

with **Testing** Program

STARTER

AMERICAN
Headway
Proven success beyond the classroom

THIRD EDITION

Teacher's Book

John and Liz 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.
- 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 and enter both their **Oxford Online Skills code** and the **student joining code**.

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Introduction

American Headway Starter

American Headway Starter, Third Edition is a foundation course for adult and young adult true beginning students. It is also suitable for students who have previously learned some English, but who don't yet feel confident enough to move on. They want to move back before they move forward.

New language is introduced gradually and methodically, in measured amounts and in a logical order. Listening material is provided across three class CDs. Vocabulary has been selected to avoid overloading. There are many controlled-practice activities, which aim to give the beginning students the confidence to proceed. There is also simple skills work, which incorporates manageable communicative activities appropriate for low-level students. In the *Everyday English* sections, we deal with social and functional language, and survival skills.

Student Book Organization

The organization of *American Headway Starter, 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 reading and/or listening and/or writing.
- 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. Sometimes there are two presentation sections to break up what would otherwise be too large a 'chunk' of new language.

The main verb forms taught are:

- *to be*
- Simple present
- *there is/are*
- Simple Past
- *can/can't*
- *I'd like*
- Present Continuous for now and future, *going to*

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, questionnaires, 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 Starter, Third Edition*. The vocabulary is carefully graded and recycled throughout, so that students don't suffer from overloading. Lexical sets are selected according to two criteria: they complement the grammatical input, for example, daily activities with the Simple Present; or members of the family with apostrophe 's. However, they are mainly chosen for their usefulness. Low-level students need to know the words of everyday life – food, sports, numbers, dates, travel, time, jobs, describing people and places, shopping, sightseeing, saying how you feel. Students are also given exposure to a key feature of vocabulary in English – collocation. Students work on a range of patterns including adjective + noun, and words that go together to form high-frequency verbs, e.g. *have lunch, go shopping*, etc. This way of forming verbs is practiced across the course and students also focus on other patterns such as adjectives and their opposites, and verbs and their opposites.

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 course, the language in the readings is tightly controlled and graded, and only one or two words will be unknown to the students. As the course progresses, the readings become longer, with slightly more unfamiliar vocabulary in the texts. This gives students practice in dealing with new words and prepares them for the longer texts in Level 1.

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 exercises are usually, but not always, small in scope. Students are invited to write about their best friend, a postcard, a short description of a town they know, and a description of a vacation.

Everyday English

This is an important part of the syllabus of *American Headway, Third Edition*. There is language input and practice of several kinds:

- survival skills, such as numbers, saying dates, the alphabet, saying prices, recognizing signs, and asking for directions
- social skills, such as social expressions and greetings
- functional areas, such as making requests, going shopping, and saying how you feel

There is sometimes an element of ‘phrasebook language’ in these sections. We are not asking students to analyze too deeply how a piece of language operates. For example, in Unit 7 we introduce *Can I ...?* in a variety of situations. We don’t want teachers or students to insist on the grammar of *can* as a modal verb. We want students to see how this phrase can be used to communicate in a polite manner.

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 14 units at the back of this Teacher’s Book. These photocopyables are also available on iTools, along with 14 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. 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 28 photocopiable activities, video worksheets, and PowerPoint™ presentations.

Video

New video clips with classroom worksheets are available on the new *American Headway Starter, Third Edition* iTools as well as online. There are 14 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 basic criterion for selection of every activity in *American Headway Starter, Third Edition* is its usefulness for the survival of a low-level student in an English-speaking environment. We are trying to lay the foundations for what we hope will be a successful and enjoyable language-learning future.

1

Hello!

am/are/is, my/your • This is... • Nice to meet you • Good morning!
What's this in English? • Numbers 1–10 • Plurals



If you are about to start Unit 1 of *American Headway Starter, Third Edition*, you are probably beginning a new course with a new group of students. This is an exciting time for both teacher and students alike, with a very important initial stage of getting to know each other. The title of Unit 1 is “Hello!” Its goal is to get students to know each other and you, and for you to get to know them, of course! A range of settings allows students to practice greetings and introductions in different contexts and shows them how they can communicate in English in a meaningful way with even very basic language.

LANGUAGE INPUT

GRAMMAR

am/is/are (SB p. 2)

my/your (SB p. 2)

- Using the verb *to be* in singular form (affirmative/questions)
- Using possessive adjectives

VOCABULARY

What's this in English? (SB p. 6)

Numbers 1–10 and plurals (SB p. 7)

- Practicing a set of key everyday words
- Practicing numbers 1–10 and noun plurals

EVERYDAY ENGLISH

Good morning! (SB p. 5)

- Understanding and practicing expressions in everyday situations

SKILLS DEVELOPMENT

SPEAKING

Introductions (SB pp. 2, 3)

How are you? (SB p. 4)

What's this in English? (SB p. 6)

- Exchanging personal information
- Asking how someone is
- Asking the names of objects in English

MORE MATERIALS

Photocopiables – What's this in English? (TB p. 133) **Tests** (Online) **Videos** (iTools and Online)

Notes on the unit

STARTER (SB p. 2)

CDI 2 Smile, greet the class, and say your own name, for example, *Hello, I'm (Liz)*. Point to yourself to make the meaning clear. Point to the speech bubbles and play the recording.

Invite students to say their own names, including the greeting *Hello*. If you have a very large group, you can ask a few students to say their names, and then ask students to continue in pairs. Keep this stage brief, as students will have the opportunity to introduce themselves and each other in the next section.

WHAT'S YOUR NAME? (SB p. 2)

am/are/is, my/your

1 **CDI 3** Focus students' attention on the photo of Sarah and Julie. Point to the conversation on SB p. 2, and ask students to read and listen. Use gestures to demonstrate the meaning of *my* and *your* if necessary. Play the recording through once.

Play the recording twice more, first pausing at the end of each line and having the students repeat as a class. Students then repeat lines individually before practicing the conversation in open pairs (i.e., students ask and answer the questions across the room with the rest of the class listening) and then in closed pairs (i.e., the whole class working in pairs). Encourage an accurate voice range—the amount by which pitch of the voice changes. (Many languages do not use such a wide voice range as English, so this needs to be actively encouraged.) Also make sure students can accurately reproduce the contracted forms *I'm* and *name's*. If necessary, model the sentences again yourself to help emphasize the pronunciation in a visual way.

GRAMMAR SPOT

Focus students' attention on the contractions. Ask students to circle the contracted forms in exercise 1. Demonstrate this by writing the conversation on the board and putting a circle around the first contraction *I'm*.

2 This is a mingle activity. Demonstrate the conversation with one student to the rest of the class. Then ask another two students to repeat the conversation in open pairs. Demonstrate the meaning of "stand up," and ask the students to move around the class practicing the conversation. You may want to encourage them to shake hands as they introduce

themselves, particularly if they don't know each other. Monitor and check for correct pronunciation.

INTRODUCTIONS (SB p. 3)

This is ...

1 **CDI 4** This section has students practice introducing each other, still using just first names. Focus students' attention on the photo of Lia, Yuka, and Ben on SB p. 3. Point to the conversation and ask students to read and listen. Play the recording through once. Play the recording again, and have students point to the correct characters as they are referred to in the conversation.

Play the recording twice more, first pausing at the end of each line and having the students repeat as a class. Students then repeat lines individually before practicing the conversation in open and then in closed pairs.

Encourage accurate pronunciation of the short sound /ɪ/ and of the linking:

/ɪ//ɪ/

this is Ben

2 Point to the conversation. Choose two confident students to demonstrate the conversation with you for the rest of the class. Introduce the students to each other, and encourage them to shake hands when they say *Hello*. Choose two more groups of three to practice the conversation in front of the class.

Divide the class into groups of three, and have each student take turns introducing the other two. Monitor and check for accurate pronunciation and intonation. Depending on the class, when the activity is over, you may want to ask one or two groups to say the conversation again while the whole class listens.

ADDITIONAL MATERIAL

Workbook Unit 1

Exercises 1–2 Introductions

Nice to meet you

3 This section focuses on introducing people in a slightly more formal context, giving last names as well as first names. It also practices the phrase *Nice to meet you*. Give your first name again: *I'm (Liz)*. Write it on the board: *(Liz) is my first name*. Then say your last name, and write it on the board: *My last name is (Brown)*. Repeat *I'm (Liz Brown)*—*(Liz) is my first name, (Brown) is my last name*. Then ask a student whose first name you know: *Mayumi*—*Mayumi is your first name, what's your last name?* Elicit last names from other students.

CD1 5 Focus students' attention on the photo of Judy Carson and Greg Smith on SB p. 3. Point to the conversation, and ask students to read and listen. Play the recording through once. Play the recording again, and have students point to the correct characters as they are referred to in the conversation.

Play the recording twice more, first pausing at the end of each line and having the students repeat as a class. Students then repeat lines individually before practicing the conversation in open and then in closed pairs. Encourage accurate stress in the key expressions:

Nice to **meet** you.

Nice to meet **you**, too.

- 4 Point to the conversation. Choose a confident student to demonstrate the conversation with you for the rest of the class. Choose two more pairs to practice the conversation in front of the class. Remind students to smile and shake hands when they say *Nice to meet you*.
- 5 **CD1 6** This activity gives students further practice using other English names. Check that students understand the male and female symbols in the boxes by pointing to male and female students and then to the correct symbol. Play the recording through once, and let students just listen. Play the recording again, and have students repeat each name chorally and individually. Focus students' attention on the conversation with James Bond. Choose a name for yourself and demonstrate the mingle activity with two or three confident students. Have the students stand up and move around the class to practice the exchanges, using the new names. Monitor and check for accurate pronunciation. If students sound flat when greeting each other, model the conversation in exercise 4 again, emphasizing the voice range needed and the correct stress.

SUGGESTION

If appropriate, you can play a memory game based on the students' names. Ask one student to walk around the class saying everyone's name while the other students help if necessary. Encourage students in a multilingual group to pronounce everyone's name as accurately as possible. (You might want to do the memory game yourself, too, to make sure you have remembered all the students' names!)

ADDITIONAL MATERIAL

Workbook Unit 1

Exercises 3–4 Nice to meet you

HOW ARE YOU? (SB p. 4)

- 1 **CD1 7** Focus students' attention on the photo of Alex and Shawn in conversation 1 on SB p. 4. Check that students can pronounce the names of the characters by asking *Who's this?* Point to conversation 1, and ask students to read and listen. Play the recording through once.

Focus students' attention on the photo of Shawn and Emi in conversation 2 on SB p. 4. Check that students can pronounce the names of the characters. Follow the same procedure as for conversation 1. If students ask about the difference between *Fine, thanks* and *I'm OK, thanks*, explain that they are both possible answers to *How are you?*

Play the recording twice more, first pausing at the end of each line and having the students repeat as a class. Students then repeat the lines individually before practicing the conversations in open and then in closed pairs. Encourage accurate stress and intonation on the questions:

How are you?

And you?

- 2 Ask individual students *How are you?* to elicit the answer *Fine, thanks./I'm OK, thanks. And you?* Reply to each student in turn. Make sure students realize that *And you?* requires an answer *Fine./Good, thanks*.

Have students ask and answer you and each other in open pairs across the class. It may be helpful to gesture to your partner when you say *And you?* to aid comprehension.

The exercise now develops into a mingle activity. (You may want to develop a gesture which means "mingle.") Focus students' attention on the speech bubbles. If necessary, check comprehension of *OK, fine, good* with simple board drawings of faces—a straight face for *OK* 😐, a half smile for *fine* 😊, and a full smile for *good* 😄. Have students move around the class, practicing the conversation. Monitor and check for accurate pronunciation and intonation.

GRAMMAR SPOT

Focus students' attention on the sentences. Elicit the word to complete the first sentence with the whole class as an example (*'m*). Then ask students to complete the other sentences.

Answers

I'm Susan.

How **are** you?

This **is** John.

Read Grammar Reference 1.1–1.3 on SB p. 119 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it, in L1 if appropriate.

- 3 Focus students' attention on the photos and conversations. Point to your students and say *You are students in a language school*. Point to the characters in the photos and say *They are students in a language school*.

Give students 30 seconds to read the conversations. Hold up the book so the class can see the photos. Read the first line of the first conversation aloud, and point to the female character in the photo. Ask *Ana or Victor?* (Ana). Point to the male and ask *Who's this?* (Victor). Elicit the identities of Carla and Max and Mary and David in the other photos.

It is a good idea to write the first fill-in-the-blank conversation on the board, and do it with the whole class as students may not be familiar with this kind of exercise. Write students' suggestions (right or wrong) in the blanks. Give students time to complete the second and third conversations. You can put them in pairs to try to do the task together. Go around and monitor, but don't correct any mistakes yet.

CD1 8 Play the conversations for students to listen and check. See if they can hear and correct any mistakes themselves before you offer correction. Then check the answers with the whole class.

Answers and audio script

- A** Hello, **My** name's Victor. **What's** your name?
B **My** name's Ana.
- A** Max, **this** is Carla.
B Hi, Carla.
C Hello, Max. **Nice** to meet you.
- A** Hi, David. **How** are you?
B Fine, thanks, Mary. And **you?**
A **Good**, thanks.

Have students practice the conversations first in open pairs and then in closed pairs. Monitor and check for accurate pronunciation. If necessary, model the conversations again, either yourself or from the recording, and have students practice again. Let students refer to the photos, but discourage them from reading the conversations word for word, as they will lose the correct intonation and not make eye contact with the other students. (If appropriate, have them stand up, as this often encourages a more dynamic performance!) If you think more practice is needed at this stage, have students repeat the conversation using their own names.

ADDITIONAL MATERIAL

Workbook Unit 1

Exercise 5 How are you?

EVERYDAY ENGLISH (SB p. 5)

Good morning!

This section focuses on the appropriate greetings to use at different times of day, along with other simple phrases used in different everyday situations.

- 1 Focus students' attention on the photos and the conversations. Use the photos, mime, and simple clocks on the board to explain that the situations show different times of day. Have two students read conversation 1 aloud, including the example. Demonstrate on the board, and have students cross out *Good morning!* from the expressions in the box. Students work in pairs to continue completing the conversations and using the photos to help. Monitor and help, using the photos to help answer any questions students may have about vocabulary.

CD1 9 Play the recording, and have students check their answers. Students then practice the conversations in open and then in closed pairs. Encourage a wide voice range in expressions like *What a nice day!* and *See you later!*

Answers and audio script

- A** **Good morning!**
B Good morning! What a nice day!
- A** **Good afternoon!**
B Hello. A cup of tea, please.
- A** **Goodbye!**
B Bye! See you later!
- A** **Good night!**
B Good night! Sleep well!

- 2 This exercise reinforces the everyday expressions in this section in a word order exercise. Copy the first example onto the board with the words in the wrong order. Ask a student to read aloud the correct order, and write the answer on the board, crossing out the words in the boxes as you go.

Students complete the conversations, using the words given. Give students time to check their answers in pairs before checking the answers with the whole class.

CD1 10 Play the recording, pausing at the end of each conversation to allow students to check their answers. Students then practice the conversations in open and then in closed pairs. Again, encourage a wide voice range in expressions like *Have a nice day*. If necessary, play the recording again, and have the students repeat to get the correct stress and intonation.

Answers and audio script

1. **A** Good morning! **How are you today?**
B Fine, thanks.
2. **A** Good afternoon!
B Good afternoon! **A cup of coffee, please.**
3. **A** Goodbye! **Have a nice day.**
B Thank you. You too. **See you later.**
4. **A** Good night! **Sleep well.**
B Thank you. **You too.**

SUGGESTION

Encourage students to use the expressions in the *Everyday English* section as often as possible. Always have them greet you and each other at the beginning of each class in English. This is real communication in a real situation, and it also provides a useful marker that it is time for English. You can also adapt and extend the expressions to cover other time references such as *Have a nice weekend.* or *See you next week.*

ADDITIONAL MATERIAL

Workbook Unit 1

Exercises 11–12 Good morning!

VOCABULARY AND SPEAKING (SB p. 6)

What's this in English?

- 1 Many of the words in the lexical set may be known to the students as they are international words or may be similar in their own language. Focus students' attention on the example, and then have students work individually or in pairs or groups of three to match the rest of the words to the photos. Monitor and check for correct spelling.

Check the answers with the whole class.

Answers

- | | |
|-----------------|---------------|
| 1. a book | 7. a tablet |
| 2. a computer | 8. a sandwich |
| 3. a television | 9. a camera |
| 4. a phone | 10. a photo |
| 5. a bus | 11. a bag |
| 6. a car | 12. a house |

- 2 **CD1 11** Play the recording, and have students listen and repeat the words. Check for accurate word stress, modeling the pronunciation yourself, if necessary:

computer

tablet

camera

photo

television

sandwich

- 3 **CD1 12** Focus students' attention on the speech bubbles. Demonstrate the conversation by pointing to the photograph and asking *What's this in English?* Elicit the reply *It's a book*. Play the recording, and have students repeat. Point to different pictures on SB p. 6, and have students ask and answer in open pairs. Make sure students answer with full sentences, not just one word. Also check for accurate pronunciation of *It's a*. If students produce **Is a*, repeat the drill.
- 4 Students continue working in closed pairs, asking and answering about the objects in exercise 1.

GRAMMAR SPOT

Focus students' attention on the contracted form. Ask students to circle the same form in the conversation in exercise 3.

- 5 Pick up a book and ask *What's this in English?* Elicit the reply *It's a book*. Pick up another object that students don't know how to say in English, and elicit the question *What's this in English?* Give the answer,

e.g., *It's a (dictionary)*. Students then continue picking up or going to objects in the classroom and asking questions. Answer their questions, and write the words on the board, highlighting the word stress if necessary. (Try to avoid words beginning with a vowel and the need for students to use *an*. Also, try to limit students' questions to vocabulary that will be useful to them at this stage in their learning, such as *pen, dictionary*. In addition, try not to let the activity go on too long!)

PHOTOCOPIABLE ACTIVITY

UNIT 1 What's this in English? T p. 133

Materials: one copy of the worksheet cut up per group of 15 students

Procedure: Pre-teach/check students' understanding of *table, chair, and window* by pointing to the relevant object in the classroom and asking *What's this in English?* Elicit *It's a (chair)*.

Make sure students use the contracted form *It's* and the article *a*.

- Give each student a picture card.
- Students mingle, showing their cards and asking each other *What's this in English?* After each exchange, students swap cards and move on to the next student. Go around the classroom listening, making sure students are asking and answering the question correctly.
- Encourage students to help each other if they can't remember the name of the item. If neither student can remember, they should ask you *What's this in English?*

ADDITIONAL MATERIAL

Workbook Unit 1

Exercise 6 What's this in English?

Numbers 1–10 and plurals

SUGGESTION

Students need a lot of practice with numbers, so from now on, use numbers as much as possible when referring to pages and exercises. Continue to do quick number reviews in future classes, especially as more numbers are introduced. This can include number dictations, either with you dictating or with the students working in pairs:

Teacher dictation: Say numbers at random, writing them down yourself so that you have a means of checking. Students write the figures, not the words, as you say them. Have one student read their list of numbers aloud to check.

Pair dictation: Students prepare a list of random figures to dictate to their partner. They take turns dictating their lists. The student who is writing down the dictated numbers writes the figures, not the words, and then reads the list back to their partner to check the answers.

Make sure you limit the range of numbers to those covered at any stage in the course, e.g., Unit 1: numbers 1–10.

- 1 **CD1 13** Play the recording once, and have students read and listen to the numbers. Write *two* and *eight* on the board. Draw a line through the *w* and the *gh* to show that they are silent. Play the recording again, and have students repeat.
- 2 Have students say the numbers around the class, starting again at *one* once they reach *ten*. You can also have students say the numbers in reverse order if appropriate. If students need more practice, write figures in random order on the board, and have students say the numbers as you write.

ADDITIONAL MATERIAL

Workbook Unit 1

Exercises 7–8 Numbers 1–10.

- 3 This exercise presents and practices formation of plurals with *-s/-es*. It also reviews the vocabulary from this unit and numbers 1–10. Focus students' attention on the pictures and on the example. Count the books in the example. Then have students read the example aloud. Have students complete the rest of the exercise, referring back to the list of numerals and words on the left side of the page. Monitor and check for correct spelling.

CD1 14 Play the recording, and have students check their answers. Have students write the words on the board as a final check.

Answers and audio script

- a. five books
- b. three cars
- c. eight houses
- d. seven bags
- e. nine photos
- f. two sandwiches
- g. four computers
- h. six buses
- i. ten students

- 4 Focus students' attention on the speech bubbles. Model the pronunciation of the question and answer, and have students repeat. Students practice in open and then closed pairs. Monitor and check for accurate pronunciation. Drill the numbers and words again if necessary. If students need more practice, ask them to work with a new partner and repeat the activity. Have students cover exercise 1 to make it more challenging. Demonstrate the meaning of *cover* by holding up your book and covering exercise 1 with a piece of paper.

GRAMMAR SPOT

Focus students' attention on the singular nouns and the plural noun endings. Ask students to underline the plural endings in exercise 3.

Refer students to Grammar Reference 1.4 on SB p. 119.

- 5 **CD1 15** Play the recording through once, and have students just listen. Play the recording again, and have students repeat chorally and individually. If students have problems distinguishing between /s/ and /z/, have them put their hands on their throats to feel the vibrations that occur when /z/ is pronounced because the sound is voiced. (Don't introduce the terms *voiced* and *voiceless* at this early stage, but just get students used to the idea that the pronunciation is different.)

ADDITIONAL MATERIAL

Workbook Unit 1

Exercises 9–10 Plurals

Don't forget!

Workbook Unit 1

Exercises 13–17 Grammar and vocabulary review

Word list

Ask the students to turn to SB p. 126, and look at the word list for Unit 1. Explain that this contains important words from the unit. Go over the words in class, and then ask students to learn them for homework. Test students on a few of the words in the following class.

Tests (Online)

Unit 1 Test

Video (iTools and Online)

Additional photocopyables and PPT™ presentations (iTools)



2 Your world

he/she/they • his/her • Countries • Adjectives • Numbers 11–30



Where are you from?

The title of Unit 2 is “Your world.” It focuses on countries and cities and on talking about where people are from. The characters introduced in Unit 1 are shown again in a different context. The syllabus of *wh-* question words is reviewed and extended, students continue with numbers 11–30, and there is an introduction to the adjectives *amazing*, *great*, *awful*, and *beautiful*. In terms of skills, students encounter their first unseen listening task and also a short reading text. These are important first steps in developing listening and reading skills. They also help to prepare students for handling progressively longer listening and reading texts across the course.

LANGUAGE INPUT

GRAMMAR

he/she/they (SB pp. 8, 12)

his/her (SB p. 8)

- Using the verb *to be* in singular form (affirmative/questions)
- Using possessive adjectives

VOCABULARY

Countries (SB p. 8)

Adjectives (SB p. 12)

- Practicing a set of common countries and cities
- Practicing a set of key descriptive words

EVERYDAY ENGLISH

Numbers 11–30 (SB p. 13)

- Practicing numbers 11–30 and noun plurals.

SKILLS DEVELOPMENT

SPEAKING

wh- questions (SB pp. 9, 10, 12)

- Exchanging questions and answers

READING

Where are they from? (SB p. 12)

- Reading about a married couple on vacation in New York City

MORE MATERIALS

Photocopiables – Where’s he from? (TB p. 134) **Tests** (Online) **Video** (iTools and Online)

Notes on the unit

SUGGESTION

Take the opportunity to review the greetings covered in Unit 1 at the beginning of each class. Greet each student as he or she arrives to class and ask how he or she is. Encourage students to greet each other in English so that they get into the habit of using the language they have learned in a meaningful way.

STARTER (SB p. 8)

- 1 Focus students' attention on the map on SB p. 9 to introduce the context of talking about where you are from. Point to the country that you are from on the map, and invite students to do the same. Remind them of the question *What's ... in English?* from Unit 1 so that they can ask you for the name of their country, e.g., *What's (Belgique) in English?* (If you do not recognize the name of the country in the students' mother tongue, then ask them to point it out on the map.) Write the names of the countries on the board, and drill the pronunciation as necessary. Have students write their own country on the map.

Focus students' attention on the countries in the box. Demonstrate the activity by asking students to locate Australia on the map. Students continue working in pairs and locating the countries in exercise 1 on the map. If there is any disagreement, check the answers with the whole class.

Answers



- 2 **CD1 16** Play the recording, and have students repeat chorally and individually. Pay particular attention to stress. If you have a lot of students from other countries, have them say the name of their country.

SHE'S FROM JAPAN (SB p. 8)

! POSSIBLE PROBLEMS

- Beginners often make mistakes with *he/she* and *his/her* (especially if subject pronouns are not used and/or if the possessives are expressed differently in their own language). The course provides a lot of practice on this possible area of confusion, but be prepared to monitor and check the use of *he/she* and *his/her*, and go over these points whenever problems occur. Further confusion is possible with the contracted form *he's*. It's worth taking the time to drill the pronunciation of *his /hɪz/* and *he's /hɪz/* to help students perceive and produce the difference.

he/she, his/her

- 1 **CD1 17** This conversation introduces the second person question form. Focus students' attention on the photos of the characters. Elicit the names Kimi and Maria from the class. Point to the conversation, and ask students to read and listen. Play the recording through once. Play the recording again, and then ask *Where's Brazil?* *Where's Japan?* Ask students to point to the correct part of the map.

Play the recording again, pausing at the end of each line and having students repeat as a class. Students then repeat lines individually before practicing the conversation in open and then in closed pairs. Encourage accurate reproduction of the contrastive stress in the questions and of the falling intonation:

Where are you *from*?

Where are you *from*?

- 2 This is another mingle activity. If you have a multilingual class, make sure that all the students' countries are written on the board and practiced beforehand. If you have a monolingual class, you might want to teach them *I'm from (town/city) in (country)* to vary the answers. Demonstrate the conversation with one student for the rest of the class. Then ask another two students to repeat the conversation in open pairs. Have students move around the class practicing the conversation. Monitor and check for accurate pronunciation.
- 3 **CD1 18** Focus students' attention on the photos of Daniel and Jenny. Point to the sentences, and ask students to read and listen. Play the recording through once. Play the recording again, and have students repeat. Encourage students to reproduce the long and short sounds in *his* and *he's*:

/ɪ/ /i/
His name's Daniel. He's from Mexico.