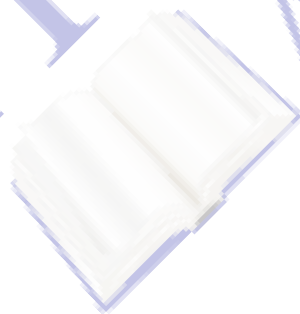


RIGHT UP

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Student Book 3

PREISSMURPHY
A&A Education Group



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8 (pp. 74 - 83)	The Art of Hiccoughing	Causes and unusual cures for hiccoughs	FW: hiccough Talking about our bodies	'sh' and 'ch'	Gerunds as subjects and objects	Writing a gerund to tell what the person who is talking is doing	Skimming to find an answer	Asking about favourites using stative verbs and gerunds	Narrating an event

Read up on it

The Spectrum Spills Over

I dreamt that I discovered a fabulous new colour, a **brand-new** colour that no one had ever seen before. This is what happened in my dream:

I was digging in my garden and all of a sudden, while I was just **casually** digging, I got a strange, exciting feeling that something **exceptionally** good was going to happen. I began to dig faster and faster, my heart **pumping** in my throat, my hands flashing in the soft black earth. Suddenly I stopped and put my hands over my eyes because there, in the black earth, was a ball, a perfect, round ball of brand-new colour.

I was not able to believe it for a moment, because I had never seen anything but blue and green and all the usual colours, but **gradually** my eyes **adjusted** and I saw it clearly. I was the first person in the world to see this new colour.

I went into the house and said to my parents, 'I have discovered a new colour.' My parents were not particularly interested, because there is no such thing as a new colour, and they were expecting me to bring out a piece of paper on which I had mixed a lot of different watercolours to make an odd colour. Then slowly I took my hand from my pocket and held up the smooth, round ball of new colour.

That night I was on the news on television with my discovery and the **announcer** said, 'Ladies and gentlemen, tonight you will see, later in our programme, a new colour, discovered today by a young boy.' By the time I came on the television, every person in the world was sitting in front of his set.

The announcer said, 'Now, young man, tell the world how you discovered this new colour.'

'I was outside digging in the earth.'

'Where was this earth?'

'Just in my garden. Then I had a strange feeling.'

'What was this strange feeling like?'

'It was the feeling that I was about to make a new and important discovery.'



'I see. Go on.'

'I dug deeper and deeper, and then I looked down into the earth and I saw This!' I showed the new colour, and all around the world was silence, the only silence that had ever fallen upon the whole world at one time. **Inuit** paused with pieces of dried fish halfway to their mouths; **Russians** who had run in from the cold stopped beating the snow from their arms; **Greek** fishermen left their nets. Then, together, all at once, everyone in the world **murmured**, 'Ahhhhhh.'

B Summary

What an unusual _____ the writer of this story had! He dreamt he discovered a new _____, one that no one had ever seen before. He was digging in his _____ when he found a ball of brand-new colour, one that _____ had ever seen before. He first showed it to his _____, and they didn't understand at first. That night he went on TV to tell the whole _____ about his discovery. The announcer asked the boy to tell how he _____ the colour. When the writer showed the colour, the whole world was surprised. Everyone was watching, and everyone was _____.

understood	colour	silent	dream	parents
discovered	world	garden	no one	said
watercolours				

C Think about it

- 1 - From what we know about the colour spectrum, could the boy's dream ever be true?
- 2 - What would you like to discover?
- 3 - What time of year do you think it was in the story? Why?
- 4 - Have you ever 'had a feeling' that something was going to happen? Explain, or share a story in which someone you know has.

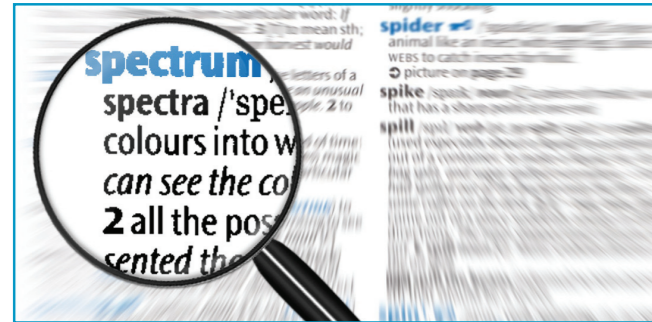
A Quick questions

'Quick questions' can be answered with short sentences. Use your own words as much as possible.

- 1 - What did the writer discover in his dream?
- 2 - Where was he digging?
- 3 - Why did he begin to dig faster and faster?
- 4 - Why did he stop digging?
- 5 - What did his discovery look like?
- 6 - Who did he tell first about his discovery?
- 7 - Did his parents believe him at first?
- 8 - What did they think he would show them?
- 9 - What did he actually show them?
- 10 - Which type of television programme did he go on?
- 11 - How many people watched the programme?
- 12 - What happened when he showed his new colour on television?
- 13 - What did the Inuit stop doing when they saw the new colour?
- 14 - Why did everyone say 'Ahhhhhh'?

Build up your vocabulary

Dictionary skills



- 1 - Notice that this word has several meanings. What does it mean in regards to colour and sound?
- 2 - How can it be used for other things as well?
- 3 - What is the plural form of this word? Is it regular or irregular?

New Words

casually	brand-new	exceptionally	pump
gradually	murmuring	adjusted	pauses
Inuit	Russian	Greek	announcer

As I was listening to an educational programme, the a _____ said the following:

'People in different parts of the world are known for their individual differences or traits. The _____ in the Arctic, for example, are still remembered for the ice houses that used to be so common, while the ancient _____ cities are known for their _____ large and decorated temples and theatres with their tall columns.

The Japanese _____ to their island nation by making fish an important part of their diet, and now sushi (raw fish and rice) has _____ become popular around the world. Many people recently have _____ studied *kung fu*, a Chinese martial art, but for the Chinese it was a serious study for soldiers and others. In fact, it involved a whole way of life. Some of the Bantu tribes are known for their breathy way of speaking, sometimes called _____, while other language groups may use _____ and tones to communicate. The Dutch are known for windmills that _____ water, although the Persians were actually the first to use them. _____ people nowadays live a modern lifestyle with _____ technologies, but for centuries they were known for being a rugged people with simple ways. What an interesting, varied world we live in!

Pronunciation Practice

Revision 1 from Right Up 2

1

 a seat	 a sheet
 a hut	 a heart
 a pill	 a pail
 a cloud	 a crowd
 Tom's back	 Tom's bag
 locks	 logs

2

A	B	A	B
see	she	pleasant	present
cut	cart	duck	dug
kick	cake	seats	seeds
glass	grass	sip	ship
peck	peg	much	march
locks	logs	hit	hate
so	show	cloud	crowd
duck	dark	sink	sing
fill	fail	nips	nibs

Line up and Shape up grammar skills

Prepositions of Time: at, on, in

Certain prepositions are used to talk about specific types of time. Study the following chart:

in +	a moment, a while, an hour, a month, the summer	=	a general amount of time/ after a certain amount of time
on +	Saturday, Monday, 12 th June, holiday	=	a certain day
at +	10.00, lunchtime, sunset, noon	=	an exact time

- 1 Work in pairs. Read the example dialogue below, then S1 uses the given words to make a question like the example. S2 then answers the question by putting the correct preposition on the line and putting the prepositional phrase into a sentence. Take turns being S1 and S2, and write the sentences you make on the lines.

S1: (going to the party) When are you going to the party?
 S2: I'm going to the party in the evening.

Or: S1: (your appointment) When is your appointment?
 S2: My appointment is on 2nd August.

Or: S1: (game start) When does the game start?
 S2: The game starts at 3.00.

S1:

1 - Jana's birthday?	6 - the end of the month?
2 - school end?	7 - cricket practice?
3 - leave for the holiday?	8 - have dinner?
4 - get up in the morning?	9 - sun rise?
5 - finish your homework?	10 - race begin?

- 1 - When is _____
- 2 - _____
- 3 - _____
- 4 - _____
- 5 - _____
- 6 - _____
- 7 - _____
- 8 - _____
- 9 - _____
- 10 - _____

S2:

1 - _____ 31 st May	6 - _____ three days
2 - _____ a month	7 - _____ Independence Day
3 - _____ Friday	8 - _____ sunset
4 - _____ 6.00	9 - _____ 7.00 in the winter
5 - _____ the evening	10 - _____ a while

- 1 - Her birthday is _____
- 2 - _____
- 3 - _____
- 4 - _____
- 5 - _____
- 6 - _____
- 7 - _____
- 8 - _____
- 9 - _____
- 10 - _____

Prepositions of movement

Some prepositions of movement can also be prepositions of space or location. It usually depends on how they're used.

over	The horse walks over the bridge.
from	I just got home from work.
to	Shall we go to the mall now?
past	Go past the signal, then turn left.
through	Let's go through the tunnel.
across	I swam across the river.
toward	He walked toward the snake, but he turned and ran when it moved.
under	The animal went under the dirt.
(a)round	He ran round the track.

- 2 Work in pairs. S1 asks a question, using the pattern below but with the given verb. S2 answers using the matching preposition of movement. Take turns being S1 and S2. After having each of the conversations, write the sentences you made on the lines.

(walk)	S1: Where are you walking?
(through)	S2: I am walking through the forest.

- 1 - When shall we _____
- 2 - _____
- 3 - _____
- 4 - _____
- 5 - _____
- 6 - _____
- 7 - _____
- 8 - _____
- 9 - _____
- 10 - _____

Grammar 2

S1:

1 - ride	2 - travel	3 - run	4 - drive
5 - pass	6 - row (boat)	7 - head (go)	8 - dig
9 - walk	10 - go	11 - fly	12 - reach

S2:

1 - over	2 - from	3 - to	4 - past
5 - through	6 - across	7 - toward	8 - under
9 - around	10 - to	11 - past	12 - from...to

S1: Where will you ride your bike?

S2: I will ride it over the bridge.

After having each of the conversations, write the sentences you made on the lines. Use extra paper if you need more space.

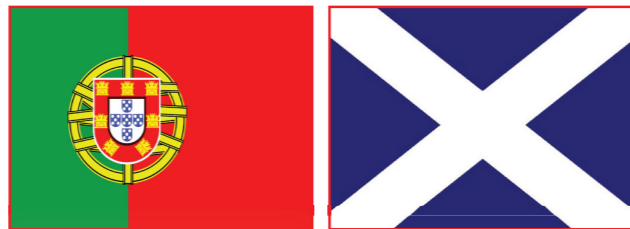
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Proper Adjectives from country names

To describe a language or people from a certain country, usually the country name with an ending is used. Look at the chart below. Which endings are often used? Which ones don't follow a pattern?

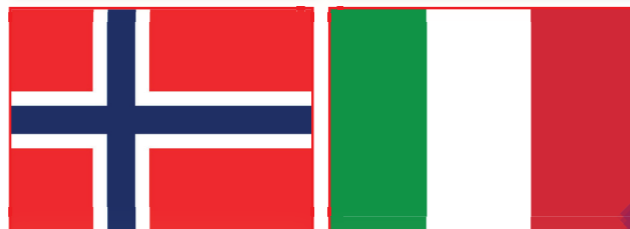
Country	People	Country	People
Australia	Australian	Russia	Russian
America	American	Canada	Canadian
Korea	Korean	Egypt	Egyptian
China	Chinese	Japan	Japanese
Burma	Burmese	Vietnam	Vietnamese
Greece	Greek	Ireland	Irish
Holland	Dutch	Britain	British
Spain	Spanish	France	French

3 Using the internet or a reliable source, find the proper adjectives for each country whose flag is shown. Watch for spelling changes.



Portugal:
Portuguese

Scotland: _____



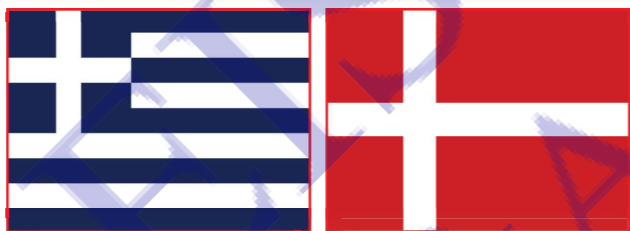
Norway: _____

Italy: _____



Switzerland: _____

Turkey: _____



Greece: _____

Denmark: _____



Ghana: _____

Nigeria: _____

Grammar 3



Morocco: _____

Brazil: _____



Chile: _____

Argentina: _____



Peru: _____

Greenland: _____

4 Challenge activity: Can you find and mark each of the countries in Exercise 3 on a world map? There is a world map in Unit 1 of your Workbook.

5 Read this passage and then answer the questions. Use 'at', 'in', or 'on' whenever possible.

Peter gets up at nine o'clock on Saturdays but on Mondays and other school days, he gets up at seven fifteen. He has a shower at seven thirty and breakfast at seven forty-five. He usually has soup, bread and a cup of tea. Sometimes he has jam on his bread, and on Saturdays he has an egg. He goes to school at eight o'clock, and he has his first lesson at half past eight.

At the morning break he has something to drink and sometimes, if he has any money, he buys sweets. He has lunch at one o'clock, and sometimes he has a game of football with the other boys. He has his first lesson of the afternoon at two fifteen, and he goes home at four twenty.

On Tuesdays and Wednesdays he has a piano lesson. He has supper at eight o'clock, and he goes to bed at ten thirty.

1 - What time does Peter get up on Saturdays?

On Saturdays he _____

2 - What time does he get up on Mondays and the other school-days?

On _____

3 - What does he do at seven thirty?

He _____

4 - What does he usually have for breakfast?

For breakfast he usually _____

5 - What does he sometimes have? *He* _____

6 - What is different about breakfast on Saturdays?

He _____

7 - What time does he go to school and what time does he have his first lesson? _____

8 - What does he do at the morning break? _____

9 - When does he have lunch? _____

10 - What does he sometimes do at the lunch break? _____

11 - When does he have his first lesson of the afternoon? _____

12 - When does he go home? _____

13 - What happens on Tuesdays and Wednesdays? _____

14 - When does he have his supper and when does he go to bed? _____

6 Work in pairs to complete the questionnaire below. S1 asks S2 the questions and writes down S2's answers. The tables above will help you. When the questionnaire has been filled in with all S2's answers, change over, so that S2 asks the questions and writes down S1's answers.

QUESTIONNAIRE

These questions were answered by (name)

- time/get up/Mondays?
- time/get up/Saturdays?
- time/go to bed/Tuesdays?
- time/go to bed/Saturdays?
- time/finish homework/Wednesdays?
- have for breakfast/Saturdays?
- have for dinner/Fridays?
- times a week/have a Physical Education lesson?
- nights a week/watch television?
- times a week/buy sweets?

Now use the information in the questionnaire to write down eleven sentences about your partner. Begin like this:

My classmate is called _____ *. On Mondays he/ she gets up* _____

Build up language skills

Useful Expressions

Which prepositions do you use when you talk about places? If you are talking about where you live, here are some ideas:

- 1 - I'm from _____.
- 2 - I live in _____.
- 3 - _____ is my hometown.
- 4 - I was born in _____.
- 5 - _____ is my birthplace.
- 6 - My native country is _____.

1 Work in pairs. Have a conversation with your partner in which you talk about where you are from and where you grew up. You can follow the example below if you like. Trade places being S1 and S2.

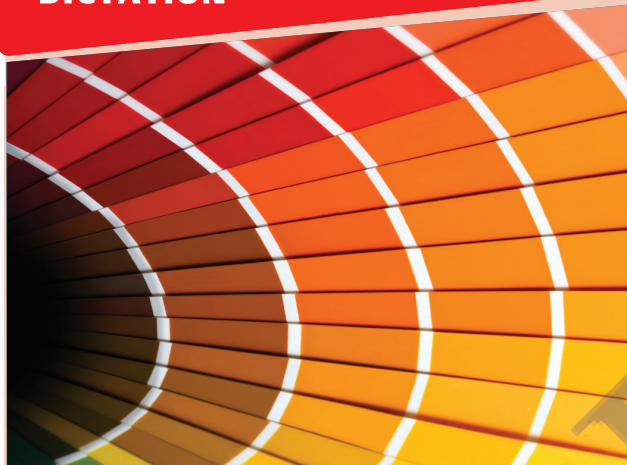
S1: Where are you from?

S2: I was born in Jordan.

S1: Oh, so you're Jordanian.

S2: Yes, but I lived in Syria for most of my life. My hometown was Damascus.

DICTION



The number of colours in the colour spectrum is not countable. We all know the basic colours of red, yellow and blue. But each colour has an uncountable number of shades. There are so many shades between each colour. How can we tell where one colour ends and another colour begins? Which is your favourite colour?

Listen up

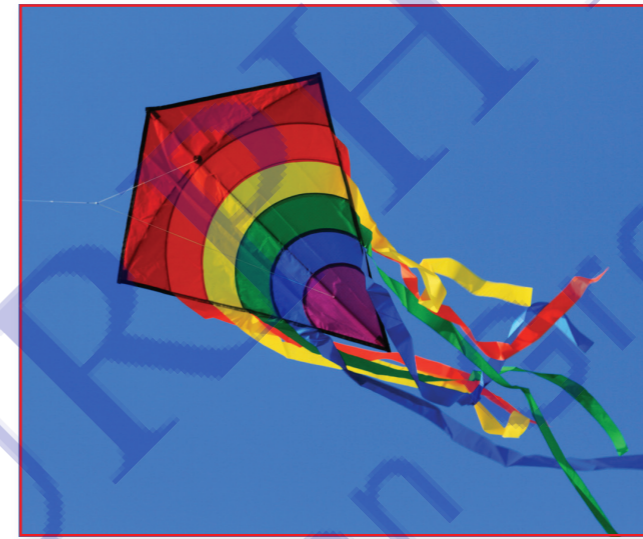
1 Listen carefully to the paragraph once, with your book closed. Then open your book and listen while you read along in your book. Parts of what you read will be incorrect. Circle the incorrect parts and write them correctly below. You should find six mistakes.



Maria is Korean. In her country, the traditional clothing is brightly coloured and made of wool or cotton. Usually, though, Maria wears Western clothes. Only by some special occasions such as weddings does she wear traditional clothes. Then she and her mum put over their special costume that is the traditional dress by Colombia from Argentina. Maria loves the bright colours of these clothes! She runs under the plaza where the party will be and quickly jogs past the fruit stand along the way. Maria is very excited the party will be at the evening over this same day.

- 1 - _____
- 2 - _____
- 3 - _____
- 4 - _____
- 5 - _____
- 6 - _____
- 7 - _____
- 8 - _____

Brush up on content area reading



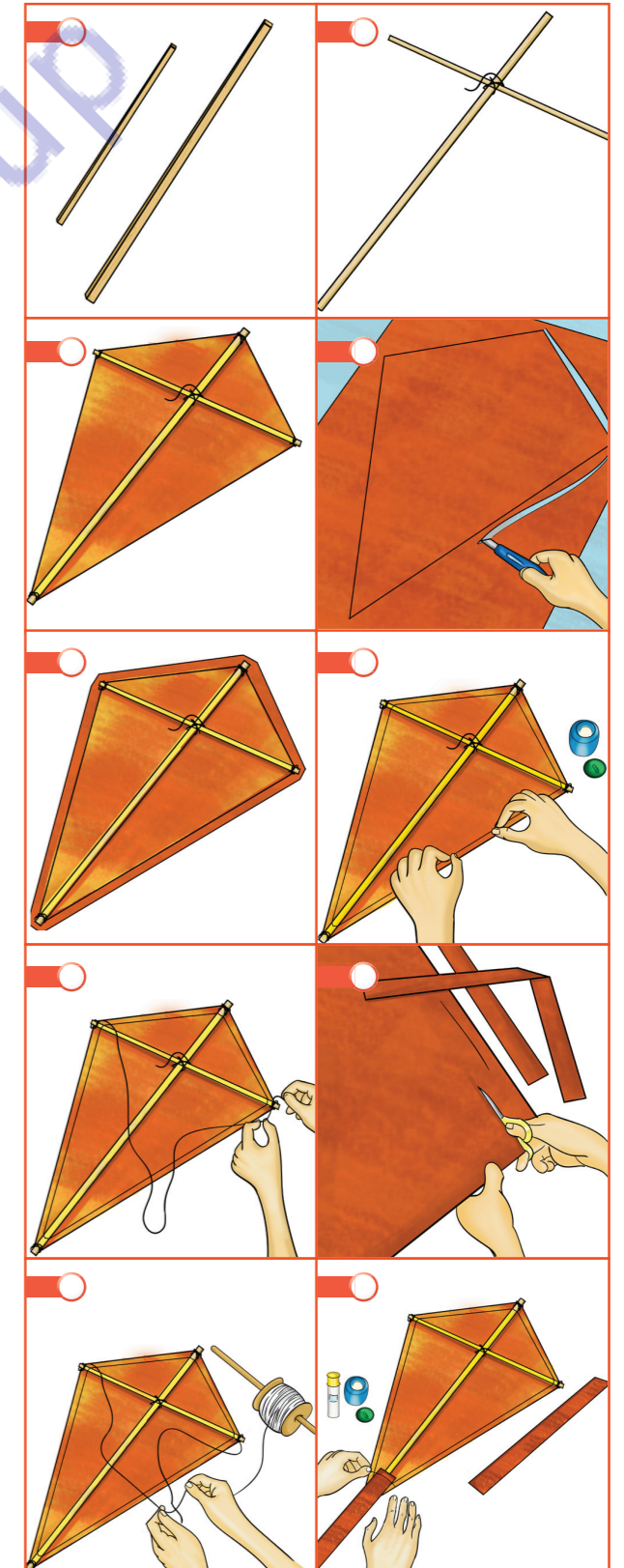
Can you form pictures as you read? Studies show that good readers can do this. Making mental pictures helps us to understand and remember what we read. As you read the passage, picture what is happening and try to remember the order in which things happened. Then answer the questions that follow the passage.

So you'd like to make a kite? Well, you've made a wise choice. Kites have been popular in many countries for centuries, and for good reason, too. Getting a kite up in the air and watching it as it moves with the wind, soars and sinks, twists and turns, can be very entertaining and can give us a sense of freedom that everyone enjoys. If you'd like to try flying a kite, why not follow these few simple steps to make one of your own? Kite flying can be a fun and rewarding experience.

First, you will want to gather all the things you need. For a traditional diamond kite, get two sticks of bamboo. One should be about 1 1/4 times longer than the other. You will also need a ball of heavy string; a large sheet of strong, thin paper, (big enough to fit over the sticks); some long, thin strips of paper for the kite's 'tail'; scissors and some strong glue.

At the beginning, if you want a colourful kite, you will first want to draw and decorate the large paper. After finishing this, you are ready to begin putting the kite together. First, tie the two sticks together with string and/or glue them. In a little while, after the glue has dried, tie the ends of the sticks together to make a frame. Place this kite frame over the paper and draw the shape of the kite on the paper. In a moment you will use this pattern to glue onto your kite, but first tie some of the string onto the ends of the shorter bamboo stick. Tie these two pieces of string together, then tie the ball of string onto this string. Now cut out the shape of the kite, making it a little bigger than the sticks. Glue the paper onto the kite frame, folding it over the string and gluing it. At the same time, add the kite 'tails' to the end. After the glue dries, your kite will be ready to fly. Wait for a nice, windy and sunny day, and enjoy your flight!

1 After reading the passage, put numbers by each picture to show the correct order.



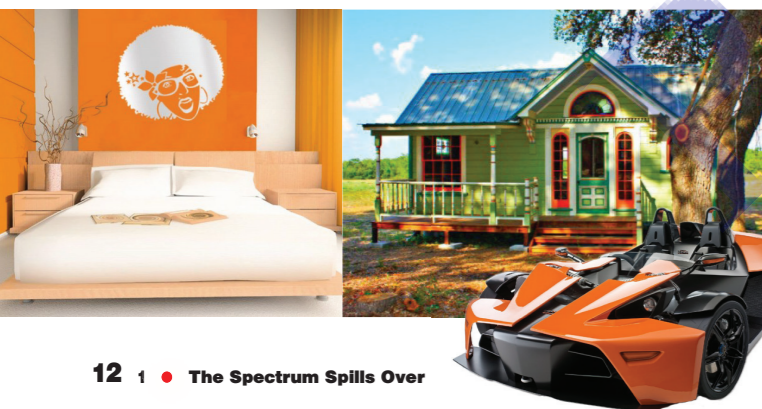
Talk it up!

1 Read and practise the conversation.

- S1:** What's your favourite colour?
S2: Definitely purple. What's yours?
S1: Well, I have several favourites.
S2: Pick one that you like the best.
S1: That's the problem. I like different colours for different things.
S2: What do you mean?
S1: For example, I like red for clothes, but I prefer silver for cars.
S2: I see. I guess I'm like that, too. I like purple, but I won't paint my house that colour!
S1: Yes, I usually like white houses, but I don't like white for most other things.
S2: What about your bedroom? What colours do you have in there?
S1: Well, I share a room, so we have several colours. I have a lot of red things, my sister [brother] has a lot of blue things, and our walls are white. What about you?
S2: My walls are light blue, and the blanket on my bed is purple.
S1: That sounds nice. I like bright colours.
S2: Yeh, it's interesting how colour can affect the way we feel. I feel happier when I'm around bright colours.
S1: Me too.

2 Complete the chart about your favourites, then try having the conversation again but substitute your favourites into the conversation.

For	Favourite colour
clothes	
bedroom	
cars/bikes	
houses	



Write it up!

Pink	
Lime	
Orange	
Green	
Silver	
Navy	
Yellow	
Brown	
Gray	
White	
Blue	
Cyan	
Magenta	
Purple	
Black	
Red	

1 How many colours can you name? You probably know the basic colours of the rainbow, but many people do not learn the many varied colour words in their non-native language. Colours can be helpful in giving details about what we're writing. Just saying something is 'yellow', for example, does not give the reader an exact image if the object is actually gold. Read the following example and see if you can tell which picture to circle.



Any of these cars could be described as 'red', but their shades of colour are different. Look at the following example:

scarlet	magenta	burgundy	red
---------	---------	----------	-----

The words *scarlet*, *magenta* and *burgundy* all help to give better details about exactly which colour is being talked about.

2 In pairs, play an 'I Spy' game. Write down a description of an object in the room, including its colour, and write your name on the paper. Then your teacher will collect the papers and pass them out again. Read the new paper and try to guess yours and your partner's new papers. Did the colours help?

In addition to the shades of red above, here is a list of colours to help you:

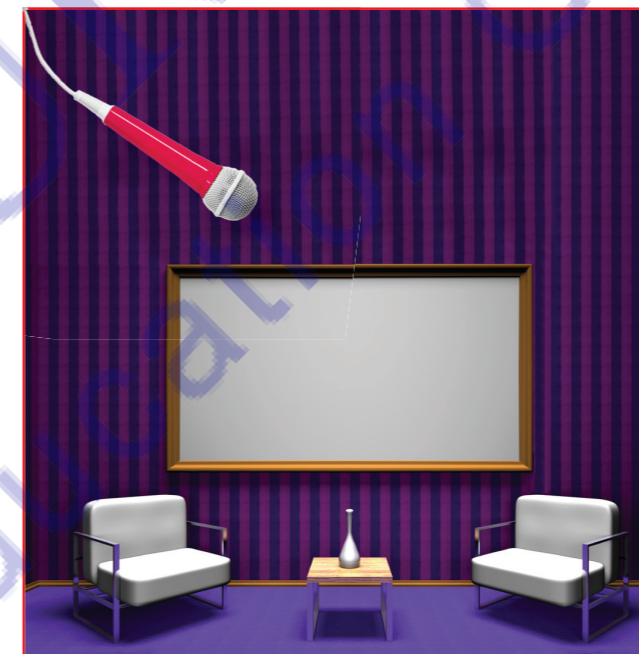
grey/gray	beige	peach
chartreuse	indigo	teal
turquoise	gold	baby blue

Finish it up!

Using English

Do your own talk show! Find out more about your friends in class and practise your English at the same time. First, listen to the example interview. You can read the interview as well on this same page. Then, using the questions on this page for ideas, prepare what you will ask one of your classmates.

Work in pairs. S1 asks questions and takes notes while S2 answers the questions. Then students change places and S2 asks the questions. After the interviews, each of you will tell what you learnt about the other person to your group or to the class.



Sample Interview. Listen on the CD, too!

- S1:** Hello, Marie, how are you today?
S2: I'm good, thank you.
S1: So, I'd like to ask you some questions about yourself. How old are you?
S2: I'm fourteen.
S1: And how long have you been going to this school?
S2: I started school here when I was five, so I have always gone to this school. I've been here nine years so far.
S1: At what time do you arrive?
S2: I come at 7.45 every morning.
S1: When do you go home?
S2: I go home at 3.00 every day.

- S1:** What do you study at school?
S2: I have all the usual subjects, plus I'm studying English.

- S1:** What is your favourite subject?
S2: I like maths the best.

- S1:** What do you do after school?
S2: On Monday through Thursday I have football practice until 5.00. After that I go home, eat dinner and do my homework.

- S1:** What do you do at the weekends?
S2: At the weekend I sleep late, spend time with my family and clean my room.

- S1:** How many people are in your family?
S2: There are five people in my family. I have one sister and one brother. Also in the summer my grandparents stay with us.

- S1:** Thank you for answering all my questions!

Question ideas (the sample interview questions can also be used):

- What is your name?
- How do you get to school?
- Which classes do you take?
- Of the schools you have been to, which is your favourite and why?
- Do you know yet what you want to study at university?
- Which subject do you have first? last?
- On which days do you go to school?
- On which days is your weekend?
- How many brothers and sisters do you have?
- What kinds of activities do you do at home?
- How many hours do you spend doing homework?
- Do you have a favourite place to go at the weekend?
- Do you have relatives who live close by?
- At what time do you usually get up in the morning?
- At what time do you usually go to bed?
- At what time do you eat dinner?
- Do you visit your friends at the weekend?