More Information

THINKING OUTSIDE THE BOX

LEARNING OUTCOMES

- FUNCTIONS: expressing frustration
- **GRAMMAR:** *be / get used to (doing)* vs. *used to (do)*; adverbs and adverbial phrases
- VOCABULARY: personality adjectives; common adverbial phrases

Work in pairs. Look at the photo and answer these questions.

- 1 Describe the photo and what is happening.
- 2 The photo visually represents the phrase 'thinking outside the box'. What do you think the phrase means?
- 3 Why is it good to 'think outside the box?'



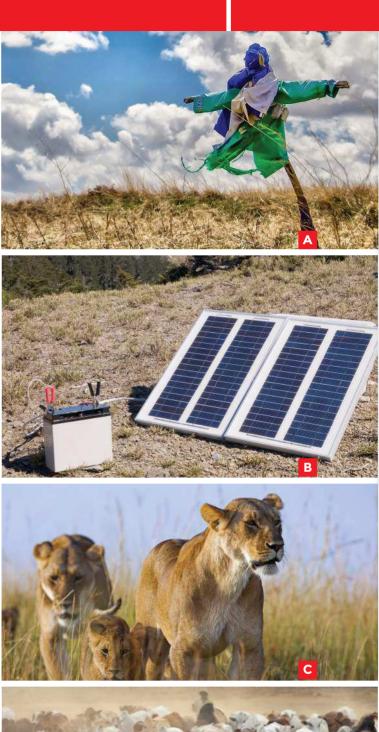
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UNIT 4



- Look at the photos. Match the photos with these words:
 - lions
- a light bulb
- cattle
- a battery
- a scarecrow
- a solar panel
- **3** Read the article and match summaries A–F with the sections 1–5. There is one extra summary.
 - A The lions are finally fooled
 - B An accidental light on the problem
 - C Some success with scarecrows
 - D The dilemma of the Masai people
 - E The outcomes for animals and the inventor
 - F An idea that didn't quite work
- 4 Read the article again. Seven sentences have been
 * removed. Choose from A-H the sentence which fits each gap (1–7). There is one extra sentence.
 - A But that didn't work at all in fact, it seemed that the fire actually lit up the cowsheds and made life easier for the lions.
 - B After a night or two, they got used to seeing this motionless thing and realised it posed no danger.
 - C Richard's creativity also led to him winning a scholarship at one of the top schools in Kenya.
 - D The lions kept well away.
 - E He connected everything up to some light bulbs which he then put outside the cowshed.
 - F They went in to kill the cattle.
 - G Richard, a responsible young man, felt terrible about it and decided he had to do something to keep the lions out without killing them.
 - H It has also given him the pleasure of seeing people and cattle and lions living together without the conflict that used to exist in the past.
- 5 ↓ 1.22 Listen and check your answers to Exercise
 4. Were your predictions in Exercise 2 right?
- 6 Ω In pairs or small groups, do the following.
 - 1 On a scale of 1–5 agree on how impressive you think Richard's invention is. (1 = not impressive at all, 5 = brilliant!) Say why your group has given this score.
 - 2 Richard gave a talk about his invention. Imagine you were in the audience. Write two questions you would ask him at the end of his talk.







More Information

THINKING OUTSIDE THE BOX

Lion Lights

Richard Turere is a member of the Masai tribe who live in Central and East Africa. The Masai are traditionally farmers and often keep cattle, an important source of food and income for them. But a problem is that lions sometimes come to the farms and kill the cattle. The Masai are used to lions attacking their livestock, but of course they aren't happy about it. The only solution seemed to be to kill the lions and this had some degree of success in terms of protecting their cattle, but the Masai weren't very happy about doing that, either, because they were reducing the population of lions.

In the Masai tribe the young boys are responsible for protecting their fathers' cattle. One day, when Richard was 11, he woke up and found that a lion had killed his father's only bull. ¹... .

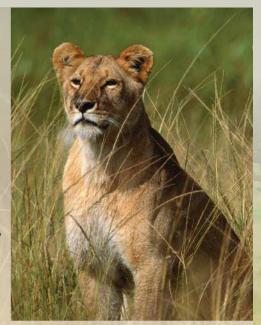
His first idea was to use fire, on the basis that lions were probably scared of fire. ²... . So Richard had to come up with something else. 3 His next idea was to use a scarecrow. Richard hoped that he could trick the lions into thinking that there was a person there, but lions are pretty clever. ³....

And then they went in to attack the farm animals.

Then one night, Richard spent hours walking around in the cowshed with a torch. That night, no lions came, so he worked out that they were afraid of the moving light. And, being imaginative, he had an idea.

4

Richard is a bright young man who used to play with things to see how they worked, and he'd learned a lot about electrical gadgets that way. So he got a battery and a solar panel to charge it, and then he got an indicator box from an old motorcycle – the box that makes a light blink, to show if the biker is turning left or right. ⁴... . The bulbs flashed throughout the night, and the lions thought that someone



was walking around inside the cowshed when in fact everyone was in bed asleep. ⁵....

5 Since Richard invented his 'lion lights', his father has not lost any more cattle to lion attacks. And now Richard's idea is being used in many different places, to keep lions, leopards and elephants away from farms and homes for good. ⁶... . He was also invited to talk at a conference in the USA. ⁷... .

train to THINK

Lateral thinking

Read the example.

'Lateral thinking' means solving problems by thinking in a creative way. It means not following the obvious line of thinking. Here is an example.

A woman is driving down a city street at 25 miles per hour. The speed limit is 30 miles per hour. She passes three cars that are travelling at 20 miles per hour. A police officer stops her and gives her a £100 fine. Why?

If we think too much about the speed, we may not get the answer. What does the situation NOT tell us? It doesn't tell us, for example, what time of day it is – so a possible reason for the £100 fine is that it is night time and the woman is driving with no lights on her car. Or another possible reason for the fine is that the street is one-way, and the woman is driving the wrong way.

- 2 Q Work in pairs or small groups. Here are more situations. See if you can find possible answers.
 - 1 A father and son are in a bad car crash. They are both taken to hospital. The son is taken into the operating theatre. The doctor there looks at the boy and says: 'That's my son!' *How is this possible*?
 - 2 A woman is lying awake in bed. She dials a number on the phone, says nothing, puts the phone down and then goes to sleep. *Why*?
 - 3 A man lives on the twelfth floor of a building. Every morning, he takes the lift down to the entrance and leaves the building. In the evening, he gets into the lift, and, if there is someone else in the lift, he goes directly to the twelfth floor. If the lift is empty, he goes to the tenth floor and walks up two flights of stairs to his apartment. *Why*?

More Information

UNIT 4



be I get used to (doing) vs. used to (do)

Complete these sentences about the article on page 45 with the words in the list. Then complete the rule by choosing the correct options.

play | exist | attacking | seeing

- 1 A conflict used to ... between the farmers and the lions.
- 2 The Masai are used to lions ... their livestock.
- 3 The lions got used to ... the scarecrow.
- 4 Richard used to ... with things to see how they worked.

RULE: We use:

- ¹used to *do / be used to doing* to talk about situations that were true in the past but are not true any more.
- ²*used to do / be used to* doing to talk about something that is familiar.
- *³be used to doing / get used to* doing to talk about the process of something becoming familiar.

2 Choose the correct options.

- 1 When he was a child, Richard used *to look after I to looking* after his father's cattle.
- 2 The Masai people are used *to hear I to hearing* the sounds of lions at night.
- 3 The lions have never got used *to see / to seeing* the flashing lights.
- 4 Richard used *to watch / to watching* planes when they flew over the farm.
- 5 Richard used *to imagine I to imagining* going on a plane to America.
- 6 Richard is used *to speak / to speaking* in public now. He's given several talks at conferences.

3 Complete with the correct form of *be* or *get*.

- 1 I'm from Sweden, so I ... used to cold weather.
- 2 Did it take you long to ... used to the food here?
- 3 I lived in the UK for years, but I never ... used to driving on the left.
- 4 I think I'll never ... used to summer in January!
- 5 ... you used to life here now?
- 6 We didn't eat the food in China at first because we ... used to it.

4 Ω Work with a partner. Find:

- 2 things that both you and your partner used to do
- 2 things you are used to doing
- 2 things that you have got used to this year

Workbook page 36



Personality adjectives

1 Which of the adjectives in the list are used in the article to describe Richard Turere? What do they mean?

bright | responsible | decisive | bad-tempered imaginative | organised | impatient | practical confident | cautious | arrogant | dull

- 2 Read about these people Jane met at her new school.
- a Write ✓ for the people she likes and × for the people she doesn't like. Write ? where it isn't clear.
- **b** Complete the spaces with a word from Exercise 1.
 - 0 Brian gets angry all the time and he complains a lot. He's pretty **bad-tempered**.
 - 1 Barbara understands quickly and has lots of good ideas. She's very
 - 2 Carla doesn't like taking risks. She's a very ... person.
 - 3 Dana's great because she makes her mind up really quickly a really ... girl.
 - 4 Derek never has anything interesting to say he's so ...!
 - 5 Imogen always has wonderful ideas, she's very
 - 6 Ian wants everything and he wants it now! He's pretty
 - 7 Oscar always knows where things are and what he has to do he's very
 - 8 Rita is someone you can trust, who makes good decisions she's

Workbook page 38

GET IT right! Which is correct? responsable / responsible



1 Work in pairs. Think of five different people and write sentences to describe them but don't use the adjective.

 Jo is waiting for her friend, who's two minutes late. She calls her to see where she is.

2 Change partner and read your sentences. Can they guess the adjective you were thinking of?

< impatient

3 Ask your partner extra questions about the adjective.

Do you often get impatient in this kind of situation?

More Information

THINKING OUTSIDE THE BOX



Being imaginative

1 Work alone. Look at the two tasks. Think of ideas for both. Then compare with a partner.



2 ↓ 1.23 Briony and Mark did the tasks. Listen to their conversation and answer questions 1 and 2.

- 1 Note the six uses Briony thought of for the brick.
- 2 Note the four things Mark saw in the picture.
- 3 Q In groups, compare Briony and Mark's ideas with what you thought of in Exercise 1.
- 4 〔√》1.23 Listen again and complete each sentence with
 ☆ no more than three words.
 - 1 Briony only ... six ideas.
 - 2 Briony thinks you can put the brick on top of a ... so that they don't fly away in the wind.
 - 3 Mark thinks Briony is wrong about using the brick as a hammer to put ... into a wall.
 - 4 Briony accuses Mark of ... when he says he can see a brain.
 - 5 Mark says the quiz is meant to demonstrate ... people are.
 - 6 Briony says that Mark shouldn't be ... on himself.

GET IT right!

We say

✓ You need **a lot of** imagination to complete this task. not

imes You need much imagination to complete this task.

THINK values

Appreciating creative solutions

- Choose the best way to finish this sentence.
 - *I think the tasks in Exercise 1 tell us that ...* 1 it's important to be imaginative.
 - 2 being imaginative is better than being practical.
 - 3 you can be an imaginative person even if you're not good at these tasks.
 - 4 not everybody is as imaginative as everybody else.
 - 5 everybody's imagination is different.
- 2 Now put these in order of importance for you.(1 = most important, 5 = least important)

being practical	
being imaginat	ive
knowing a lot c	f

- things being responsible being organised
- 3 Q Work in pairs. Compare your answers in Exercises 1 and 2. How similar are your ideas?

More Information

UNIT 4

Read the post from Paul on the 'Answers4U' website. What problem does he have?



3 Read what Sarah writes in reply to Paul. How similar are her ideas to yours?

creative thinking course.	
Hi Paul,	
I read your post and can completely relate to it. I've been in exactly the same situation – I even did a journalism course, just like you. So here are my thoughts.	
The first thing to say is that if the course is any good, it'll start off by helping you with your problem! But I can understand why you're anxious.	
You say 'I'm not a creative person'. Look – everyone's creative! Denying your creativity is terrible. If you tell yourself you're not creative, you'll easily start to believe it. So, the first thing to do is: stop thinking like that! I'm no expert but I do want you to see that you are capable of thinking creatively. People sometimes talk about 'thinking outside the box' – you know, thinking in a different way – but actually, the only box is the way we've been brought up to see problems. A central obstacle to our ability to think outside the box is the assumption that there must always be a 'right' answer to a question or problem, and that limits creative thinking. So, try to stop seeing things as 'right' or 'wrong'.	
Another problem is this: we come up with an idea and then we immediately think, 'Oh, that's no good.' We criticise our own thoughts and ideas before we give them a chance to grow! While you're thinking, just try to brainstorm ideas in an enjoyable way – then choose the best ideas later.	
And don't worry about looking stupid. If you try an idea and other people laugh at it, that's their problem, not yours. Try to look at the course as a way to have fun. Work hard, don't hold yourself back, do everything with enthusiasm and you'll be fine.	
Anyway, enough from me. I hope these ideas help.	
Sarah	

Read the letters again. Are the statements T (true) or F (false)? Correct the false ones.

- 1 Paul intends to become a newspaper reporter.
- 2 Paul thinks he is going to fail his course.
- 3 Paul wants advice about how to be creative.
- 4 Sarah doesn't get why Paul is worried.
- 5 Sarah can see why Paul is worried.
- 6 Sarah believes that it is a bad thing to say you're not creative.
- 7 Sarah thinks that problems have correct solutions.
- 8 Sarah thinks people shouldn't criticise their own ideas.

- **5** (\mathcal{Q}) Work with a partner. Discuss the questions.
 - 1 If you were Paul, would you find Sarah's answer useful? Why (not)?
 - 2 Which of her comments do you like most? Which do you like least?

PRONUNCIATION

Pronouncing words with ghGo to page 150. ()

Everyone have / has to do

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THINKING OUTSIDE THE BOX

SRAMMAR

Adverbs and adverbial phrases

- Write the underlined adverbs in your notebook. For each one say if it is an adverb of: time (T), manner (M), place (P) or certainty (C).
 - 0 I read your post and can <u>completely</u> relate to it.
 - 1 I read about it <u>recently</u>.
 - 2 This is definitely the best album they've ever made.
 - 3 He'll <u>probably</u> win the prize.
 - 4 You can buy most of the things you need locally.
 - 5 You are capable of thinking creatively.
 - 6 We got home at nine o'clock.
 - 7 This is possibly the best work I've ever done.
 - 8 You can choose the best ideas later.
 - 9 I applied for the course, and, <u>surprisingly</u>, they accepted me!
- 2 Look back at Sarah's reply on page 48. What verbs do these words qualify?
 - 1 completely3 creatively5 hard2 easily4 immediately
- **3** Sometimes we use *adverbial phrases* instead of an adverb. Add the words below to lists A and B. Then choose the correct words to complete the rule.

friendly | interesting | fear surprise | strange | enthusiasm

А	В
in an enjoyable way	with / without difficulty
in a horrible way	with / without excitement
in a different way	with / without interest
in a way	with / without
in an way	with / without
in a way	with / without

RULE: We often form adverbial phrases with:

- in a/an + ¹noun / adjective way
- with/without + ²noun / adjective
- Complete the sentences. Use expressions from Exercise 3.
 There might be more than one possibility.
 - 0 I really like football, so I went to the match with interest / enthusiasm / excitement.
 - 1 The first time I met him, he looked at me in \ldots .
 - 2 The homework was easy I did it without
 - 3 Some of the people at the party were dressed in
 - 4 It was a great programme and I watched it with
 - 5 I don't really like parties, so I went to Cindy's without

Workbook page 37



Common adverbial phrases

1 Use words from the list to complete the definitions.

in secret | in a row | on purpose in a panic | by accident | in a hurry in private | in public

If you do something ...

- 0 without other people knowing, you do it in secret.
- 1 that other people can hear or see, you do it
- 2 that other people can't hear or see, you do it
- 3 that you intended to do, you do it
- 4 that you didn't want to do, you do it
- 5 feeling stressed and without thinking properly, you do it
- 6 quickly, you do it
- 7 three times without a break, you do it three times
- 2 Choose the correct options to complete the sentences.
 - 1 The two of us went into a room, alone, so that we could talk *in a hurry / in private*.
 - 2 He broke my phone and I'm really angry. I'm sure he did it *on purpose l in a panic*.
 - 3 You shouldn't have behaved that way *in public / in private*. Everyone was staring.
 - 4 I woke up late four days *in a row I by accident*!
 - 5 I was very late so I had to leave the house *on purpose I in a hurry.*
 - 6 He was *in secret / in a panic* because he couldn't find his mobile phone.
 - 7 I'm so sorry that I lost your papers I left them on the bus *on purpose I by accident.*
 - 8 She did it late at night *in secret / in a panic.* No one knew anything.
- 3 \bigcirc Work with a partner. Discuss the questions.
 - 1 When were you last in a hurry?
 - 2 What can you do five times in a row?
 - 3 Give an example of something you did on purpose, and wish you hadn't.
 - 4 Give an example of something you got right by accident.
 - 5 When was the last time you were in a panic?

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More Information

PHOTOSTORY 2

WRITER'S **BLOCK**

Look at the photos and answer the questions.

- 1 Look at what the teacher has written on the board. What do you think the homework is?
- 2 How does Emma feel about the homework?
- 3 Do you think Justin is being helpful?
- 2 **(小) 1.26** Now read and listen to the photostory. Check your ideas.

Thanks, you saved my life.

EMMA: And she wants it by Friday! That's the day after tomorrow. I'll never come up with anything by then. An original story? Me? No chance

LIAM: Sounds like you've given up without even trying. NICOLE: Liam's right, Emma. I mean, come on, it can't be that hard, can it?

EMMA: An original story, five hundred words long? I think that's pretty hard.

JUSTIN: What's the ending again?

EMMA: Someone says, 'Thanks, you saved my life!' JUSTIN: OK, that's five words. So far, so good. All you need is another four hundred and ninety-five.

EMMA: You know, Justin, I may not be very good at creative writing but I can think of a few words for you right now!

NICOLE: OK, calm down.

JUSTIN: Well, I'm sorry, Emma. But you know, all you've got to do is think of a story you've read or a film you've seen. EMMA: No, no, that's just it - it has to be original.

LIAM: Well, there must be some stories she's never read. EMMA: You don't know Miss Jenkins. She's read every book, seen every film.

JUSTIN: Why don't you write a story about a girl who's got to write a story, and her friends give her a great idea and then she says 'Thanks, you saved my life!' The hero could be a really cool guy called Justin.

NICOLE: Give it a rest, Justin!

TEACHER: OK, everyone, so this is what I want you to do by Friday, OK? A short story, of five hundred words.

EMMA: Five hundred words!? She can't be serious!

TEACHER: ... and the story has to end with the words, 'Thanks, you saved my life!'

EMMA: What? This is awful. I can't do that. I'm hopeless at writing stories.

TEACHER: It has to be original, though. No using old stories and changing them a bit here and there. I want something that's yours and yours alone. Be creative! OK, end of lesson. Bye!





EMMA: OK, well this isn't getting me anywhere. And I've got to go home. I'm off - I'll see you lot later. And thanks for all the help, Justin! You're a real pal - not.

JUSTIN: Hey, what did I do?

LIAM: Well, you were a bit out of order, Justin. You can see that Emma's stressed out already, and you didn't 3 exactly help, did you?

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3 Work in pairs. Discuss what happens next in the story. Write down your ideas. We think Emma watches a film and gets an idea.

(D) EP2 Watch to find out how the story continues.

- 5 Match the sentence beginnings and endings.
 - 1 Emma sees a woman who
 - 2 The woman works for
 - 3 The woman is desperate because
 - 4 Emma tries to help
 - 5 When Emma gets an idea
 - 6 Emma gets the keys out
 - 7 Emma's really happy about
 - a but she can't get the keys out.
 - b the last thing the woman says.
 - c falls over and drops her keys.
 - d using something she got at a shop.
 - e the owner of an art gallery.
 - f she goes to a shop nearby.
 - g she hasn't got a spare set of keys.

Phrases for fluency

- Find these expressions in the photostory. Who says them? How do you say them in your language?
 - 1 (She) can't be serious.
 - 2 (What's the ending) again?
 - 3 Calm down.
 - 4 That's just it.
 - 5 Give it a rest.
 - 6 (You were a bit) out of order.
- **2** Use the expressions in Exercise 1 to complete the sentences.
 - 1 I know you told me before, but what's your name ...?
 - 2 A Let's go for a walk in the park.
 - B A walk in the park? You ... ! It's raining!
 - 3 A Come on, we're late!
 - B ..., we're not late at all, we've got another fifteen minutes.
 - 4 A Your hair looks really stupid!
 - Oh, ..., Michelle. I'm tired of how you criticise В me all the time. You're really ..., you know?
 - 5 A I don't feel like going out. Let's stay here and watch TV.
 - B You never want to go out.



VOCABULARY

Expressions with good

Use the phrases in the list to complete these sentences from the unit so far.

for good | So far, so good | not very good at It's no good | It's a good thing | it's all good

- 0 The lights have stopped animals coming to the farm for good.
- 1 I'm ... creative thinking.
- 2 That's five words.
- 3 She gave me an A minus, best I've ever got! 50
- 4 I just can't get the keys out.
- 5 ... Emma's such a nice person.
- 2 Which phrase means:
 - 1 for ever
 - 2 It's not successful.
 - 3 Everything is all right.
 - 4 We have started but not finished, but everything has been OK until now.
 - 5 not talented at
 - 6 I'm/We're/You're lucky that ...

Workbook page 38

FUNCTIONS

Expressing frustration

- Read the photostory again. Which of these things does Emma not say? What do all the sentences have in common?
 - 1 I can't (do that).
 - 5 I give up. 2 I'm hopeless (at ...) 6 I'll never (come up
 - 3 This is hopeless!

4 No chance

- with anything).
- 7 This is pointless.
- 2 Think about the woman who loses her keys. Write three things she might have thought using the expressions in Exercise 1.

I'll never [get the keys out]



A story

Write a story. The story must end with the words: 'Thanks, you saved my life!' Write 120–150 words.

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UNIT 4

Life skills

Being supportive

Sometimes people need our understanding and support, even if what they see as a problem is not something we ourselves think is serious or important.

1 Think about the photostory on page 50.

- 1 What does Justin think about Emma's problem?
- 2 How do Emma and the others feel about the things that Justin says to Emma?
- 3 Why do you think Justin says the things he says?

2 Read these situations. For each situation, decide which response you think is best.

- 1 A friend of yours is a really keen table-tennis player and has reached the final of a tournament at her local club. Unfortunately, she broke her bat in the semi-final and she is really worried about playing with a borrowed bat.
 - a Don't worry it's only a small tournament and you've done well to reach the final, so it doesn't matter a lot if you lose.
 - b You're such a good player that I'm sure you'll do well with any bat you use in the final.
 - c Well I can't see why the bat is such a big deal. Aren't they all basically the same anyway?
- 2 You invite a friend to join you and other friends to go to the cinema on Friday evening. Your friend says: 'Sorry, I can't. I've got this homework, and it's really difficult. I need to work on it tonight.'
 - a You've got another two days to do it. Come out with us!
 - b Well I see, but why don't you come with us and relax? And if you like I'll help you tomorrow.
 - c I think you take schoolwork too seriously. You've got to have some fun sometimes.
- 3 Your friend's mum has her birthday soon. He says he wants to buy her something nice but he hasn't got much money. You know your friend bought a new tablet recently.
 - a I can lend you some money if you like, but perhaps you need to think a bit more about what you spend your money on.
 - b Well it's your own fault, you shouldn't have bought that tablet.
 - c Why don't you buy something with the money you've got? I'm sure your mum won't be expecting anything really fancy.



- - A 'I'm feeling awful right now because I promised my grandmother that I'd go for a walk with her in the park this afternoon, but now I've got to stay at home and help my brother with something. I'll have to phone my grandmother and tell her – I hate doing this!'
 - B 'My sister's being a real pain. She argues with me all the time and says things she knows I don't like.
 She laughs at everything I do too.
 But my parents think she's so sweet!'
- 4 O Compare your ideas in Exercise 3 with other pairs / groups.
- 5 Think of a time when someone said something very supportive to you.

What was the problem? Who was the person? What did the person say? Why did you think it was supportive?

Tips for being supportive

- When you are listening to other people's problems, try not to judge the problem.
- 2 You don't have to solve the problem - just try to say something that shows you understand.
- 3 Try to put yourself in the other person's position - what would you like to hear?

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GET IT right

much vs many

Learners often confuse much and many.

- There are many more advantages than disadvantages.
- ➤ There are much more advantages than disadvantages.
- ✓ There was **much** more information on the website.
- imes There was many more information on the website.

Complete the sentences with *much* or *many*.

- 1 There wouldn't be so ... naughty children if parents were stricter.
- 2 I can spend as ... time as necessary making the costume.
- 3 She should ask Mrs Davies for advice. She knows so ... about parenting.
- 4 The book contains ... useful ideas about bringing up children well.
- 5 You should come inside now. You've already spent too ... time in the sun.
- 6 There is ... more to be said about this but we don't have time now.

much and a lot of

Learners often use *much* instead of *a lot of* in affirmative sentences with uncountable nouns.

- \checkmark It takes **a lot of** time to get there by train.
- imes It takes much time to get there by train.

Choose the correct and incorrect sentences. Then rewrite the incorrect sentences correctly.

- 1 Our teachers give us much homework every day.
- 2 We don't have much time to eat our lunch.
- 3 Do you study much grammar in your English lessons?
- 4 We were late because there was much traffic on the road today.
- 5 Marta saved much money and wants to buy a new phone.
- 6 There isn't much space to play football at school.

used to

Learners often make mistakes with *used to*, writing *use to* instead of *used to* and also using it to talk about present habits.

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- \checkmark I **used** to help him when he was ill.
- imes I use to help him when he was ill.
- \checkmark I **usually** go running twice a week if I have the time.
- × I use to go running twice a week if I have the time.

Rewrite these incorrect sentences correctly.

- 1 Liam use to be very bad-tempered but he's nicer now.
- 2 There's a lot of planning involved in my job so I use to be organised.
- 3 When I was at school we use to sit in a row in some lessons.
- 4 They use to go to school by bus except for Tuesdays when they walk.
- 5 The man who use to live there moved to Spain.
- 6 Sarah used to watch a lot of TV when she hasn't got much homework.

SAY IT right! Words ending in - ough

Words ending -*ough* have many different pronunciations and are often mispronounced by learners of English. When you come across a new word ending *-ough*, use a dictionary to help with its pronunciation.

1 ↓ 1.27 Match the words that rhyme. Then listen and check.

1 enough	a new
2 though	b off
3 through	c slow
4 cough	d puff

- **2** Work in pairs. Practise saying these sentences correctly.
 - 1 He coughed all through the night.
 - 2 Don't go through there, though.
 - 3 The new material wasn't tough enough.
- **3 ↓) 1.28** Now listen, check and repeat.

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More Information



LIMIN

- best | accident | strict | grow | organised | well | private | bad-tempered panic | soft | helmets | secret | row | imaginative
- 1 My parents were quite ... when I was young. I couldn't do everything I wanted to do.
- 2 My mother was very The house was always tidy with everything in the right place.
- 3 She always had our school things ready for us, even our cycling
- 4 I had five brothers and although we were often very difficult, I don't think she was ever
- 5 Both my parents did everything they could to help us do ... in life.
- 6 They kept any arguments for when they were alone. They never argued in
- 7 My dad invented great games for us. He really was very
- 8 He was very calm. I never saw him in a

VOCABULARY

- 9 Once we helped him prepare a surprise party for my mum. Everything had to be done in ... so she wouldn't find out.
- 10 I think we were lucky to ... up in such a family.

🤌 GRAMMAR

2 Complete the sentences with the words in the list. There are two extra words.

few | enthusiasm | little | living | most | live none | surprise

- 1 Josh doesn't like boxing much, so he went to the boxing match without much
- 2 ... of my friends could come to the party; they were all away on holiday.
- 3 When I was a child, I used to ... in London.
- 4 Kyle has seen loads of films, but he's only read a ... books.
- 5 Penny has never got used to ... away from her family.
- 6 Samya wanted to spend a ... more time on the photo selection for the project.

🕦 FUNCTIONAL LANGUAGE

4 Choose the correct options.

- 1 A I'll never / give up write a poem.
 - B Don't be so / such pessimistic! I'm sure you can do it.
- 2 A But you're so / such a good writer. Can't you write one for me?
- B No *chance / I can't* do that but I'll help.
- 3 A Oh, dear! This project is *so / such* difficult.
 - B What's the problem? You're usually *so / such* an imaginative person.
- 4 A Oh! I'm give up / hopeless at drawing. This dog looks more like a bear!B Come on! Don't get so / such angry! Find a dog on the Internet and copy it.

3 Find and correct the mistake in each sentence.

, Units 3&4

- 1 The test was such difficult that nobody got everything right.
- 2 Harry was used to be alone in the old house so he wasn't worried.
- 3 Sara was much scared to stay there after dark.
- 4 Manu listened with interesting to the interview with the local politician.
- 5 There was hardly any of space on the shelf, so I couldn't put the books there.
- 6 My grandmother always preferred her laptop. She never used to using a tablet.

