

She saw furniture moving

Describing what you can see and hear
Verbs of perception + present participle
can/ could + verbs of perception

1 OPENER

Look at the newspaper headline and picture. Which of these words do you expect to find in the newspaper article?

bruise code family fish fly fright
 haunted hear investigate move
 psychic strange train video

Knock twice for terror!

From the outside it looked like any other house. But the people who investigated the strange happenings there knew differently. Psychic investigators and the police came to the same conclusion. The house where Mrs. Peggy Hodgson and her teenage children lived was haunted.

It all began when Peggy's daughter, Janet, heard someone walking around in her bedroom. Four loud knocks followed, and Janet saw a large chest of drawers moving across the room on its own. Then, a hairbrush flew through the air, hitting Janet's brother on the head and giving him a nasty bruise.

Fright soon turned to terror when the teenage girl began to speak in a strange voice. "I could hear a voice coming from Janet, my daughter," Peggy told the police, "but it was an old man's voice. And I couldn't see her lips moving—I'm absolutely sure it wasn't her voice."

A police officer watched a chair flying through the air. "I saw the chair rising from the floor, moving sideways, and then floating back to its original position," she said. "I was so scared that I didn't dare move."

One expert brought in video equipment to record the events. She saw furniture moving and heard voices talking. But when she tried to play the video back, there was nothing there. "I could see things happening," she told a newspaper reporter, "but I couldn't record them."

A psychic investigator, Maurice Grosse, tried to communicate with the "thing." He used a code of one knock for "No" and two knocks for "Yes."

"Did you die in this house?"

Two knocks.

"How many years did you live here? Knock once for each year."

Fifty-three knocks.

Later that day Peggy called Grosse. "Come quickly," she said. "I can hear Janet talking in an old man's voice again."

Grosse ran into the room.

"My name is Bill Hobbs," the voice was saying. "I'm 72 years old and I have come here to see my family. But they are not here now. I'm going away and won't come back."

And after this, the haunting ended.



2 READING

1.42 Read *Knock twice for terror!* and check your answers to exercise 1.

3 AFTER READING

Choose the best answer.

- The opinions of people who investigated the Hodgsons' house were
 A the same. B different. C strange.
- When Janet was in her bedroom, she heard someone
 A knocking. B flying. C singing.
- A hairbrush hurt
 A Peggy. B Peggy's daughter. C Peggy's son.
- Peggy heard Janet
 A talking to an old man. B speaking strangely. C telling the police.
- When the chair rose into the air, the police officer
 A moved. B was very frightened. C went back to her original position.
- The expert with video equipment couldn't
 A see things moving. B hear people talking. C record what happened.
- "My name is Bill Hobbs," said
 A the ghost. B Peggy. C Grosse.
- The ghost lived in the house for
 A two years. B seventy-two years. C fifty-three years.

Your response Do you believe in ghosts? Why/Why not?

4 SPEAKING

Look at the picture and say what you can see.

A I can see a girl flying a kite.

B I can see a man juggling.



5 LISTENING

- 1.43 Listen to the sounds and say what you can hear. Use the words and phrases in the box to help you. What do you think is happening?

A I can hear people running.

B I can hear a car starting.

bells ring car start car stop cheer clap
door close door open drive off music play run

Extension Work in pairs and write a paragraph saying what happened.

6 PRONUNCIATION

- 1.44 Listen and repeat.

/eɪ/ hair	/ɪ/ hear
air	ear
chair	cheer
dare	dear
pair	pier
wear	we're

Now listen and write the words you hear.

7 WRITING

Close your eyes. Imagine you are at home. It's Saturday evening and you are with your friends. What can you hear? What can you see?

Now write five sentences beginning *I could hear/see ...*

I could hear my friends laughing.

LANGUAGE WORKOUT

Complete.

Verbs of perception + present participle

Janet heard someone walking around in her bedroom. She saw furniture mov_____.

A police officer watched a chair fly_____ through the air.

We can also use this construction with *notice*, *listen to*, *smell*, and *feel*.

can/could + verbs of perception

I can _____ Janet talking.

I could _____ things happening.

We can also use *can/could* before *feel*, *smell*, and *taste*.

► Answers and Practice

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I'll keep my fingers crossed!

Making predictions, promises, and offers

Talking about plans and intentions

Future review: *will/won't, shall, and going to*

1 OPENER

Here are some superstitions in the U.S. Which do you think are for good luck and which bring bad luck?

Breaking a mirror
Catching a falling leaf in the fall
Crossing your fingers
Opening an umbrella indoors
Throwing a coin into a fountain
Walking under a ladder

Do you have these superstitions in your country?

2 READING

1.45 Read and answer the questionnaire.

3 AFTER READING

Figure out your score and compare it with other students. Do you agree with the description for your score?

Your response Are some superstitions more reasonable than others? How many students in the class are superstitious? Who are more superstitious: boys or girls?

Extension What other superstitions do you have in your country? Make a list of three or four superstitions and compare them with other students.

How superstitious are you?

Are you down to earth, or on another planet?
Find out here!

1 A friend says "Shall I read out your horoscope?" Do you ...

- A say yes, listen carefully, and follow all the advice?
- B say yes, but only believe it if it says something good?
- C ask your friend to read you the sports scores instead?

2 You know that tomorrow is Friday the 13th. What are you going to do?

- A Stay in bed all day.
- B Go out, but be very careful.
- C Pay no attention—it makes no difference anyway.

3 You see a painter on a ladder on your way to school. Will you ...

- A walk around the ladder to avoid bad luck?
- B walk under the ladder to prove it's not unlucky?
- C walk around the ladder because it's safer?

4 You accidentally break a mirror. What do you say?

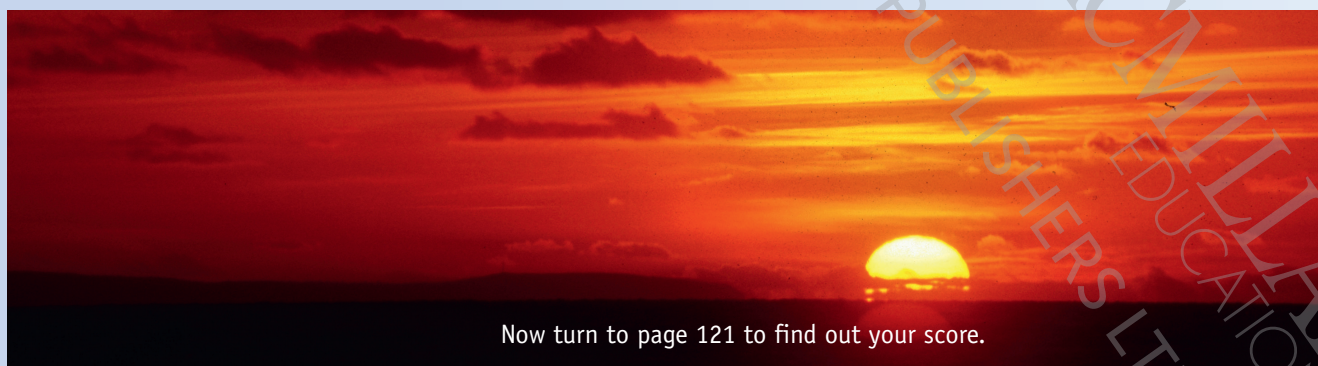
- A "Oh, no, I'll have seven years of bad luck!"
- B "I won't be unlucky, knock on wood."
- C "It's OK—I'll buy another one."

5 A friend has a summer job interview tomorrow. What do you say?

- A "Don't worry—I'll lend you my lucky charm."
- B "Good luck—I'll keep my fingers crossed!"
- C "Shall I role-play the interview with you?"

6 It's evening and the sky is red. What do you say?

- A "Oh, that's lucky—the weather is going to be great tomorrow!"
- B "I hope it won't rain tomorrow."
- C "I'm going to check the weather forecast."



Now turn to page 121 to find out your score.

4 LISTENING

1.46 Read and listen to the beginning of a short story.

A doctor is driving home along a quiet country road. It's late at night and it's raining hard. Suddenly, he sees a girl walking along the road. She looks like a student.



What do you think the doctor will do?
Now listen to the rest of the story. Continue to make predictions, and then find out if you predicted correctly.

Extension Do you think this is a true story?
Why/Why not?

5 SPEAKING

Make promises in response to statements 1–5.
Use *I'll / I won't ...* with these phrases.

be away for long call once a week drive carefully
forget anything look at the map

- Remember your passport.
- Have a safe trip.
- Don't get lost!
- Please keep in touch.
- Come back soon.

Now make offers in response to statements 6–10.
Use *I'll ...* and *Shall I ...?* with these phrases.

close the window turn down the heat
carry it for you lend you one turn off the lights

- I want to go to sleep.
- I don't have a pen.
- It's very cold in here.
- I'm feeling really hot.
- My suitcase is pretty heavy.

6 PRONUNCIATION

1.47 Listen and repeat.

/æ/ bad	/ʌ/ luck
cat	cut
cap	cup
match	much
ran	run
sang	sung

Now listen and write the words you hear.

7 VOCABULARY

Match the phrasal verbs with their meanings. Which of the verbs can you find in this lesson?

Word Bank Phrasal verbs with out

figure out find out go out
look out take out try out

- | | |
|--------------|------------------------------|
| 1 be careful | 4 opposite of <i>stay in</i> |
| 2 calculate | 5 experiment with |
| 3 discover | 6 remove |

Extension Complete the sentences with verbs from the Word Bank.

- Are you going to _____ tonight?
- You can _____ more details on our website.
- He was born in 1984, so you can _____ his age.
- Let's _____ this new computer game.
- _____! There's a car coming.

8 WRITING

Write a paragraph about next week. Say what you *know* is going to happen because you have decided to do it, or because it is planned. You can also say what you *think* or *hope* will happen.

LANGUAGE WORKOUT

Complete.

will/won't

We use *will/won't* to say what we predict or hope for the future.

I'll have seven years of bad luck.

I hope it _____ rain tomorrow.

We also use *will/won't* for offers, promises, and decisions made at the time of speaking.

I _____ lend you my lucky charm.

I _____ keep my fingers crossed!

It's OK—I _____ buy another one.

shall

We can also use *Shall I ...?* to make offers.

Shall I read you your horoscope?

going to

We use *going to* to talk about plans and intentions.

I _____ to stay in bed all day.

Are _____ to go out?

We also use *going to* to predict the future from present evidence.

The weather _____ to be great tomorrow!

► Answers and Practice

Language File page 116

What would you do?

Talking about imaginary or unlikely situations
Giving advice
Second conditional

SURVIVAL QUESTIONNAIRE

What would you do to survive in these situations?



1 What would you do in the desert if you didn't have enough water?

- A I'd eat a lot because there's water in food.
- B I wouldn't eat and I'd breathe through my nose.
- C I'd walk as fast as possible and look for an oasis.

2 What if you were in an area where there were lots of snakes?

- A I'd walk as quietly as possible.
- B I'd wait until it was dark before moving.
- C I'd make as much noise as I could with my feet.

3 What if you were outside in a thunderstorm and lightning was near?

- A If I were near a big tree, I'd stand under it for shelter.
- B I'd find other people and ask everyone to hold hands.
- C I'd take off all metal objects and crouch on the ground.



4 If you were lost in a forest without a phone, how would you let your friends know where you were?

- A I'd shout "Help!" as loudly as I could in a deep voice.
- B I'd scream really loudly.
- C I'd whistle loudly and as high as possible.

5 What would you do if you were out walking and saw a bear?

- A I'd run away as fast as I could.
- B I wouldn't run, I'd back away slowly.
- C I'd climb the nearest tree.



6 If you had to cross a fast river with waist-high water, which way would you face?

- A I'd face upstream.
- B I'd face the opposite bank.
- C I'd face downstream.

7 What would you do if you were in a forest fire?

- A I'd run uphill to get as high as I could.
- B I'd figure out which way the wind was blowing, and run in the same direction.
- C I'd run away from the fire toward a wide road or a river.



1 OPENER

Look at the pictures in the *Survival Questionnaire*. Which of these words do you expect to find in the questionnaire?

bear desert fire forest ice jungle
lightning mountain oasis river
snow thunderstorm waterfall wind

2 READING

Read and answer the questionnaire. Compare your answers with other students.

3 AFTER READING

Turn to page 121 and find out your score. Compare your scores with other students.

Your response Would you enjoy the challenge of these survival situations, or would you be scared?

4 LISTENING

1.48 Sophie gave her boyfriend the questionnaire. Listen and write down his answers. What's his score?

5 SPEAKING

Ask and answer questions about these imaginary situations. What would you say and do? How would you feel?

- 1 You meet an alien.
- 2 You're stuck in an elevator.
- 3 You win a million dollars.
- 4 You lose your bag.
- 5 You see a ghost.
- 6 You find someone unconscious in the street.

If I met an alien, I'd invite it home for dinner.

Extension Think of three more imaginary situations and ask a student what they would say, do, and feel.

8 If you were on a steep hill covered in large slippery rocks, what would be the safest way to climb it?

- A I'd take off my boots and socks, and climb barefoot.
- B I'd keep my socks and boots on.
- C I'd take off my boots but keep my socks on.

9 If you were lost in a forest and very hungry, how would you decide which plants were safe to eat?

- A I'd take a small leaf or berry and put it on my lip for five minutes.
- B I'd look and see what the birds were eating and do the same.
- C I'd eat all the plants except those with red or purple berries.

10 What would you do if you were in a boat on the edge of a waterfall?

- A I'd jump out of the boat and go over the waterfall feet first.
- B I'd jump out of the boat and dive over the waterfall.
- C I wouldn't jump, I'd stay in the boat and hold on tight.



6 LISTENING

1.49 Look at the phrases in the box, and listen to the advice given to people with problems 1–6. Match the phrases with the problems.

lie down do more exercise see a dentist
stop talking count sheep
take a deep breath and count to 100
go to bed later drink a glass of water
eat lots of oranges drink hot lemon juice and honey
read a boring book take some aspirin

- 1 I have the hiccups.
- 2 I have a toothache.
- 3 I can't get to sleep at night.
- 4 I think I'm getting a cold.
- 5 I have a headache.
- 6 I have a cough and a sore throat.

Extension Do you agree with the advice you heard? Give your advice in response to the problems using *If I were you, I'd/I wouldn't ...* You can add your own ideas.

7 PRONUNCIATION

Which of these words contain the sound /f/?

cough enough ghost high laugh lightning
night thought through tight weight

1.50 Listen and check. Repeat the words.

8 SPEAKING

Imagine you were going backpacking with another student and you could only take ten of these items with you. Which items would you take, and why?

Word Bank Survival kit

a box of matches candles a cell phone a compass
a camera a first-aid kit a flashlight insect spray
a magnifying glass a map a needle and thread
a pencil and paper plastic bags a pocket knife
a radio safety pins a small mirror a spoon sunglasses
sunscreen an umbrella a water bottle a whistle

If we took a box of matches, we could light a fire.

Now tell other students which items you would take.

We'd take a box of matches so we could light a fire.

9 WRITING

An American friend of yours is going on a camping trip in your country next week, and asks your advice about what to take. Write some helpful advice—and think about the weather!

If I were you, I'd take some insect spray. There are lots of mosquitoes at this time of year.

LANGUAGE WORKOUT

Complete.

Second conditional

If + simple past, would(n't) ...

If I saw a bear, I would run away as fast as I could.

If I were near a big tree, I _____ under it for shelter.

If I _____ on the edge of a waterfall, I _____n't _____ out of the boat.

What _____ you _____ if you _____n't _____ enough water?

What _____ you _____ outside in a thunderstorm?

We use the second conditional to talk about imaginary present or unlikely future situations.

► Answers and Practice

Language File page 116

Integrated Skills

Telling a story

1 OPENER

Rebecca is a novel by Daphne du Maurier. In the book, Maxim de Winter marries again after the death of his first wife, Rebecca. Maxim never talks about Rebecca, but other people talk about her ...


What problems do you think Maxim's new wife will have when they return to his home?

2 READING

Read the first part of the story and answer the questions.

- 1 Where did Maxim de Winter meet his second wife?
- 2 Who was Rebecca?
- 3 What did people say happened to Rebecca?
- 4 Where did Maxim de Winter live?
- 5 Why didn't the second Mrs. de Winter feel confident?
- 6 What was Mrs. Danvers like?
- 7 Why didn't Maxim want his wife to go to the cottage?
- 8 Who often stayed in the cottage?

SPEAKING

- 3  1.51 Look at the pictures and tell each other what happened in the second part of the story. Then listen and check.

The second Mrs. de Winter wanted to be the perfect wife at Manderley's annual costume ball.



A shy young girl of 21 was working for an American woman in Monte Carlo when she met Maxim de Winter, a rich and handsome Englishman. People said that Maxim couldn't get over the death of his beautiful wife, Rebecca, who drowned in a boating accident. But Maxim asked the young girl to marry him. After a honeymoon in Italy, Maxim took his new wife back to his beautiful home, Manderley, on the southwest coast of England.

But when she arrived at Manderley, the second Mrs. de Winter didn't feel at all confident in her new role. She found herself in charge of a huge house with lots of servants, including the unfriendly housekeeper, Mrs. Danvers. She soon realized that Mrs. Danvers adored Rebecca. In fact, Rebecca seemed to haunt the house, and her presence was everywhere. But Maxim never talked about her.

One afternoon, Maxim and his wife went for a walk on the beach with their dog. When she followed the dog to an empty cottage, Maxim called her back. He was annoyed, and explained impatiently that the cottage held bad memories. Later, she discovered that Rebecca often stayed there.

4 Before you listen to the third part of the story, discuss the possible answers to these questions about it.

- 1 Why was Maxim so angry about his wife's dress?
- 2 Why did Mrs. Danvers suggest the white dress?
- 3 What did Mrs. de Winter say to Mrs. Danvers the next day?
- 4 What did Mrs. Danvers reply?
- 5 What did a diver find in the ocean that night?
- 6 What did Maxim confess to his wife?
- 7 Did anyone else know what really happened to Rebecca?
- 8 Did Maxim ever love Rebecca?

LISTENING

5 2.02 Listen and check your answers to exercise 4.

6 Read these phrases from the last part of the story. How does it end?

inquest into Rebecca's death ... verdict was suicide ... Rebecca's diary ... a doctor in London ... the day she died ... the next day ... went to London ... asked the doctor about Rebecca ... very sick ... only six months to live ... never have a child ... afterward ... dinner in a restaurant ... Rebecca wanted me to kill her ... laughing when she died ... wife didn't reply ... all over now ... looked very worried ... suddenly ... have to drive back to Manderley ... something's wrong ... early hours of the morning ... reached the top of the hill ... sky above their heads was black ... sky above Manderley was red

2.03 Now listen to the last part of the story and check.

7 GUIDED WRITING

Write the last part of the story using the phrases in exercise 6.

There was an inquest into Rebecca's death, and the verdict was suicide.



LEARNER INDEPENDENCE

8 When you come across a new word, try to guess what it means.

- What could the word mean in the context?
- What part of speech is it?
- Does it have a prefix or suffix?
- Is it like another English word you know?
- Is it like a word in your language?

Look at the text in exercise 2 again. Could you guess the 1 meanings of the new words?

9 Word creation: Complete the two charts with words from Unit 4.

Noun	Adjective
cheer fright importance luck memory superstition	
Verb	Noun
breathe conclude differ investigate paint predict	

10 2.04 **Phrasebook:** Find these useful expressions in Unit 4. Then listen and repeat.

Pay no attention.
It makes no difference.
Knock on wood.
I'll keep my fingers crossed!
Keep in touch.
What would you do?
What if ...?
If I were you, I'd ...
I have the hiccups.
I have a toothache.
I have a headache.

Which expression means ...?

- 1 Stay in contact.
- 2 I think you should ...
- 3 It doesn't change anything.
- 4 Ignore it.

PROJECT *Mystery report*

- 1** Work in a group and make a list of mysteries or unusual events which you have heard about. For example, animal or bird migration, levitation (people who can float in the air), sightings of "ape-men" like the Yeti, or occasions when frogs and fish have fallen out of the sky like rain. Then choose one to write about.
- 2** Research: Find out information about the mysteries or events using the Internet or a library:
 - What happens/happened?
 - When and where does/did it happen?
 - How do we know about it?
 - What explanations are there for it?
 - What is your opinion?
- 3** Work together and write about the mystery. Read your work carefully and correct any mistakes. Draw pictures or find photos from magazines or online. Show your report to the other groups.

Bird Migration

Every year millions of birds fly huge distances across the world, often returning to the same place year after year. The Arctic tern, for example, flies south from the far north of North America and Europe to Antarctica and back again. In other words, from the North Pole to the South Pole and back. The total distance is around 70,000 kilometers and the birds fly between 330 and 520 km a day.

People have tracked the Arctic tern's migration, so we know it happens. But no one knows for sure why the bird migrates or how it finds its way.

There are a number of different explanations. It's possible that the terns use the stars or the position of the Sun in the sky. It's also possible that they use changes in temperature and smells to guide them. Some people claim that the birds remember the way.

We think that they find their way by using the position of the stars.

**Game** *Where am I?*

- Imagine you're somewhere outside the classroom. You could be in a city, in the country, by water ... Think about these questions and make notes.

Questions

What time of day is it?
 What's the weather like? Is it hot, warm, cold, wet?
 What can you see around you?
 Are there any people or animals? What are they doing?
 What sounds can you hear?
 What can you smell?
 How do you feel—happy, relaxed, ...?

- Now describe your experience to other students. Can they guess where you are?

It's the afternoon, it's a beautiful day, and it's very warm. I can see hundreds of people all around me, and we're all watching animals running. I can hear people cheering and clapping, and I can smell the grass. I feel excited!

CONSOLIDATION

LESSON 1 Write five sentences beginning *I could see/hear someone/something ...* and use these verbs.

cry fall knock laugh run shout

I could hear someone crying.

LESSON 2 Write ten predictions for another student about the next 24 hours.

Greg will help cook dinner tonight.

Tomorrow, give your predictions to the student. How many of your predictions were correct?

LESSON 3 Write sentences saying what you would feel and what you would do in these imaginary situations.

You're lost in a strange city.

You're on a train and you've lost your ticket.

You've studied for the wrong questions on an exam.

You've chosen clothes in a store but then find you don't have any money on you.

If I were lost in a strange city, I would ...

EXTENSION

LESSON 1 Think about your trip to school today and all the sounds you heard. Write a paragraph describing the trip.

While I was waiting at the bus stop, I heard the birds singing.

LESSON 2 Look at the Language Workout on page 51 and then write:

- 1 Three predictions with *will*.
- 2 One offer with *shall*.
- 3 One promise with *will*.
- 4 One future plan with *going to*.
- 5 One prediction from present evidence with *going to*.

Tomorrow will be your lucky day.

LESSON 3 Imagine that you were principal of your school for a day. Write sentences saying what things you would change, and why.

First of all, I would pay the teachers a lot more because teaching us is hard work.

YOUR CHOICE!

CONSTRUCTION Words beginning with *re-*

In this unit, find words beginning with *re-* which mean:

- 1 the opposite of *forget* *v*
- 2 say something again *v*
- 3 answer *v*
- 4 someone who writes news stories *n*
- 5 understand something that you didn't know before *v*

What other words beginning with *re-* do you know? Check in the Word List.

REFLECTION *will/won't, shall, or going to?*

Complete the rules.

- We use _____ to talk about future plans and intentions.
I _____ go shopping after school.
- We use _____ or _____ to make offers.
I _____ get it for you. _____ I call the doctor?
- We use _____ to say what we hope or predict.
She _____ get better soon.
- We use _____ for promises.
I _____ be home before midnight.
- We use _____ to predict the future when we can see that something is likely to happen.
It _____ to rain—look at those clouds.

ACTION Speed dictation

- Work in teams of three: A, B, and C.
- Student A goes to the other side of the classroom and chooses a paragraph from this unit.
- Student B crosses the room and Student A reads out the first sentence of the paragraph. Student B repeats the sentence and then returns.
- Student B says the sentence to Student C, who writes it down. Then Student B goes across to Student A for the next sentence. At the end, compare Student C's paragraph with the book.

INTERACTION

If you were a ..., what ... would you be?

- Work in a small group.

Ask each other questions using these words.

color animal kind of food car sport
kind of music TV show sound country month

A If you were a color, what color would you be?

B If I were a color, I'd be green because ...

REVIEW

UNITS 3-4

- 1 Read and complete. For each number 1–12, choose word or phrase A, B, or C.

Mystery in the sky

Many people see strange things in the sky and think they 1 be UFOs. It's certainly difficult 2 what happened to a young Australian pilot in 1978.

At 6:19 p.m. on October 21, 20-year-old Frederick Valentich took off in a Cessna 182 from Melbourne. He 3 to fly over the sea to King Island, between Australia and the island of Tasmania.



At 7:06 p.m., Valentich contacted Steve Robey at Air Traffic Control in Melbourne, because he 4 see a large aircraft 5 over him. Robey was very surprised—he knew there 6 be any other aircraft in the area. But the small Cessna wasn't alone. Valentich watched the UFO flying above 7. The object was long and very fast with a green light. It 8 like metal, but it wasn't a plane. Then it disappeared from the sky.

At 7:11 p.m., when Valentich was still 30 minutes from land, he reported engine problems. "I'm going 9 to reach King Island," he told Robey. Suddenly he shouted "I 10 see that strange thing above me again, and it's not an aircraft!" Robey 11 a strange noise over the radio, and then there was silence.

The Cessna 182 never reached King Island; the plane and pilot completely disappeared. We 12 probably never know what happened to Frederick Valentich.

- | | | |
|----------------|-----------|-------------|
| 1 A can | B could | C mustn't |
| 2 A to explain | B explain | C explained |
| 3 A must | B have | C had |
| 4 A can | B could | C did |
| 5 A to fly | B flying | C flew |
| 6 A ought | B should | C shouldn't |
| 7 A him | B his | C himself |
| 8 A saw | B watched | C looked |
| 9 A try | B to try | C trying |
| 10 A can | B could | C might |
| 11 A listened | B heard | C sounded |
| 12 A will | B won't | C can't |

- 2 Write responses using *must* and *can't*.

It's next to Spain. *Germany* or *Portugal*?

It can't be Germany—it must be Portugal.

- He comes from South America. *Brazilian* or *Italian*?
- It lives in Antarctica. *A parrot* or *a penguin*?
- They're made of glass. *Curtains* or *windows*?
- She works in a hospital. *A pilot* or *a doctor*?
- It's white and very cold. *Snow* or *rain*?
- They're long and yellow. *Cucumbers* or *bananas*?
- They perform on stage. *Actors* or *reporters*?
- It has wings. *A plane* or *a helicopter*?

- 3 Complete the sentences with *must* or *can't*.

SCHOOL RULES

- You shout or make unnecessary noise.
- You run in the school building.
- You arrive on time for class.
- You listen to the teacher.
- You copy other students' work.
- You use cell phones in class.

- 4 Rewrite the sentences replacing the words in *italics* with the correct form of *have to*.

- Must* we go to school every day?
- You don't need* to work all weekend.
- It's necessary for you to* hand in homework on time.
- He must* do some studying before the exam.
- It was necessary for us to* answer 20 questions.
- They didn't need* to look up any words.

- 5 Choose the correct object or reflexive pronoun.

- I'm teaching *me/myself* yoga from a book.
- You have to believe in *you/yourself*.
- He gave *her/herself* a glass of orange juice.
- Look—we can see *us/ourselves* on TV!
- We're going out with *them/themselves* tonight.
- Excellent! You must be proud of *you/yourself*!
- It's so noisy I can't hear *me/myself* think!
- It's hard to understand *him/himself*.

- 6 Complete with *'d better (not)* where possible. Otherwise write *should(n't)*.

- You always wash your hands before meals.
- His leg is broken—we call an ambulance.
- You go out in this awful weather.
- Everyone eat lots of vegetables.
- If you want to pass the exam, you do some work!
- I don't think people break promises.

- 7 Write sentences using *It's + adjective + infinitive*.

impossible/walk around the world

It's impossible to walk around the world.

- | | |
|------------------------|----------------------------|
| 1 hard/remember dates | 4 important/tell the truth |
| 2 good/see you again | 5 wrong/cheat |
| 3 rude/stare at people | 6 nice/meet you |

8 Complete with the present participle of these verbs.

burn eat play run sing wait

- I can hear someone _____ the piano.
- Is there a fire? Can you smell something _____?
- Did you notice anyone _____ at the bus stop?
- She felt the rain _____ down her neck.
- Please don't watch me _____ lunch—I'm embarrassed!
- I like listening to the birds _____.

9 Complete the phone conversation with 'I/won't or (be) going to.

- JACK Hi, Tim, what are you doing?
 TIM I 1 wash my father's car.
 JACK Oh, there's no point—it 2 rain. Come to the movies with me instead.
 TIM But I don't have any money.
 JACK No problem, I 3 pay for you.
 TIM OK, I 4 wash the car tomorrow. I'm sure Dad 5 (not) mind. Just a minute—I 6 tell him. Dad, I 7 see a movie with Jack.
 FATHER So you 8 (not) wash my car today.
 TIM I promise I 9 wash it tomorrow—I 10 (not) forget. Jack, I 11 meet you at the movie theater in 15 minutes. Um, Dad, could you ...?
 FATHER I don't believe it—you 12 ask me to give you a ride to the movie theater!

10 Write sentences using the correct form of the verb: simple past or *would*.

- If I (have) a toothache, I (go) to the dentist.
- You (not get) the hiccups if you (not eat) so quickly.
- Where (you/live) if you (can) live anywhere?
- If you (be) on a roller coaster, how (you/feel)?
- If I (know) the answer, I (tell) you.
- The singer (not perform) well if she (have) a sore throat.
- If we (not have) water, we (die).
- What (you/say) if your country (win) the World Cup?

VOCABULARY

11 Complete with ten of these words.

army bruise clap concentrate communicate
 desert election electricity factory haunted
 horoscope ladder planet poverty

- There's going to be an _____ for a new prime minister.
- The music is very loud—it's hard for me to _____ on my work.
- I don't believe in ghosts, but they say the house is _____.
- Venus is the _____ that is closest to Earth.
- We should turn off the lights to save _____.
- He wanted to be a soldier, so he joined the _____.
- Whales can _____ with each other over very large distances.
- A firefighter climbed up a _____ to the top of the building.
- It says in your _____ that today is your lucky day.
- I had a bad _____ on my leg after the soccer game.

12 Match these words with their definitions.

adore forbidden handsome honeymoon
 ignore v lie n mood nasty purpose safety

- | | |
|-----------------------------|-----------------------------|
| 1 not allowed | 6 how someone is feeling |
| 2 opposite of <i>nice</i> | 7 aim or goal |
| 3 vacation after a wedding | 8 something that isn't true |
| 4 opposite of <i>danger</i> | 9 pay no attention to |
| 5 good-looking | 10 love very much |

13 Match the verbs in list A with the words and phrases in list B.

- | A | B |
|---------|-----------|
| 1 boil | asleep |
| 2 break | lies |
| 3 fall | attention |
| 4 give | the law |
| 5 pay | advice |
| 6 tell | water |

**LEARNER INDEPENDENCE
 SELF ASSESSMENT**

Look back at Lessons 1–3 in Units 3 and 4.

How good are you at ...?	✓ Fine	? Not sure
1 Making logical deductions and discussing possibility <i>Workbook pp26–27 exercises 1–3</i>	<input type="checkbox"/>	<input type="checkbox"/>
2 Expressing obligation and prohibition <i>Workbook pp28–29 exercises 1–3</i>	<input type="checkbox"/>	<input type="checkbox"/>
3 Giving advice <i>Workbook pp30–31 exercises 1–3</i>	<input type="checkbox"/>	<input type="checkbox"/>
4 Describing what you can see and hear <i>Workbook pp38–39 exercises 1–4</i>	<input type="checkbox"/>	<input type="checkbox"/>
5 Making predictions, promises, and offers <i>Workbook p40 exercises 1–3</i>	<input type="checkbox"/>	<input type="checkbox"/>
6 Talking about plans and intentions <i>Workbook p41 exercises 4–5</i>	<input type="checkbox"/>	<input type="checkbox"/>
7 Talking about imaginary or unlikely situations <i>Workbook pp42–43 exercises 1–3</i>	<input type="checkbox"/>	<input type="checkbox"/>

Not sure? Take a look at Language File pages 114–116 and do the Workbook exercise(s) again.

Now write an example for 1–7.

- 1 *My alarm clock is ringing—it must be 7:30.*