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.
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
5.43 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
5.44 Listen and repeat.
/er/ hair /or/ hear
air ear
chair cheer
dare dear
dare 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 move.
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
Language File page 116
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?

Read and answer the questionnaire.

Figure out your score and compare it with other students.

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

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
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  
forget anything  
look at the map  
call once a week  
drive carefully

1 Remember your passport.
2 Have a safe trip.
3 Don’t get lost!
4 Please keep in touch.
5 Come back soon.

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

close the window  
look at the map  
turn off the lights  
turn down the heat  
carry it for you

6 I want to go to sleep.
7 I don’t have a pen.
8 It’s very cold in here.
9 I’m feeling really hot.
10 My suitcase is pretty heavy.

6 PRONUNCIATION
Listen and repeat.

<table>
<thead>
<tr>
<th>/æ/</th>
<th>/ʌ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>cat</td>
<td>cut</td>
</tr>
<tr>
<td>cap</td>
<td>cup</td>
</tr>
<tr>
<td>match</td>
<td>much</td>
</tr>
<tr>
<td>ran</td>
<td>run</td>
</tr>
<tr>
<td>sang</td>
<td>sung</td>
</tr>
</tbody>
</table>

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 stay in
2 calculate  5 experiment with
3 discover  6 remove

Extension Complete the sentences with verbs from the Word Bank.
1 Are you going to _____ tonight?
2 You can _____ more details on our website.
3 He was born in 1984, so you can _____ his age.
4 Let’s _____ this new computer game.
5 _____! 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!
# MIND OVER MATTER

## 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

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.

**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

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... 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

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 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
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?

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

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.

What are you going to wear to the ball?
I don’t know.

Why don’t you copy one of the paintings in Manderley?
I like the picture of the girl in white with a hat.

I’ll have to wear a wig.
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 Listen and check your answers to exercise 4.

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

There was an inquest into Rebecca's death, and the 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, I went to London, 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

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.

Tell me about your costume.

It's a secret! You won't know it's me—you'll have the surprise of your life.'

Go and change immediately! It doesn't matter what you wear.

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 meanings of the new words?

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

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>cheer</td>
<td>fright</td>
</tr>
<tr>
<td>importance</td>
<td>luck</td>
</tr>
<tr>
<td>memory</td>
<td>superstition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>breathe</td>
<td>conclude</td>
</tr>
<tr>
<td>differ</td>
<td>investigate</td>
</tr>
<tr>
<td>paint</td>
<td>predict</td>
</tr>
</tbody>
</table>

10 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.
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!
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.

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.

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.

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 …
Mystery in the sky

Many people see strange things in the sky and think they **are** UFOs. It's certainly difficult **to know** 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 **intended** to fly over the sea to King Island, between Australia and the island of Tasmania.

Valentich took off in a Cessna 182 from Melbourne. At 6:19 p.m. on October 21, 20-year-old Frederick Valentich took off in a Cessna 182 from Melbourne. He **intended** 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 **saw** a large aircraft **above** him. Robey was very surprised—he knew there **was** any other aircraft in the area. But the small Cessna wasn’t alone. Valentich watched the UFO flying above. The object was long and very fast with a green light. It **looked** 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 to reach King Island,” he told Robey. Suddenly he shouted “I **must** see that strange thing above me again, and it’s not an aircraft!” Robey **heard** 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 **probably** never know what happened to Frederick Valentich.

### SCHOOL RULES

1. You **must** shout or make unnecessary noise.
2. You **must** run in the school building.
3. You **must** arrive on time for class.
4. You **must** listen to the teacher.
5. You **must** copy other students’ work.
6. You **must** use cell phones in class.

### Choose the correct object or reflexive pronoun.

1. I’m teaching **me/myself** yoga from a book.
2. You have to believe in **you/yourself**.
3. He gave **her/herself** a glass of orange juice.
4. Look—we can see **us/ourselves** on TV!
5. We’re going out with **them/themselves** tonight.
6. It’s so noisy I can’t hear **me/myself** think!
7. It’s hard to understand **him/himself**.
8. Everyone **can** eat lots of vegetables.
9. She works in a hospital. **A pilot** or **reporters**?
10. **KING ISLAND**
11. **A parrot** or **a helicopter**?
12. It’s white and very cold. **Snow** or **rain**?
13. It has wings. **A plane** or **a helicopter**?
14. **It’s impossible/walk around the world**.
8 Complete with the present participle of these verbs.

burn eat play run sing wait

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

9 Complete with ‘ill/won’t or (be) going to.

JACK Hi, Tim, what are you doing?
TIM I _____ wash my father’s car.
JACK Oh, there’s no point—it _____ rain. Come to the movies with me instead.
TIM But I don’t have any money.
JACK No problem, I _____ pay for you.
TIM OK, I _____ wash the car tomorrow. I’m sure Dad _____ (not) mind. Just a minute—I _____ tell him.
FATHER So you _____ (not) wash my car today.
TIM I promise I _____ wash it tomorrow—_____. (not) forget Jack, I _____ meet you at the movie theater in 15 minutes. Um, Dad, could you …?
FATHER I don’t believe it—you _____ 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.

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

VOCABULARY

11 Complete with ten of these words.

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

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

12 Match these words with their definitions.

adore forbidden handsome honeymoon ignore lie mood nasty purpose safety

1 not allowed
2 opposite of nice
3 vacation after a wedding
4 opposite of danger
5 good-looking
6 how someone is feeling
7 aim or goal
8 something that isn’t true
9 pay no attention to
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 …?

1 Making logical deductions and discussing possibility
   Workbook pp26–27 exercises 1–3
   ✔ Fine  ❌ Not sure
2 Expressing obligation and prohibition
   Workbook pp28–29 exercises 1–3
   ✔ Fine  ❌ Not sure
3 Giving advice
   Workbook pp30–31 exercises 1–3
   ✔ Fine  ❌ Not sure
4 Describing what you can see and hear
   Workbook pp38–39 exercises 1–4
   ✔ Fine  ❌ Not sure
5 Making predictions, promises, and offers
   Workbook p40 exercises 1–3
   ✔ Fine  ❌ Not sure
6 Talking about plans and intentions
   Workbook p41 exercises 4–5
   ✔ Fine  ❌ Not sure
7 Talking about imaginary or unlikely situations
   Workbook pp42–43 exercises 1–3
   ✔ Fine  ❌ Not sure

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.