to when it sank?
B The Titanic was sailing to New York from Southampton when it hit an iceberg on April 14th, 1912.
8. **A** How long has Hawaii been a U.S. state?
B Hawaii has been a U.S. state since 1959. It was the 50th state to be admitted to the union.
9. **A** How many people have won the Nobel Peace prize since it started in 1901?
B 103 people have won the Nobel Peace prize since it started in 1901. These include Nelson Mandela in 1993 and Mother Teresa in 1979.*
10. **A** How long have people been using the Internet?
B People have been using the Internet since 1969. It was invented by the U.S. Department of Defense as a means of communication. It first went live in October 1969, with communications between the University of California and the Stanford Research Institute.
11. **A** Which language is spoken by the most people in the world?
B Chinese is spoken by the most people in the world. Over one billion people speak it. English is the second most spoken language in the world, with about half a billion speakers.
12. **A** In which country were women first given the vote?
B New Zealand was the first country in the world to give women the vote in 1893. Canadian women were given the vote in 1917, but women in Paraguay weren't allowed to vote until 1961.
- * These figures are correct up to 2014.

GRAMMAR SPOT (SB p. 2)

The *Grammar Spot* in each unit aims to have students think about the language they have just seen in the presentation.

- 1 Refer students to the tenses in bold in the quiz questions, and elicit the names of the tenses in questions 1 and 2 as examples. Students then identify the remaining tenses. Check the answers with the class, eliciting that questions 11 and 12 contain passive forms.

- | | |
|-----------------------|--------------------------------|
| 1. Simple Present | 7. Past Continuous |
| 2. Simple Past | 8. Present Perfect |
| 3. Present Continuous | 9. Present Perfect |
| 4. Simple Present | 10. Present Perfect Continuous |
| 5. Present Continuous | 11. Passive |
| 6. Simple Past | 12. Past Passive |

- 2 With weaker classes, or if you want to review the use of auxiliaries as a class, build in the stage in the *Suggestion* box below before exercise 2.

Ask students to find and underline the auxiliary verbs in the quiz. Then put them in pairs to discuss the questions. Check the answers with the class, eliciting examples for each category.

Answers

The Simple Present and Simple Past use *do/does/did* to form questions and negatives.

The Present Continuous and Past Continuous use the verb *to be*. We also use *to be* in passive forms.

The Present Perfect and Continuous use *have/has*.

Refer students to Grammar Reference 1.1–1.5 on SB p. 129.

SUGGESTION

Before you do exercise 2 in the *Grammar Spot*, write seven sentences on the board with the auxiliaries underlined:

We are working hard.

English is spoken all over the world.

I don't watch TV very often.

Do you drink coffee?

Why didn't you come to the movies?

Paper was invented in China.

I haven't spoken to my friend today.

Elicit that the underlined words are auxiliary verbs and that they help to form tenses and add meaning to the main verb.

Write your own quiz

- 3 Divide the class into two groups. With larger classes, you will need to create more teams. If students are doing the research in class, give them reference materials or set them up on computers if they are working online. If students are doing the preparation for homework, brainstorm topics that they can research such as inventions, Olympic athletes, famous buildings, interesting writers/painters, dates of famous songs/movies, and so on. Remind students that they need questions that contain both present and past tenses. Check their questions at the start of the next class. Monitor and help each group with their research, and check for accuracy of the question formation.

Groups or teams then compete against each other, asking and answering their questions. Remind students to keep score and decide which team is the winner.

SUGGESTION

If your students enjoy this activity, have them prepare more questions on a range of different topics as you work through the units. Have a regular “quiz time” as often as you think appropriate and keep ongoing scores. Announce the winner at the end of the semester.

PRACTICE (SB p. 3)

- 1 Read the examples as a class. Point out that students will need to change the form from affirmative to negative (as in sentence 1) or from negative to affirmative (as in sentence 2). Have students work individually and give them time to correct the sentences. Monitor and help, focusing mainly on the verb forms at this stage. Students will go on to practice the intonation in exercise 2.
- 2 **CD1 3** Play the recording and have students check their answers. Ask them to write any additional information they get from the recording. Write sentences 1 and 2 on the board. Say the sentences or play the recording of the sentences again. Have students mark the stressed words.

No, it's not. It's in Mexico.

You're wrong! He wrote hundreds of poems.

Exaggerate the stress patterns and encourage students to copy you. Play the recording of the remaining sentences and have students mark the stress, and then repeat.

Put the students in pairs or groups of three to practice saying the sentences. Monitor and check for accurate stress and intonation. Be prepared to drill the sentences again if students have problems.

Answers and audio script

CDI 3

- A Chichen Itza is in Costa Rica
B No, it's not. It's in Mexico.
- A Shakespeare didn't write poems.
B You're wrong. He wrote hundreds of poems, not just plays.
- A Vegetarians eat meat.
B Of course they don't eat meat. They only eat vegetables and sometimes fish.
- A The Internet doesn't provide much information.
B That's not true! It provides a lot. Sometimes I think that it provides too much!
- A The world is getting colder.
B It isn't getting colder, it's getting hotter. Haven't you heard of global warming?
- A John F. Kennedy was traveling by plane when he was killed.
B No, you're wrong. He wasn't traveling by plane. He was traveling by car, in Dallas, Texas.
- A Brazil has never won the World Cup.
B Brazil has won it, five times. My dad goes on about it all the time.
- A The 2012 Summer Olympics were held in Tokyo.
B No, they weren't held in Tokyo. They were held in London.

's = is or has?

- Remind students that the contracted form 's can stand for *is* or *has*. Focus students' attention on the example. Then have students work individually to complete the task. Check the answers with the class. If students have problems distinguishing the forms, or need more practice in recognizing tenses, elicit the tense or form used in each sentence (see the answers in parentheses below).

Answers

- | | |
|----------------------------|----------------------------|
| 1. is (Present Continuous) | 4. has (Present Perfect) |
| 2. has (Present Perfect) | 5. is (Present Continuous) |
| 3. is (Simple Present) | 6. is (Passive) |

- CDI 4** Tell students that there are six more sentences on the recording. Play the first one as an example, and elicit the answer (*has*). Play the rest of the recording, pausing at the end of each sentence to give students time to decide on their answers. Play the recording again to check. Ask students to name each tense or form as in exercise 3 if necessary.

Answers and audio script

- | | |
|----------------------------|----------------------------|
| 1. has (Present Perfect) | 4. is (Present Continuous) |
| 2. is (Present Continuous) | 5. has (Present Perfect) |
| 3. has (Present Perfect) | 6. is (Passive) |

CDI 4

- My brother's just started a new job.
- He's working in South America.
- He's been there three months.
- He's having a great time.
- He's never worked overseas before.
- His company's called Intext Worldwide.

Talking about you

- Focus students' attention on sentence 1, and elicit the answer as an example (*do*—Simple Present). Ask students to work in pairs to complete the questions and name the tenses. Point out that they will need a negative form in sentences 7 and 8, and that sentence 10 requires a passive form. Monitor and help. Then check the answers with the whole class. Drill the pronunciation if necessary, reminding students that *wh*- questions start high and need falling intonation.

Put students into new pairs to ask and answer the questions. Monitor and check for accurate question formation and intonation. Be prepared to drill the questions again if students have problems.

Answers

- | | |
|-----------------------------------|---------------------------|
| 1. do (Simple Present) | 6. were (Past Continuous) |
| 2. did (Simple Past) | 7. don't (Simple Present) |
| 3. does (Simple Present) | 8. didn't (Simple Past) |
| 4. is ... is (Present Continuous) | 9. have (Present Perfect) |
| 5. have (Present Perfect) | 10. were (Past passive) |

ADDITIONAL MATERIAL

Workbook Unit 1

Exercises 1–3 Tenses

Exercises 4–7 Auxiliary Verbs

MAKING CONVERSATION (SB p. 4)

Short answers

The goal of this section is to remind students of the importance of short answers in natural, spoken English. Students will be familiar with the form of short answers from their earlier learning, but are unlikely to be using them spontaneously, even at the end of this section! Be prepared to remind students to use short answers at any time they are doing question-and-answer work. Over time, this feature of spoken English should become more and more familiar to students. Eventually, they will start to use short answers as part of their own communicative repertoire.

- CDI 5** Focus students' attention on the photo. Ask *Who are the people?* (a mother and her children) *Where do you think they are going?* (Possible answers: to school; to the store; to a playground).

Pre-teach/Check students' understanding of *kids* (informal for *children*), *uniform*.

Play the recording and have students complete the conversation individually. Give them time to compare answers in pairs. Elicit which child is more polite and why (see *Answer* p. 6).

Play the recording again, if necessary, to allow students to complete their answers. Check the answers with the class.

Answer and audio script

Lily sounds more polite because she uses short answers rather than saying just *yes* or *no*

CD1 5

R = Ruth N = Nick L = Lily

- R So, kids, **did** you have a good day at school?
 N No.
 L Yes, I **did**. We **were** practicing for the school concert.
 R Oh, wonderful! **Do** you have a lot of homework?
 L Ugh! Yes, I **do**. I have Geography, Spanish, and Math! **Do** you have a lot, Nick?
 N Yeah.
 R Nick, **did** you remember your soccer uniform?
 N Um ...
 L No, he **didn't**. He forgot it again.
 R Oh, Nick, you know we need to wash it. **Are** you playing soccer tomorrow?
 N No.
 R Lily, **do** you need *your* uniform tomorrow?
 L Yes, I **do**. I have a softball game after school. We're playing our rival team.
 R **Didn't** they beat you last time?
 L Yes, they **did**. But we'll beat them tomorrow.
 N No, you **won't**! Your team's terrible.
 R OK. That's enough, children. Put on your seatbelts! Let's go!

SPOKEN ENGLISH — Sounding polite

- 1/2 Focus students' attention on the *Spoken English* box, and give students time to read the notes. Point out that the auxiliary verb in the short answer must match the tense in the question. Drill the intonation of the questions and answers. Point out that *yes/no* questions start high and end with a fall-rise, and that the short answers have falling intonation:



Ask pairs of students to read the questions and answers.

- 3 Elicit possible answers to question 1. Make sure students use the correct falling intonation in the answer and that they add some information. Students ask and answer the questions in pairs. Monitor and check for correct formation of the short answers. In addition, check for correct intonation in the questions and answers. Be prepared to drill the intonation again if necessary.

Possible answers

1. Yes, I did. It was great!
2. Yes, I do. I eat pizza a lot.
3. No, I didn't. I thought it was boring.
4. Yes, it has. It's beautiful and sunny now.

Refer students to Grammar Reference 1.6 on SB p. 129.

- 2 Tell students they are going to rewrite Nick's lines in exercise 1 to make him sound more polite. Elicit an

example for the first line. Point out that there are several possible answers, but they should all start with *No, I didn't*. Give students time to rewrite the lines, working in pairs. Monitor and help, providing new vocabulary items as necessary. Check that students are forming the short answers correctly.

CD1 6

Play the recording, and have students compare their versions with the wording on the CD. Elicit a range of possible answers from the class, correcting any mistakes in the short answers carefully.

CD1 6

R = Ruth N = Nick L = Lily

- R So, kids, did you have a good day at school?
 N No, I didn't. Not really. We didn't have any of my favorite subjects.
 L Yes, I did. We were practicing for the school concert.
 R Oh, wonderful! Do you have a lot of homework?
 L Ugh! Yes, I do. I have Geography, Spanish, and Math! Do you have a lot, Nick?
 N Yes, I do. I have to work on my science project. I have to finish by Friday!
 R Nick, did you remember your soccer uniform?
 N Oh no, I didn't—sorry, mom.
 R Oh, Nick, you know we need to wash it. Are you playing soccer tomorrow?
 N No, I'm not, thank goodness. The game was cancelled.
 R Lily, do you need your uniform tomorrow?
 L Yes, I do. I have a softball game after school. We're playing our rival team.
 R Didn't they beat you last time?
 L Yes, they did. But we'll beat them tomorrow.
 N Ummm—I'm not so sure about that.
 R OK. That's enough, children. Put on your seatbelts! Let's go!

- 3 Put students into groups of three. Refer them to the audio scripts on SB p. 114. Let students choose their own role for **CD1 5**. Then have them change roles for **CD1 6**. Give them time to practice the conversations. If students sound flat or inexpressive, play key lines of the recording again, or model the intonation yourself. Be prepared to exaggerate the intonation to help students imitate the voice range in the "polite" version.

PRACTICE (SB p. 5)

- 1 Focus students' attention on the example. Have a pair of students read the conversation aloud. Students work individually to match the lines of the remaining conversations.
CD1 7 Play the recording once so that students can check their answers. Put students into pairs to practice the conversations. If necessary, play the recording again as a pronunciation model.

Answers and audio script

CD1 7

1. A Did you hear that noise?
 B Yes, I did. I think it was thunder.
2. A Are you doing anything tonight?
 B No, I'm not. Do you want to come over?
3. A Have you seen my cell phone anywhere?
 B No, I haven't. Did you lose it again?

4. **A** Did you get those shoes you liked?
B No, I didn't. They didn't have my size.
5. **A** Is it time for a break?
B Yes, it is. Thank goodness!

A class survey

Tell students they are going to do a class survey to find out more information about their classmates.

- 2 Give students time to read the survey and think of their answers to the questions. Answer any questions about vocabulary. Elicit ideas for the two additional questions, reminding students they can ask questions in the Simple Present, Present Continuous, Simple Past, or Present Perfect.

Possible additional questions

Do you have any brothers or sisters?
Do you see your family every week?
Does anyone in your family speak English?
Are you working very hard right now?
Did you go on vacation last year?
Have you ever been skiing?

Monitor and help as students write their questions.

- 3 Have a pair of students read the example question and answer aloud. With weaker classes, read the survey questions as a class, and elicit possible answers. Students then ask and answer the questions in pairs. If possible, have students interview a new partner that they don't usually work with so that they are asking and answering genuine questions.
- 4 Remind students that they are going to need *he/she* and the third person singular forms when reporting back about their partner. Elicit examples from the class. With bigger groups, have students work with a new partner to talk about the classmate that they interviewed. Write any common errors to review in a later lesson, but do not over-correct during the class discussion stage.
- 5 Elicit a range of general statements that apply to the entire class. If necessary, provide/review quantifiers like *almost everyone, most of, all of, some of, none of*. Elicit which quantifiers are followed by a singular verb (*everyone, none of*) and which quantifiers are followed by a plural verb (*most of, some of*).

Check it

- 6 This exercise brings together the target structures of the unit in an error correction task.
Give students time to correct the sentences, working individually. Students who finish quickly can check their answers in pairs. Then check the answers with the class.

Answers

1. Rae comes from Canada and he **speaks** French and English.
2. Which subjects **is** Susan studying in school?
3. "Do you like soccer?" "Yes, I **do**."
4. Did you **watch** the game last night?
5. What **do** your parents do on the weekend?
6. I think **it's** going to rain.
7. What **were** you talking to the teacher about?
8. I don't think John's **arrived** yet.

ADDITIONAL MATERIAL

Workbook Unit 1

Exercise 8 Short answers

READING AND SPEAKING (SB p. 6)

Worlds apart

ABOUT THE TEXT

This section integrates reading and speaking with a jigsaw reading task based on descriptions of two families from different parts of the world. Group A reads about the Kamau family from Kenya, and group B reads about the Qu family from China. They then exchange information with a student from the other group to compare the two families.

There are a number of new words and phrases in the texts. Some of these are covered in the *Vocabulary work* in exercise 6 in an understanding from context task. They are highlighted in each text and should not be pre-taught. Students may ask about the following vocabulary items. Encourage them to use the context to guess the meaning and/or allow them to use dictionaries if appropriate. With weaker classes, be prepared to pre-teach/check students' understanding of the items to lighten the overall reading load:

The Kamaus: *200,000 miles on the speedometer* (the number of miles a car has driven), *take home* (in this context, *earn*), *his salary doesn't go far* (he doesn't earn enough to cover all his family's needs), *school fees, raise a family, suburbs, spare* (in this context, *extra*).

The Qus: *childhood, noticeable, put someone's needs first, prestigious, propaganda, yuan* (the unit of currency in China), *hospitality, elderly, out of step* (in this context, *not fitting in*), *to rush around, headquarters* (in this context, *the main place or home*), *well-balanced*.

- 1 Answer the questions in this exercise about your own family. Make sure students understand the difference between *immediate* and *extended family*. Put the students into groups of three or four to discuss the questions. Monitor and help, but do not correct errors or interrupt the students' flow too much. Elicit one or two examples of interesting family profiles in a short class discussion.
- 2 Focus students' attention on the photos and on the profiles of each of the families. Elicit the two countries the students are going to read about (Kenya and China). In addition, elicit any information or ideas that students may have about them.
- 3 Put the students into two groups, A and B. With larger classes, you will need to subdivide the students into more than one group A and more than one group B. Ask all the A students to read about the Kamaus and all the B students to read about the Qus. Monitor and be prepared to answer any questions about new vocabulary (see *About the text* above), but do not give away the meaning of the highlighted words covered in exercise 6.
- 4 Students work together in their A or B groups to answer the questions about their text. Check the answers with each group, but don't check the answers with the whole class at this stage.

Answers

The Kamaus

1. In a small town called Ongata Rongai near Nairobi, in a two-bedroom apartment.
2. Since 1996.
3. Boniface is a taxi driver, and Pauline is a dressmaker. They don't earn much money.
4. Rent, helping parents and brothers and sisters, school fees.
5. Joyce is in her third year of school. Sharon will start preschool next year. They often only see their father on weekends. Joyce wants to be a doctor.
6. They've known each other since 1994.
7. Boniface's parents don't work. He is more successful than his brothers and sisters, so he has to help them out financially.
8. They want to give their children a good education. Pauline wants to start her own dressmaking business. Boniface wants to build a house in the suburbs of Nairobi.

The Qus

1. In a house in central Beijing, in one of the ancient Hutong alleyways.
2. The family has lived there for 70 years.
3. Qu is a propaganda officer at the municipal services bureau, and Liu works at the No. 3 computer factory. They don't earn much money.
4. They are saving it to pay for their daughter's education.
5. Chen is an only child, and she is lonely. She is also bright and well-balanced. She is applying to study at the prestigious Beijing University. She wants to study archaeology.
6. They have known each other since childhood.
7. Qu's father is the center of the family. He lives with Qu and Liu. Qu's brothers and their families visit most weekends. They are very close.
8. They want to give their child a good education, so they live frugally. Qu wants to support the traditional way of life and hospitality of families who live in the alleyways.

5. Ask students to work in pairs, with one in each pair from group A and one from group B. Elicit one similarity and one difference between the two families as examples (both families want to give their child/children a good education; the Kamaus have two children, but the Qus have only one). Give students time to exchange their information and answer the questions. Monitor and help as necessary. Make sure students are exchanging the information to help them answer the questions and not simply reading from the text. Check the answers with the class.

Possible answers

1. **Similarities:** Both families want to give their child/children a good education. Neither family earns much money. Both have to support other members of their family.
Differences: The Kamaus have two children, but the Qus have only one. Both parents work in the Qu family, but only Boniface currently works in the Kamau family. The Kamau family wants to get away from the area where they live, but the Qus would like to stay.
2. The Kamaus have moved from a slum to a better area. Boniface won some money which allowed him to learn to drive and become a taxi driver.
In China, much of the traditional housing where the Qus live has been demolished. The relaxed routine of the area is changing as the whole of China is experiencing rapid change. The traditional family structure is disappearing.

3. The Kamaus are often stressed about money. They want to raise their children in better conditions.

The Qus are sad that Chen is an only child. They are concerned about having enough money for their daughter's education. Qu is concerned about the changes in Chinese society and the family.

Vocabulary work

6. Refer the students back to their texts. Have them look at the highlighted words. Remind them to use the context to help them figure out the meaning. Then ask them to match the words to the meanings in the chart. Monitor and help as necessary. Check the answers.

Answers

The Kamaus

1. dressmaker
2. single-story
3. slum
4. communal
5. cracked
6. stressed

The Qus

1. cherished
2. frail
3. alleyways
4. demolition
5. close-knit
6. frugally

7. Put students into new A/B pairs. Have them exchange the new words and expressions and their definitions. Remind students to pronounce and spell the new words correctly to help their partner.

What do you think?

Give students time to read the questions and think about their answers. Elicit a range of responses in a whole-class discussion. In larger classes, students can work in groups and then report back.

EXTRA IDEA

Understanding meaning from context TB pp. 142–143

You can provide additional practice in understanding vocabulary from context with this photocopiable worksheet. You will need one sheet for each student. Ask students to do the tasks without using dictionaries. The answers are on TB p. 151.

LISTENING AND SPEAKING (SB p. 8)

A world in one family

This section continues the theme of “our world” and brings in the concepts of nationality and heritage via two interviews, one with a young man named Xavier and the other with his mother, Ana.

The following vocabulary may be new, so pre-teach/check students' understanding of the items before students listen, especially with weaker classes:

CD1 8 *background* (a person's past family life and experience), *to end up doing something*, *to support* (e.g., a soccer team), *neutral* (not supporting one team or another), *heritage*, *to influence someone*, *ultimately*, *to settle down*.

CD1 9 *to offer someone a ride*, *to refuse*, *cosmopolitan*, *keep in touch*, *foreign affairs* (the government department that deals with foreign affairs), *to sum up*, *pros and cons*, *tricky* (difficult).

- 1 Give an example of a mixed-nationality marriage that you know of. Elicit further examples from the class.
- 2 Focus students' attention on the photos of the family. Check students' pronunciation of **Xavier** /ɪkzeɪvɪər/ and **Teo** /tɛoʊ/. Elicit ideas as to how there are three nationalities in the same family. Accept a range of ideas, but do not confirm or reject any of them at this stage.
- 3 **CDI 8** See the above note about pre-teaching/checking students' understanding of vocabulary. Play the recording as far as Xavier's line ending ... *she still has her Spanish passport*. Elicit the answer to the question in exercise 2 (Xavier is American, but his dad is Peruvian and his mom is Spanish). Give students time to read the questions in exercise 3. Explain that some of the information to answer the questions is contained in this recording, and the remainder is in the recording with the following exercise.

Play the recording again from the start. Have students write down the answers to as many questions as possible. Tell them to underline any that they cannot answer at this stage. Have students check their answers in pairs/groups of three, but do not do a whole-class check until after exercise 4.

CDI 8

I = Interviewer X = Xavier

- I** So, Xavier—how old are you?
X I'm 21.
I And I know you have an interesting background. What nationality are you?
X Well, I have an American passport ...
I ... so you're American, but your parents—what nationality are your parents?
X Well, my dad's Peruvian. He was born in Peru, in South America, but he's had an American passport for the last 20 years. My mom was born in Spain, in the Basque country, and she still has her Spanish passport.
I So, how did they meet and end up having children in the U.S.?
X Ummm ... they met when they were both studying English in the U.S. Ummm ... and um ... and about three years after that that they got married and here I am, and then my brother.
I And what was it like growing up in the U.S. with a Spanish mother and a Peruvian father?
X I don't think I actually noticed nationality for years—ummm ... probably the first time I really noticed a difference was in high school. The U.S. was playing Spain in the 2004 Olympic Games, and my classmates made me choose which country to support.
I So which country did you support?
X I stayed neutral. Actually, I didn't care which team won.
I And which nationality do you feel now?
X I'd say I was American—um ... but I'm also very proud of my parents' heritage, half Basque and half Peruvian. I like that.
I What contact have you had with your family abroad?
X Well, I've only actually been to Spain once—um ... when I was a baby. I've had more contact on my dad's side. My Peruvian grandparents visit us in the U.S., and when I was growing up, we always went to Peru in the summer, and ...
I Very nice.
X ... and if I'm home I speak to them—um, to my grandparents, on the phone—um ... maybe once a week.
I And do you think that your Spanish heritage has influenced you at all?

- X** Well, yes, I think so. I think it influenced my degree choice. I'm studying modern languages at Syracuse University—Spanish and French. I'm in my third year, I have one more year to do.
I And what are you hoping to do in the future?
X Umm—That's a very good question. Um ... hopefully, a job that offers some kind of opportunity to travel, but ultimately, I want to settle down for good in the U.S. I've always been interested in my background, but I think that I realize the U.S. is my home and it is where I see myself living.
I Thank you very much, Xavier.
X You're welcome.

- 4 **CDI 9** See the note above about pre-teaching/checking students' understanding of vocabulary. Remind students to listen for the missing information from exercise 3. Play the recording once. Have students answer the underlined questions. Play the recording again, if necessary, to allow students to complete their answers. Check the answers with the class.

Answers and audio script

1. Xavier is American, Ana is Spanish, and Teo is Peruvian. They live in New York.
2. They met in the street on the way to the college where they were both studying. Teo offered Ana a ride, but she refused. They ended up in the same class at the college. They decided to live in the U.S. because Teo had a job there, and they wanted a place between Spain and Peru.
3. Xavier noticed his nationality when he was in high school. The U.S. was playing Spain in the 2004 Olympic Games, and his classmates made him choose which country to support. He stayed neutral.
4. When they were children, even though their parents spoke to them in Spanish, they always replied in English.
5. Xavier has been to Peru once. He went there when he was 18 months old. James has never been to Peru.
6. Xavier's grandparents visit them in the U.S., and he used to go to Spain in the summer for two or three weeks. He speaks to his grandparents about once a week.
7. Xavier is studying Spanish and French. James is going to study biology.
8. Xavier is hoping to work in foreign affairs. He's planning to live in the U.S.
9. James has just finished school. He's been working in a restaurant saving money to go traveling. He's going to travel to Spain before starting college.
10. It's good because you can take the best things from both cultures, but her sons will never feel 100% American because their parents aren't American. It's very tricky.

CDI 9

I = Interviewer A = Ana

- I** Ana, you're Spanish, aren't you?
A Yes, I am. I'm from Bilbao, in the Basque country.
I And how long have you lived here in New York?
A Um ... 23 years.
I And how did that happen?
A Well, I wanted to improve my English so I came to the U.S. to study. Originally, I came for six months but—um ... I met my husband—um ... we met at college—actually, we met on the way to the college, in the street.
I You met in the street?
A Yes, it was the first day and I was walking up the hill to the college and Teo, that's my husband, was driving up the hill, and he stopped and offered me a ride, which I refused.

- I You refused?
- A Yes, but we ended up in the same class. I went into the class, and there he was.
- I And your husband's from Peru, isn't he?
- A Yes, he is.
- I So that means you speak the same language.
- A Yes, Spanish.
- I So, why did you decide to live in the U.S.?
- A Well, mainly because my husband had a job here and, um—we kind of decided we wanted a place in the middle, between Spain and Peru.
- I A nice idea. And you have two sons.
- A Yes, I do. Xavier is 21, nearly 22, and James is 19.
- I So, what's it been like for them growing up in the U.S. with parents of different nationality?
- A Well, I think because we live in New York, a cosmopolitan city, they didn't notice it too much.
- I They are both bilingual presumably?
- A No, not really.
- I Oh.
- A ... because, when they were children, even though we spoke to them in Spanish, they always replied in English.
- I Um, interesting. Tell me, how much contact has your family here had with the families in Spain and Peru?
- A I think more with my husband's family in Peru because it's closer. We always spent summer there—um—two or three weeks usually.
- I And the Spanish side?
- A Well, I keep in touch all the time, but my family has never been here.
- I Never?
- A Never. We went to Spain once when Xavier was 18 months old. James has never been.
- I So what are the children doing now?
- A Xavier's in college and James just finished high school. He's been working in a restaurant, saving money to travel.
- I And what do they want to do in the future?
- A Well, James, he's going to travel to Spain at last! Then he's going to college to study Biology.
- I And Xavier?
- A I think he wants to work in foreign affairs.
- I Ana, is it possible to sum up the pros and cons of bringing up a family in another country?
- A Well, I think in a way it's good because you can take the best things from both cultures, but I don't think my sons will ever feel 100% American because their parents aren't American. It's very tricky.

What do you think?

Elicit further examples of the pros and cons, and write them on the board. Students continue discussing the questions in pairs or small groups. Elicit different ideas from the class in a class discussion. Decide if the students think that there are more advantages than disadvantages to bringing up a family in another country.

Sample answers

- Pros:** You and your children can learn another language.
You get to experience a different way of life.
People learn to be more open-minded and cosmopolitan.
- Cons:** It can be hard for people to fully belong to a culture.
You lose contact with family in the other country.
People in the new country may not accept you.

VOCABULARY (SB p. 8)

What's in a word?

The goal of this section is to encourage students to think about how they learn vocabulary. As an introduction to the section, ask students how they record and remember new vocabulary. List their ideas on the board. Add your own ideas, or use the *Suggestions* below. Collate all the ideas onto one sheet to make a useful handout for students.

RECORDING VOCABULARY

- Don't just translate words—try to use a range of other techniques to make your vocabulary learning fun.
- Guess the meaning of words from context. Decide the part of speech (verb, noun, adjective, etc.) and what it probably means.
- Draw pictures to illustrate words and the meanings of prepositions of place and direction.
- Record words in groups under topic headings like *Sports* or *Adjectives of personality*.
- Write contexts/personalized examples for new words to help you remember them, such as *I'd like to settle down in my hometown*, rather than just *to settle down*.
- Record collocations (words that go together), such as *an interesting background*.
- Learn and use phonetic symbols to help you record the pronunciation of new words. Don't forget to mark the stress, for example, cosmopolitan.
- Do everyday tasks in English to help you to recycle vocabulary. For instance, write shopping lists, write "to-do" lists, etc.
- Design vocabulary tests for other students. Find ten words or phrases that you have seen in class in the last two weeks. Prepare definitions/clues that will help your classmates guess the word. For example, *You do this when you call or text someone regularly (= keep in touch)*.

Meaning

- 1 Start by writing a sentence with *uggy* on the board. For example:

I always have an uggy for lunch.

Ask:

Is "uggy" a real word? (no)

Is it a noun, adjective, or verb? (a noun)

How do you know? (it has the article an)

Is it countable or uncountable? (countable because of the article an)

What could it mean? (probably a type of food).

Ask students to read the sentences and decide on the part of speech. Give them time to compare their answers with a partner before checking the answers with the class. Ask students to guess the meaning of each use of *uggy*, using the context to help them. Elicit a range of possible answers. Finally, get students to match the real words with the uses of *uggy*. Check the answers with the class.

Answers

Parts of speech

1. adjective (describing *grandmother*)
2. verb (infinitive without *to* after modal *will*)
3. noun (plural ending *-ies*)
4. adverb (describing living; adverb ending *-ly*)

Meaning

1. frail
2. cherish
3. slums
4. frugally

Pronunciation

- 2 This exercise helps students to distinguish vowel sounds and diphthongs in words that have similar spellings. Read the words aloud in number 1, or play the recording and ask students to say which one has a different vowel sound (*does*). Refer students to the phonetic symbols chart on SB p. 155 to help them with the sounds. Have them work in pairs to compete the task.

CD1 10 Play the recording and have students check their answers. If students have problems, drill the pronunciation by giving a model yourself or playing the recording again.

Answers and audio script

CD1 10

- | | | | |
|---------|--------------|--------------|-------------|
| 1. rose | goes | <u>does</u> | toes |
| 2. meat | beat | <u>great</u> | street |
| 3. paid | made | played | <u>said</u> |
| 4. done | <u>phone</u> | son | won |

- 3 Try saying some of the students' names with the wrong stress to highlight the importance of correct stress to overall comprehension. Elicit the stress on *mother* and then have students complete the task.

CD1 11 Play the recording and have students check their answers.

Answers and audio script

CD1 11

mother enjoy apartment holiday population

Word formation

- 4 Focus students' attention on the example and the use of the suffix *-ive*. Students work individually to complete the sentences. Then check the answers with the class.

Answers

2. actor
3. Acting
4. action
5. activities

SUGGESTION

Encourage students to increase their vocabulary by thinking of how other words can be formed with prefixes and suffixes. Extend this activity by having students look up other verbs and checking how many other words can be formed, for example, *present*, *succeed*, *advertise*.

Words that go together

- 5 Remind students of the concept of collocation by writing the following fill-in-the-blank examples on the board:
_____ your homework / _____ the bed.

Ask students: *make or do?* and elicit the answers (do your homework / make the bed).

Focus students' attention on the example in the Student Book. Then have students match the other words. Check the answers with the class.

Answers

well-paid job	drive carelessly	win a race
close-knit family	fall in love	

As an extension, ask students to look back at the reading text on p. 6 and the audio scripts for this unit on SB pp. 114–115 and underline other collocations, such as *raise a family*, *cost a great deal of money*.

Keeping vocabulary records

- 6 The goal of this brief class discussion is to share ideas on how to record vocabulary. Put students into small groups to discuss the questions. If they have a vocabulary notebook, encourage students to show their classmates how they record vocabulary. Write a list of ideas on the board during the class discussion stage (see *Suggestions* below). Ask students which ideas they think work best. Again, you can collate all the ideas onto one sheet to make a useful handout for students.

ORGANIZING VOCABULARY RECORDS

- Find the way of keeping vocabulary records that best suits you, either electronically or in a special notebook.
- Leave space at the bottom of each section/page so that you can add new words and phrases.
- Set up a regular time to update your records. Be selective and include words you need to remember, but not those you need to just recognize.
- Try to organize words visually, rather than just using translation. Use pictures and diagrams and label them. Use bubble maps to show the connection between words.
- Make your vocabulary records interesting and the words memorable by using different colors, images, and diagrams.
- Decide how best to record each entry including the meaning, use, and pronunciation. Include definitions, related words, example sentences, or collocations.

Look at these examples:

demolition (n) = knocking down a building;
demolish (v) (*definition with part of speech and related word*)

heritage = patrimonio (*translation into Student's L1*)

cozy = warm and comfortable, for example, a cozy room, bed, sofa (*definition with synonyms and collocations*)

end up = We lived in lots of different places but we ended up going back to our hometown. (*example sentence showing meaning in context and following -ing form*)