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THE WORLD'S MOST TRUSTED ENGLISH COURSE

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**TEACHER
RESOURCE
CENTER**

Teacher's Book

SECOND EDITION

John and Liz Soars
Mike Sayer

OXFORD

What is on the Student Practice Multi-ROM?

The Student Practice Multi-ROM in the back of each Student Book has three parts:

1. Interactive grammar, vocabulary, writing, and video activities
2. Audio material from the video section
3. One free **oxfordenglishtesting.com** practice test. Read below to find out how students can access this test.

How do students access their online practice test?

Students go to **oxfordenglishtesting.com** and choose a practice test. They will need:

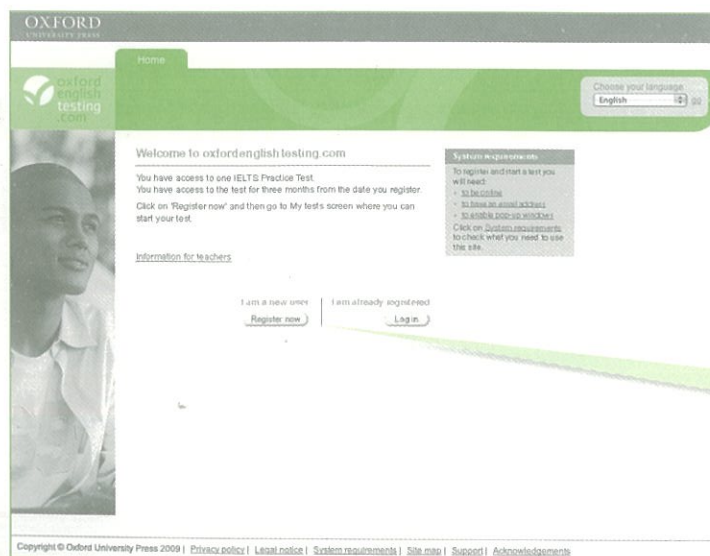
- to be connected to the Internet to take the test.
- to have an e-mail address (to register).

To access a practice test for the first time, students can:

1. Put the Multi-ROM into their computer's CD drive.
2. Click the first option to access a test.

What do students do when they get to the website?

When students see this screen, they should follow steps 1–3. If the screen does not appear, they should follow step 4.



1 Choose a language from the drop-down list and click Go. The practice test will be in English. All other web pages will appear in the language students select here.

2 Click on the Register now button and fill in the details. Give an e-mail address and make up a password to use every time you log in.

3 Click on Register. Then click on Save registration details. Click on My tests to log in. Students will have one year to use the practice test.

4 If the above page does not appear, students should go to www.oxfordenglishtesting.com/unlock. They will be asked to click **Register now** if they are new users. They will fill in the registration form and enter the unlock code printed on their Multi-ROM. Each code is unique and looks like this: 9219e6-9471d9-cf7c79-a5143b.

To access the test in the future, students should go to **oxfordenglishtesting.com** and log in using their e-mail and password.

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198 Madison Avenue
New York, NY 10016 USA

Great Clarendon Street, Oxford OX2 6DP UK

Oxford University Press is a department of the University of Oxford. It furthers the University's objective of excellence in research, scholarship, and education by publishing worldwide in

Oxford New York

Auckland Cape Town Dar es Salaam Hong Kong Karachi

Kuala Lumpur Madrid Melbourne Mexico City Nairobi

New Delhi Shanghai Taipei Toronto

With offices in

Argentina Austria Brazil Chile Czech Republic France Greece

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ISBN Teacher's Book (pack): 978-0-19-470452-6

ISBN Teacher's Book (pack component): 978-0-19-472975-8

ISBN Teacher's Book Access Card (pack component): 978-0-19-470456-4

Printed in China

10 9 8 7 6 5 4 3 2 1

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Illustrations by: Stephen Conlin: p. 96.

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Answers and audio script

1. I never **have** breakfast on weekdays, only on weekends.
2. I take a hot **shower** every morning and every evening.
3. My sister washes her **hair** at least four times a week.
4. She didn't have time to **put on** any makeup this morning.
5. My brother never reads books or newspapers. He only reads music **magazines**.
6. I don't often do the **dishes** because we have a dishwasher.
7. I'm going to **make** some coffee. Does anybody want some?
8. My dad always **watches** the ten o'clock news on TV.
9. My mom says I text my **friends** too much.
10. You made this mess, so you **clean** it up!
11. Can I **send** an e-mail from your computer?
12. How can you listen to **music** while you're working?
13. I'm always so tired after work. I just want to **relax** in front of the TV.
14. I cooked a **meal** for ten people last night.
15. I didn't forget to **do** my homework. I forgot to bring it.
16. Can you wait a minute? I need to **go** to the bathroom.

Get students to practice saying the sentences.

- 4 The aim of Exercises 4 and 5 is to practice the vocabulary in a personalized way.

Model the activity by telling students which is your favorite room and telling them two or three things you do in that room using the vocabulary from Exercise 1. Then get students to look at the example in the book. Give them a few minutes to choose their favorite room and think about what they are going to say.

- 5 Put students in pairs or groups. Ask them to describe their favorite room to their partners or groups, without saying which room it is. Their partners or groups guess the room. The main aim here is fluency, but you could circulate and make sure students are using the vocabulary accurately.

Alternatively, you could assign this as written homework and your students could describe the room to each other at the beginning of the next lesson.

EXTRA IDEA

Remember to encourage students to keep a vocabulary notebook and remind them to add words to this whenever they do a vocabulary exercise such as this one. Suggest that they record words in groups, as shown on this page. They can also refer to the *Word List* for each unit at the back of the SB.

WRITING (SB p. 99)

An e-mail – Linking words *but, although, however, so, and because*

The aim of this writing section is to practice linking words in an informal e-mail.

- 1 Read the introduction as a class. Then brainstorm a few ideas and put them on the board to get students started. Give students four or five minutes to write some notes, and let them compare with their partners if they get stuck. Tell students that they will need the notes later in the lesson.

but, although, and however

- 2 Put students in pairs to compare the sentences. Elicit students' ideas and discuss the rules as a class.

Answers

But, although and *however* all express contrast.

Although and *however* are more formal than *but*, and are often used in formal writing.

But joins two clauses. It must go before the second clause.

Although joins two clauses. It can go at the start of the sentence, in which case a comma separates the clauses. It can also go in the middle of the sentence, in which case it is preceded by a comma. *Although* expresses a surprising contrast.

However joins two sentences, and introduces the second sentence. It is preceded by a period and followed by a comma.

- 3 Ask students to join the sentences with the conjunctions. Let them discuss their answers in pairs.

Answers

1. He's a good friend, **but** we don't meet often.
Although he's a good friend, we don't meet often.
He's a good friend, **although** we don't meet often.
He's a good friend. **However**, we don't meet often.
2. She isn't American, **but** she speaks English very well.
Although she isn't American, she speaks English very well.
She speaks English very well, **although** she isn't American.
She isn't American. **However**, she speaks English very well.
3. It rained a lot, **but** we enjoyed the trip.
Although it rained a lot, we enjoyed the trip.
We enjoyed the trip, **although** it rained a lot.
It rained a lot. **However**, we enjoyed the trip.

so and because

- 4 Ask students in pairs to match the sentences and patterns. Discuss the rules of use as a class.

Answers

1. b 2. a

So introduces a result or consequence.

Because introduces a reason.

What's Houston like?

- 1 Ask students to do this on their own and compare their answers with partners when they finish. They should be able to do it quite quickly.
- 2 **CD2 14** Students listen and check their answers. Drill the questions around the class, or play and pause the recording for students to repeat. Students then practice the dialogue with a partner.

Answers and audio script

I=Interviewer L=Leroy

1. I What's Houston like?
L Well, it's a really exciting city! There's so much going on all the time.
 2. I What's the weather like?
L It's warm all year round, and really hot in the summer.
 3. I What are the people like?
L They're very interesting and friendly. A lot of people there speak both Spanish and English.
 4. I What are the buildings like?
L Fantastic! Lots of them are big new skyscrapers, but there are some wonderful historic buildings, too.
 5. I What are the restaurants like?
L They're great! You can find food from every country in the world.
 6. I What is the nightlife like?
L Oh, it's amazing! There are so many clubs and theaters, and, of course, the music scene is fantastic!
- 3 This activity allows students to practice the new structure, *What's ... like?*, in a fairly controlled yet personalized way. Ask students to work in pairs, model what you want them to say, then monitor and correct errors thoroughly.

ADDITIONAL MATERIAL

Workbook Unit 6

These exercises could be done in class to give further practice, for homework, or in a later class as review.

Exercise 1 *What is/are ... like?*

Exercise 2 *What was/were ... like?*

GOOD, BETTER, BEST! (SB p. 43)

Comparatives and superlatives

It is assumed that your students will already have some familiarity with comparatives and superlatives, and so different aspects of them are brought together in this text, including the uses of *as ... as* and *much* as an intensifier.

- 1 **CD2 15** Ask students to look at the photos of the cities. Ask *Where do you think they are? What do you know about the cities? What are they like?*

Play the recording, pausing when necessary. Students work in pairs to complete the interview. Play the recording again to check their answers.

Point out that *as* in these sentences is pronounced /əz/, and that *much* is strongly stressed, and used to show a big difference when comparing.

Answers and audio script

I=Interviewer L=Leroy

- I Do you travel a lot, Leroy?
- L Oh yeah. I sing all over the world. Last year I was in Buenos Aires, Tokyo—oh, and of course, New York.
- I And what are they like?
- L Well, they're all big, busy cities. Tokyo's the biggest and the **busiest**. It's **much** bigger **than** Buenos Aires.
- I And is it **more** interesting?
- L Well, they're all interesting, but, in fact, for me the **most** interesting is New York.
- I Really? Why?
- L Well, in some ways perhaps it might not be as interesting **as** the other two cities—it doesn't have any really old buildings, or beautiful, old Japanese temples—but you know, New York is the birthplace of hip-hop music and that's everything to me.
- I Hmmm, I see. So New York's best for music. And what about food? Which is the **best** city for food?
- L Ah, the food. For me there's no question, Tokyo definitely has the **most** delicious food—I just love Japanese food!
- I I see. Is it even better **than** chicken satay?
- L Ah, I don't know about that!

GRAMMAR SPOT (SB p. 44)

- 1 As a class, ask students to tell you the comparative and superlative of each adjective. Make sure students pronounce the comparatives accurately, particularly the weak stress /ə/ on *-er*. You may wish to do this as a repetition drill. Ask your students to work in pairs to say what the rules are.

Answers

Adjective	Comparative	Superlative
a. old	older	(the) oldest
new	newer	(the) newest
(Rule: add <i>-er/-est</i> to one-syllable adjectives)		
b. big	bigger	(the) biggest
sad	sadder	(the) saddest
(Rule: when adjectives end consonant + vowel + consonant, double consonant and add <i>-er/-est</i>)		
c. busy	busier	(the) busiest
funny	funnier	(the) funniest
(Rule: change <i>y</i> to <i>i</i> and add <i>-er/-est</i>)		
d. interesting	more interesting	(the) most interesting
delicious	more delicious	(the) most delicious
(Rule: adjectives of 3+ syllables are preceded by <i>more</i> and <i>most</i> , and do not have <i>-er/-est</i> added)		

Exercise 3 Tenses and verb forms

Put the verb in parentheses into the correct tense or verb form.

Example

A Why did you go (go) to the seaside last weekend?

B Because we like sailing (sail).

A (1) _____ you _____ (know)

Brian Bailey?

B Yes, I (2) _____ (meet) him two years

ago while I (3) _____ (work) in Brazil.

(4) _____ he still _____ (live) there?

A Yes, he does. He (5) _____ (live) in São

Paolo. He (6) _____ (have) a good job

there, but right now he (7) _____ (work) in

New York. He's here for a few days, and I'd like

(8) _____ (invite) him and you for dinner.

Can you (9) _____ (come)?

B Yes, I hope so. I'd love (10) _____

(see) Brian again! When I was in Brazil we

(11) _____ (see) each other quite often

because his office was near the school where

I (12) _____ (teach), so we sometimes

(13) _____ (have) lunch together. I always

enjoyed (14) _____ (talk) to him. I wanted

(15) _____ (write) to him, but he moved,

and I (16) _____ (not have) his new address.

A Well, what about dinner on Friday?

B That's fine. What time?

A Is eight o'clock OK? I (17) _____ (call) Brian

yesterday to check the day, and I (18) _____

(call) him again tomorrow to check the time.

B Well, eight o'clock is fine for me. I (19) _____

(come) at about eight, and I (20) _____

(bring) a bottle of wine.

A See you on Friday then!

20

Exercise 4 Irregular past tenses

Here are 20 verbs. Ten are regular and ten are irregular. Write the past tense form of the *irregular* verbs only.

buy

cook

do

happen

have

hear

laugh

leave

listen

make

put

speak

start

take

talk

visit

wait

watch

whisper

write

10

Exercise 5 Count and uncount nouns

Underline the noncount noun in the following pairs of words.

Example

cheese/egg

money/dollar

rice/potato

meat/hamburger

flower/flour

loaf/bread

song/music

job/homework

luggage/suitcase

food/meal

furniture/desk

5

Exercise 6 Articles

Complete the text with *a*, *an*, or *the*. If no preposition is necessary, add a dash (-).

Example

I had - dinner with the president.

My Aunt Vanessa is (1) _____ artist. She lives in (2) _____ beautiful old cottage by (3) _____ sea, and she paints (4) _____ small pictures of wild flowers and birds. She doesn't like leaving (5) _____ cottage, but once (6) _____ year she travels by (7) _____ train to London and has (8) _____ tea with me at (9) _____ Savoy Hotel. Right now I'm quite worried about her because she's in (10) _____ hospital, but I'm sure she'll be better soon. I'm going to visit her next week.

10

Grammar Reference Exercises

Unit 1

1. lives
2. visited
3. Did (you) go
4. speaks
5. you're wearing
6. didn't see
7. Did/Do (you) know
8. will arrive
9. enjoys
10. don't like

2. 1. 'm
2. Do
3. didn't
4. 's
3. 1. Where
2. Why
3. What
4. How
5. doesn't
6. aren't
7. don't
8. aren't
5. Whose
6. Who
7. Which
8. When

4. (Sample answers)
1. What are they watching?
2. When did James arrive?
3. Where does she live?
4. Where does Joon come from?
5. Can you drive?
6. What music do you like?
7. How much does this/it cost?
8. Did he enjoy the movie?
9. When are they coming?

Unit 2

1. 1. lives
2. don't speak
3. forgets
2. 1. 's/is studying
2. aren't/are not going
3. isn't/is not enjoying
4. Are (you) seeing
5. are (you) going
6. are (they) laughing
3. 1. We usually go by bus.
2. He speaks Korean and Japanese.
3. I love ice cream.
4. What are you doing tonight?
4. 1. goes
2. think
3. 're/are meeting
4. are (you) doing
4. ends
5. doesn't eat
6. go

Unit 3

1. 1. stopped
2. worked
3. didn't see
4. Did (they) go
5. left
6. did (you) arrive
7. fixed
8. had
9. did (the show)
10. planned
2. 1. Jack lost his job a month ago.
2. We didn't take a vacation last year.
3. We had a picnic in the park yesterday at lunchtime.

4. I sent an e-mail, but you didn't reply.
5. Why did you go to bed so late last night?
3. 1. I left when they were playing in the yard.
2. I was just leaving home when the phone rang.
3. Why were you laughing at me?
4. My computer wasn't working, so I couldn't send e-mails.
4. 1. was blowing
2. were making
3. heard
4. started
5. was running
6. fell
7. was coming
8. was
9. arrived
5. 1. in
2. at
3. in
4. in
5. on
6. in
7. at/on
8. on
9. in
10. On

Unit 4

1. 1. N
2. N
3. N
4. C
5. C
6. N
7. C
8. N
2. 1. How much
2. much
3. How many
4. many
5. How many
3. 1. a little
2. lots of
3. a few
4. anything
5. a lot of
6. something
7. a lot of
8. anybody
4. 1. someone/somebody, anybody/anyone, anybody/anyone, nobody/no one
2. somewhere, anywhere
3. anything, something
4. Nowhere
5. Nothing, Everything
5. 2. My brother's an architect in a big company in London.
3. Tokyo is the capital city of Japan.
4. I bought a pair of sunglasses on Main Street.
5. I live in a small town in the mountains in Canada.
6. What a beautiful new coat you're wearing!
7. I'm reading an interesting book at the moment.
8. Life is wonderful when the sun is shining.

Unit 5

1. 1. to go
2. to dance/dancing
3. to see
4. replacing
5. hearing
2. (Sample Answers)
2. I'll make one for you./I'll make you one.
3. I'll have a cheese sandwich/hamburger please.
4. I'll give it to you (now).

5. I'll do it then (for you).
3. 1. I'm going to be
2. I'll answer
3. I'm seeing
4. I'm going to get
5. She's going to have
6. I'll help
7. I'm going to sneeze.
8. I'll take
4. 1. I'm going to New York on business.
2. How long are you going to stay with Suzy?
3. You are going to be very surprised.
4. She isn't going to take a vacation this year.
5. I think it's going to rain.
5. 1. 'm having
2. 'm going to buy
3. will help
4. 's going to be
5. 're going

Unit 6

1. 1. c
2. b
3. a
2. 2. more expensive, most expensive
3. farther, farthest
4. sadder, saddest
5. more interesting, most interesting
6. bigger, biggest
7. better, best
8. funnier, funniest
3. 1. cheaper, most delicious
2. most popular
3. better, most talented
4. quickest
5. more generous
6. happier, happiest
4. 1. as fast as
2. as hot as
3. as long as
4. as quiet as
5. as difficult as
6. as high as
7. as spicy as
8. as exciting as

Unit 7

1. 2. Have you seen Sarah?
3. Have you made a decision yet?
4. How long have you known Jamie?
5. She's been to Shanghai twice.
6. Their plane has just landed.
7. Where have you been?
8. What have you done to your hair?
2. 1. Have you ever been to Brazil?
2. Have you ever seen an elephant?
3. Have you ever won any money?
3. 2. He's eaten everything.
3. She's lost her bag.
4. She's broken her leg.
5. Our team has won the match.
6. I've spent all my money.
4. 1. I've been here since last week
2. Kevin has had his new job for nine months. He loves it.
3. I have lived here for ten years but I'm going to move soon.