

Fourth edition

New
Headway

Beginner Teacher's Book

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with

**Teacher's
Resource Disc**

CD-ROM

OXFORD



1

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

Hello!

Introduction to the unit

If you are about to start Unit 1 of *New Headway Beginner, Fourth 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!' with the aim of students getting to know each other and you, and for you to get to know them of course! A range of settings allows students to practise greetings and introductions in different contexts and so shows them how they can communicate in English in a meaningful way with even quite basic language.

Some essential building blocks of learning English are also introduced in manageable chunks and meaningful contexts. These include parts of *to be*, *my/your*, the introduction of some basic vocabulary (including some international words), numbers 1–10, and *-s/-es* plural endings.

Language aims

Grammar – *am/are/is* The verb *to be* is introduced in the singular with the subjects *I, you, this*, and *it* (*he/she/they* are introduced in Unit 2). The focus is on the positive and on questions with the question words *what* and *how*. The question words are introduced through the functions of meeting people and greeting: *What's your name?*, *How are you?*, and talking about objects: *What's this in English?* Other question words are introduced and reviewed systematically throughout the course.

Possessive adjectives *My* and *your* are introduced in the unit, with the other possessive adjectives being presented across the first four units of the course.

Vocabulary and speaking A set of key everyday words is introduced, some of which are international words, e.g. *camera*. There is an opportunity to extend this basic set via the classroom context. Numbers 1–10 and *-s/-es* noun plurals are also introduced and practised. Students are introduced to the pronunciation of the *-s/-es* plural endings:

/s/	/z/	/ɪz/
books	cars	houses

Everyday English This section focuses on greetings at different parts of the day (*Good morning, Good night, etc.*) and key situational language such as *Bye!* and *See you later!*

Workbook *To be* and *my/your* are consolidated through further practice on greetings and introductions; key vocabulary, numbers 1–10 and *-s/-es* plurals are also practised.

Photocopiable activity There is a photocopiable activity to review *What's this?*, *It's a ...* and everyday objects on TB p138.

Notes on the unit

STARTER (SB p6)

T1.1 [CD 1: Track 2] Smile, greet the class, and say your own name – *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 name, including the greeting *Hello*. If you have a very large group, you could ask a few students to say their name and then get 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 p6)

am/are/is, my/your

1 **T1.2** [CD 1: Track 3] Focus attention on the photo of Pablo and Mika. Point to the conversation on p6 and ask students to read and listen. Demonstrate these actions to the class if necessary. Play the recording through once.

Play the recording twice more, first pausing at the end of each line and getting the students to repeat as a class. Students then repeat lines individually before practising the conversation in open and then in closed pairs (see *Teaching beginners – tips and techniques*, TB p6). 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 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 round 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 (see *Teaching beginners – tips and techniques*, TB p6). Demonstrate the meaning of 'stand up' and get the students to move around the class practising the conversation. You may like to encourage them to shake hands as they introduce themselves, particularly if they don't know each other. Monitor and check for pronunciation.

INTRODUCTIONS (SB p7)

This is...

1 **T1.3** [CD 1: Track 4] This section gets students to practise introducing each other, still using just first names. Focus attention on the photo of Pablo, Ben, and Mika on p7. Point to the conversation and ask students to read and listen. Play the recording through once. Play the recording again and get students to 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 getting the students to repeat as a class. Students then repeat lines individually before practising the conversation in open and then in closed pairs.

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

/ðɪs ɪz/
this ɪz Ben

2 Point to the gapped conversation. Choose two confident students to demonstrate the conversation with you to 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 practise the conversation in front of the class.

Divide the class into groups of three and get each student to take it in turns to introduce the other two. Monitor and check for pronunciation and intonation. Depending on the class, when the activity is over, you may like to ask one or two groups to go through the conversation again while the whole class listens.

ADDITIONAL MATERIAL

Workbook Unit 1

Exercises 1 and 2 Introductions

Nice to meet you

3 This section focuses on introducing people in a slightly more formal context, giving surnames as well as first names, and practising 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 surname and write it on the board: *My surname is (Brown)*. Repeat *I'm (Liz Brown) – (Liz) is my first name, (Brown) is my surname*. Then ask a student whose first name you know: *Mayumi – Mayumi is your first name, what's your surname?* Elicit surnames from other students.

T1.4 [CD 1: Track 5] Focus attention on the photo of Judy Koblenz and Robert Smith on p7. Point to the conversation and ask students to read and listen. Play the recording through once. Play the recording again and get students to 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 getting the students to repeat as a class. Students then repeat lines individually before practising the conversation in open and then in closed pairs. Encourage accurate stress in the key expressions

Nice to meet you.

And you.

4 Point to the gapped conversation. Choose a confident student to demonstrate the conversation with you to the rest of the class. Choose two more pairs to practise the conversation in front of the class. Remind students to smile and shake hands when they say *Nice to meet you.*

5 **T1.5** [CD 1: Track 6] This activity gives students further practice, using other English names. Check students understand the male and female symbols in the activity 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 get students to repeat each name chorally and individually. Focus attention on the conversation with James Bond. Choose a name for yourself and demonstrate the mingle activity with two or three confident students. Get the class to stand up and move around the class to practise the exchanges, using the new names. Monitor and check for pronunciation. If students sound rather '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 go round 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 and 4 Nice to meet you

HOW ARE YOU? (SB p8)

1 **T1.6** [CD 1: Track 7] Focus attention on the photo of Pablo and Ben in conversation 1 on p8. Check students can remember the names of the characters by asking *Who's this?* Refer students back to the photos on pp6-7 if necessary. Point to conversation 1 and ask students to read and listen. Play the recording through once.

Focus attention on the photo of Ben and Mika in conversation 2 on p8. Check students can remember the names of the characters. Follow the same procedure as for conversation 1. If students query the difference between *Fine, thanks.* and *Very well, thank you.*, 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 getting the students to repeat as a class. Students then repeat the lines individually before practising 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/Very well, thank you. And you?* Reply to each student in turn. Make sure students realize that *And you?* requires an answer *Fine/Very well, thanks.*

Get students to 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.

3 Students now have free practice in a mingle activity. (You may like to develop a gesture which means 'mingle'.) Focus attention on the speech bubbles. If necessary, check comprehension of *OK, fine, very well* with simple board drawings of faces – a straight face for *OK* ☹, a half smile for *fine* 😊, and a full smile for *very well* 😄. Get the students to move around the class practising the conversation. Monitor and check for pronunciation and intonation.

GRAMMAR SPOT

Focus attention on the gapped 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 Sandra.

How are you?

This is John.

Read Grammar Reference 1.1–1.3 on p123 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it, in L1 if appropriate.

- 4 Focus 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 gapped conversations. Hold up the book so the class can see the photos. Read out the first line of the first conversation and point to the female character in the photo. Ask *Ana or Mario?* (*Ana*). Point to the male and ask *Who's this?* (*Mario*). Elicit the identities of Carla and Max, and Eda and David in the other photos.

It is a good idea to write the first conversation gap-fill 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 gaps. Give students time to complete the second and third conversations. You could put them in pairs to try to do the task together. Go round and monitor, but don't correct any mistakes yet.

T1.7 [CD 1: Track 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 tapescript

- 1 A Hello. My name's Ana. What's your name?
B My name's Mario.
- 2 A Max, this is Carla.
B Hi, Carla.
C Hello, Max. Nice to meet you.
- 3 A Hi, Eda. How are you?
B Fine, thanks, David. And you?
A Very well, thanks.

Get students to practise 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 get students to practise 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, get them to stand up, as this often encourages a more dynamic performance!) If you think more practice is needed at this stage, get students to repeat the conversations using their own names.

ADDITIONAL MATERIAL

Workbook Unit 1

Exercise 5 How are you?

EVERYDAY ENGLISH (SB p9)

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 attention on the photos and the gapped conversations. Use the photos, mime, and simple clocks on the board to explain that the situations show different times of day. Get two students to read out conversation 1, including the example. Write the complete conversation on the board and point out that *Good morning* is crossed out from the expressions in the box. Students continue completing the conversations, working in pairs and using the photos to help. Monitor and help, using the photos to help deal with any vocabulary queries.

T1.8 [CD 1: Track 9] Play the recording and get students to check their answers. Students then practise the conversations in open and then in closed pairs. Encourage a wide voice range in expressions like *What a lovely day!* and *See you later!*

Answers and tapescript

- 1 A ~~Good morning!~~
B Good morning! What a lovely day!
- 2 A ~~Good afternoon!~~
B Hello. A cup of tea, please.
- 3 A ~~Goodbye!~~
B Bye! See you later!
- 4 A ~~Good night!~~
B Good night! Sleep well!

- 2 This exercise consolidates 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 out the correct order and write the answer on the board, crossing out the words in the wrong order as you go.

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

T 1.9 [CD 1: Track 10] Play the recording, pausing at the end of each conversation to allow students to check their answers. Students then practise 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 get the students to repeat to get the correct stress and intonation.

Answers and tapescript

- 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. And you. **See you later.**
- 4 **A** Good night! **Sleep well.**
B Thank you. **And you.**

SUGGESTION

Encourage students to use the expressions in the *Everyday English* section as often as possible. Always get them to greet you and each other at the beginning of each lesson 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, e.g. *Have a nice weekend. See you next week, etc.*

ADDITIONAL MATERIAL

Teacher's Resource Disc

Communicative activity Unit 1 Nice to meet you

Workbook Unit 1

Exercises 11 and 12 Good morning!

VOCABULARY AND SPEAKING (SB p10)

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 on the example and then get students to 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 hamburger |
| 2 a computer | 8 a sandwich |
| 3 a television | 9 a camera |
| 4 a phone | 10 a photograph |
| 5 a bus | 11 a bag |
| 6 a car | 12 a house |

- 2 **T 1.10** [CD 1: Track 11] Play the recording and get students to listen and repeat the words. Check for accurate word stress and, if necessary, explain the system of stress marks used in *New Headway* by pointing to the stress highlighting in the Student's Book and modelling the pronunciation yourself, highlighting the stressed syllables:

camera

photograph

computer

hamburger

television

sandwich

- 3 **T 1.11** [CD 1: Track 12] Focus 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 photograph*. Play the recording and get students to repeat. Point to different pictures on p10 and get students to 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* and if students produce **Is a*, repeat the drill.

Students then continue asking and answering about the objects in exercise 1, working in closed pairs.

GRAMMAR SPOT

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

- 4 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 up 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, e.g. *pen, dictionary*, and try not to let the activity go on too long!)

PHOTOCOPIABLE ACTIVITY

UNIT 1 What's this in English? T8 p138

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

Procedure: Pre-teach/check *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 round 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?*

SUGGESTIONS

You can give students more practice with the vocabulary in this section with a range of word games, including describe and draw, a memory game based on a detailed image such as a street scene, or a crossword/word search. You could also ask students for more examples of 'international' words or cognates with the students' own language (e.g. *supermarket, cinema, hospital, telephone, radio, taxi, tennis, golf, football*). Put the words on the board and practise the pronunciation.

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 revisions in future lessons, 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 out to check.

Pairs dictation: Students prepare a list of random figures to dictate to their partner. They take it in turns to dictate their list. The student who is taking 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 **T112** [CD 1: Track 13] Play the recording once and get students to read and listen to the numbers. Write *two* and *eight* on the board and put a stroke through the *w* and the *gh* to show that they are silent. Play the recording again and get students to repeat.
- 2 Get students to say the numbers round the class, starting again at *one* once they reach *ten*. You can also get students to say the numbers in reverse order if appropriate. If students need more practice, write figures at random on the board and get students to say the numbers as you write.

ADDITIONAL MATERIAL

Workbook Unit 1

Exercises 7 and 8 Numbers 1–10

- 3 This exercise presents and practises formation of plurals with *-s/-es*, and reviews the vocabulary from this unit and numbers 1–10. Focus attention on the pictures and on the example. Count up the books in the first item **a** and get students to read the example aloud. Then get students to complete the rest of the exercise, referring back to the list of numerals and words on the page. Monitor and check for correct spelling.

T113 [CD 1: Track 14] Play the recording and get students to check their answers. Get students to write the words on the board as a final check.

Answers and tapescript

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

- 4 Focus attention on the speech bubbles. Model the pronunciation of the question and answer, and get students to repeat. Students practise 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, covering exercise 1 to make it more challenging if necessary.

GRAMMAR SPOT

Focus 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 p123.

- 5 **T114** [CD 1: Track 15] Play the recording through once and let students just listen. Play the recording again and get the students to repeat chorally and individually. If students have problems distinguishing between /s/ and /z/, get them to put their hands on their throat 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 and 10 Plurals

Don't forget!

Workbook Unit 1

Exercises 13–17 Revision

Word list

Ask the students to turn to p130 and look at the word list for Unit 1. Explain that this contains important words from the unit. Go through the words in class and then ask students to learn the words for homework. Test students on a few of the words in the following lesson.

Teacher's Resource Disc

- Unit 1 Test
- Unit 1 Skills test

Video/DVD

- Unit 1 *What's your name?* on iTools
- Units 1 & 2 on iTutor

What's different about
New Headway Beginner,
Fourth edition?



For teachers

- Teacher's Book with improved TRD
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- Class Audio CDs

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Activities

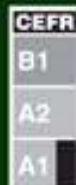


Grammar



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New Headway Beginner,
the Third edition, is now
known as New Headway
Beginner, **Fourth edition**



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