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THE WORLD'S MOST TRUSTED ENGLISH COURSE

 Log on

TEACHER RESOURCE CENTER

Presentation | Practice | Assessment

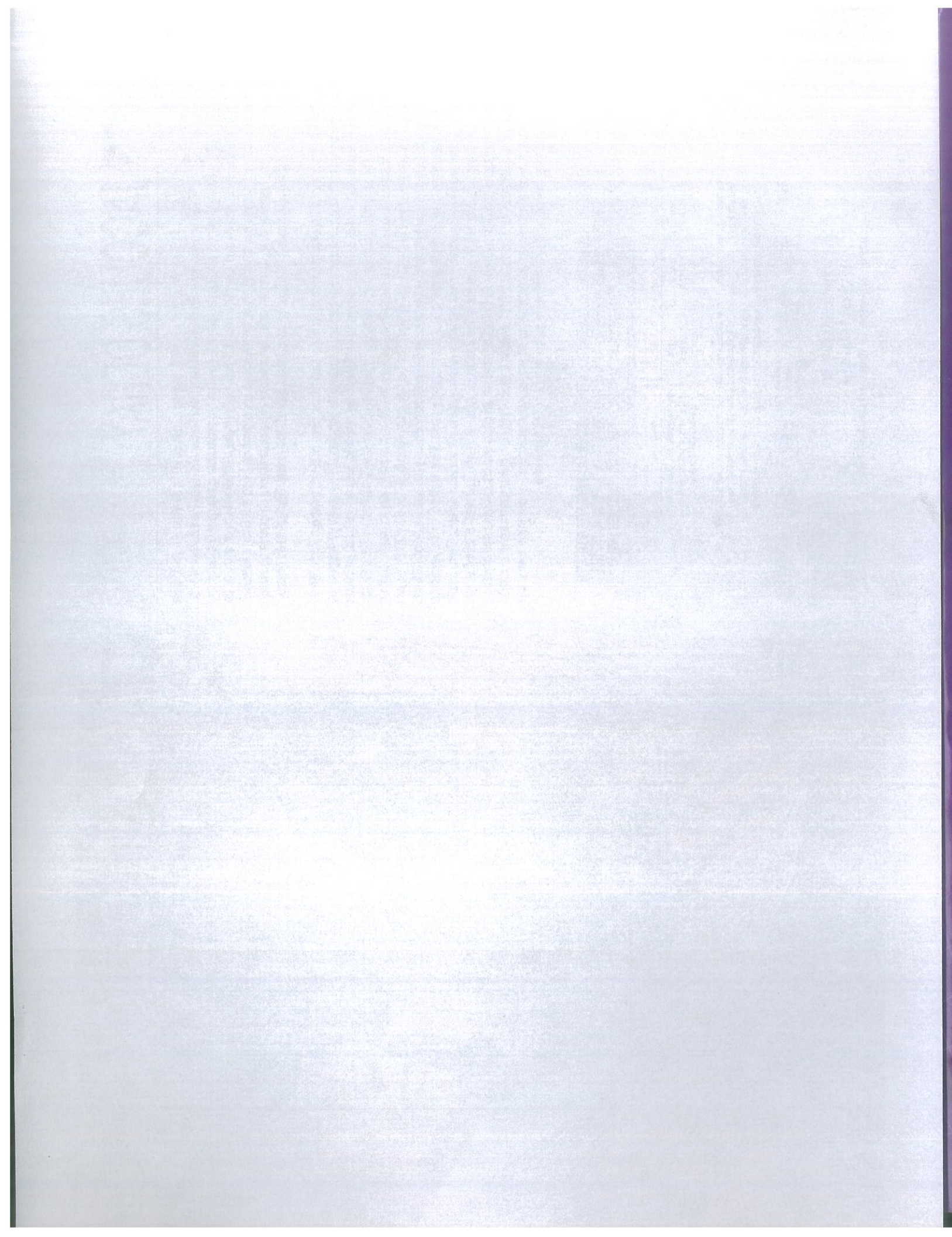
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for
**TEACHER
RESOURCE
CENTER**

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:

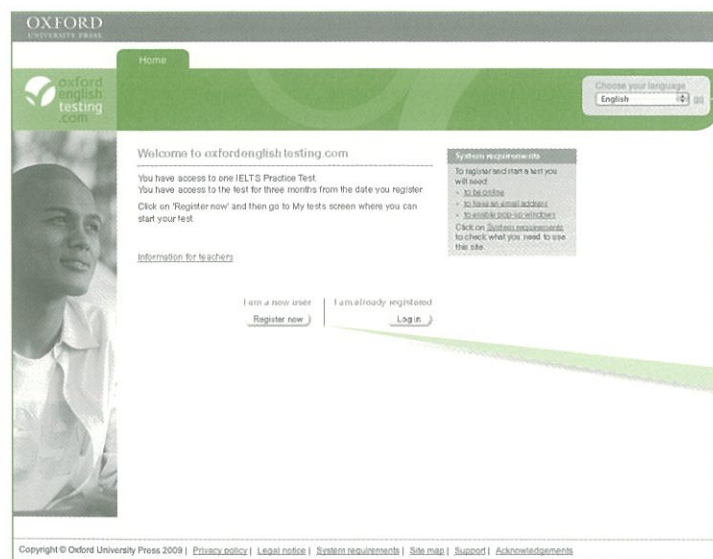
- to be connected to the Internet to take the test.
- to have an e-mail address (to register).

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.

American 4 Headway

THE WORLD'S MOST TRUSTED ENGLISH COURSE

Teacher's Book

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They are currently in **India**. On this trip, they are **researching a new edition of their guide to the country**.

In 2007, he sold **his shares in the company** to BBC Worldwide. He says, "**I've had a wonderful time, it's been terrific, but it has now gotten too much like a business.**"

Student A's questions

How many people does it employ?

How long have Tony and Maureen been writing *Lonely Planet* guidebooks?

How many copies a year do they sell?

Where did Tony live when he was young?

What did he study at Warwick University?

Where was Maureen born?

Where did she meet Tony?

What was their first book called?

How many countries have they been to?

Where are they currently traveling?

Who did he sell the shares in his company to?

Student B's questions

Where does it have its offices?

How many guides have they written?

How many languages have the guides been translated into?

Why did Tony live all over the world?

Where did he study business?

Why did Maureen go to London?

How long did the trip take?

How long have they lived in Melbourne?

What is the most amazing place that Tony has ever visited?

What are they doing on this trip?

What does he say about selling his shares?

- 6 Divide the class into groups of four. Ask half the groups to prepare questions from the prompts. Ask the other groups to read the information about Tony Wheeler on SB p. 151. Tell them that they must imagine they are Tony, and be prepared to answer questions about his life. Go around listening, helping with vocabulary and question-forming.

When the students are ready, ask two people from each "question-forming" group to exchange places with two people from each "Tony Wheeler" group. Ask the interviewers to interview Tony Wheeler.

Monitor and note down any errors the students make with the grammatical forms practiced in this unit. At the end of the activity, write any errors the students have made on the board, and ask students in the class to correct them.

WRITING (SB p. 108)

Informal letters

- 1 Go over the correction symbols as a class, and ask students to correct the sentences in pairs.

Answers

1. I **was** born in 1971 in a small town in Mexico.
2. My father is a diplomat, so **all my life I've lived in different** countries.
3. **After school**, I went **to** a **business** college for **four** years.
4. **I've been married for** five years. I **met** my wife while I was a student.
5. My town **isn't** as exciting **as** Miami. It is very **quiet in** the evening.
6. **I've been studying** English for five years. I **started** when I **was** eleven.
7. My father wants **me to** work in a bank **because it** is a good **job**.
8. **I'm doing an** evening course in English. I enjoy **learning** languages **very much**.

- 2 Have students read the letter and answer the questions.

Answers

1. São Paulo, Brazil
 2. Fernando is the guest; James is the host.
 3. São Paulo. It's a big, noisy commercial center, not really for tourists.
 4. Summer (Christmas)
- 3 Have students correct the letter in pairs. Go over the answers as a class, writing the corrected letter on the board.

Answers

Dear James,

Thank you for your letter. I received it last week. Sorry I haven't replied to you yet, but I've been very busy. It's Christmas soon, and everyone is very excited!

In two weeks I will be with you in California. I can't believe it! I am looking forward to meeting you and your family very much. I'm sure we will get along very well.

My city, São Paulo, is the biggest and noisiest city in Brazil. It is not really for tourists. It is a commercial center. There is also a lot of pollution and traffic. But there are a lot of things to do. I like listening to music very much. There are clubs that stay open all night!

My friend went to Los Angeles last year, and he saw a baseball game at Dodger Stadium. He told me it was wonderful. I would like to do that, too.

My plane arrives at LAX at 6:30 a.m. on January 3. It is very kind of you to meet me so early in the morning.

I hope very much to improve my English while I am with you! See you soon and happy New Year!

Fernando

- 4 Ask students to write one of the letters for homework.

Advertisements

The aim here is to improve the students' ability to listen for gist and specific information. The radio advertisements are amusing, and many will remind your students of brands they are familiar with.

The speaking activity is a group task in which students have to devise and present their own radio or television ad.

- 1 Lead in by asking students about their favorite TV or radio advertisement. Encourage a light-hearted class discussion.

EXTRA IDEA

Ask your students in advance to bring in a newspaper or magazine advertisement they like. Have the students present and talk about their ad. Ask, *What is it advertising? Why do you like it? How does it persuade people to buy the product?*

Alternatively, you might bring into class a pile of magazines that are full of ads. Divide students into small groups and give them two or three magazines. Ask them to find an ad that appeals to them. Then have them present it to the class.

- 2 **CD2 19** Play the recording. Ask students to listen and answer the questions. Let students check their answers in pairs before going over them as a class.

Answers

a football game	3
a chocolate bar	5
laundry detergent	1
a new car	4
car insurance for women	2
a store's opening hours	6

Audio script

(See SB p. 127)

- 3 **CD2 19** Play the recording again. Ask students in pairs to complete the chart.

Answers

1. New System Sudso Automatic; "mommy" and her young daughter, Sarah (5); In the garden
2. AllSmart car insurance; Two men watching someone parking; A city street
3. Tuesday Night Football; "daddy" and his young daughter; Living room—dad is trying to watch football on TV
4. StarCars; Father and daughter; At home—arguing
5. Choco Crunch bar; man and woman who recently met; on the phone
6. Lee's Furniture; Priest and couple getting married; In church

- 4 Ask students in pairs to say what the selling point of each ad is.

Answers

1. New System Sudso Automatic's advanced formula can remove ground-in dirt even at low temperatures, and keep colors bright.
 2. Since men are responsible for 81% of parking offenses and 96% of dangerous driving offenses, why should women have to pay the same for car insurance? AllSmart provides policies with up to 20% discounts for women.
 3. Tuesday Night Football is such a "must see" game that nothing should disturb you from watching—not even your children.
 4. All new StarCars now come with a year's free gas.
 5. Choco Crunch bars are perfect for a relaxing break.
 6. Lee's Furniture is open till 10 P.M. weeknights.
- 5 **CD2 19** Ask students in pairs to answer the questions. You may need to play the recording a third time, playing and pausing, if students are not sure about some of the answers.

Answers

1. It's pink, with fluffy yellow ducks./ New System Sudso Automatic's advanced formula can remove ground-in dirt even at low temperatures, and keep colors bright.
2. They think she's terrible at parking./They change their mind because they realize it is a "guy" (man), and then decide that the parking space was "tight" and difficult.
3. She did (drew) a picture of her father, and she got two stars, and Miss Lewis (her teacher) said she was the best in the class./Because he wants her to go away so that he can watch the football game.
4. It comes with free gasoline./She makes fun of him by mocking the way he says, "When I was young ..." by implying that he is over 80, and by having the last word.
5. He wants to ask her out on a date./ He says he's desperate, implies that she's fat, and seems too interested in her physical appearance.
6. He tells the bride to "just nod" and interrupts the groom, and "summarizes" the marriage ceremony in broken sentences. He is in a hurry because he wants to get to Lee's Furniture before it closes.

Writing an ad

Divide students into groups of three or four. Ask them to choose a product or service to describe. Then give them five to ten minutes to write a script for their advertisement. Tell them to write a dialogue that gets their audience's attention, and a slogan or piece of information to sell the product or service at the end. You could write the following useful language on the board to help them.

Expressing quantity

Put the expressions in order, from the most to the fewest.

several people	most of the people	hardly anybody
nearly everybody	more than half the people	a few people

Everybody (20 people)

- _____ (18 or 19 people)
- _____ (about 15 people)
- _____ (over 10 people)
- _____ (4 or 5 people)
- _____ (about 3 people)
- _____ (1 or 2 people)

Nobody (0 people)

6

Compound words and affixes

Fill in the blanks with the correct form of the word in capitals on the right.

When I first arrived in England I felt a bit

(1) _____ at first, and even, at times, a little (2) _____, but that soon

passed as I got used to the different

(3) _____ and the meals. I know

some people really (4) _____ English

food, but it's not that bad and the criticism

seems (5) _____ to me. The family

I'm staying with is nice, too. Nobody's ever

(6) _____ to me, and they help me

with my English, even my

(7) _____! My teacher says

there's been a big (8) _____ in my

speaking, and she says I should be

(9) _____ on the final exams.

Sometimes that kind of (10) _____

helps, doesn't it?

10

Everyday English

What would you say in these situations? Complete the sentences.

- You call a small company to speak to the manager and the secretary answers. What do you say?
Could _____?
- Your friend Julia ends a phone conversation by saying "Have a good evening!" How do you reply?
Same _____.
- You're at a new school and you want to find the office. Ask another student where it is.
Do you happen _____?
- At the train station you see an old lady with a heavy suitcase. Politely offer to carry it for her.
Would _____?
- You want to sell your old bicycle. Somebody offers you more money than you expected for it. Accept the offer enthusiastically!
Great! It's _____!
- You have called a store for information about computers, but it's a bad cell phone connection and you miss the last thing the assistant says. Apologize and ask her to repeat it.
Sorry, can you _____?
- A friend suggests spending a week in the casinos of Las Vegas, but neither of you have much money. What do you say?
We just _____.
- You go outside into the pouring rain and see a neighbor in the street. What exclamation would you use about the weather?
What _____!

8

TOTAL

100

5

- 1
2. have her ears pierced
3. have my eyes tested
4. have had their car repaired
5. had our television fixed yet

2
Recently ...
They've had the invitations printed.
They've had the cake decorated.

Yesterday ...
They had the flowers delivered.
He had his hair cut.

Today ...
She's having her hair done.
They're having the cake delivered.

Next week ...
He's having the photos developed.
She's having her wedding dress dry-cleaned.

6

- 1
2. make 7. made
3. doing 8. made
4. make 9. made
5. do 10. does
6. done 11. do

- 2
2. have done without you
3. made off with it
4. make up for
5. could do with
6. make of her
7. make it ... in time

7

1
get into/out of: car
get on/off: bus; bike; train; plane; ship/ferry

ride: car; bus; bike; train

drive: car; bus

catch: bus; train; plane; ship/ferry

miss: bus; train; plane; ship/ferry

board: bus; train; plane; ship/ferry

park: car; bus

take off: plane

land: plane

2

car: seat belt; traffic lights; service station; tires; horn; one-way street; traffic jam; Customs; tunnel

bus: seat belt; traffic lights; round-trip ticket; service station; tires; horn; one-way street; traffic jam; timetable; carry-on luggage; Customs; tunnel; aisle seat

bike: crash helmet; traffic lights; tires; one-way street; bicycle lane; tunnel; traffic jam

train: platform; caboose; conductor; round-trip ticket; luggage cart; track; cargo; timetable; Customs; tunnel; porter; aisle seat

plane: runway; seat belt; life jacket; tires; cargo; check-in desk; timetable; carry-on luggage; Customs; aisle seat; charter flight; round-trip ticket; cabin; luggage cart; porter

ship/ferry: harbor; life jacket; cargo; port; timetable; Customs; deck; porter; cabin; carry-on luggage

8

- | | |
|-----------|-------------|
| 2. into | 12. onto |
| 3. out of | 13. over |
| 4. toward | 14. into |
| 5. back | 15. away |
| 6. in | 16. to |
| 7. out of | 17. over |
| 8. across | 18. at |
| 9. along | 19. into |
| 10. to | 20. past |
| 11. up | 21. through |

9

- 1
2. Japān; Japanēse
3. contribute; contribution
4. industry; industrial
5. economy; economics
6. politics; politician

2, 3

- explore; Japan; abroad; unique; destroy; unspoiled
- contribute; develop; destruction; pollution; illegal
- industry; politics; backpacker; calculate; paradise
- Japanese; Vietnam
- exploration; contribution; economics; politician; information; European; destination; diarrhea
- industrial; economy; discovery; kilometer; environment; inhabitant

10

- 1
2. ✓ 5. ✗
3. ✗ 6. ✓
4. ✗ 7. ✓
- 2
2. A 5. T
3. A 6. A
4. A 7. S

3

1. like, stuff like that
2. like
3. sort of, and everything
4. sort of
5. kind of, and stuff like that
6. and stuff

Unit 3

1

- 1
2. had fallen 8. flew
3. had torn 9. had caught
4. tore 10. caught
5. cost 11. were
6. had cost / cost 12. had been
7. had never flown

2

cost; catch

2

1. met
2. was playing; were winning; lost
3. wasn't thinking; had
4. was coughing; didn't get
5. was sunbathing; heard; appeared; landed
6. was snowing; got up; were making; put; rushed
7. was playing; hit; made

3

2. was standing
3. heard
4. went back in
5. was
6. said
7. has been
8. managed
9. had been surfing
10. had been knocked
11. had hit
12. swam
13. pulled
14. had just finished
15. shouted
16. called
17. had to
18. was trying
19. were getting
20. reached
21. had taken
22. felt
23. was recovering
24. wasn't
25. had moved
26. have been