

with **Testing** Program

4

AMERICAN
Headway
Proven success beyond the classroom

THIRD EDITION

www.alijafarnode.ir

Teacher's Book

John and Liz Soars
Amanda Maris

OXFORD

- Americans often ask for the *bathroom* (or *restroom*) whereas the British call it the *toilet*. In Britain, asking for the bathroom may give the impression you want to take a bath!
- Cheers* is used when making a toast, but also, especially in the UK, as an informal way of saying thank you or expressing good wishes when leaving, e.g., *Cheers, Joe*. See you later.
- Other differences in vocabulary between British and American English: *flat* (UK)/*apartment* (US); *Tube* (UK)/*subway* (US).

- 1 **CD1 2** Introduce the activity by pointing to Tyler /'taɪlə/ and asking questions about the photos: *Where are the boys? (in London), What are they doing? (sightseeing), How do they feel? (happy/excited)*.
Play the recording. Students listen and read Tyler's tweets and then answer the questions. If necessary, check the abbreviation NYC (see *About the text*).

Answers

The style is informal.
Tyler is from New York City (NYC).
Things he finds strange: the Chalk Farm area doesn't have any farms; Dave's family calls their home a *flat*; they didn't understand when Tyler asked for the *bathroom*, instead of the *toilet*; being on a bus with two levels; driving on the opposite side of the road; how people use the word *cheers*; they call the subway the *Tube*.

- 2 Focus on the example and check why the Present Continuous is used (a temporary action in progress around now).
Students complete the sentences working individually. Check a few of the sentences for accuracy, then put students in pairs to ask and answer the questions. Monitor and help as necessary, prompting the students to correct any mistakes they make.
- 3 **CD1 3** Students listen and check their answers.
Students will be able to review the tense use in the *Grammar spot* section, but you can go over the tenses at this stage if preferred.

Answers and audio script

- Where is Tyler spending the year?
In London.
- Is this his first trip abroad?
No, it isn't. He's been abroad once before. Last year he went to Mexico.
- Where does Dave live?
In north London.
- How long is Tyler going to stay with Dave?
A few days.
- Why did the guy say "cheers" to Tyler?
Because he had let him pass.
- Does he like his host family?
Yes, he does. He thinks they're very nice.
- What are they doing on Sunday?
They're visiting Shakespeare's hometown.

- 4 Focus on the map and the photos to introduce Teresa and set the scene. Then ask students to read her email and answer the questions.

Answers

Teresa is in Tanzania.
She's working at a school.
She likes starting work early because it isn't so hot. She likes her "piki-piki" bike, going to the beach, collecting shells, and the sunsets.
She doesn't like the heat and not having air conditioning.

- 5 **CD1 4** Elicit the question for number 1 as an example. Students form the rest of the questions working individually. Monitor and help as necessary, prompting the students to correct any mistakes they make.
Put students in pairs to ask and answer the questions.
Play the recording. Students listen and check their answers.

Answers and audio script

- How long has Teresa been in Africa?
Since last September.
- What time does she start work?
Early, at seven o'clock.
- What has she just bought?
A "piki-piki." It's a little motorcycle.
- Where did she go last Sunday?
To a really awesome beach.
- What's she going to take home?
Her collection of shells.
- How many shells has she collected already?
Hundreds.
- What did they do at the beach?
They barbecued fish and swam until the sun went down.
- What's she sending to her parents?
She's sending some photos.

GRAMMAR SPOT (SB p. 3)

The goal of the *Grammar spot* in each unit is to get students thinking analytically about the language. Examples are taken from the presentation stage and so appear in context. Students are given the opportunity to think about which forms are being used and why, often through a contrastive analysis of key forms.

Rather than teaching from the front of the class, put students in pairs or threes to work through the *Grammar spot*. This frees you to monitor the class, check students' understanding, and answer any questions. It also allows students to take responsibility for their learning, and encourages them to help each other.

- 1 Ask students to look back at exercises 2 and 5, and identify the tenses. Monitor and help as necessary. Then check the answers.

Answers

Tyler's tweets

- Present Continuous to talk about a temporary action in progress around now
- Simple Present to talk about a fact; Present Perfect to talk about an experience at an indefinite time; Simple Past to talk about a completed action
- Simple Present to talk about a fact
- Going to* to talk about a plan

4

The naked truth

Questions and negatives • Saying the opposite • Being polite



A climate change conspiracy

The theme of this unit is truth, secrets, and lies. The grammar section provides extensive practice in forming questions and negatives. The unit theme is carried through in a jigsaw reading about two conspiracy theories – the disappearance of Malaysia Airlines Flight 370 and the Apollo Moon landings, and in the *Writing* section, which practices ways of linking ideas. The main listening text involves four people “confessing” to things they feel bad about from their past. The vocabulary section looks at making opposites, using prefixes (*un-*, *in-*, *im-*, etc.) and antonyms. The *Everyday English* syllabus continues with a focus on being polite. It looks at stress and intonation as well as the structures used in polite requests and offers.

LANGUAGE INPUT

GRAMMAR

Questions and negatives (SB p. 26)

- Reviewing the form of questions and negatives in context.
- Practicing negative question formation, including stress and intonation.
- Practicing forming negative sentences and expressing surprise with *How come?*
- Practicing asking for more information with short questions.

VOCABULARY

Vocabulary work (SB p. 30)

Saying the opposite (SB p. 32)

- Finding synonyms for words and phrases in context.
- Understanding and practicing ways of expressing opposites.

EVERYDAY ENGLISH

Being polite (SB p. 33)

- Reviewing and extending the language used in situations when you need to be polite.

SKILLS DEVELOPMENT

READING

Is Flight MH370 flying around the moon? (SB p. 30)

- A jigsaw reading with two articles on conspiracy theories.

LISTENING

Secrets and lies (SB p. 29)

- Listening for gist and key information, and understanding referencing in four monologues. **CD2 9** (SB pp. 121–122)

SPEAKING

What do you think? (SB p. 29)

What do you think? (SB p. 30)

Role play (SB p. 33)

- Discussing the recording and the broader theme of telling the truth.
- Discussing key points arising from the reading text.
- Role-playing being polite in a dinner party context.

WRITING

Linking ideas – Conjunctions (SB p. 103)

- Understanding and practicing conjunctions of contrast, reason and result, time, and condition, and then writing a profile of an interesting person.

MORE MATERIALS

Photocopiables – What’s the story? (TB p. 178) **Tests** (Online) **Video** (iTools and Online)

SUGGESTION

If your students are interested in advertising, you can develop the theme of this lesson into a debate. Put students into two main groups and have one list the pros of advertising, and the other the cons. Monitor and help, providing vocabulary as necessary. With smaller classes, you can keep the students in the two main groups for the debate. With larger classes, regroup the students into groups of six, three students who worked on the pros, and three on the cons.

For the debate, each student in each group presents a key point. The students in the other group must listen quietly and not interrupt. The other group then presents an opposing point, justifying their opinion. In a monolingual class, it's likely that students will start using their own language, especially if the debate becomes heated! You may need to remind students to come back to English.

If you want to give your students some written practice, you can have them summarize the pros and cons in a balanced essay. This will help you see how well students handle essays of this type ahead of Unit 7, where the *Writing* section covers a "for and against" article.

READING AND SPEAKING (SB p. 46)

Two famous brands

ABOUT THE TEXT

The two famous brands featured in this section are Apple and Starbucks. The articles describe the development of the businesses from small beginnings to internationally known brands. They are exploited as a jigsaw reading. Although students will be familiar with the jigsaw technique, it is worth setting up the activity carefully to ensure students get maximum practice.

References to people, organizations, and cultural points include:

Apple: Windows (the operating system produced by the Microsoft Corporation, started by Bill Gates in the 1970s. He is one of the wealthiest men in the world and is also known for the charity work he does with his wife through the Bill and Melinda Gates Foundation), Steve Jobs (the co-founder of Apple, often described as a pioneer of the digital revolution and a design guru. Millions of devoted fans of Jobs and Apple products marked his death in 2011 with tributes from around the world. The rivalry between the two companies ran for decades, with computer users falling into two clear camps, either PC or Mac), Twitter, Stephen (or Steve) Wozniak (co-founder of Apple), Silicon Valley (the area of California that is an important center of the computer industry), Volkswagen bus, IBM (the International Business Machines Corporation – an American multinational technology and consulting company), John Sculley, PepsiCo (the company that produces Pepsi-Cola).

Starbucks: Seattle (a city and port in Washington State that is an important commercial center, one of the homes of rock music, and known for its coffee houses and culture), *Moby Dick* (a novel by Herman Melville about a man who risks his life by hunting a powerful

white whale), Baldwin, Siegl, and Bowker (the co-founders of Starbucks in Seattle in 1971. Jerry Baldwin was an English teacher, Zev Siegl was a history teacher, and Gordon Bowker was a writer), Howard Schultz (an American businessman and writer, best known as the chairman and CEO of Starbucks).

Students are introduced to the topic by sharing what they know about the two brands. In the tasks, students read one of the articles and answer questions before exchanging information with a partner in the jigsaw reading. Students then write questions for given answers and review question formation. In the final stages, students focus on adverbs in context and then discuss their responses to points stemming from the articles.

Encourage students to use the context to help them with new vocabulary. With weaker classes or if you have limited time, you can pre-teach the following: *PC* (= personal computer), *synonymous with*, *loyal*, *devotion*, *late* (= now dead), *overwhelmed*, *tribute*, *found a company*, *click-and-point graphics*, *release* (v), *power struggle*, *dominance*, *clone* (n), *ailing*, *sleek*, *utilitarian*, *study* (n), *lounge*, *network* (v), *speciality*, *roaster*, *retailer*, *determination*, *persistent*, *hire* (a person for a job), *launch* (v), *extract* (n), *employee welfare*, *antiglobalization*, *recession*, *come under scrutiny*, *boycott* (v), *commercialism*.

- 1 Focus on the photos and elicit students' experiences of Apple and Starbucks. Discuss the questions as a class. Establish how most of the class feels about the two brands.
- 2 Read through the questions as a class. Help with any vocabulary questions. Put students into two groups, A and B. (With larger classes, you may need to have multiple sets of the two groups.) Assign a text to each group and remind students to read only their text:

Group A – Apple

Group B – Starbucks

Have students read their text quickly, asking others in their group for help with vocabulary or using a dictionary if you didn't pre-teach the items listed in *About the text*. Monitor and help as necessary.

Students work in their groups and answer the questions about their text, writing down the answers to each one. Monitor and help as necessary. The answers for each group are provided below for reference, but don't check the answers with the whole class at this stage.

Answers

Group A: Apple

- 1 Silicon Valley, California, in 1976
- 2 Steve Jobs and Stephen Wozniak
- 3 Jobs's favorite fruit
- 4 It introduced the public to point-and-click graphics, and was the first home computer to be truly user-friendly.
- 5 No. Jobs argued bitterly with John Sculley and was forced to resign after a power struggle. By 1996, Apple was in trouble due to the dominance of Windows software and the increasing number of Mac clones using Windows.
- 6 The attention to design, cool styles, and the range of products that network easily.
- 7 Their computers cost more than most PCs and the range of software available for them is more limited.
- 8 the Apple Macintosh, the iMac, the iPod, the iPhone, the iPad, and the iCloud data storage

The overall atmosphere seems very formal and controlled. The only teaching equipment seems to be an old-fashioned blackboard and chalk.

In the color picture, the teacher is sitting with the students around a table. They are all interacting with one another and appear to be enjoying the lesson. The overall atmosphere seems informal and lively. There are lots of books and other learning resources available on the shelves.

The pictures reflect the change in teaching styles over the years, from strict teacher-led lessons taught from the front of the class only, to more relaxed pair and group work, with the teacher working among the students. The focus is much more on “learning by doing” and group support, with the teacher working more as a guide than a formal teacher.

- 2 **CD3 32** Start by brainstorming school subjects with the class and writing answers on the board. Read the instructions and questions as a class and have students predict the words and phrases they might hear. Remind students they don't need to understand every word, just listen for the information to answer the questions.

Play the recording of Sean through once and check the answers to questions 1 and 2 as examples. Put students in pairs to discuss the rest of the questions. Check the answers.

Play the recording of the other three speakers, pausing after each one. Put students in pairs to discuss the questions before checking the answers about each speaker with the class.

Answers and audio script

Sean

- 1 Latin and Greek.
- 2 He was traditional-looking – very formal and serious. He always wore a dark green or dark brown suit and he had a long black mustache.
- 3 He was probably in his 50s.
- 4 He is remembered for positive reasons. He never smiled or laughed, but he was clear, interesting, and entertaining.
- 5 Sean studied philosophy as a direct result of learning about the great philosophers from his teacher.

Samantha

- 1 English and drama.
- 2 She was short and plump/dumpy, with mousy-brown hair.
- 3 She looked middle-aged.
- 4 She is remembered for negative reasons. She wasn't very kind. She had a loud voice and she used to shout, “Speak up, speak up” when they were acting out a play. She also had a ruler she used to poke students who looked sleepy or bored.
- 5 Samantha says maybe the lessons helped her because she's a lawyer now and she remembers her teacher's words, “Speak up, speak clearly, girl!” when she has to speak in court.

Rupert

- 1 Math.
- 2 He was big.
- 3 He was probably in his late 30s.
- 4 He is remembered for negative reasons. He was very sarcastic. He would sneer at Rupert when he got his math problems wrong on the board. Rupert hated him.
- 5 His teacher's explanations were very clear, and gradually over the year, Rupert improved. He got a really good grade in math and was able to apply to some pretty good colleges.

Charlotte

- 1 Chemistry and biology.
- 2 She was tall and gangly.
- 3 She was probably just in her early 30s.
- 4 She is remembered for reasons that are neither positive nor negative. She used to drive a very old car that looked too small for her. She fell for Charlotte's dad, and she often asked Charlotte about him. Charlotte and her friends used to giggle about it.
- 5 Charlotte doesn't say whether the teacher influenced her in any way.

CD3 32

1 Sean

Interestingly enough the teacher I'll never forget is my Latin and Ancient Greek teacher – you may think they're dry subjects – uh – dead languages, but Mr. Lang, the teacher, somehow used to make these dead languages seem stone-cold easy. He looked the part – he was kind of traditional-looking – very formal and serious. He'd always wear a dark green or dark brown suit, and he had a long black mustache. He'd been at the school for over 20 years, so he must have been in his 50s, I guess. You'd think that everything about him was boring and serious because he never smiled or laughed, never, but somehow he was clear, interesting, and entertaining. He had a razor-sharp wit, and there were jokes hidden in his words if you listened carefully – and we all did. I passed my final exams, but I didn't study Latin or Ancient Greek in college. However, I did study philosophy – and that was a direct result of learning about the great philosophers, Aristotle, Socrates, Plato, from Mr. Lang.

2 Samantha

My most memorable teacher, hmm! I think that would be Mrs. Chapman. I was about 13 or 14, and she was our English and drama teacher. She was short and plump, dumpy in fact, with mousy-brown hair. She looked like everybody's kind, middle-aged aunt, but she wasn't very nice. She had a big loud voice, and she used to like to get us to act out the plays we were studying and she'd shout, “Speak up, speak up and think about the meaning of the words.” But what I remember most about her is her ruler. She had this wooden ruler and if anyone was looking sleepy or bored, she'd poke them on the shoulder with this ruler and shout, “Wake up, girl” or “boy.” Then one day she spotted someone asleep, sound asleep and snoring, at the back of the class. Mrs. Chapman was so furious she slammed the ruler down on his desk and it broke in half. We were all scared stiff. She didn't throw the ruler away after that, it was even sharper when she poked you in the back. Maybe her classes helped me, though – I'm a lawyer now and when I have to speak in court, Mrs. Chapman's words ring in my ear: “Speak up, speak clearly, girl!”

3 Rupert

I don't think I ever had a favorite teacher, but I had a least favorite teacher, and weirdly he was probably the most successful teacher I ever had. You see, when I was in elementary school, I was really good at math – I could do it all. But when I went to high school, I had a succession of dismal math teachers, and by the time I took my final exams as a junior, I was absolutely hopeless. I failed miserably. And I needed to pass math to graduate from high school, so I had to retake it as a senior. This time with a very different teacher, Mr. Biggs. I have no idea how old he was – just old – but, you know, when you're 16, 35 seems old. I'd say he was probably in his late 30s and big like his name with a huge booming voice. He was very sarcastic and it seemed to be his mission in life to embarrass his students and me in particular, because I was retaking the class as a senior. He was always calling on me to go to the front of the class to do problems on the board, and he'd sneer if I got it wrong, which was most of the time. I hated him with a passion, but actually his explanations were crystal clear, and gradually over the year I improved. I got a really good grade on the final exam and was able to apply to some pretty good colleges.

- Focus on the photos and establish the situation shown in each one. Ask students what they think the wish or regret is in each situation. Elicit a range of answers, encouraging students to think of different ways of expressing the wish or regret. Assess how accurately students can express the regrets and wishes. Write down any common errors but don't correct them at this stage
- CD4 B3** Tell students they are going to hear five short conversations, in a different order from pictures a–e. Play the first conversation and elicit the correct picture as an example.
Play the rest of the recording. Students listen and number the rest of the pictures in order. Check the answers. Ask students if they can remember what the people said.

Answers and audio script

- 1e a driver trying to persuade a police officer not to give him a ticket
 2a a student saying that she can't go out because she has to study for an exam
 3b two mothers of young children wishing they could go on vacation
 4d a father and grandfather talking about how well they play soccer
 5c two teenage boys wishing they could buy a sports car

CD4 B3

- A** Look, I know I shouldn't have parked here, but I was only gone two minutes.
B I've already written the ticket.
A Surely you could rip it up if you wanted? It was literally one minute.
B One minute, two minutes. You can't park here. It's as simple as that.
A But I just had to run into the pharmacy to pick up a prescription for my sick grandmother. Maybe you can rip it up just this once?
B I don't care what you were doing. I can't rip up a ticket – it's against the law. You have two weeks to pay.
- A** No, there's no way I can go out tonight. I shouldn't have gone out last night.
B Come on – we had a great time. It was a crazy party!
A I know it was.
B So, when's your exam?
A Tomorrow, nine o'clock. If only I hadn't left all my studying until the last minute.
B I wouldn't worry if I were you. You know you always do OK.
A There's always a first time.
B Good luck anyway.
- A** If only we could just fly off to that island.
B That would be amazing. I'd sit on a beach and read all day.
A I'd just sleep forever. I can't remember what it's like to sleep all night long.
B Yeah. Sometimes I wish I'd never had kids. I mean, not really, but ...
A I know what you mean. No – you can't have ice cream. I said NO!
- A** Nice shot, Charlie! Good job!
B Don't you wish you still played soccer, Dad?
A Me? No. I was never any good. But you could have been a great player if you'd wanted.
B Nah! I wasn't as good as Charlie. Aaah – oh, almost! YES!
A Yeah, he'll go far.
- A** Oh, boy! What would you give to drive one of those?
B Which one would you choose if you had the money?

- A** That's one big "if"! But if I won the lottery, I'd buy the Aston Martin.
B I wouldn't – I'd go for the Ferrari.
A In your dreams.

- CD4 B3** Focus back on photo e. Play the first recording as an example and have students complete the lines. Play the rest of the recording and have students complete the task.

Have students compare their answers in pairs before checking with the class. Ask students to write their answers on the board. Highlight any errors for class correction. Then have students say who is speaking.

Answers

- I shouldn't have **parked here (but I was only gone two minutes)**. Surely you could **rip it up if you wanted?** Maybe you can **rip it up just this once?** (*the driver talking to the police officer*)
 - I shouldn't have **gone out last night**. If only I hadn't **left all my studying until the last minute**. I wouldn't worry **if I were you**. (*the student talking to her friend*)
 - If only we could **just fly off to that island**. That would **be amazing**. I'd just **sleep forever**. Sometimes I wish **I'd never had kids**. (*the two mothers talking*)
 - Don't you wish you **still played soccer, Dad?** But you could have **been a great player if you'd wanted**. (*the father and grandfather at the soccer game*)
 - What would you give **to drive one of those?** Which one would you choose if **you had the money?** ... if I won the lottery, I'd **buy the Aston Martin**. I wouldn't – I'd **go for the Ferrari**. (*the two teenage boys talking about the sports cars*)
- Demonstrate the task by having two strong students improvise the first conversation in exercise 3. Put students in pairs to practice the conversations. Monitor and check for correct formation of the target structures and for pronunciation. If students have a lot of problems, play selected lines of the recording again and drill chorally and individually. Then have students repeat the pairwork. If you have time, you can ask students to choose a conversation and act it out for the class.
 - The goal of this exercise is to reinforce the hypothetical nature of the sentences – they are actually saying the opposite of reality. Understanding the facts behind the statements helps students understand the concept.
Read the example as a class and focus on the fact behind it. Give students time to analyze the rest of the sentences, working individually. Put students in pairs to compare their answers before checking with the class. Point out the tense shift from non-fact to fact, e.g.,
could → *can't*
had helped → *didn't help*
spoke → *don't speak*
would → *won't*

question. If they get it right without referring to the Student Book, they move forward one square but don't have to answer the question on it. If they refer to the Student Book and get it right, they stay on the same square. If they get the answer wrong after looking at the Student Book, they move back one square. If they land on a *Classmate challenge*, they have to answer a question written by the other pair without referring to the Student Book. If they get it right, they move forward one square. If they get it wrong, they move back one. The team that reaches FINISH first are the winners.

- Briefly review the language students need to play the game, e.g., *Whose turn is it? It's our/your/(Yuko's) turn to answer. Throw the dice. Move forward/back one. Find the right page in the book. I don't think that's right. Let's check with the teacher. We're the winners!*
- Students play the game in their groups. Monitor and help as necessary.
- As an extension, you can ask students to write more *Classmate challenge* questions for a whole-class review quiz.

Answers

- 1 In the first sentence, the speaker told a lie, in the second another person told the speaker a lie.
- 2 Any three of the following: *homesick, homeless, homegrown, homemade*
- 3 Students' own questions and answers
- 4 He's fallen off his bike five times during his travels around Asia.
- 5 Simple Past, Past Continuous, Past Perfect, and Past Perfect Continuous
- 6 Students' own questions and answers
- 7 Any three of the following: *Who wrote it? What kind of book/movie is it? What's it about? Where and when is it set? Who are the main characters? How does it end? Would you recommend it? What did the critics say about it? Has it won any awards?*
- 8 Any two answers from each set: *tiny – big, large, huge, enormous, immense; happiness – unhappiness, sadness, misery, sorrow, discontent(ment); appear – disappear, vanish*
- 9 Students' own questions and answers
- 10 The first sentence is a prediction. The speaker is saying what he/she thinks may happen. In the second, Susan has already agreed to help and the speaker is talking about this plan.
- 11 *take*
- 12 Students' own questions and answers
- 13 Suggested answers: *There are hardly any good stores in town. I spend a great deal of time checking email. Very few people wear suits to work. I've got tons of work to do.*
- 14 *up, final, writing*
- 15 The first sentence is the odd one out. *Must* expresses obligation, but *could/might* express possibility.
- 16 Students' own questions and answers
- 17 Suggested answers: *I always try to get out of doing the dishes. My brother gets on my nerves when he plays music too loudly. I get along well with my classmates.*
- 18 Students' own questions and answers
- 19 Suggested answers: *It was a very relaxing vacation./You look very relaxed after your vacation. Falling down the stairs was very embarrassing./I was so embarrassed when I fell down the stairs.*
- 20 Students' own questions and answers

- 21 In the first sentence, the speaker no longer lives on his/her own. In the second, the speaker lives on his/her own and the situation no longer feels strange. In the third, the speaker lives on his/her own. The situation is still strange, but is becoming easier.
- 22 **in** my opinion, as far as **I'm/I am** concerned, to tell you the **truth**
- 23 Students' own questions and answers
- 24 *shouldn't have, could have*
- 25 Suggested answers: *My bag **must** have **gotten lost**./My bag **can't** have **been on the plane**.*
- 26 Students' own questions and answers
- 27 1b, 2a, 3c
- 28 *ifs or buts, by and large, slowly but surely*
- 29 Any three answers from each set: *not on your life, get a life, that's life, you can bet your life, get a new lease on life, live life, a cushy life; take your time, kill time, third time's a charm, no time to lose, on time, any old time, better luck next time, it's high time, for the time being, stand the test of time, in the nick of time, right on time*
- 30 Students' own questions and answers

Don't forget!

Workbook Unit 12

- Ex. 6 Vocabulary – Hot verbs – *be, have*
 Ex. 7 Prepositions review
 Ex. 8 Listening – You're never too old
 Ex. 9 Pronunciation – Nouns and verbs
 Ex. 10 Pronunciation – Emphasis in speaking

Grammar Reference (SB p. 148)

Word list Unit 12 (SB pp. 154–155)

Remind your students of the Word list for this unit on SB pp. 154–155. They can translate the words, learn them at home, or transfer some of the words to their vocabulary notebook.

Tests (Online)

Unit 12 Test

Stop and check Test 2

Video (iTools and Online)

Additional photocopiables and PPT™ presentations (iTools)

- 2 1 I wish you were rich.
I wish you could/would/had come.
I wish I were rich.
I wish I could/had come.
- 2 1 could/was able to 2 wasn't
3 had 4 hadn't gone 5 have stayed
6 didn't speak/wouldn't speak
7 'd fallen 8 lived
- 3 1 1 I wish I'd invited him to the party.
2 You should have been watching the road.
3 If only I hadn't said that to her.
4 I wish I hadn't hit him.
5 I'd rather you didn't tell her.
6 I wish Meg wouldn't stay out so late.
7 I should have told him (that) I loved him.
- 2 *Sample answers:*
1 I wish I had a Rolls Royce.
2 If only I could get a job/had somewhere to live.
3 If only I could fall asleep.
4 We should have booked some rooms.
5 I wish I'd gotten gas.
6 Cat: "I wish she'd stop playing!"
- 4 1 If
2 hadn't
3 should
4 would
5 'd
6 only
7 wouldn't
8 should
9 would
10 could
11 couldn't
12 could
13 If
14 realized
15 wouldn't
16 imagine
17 won't
18 unless
19 have
- 5 1 1 I wish I had been true to myself.
2 I wish I hadn't worked so hard.
3 I wish I had said what I was really thinking.
4 I wish we had stayed in touch.
5 I wish I had done more.
- 2 1 spent more time/played more (2)
2 had taken (5)
3 been too scared (3)
4 stayed in touch (4)
5 fulfilled (1)
- 3 1 I wouldn't have been sick if I hadn't had the shellfish.
2 I would have called you if I had had the time.

- 3 If I had known the sweater wasn't machine-washable, I wouldn't have bought it.
- 4 I wouldn't have believed it if I hadn't seen it with my own eyes.
- 4 2 If I'd known your address, I could/would have sent you a postcard.
3 If I'd remembered when your birthday was, I would have bought you a present.
4 If I hadn't been rushing my wife to the hospital, I wouldn't have broken the speed limit.
5 If I hadn't forgotten to set my alarm clock, I wouldn't have been late.
- 6 1 feel, won't go
2 sold, 'd make
3 see, 'll tell
4 hadn't gone, wouldn't have met
5 didn't love, wouldn't marry/wouldn't be marrying/wouldn't have married
6 buy, get
7 would ... do, saw, would run
8 had brought, wouldn't be
9 hadn't had, would have burned down
10 were, 'd apologize
11 eats/had eaten, will get/would have got
12 had listened, would have heard, wouldn't be
- 7 1 1 Imagine
2 in case
3 unless
4 Unless
5 Suppose
6 in case
7 Had
8 Should
- 2 1 I won't come unless they invite me.
2 Suppose he left you, what would you do?
3 Suppose you had learned to play tennis, would you have been a champion by now?
4 We're going to install a smoke alarm in case there's a fire.
5 She won't get that job unless she learns to speak French.
6 Imagine the lifeguard hadn't been there, what would have happened?
7 I won't go out this evening in case Justin calls.
8 I'll be at my desk until 6:00 should you need to speak to me about the matter.

- 8 1 illegible
2 unreadable
3 childish
4 childlike
5 sensitive
6 sensible
7 truthful
8 true
9 intolerant
10 intolerable
11 economic
12 economical
- 9 1 breakdown
2 comeback
3 check-up
4 outcome
5 outlook
6 outbreak
7 breakthrough
8 feedback
9 takeaway
10 downfall
- 10 1 1 d 2 a 3 b 4 c 5 e 6 h
7 g 8 i 9 j 10 f
2 1 c 2 a 3 b 4 d 5 f 6 e
3 1 C 2 H 3 C 4 C 5 H 6 C
7 H
- 11 2 /e/ **bread:** jealous, pearl, breath, thread, breadth, deaf, health, meant, death, lead (n), weapon, search, earth
/i/ **meat:** beast, heal, lead (v), breathe, reason, scream, cheat, leap, leaped, dear, tear, clear, gear, beat, weary, beard, hear
/ei/ **break:** steak, great, tear, great, steak

Unit 12

- 1 1 1 a 2 the 3 the 4 a 5 -, a, the
6 the 7 a, - 8 the, -
9 a, The, -, the
- 2 1 A 2 the 3 a 4 - 5 a 6 a
7 - 8 the 9 - 10 the 11 the
12 the 13 a 14 - 15 - 16 -
17 a 18 the 19 The 20 an
21 the 22 the 23 - 24 the
- 2 1 1 everything
2 Everything
3 All
4 Every
5 All
6 All
7 everything
8 all
9 Every
10 everybody