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Objective

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Student's Book with answers





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Map of Objective PET Student's Book

TOPIC	GRAMMAR	FUNCTIONS AND VOCABULARY	PRONUNCIATION	REVISION	
Unit 1 A question of sport 10–13 Sports and hobbies	Present simple / to be + frequency adverbs	Definitions and explanations; <i>a kind of</i> + - <i>ing</i> /noun; sports; hobbies; expressing attitude	/aɪ/ as in like /iː/ as in steep /ɪ/ as in big	Present simple; the alphabet; <i>like</i> + -ing	
Exam folder 1 14–15 Reading Part 1 Speaking Part 1					
Unit 2 I'm a friendly person 16–19 People	like/enjoy + -ing; want / would like + to; to be + a(n) + occupation	Describing people: appearance, personality, interests; inviting and responding to invitations	/b/ as in pop /A/ as in fun /ju:/ as in university	have got	
Exam folder 2 20–21 Listening Part 3 Writing Parts 1, 2 and 3					
Unit 3 What's your job? 22–25 Work	Present simple vs. present continuous (for present actions); state verbs; short answers	Saying what people are doing; jobs	/æ/ as in cat /ɑː/ as in cart /ʌ/ as in cut	Present simple (Unit 1)	
Exam folder 3 26–27 Speaking Part 3 Reading Part 5					
Unit 4 Let's go out 28–31 Entertainment	Prepositions of time; present continuous for future plans	Entertainment; making appointments; dates	Saying days and months	would you like + to? (Unit 2); present continuous fo present actions (Unit 3)	
Exam folder 4 32–33 Listening Part 1 Writing Part 2					
Unit 5 Wheels and wings 34–37 Transport	need; countable and uncountable nouns; expressions of quantity	Transport; airport language; compound nouns	Unstressed a, of, to and some	Frequency adverbs and present simple (Unit 1); compound nouns from Units 1–4	
Exam folder 5 38–39 Reading Part 2					
Unit 6 What did you do at school today? 40–43 Education and history	Past simple; short answers; adjectives ending in -ing and -ed	School life; school subjects; describing feelings and opinions; dates (years and decades)	Final sound of regular verbs in past tense: /t/, /d/ and /ɪd/	Expressing opinions	
Exam folder 6 44–45 Listening Part 2 Writing Part 3					
Units 1-6 Revision 46-47					
Unit 7 Prepositions of place and movement; comparative adjectives; commands		Places/buildings in towns; directions; polite questions; saying you don't understand	/au/ as in out /o:/ as in or	Adjectives from earlier units; spelling rules	
Exam folder 7 52–53 Reading Part 3					
Unit 8 Let's celebrate 54–57 Special days	Present perfect simple; just, already, yet	Describing experiences and recent activities; celebrations, festivals and parties; giving good wishes	Dates	Dates (Unit 4); talking about pictures (Unit 3); present tenses	

TOPIC	GRAMMAR	FUNCTIONS AND VOCABULARY	PRONUNCIATION	REVISION
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Unit 9 How do you feel? 60–63 Health and fitness	Short answers in the present perfect	Parts of the body; illnesses; giving advice; expressions with <i>at</i>	/e1/ as in say /e/ as in tell	Present tenses; past simple; present perfect; short answers
Exam folder 9 64–65 Reading Part 4 Speaking Part 2				
Unit to I look forward to hearing from you 66-69 Letters and emails	Present perfect and past simple; ago, for, since, in; been and gone; have you ever?	Letters and emails, etc.	Final sound of plural nouns /s/, /z/ and /IZ/	Past simple; present perfect short answers
Exam folder 10 70–71 Listening Part 1 Writing Part 3				
Unit 11 Facts and figures 72–75 Geography, nationality and numbers	Superlative adjectives; present simple passive	Countries, nationalities, languages; large numbers and measurements; what to say when you're not sure	/tʃ/ as in cheese /ʃ/ as in shoe	Comparative adjectives (Unit 7); descriptive adjectives (Unit 2 and 6)
Exam folder 11 76–77 Reading Part 5			,	
Unit 12 A good read 78–81 Books	Past continuous; past continuous vs. past simple; while/when + past continuous	Telling a story; saying what happened and what was happening; kinds of books; book reviews	/u:/ as in two /o/ as in took	Saying what you like and why; giving opinions
Exam folder 12 82–83 Speaking Part 1 Writing Part 3				
Units 7-12 Revision 84-85				
Unit 13 A place of my own 86–89 Furniture and homes	Modals (probability and possibility): it could/might/must/can't be; prepositions of place	Describing styles and saying what you prefer; price; rooms and furniture	/ʒ/ as in television /dʒ/ as in joke	Present and past tenses; prepositions (Unit 7) advice (Unit 9)
Exam folder 13 90–91 Reading Part 2				
Unit 14 What's in fashion? 92–95 Clothes	used to; too and enough with adjectives; adjective order	Guessing unknown words; clothes; colours	Pronunciation of gh and ph	Describing things; years andecades (Unit 6); superlativadjectives (Unit 11); adjectives
Exam folder 14 96–97 Listening Part 4 Writing Parts 2 and 3				1 of No. 2017
Unit 15 Modals (permission and obligation): can, can't; have to, don't have to; had to and didn't have to; adverbs		Rules; phrasal verbs with <i>get</i> ; activities and experiences; adjectives and adverbs	Pronunciation of ou	Adjectives from earlier units; past simple (Unit 6)
Exam folder 15 102–103 Reading Part 1				
Unit 16 Free time 104–107 Making plans	going to future; present tense after when, after and until in future time	Study and leisure; the time; invitations; making arrangements	Saying times	Invitations (Unit 2); presen continuous for future plans (Unit 4)

TOPIC GRAMMAR		FUNCTIONS AND VOCABULARY	PRONUNCIATION	REVISION	
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Unit 17 Next week's episode 110–113 Predictions	will future; will vs. going to; everyone, no one, someone, anyone	Saying what will happen; TV and radio	/0:/ as in car /0:/ as in sore /0:/ as in third	need (Unit 5); telling a story; present continuous for present actions (Unit 3)	
Exam folder 17 114–115 Reading Part 4					
Unit 18 Shooting a film 116–119 Films	Past perfect; past perfect vs. past simple	Talking about the order of past events; films; telling a story	/ə/ at the end of words	Past simple (Unit 6); giving opinions (Units 2 and 6)	
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Unit 21 Keep in touch! 136–139 Communicating	Have something done; reported commands and requests; possessive pronouns and adjectives	Making phone calls	Telephone numbers	Present simple (Unit 1); commands (Unit 7); plans (Unit 16)	
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Exam folder 23 152–153 Reading Part 1 Speaking Part 2					
Unit 24 I've got an idea 154–157 Inventions	Past simple passive; future passive	Describing objects; talking about things you don't know the name of; guessing vocabulary	Linking words ending in r and re	modals: it could/might/must/ can't be (Unit 13); a kind of (Unit 1); present simple passive (Unit 11); dates (years) (Units 6 and 14)	

TOPIC	GRAMMAR	FUNCTIONS AND PRONUNCIATION VOCABULARY		REVISION	
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Listening Part 3 Writing Part 3					
Units 19-24 Revision 160-161				***************************************	
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Exam folder 25 166–167 Reading Part 3					
Unit 26 Persuading people 168–171 Advertising and persuasion	First conditional; unless; if and when	Understanding writer or speaker purpose; advertising; reporting verbs	Stress in common short phrases	Making plans (Unit 16); telling a story (Unit 12)	
Exam folder 26 172–173 Speaking Parts 1 and 2 Writing Part 3					
Unit 27 Travellers' tales 174–177 Travel experiences	Adverbs at the beginning of a sentence; reflexive pronouns: myself, yourself, etc; every, each, all; using the passive	Saying why people do things; travel; word building	/eə/ as in <i>chair</i> /1ə/ as in <i>here</i>	Guessing unknown words; present and past simple passive (Units 11 and 24); giving advice (Units 9 and 19)	
Exam folder 27 178–179 Reading Part 2					
Unit 28 What would you do? 180–183 Celebrities	Second conditional	Jobs; expressions with prepositions	Auxiliaries	Modals: it could/might/ must/can't be (Units 13 and 24); agreeing and disagreeing, opinions (Uni 19); if and when and first conditional (Unit 26)	
Exam folder 28 184–185 Listening Part 2 Writing Part 1					
Unit 29 What's on the menu? 186–189 Food and restaurants	So do I, Neither/Nor do I; polite question forms	Asking politely; food; restaurants; apologising	Unstressed words	Reported questions (Unit 25)	
Exam folder 29 190–191 Reading Part 4 Speaking Parts 3 and 4					
Unit 30 Blue for a boy, pink for a girl? 192–195 Boys and girls	hardly; before/after + -ing	Informal language; saying goodbye	Revision of /A/, /æ/, /b/, /aː/, /au/, /ɔː/, /e/, /eɪ/, /l/, /iː/, /u/, /uː/, /ɜː/, /aɪ/, /eə/	Tenses and vocabulary from previous units	
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Irregular verb list 216 Answers and recording scripts	217				

Content of the Preliminary English Test Examination

The PET examination consists of three papers – Paper 1 Reading and Writing, Paper 2 Listening and Paper 3 Speaking. There are four grades: Pass with Merit (about 85% of the total marks); Pass (about 70% of the total marks); Narrow Fail (about 5% below the pass mark); Fail. For a Pass with Merit and Pass, the results slip shows the papers in which you did particularly well; for a Narrow Fail and Fail, the results slip shows the papers in which you were weak.

Paper 1 Reading and Writing 1 hour 30 minutes

(50% of the total marks: 25% for Reading and 25% for Writing)

There are eight parts in this paper and they are always in the same order. You write your answers on the answer sheet.

The state of the s		Number of Questions	Task Format	Objective Exam folder	
Reading Part 1	Multiple choice (A, B or C)	5	You answer multiple-choice questions about five short texts (notices, postcards, labels, messages, emails, etc.).	1, 15, 23	
Reading Part 2	Matching	5	You match five descriptions of people to eight short texts.	5, 13, 27	
Reading Part 3	True/false	10	You answer ten true/false questions about a longer text.	7, 21, 25	
Reading Part 4	Multiple choice (A, B, C or D)	5	You answer five multiple-choice questions testing opinion, detail and general meaning in a text.	9, 17, 29	
Reading Part 5	Multiple choice (A, B, C or D)	10	You choose the correct words to fill ten spaces in a short text.	3, 11, 19	
Writing Part 1	Rewriting sentences	5	You write one to three words in a gapped sentence so it means the same as the sentence given above it.	2, 16, 22, 28, 30	
Writing Part 2	A short message	1	You write a short message (35–45 words) which includes three pieces of information.	2, 4, 8, 14, 18, 30	
Writing Part 3	Either a letter or	1	You write either a letter or a story (about 100 words)	2, 6, 10, 12,	
7	कडाणपु	1	in response to a snort text of instruction.	14, 20, 24, 26, 30	

Paper 2 Listening about 30 minutes (plus 6 minutes to copy answers onto the answer sheet)

(25% of the total marks)

There are four parts in this paper and they are always in the same order. You listen to some recordings. You hear each recording twice. You write your answers on the answer sheet.

Part	Task Type	Number of Questions	Task Format	Objective Exam folder
Listening Part 1	Multiple choice (A, B or C)	7	You answer seven multiple-choice picture questions about seven short recordings.	4, 10, 20
Listening Part 2	Multiple choice (A, B or C)	6	You answer six multiple-choice questions about a recording with one speaker or one main speaker and an interviewer.	6, 16, 28
Listening Part 3	Gap fill	6	You complete six gaps in a text by listening to a recording with one main speaker.	2, 18, 24
Listening Part 4	True/false	6	You answer six true/false questions about a conversation between two speakers.	14, 22, 30

Paper 3 Speaking 10-12 minutes for a pair of students

(25% of the total marks)

There are four parts in the speaking test and they are always in the same order. There are two students taking the examination and two examiners.

Part	Task Type	Number of Questions	Task Format	Objective Exam folder
Speaking Part 1	The examiner asks both students some questions.	2-3 minutes	You are asked to give information about yourself.	1, 12, 26
Speaking Part 2	The students have a discussion together.	2-3 minutes	You are given some pictures about a situation and you discuss it with the other student.	9, 23, 26
Speaking Part 3	Each student talks in turn to the examiner.	3 minutes	You are each given a different colour photograph which you talk about for up to a minute.	3, 8, 29, 30
Speaking Part 4	The students have a discussion together.	3 minutes	You have a discussion with the other student about a topic connected with the photographs in Part 3.	8, 29, 30

New for the second edition of Objective PET

As well as adding new exercises, pictures and a Grammar Folder, the authors have used the Cambridge Learner Corpus for the second edition. A CD-ROM and website give extra support.

Cambridge Learner Corpus

When you see this icon in the book, it means that this language area has been identified in the Cambridge Learner Corpus (CLC) as an area in which learners often need extra practice. The CLC is a collection of over 30 million words taken from student exam papers from Cambridge ESOL. It shows real mistakes students have made in their exams. The mistakes the authors focus on are typical of learners at this level and that is why this book provides further practice in using these features of the language accurately.

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CD-ROM

On the CD-ROM there are 90 exercises, six for each pair of units, giving extra practice in vocabulary, grammar, reading, listening, writing and pronunciation. There is also an interactive word game and a PET Practice Test, as well as additional resources for both teachers and students, such as wordlists and teaching tips for using these and photocopiable recording scripts for some of the Listening tasks.

Website

www.cambridge.org/elt/objectivepet

On this website you will find a number of useful resources for both students and teachers: an additional free photocopiable PET Practice Test with audio, a further interactive word game to test your vocabulary (Vocabulary Trainer), photocopiable wordlists and teaching tips as well as photocopiable recording scripts for classroom use.

A question of sport



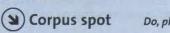
1 Put the letters in order to make the names of sports. You can write the name of the sport by its picture above.



2 Read the statements about sport. Tick (/) the statements that are true for you.

I play football.	
I go swimming.	
I do athletics.	
I never do any sport.	
I watch lots of sport on television.	
I never watch sport.	
I sometimes watch sport.	

Compare answers round the class. Does anyone in the class not like sport? What does he/she like doing instead?



Do, play, go

We say: play + a sport with a ball, do + a sport that shows one person's skills, go + a sport that ends in -ing.

Put the names of sports from Exercise 1 in the correct column. Add any other sports you like.

play	do	go
football	athletics	swimming

Complete these sentences by PET students with the correct verbs.

- a She's really nice and she canvolleyball well.
- b In my free time Iskiing in winter.
- c We often table tennis in our room.
- d You can horse riding if you want.
- e First we run, then wesome gymnastics.

3	sport. Match the equipment name of the sport(s) next to	elow at the names of equipment used to the sports in Exercise 1 and write the the equipment. Some equipment mat ur English–English dictionary if necessary	e ches	
	basket basketball	bat		
	bike	board		
	boat	helmet	VALES CALL	i
	net	racket		
	sail	skis		
	stick			
1	istening	1	I	No.
1	Look at the	9	6.30	
	photographs.			
	They show some	2400		
	unusual sports –		a la	
	bossaball, curling,			
	snowfering and karting.			١
	Can you guess which			ė
	sport is in each photograph?			
1			- CHICALO	4
			a	
			23456789	1
2	1 02 Listen to four people to Which sport is each person t Write 1, 2, 3 or 4 next to each	alking about?		
3	1 03 Listen to some more in Write the answers to these	formation about these sports. Juestions.		
	Bossaball	4	Listen again. The speakers say how they feel	
	a What do they always wea	ir? They always wear shorts.	about these sports.	
	b When do they usually pla	ny this?	Which words do they use?	
	Curling		1	
	c What do they use?		2	
*	d What do people sometim	nes sav?	3	
		**************************************	4	
	Karting e How fast can you go inde	2002	Can you suggest any more words like these?	
	f What is a kart?	3013.		
	Snowfering			
	g Where do they do this?			
	h What do they use?			

Language focus

a kind of

Answer these questions. Use It's a kind of and the words in the box.

- a What's a helmet?

 It's a kind of hat.
- b What's a racket?
- c What's windsurfing?
- d What's table tennis?
- e What's rugby?
- f What's a kart?
- g What's snowfering?

tennis hat

team game

car

windsurfing on the snow

bat

surfing on water

Present simple + frequency adverbs

+	l He	sometimes		play football. plays football.
-	We She	don't doesn't	usually	play football.
?	Do Doesn't	you she	often	play football?

To be + frequency adverbs

+	She We	is are	usually	happy.
-	He They	isn't aren't	always	һарру.
?	ls Are	he you	never	happy?

☑ Grammar spot

Frequency adverbs

Look at the table above. Circle the correct words to complete this sentence: Frequency adverbs go before / after a main verb but before / after an auxiliary verb and to be.

1 Look at the table above. Rewrite each sentence below, adding one of the adverbs in the box in the correct place. Do other people agree with your answers?

never sometimes often usually always

- a Basketball players are tall.
 Basketball players are often tall.
- b Cyclists go very fast.
- c Footballers are very rich.
- d Surfers get wet.
- e Gymnasts wear helmets.
- f There are two people in a tennis match.
- g Good athletes smoke.

Work with a partner. Use the adverbs in the box in Exercise 1. Ask and answer questions like these:

Do you often finish your homework? Yes, always!

Does your dad sometimes play tennis? Yes, often.

Are you always tidy?

No, never!

Use these words, or your own ideas:

make breakfast play computer games be polite wear expensive clothes remember your friend's birthday

Corpus spot Word order O

Correct the word order mistakes in these sentences by PET students.

- a She comes often to my house.
- b I meet them sometimes in my free time.
- c At weddings people usually are happy and have fun together.
- d I don't go often to the countryside.
- e He usually doesn't make jokes.
- f We have a basketball team and we play often against other teams.
- 3 Complete these sentences about yourself and your family and friends. Use the frequency adverbs in the box in Exercise 1. Use not in some sentences.
 - a *I don't often eat* cheese for breakfast.
 - b My brother usually plays football after class.

very tired in the morning.

a sleep in the afternoon.

in the spring.

quiet in English lessons.

sport on television.

4 Now write three true sentences using the frequency adverbs with your own ideas.

☑ GF page 206

«Pronunciation»

- 1 Think about the words like and big. Do they have the same vowel sound as wheel and please?
- 2 Say these words aloud and put them into the correct column.

steep quite hill field like knee kind people ice little stick line big street ride rich wheel bike team

/i:/	111
steep	hill
	steep

- 3 104 Listen to the recording and check your answers.
- 4 Write four ways we can spell the sound /iɪ/ in English:

«Activity» Free time

- 1 Work with a partner. Choose a sport or hobby (it's better if it's unusual!). Write down some information about it. Write sentences like these:

 You play in a team. / You can do this alone.

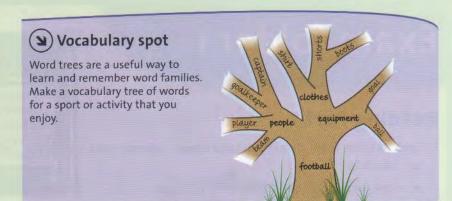
 You play in a field. / You usually do this in a swimming pool.
- 2 Now talk to another pair of students. Don't tell them the name of your sport or hobby. Try to guess their sport or hobby and let them try to guess yours. Ask questions like these:

Do you usually do this in summer?
Do you use a kind of board?
Do you always play with friends?
Do you wear special shoes?
How many people are there in the team?

Is it sometimes dangerous?

You can answer:

Yes, (sometimes / usually / often / always) or No, (never) or We don't know.



«Activity» Make a poster

Make a poster about a sportsman or sportswoman you admire. Put their picture on it if you can. Write this kind of information on it:

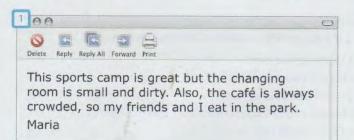
What sport does he/she play?
What does he/she usually wear?
What equipment does he/she use?
What does he/she often/sometimes/never do?
How do you feel about this sport?



Exam folder 1

Reading Part 1

- 1 Look at these texts. Before you read them, say which is:
 - · a text message
- a telephone message
- an email
- a notice.
- · a Post-it note





2 Now read the texts. Were you right?

Exam Advice

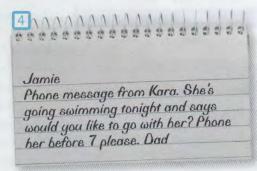
Look at the texts and decide what they are, e.g. a Post-it note, an email, etc. It will help you to answer the questions.

- 3 Read text 1 again. Look at these three sentences about it. Which one says the same as the email?
 - A Maria meets her friends in the café.
 - B Maria eats outdoors.
 - C Maria likes the changing room.

B is correct. Underline the words in text 1 which tell you about where she eats.

Why are A and C wrong? Underline the words in text 1 which tell you about Maria's friends and the changing room.







- 4 Now choose the correct answers for the other texts.
 - 2 A The swimming pool opens at 6.30 every day.
 - B The swimming pool opens at 7 on Sundays.
 - C The swimming pool opens early at weekends.
 - 3 A Football practice is cancelled tonight.
 - B There isn't time for fitness training tonight.
 - C The footballers can't meet tonight.
 - 4 A Dad wants Jamie to phone him.
 - B Kara wants to meet Jamie at 7.
 - C Kara wants to go swimming with Jamie.
 - 5 A Marco goes to the sports centre every week.
 - **B** Paolo and Marco often go to the sports centre together.
 - **C** Paolo sometimes goes to the sports centre on Tuesdays.

Speaking Part 1

1 Make some questions to ask Pablo and Cristina. Use these words.

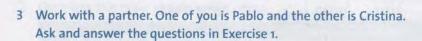
What / your surname? Where / come from? Where / live? What part of / live in?

How / old? How many languages / speak? How / travel to school? What / like doing in your free time?

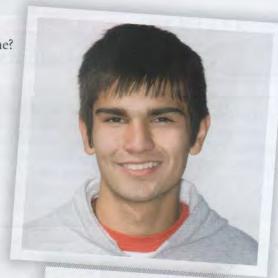
2 Read these texts and find the answers to your questions.

My name is Pablo. My surname's Suarez.
I'm Spanish. I live in a village near a large city
called Seville. It's in the south of Spain.
I usually drive to college. I'm 19 years old.
I speak Spanish and English. I like playing
football and going to the cinema.

My name is Cristina Lopez. I'm
Mexican. I live in the centre of the
capital, Mexico City. I usually walk
to school. I'm 16 years old. I speak
Spanish, English and a little Italian.
In my free time, I like shopping, reading
and going out with friends.



- 4 Think of the answers you can give about yourself to the questions in Exercise 1.
- Now ask your partner the same questions. Your partner answers about himself or herself. Then your partner asks you. Answer about yourself.
- 6 Write a text about yourself, like the texts by Pablo and Cristina. Use your answers to the questions to help you.





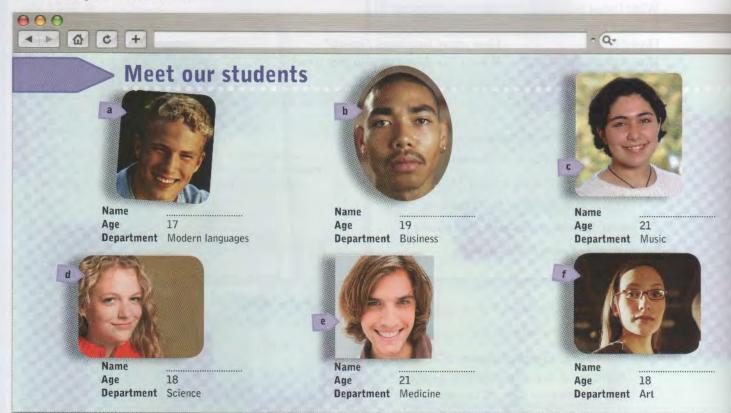
Exam Advice

The examiner asks you questions about yourself. Learn how to talk about yourself, where you live and what you like doing.

I'm a friendly person

Introduction

1 Look at this page from a college website. What does it tell you about these students? What do they look like? Can you describe them? Grammar like/enjoy + -ing; want / would like + to
Vocabulary describing people and personality;
inviting and responding to invitations
Revision have got



When a new student arrives, another student goes to meet them. They talk on their mobiles before they meet.

Listen to two conversations and write each speaker's name in the space below their photo. The students' names are in the box below. Which two don't you hear?

Anastasia Julia Kurt Mandana Mike Stefan

Describing people

I've got brown eyes.

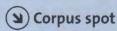
She hasn't got long hair.

Have you got fair hair?

She's short and slim with short hair.

Work with a partner.
Imagine you are Kurt (a boy) and Anastasia (a girl).
Describe yourselves to each other. Use the language in the box above to help you.

4 Write a short description of someone famous on a piece of paper but don't write their name on it.
Write the names on the board.
Put all the descriptions together.
Take them out in turn and read them aloud.
Match each description to one of the names on the board.





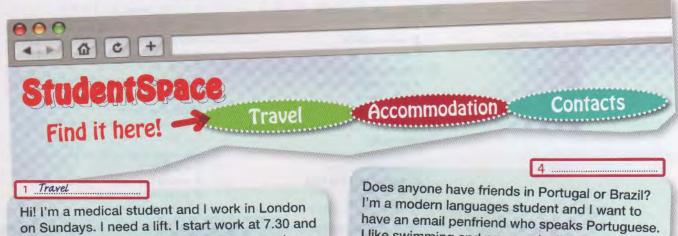
Describing people

Underline the correct word in these sentences by PET students.

- a She is long / tall / high and slim.
- b He's got short, fair hair / hairs.

Reading

1 The college website has pages where students can put notices about things like accommodation, travel, etc. Read these notices and write Travel, Contacts or Accommodation above each one to show which page it is from.



I mustn't be late, but I haven't got transport. I'm happy to share the cost of petrol. I like rock music and computer games. Text or phone 07777531245 anytime. Elena

Are you self-confident? Do you like meeting new people? I want to go to Australia in the summer and work there, then visit some other countries. I like doing gymnastics and playing basketball and I enjoy dancing. Do you want to come with me? email AdrianAB23@nunet.com

I'm a first-year art student and want to share a flat or house in the city centre. I can pay up to £300 a month. I like shopping and going out. I don't enjoy living in the student hostel. If you share my lifestyle and have a space in your place, phone Carola: 07879345621.

2 Complete this table by ticking the boxes.

I like swimming and pop music. I'm not a serious person. I like going clubbing with my friends. Write to Henry.happyfoot@nunet.com

My name's Sandra. I'm hard-working and I want lots of adventures in my life. I like jazz and pop music. I'd like to run my own business when I leave college. I drive to London and back every Sunday to see my boyfriend. Would you like a lift? Share cost of petrol. 07536661259

I've got a small house near the campus and I want to share it with one other person. You must be a non-smoker and tidy. I like playing chess and listening to classical music. I'm a final-year physics student. Come and see the room on Saturday morning. Maggie, 142 Bennett Road (behind the Science Faculty building).

Who	Elena	Adrian	Carola	Henry	Sandra	Maggie
a knows what job he/she wants in the future?	1					
b has a part-time job now?						
c offers to pay for something?						
d wants to go to another part of the world?						
e wants to find somewhere to live?						
f enjoys sport?						
g likes quiet hobbies?						

3 Do you think any of the students will meet?

Language focus

Personality

Work with a partner. Read the quiz together. Mark your partner's answers.

Look at the bottom of page 19 to find the result, then complete this sentence about yourself:

I'm ____person.

a + adjective + person
I'm a(n) independent/
friendly/serious person. = I'm
independent/friendly/serious.

What kind of person are you?

- What kind of music do you like?
 - A pop
 - B jazz
 - C classical
- Do you like studying?
 - A no
- B some subjects
 - C yes
- Would you like to travel round the world?
- A yes with my friends
 - B yes alone
 - C no, I wouldn't
- You're free this evening. What do you want to do?
 - A go clubbing
 - B go to the cinema
 - C stay at home and read

- You want to find a new hobby. What would you like to learn? A to ride a horse
 - B to paint
 - C to make bread
- You'd like to celebrate your birthday.
 What would you like to do?
 A have a his party on the beach.
 - A have a big party on the beach
 - B try a new restaurant
 - C invite some friends to dinner
- Who would you like to meet?
 - A a famous singer
 - B a famous politician
 - C a famous writer
- 8 How many phone calls do you make every day?
 - A at least twenty
 - B between two and ten
 - C perhaps one or two

like, enjoy, want, would like and have got

(y) Grammar spot

like, enjoy, want, would like + nouns and verbs Look at the quiz and fill the spaces with to go or going.

We like We enjoy	films. a b	
She wants She'd (would) like	a holiday.	to the cinema.
	d_	horse riding.

- 1 Complete the conversations with the correct form of would like, like or have got.
 - a Waiter: Good morning. What
 - would you like to order?
 - Woman: Salad for me please, and a steak for
 - Tiddles.



Boy: Sophie _____a book for her birthday? Girl: I think a CD is a better present for her because she _____pop music. Boy: How many brothers and sisters ______you ______? Girl: Three sisters, but I any brothers. d Girl: your dad _____ jazz music? Oh yes, he ______ 200 CDs. Boy: What _____you Boy: doing on holiday? Girl: Oh, I _____ swimming in the sea. you to Boy: come to the zoo with me this weekend? No, thank you. I _____ seeing Girl: animals in cages. Mum: I ______ to meet your boyfriend. Oh, he's very busy. He Girl: going sailing at weekends so he studies hard all week.

I to buy some

Shop assistant: Sorry, we _____ any.

We only sell football boots.

running shoes. What _____you

Girl:

Write a notice for the college website on page 17.
Choose Travel, Contacts or Accommodation. Say what kind of person you are and explain what you want.

अ GF page 206

«Pronunciation»

- 1 Look at this sentence. Do the words have the same vowel sound in them? Stop studying, students!
- 2 Say these words aloud and put them into the correct column. university fun pop music become some Tuesday other

become some Tuesday other club long you above doctor discuss want cost future

/ju:/	INI	/p/	
university	fun	pop	
The state of the s	7567	Pop	

- 3 1 06 Listen and check your answers.
- 4 1 207 Read these sentences and underline the sounds /juː/, /ʌ/ and /ɒ/. Listen to the recording and repeat.

I want to become a doctor.

Some university students have a lot of fun.

I run a music club above a shop.

His other brother's got long hair.

Activity Invitations and replies

1 Write down four things you like doing in your free time.

2 Now ask other people in the class about their interests. Say: What do you like doing? When you meet someone who shares one of your interests, suggest doing it together. Accept or refuse other people's invitations. Use the language in the box to help you.

Inviting	Accepting and refusing
Would you like to with me this weekend?	Yes, that'd be great/fun/ interesting. Oh, sorry, I'm afraid I'm busy / I can't.

Notice for



Post your notice here:

Don't forget to give your contact details!

Activity What kind of person?

Work with a partner. Choose a character in a film, television programme or book that you both know.

You each write a short text describing the personality of this character. Add some information about what he or she likes doing or doesn't like doing. You can use the quiz results to help you. Read each other's descriptions. Do you agree?



all your lite.

Mainly Cs: You like a quiet life. Perhaps you're rather shy. You don't want a lot of adventures. You'd like to have an interesting job.

A mix of As, Bs and Cs: You are a happy mix!

and you have lots of friends.

Mainly Bs: You are independent. You like new experiences and ideas.

You enjoy meeting new people, You wouldn't like to stay in one place

Quiz results
Mainly As: You think life is fun. You're never serious. You're confident

Exam folder 2

Listening Part 3

1 Look at these pictures of Dan. What does he do every day?









- 1 DB Listen to what Dan says. Does he use exactly the same words as below? Underline the words which are different from what you hear.
 - a I always cycle there. go there by bicycle
 - **b** I have a huge breakfast at about half past eight.
 - c I'm studying geography.

- **d** I usually study in my room in the afternoon.
- e I enjoy spending time with my friends.
- f I would like to travel round the world.
- Listen again and look at the recording script.
- Write the words Dan uses under the ones you underlined in Exercise 2.
- Look at these pictures of Katy. What does she do every day?





1 09 Listen to Katy talking about her day and fill in the missing information below. Remember she may use different words from the ones you see here.







7 Look at the recording script. Listen again and check your answers.

At 6.30 am she goes to the (1) on foot. At (2) she has breakfast. Her subject is (3) In the afternoon she usually goes to the (4) There is always a match on (5) ______ afternoons. In the evening, she likes (6) When she finishes her course, she wants to be a (7)

Exam Advice

The words you write in the spaces are always the same as the words you hear. But the words around the spaces are sometimes different from the words you hear.

Writing folder

Writing Parts 1, 2 and 3

Exam Advice

Correct punctuation is important in your writing.
Understanding punctuation also helps you when you read.

- 1 Work with a partner. Look at the conversation below and answer the questions.
 - 'Would you like a drink?'
 - 'Thanks, but I've got one.'
 - 'My name is Tom. I'm Jane's brother.'
 - 'I'm Julietta, but my friends call me Julie.'
 - a How many capital letters are there? Why are they there? Can you think of other places where English uses capital letters?
 - **b** Find the quotation marks. Mark them in colour. Why are they there?
 - c How many apostrophes are there? Mark them in a different colour. Why are they there?
 - d How do we end a statement?
 - e Where do we use a question mark?
 - f Where do we use a comma?
 - g Do you know any other punctuation marks?
- What's the difference between the student's books and the students' books?
- 3 These sentences need apostrophes and capital letters. Can you correct them?
 - a My brother and j usually watch football matches at my grandparents flat because their televisions very big.
 - **b** On thursday im going to the match between italy and scotland with dad and uncle ian.
 - c Were travelling in my uncles car to edinburgh and after the match, were staying at the norton hotel.
 - d Then on friday morning my uncle and i are visiting edinburgh castle and my fathers going to the national gallery and a museum.

4 Correct the punctuation mistakes in this note.

how are you i must tell you about a new club in my town. its in oxford road and i think youd love it. we can play tennis and go swimming and theres a small gym i made a new friend there last sunday. her names jessica. shes from canada and shes got blonde hair and she makes me laugh. shes a good dancer too. i hope you can come here soon and meet her with love,

(S) Corpus spot

Irregular plurals



We usually make plurals by adding s, but there are some important exceptions. Correct the mistakes of these PET students.

- a In my country, all the womans wear new clothes at weddings.
- b I like the London streets with their red telephone boxs.
- c There are a lot of friendly persons at the club.
- d I look after the childs when their parents are working.
- e During the break we talk about our lifes and our friends.

What's your job?

Grammar

present simple/continuous

tate verbs: short answers

Vocabulary jobs

n present simple

Introduction

1 Look at the photographs and listen to seven people talking about their jobs.

Match the speakers to the photographs.















- 2 What do the people do? Write the names of their jobs.
- 3 Look at the photographs again. What are the people doing?

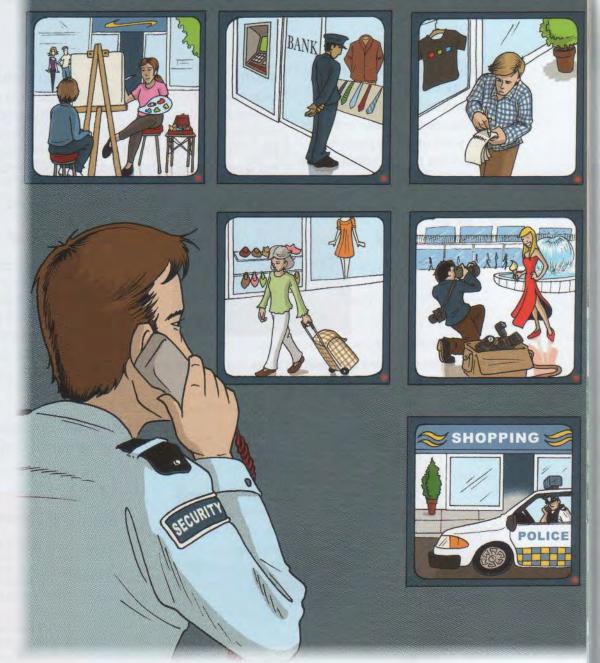
Present continuous		
1	am (not) wearing	
You/we/they	are (not) wearing	a helmet.
He/she/it	is (not) wearing	
Am I		
Are you/we/they	wearing	a helmet?
Is he/she/it		

4 Would you like to do any of these jobs? Why? / Why not?

Listening

- 1 Look at this picture. Can you guess what the people's jobs are?
- 2 Un Listen to the man talking on the phone. What is his job? Who is he talking to?
- 3 Listen again. The man is describing the people he can see. Five of them have jobs. Write the names of their jobs.

1	
2	
3	
4	
5	



Language focus

Present simple and present continuous

- 1 Look again at the picture of the shopping mall. Decide what the people are doing and what they do. Put the verbs in the correct form.
 - a The security officer is talking to a police officer.
 - **b** The model _____ (stand) by a fountain.
 - c The photographer ______ (sell) his photographs to magazines.
 - d The thief _____ (pull) a shopping bag on wheels.
 - e The thief _____ (steal) things from shops.
 - f The bank guard _____ (not look) at the thief.
 - g The bank guard never(do) anything, because he's lazy.
 - h The photographer _____ (take) a photograph of the model.
 - i The artist _____ (sell) her pictures to the children's parents.
 - j The thief _____ (not steal) anything at the moment.
 - k The journalist _____ (write) something in his notebook.

(S) Grammar spot

Present simple and present continuous

Look at these sentences about picture e on page 22 and then choose the correct tense to complete the rules.

I design websites.

I'm plugging in my computer.

We use the present simple / present continuous to talk about what we usually do.

We use the *present simple / present* continuous to talk about what we're doing now.

2 Sonia is an English schoolgirl. She's fifteen. This week she's doing work experience in a hotel. Look at the activities opposite. Make sentences about Sonia using the present simple or the present continuous.

usually

cycle to school do lessons all day study at home in the evening play volleyball after school not wear her best skirt every day

this week only

not go to school not do any homework work in a hotel have meals with her colleagues speak French with hotel guests

do / not do? She cycles to school. She isn't g	nia doing / not veek? oing to school
start stay understand work not work	
Sonia: Hi, Granny. How are you? Granny: Oh, not bad. How's school? Sonia: (a) I'm not going to school this week. Granny: Why not? Are you ill? Sonia: No, I (b) work experience. I (c) in a hotel. Granny: I hope you (d) in the kitchen. You're not good at cooking! Sonia: No, I'm not in the kitchen. I (e) the receptionist and the manager. Granny: Is that nice?	Some verbs a continuous te are state (or sbelieve, know, Keep a list an new ones.
Sonia: Yes, it is. Well, I (f) working with the manager, she's really friendly. But I (g) helping the receptionist because I can talk to the guests. I can practise my French because some French people (h) in the hotel. I (i) almost everything	b Are those very much c We're thin expensive.
they say. Isn't that great? Granny: Yes, that's very good. Sonia: Yes. But I am tired. When I go to school, I (j) at half past seven, but this week I (k) work at seven o'clock. Granny: Oh, well, you can have a good rest at the weekend. Sonia: Oh, yes. I (l) it.	e I can't pho knowing y f The teache not unders g My friends programm so I'm liste
Now listen to the recording and check your answers.	4 Do school experience



Grammar spot State verbs

Some verbs are not normally used in continuous tenses in English. These are state (or stative) verbs, for example believe, know, like, think, understand, want. Keep a list and add to it when you meet new ones.

Correct the mistakes in these sentences.

- a I'm not believing you can fly a plane.
 I don't believe
- **b** Are those jeans new? I'm liking them very much.
- We're thinking this CD is very expensive,
- d Are you wanting some coffee?
- e I can't phone you because I'm not knowing your number.
- f The teacher is speaking quickly and I'm not understanding what she's saying.
- g My friends are watching a pop programme on TV but I'm not liking it, so I'm listening to my MP3 player.
- 4 Do school students do work experience in your country? Would you like to do it?

Short answers

In English the grammar of the short answer must match the grammar of the question.

- 1 Match each question to its answer.
 - a Do I look OK?
 - **b** Do you live near the school?
 - c Does this school open on Sundays?
 - d Do they like ice cream?
 - e Am I sitting in the right place?
 - f Are you studying English?
 - g Is the sun shining?
 - h Are they working?

- 1 Yes, I do. / No, I don't.
- 2 Yes, you are. / No, you aren't.
- -3 Yes, you do. / No, you don't.
- 4 Yes, they are. / No, they aren't.
- 5 Yes, it does. / No, it doesn't.
- 6 Yes, it is. / No, it isn't.
- 7 Yes, they do. / No, they don't.
- 8 Yes, I am. / No, I'm not.

2 Work with two other students. Take turns to ask and answer questions. Then listen to the other two students and check their grammar.

Do you play volleyball? Yes, I do. Are we speaking Italian? No, we aren't.

«Pronunciation»

- 1 13 Listen to the recording and mark these words in the order in which you hear them.
 - a cat ____ cut __1
 - b bag _____ bug ____
 - c carry curry curry
 - d match _____ March ____ much ____
- 2 Listen again and repeat each sentence.
- 3 Now repeat these words after the recording and decide which have the same vowel sound in them as cat /æ/, cart /ɑː/ and cut /ʌ/.

does doesn't can can't must mustn't are aren't

«Activity» What's my job?

Work in a group. One person mimes an activity which is part of a job. The others guess what his or her job is.

Ask questions like these about the activity:

Are you making something? Are you mending something? Are you opening a door? Are you answering a telephone?

The answers can only be

Yes, I am or No, I'm not.

Ask questions like these about the job:

Do you make things?
Do you talk to other people?
Do you work indoors?
Do you use special equipment?

The answers can only be

Yes, I do. No, I don't. or Sometimes.

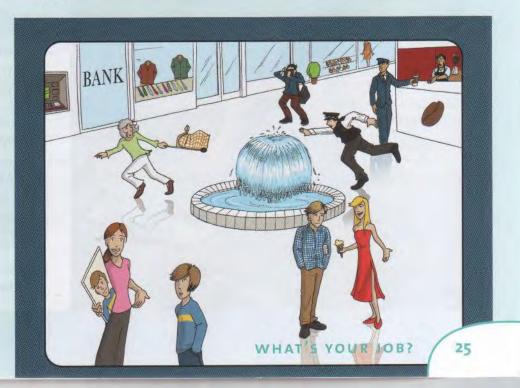
Activity Spot the difference

Work with a partner. Don't look at page 23.

Try to find all the differences between this picture and the one on page 23. Say what the people are doing and what they are not doing now.

EXAMPLE: The photographer isn't taking a photo of the model now, he's taking a photo of the thief.

When you finish, check your memory by looking at page 23.



Exam folder 3

Speaking Part 3

- 1 Look at this picture of a young man, Tom. Can you match these questions to their answers?
 - a Where is he?
 - b What does he look like?
 - c What is he wearing?
 - **d** What kind of person is he?
 - e What is he doing?
 - f How do you feel about doing this kind of thing?
 - g Why

- 1 He's painting something.
- 2 Because I don't like the smell of paint.
- 3 He's a friendly person.
- 4 I wouldn't like to do this.
- 5 He's wearing white shorts and a red T-shirt.
- 6 He's outside his house.
- 7 He's tall and he's got short fair hair.





- 2 Look at this picture of a young woman. Can you answer these questions?
 - a Where is she?
 - b What does she look like?
 - c What is she wearing?
 - **d** What kind of person is she?
 - e What is she doing?
 - f How do you feel about doing this kind of thing?
 - g Why?

Exam Advice

Learn these questions. They do not all fit every exam photograph, but they help you to think of what to say.

3 Now shut your book. Can you remember all the questions? 4 Work with a partner. One of you talks about Photograph A and then the other talks about Photograph B. Before you start, look at the seven questions on page 26. Think about your answers for your photograph. Don't say anything now.

Now cover page 26. Imagine your partner wants to know the answers to all seven questions. Tell your partner about your photograph. Are you giving your partner all the answers?

When your partner is speaking, listen carefully. Look at the questions on page 26. Tick the questions when you hear the answers.

Reading Part 5

1 Look again at the photograph in Exercise 1 on page 26. Choose the correct word to go in these spaces.

1	Tom is	Α		
	A tall	B long	C high	D great
2	Tom	wearin	g a T-shirt.	
	A do	B does	C is	D be
3	Tom's	a tin	of yellow pai	int.
	A has	B got	C wante	D Hene

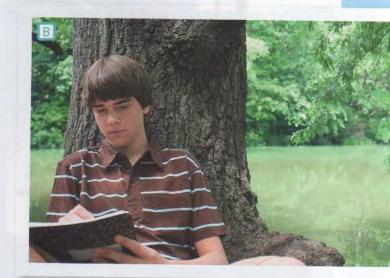
Exam Advice

If you are not sure which word is correct, try to decide which words are wrong, and why.

2 Look again at the photograph in Exercise 2 on page 26. Choose the correct word to go in these spaces.

1	Irena	got a	a tidy de	esk.		
	A isn't	B has	sn't	C doesn't	D	aren't
2	Irena usua	ally	a sa	ndwich for	lunch.	
	A eats	B eat	ing	C have	D	having
3	Irena's a					
	A hairdre	sser	B sho	p assistan	t C	nurse





D secretary

Let's go out

Grammar

prepositions of time; present continuous for future plans

Vocabulary

entertainment; making

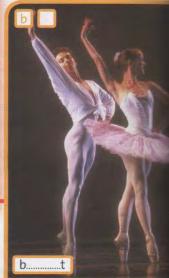
Revision

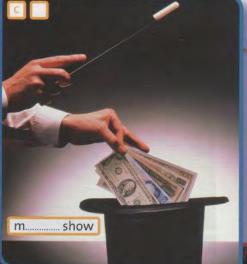
present continuous for present actions; would like

Introduction

1 Write the names of the different kinds of entertainment by the photographs.











- 2 1 Listen to the pieces of music and match them with the photographs.
- 3 Say what is happening in each photograph. If you don't know a word, use a kind of

EXAMPLE: In picture c the magician is putting some money into a hat. He is holding a kind of stick.

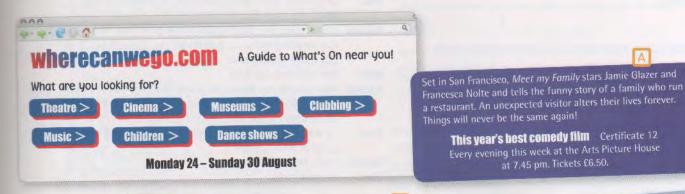
4 Which of these kinds of entertainment would you like to go to? Why? Which would you not like to go to?



Reading

1 You are looking at a website to find out what's on. You can click on different kinds of entertainment and then read about different events. Read about the events A-F quickly. Then decide which entertainment section (Theatre, Cinema, Museums, etc.) each one belongs to.

A Cinema B C D E F



Don't miss the excitement, the comedy and the music of the

CIRCUS OF THE CITY

The Big Top is in Central Park from 26 until 29 August. Afternoon shows start at 2.30 pm and evening shows start at 7 pm. Tickets at a range of prices (£10-£16). Book early.

PLUS SIX, a local rock band who are now well known and appear all over the world, are returning to their home town to play in a gig on Saturday evening (29 August at 8 pm) in the Riverside Buildings. Book tickets early as they are very popular. £16.

This year's best comedy film Certificate 12

Every evening this week at the Arts Picture House at 7.45 pm. Tickets £6.50.

MOJO'S is the best place to enjoy yourself at weekends. If you're feeling energetic, dance the night away on Fridays and Saturdays with DJs Simon and Dave.

For over-16s only. Open 9 pm - 4 am. Arrive before 11 and pay only £8, after 11 £10.

An exciting new group called Motari present their fascinating African and Western dances with some flamenco and jazz added. They are performing twice in the Town Hall on Sunday at 4 pm and 8 pm. All tickets £9. Interval refreshments included.

Tickets are still available for a weekend festival of rock music and fun in the gardens of Kingston Manor, Begins at midday on Saturday 29 and finishes at midnight on Sunday 30. Camping available. Tickets £70 weekend, £45 day.

- 2 Read each text quickly again to answer these questions. Don't worry about any words you don't know.
 - a Which events may make you laugh? A and B
 - **b** Which events are outdoors?
 - c Which event costs £7 or less?
 - d Which events are only on one day?
 - e What can you go to on Monday evening?
 - f What can you go to on Saturday afternoon?

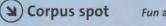
(Vocabulary spot

When you read, try to understand the words you don't know before you check them with your teacher or in a dictionary.

What do the words below mean? Look at the words around them in the texts and guess the correct answers.

- 1 In text A alters means
- a) changes
- b) leaves c) stops.

- 2 In text C gig means
- a) building
- b) concert c) band.
- 3 In text E fascinating means
- a) confusing
 - b) slow
- c) interesting.



Fun and funny

Match fun and funny to their meanings. If something or someone is _____, it/he/she makes you laugh. [fun/funny] If something isyou enjoy doing it. [fun/funny]

Here are some sentences written by PET students. Put fun or funny in each gap.

- a There were lots of things to do at the holiday camp like sailing or diving.
- b The film I saw was very
- c We'll have greatwhen you come to stay for the weekend.

Language focus

Prepositions of time

- 1 Listen to some conversations with your books closed and decide where the people are going.
 - 1 _____ 3 ____
- 2 Now listen again and fill in the missing words.

Conversation 1

- Sara: I know. It sounds good. I'd like to go.
- Ed: I'm taking my little brother. Would you like to come too?
- Sara: That would be great. I love the noise, the music and all the excitement. The last time I went was (a) in 2005 when I was ten.
- **Ed:** Oh, really? Well, I like the clowns best. Are you free **(b)** or tomorrow? The afternoon show is best for my brother.
- Ed: Oh, well ... can you go (e) _____?

 It finishes (f) _____. That's

 Saturday.
- Sara: I'm free (g) ______.
- Ed: Good. I'm free then, too. It only comes once a year, so we mustn't miss it.



Conversation 2

- Sam: Hi, Juliet, it's Sam here. Have you got the tickets yet?
- Juliet: Yeah, for tonight.
- Sam: What time does it start?
- Juliet: Just a minute. I'll look. Er, it starts (h)
- Sam: Oh, you know I work in a shop (i)? In the city centre. Well, there's a sale (j), so I'm working late. I have to tidy the shop
 - (k) _____, so I'm working till seven thirty this evening. I usually finish (I) _____,
- which is better.

 Juliet: Don't worry. There are lots of adverts before the film
- actually starts.
- Sam: OK. See you later then. Outside?
- Juliet: See you there. Bye.

Conversation 3

Max: It's so boring here (m) ______, Rachel. There's nothing to do.

Rachel: There are lots of good things on (n) ______. What are you doing (o) ______. Yhy mum's going to see a dance show (p) ______. We can go with her.

Max: Oh, boring. And I don't like going to things like that

Rachel: Well, there's the rock festival in the park. That looks good. like listening to music outside (r) ______.

But it's very expensive.

Max: Mm. I've only got £10.

Rachel: Yeah. About nine?

Max: See you then.

3 Look at Exercise 2 and use your answers to help you complete this table.

on	at	in	no preposition
		2005	today

Grammar spot

Prepositions of time

Choose the correct preposition to complete the rules. We use on / at / in / no preposition before days of the week and dates.

We use on / at / in / no preposition before times, the weekend, the end of the day, the moment.

We use on / at / in / no preposition before months, seasons and years.

We use on / at / in / no preposition before today, tomorrow (morning), this / next (afternoon, week).



- 4 Put the correct preposition (or nothing) in each space.
 - a My friend's taking me sailing ____ next Sunday.

 - c I'm visiting my grandmother in Chilethis summer.
 - **d** Would you like to come to the theatre with me _____ Saturday evening?
 - e Our friends are arriving _____ 7.30.
 - f I don't like swimming the winter the water's too cold.
 - g I always feel tired _____ the afternoon.
 - h Jake's taking his driving test _____ 23 March.
 - i My brother got married _____ 2008.
 - j This street's very darknight.
 - k I'm babysitting tomorrow evening.
 - 1 I was very bored the weekend.

¥ GF page 206

«Pronunciation»

- 1 How many syllables are there in these words?

 Sunday _Z_ Monday _____ Tuesday ____

 Wednesday ____ Thursday ____ Friday ____

 Saturday ____
- 2 Repeat the words after the recording. Were you right?
- 3 Can you mark the main stress on these words?
 January February March April
 May June July August
 September October November December
- 4 1 18 Listen to the recording and check your answers.
- 5 How do we say these dates?

28 April 15 August 3 February

- 6 Listen to the recording and check your answers.
- 7 Choose the correct words to complete this sentence. We say / write 15th January or 15 January but we say / write the fifteenth of January or January the fifteenth.

Activity Time expressions

Your teacher will give you a circle with ON, AT or IN in the middle. Work in a group of three. Your teacher will give you a game board. When you land on a square containing a time phrase which matches your preposition, write it in your circle.

Present continuous for future plans

(2)

(3) Grammar spot

Present continuous for future plans

Look at these sentences from the conversations on page 30 and then choose the correct tense to complete the rules. I work in a shop.

I'm playing tennis tomorrow afternoon.

We use the *present simple / present continuous* to talk about what we usually do.

We use the *present simple / present continuous* to talk about future plans.

The person in the pictures is planning to do things at different times. Write sentences about the things he is planning to do, choosing a time expression from the box for each sentence. You do not need to use all the expressions.



He's travelling to Moscow on Saturday morning.

Saturday morning	next Monday
the weekend	tomorrow afternoon
15th January	the summer
Thursday	6.30

GF page 207

«Activity» Diary

Work with a partner. One of you is A and one of you is B. Fill in your diary on page 200 or page 202. You can choose some of the events on page 29 or imagine some. Don't show your partner.

Ask your partner What are you doing on ...?

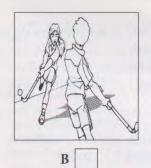
Find a time when you are both free so you can go to the cinema together.

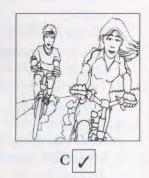
Exam folder 4

Listening Part 1

1 Greg and Sophia are talking about something. Look at these three pictures. What do you think they are talking about?







- 2 Look at the question.
 - 1 What do they decide to do tomorrow?

The box under picture C above is ticked because that is the answer.

1 20 Listen to Greg and Sophia's conversation and think about why C is the answer. Answer these questions.

- a Are they playing tennis tomorrow? Why? / Why not?
- **b** Are they playing hockey tomorrow? Why? / Why not?
- c Are they going cycling tomorrow? How do you know?
- d Do they both agree? How do you know?
- 3 Look at these pictures for four other conversations. Think what the conversations are about. The questions help you too.
 - 2 Which shop are they going to first?











4 Where are they going on Saturday evening?

B





5 When is Paula's birthday party?





4 Now listen to conversations 2, 3, 4 and 5. Decide which picture is correct for each one and put a tick in the box.

Exam Advice

Read the question and look at the pictures before you listen.

Writing folder

Writing Part 2

1 Look at this question. It is an example of the kind of task you will see in Part 2 of the Writing Paper. What does it ask you to do?

You're spending a day in the capital of your country next Saturday. Write an email to an English friend called Helen. In your email, you should

- say what you would like to do in the city
- · tell her what time you are arriving
- · suggest where to meet

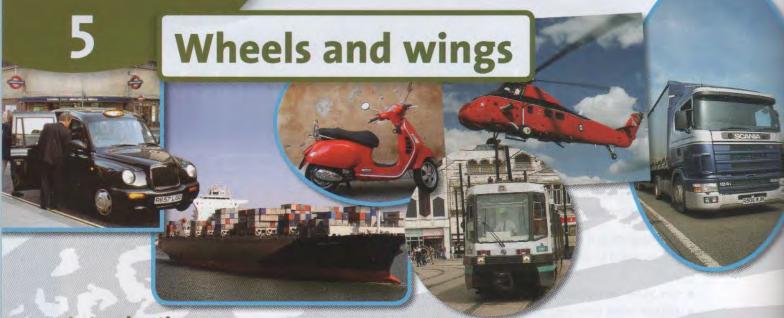
2 Work with a partner. Read these three answers. Only one answers the question. Which one? 000 Dear Helen, On Saturday I'd like to go shopping because I want to buy a new coat and some shoes. Then I would like to go to the cinema and have an Italian meal. My father is bringing me in the car. You can 0 6 6 2 8 come in the car with us too. We are leaving home at 9.30. Dear Helen, Love I'd like to go to the cinema on Saturday and walk by the Maria river. We can go to a café to have lunch. What do you want to do? I am arriving at 11.30. We can meet outside the station. Love Maria 000 OEE Delete Reply Reply All Forward Print Dear Helen, I'd like to go to the museum on Saturday. I'm arriving at 11.30 so we can meet at midday. Love Maria

- 3 In Writing Part 2 you must write 35–45 words.
 Add outside the museum to answer c. Is this a good answer now?
- 4 Think about your own answer to the questions.
 - a What would you like to do in your capital city?
 - **b** Think about when you will arrive.
 - c Think of different places you can meet someone.
- 5 Write your answer.

Exam Advice

Remember there are always three things you must write about in Writing Part 2.

- 6 Have you answered the three parts of the question? Count the words. Make sure you have 35–45 words.
- 7 How many lines of your writing is 35–45 words?



Introduction

1 Look at the photographs of different ways of travelling. Match each one to a clue below and write the words in the crossword. Now finish the crossword. The other clues don't have photographs.

Across

- 1 It takes lots of people to school, to work and around town.
- 5 It is only found in cities and travels on rails.
- 7 It carries a few people in the air.
- 8 It transports goods by road.
- 9 You need to be fit to travel on it.
- 11 You often find it outside the railway station.
- 12 It travels at about 850 kilometres per hour.
- 13 It goes on long journeys across water, carrying people and goods.

Down

- 2 It has two wheels, only carries one person and has a very small engine.
- 3 Many families own one.
- 4 It takes people across water. It travels quite slowly.
- 5 It runs on rails and has several carriages.
- 6 It has no roof and often goes faster than a car.
- 10 It spends a lot of time on motorways carrying people from one place to another.
- 2 Work in a group. Compare your crosswords. Can you help the other people in your group?

(S) Corpus spot

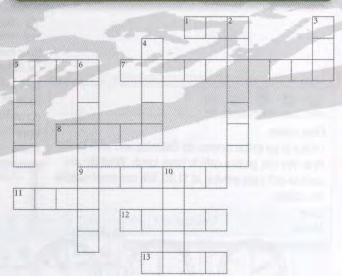


Correct these mistakes made by PET students and complete the rule below.

- a We always go to the city centre with car.
- b We can go there by foot.

We go car, train, bicycle, plane, boat but we go foot.

Grammar need; countable/uncountable nouns; quantity
Vocabulary transport; compound nouns
Revision present simple + frequency adverbs



3 How many of the different ways of travelling do you use? Count them.

Write three sentences using usually, sometimes and often.

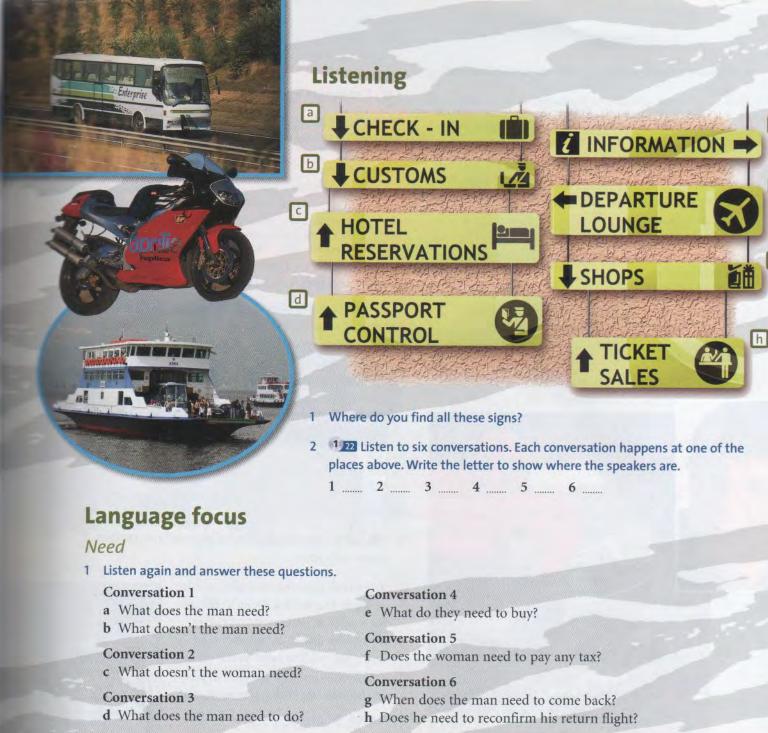
EXAMPLE: I often travel by train.

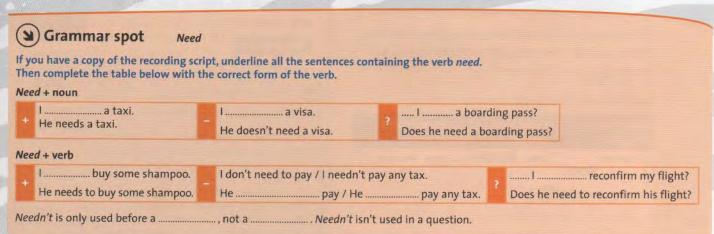
4 Write each of the words from the crossword under one of these headings: AIR, LAND, WATER.

(Vocabulary spot

American English has some different words from British English. What do these words mean in British English? Use your dictionary if you need to.

truck _____ reeway _____





g

- 2 Complete these sentences with the correct form of need.
 - a It's very hot here I need a drink. **b**(you) a new suitcase to take
 - on holiday? c(we) book a taxi to the airport?
 - d You _____ (not) take the train because I can drive you home.
 - e Lorry drivers _____stop for a break after a few hours on the road.
 - f Do _____(I) wear a helmet on a bike?
 - g My brother _____(not) a car because he catches the bus everywhere.
 - h You ____ (not) come to the station with me - I know where it is.

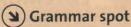
¥ GF page 207

Countable and uncountable nouns



- 1 Joe is going to stay with a Brazilian family who live by the seaside. Here are some of the things he is planning to take. What are they?
- 2 Put them into the correct column.

Countable (singular)	Countable (plural)	Uncountable
a camera	some magazines	some shampoo



Countable and uncountable nouns

Complete these rules with the words countable and uncountable.

nouns can be singular or plural. nouns cannot be plural. We use a or an before _____ nouns. We use some before nouns and plural nouns.

With uncountable nouns we often use a countable noun like bottle. Match these uncountable nouns to a word below: shampoo water tea chocolate bread

a bar a bottle a glass a packet a loaf

EXAMPLE: a bottle of shampoo

3 Joe can't carry his backpack because he has too many things. The weather is hot in January in Brazil. Work in a group. What does Joe need to take? What doesn't he need to take? Make two lists.

Things Joe needs to take	Things Joe doesn't need to take
	Cangua de Locui

- 4 Tell some other students what you decided. Do they agree with you?
- 5 Work with a partner. Imagine you are going to stay with a friend in Britain for a week in January. What things do you need to take? What things don't you need to take? Write them down. Read your list to another pair of students. Do they agree with you?

I need to take a warm coat. I don't need to take a sun hat or any sunscreen.







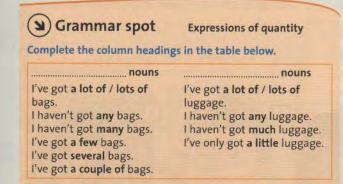
(Corpus spot

Countable and uncountable nouns

Correct these mistakes made by PET students.

- a I have a lot of works to do at home tonight.
- b We can eat fishes and big plates of salad.
- c We came to a set of traffic light.
- d Listening to English musics is good.
- e I have a lot of furnitures in my room.
- f My friend Noelia always gives me good advices.
- g They travel to other country every year.

Expressions of quantity



At the airport, Joe meets the woman in the picture. He emails his mum from his laptop. Circle the correct words.



Hi Mum

I'm at the airport now. I'm waiting to check in.

There aren't (a) man / much passengers waiting for my flight yet – that's probably because I got here so early. I'm so pleased I haven't got (b) many / much luggage. There's a woman sitting next to me who's also going to Brazil. I hope her friends meet her at the airport because she has (c) lots of / many luggage. She's got (d) several / a couple of suitcases, (e) a few / a little carrier bags and (f) much / a lot of boxes. She's even got (g) a few / a couple of backpacks.

I bought a book about Brazil in the airport shop. The one Uncle James gave me didn't have **(h)** many / much information about the area I'm visiting. I've got **(i)** a little / a few English money left, so I'll go and spend it on a coffee now. Talk to you when I get there.

Love,

Joe

«Pronunciation»

- 1 Fill in the missing words in these sentences.
 - a I need a visa.
 - b I've got _____ couple ____ suitcases.
 - c They need _____ take their passports.
 - d He's got _____luggage.
 - e Do we need book a taxi?
 - f You need money.
- 2 123 Listen and repeat the sentences. What do you notice about the words you filled in?
- 3 Try saying these sentences. Put a circle around the words which are not stressed.
 - a I need@hotel room.
 - b You need to pay tax.
 - c I want some shampoo.
 - d I'd like to go swimming.
 - e He's got a few magazines.
 - f I've got a new pair of shoes.
- 4 124 Listen and repeat the sentences. Were you right?

«Activity» What do I need?

Your teacher will give you a card. Don't show it to the other students. Guess the activity on your friends' cards.

Ask questions like these:

Do I need other people to do this?

Do I need good weather?

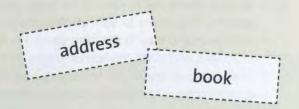
Do I need any special equipment?

Do I need to go to a special place?

Answer their questions truthfully. You can answer Yes, No, Sometimes or It doesn't matter.

Activity Compound nouns

Sometimes we put two nouns together to make another, e.g. address book. Your teacher will give you some cards with nouns on them. Find the student who has a noun which goes with yours and decide which word comes first.



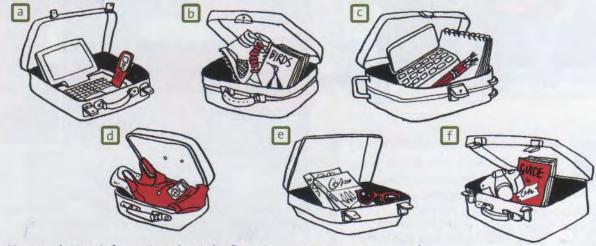
Exam folder 5

Reading Part 2



Look at these five people. They all want to go on holiday.
 Now look at the suitcases.

Can you guess which suitcase belongs to each person?
There is one extra suitcase which doesn't belong to anyone.



- 2 Now read some information about the five people and try again to match them with their suitcases. Underline the words which help you choose.
 - 1 Karen likes pop music and dancing in discos and she would like to find a hotel where she can swim every day. She also enjoys using a gym.
 - 2 Tom needs to find a quiet hotel in the country which has a good restaurant. He is taking some work on holiday with him and needs to hire a room for a business meeting in the hotel.
 - 3 Maggie would like to relax in her hotel, sunbathing, swimming and reading. She wants to stay somewhere quiet with a good restaurant.
 - 4 John wants to stay in the mountains. He likes walking and is interested in flowers and birds. He wants to stay in a family hotel.
 - 5 Mike wants to spend his holiday sightseeing in the city. He likes taking photographs of the places he visits and wants a hotel which can organise trips. He would like a hotel with a swimming pool.

- 3 Read these descriptions of places to go on holiday. Which hotel would you like to go to?
- The Spring Hotel is a family hotel with a new swimming pool in the centre of the city. It is near all the famous buildings and art galleries. The hotel arranges coach tours to other towns.
- B Hotel Crystal is on the edge of the city with its own gardens and has 200 rooms, a first-class restaurant and three swimming pools. It is ideal for a really relaxing, quiet holiday in the sun.
- It has evening entertainment including a disco twice a week. There are coach trips to the mountains where visitors can walk and enjoy the flowers and the birds.
- The Park Hotel has 10 rooms. It is in a quiet spot in the country. It doesn't serve food but there are restaurants in the city, which is about 10 kms away. The hotel arranges coach tours of the city for those people who do not like walking.
- The fliviera llotel is a family hotel in the city with its own swimming pool and gym where guests can keep fit. There is a disco in the hotel every night and it also has two restaurants.
- The Hotel Royal is a large hotel in a village surrounded by mountains and is very quiet and peaceful. It has a gym and a good restaurant. Meeting rooms are available.
- The Hotel Report is very old and beautiful. It is in the middle of the city and is close to lots of good restaurants. It has several meeting rooms and is suitable for business conferences.
- The Palace Regent is a quiet family hotel in the mountains so it is very easy to go for walks without needing to use a car. There are flowers and birds to enjoy all year round and restaurants in the village.

- 4 Look at page 38 and read the text about Karen again. Look at the words you underlined.
- Now find a hotel for Karen. Look at the table.
 Read the hotel texts again and tick which hotels have a disco. Can Karen swim and use a gym at any of the hotels which have music? Tick the boxes. Which hotel is best for Karen?

Hotels	A	В	C	D	E	F	G	Н
disco?							TI	
swimming?								
gym?								

- 6 Read the text about Tom again and underline any other important information. Check you have underlined the information to look for.
- 7 Now find a hotel for Tom. Read the hotel texts again and tick which hotels are in the country. Which one has a good restaurant?

Hotels	A	В	C	D	E	F	G	Н
in the country?								
good restaurant?								
room for meeting?								

8 Now do the same for Maggie, John and Mike.

Maggie

Hotels	A	В	C	D	E	F	G	H
quiet?								
swimming?								
restaurant?								

John

Hotels	A	В	C	D	E	F	G	H
family hotel?								
walking in the mountains?								
flowers and birds?								

Mike

Hotels	A	В	C	D	E	F	G	H
city?								
swimming pool?								
organises trips?								

Exam Advice

When you choose an answer, check the text has *all* the things the person wants.

What did you do at school today?

past simple; -ed and -ing adjectives

Vocabulary education; dates (years); feelings

expressing opinions

Revision

Introduction

1 Look at the photographs. How do you think these students feel about their classes?

Which class would you like to attend? Why?



Equipment
Test tube runh
A test hibes
2 Large glass occin
The Season of Season
Season occin
The Season occin

Work in a group. Look at this student message board on a school website.

Do you agree with these teenagers' opinions?

3 What opinion would you add to the message board?

Vocabulary spot

False friends are words which look the same in different languages but have different meanings.

Be careful how you use the word education in English.

Match this sentence to the correct meaning, a or b.

I had a good education.

- a I went to a good school.
- b I had a good home.

Make a note when you find any false friends between English and your language.



Sport is important

for everybody.

@ · p · @ · 4

School uniform is a good idea.



Boys and girls learn better in single-sex schools.



Students only work hard when they have exams.

Schools don't listen to students' opinions.

Every student needs a laptop.

Teachers only care about exam results.

Most school rules are unnecessary.

I enjoy school.





Homework is boring.

Reading

- 1 Look at the three photographs of people, then read the magazine article quickly. Which photograph do you think matches each paragraph?
- Write the names above the paragraphs and below write the year you think the people started secondary school.

On my first day at secondary school I was very excited. My father walked to the school with me - he was very proud of me. A teacher took me into the hall with the other girls. She gave us some books and told us which rooms to go to. She used our surnames and we felt very important. My first lesson was in the science laboratory. Of course, very few schools had labs in those days. I was nervous of doing something wrong, but I was very interested and I soon stopped feeling worried. I became a scientist that day! I studied hard because I wanted to go to university to do science. And I went when I was eighteen.

Mavis carver

Anita Green Neil Johnson

My first day at secondary school was fun! I was with my friends from primary school, so I wasn't nervous. In the morning, some of the older students took us on a tour of the school. They showed us the different departments like the art rooms, the computer rooms and the sports ground. Then we met our teachers and they gave us our timetables. Everyone was very friendly and we all felt quite happy. Of course, when we started lessons, we realised that the work was difficult. I could understand the science. but I couldn't understand the maths at all. At the end of the day I was very tired! And we got lots of homework. I didn't feel so confident then.

I remember my first day at secondary school very well. I was eleven years old. When I arrived at the school, the playground was full of big boys, some of them looked like men to me. I was frightened. I asked some boys where to go, but no one helped me. When I found my classroom, the teacher was angry because I was late. I was miserable. I wanted to go home. Of course, I

soon made friends and began to enjoy some of the lessons. But those first days were terrible.

Language focus

Adjectives describing feelings and opinions

Year

- 1 Read the texts again. Underline the adjectives which tell you about people's feelings.
- 2 Look at the adjectives you underlined. Which are about good feelings and which are about bad feelings? Write the adjectives in two lists. Can you add any other words to these lists?
- 3 Think about your first day at a school. How did you feel? Were you excited, frightened or proud?

excited, proud,
nervous, worried,

Year

-ing and -ed adjectives

1 Look at these photographs. How do the people feel? Complete the sentences with adjectives from the box.

amused bored frightened interested tired worried

- a This is a bored teenager. d This boy is _____.

- b She's ______ e These boys are _____
- c This man is _____. f They're ____.

2 Look at these pictures. Complete the sentences with adjectives from the box.

amusing boring frightening interesting tiring worrying



That's a frightening film.



Some people think that programme is



I think this is news.

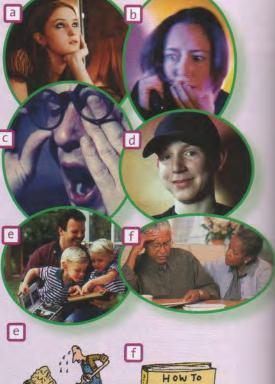


Lots of my friends say this is an magazine.



He's got a

job.





We all think that book is _____.

(3) Grammar spot -ing and -ed adjectives

Look at Exercises 1 and 2 above and complete these sentences. We use _____ adjectives to describe the thing (or person) that causes the feeling.

We useadjectives to describe the person who has the feeling.



(S) Corpus spot

-ing and -ed adjectives



Choose the correct form for the adjectives in these sentences by PET students.

- a I am so bored I boring with my room.
- b My first lesson was very interested / interesting.
- c She is interested / interesting in cinema and theatre.
- d I felt very relaxed I relaxing on the beach.
- e I was really surprised I surprising by the beautiful house.
- f My parents liked it very much but I found it bored I boring.
- g At the time, it was embarrassed I embarrassing for me, but now I think it's funny!
- h I am very excited / exciting about your holiday in my city.
- It was very surprised I surprising news for me.
- She was amazed / amazing by the shops and restaurants.

Past simple

Who can write the past tense of these verbs most quickly? (They are all in the magazine article on page 41.)

1 0			
List A		List B	
arrive .	arrived	be	was/were
ask ,		become	***************************************
heln		begin	
look .		can	
realise.		feel	
show .		find	
start .		get	
stop		give	
study		go	
use		make	
walk		meet	
want		take	
		tell	

2 What is the difference between the verbs in List A and the verbs in List B?

To	be	
+	l we	was were
_	he they	wasn't weren't
?	Was Were	l? you?

Re	gular ve	rbs			
+	l we	arrived/studied stopped/helped			
-	he they	didn't	arrive/study stop/help		
?	Did	he you	arrive/study? stop/help?		

irre	egular v	verbs	
+	l she	had/took/sa had/took/sa	100,020
_	he they	didn't	have/take/see
?	Did	he you	have/take/see? have/take/see?

(S) Grammar spot

Negatives and questions in the past simple

Look at the table above and answer these questions about the past simple.

- a How do you make negatives and questions of the verb to be in the past simple?
- b What verb do you use to make negatives and questions of other verbs in the past simple?
- 3 Put the words in these questions in the correct order.
 - a Mavis / on her first day at school / excited / was?

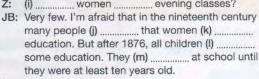
Was Mavis excited on her first day at school?

- b any boys in the hall / there / were /?
- c did / walk / to school alone / she /?
- d the teacher / did / the girls any books / give / ?
- e Mavis's first lesson / was / in the classroom / ?
- 4 Match these short answers to the questions you made in Exercise 3.
 - 1 Yes, she was. a
 - 2 No, it wasn't.
 - 3 No, there weren't.
 - 4 No, she didn't.
 - 5 Yes, she did.
- 5 Work with two other students. Look at the texts about Neil and Anita. Write three questions, using was, were or did in each question. Give your questions to another student. Answer the other student's questions. Check their questions and answers and let them check yours when you finish.
- 6 Now ask and answer questions about people in your class.

7 Complete this interview with a historian by putting the verbs in the box into the past simple.

attend be become believe get go go have not learn make not need stay teach work

00	History online
	s week Zari Ahmed talked to Dr Jim Bennett about ucation in England in the nineteenth century.
JB:	Before 1876, many children in England never
	(a) went to school. These children (b)
	from poor families and they (c) on farms
	or in factories. So they (d) to read or write.
Z:	(e) anyone to evening classes?
JB:	Yes, some men, who then got better jobs and
	(f) more money. Some (g)
	engineers or writers or politicians. Some
	(h) other working men in their free time.
Z:	(i) women evening classes?



Z: That's not very old.

JB: No, but it was a start.



- 8 Write three questions about the history of your country beginning with the words given.
 - a Who ...? b What ...? c Where ...?

Exchange questions with another student. Answer each other's questions.

GF page 207

«Pronunciation»

- 1 Make three cards with /t/, /d/ and /id/ on them.
- 2 Listen to some verbs in the past simple. Raise the card which shows the sound at the end of each verb. Does everyone in the class agree?
- 3 Put the verbs into the correct column.

arrived /d/	helped /t/	started /id/

Activity Past simple bingo

Who is the first to cover a line of verbs?

Activity Subjects to study

Work in a team. Which team can make the longest list of school subjects in three minutes? Which subjects can you do in your school or college? Are there any other subjects you would like to do?

Exam folder 6

Listening Part 2

1 Look at the picture. Who are the people and how do they feel?



- 2 Listen to a taxi driver talking. Does the picture match what you hear?
- 3 Listen again and answer these questions.
 - a What did the woman need to do at 10.30?
 - b What happened at 10.15?
 - c What time was the flight to New York?
 - d Did the woman have the wrong plane ticket?
 - e Were they at the right airport?
- 4 Now answer these questions. They are like the questions in the PET exam.
 - 1 What time did they arrive at the airport?
 - A 10.15
 - **B** 10.30
 - C 12.20
 - 2 Why was the woman angry?
 - A The taxi was very expensive.
 - B Her plane ticket was wrong.
 - C She was at the wrong airport.
- 5 If you have a recording script, underline the sentence which gives you the answer to question 1. Then underline the sentences which give you the answer to question 2.

6 Look at the picture. What is happening?



7 Listen to a woman talking about her first day working in a restaurant kitchen. Choose the correct answer A, B or C.

Read the questions before you listen.

- 1 How did she feel on her first morning?
 - A excited
 - **B** worried
 - C frightened
- 2 Why didn't she enjoy her first day?
 - A She didn't feel well.
 - B She didn't like the chef.
 - C She was alone in the kitchen.
- 3 What happened when she made mistakes?
 - A The customers complained.
 - B The customers were happy.
 - C The waiters were angry.

Exam Advice

The questions often use different words from the recording.

Writing folder

Writing Part 3

- 1 Read this question. It is an example of the kind of task you will see in Part 3 of the Writing Paper.
 - This is part of a letter you receive from an English friend. I'm coming to your school for one term. In your next letter, tell me about the school. What do you like about it?
 - · Now write a letter to this friend.
 - Write your letter in about 100 words.
- 2 Read these three answers. Which one answers the question above?
 - I'm coming to your school for one term and I'd like to know more about it. How big is it? What are your favourite lessons? I'd like to know how many computer rooms there are because I want to study computing after I leave school. My best subject is maths but I also like science. The science teachers in my school are very good. I hope you do lots of different sports. I enjoy rugby and athletics and I'm in my school team. I know you have lots of friends so I hope I'm in the same class.
 - My school is quite small. It's in the city centre. I walk there every day. The building is old and in winter it's very cold. After school my friends and I sometimes go to the city centre. There are three cinemas and lots of coffee bars. I like playing tennis and basketball and I go to the sports hall in the city centre at weekends. I think school is boring. I want to travel round the world and I'm looking forward to leaving school soon.
 - My school is in the city centre. It has 1000 students aged 12-18. We have lessons from 8.30 until 4.30 except Wednesday afternoons. On Saturdays we have lessons from 8.30 until 12. My favourite lessons are science and sport. We have very good laboratories and I enjoy those lessons. I also like sport we play basketball, football, hockey and tennis. There's a really good swimming pool too. I often go to the computer room after school and do my homework. I've got a lot of good friends here. It's a very friendly school. We often meet after school and at weekends.

3 Make a list of the topics students A, B and C wrote about. Can you think of any other things to write about in your answer?

buildings position favourite subjects

4 What do you like about your school? Write some notes next to each heading like this.

buildings - new, clean, lots of windows position - near railway station favourite subjects - English, drama

5 Now answer the question. Write about your school. Count the words. Are there 90-110?

Exam Advice

You may lose marks if you write under 80 words.

6 How many lines of your writing is 90–110 words?

Units 1-6 Revision

Speaking

- 1 Work with a partner. Look at these sentences. Say if each sentence is true for you and give your partner some extra information.
 - a I've got blue eyes and short dark hair. Yes, that's true. My eyes are blue and my hair is short and wavy. OR

No, that's not true. I've got brown eyes and my hair is shoulder length.

- b I've got brothers and sisters.
- c There are three tall girls in this class.
- d Circuses are fun.
- e My friends and I like the same kinds of music.
- f I often go to concerts.
- g I always enjoy parties.
- h I went to a great football match last weekend.
- i I caught a bus to my friend's house yesterday.
- j My friends and I like going horse riding.

Vocabulary

- 2 Think about the meaning of these words. Circle the odd one out in each of these lists.
 - a bat flat net racket
 - b engineer helicopter lorry tram
 - c confident lazy shy slim
 - d ferry nightclub theatre zoo
 - e guest helmet shorts skirt
 - f century flight journey tour g thief colleague joke person
 - h diary factory magazine notebook
 - i performance playground subject timetable

Reading

3 Read this email and answer the questions using short answers.



- a Did Alain go to the club yesterday? Yes, he did.
- **b** Did Alain arrive at the club early?
- c Does Alain often cycle to the club?
- d Do buses go from the railway station to near the sports club?
- e Were there many buses near the railway station yesterday?
- f Did Alain get a taxi?
- g Were there many cars on the motorway yesterday?
- h Does Alain know why the taxi stopped?
- i Did the taxi driver mend his taxi?
- j Was Alain happy?
- k Did Alain and the taxi driver walk to the café?
- 1 Are Marco and Alain playing in a match this weekend?
- m Is Alain going out this evening?

Vocabulary

4 Use one word from the box to complete each space.

became boring describe design excited exciting finished hard-working helped job share summer take teenagers tired

Penny is twenty-one. She's a journalist on a magazine for (a) teenagers.
I (b) a journalist when I (c) college last (d) . I saw an advert for this (e) in the local newspaper and I was really (f) when I got it. There's a
lot to do every day, but I'm a (g)person, so I'm happy. I am often (h),
but life is never (i) I travel to some (j) places and I go clubbing in different cities. I (k) photographs and I
(l)
(m) all the work with our colleagues. Last week I (n) my boss to
(o)some pages. That was fun.

Grammar

- 5 In each group of the sentences below, only one is correct. Tick the correct sentence and put a cross by the incorrect ones.
 - 1 A Are you like horse riding?

 ★
 B Do you like horse riding?

 ✓

C Would you like horse riding? X

- 2 A Does often your brother go cycling with you?B Does your brother often go cycling with you?C Does your brother go often cycling with you?
- 3 A We needn't book our tickets today.B We needn't to book our tickets today.C We don't need book our tickets today.
- **4 A** How many students there are in your class? **B** How many students have your class?

C How many students are there in your class?

- 5 A They didn't find any good CDs in that shop.
 - B They didn't found any good CDs in that shop. C They weren't find any good CDs in that shop.
- 6 A My sister's a medical student.
 - **B** My sister she's a medical student.
 - C My sister's medical student.

- 6 Tick the correct word(s) to complete each sentence.
 - 1 I want ... about what's on this weekend.

A some informations

B some information ✓

C an information

2 Do they serve ... on the train?

A any refreshment

B a refreshment

C any refreshments

3 I'm going shopping ... lunchtime.

A in B on C at

4 We've got ... luggage in the car.A several B lots of C a couple of

5 Do you enjoy ... new people?

A meeting B to meet C meet

6 ... any journalists at the concert?

A Were B Was C Went

7 Put the verbs into the correct tense.

A STATE OF THE OWNER,	
Vicky:	Hi, Zara, (a) you're (you/be) late today.
Zara:	Hi, Vicky. Yes, (b)(I/can/not
	e up this morning.
Vicky:	Why? (c) (you/go) to bed lates
	Yes, (d)(I/go) to a concert my sister.
	(e)(it/be) good?
	Oh, (f)(it/be) wonderful.
(g)	(we/see) a pop group called rellers. (h)
	sually/not/like) pop music, but
	(I/enjoy) this. But
	(the concert/begin)
100	ine o'clock and (k)(it/end) at
mid	night and then (I)(we/meet) e friends.
Vicky:	Well, (m)(you/have) a good
time	e. (n)(I/not/do) anything ting.
	What about next weekend?
	(you/go) out then?
	Yeah. (p) (mv

Vicky: Yeah. (p) ______ (my cousin/give) a party. (q) _____ (you/want) to come? (r) _____ (he/always/have) good music and (s) _____ (he/know) lots of interesting people. His name's Glen Jarvis.

Zara: Is Glen your cousin? (t) ______(I/not/realise) that. Yes, let's go together.

Around town

Introduction

comparative adjectives
places; directions; polite questions;
saying you don't understand
adjectives; spelling rules



To: Shane

From: Manager

Subject: Today's deliveries

Greengrocer - on left inside Greenwood Shopping Centre. Entrance to shopping centre by pedestrian crossing. Large car park opposite entrance.

Nightclub - near railway station, entrance under the bridge Museum – in market square (fountain in front of museum) Library - in corner of market square next to museum

Theatre - in one-way street between supermarket and town hall Newspaper kiosk - outside bus station (taxi rank in front of kiosk so sometimes difficult to stop)

Swimming pool - opposite park gates

Petrol station - next to swimming pool and opposite supermarket by some traffic lights



Shane needs to do some deliveries but he is new to the town. His boss gave him some notes. Look at the notes. Match 1-10 below with A-J on the map.

1	greengrocer	
2	car park	
3	nightclub	
4	museum	
5	library	
6	theatre	***************************************
7	bus station	
8	newspaper kiosk	
9	swimming pool	
10	petrol station	

2 Can you think of any other important buildings in your town which aren't on this map? Write them here.



(3) Grammar spot

Prepositions of place

Put the correct preposition into these sentences.

- The man is sitting ... the woman.
- b The child is sitting the woman. The woman is sitting the child. The man is sitting the woman.



c The child is sitting the man and the woman.



Listening

- 1 1 28 Find X, Y and Z on the map on page 48. Then listen to three conversations. For each one, follow on the map the directions you hear and decide where each person wants to go. For Conversation 1 start at X, for Conversation 2 start at Y and for Conversation 3 start at Z.
- 2 Can you guess the question each person asks to get directions? What can you say when you don't understand?
 - 1929 Listen to check your answers and complete the sentences below.

Polite questions

- a help me, please? Ia petrol station.
- b Excuse me, ____ the shopping centre, please?
- c Excuse me, the skateboard park, please?

Which is more polite? Can or could?

Saying you don't understand

- d I'm again, please? e I'm _____, I don't understand.
- How do British people usually reply to thank you?

Language focus

Directions

Write the directions next to these diagrams.



b Take the









a Turn left.



at the



the left.





e	right	f	g	It's on the
	Queen Street.	at the		

«Pronunciation»

1 Say these words aloud. Can you hear the sound /au/ or /oː/? Put the words into the correct column.

out or round sports town course corner about hall board down how walk

/ao/	15:1	
out	or	

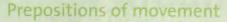
- 2 130 Listen to check your answers. Repeat the words after the recording.
- 3 Find the /au/ or /o:/ sound in these sentences. Underline them in different colours.
 - a It's on the corner.
- e Go past the town hall.
- **b** Walk down the road.
- f Where's the skateboard park?

- c Of course.
- g It's outside the sports stadium.
- d Turn right at the roundabout.
- 4 B Repeat the sentences after the recording.

CACTIVITY Directions

Look at the map on page 48.

You are in the market square. Write on a piece of paper the place you want your partner to go to. Don't show the paper to your partner. Give directions to your partner. At the end, your partner can tell you where



Look at the pictures and complete the sentence for each one using one of these prepositions.

up down across off along around through over



a He's skateboarding down the steps.

b She's skateboarding _____ the pavement.

c He's cycling _____ the hill.

d He's skateboarding _____ the tunnel.

e They're cycling _____ the track.

f He's skateboarding _____ the road.

g He's skateboarding _____ the roof.

h He's skateboarding the gate.

¥ GF page 207

Comparative adjectives

- 1 Read these sentences about skateboards and bikes and underline the comparative adjective in each.
 - a A skateboard is <u>lighter</u> than a mountain bike.
 - **b** A skateboard is cheaper than a mountain bike.
 - c Cycling is safer than skateboarding.
 - d A mountain bike is bigger than a skateboard.
 - e Skateboarding is more exciting than cycling.
 - f Mountain bikes are more fashionable than skateboards.
 - g A skateboard is noisier than a mountain bike.
 - h Skateboards are more popular than mountain bikes.
 - i Skateboards are more common than mountain bikes.
 - j Mountain bikes are better than skateboards for long journeys.
- Which of the statements above do you agree with? Put a tick (/) or a cross (X).

Grammar spot	Comparative adjectives
ook at the sentences in Exe	ercise 1 and complete the rules.
Most one-syllable adjective	s (e.g. light) add er
One-syllable adjectives end	ing in e (e.g. safe) add
Most adjectives ending in a double the consonant and a	and a consonant (e.g. big)
	than one (e.g. popular)
Adjectives ending in <i>y</i> (e.g. <i>i</i> add	noisy) usually change y to and
	and become and worse.

3 Write the comparative of these adjectives in the correct row of the table below.

friendly thin steep famous popular bad nice strong old lazy wet busy rich difficult tidy miserable good wide

Add er	
Add r	
Double the last letter and add er	Make the first series
Use more	
Change y to i and add er	
Irregular	

- 4 Rewrite the sentences in Exercise 1 using not or less.
 - a A mountain bike is not as light as (not) a skateboard.
 - **b** A skateboard is less expensive than (less) a mountain bike.
 - c Skateboarding (not) cycling.
 - d A skateboard (not) a mountain bike.
 - e Cycling (less) skateboarding.
 - f Skateboards (less) mountain bikes.
 - g Mountain bikes (not) skateboards.
 - h Mountain bikes (less) skateboards.
 - i Mountain bikes (not) skateboards.
 - i Skateboards (not) mountain bikes for long journeys.

(3) Grammar spot

Comparing two things

Complete these sentences.

Mountain bikes are more fashionableskateboards.

- = Skateboards are not as/so fashionable mountain bikes.
- = Skateboards are ______fashionable _____ mountain bikes.

(a) Corpus spot Comparative adjectives



Correct these mistakes made by PET students.

- a Alex is old than me by five days. older
- b I would like to buy a new TV that is biger than my old one.
- c Hotels are more cheap here than in the city.
- d My parents are not excited as I am about the holiday.
- e Modern furniture is easyer to clean than old furniture.
- f This supermarket is more better than the other one.
- g I think he is more taller than I told you.
- h I'm not as good at tennis than you are.

5 Look at each pair of pictures and write a sentence comparing them, using the words given.



Edward / cold

Steve / hot

Sue's homework / bad

taxi / slow

Edward isn't as/so cold as Tom. Or Edward is less cold than Tom.



The Amazon / wide

Iill / sad

ring / expensive

shorts / dirty

☑ GF page 207

«Activity» Comparatives Snap

Your teacher will give you some cards. Match the words on the cards with their endings. The winner is the person who collects the most cards.

«Activity» Mazes

Work with a partner. Your teacher will give you a maze. Find your way through it. Now join another pair of students and tell them how to get through your maze. Then they do the same for you.

Exam folder 7

Reading Part 3

- 1 Look at the photograph of Lincoln, a city in the east of England.
 What can you say about Lincoln from the photograph?
- 2 Read the text. Don't worry if there are some words you don't understand.
 Does it say what you expected from the photograph?
- 3 Mark the parts of the text which tell you about:
 - a the cathedral
 - b The Lawn
 - c the Tourist Information Centre and St Mark's Shopping Centre
 - d the Waterside Centre
 - e the river
 - f the railway station
- 4 Now look at this sentence:
 - 1 The cathedral is near the castle.

Read the part of the text about the cathedral again. Is the cathedral near the castle? Underline the answer. Is the statement correct or incorrect? Write A for correct or B for incorrect.

- Now look at these sentences. For each one, find the right part of the text. Decide if the text says the same as the question. Is each sentence correct or incorrect? Write A for correct or B for incorrect.
 - 2 The Lawn is a hospital.
 - 3 It takes an hour to walk from the Tourist Information Centre to the castle.
 - 4 The Waterside Centre is older than St Mark's Shopping Centre.
 - 5 The river goes through the centre of the city.
 - **6** You need to cross the road to go from the bus station to the railway station.

Exam Advice

For each question, find the right part of the text, then read it slowly.

Lincoln

The city of Lincoln is 2,000 years old and there are a lot of interesting buildings to see. The cathedral is in the north of the city just outside the main city centre. You can walk to many of Lincoln's other attractions from the cathedral. It's not far from the castle. There is a wonderful view of the city from there. Behind the castle is The Lawn, an old hospital, which is now a museum with shops and a café. You can sit in the beautiful gardens to have lunch or a coffee. There is a car park a few metres from the café.

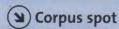
During the summer, walking tours leave from the Tourist Information Centre, which is next to the castle. They are not expensive, last about an hour and visit all the main attractions. There are some very interesting museums. The Toy Museum is near the Tourist Information Centre and has children's toys and games from the last century.

There are shops and a market in the old city centre. There are two shopping centres — one is the Waterside Centre opposite the market and the other is St Mark's Shopping Centre. St Mark's is newer than the Waterside Centre and is just south of the main city centre. Go straight down the High Street from the city centre and it is on the right.

In the middle of the city centre, there are some beautiful spots away from the crowds. For example, you can walk by the river or take a boat trip. Trips leave from Bayford Pool.

You can travel to Lincoln by train, bus or car. It is 216 km from London. The bus station is beside the river and the railway station is a few minutes' walk away from the bus station on the other side of St Mary's Street.







Prepositions

Correct these mistakes made by PET students. Look for similar sentences in the text to help you.

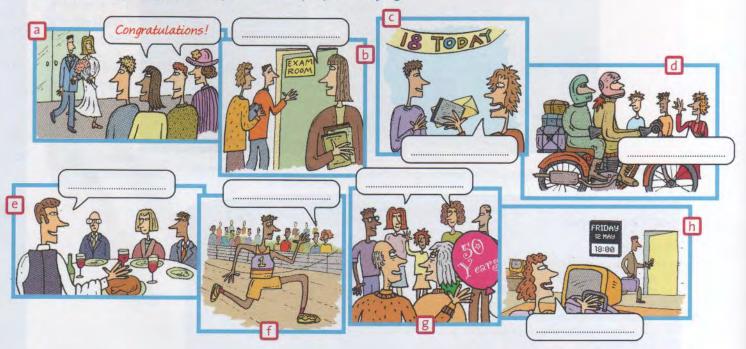
- a We will meet 15 minutes before the film starts at the outside of the cinema.
- **b** My flat isn't too far away of the town centre.
- c There is a lovely view of the sea by the window.
- d We saw a big tree and behind of it was a lake.
- e The cinema is a few metres of the Underground station.
- f In my room there is a radio next the TV.
- g I live in the south of France next to Toulouse.
- h I am staying in a small town besides a large forest.
- i He works only one block away where I am working.

Introduction

- 1 Look at the photograph. What is happening?
- 2 Do people celebrate like this on special days in your country? Which dates do they celebrate? What do they do?

Grammar present perfect; just, already, yet **Vocabulary** celebrations; giving good wishes **Revision** dates; describing a picture; present tenses

Work with a partner. Look at the pictures.
What is happening? What do you think the people are saying?



- 4 Listen to the recordings. Write what the people are saying in the spaces. Did they say what you thought?

 Repeat the words after the recording.
- 5 Can you use any of these phrases at other times?



Reading

- 1 Look at these photographs. They tell us something about the weddings of four different couples. What can you guess about them?
- 2 Read the newspaper article and match the photographs to the couples.

What style of wedding do people in the

want these days?

Our reporter Suzy Hill talked to four couples who have some very different wedding plans.

We're getting married ...

... in the Caribbean

Anna We're having a romantic wedding on the beach at sunset. I've bought a new bikini and some sunscreen. Jay I've just been to the travel agent to book our plane tickets and our hotel. We've told our family and friends and they're organising a barbecue to celebrate with us when we come back.

... in our local church

Nigel We got engaged last year and we're having a family wedding in the village where we live. We've invited all our friends and our parents and all our relations.

Fiona My parents have organised a big party. It's taken months! They've booked a band to play in the evening and they've hired a special car to take me to the church. We've planned our honeymoon, but we haven't told anyone where we're going because some people aren't good at keeping a secret – we'll tell them on our wedding day.

... in secret

Lorne Do you promise you aren't printing this until next week? OK. We're both very famous, so we often have problems with our fans. We've bought the rings and we've rented a cottage in the mountains for our honeymoon. No one can disturb us there. Esmerelda We're very much in love and want to be alone together. We haven't planned a party. We haven't even told our families or friends. We haven't told our secretaries or our agents, and we certainly haven't told any journalists except you. I hope we're not making a mistake now. Please don't tell anyone before next week!

... in our lunch hour

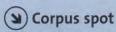
Dawn We're both very busy people. We run a successful business. Our secretaries have organised everything and they've sent invitations to our friends. I don't know who's accepted or who's refused.

Gary My secretary has made the appointment at the registry office and she's already booked a table at a good restaurant for lunch – we're taking an extra long lunch break. Then we're going back to work! We haven't planned a honeymoon yet because we're too busy to go away. Perhaps next year ...

- 3 Work with a partner. Read the article again and answer these questions together.
 - a Where are Anna and Jay getting married? in the Caribbean
 - b What has Anna bought?
 - c Who have they told?
 - d When are they having a party?
 - e Why do Lorne and Esmerelda have problems?
 - f What have they bought?
 - g Why have they rented a cottage in the mountains?
 - h Who have Nigel and Fiona invited to the wedding?

- i Who has organised a party for them?
- j Who is doing the music?
- **k** Why haven't they told anyone where they're going for their honeymoon?
- 1 Why doesn't Dawn know who is coming to her wedding?
- **m** Where are Dawn and Gary going after the wedding? And then where?
- n Why haven't they planned their honeymoon?

- 4 Can you match these words from the newspaper article? Check your answers in the text.
 - a take-1 an appointment b keep 2 a band c book 3 a barbecue d organise -4 a break e refuse 5 a car f make 6 a cottage g rent 7 an invitation h hire 8 a mistake



Verb + noun pairs



Learn verb + noun pairs together when you meet them. Can you correct the mistakes in these sentences by PET students?

- a I often go there and do a barbecue with my friends.
- b I had a rest and I put a plan for my holiday.
- c My friend is leaving next week so we'd like to make a party.
- d I will do some reservations because this is a busy time of year.
- e I hope you don't do the same mistake as me.
- f His name is John and we have the same age.

Which couple has made the best wedding plans, in your opinion? Why? Are weddings in your country like any of these weddings?

Language focus

i make

Present perfect; just, already and yet

9 a secret

- 1 Put the verbs into the present perfect, then look at the article on page 55 to check your answers.
 - a I 've bought (buy) a new bikini and some
 - b We _____ (tell) our family and friends.
 - c We _____ (rent) a cottage in the mountains for our honeymoon.
 - d We _____ (not plan) a party.
 - e We _____ (not tell) our secretaries or our agents.
 - f They _____ (book) a band to play in the evening.
 - g They (send) invitations to our friends.
 - h I don't know who _____ (accept) or who _____ (refuse).
 - i My secretary _____ (make) the appointment at the registry office.

We form the present perfect with has/have + a past participle.

+	I	have	finished.
	She	has	eaten.
_	You	haven't / have not	eaten.
	It	hasn't / has not	finished.
?	Have	we	finished?
	Has	she	eaten?

Grammar spot

Present perfect

Formation

Complete this table.

Regular verbs have the same form for the past simple and the past participle:

verb	past simple	past participle
open	opened	
plan		planned
organise	organised	

Some irregular verbs have the same form for the past simple and the past participle:

send	1	sent
tell	told	***************************************
make		made

Some irregular verbs have a different form for the past simple and the past participle:

take		taken
eat	ate	
be	was/were	***************************************
go		gone

Meaning

Complete the explanations with the names of tenses: past simple or present perfect.

a If we say when something happened we use the

Il last w	nv kev o	n Mana	land
U TOSE II	IV KEV OI	n iviona	UV.

b The ______describes what happened some time before now, but we do not say when it happened because we are thinking about the present result of the action.

(I've lost my key and I don't know where it is now.)

2 Look at the pictures below. It's Wednesday. Jeff and Paul are having a party, but there have been a few problems.

Make sentences about the pictures using the present perfect. Use page 216 to check the past participles if necessary.







They've burnt the pizza.











drink / fizzy drinks

make / terrible mess

- 3 It's Thursday. Jeff has gone to work, so Paul is clearing up. Jeff wants to be sure that Paul remembers everything. Write the questions Jeff asks when he phones Paul, and then write Paul's answers.
 - a clean / floor Have you cleaned the floor yet? Yes, I've just cleaned it.
 - b wash / glasses
- e throw away / rubbish
- c tidy / living room
- f buy / food
- d find / key
- g mend / chair



«Activity» Planning a party

Make a list of all the things you need to do to plan a party. Then play the memory game. Your teacher will give you the instructions.

(3) Grammar spot

just, already and yet + present perfect

Complete the sentences with just, already and yet so that they match the ideas in brackets.

- booked the tickets. (She did it a few minutes ago.)
- She's booked a table. (She did it some time before now.)
- c She hasn't arrived (She's not here, but she'll probably come soon.)
- d Has she finished her work? (That's a nice surprise!)
- e Has she arrived? (I want to know.)
- Hasn't she arrived? (She's late!)
- 4 Complete the conversation with already or
 - Paul: Have you planned your weekend (a) yet ?
 - Jeff: Oh, yes. I'm taking Samantha to see Golden Boy. I've (b) booked the tickets.
 - Paul: Oh, right, the new film. Have you invited her (c)?
 - Jeff: Well, I haven't phoned her she wants to see it.
 - Paul: It's very good.
 - Jeff: Have you (e)seen it? That's quick!
 - Paul: Yes, I have. And Samantha's (f) ____ seen it, too.
 - Jeff: How do you know?
 - Paul: We went together last night.

¥ GF page 208

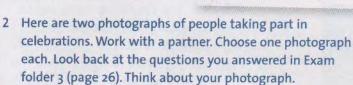
«Pronunciation»

- 1 How do you say these dates?
 - 25 March 3 July 1 January 24 October 2 February
- 2 133 Listen to the recording and repeat them.
- Write down the dates you hear.
- Work in a group. Think about important events in your country, your school and your own lives. Can you find one event for each of the dates below (they can be in any month)? Which group finishes first?
 - 1st 2nd 6th 15th 25th 31st

Exam folder 8

Speaking Part 3

- 1 Here are some festivals that people celebrate in the UK. Can you match the photographs to the festivals?
 - 1 Christmas on 25th December
 - 2 St Valentine's Day on 14th February
 - 3 Easter in March or April
 - 4 Notting Hill Carnival at the end of August











3 Tell your partner about your photograph. While you are listening to your partner, think about the questions from Exam folder 3. At the end, tell your partner if he/she has answered all the questions. Are there any questions you can add to the ones on page 26?

Exam Advice

Learn expressions you can use when you don't know the word for something.

I don't know the word in English. It's a kind of X.

Speaking Part 4

Do you have any festivals in your country like the ones in the photographs?

Work with a partner. Ask and answer these questions about festivals in your country.

What / do? What / celebrate? When / happen? How / prepare? Wear / special clothes? Eat / special food?

Go out / friends / family?

Writing folder

IN Writing Par

In Writing Part 2 you need to understand the following verbs – apologise, ask, describe, explain, invite, say, suggest, tell, thank.

Writing Part 2

- 1 Read these questions. Underline the three things you must do in each task. Check that you understand the verbs in the Exam Advice box.
- 1 You are having a birthday party next Friday.

 Write a card to your English frie

Write a card to your English friend Matthew. In your card, you should

- invite him to the party
- · tell him who is coming
- suggest how to get there
- 2 Your English friend, Catherine, has invited you to her birthday party next week but you can't go. Write a card to Catherine. In your card, you should
 - thank her
 - apologise
 - · explain why you can't go
- 3 It was your birthday last week. Your English friend Ben sent you a present. Write a card to Ben. In your card, you should
 - thank him for the present
 - describe what you did on your birthday
 - · ask him when his birthday is

0

Come or go?

We use come + here or to me, to you, to my/ your house, etc.

but go + there or to him, to her, to another place, etc.

Complete these sentences by PET students with *come* or *go*.

- a He asked me to visit him in Rio and I would really like to ______.
- b I hope I can ______ to visit you when I am in your town.

2 Put the correct name at the beginning of each card.

Dear

I'm having a birthday party next Friday. Would you like to come? All our friends from school are coming and some of my family. I live in the city centre. Take a bus to the bus station, then you can walk from there.

Exam Advice

b Dear

Thank you very much for the book you sent me for my birthday. I spent the day with my family and I went to a nightclub in the evening with my friends. Can you tell me when your birthday is?

C Dear

Thank you for inviting me to your birthday party next week. I'm sorry but I can't come because my brother and his wife are visiting us with their new baby. I hope you enjoy the party.

- 3 Look at card a. Underline Would you like to come? These words invite Matthew to the party. Now underline in different colours the words which tell him who is coming and the words which suggest how to get there.
- 4 Do the same with cards b and c.
- 5 Write the answers to these questions. Write 35-45 words.

Your English friend called Emily has invited you to go to a concert next Saturday but you can't go.

Write a card to send to Emily. In your card, you should

- thank her
- apologise
- explain why you can't go

You spent last Saturday in the city centre with some friends. Write an email to your English friend called Tim. In your email, you should

- tell him how you got there
- describe what you did
- invite him to go with you next time

How do you feel?

Grammar short answers

Vocabulary parts of the body; illnesses

giving advice; at

Revision present tenses; past simple

present perfect

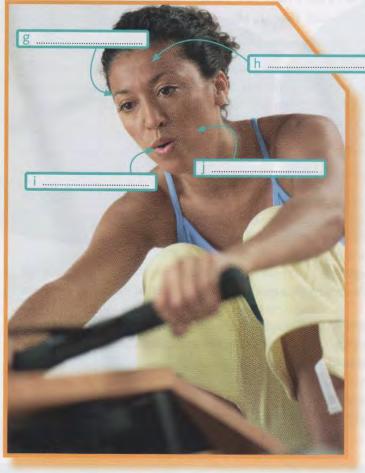
Introduction

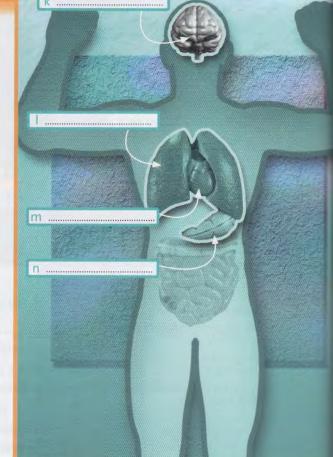
- 1 What are these people doing? Which parts of their bodies are they exercising?
- 2 Label the parts of the body (a-s) in the photographs and drawing.

These are the words you need but all the vowels are missing.

l_p	_y_br_w	brn
th_mb	f_r_hd	ch_st
shld_r	l_ng	chk
ch_n	n_ck	wr_st
f_ng_r	_lb_w	hrt
nkl	kn	st m ch









- 3 The three people in the photos are in a gym. When we exercise we use calories. Which of the people in the photos is using the most calories, do you think?
 Do you go to a gym? Do you use any of the machines in the pictures? What do you do to keep fit?
- 4 Exercising helps you keep fit but some everyday jobs keep you fit too. Match the number of calories to the activities.



Listening

- 1 135 In some places, when people feel ill they can phone a medical helpline and talk to a nurse. Listen to some people talking to a nurse. Why are they phoning?
- 2 Listen again. What advice do you think the nurse gives each one?
 - go to the hospital go to the doctor's call an ambulance stay at home
- 3 Work in a group. Compare your answers with other students. If you disagree, decide which answer is the best.
- 4 136 Listen to the nurse's answers.

 Compare her answers with your group's answers. Were they the same or different?

Language focus

Illnesses and advice

1 How do you say what is wrong with you? Complete these sentences and write them under the pictures.

My arm _____ . I've got _____ . I've got _____ .

I've got a _____.

I feel _____. I've got a _____.

I've got a _____.









I've got a temperature.









- 2 1 1 Listen to the nurse's answers again. Write down what she says when she gives advice.
 - a You should take him to the hospital.
 - b Why _____ some cough mixture?
 - c You _____ an ambulance.
 - d She _____ any more food today.
 - e Why ______your eyes in warm water?
 - f You'd the doctor.

- 3 Give the people in the pictures some advice. You can use some of these expressions.
 - take some cough mixture / antibiotics / paracetamol / aspirin
 - · have a warm drink
 - stay in bed
 - · call an ambulance
 - go to the doctor's

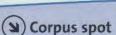
Expressions with at

Complete these sentences from the listening on page 61. They all contain expressions with at.

night home school last least the moment all lunchtime once the weekend

- a My son fell over at school .
- b He can't move his fingers at _____.
- c I cough at _____.
 d Have you got a cold at _____?
- e She had a burger and chips at _____.

- i Sleep with at _____ two pillows.
- j You'd better dial 999 at _____.



t Expressions with at and in



These sentences written by PET students all have an expression with *in*. Two are correct. Tick (✓) them and correct the others.

- a The weather is cold in night.
- b I get bored staying in home doing nothing.
- c I suggest you come here in summer.
- d That's all I have to tell you in the moment.
- e We usually go to the beach in the weekend.
- f The film starts at eight o'clock in the evening.

Short answers

- 1 Match these questions and answers.
 - a Did he hit his head?
 - b Have you got a cold?
 - c Does he feel sick?
 - d Does she have a headache?
 - e Has she eaten a lot today?
 - f Are you tired?
 - g Do you wear glasses or contact lenses?
 - h Is he hot?
 - i Has he taken any aspirin?

- 1 Yes, he has.
- 2 Yes, she does.
- 3 No, I'm not.
- 4 No, he didn't.
- 5 Yes, he is.
- 6 No, I don't.
- 7 No, she hasn't.
- 8 Yes, he does.
- 9 No, I haven't.

«Pronunciation»

- 1 Which letters a, ay, ai, e, ie or ea complete the words? You need to use some of the letters more than once.
 - a My son fell over.
 - b Can I h.....lp you?
 - c My fr.....nd t.....kes the tr.....n to college.
 - d I eat a h__lthy br__kfast every d___.
 - e I hit my h___d and now I've got a p___n.
 - f Don't br....k that glass.
 - g I saw a gr....t pl..... tod......
- 2 Look at the letters you have filled in. Which make the sound /ei/ (as in say)? Underline them in a colour. Which make the sound /e/ (as in tell)? Underline them in a different colour.
- 3 1 38 Listen and repeat the sentences.
 Were you correct? Make any corrections.
- 4 Which letters spell the sound /ei/?
 Which letters spell the sound /e/?

«Activity» How healthy are you?

1 Answer these questions about yourself.

- Write short answers for these questions. Exchange answers with a partner and check your partner's work.
 - a Have you completed the exercise above? Yes, I have.
 - b Do you understand it?
 - c Is your teacher in the room?
 - d Are your friends working?
 - e Are you working?
 - f Is this exercise easy?
 - g Have you finished it yet?
 - h Has your partner checked your answers?
 - i Do you want to take a break soon?

¥ GF page 208

«Activity» Illnesses

Work in a group. Your teacher will give you a card. Mime what it says on the card. The other students guess what's wrong with you and give you advice.

«Activity» Giving and receiving advice

Read the problem your teacher gives you. Below the problem is some advice, but it isn't the right advice for your problem. Someone else has the right advice for you. Listen to other students' problems and tell your problem to other students. Give your advice to the right person.



- Your teacher will give you a board with the questions on it. You can use your answers above as you play.
- 3 Can you think of other things you can do to stay healthy and keep fit?

Exam folder 9

Reading Part 4

In Reading Part 4, the first question always asks you what the writer is trying to do. Read these four texts and match them to A, B, C and D below. Underline the words in each text which helped you to find the answers.

What is the writer trying to do?

- A advise someone
- B apologise to someone
- C advertise something
- D complain about something
- 2 There is always a question asking you about the writer's opinion. Match the texts opposite to A, B, C and D below. Underline the words in each text which helped you to find the answers.

Which of the following opinions does the writer have?

- A The equipment in the club isn't very good.
- B The club is the best in town.
- **C** The pool in the club is better than the gym.
- D The club needs more staff.
- 3 There are always two questions about the details in the text. This may be about something very small. Match the texts opposite to A, B, C and D below. Underline the words in each text which helped you to find the answers.

Which of the following is stated in the text?

- A The writer works at the club.
- B The writer is a new member of the club.
- **C** The writer always goes to the club on the same day.
- **D** The writer goes to the club several times a week.

Exam Advice

For other questions you need to read part of the text. For other questions you need to read all of the text.

I joined your health club last week. The equipment is up-to-date and easy to use but when I came in for the first time on Thursday I was very surprised that there were no instructors in the gym. Nobody checked my heart before I started using the equipment. I am not happy about this because it is very dangerous. I am coming back next week to use your pool and I hope you have a lifeguard there.



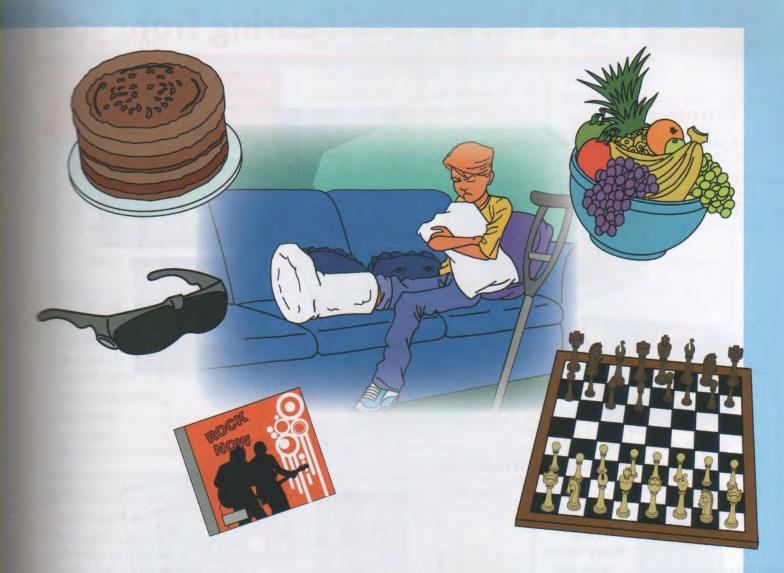
3

You know I go to the health club at least twice a week and I use the pool there because it's brilliant. You should try it. The gym is OK too and I sometimes go there. When I saw you last week you were very stressed. You really shouldn't work hard all the time. Why don't you join the health club? We can go together then.

Blacks Health Club is opening next week and we are offering a special discount to the first 100 members. You can join the club for half the normal price. Just come along or phone me, Mick Smith, the manager, on 983546.

Don't miss the chance to join and use our gym and pool. There is no other club in town which is as good as this one.

I was very surprised to see you in the health club last week because you always say that you hate doing exercise. It was very rude of me to laugh at you when you tried to ride the exercise bike in the gym. I'm really sorry. The equipment in the gym is old and is sometimes difficult to use, so it wasn't your fault. But the club is cheap! I hope we can be friends again. I go to the club every Sunday afternoon - shall we meet there?



Speaking Part 2

- 1 Look at the boy in the picture, Josh. What is wrong with him? How does he feel?
- You want to visit Josh and take him a present. Look at the things in the pictures. Think about which ones Josh can use and which ones he can't use. Which things does he need? Which would he like to have?
- 3 Work with a partner. Discuss which present to take Josh. Explain why you think some things are better than others. Try to agree on what to take.
- 4 See if the rest of the class agrees with you.

Say what you think:

I think ... In my opinion ...

Make suggestions:

We'd better take him X because ... Why don't we take him X?

Agree and disagree:

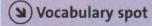
I (don't) agree (that) ...
That's (not) a good idea.
I don't think that's a very good idea.
I've got a better idea.

Exam Advice

If you don't understand what to do, ask the examiner to repeat what he or she said. You can say *Please can you repeat that?*

I look forward to hearing from you





Beginning and ending letters and emails

How do you begin letters (or emails) in English? How do you end a letter (or email) to a close friend? How do you end a letter (or email) to a stranger?

- 3 Do you write letters or cards? Which of a-h have you written or read recently?
- 4 Do you send texts and emails? What do these shortcuts mean?
 - :) :(:{ :o CU 4U 2U CUL8R RUOK? YRUX? 2b/nt2b=? Do you know any others?

Reading

- 1 Work with a partner. Read letter a (to Mike) and letter b (to Maria). Then quickly read the other letters and emails (c-h). Decide which three belong with the letter to Mike and which three belong with the letter to Maria.
- 2 Put Mike's and Maria's letters/ emails in the correct order. Label them Mike 2, Mike 3, Mike 4 and Maria 2, Maria 3, Maria 4.



Dear Thomas Haupt

Mike spoke to me yesterday. I have reserved a room in the hostel for you.

Have a good journey.

Best wishes

Lynn Brady

Accommodation manager

888

Dear Philippe

It was great to get your letter. Yes, I remember you well. We all enjoyed that course. And you learnt some English!

I'm very well, thank you. The Edge School has grown bigger. Last year we started a new Business English course. It's been very successful.

Unfortunately, the Gibsons have moved to another town. I haven't seen them for two years. But we opened a student nostel three years ago. Would Thomas like a room there?

With best wishes

Mike Churchfield

Dear Mike,

Do you remember me? I was in your class five years ago. We had a lot of fun and I learnt a lot of English. And you see I haven't forgotten it. Isn't that good?

I hope everything is OK with you and the other teachers at The Edge School.

I'm writing now for my cousin, Thomas. He is coming to your school next month. He's twenty-two. He hasn't studied English since secondary school so he isn't very confident.

Have there been many changes to the school since I was there? I stayed with a very friendly family five years ago — the Gibsons. Do they still take students?

You can email me on phil298@haupt.org

With many thanks for your help,

All the best,

Philippe Haupt

d Dear Mrs Miller,

I am attending a course at The Edge School from 15th to 30th July. The school has given me your name and address. I plan to arrive in Birmingham on Saturday, 15th July and leave on the 31st. Is that convenient for you? Please can you tell me how to get from the airport to your house by public transport? I ve never been to Birmingham before. You can email me on marscheschmidtlorg

I look forward to meeting you.

Yours sincerely,

Maria

Maria Schmidt

Delete Reply Reply All Forward Print

Dear Maria

Thank you for your letter. Those dates are fine. You don't need to use public transport because I can meet you in the car. What time does your flight arrive? And please call me Susan.

Best wishes

Susan

The Edge School of English

105 Redcoats Road, Birmingham B15 4LB UK

Ms Maria Schmidt Landhutstr. 384 3427 Utzenstorf Switzerland

Dear Ms Schmidt,

Thank you for your application form for our summer course (15th–30th July).

I have arranged accommodation for you with Mrs Susan Miller at Lime Trees, 15 The Grove, Birmingham B14 2AJ. Please can you write to her and tell her the date and time of your arrival.

We look forward to seeing you in July. Yours sincerely.

JH Elling

John Elling Office Manager

000

Dear Susan

Are you sure? It's very kind of you. My flight arrives at 11.30 am. It's Swallow Air flight no. SWA25. Thank you very much indeed.

Yours

Maria

000

Dear Mr Churchfield

My cousin Philippe wrote to you last week. Please can you reserve a room for me in the hostel?

I haven't been to England since I was a child. I came with my parents ten years ago and I've wanted to come again since then.

I look forward to meeting you. Philippe has told me lots of stories about his time at your school. Yours

Thomas Haupt

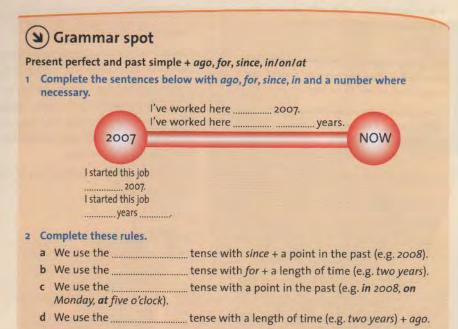
3 Answer these questions.

- a How has The Edge School changed? It's grown bigger.
- **b** Why hasn't Mike seen the Gibsons for two years?
- c Why isn't Thomas very confident?
- d Has Thomas been to England before?
- e What has Lynn done for Thomas?

- f When did Mike teach Philippe? Five years ago.
- g When did the Business English course start?
- h When did the school open a student hostel?
- i Who did Philippe stay with in England?
- j When did Thomas first visit England?

Language focus

Present perfect and past simple; ago, for, since, in



1 Choose the correct tense: present perfect or past simple. When you have finished, check your answers with a partner.

Thomas: Hi. I'm Thomas. Are you a new student?

Maria: Yes. (a) I arrived/I've arrived on Saturday. My name's Maria.

Thomas: (b) Did you have / Have you had a good journey?

Maria: Yes, it (c) was / has been very easy. My landlady (d) met / has met me at the airport. (e) Were you / Have you been

here long?

Thomas: (f) I was / I've been here for two weeks. (g) I learnt / I've

learnt quite a lot of English.

Maria: (h) Did you go / Have you been to England before?

Thomas: Yes, (i) I did / I have. But that (j) was / has been ten years

ago. What about you?

Maria: (k) I visited / I've visited London last year. But

(1) I didn't come / I haven't come to Birmingham.

Thomas: (m) I found / I've found some good shops and cafés since

(n) I arrived / I've arrived. Would you like to look round

the city centre with me later?

Maria: Yes, sure. But we'd

better go to our classes now.

Thomas: OK. See you later.

2 After her language course, Maria got a job. She wrote this email to Thomas. Put the verbs into the present perfect or past simple. 3 Complete the second sentence in each pair of sentences so that it means the same as the first. Use ago, for, in or since.

a My boyfriend has been away since January.My boyfriend went awayin January.

This restaurant has been here for six months.
 This restaurant opened six months

c I started this job in June.
I've worked here _____ June.

d We bought this car five months ago.
 We've had this car _____ five months.

e Ali left here on Tuesday. I haven't seen Ali Tuesday.

(Y) Corpus spot



For, since or ago?

Complete these PET students' sentences with for, since or ago.

a We've been great friends college.

b Some years I travelled to England with a friend called Bruno.

c I haven't seen Michael moved to Vancouver.

d Two weeks I finished school and I wanted to do some sport.

e He's from Manchester but he's lived in Zurich two years.

≌ GF page 208

A CONTRACTOR OF THE PROPERTY O	
Dear Thomas	
I'm having my lunch break and I want to tell you about my summersales office.	
I (a) 've been here for one week and I (b)	(already earn)
£200! When I (c) (begin), the manager (d)	
(give) me a list of people to phone. I (e)(tell)	
holidays but they (f) (not want) to buy one. T	hen I
(g)(get) a new list of people to phone. I (h)	
(sell) fifteen holidays since Wednesday. Yesterday I (i)	
new CDs, a coat and some shoes. In fact I (j)	
the manager paid me. I'd better start work again!	
Love,	
Maria	

(Y) Corpus spot

Been and gone



He's gone to Acapulco. = He's there, not here.

He's been to Acapulco. = He went there, but he isn't there now. He's never been to Acapulco. = He hasn't visited Acapulco in

Choose the correct verb in these PET students' sentences.

- a We've gone / been to the cinema to see a new film. It was great.
- b She's gone / been to the USA and I haven't heard from her since she got there.
- c He's gone / been on holiday and he's having a great time.
- d I've already gone / been to that beach and I like it very much.
- e He's never gone / been to that restaurant.
- f Now he's gone / been back to Canada and I really miss him.
- g They need some advice because they've never gone / been on a cycling holiday before.

■ GF page 208

Have you ever ...?

Work with a partner. Ask your partner some questions about the pictures using Have you ever and the words below. Answer your partner's questions truthfully, saying Yes, I have or No, I haven't. If you say Yes, tell your partner when you did it.

EXAMPLE: Have you ever played volleyball? Yes, I have. I played in a match last year.



a play volleyball



b buy something online



c go to Bangkok



d go to a pop concert



e ride a bike



f go to a wedding

- 1 Underline the words below ending in /1z/.
 - 1 39 Listen to the recording and check your answers.
 - a He needs new glasses.
 - **b** There are ten bridges in the city.
 - c I bought two new hairbrushes.
 - d There are three football matches tomorrow.

Copy the underlined words into the /IZ/ column.

oks	schools
	oks

- 2 1 40 Listen to the recording and put the underlined words into the correct column above: /s/ or /z/.
 - a Those are my books.
 - b There are three schools in this street.
 - c Where are the shops?
 - d She's got really long legs.
 - e Her shoes are uncomfortable.
 - f We had chips for lunch.
 - g I like cakes.
 - h The lessons were boring.
 - i Her boots are black.
- 3 Mark the final sounds /s/, /z/ and /ɪz/ in different colours in these sentences. Listen and repeat.
 - a My father plays tennis very well.
 - b My back aches.
 - c He never catches the ball.
 - d She swims every day.
 - e He likes travelling.
 - f She stays at home on Sundays.
 - g He never finishes work early.
 - h He eats salad every day.
 - i She always watches him when he plays football.
 - j He hopes to be a scientist.
 - k The hotel arranges everything.

«Activity» Did you ...?

Your teacher will give you the name of a famous person. Don't show it to anybody. Answer the questions other people ask you and ask questions to find out who the other people are. Ask and answer questions like these:

Did you live in England? - No, I didn't. Did you die in the last century? - Yes, I did. Did you paint pictures? - Yes, I did. Have I seen any of your pictures? - Yes, you have. Were you Picasso? - Yes, I was!

If you don't know the answer, say I can't remember.

Exam folder 10

Listening Part 1

- 1 Look at the question and pictures for question 1 in Exercise 3. What is the question about? Think of some vocabulary which is useful before you listen.
- In this part of the exam, you listen to seven short recordings and decide which of three pictures answers the question. You hear the recording twice.
- 2 Work with a partner. Look at questions 2-5 in Exercise 3. Write down some useful vocabulary.

3 1 42 Listen to the recordings.

For each question there are three pictures and a short recording. Choose the correct picture and put a tick (/) in the box below it.

1 How did the woman travel?



B



2 Where did the man stay?







3 Which is the girl's brother?





В



С

4 Which job is Alice doing now?







5 What has the boy bought his mother?





В



C

Exam Advice

The answer is sometimes at the beginning, sometimes in the middle and sometimes at the end of the recording.

Writing folder

Writing Part 3

- 1 Look at the task below and think about these questions.
 - a What does What about you? mean here?
 - b What kind of places can you write about?
 - c What kind of things can you do to keep fit?
 - This is part of a letter you receive from an English penfriend.

Dear Alice,

I've just joined a fitness centre. What about you? Is there a place where you can do sport near your home? Tell me how you keep fit.

- Now write a letter to your penfriend.
- Write your letter in about 100 words.
- 2 Look at this answer. Does it answer the questions in the task? Is it a good answer?

Idon't go to a fitness centre. I prefer to do sport outdoors.
There's a sports ground near our house.

I go swimming quite often.

All the best, Mirza

Exam Advice

In Writing Part 3, it is important to answer the question and to give extra information to make your answer interesting.

- 3 Which of these sentences can you use to improve Mirza's letter? Decide where to put them. Why can't you use the other sentences?
 - a Thanks for your letter.
 - **b** I live near the station.
 - c There's one near our house and my brother joined it last year. He says it's good.
 - d I often go to the cinema with my brother.
 - e I go there on Saturdays and play football with my friends.
 - f On Sundays we have matches against other teams.
 - g I usually go to the big pool in the city centre, but sometimes we go surfing in the sea.
 - h Do you go to a fitness centre?
 - i I really like that and I think it's a great way to keep fit.

Grammar spot Asking for a reply

When we write a letter, we often want to say that we would like a reply. How do we say this in English? Mark the correct words in each column, then write the sentence in the space.

1	wait look forward like look	hearing to hear for hearing to hearing	from of by	you.
---	--------------------------------------	---	------------	------

4 Now look at this answer. Make up some sentences to add to it. Compare your ideas with those of other students.

I go to our local fitness centre every week. There's also a tennis club near our house, but I don't go there. I sometimes play volleyball after school.

Love,

Write your own answer to the task in about 100 words.

Facts and figures

Introduction

superlative adjectives; present passive Vocabulary countries, nationalities, languages; number; measurements; what to say when you're not sure comparative adjectives

Revision









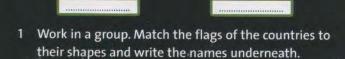












Chile the USA Japan Portugal Australia Kenya Mexico Italy

- 2 In your group, complete these sentences about the countries above.
 - a Kenya is in Africa.
 - is in the same continent as Portugal.
 - and ____share a border.
 - is on the equator. and are islands.
 - f The Atacama Desert is in
 - g Off the west coast of _____is the Atlantic Ocean.

Who finished first? Who got them all correct?

In your group, choose one country and write three facts about it, using the sentences in Exercise 2 and/ or the expressions in the box below. If you know the country's flag, draw it.

Each group takes turns to read their sentences. The rest of the class tries to guess the country.

It has a border with ...

It has a mountain/mountain range/lake called ...

It's near/next to ...

It's large/small/long and thin.

It's to the north/south/east/west of ...

EXAMPLE: It's long and thin, it's to the east of Norway and it has several large lakes.

(Answer: Sweden)

Listening

- 1 Look at these questions from a radio quiz. Do you know any of the answers? Tick what you think is the correct answer.
- 2 2 02 Listen to the quiz. Mark the answers that Rory gives in a different colour. Does he choose the same answers as you?
- 3 Work in a group. Three of Rory's answers are wrong. Which are they?
- 4 203 Now listen to the answers and check which ones Rory got right. Did you find his three wrong answers in Exercise 3?
- 5 Can you remember what Rory says when he wants to think about his answer? Complete the expressions below. Listen again if you need to.

Oh, just a	
Er, I'm sorry, could you	
that, please?	
Er, I'm not	
Let me again.	
Let me	
I'm sorry. I don't	

400			THE RESERVE OF THE PARTY OF THE
	Which is the small	lact arean	in the world?
1000	AWRITCH IS THE SHIRL	lest occur	III IIIC Worlds

- A the Atlantic Ocean
- B the Indian Ocean
- C the Arctic Ocean

Which island is the biggest?

- A Great Britain
- B Greenland
- C Cuba

Which is the longest border in the world?

- between the USA and Canada
- between the USA and Mexico
- Which continent has the most people?
 - A Asia
 - B Australasia
 - C Africa

Where is the wettest place in the world?

- A in India
- B in Colombia
- C in Nigeria

- city is the most expensive to live in?
- A Geneva in Switzerland
- B Paris in France
- C Tokyo in Japan

Which planet is the largest?

- Venus
- Jupiter

- Where is the deepest valley in the world?
- A in the USA
- B in China
- C in Kenya
- In which country is the busiest airport in the world?
 - A in the USA
 - B in Japan
 - C in Greece

- Which country is the farthest from the equator?
 - A Portugal
 - B Australia
 - C Peru

Language focus

Superlative adjectives

Use the quiz to help you complete this table.

Adjective	Comparative	Superlative
small		
long		
wet		
	larger	
		the busiest
big		
expensive		
	deeper	
	farther or further	
good	***************************************	the best
	worse	the worst

(3) Grammar spot

Superlative adjectives

Look at the words in the table on the left and complete the rules for making superlative adjectives.

Most one-syllable adjectives (e.g. small) add One-syllable adjectives ending in e (e.g. large) add

Most adjectives ending in a _____ and a consonant (e.g. wet) double the consonant and

Most adjectives with more than one(e.g. expensive) use the

Adjectives ending in y (e.g. busy) usually change y to _____ and add _____.

Far, and and irregular and become the farthest/furthest, and





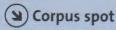


2 Look at the people above and write three sentences about each person using the superlative form of the words in the box to help you.

happy confident interesting friendly angry kind serious hard-working shy

EXAMPLE: William is the happiest.

Compare your sentences with a partner.





Superlative adjectives

The following sentences were written by PET students and the superlative adjectives are incorrect. Correct them.

- a Vilnius is the bigest town in my country.
- b That's the worse joke I've ever heard.
- c The most cheapest hotels are near the railway station.
- d Those four days were the happier in my life.

☑ GF pages 208-9

Numbers and measurements

1 Write these abbreviations in words.

mm	cm	m
km	km ²	

- 2 Listen to some numbers your teacher will read to you. Write them down (in figures, not words).
- 3 Now listen to the answers to the radio quiz again and write the answers to these questions in figures.
 - a How large is the smallest ocean? 14,351,000km2
 - **b** How long is the longest border?
 - c How much rain falls every year in the wettest place?
 - d How wide is the largest planet?
 - e How many people go through Atlanta airport every year?
 - f What is the area of Greenland?

Countries, nationalities, languages

Listen to six different students say 'I'm a student and I like all kinds of sports' in their own language. Do you know which languages they are speaking? Choose from the box below.

German	Greek	Italian	Japanese	
Polish	Portuguese	Russian	n French	

Check your answers and complete the table.

١	Ė	Language	Nationality	Country
	a			
	b			
70.	c			
	d			
	e		1	
	f			

2 Now complete this table for other countries.

Language	Nationality	Country
		Spain
	Mexican	
French		
	Brazilian	
		Australia

3 How many languages do you speak? How many languages do you think there are in the whole world?

A 69

B 691

C 6,912

D 69,120

Present passive

1 Look at these sentences, then make some similar sentences about three other languages.

Australians speak English.

English is spoken by Australians.

Present passive

to be + past participle

- + English is spoken by Australians.
- + Many different languages are spoken in the world.
- Coffee isn't grown in England.
- Pineapples aren't grown in Canada.
- ? Is tea grown in Italy?
- ? Are bananas grown in Peru?
- 2 Write the past participles of these verbs.

hold held carry invent keep light play

3 Read this paragraph about the Olympic Games. For each gap, choose one verb from the list above and write it in the present passive.

The Olympic Games first took place in Olympia in Greece over 2,000 years ago. They

a) are held every four years. The Olympic torch

b) ______ using a mirror and the sun at the ancient site of Olympia. It (c) _____ by runners from Olympia to the location of the Games and it

d) _____ there until the end of the Games.

Each year a new design (e) _____ for the medals, which are bronze, silver and gold. The gold medals

(not) from pure gold now. Every

Games has an opening parade but, wherever it is, the athletes

always) by the Greek team. Some

Games.

sports like golf, cricket and rugby
(not) any more at the



4 Look at this example.

oranges / Spain / England ? (grow) Are oranges grown in Spain or England? They're grown in Spain. They aren't grown in England.

Work in pairs.

Student A: Write two questions in the passive using these words.

cars on the left / Italy / Australia ? (drive) baseball / the United States / Russia ? (play)

Student B: Write two questions in the passive using these words.

kilometres / Canada / Mexico ? (use) rice / China / Switzerland ? (produce)

Ask your partner your questions and then answer their questions using the example above to help you.

अ GF page 209

«Pronunciation»

1 What sounds are at the beginning of these two words?

cheese shampoo

2 Look at the underlined letters in these words. How do you say them? Which sound do you hear? Some words are in the wrong column. Which are they?

cheese	<u>sh</u> ampoo
Chinese	<u>sh</u> y
tea <u>ch</u> er	spe <u>ci</u> al
much	informa <u>ti</u> on
cheap	o <u>c</u> ean
bru <u>sh</u>	lun <u>ch</u>
ques <u>ti</u> on	picture
tempera <u>ture</u>	ma <u>ch</u> ine

3 2 Disten and repeat the words. Were you right?

«Activity» Quiz

Look again at the quiz on page 73. Work in two or three teams. Write six similar questions about your town, school, region or country. Read your questions to the other team(s). Who gets the highest score?

Activity Numbers

Your teacher will give you a card with a number on it. Think how to say it in English and try to remember it. Listen to other students say their numbers and decide which order they come in.

Exam folder 11

Reading Part 5

In this part of the exam, you have to choose the correct word to go in each space in a text.

1	In some questions, the answer is correct because of its meaning. Look at these four words and fit each one into the correct sentence below.		
	A birthday B wedding C celebration D anniversary 1 Yesterday was the of when we first met. 2 I was 19 on my last 3 After the they went on their honeymoon. 4 They had a huge when he arrived home.		
2	In some questions, both the meaning and the grammar are important.	5 Look at the photo answer these qu	ograph opposite an estions.
	Look at these four words and fit each one into the correct sentence below. A realised B watched C looked D saw 1 She at the painting for a long time. 2 When I my friend, I shouted to her. 3 I the football match until the end.	 a Where are the b What are they c What is in the d What's the we e What are they f How do they 	y doing? e background? eather like? y wearing?
	4 The man the bus was late. How did you decide for sentence 1? How did you decide for sentences 2, 3 and 4?	6 Now read the texanswer these que at Exercise 7 yet.	xt opposite and estions. Don't look
3	Some questions just test grammar. Look at these four words and fit each one into the correct sentence below.	Charlie Paton b How did they	
	A Did B Have C Was D Has Carmen invited me to her house at the weekend? Carmen invite you to her house last weekend? Carmen working when you visited her? you ever been to Carmen's house?	Why? d How did they e What did Alan	
4	In some questions, you need to choose the correct word to join two parts of the sentence.		
	Look at these four words and fit each one into the correct sentence below.		
	A because B so C but D although		
	 The food was disgusting he didn't eat it. The food was disgusting my sister isn't a good cook. The food was disgusting everyone ate it. the food was disgusting, everyone ate it. 	Exam Advice Read the text before questions so you have says.	



TO THE TOP OF THE WORLD The coldest walk in the (0) ____ is probably the one Alan Chambers and Charlie Paton did a few years (1) when they walked to the North Pole. To prepare for the trip they (2)a day in a freezer at a temperature of -30°C. But they were more comfortable there than at the North Pole (3)they weren't tired or hungry! They began their 1,126 km walk (4) _____ 8 March 2000 and (5) _____ at the North Pole 70 days later. A plane took them straight home from there. Charlie had his 30th (6)during the trip and he was amazed when Alan gave him (7)small cake with a candle on it. Alan said the (8) moment for him was Charlie's face when he (9) that cake.

The strange thing is that more men (10) walked on the moon than to

the North Pole.

7 You now know what the text is about. Look at the questions below. Read the text again and choose the correct word for each space. Look carefully at the words around the space.

0	A world	В	country	С	planet	D	earth	
1	A then	В	ago	С	since	D	after	
2	A passed	В	stayed	C	spent	D	put	
3	A because	В	but	С	therefore	D	so	
4	A in	В	at	C	on	D	for	
5	A got	В	reached	C	went	D	arrived	
6	A celebration	В	anniversary	C	wedding	D	birthday	
7	A the	В	а	C	much	D	some	
8	A greater	В	good	C	best	D	better	
9	A saw	В	looked	C	watched	D	realised	
10	A did	В	have	C	was	D	has	

A good read

BRIAN J. ROBB Kelly's Luck M.L. Inder

Grammar past continuous / past simple; while/when **Vocabulary** books; reviews **Revision** giving opinions

Bram Stoker Dracula

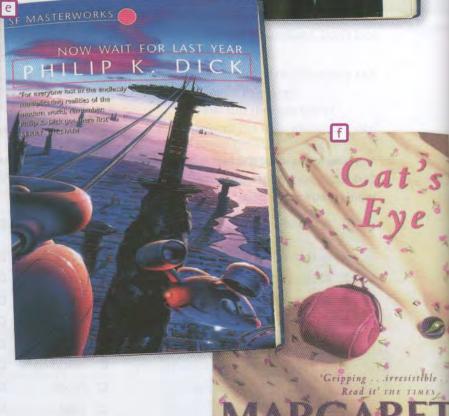
OXFORD WORLD'S CLASSICS C

AUGUST AND THE PARTY

HAPPENS

Introduction

- 1 2 06 Listen to the recording. At the end, say what you think happened.
- 2 Which of these books do you think the story comes from?
- 3 Here are some kinds of books. Match them to the pictures of covers above.
 - 1 a modern novel +
 - 2 a horror story
- 5 a thriller
- 3 a biography
- 6 a love story
- 4 a science fiction novel
- 4 Which of the books are fiction and which are non-fiction?
- 5 What kinds of books do you like reading?



WINNER OF THE 2000 BOOKER PRIZE

Reading

1 Here is part of a book called *The Double Bass*Mystery by Jeremy

Harmer.

Penny is a double bass player. She and her boyfriend Simon play in an English orchestra. They are in Barcelona. Last night they gave their first concert there. Penny was tired after the concert and fell asleep quickly.

Read on and find out what happened next.

Chapter 5 Screams in the night

I was asleep, but my head was full of pictures and stories. I was dreaming about double basses and violinists and parties on the beach. Simon was in my dream. Our conductor was in it. So was my old teacher, playing a double bass on the sand. Then I heard a different sound. Somebody was shouting. No, it was worse than that. Somebody was screaming, screaming very loudly. I opened my eyes. I woke up. It was five o'clock in the morning.

Somebody screamed again. And again. And again. This time I wasn't dreaming. I got out of bed. I put on a T-shirt and some jeans and went out of my room. Doors were opening on the left and the right. Adriana came out of her room. She ran up to me. She was half asleep, still in her night-dress. 'What is it?' she asked sleepily. 'What's going on?' 'I don't know,' I answered.

Martin Audley (a trumpet player) came up to us.

'Who screamed?' he asked.

'Nobody knows,' I told him. 'But it sounded terrible.'

There was another scream. It came from outside.

We ran back into my room and looked out of the window, down at the street. There was a police car there, some people, more and more people. And something else.

'Come on,' I said. We got the lift to the ground floor. When it stopped we ran out of the hotel and pushed to the front of all the people.

Marilyn Whittle, the harp player, was already there. Her face was white and her eyes were large and round.

'Look! Look!' she said. She was pointing in front of her. She screamed again.

We looked. She was pointing at the person at her feet. It was Frank Shepherd. His mouth was open. There was blood all over his head. Martin spoke first. 'My God!' he said.

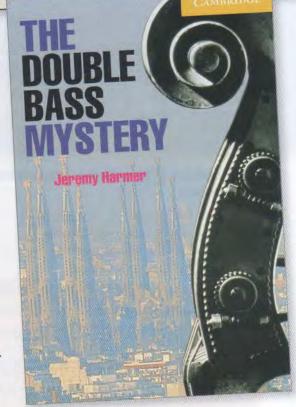
'He's dead!'

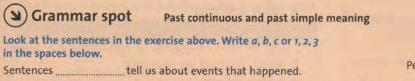
- 2 Now answer these questions.
 - a Why did Penny wake up?
 - **b** What did she do next?
 - c Who did she talk to?
 - **d** What did they see out of the window?
 - e Why was Marilyn screaming?
- 3 Work in a group. What do you think happened next?

Language focus

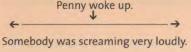
Past continuous and past simple

- 1 What was happening? Match the sentences a-c with the sentences 1-3.
 - a Penny woke up.
 - **b** Penny went out of her room.
 - c Marilyn said, 'Look! Look!'
- 1 She was pointing at Frank.
- 2 Doors were opening.
- 3 Somebody was screaming very loudly.





Sentencestell us what was happening around the time of those events.



2 Look at the table and put the verbs in the story below into the past continuous.

+	l We	was were	screaming.
_	He They	wasn't / was not weren't / were not	screaming.
?	Was Were	she they	screaming.

The spy

When I left the nightclub it (a) was raining (rain).

When I reached the underground station, a lot of people (b) (wait) for trains. While I (c) (walk) along the platform, I noticed a girl with long hair. She (d) (stand) beside a chocolate machine. She looked worried.

Suddenly, she screamed and fell to the ground. A man came forward. He (e) (carry) a bag. 'I'm a doctor,' he said. I watched her carefully while the doctor (f) (help) her.

A train came into the station. While the passengers (g) (get) onto the train, I saw the girl give the doctor a piece of paper. I thought she was ill. The doctor (h) (read) something on the paper. I watched his face.

Then I looked for the girl. She (i) (not lie) on the ground. She (j) (sit) in the train. The doors closed. When the train started to move, I saw that she (k) (laugh).

- 3 What do you think was happening? Answer these questions.
 - a Who was the spy?
 - b What was wrong with the girl?
 - c What was the doctor reading?
 - d Why was the girl laughing?

4 Georg is a university student. His twin brother Kurt is a disc jockey. Write sentences about what they were both doing last Saturday.

	Time	Georg	Kurt
a	6.30	get up	drive home from work
b	7.00	cook breakfast	have shower
c	11.00	play basketball	sleep
d	1.30	have lunch	still sleep
e	3.00	work in library	buy some new CDs
f	7.00	walk home	listen to music
g	9.00	watch television	still listen to music
h	11.00	go to bed	drive to work

- a While Georg was getting up, Kurt was driving home from work.
- 5 What were Georg and Kurt doing when the phone rang? Complete the sentences using the past continuous.



When the phone rang, Georg and Kurt

When the phone rang, Georg was listening to music



When the phone rang, Kurt



When the phone rang, Georg and Kurt





When the phone rang, Kurt

- 6 Now look again at pictures a—e with a partner. Take turns to ask and answer questions about them, using the words given:
 - a study grammar Was Georg studying grammar when the phone rang? No, he wasn't studying, he was listening to music!
 - b watch football on television
 - c have a shower
 - d sit in a café
 - e write an email

7 Think about the recording you listened to in the Introduction. Choose the correct verb form.

Dyson (a) was entering / entered the office very quietly and (b) was shutting / shut the door carefully. First, he (c) was pulling / pulled down the blind. Next, he (d) was switching / switched on his torch. Then he (e) was taking / took some papers out of the desk. While he (f) was reading / read them, he (g) was hearing / heard a car door outside the building. The police? No, not yet. Kelly – it must be Kelly!

Quickly, Dyson (h) was switching / switched off his torch and (i) was listening / listened. What (j) was happening / happened? He heard doors banging. Kelly (k) was looking / looked in other rooms. Then he heard footsteps. She (l) was walking / walked along the corridor. Dyson was ready. He (m) was standing / stood behind the door with his gun in his hand when Kelly (n) was coming / came into the room.

8 Put the verbs into the past simple or past continuous.

Kelly (a) hit (hit) Dyson's arm and (b) (try)
to take the gun. A bullet (c) (hit) Dyson's foot and he
(d) (fall) to the floor. Kelly (e) (try) to decide
what to do when she (f) (hear) the police car. She
(g)(run) out of the building, (h)(jump) into
her car and (i) (drive) away.
Dyson (j)(still lie) on the floor of the office
when the police (k) (arrive)

GF page 209

Pronunciation

1 Practise the sounds /uː/ as in two and /u/ as in took.
Can you find them in these two sentences?

Don't shoot! Put the gun down!

- 2 Listen and repeat these sentences. Which words have the sound /u:/? Which words have the sound /o/? Mark them in different colours.
 - a The pool is too full.
 - b Would you like to come too?
 - c The school rules are in this blue book.
 - d Look at that cool suit.
 - e It's true he's a good cook.
 - f Put your hand on the rope and pull.
 - g You stood on my foot.
- 3 Check your answers and put the words into the table.

101
full

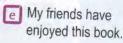
4 Say the sentences again with a partner.

(Activity) What can you say about a book?

Work in a group and put these sentences into four lists. Use the headings your teacher gives you. Some sentences can go with more than one heading.



- These stories are really fantastic.
- This book has had great reviews.
- These are my favourite poems.



it has lots of up-to-date diagrams.

[Box 2] Everybody wants to borrow

this book from the library.

This thick book is expensive, but

- The descriptions are terrible.
- h It's a stupid story.
- It's a perfect book for a long journey.
- I think this is a brilliant and original book.
- This story is similar to others in the same series.
- The characters aren't believable.
- This book is very popular in America.
 - n This book is depressing.
- This amusing story takes place in Athens.
- This is an amazing story with wonderful descriptions.
- This book is a translation.
- This book has had an astonishing success.
- The writer tells a traditional story in simple language.

Activity Write a review

Think of a book you have read. Write a short review of it for the other people in your class. Write 50–60 words. Use the Activity above to help you. Try to answer these questions:

What is the book called and who is it by? Is the book fiction or non-fiction? If it's non-fiction, what is it about? If it's fiction, what kind is it and where does the story take place? What is your opinion of it?

Exam folder 12

Speaking Part 1

In this part of the exam, the examiner talks to each student and asks a few questions. The students spell a word for the examiner.

- 1 2 08 Listen to the recording. The students are taking PET in England. What kind of information does the examiner want to know?
- 2 Listen again and complete the questions.

Examiner: Good afternoon. (a) Can I have

your mark sheets, please ? I'm Janet and this is Celia. She's going to listen

to us. Now, what's your name?

Luca: I'm Luca.

Examiner: And what's your name?

Paulina: Paulina.

Examiner: And (b) _____, Luca?

Luca: Maragna.

Examiner: (c) ______ Luca: M-A-R-A-G-N-A

Luca. IVI-A-N-A-G-N-A

Examiner: And what's yours, Paulina?

Paulina: Josefowski.

Examiner: And how do you spell that?

Paulina: J-O-S-E-F-O-W-S-K-I Examiner: Thank you. So, Luca,

(d)

Luca: The north of Italy, near Brescia. Have

you heard of it?

Examiner: Yes, I think so. And (e)

Luca: I'm a student at the university.

Luca: Science. I'm interested in chemistry.

Examiner: Thank you. Now, Paulina.

Paulina: I'm living in London now. I come

from Poland.

Paulina: I'm working now. I'm going to

university next month.



Examiner:	Thank you. Do you think English will
	be useful for you in the future?
Paulina:	(i)?
Examiner:	Do you think English will be useful
	for you in the future?
Paulina:	Oh, yes. It'll be useful when I am at university. And later, when I want
	to find a good job, it will be an
	advantage for me.
Examiner:	And Luca, (j)
	?
Luca:	Er, sometimes.
Examiner:	What do you enjoy doing in your free time?
Luca:	(k) ?
Examiner:	What do you enjoy doing in your free time?
Luca:	Oh, I like dancing and, er, spending time with my friends.
Examiner:	Thank you.

Exam Advice

Learn these useful questions. You can use them in the exam. Could you repeat that, please? Could you speak more slowly, please?

- 3 Can you spell your name and your surname?
- 4 Work with a partner. Take turns asking questions like the examiner and answering them about yourself.

Writing folder

Writing Part 3

- 1 Read these titles of stories.
 - 1 The unwanted present
 - 2 A wonderful surprise
 - 3 The lost key
 - 4 The wrong house
 - 5 A dangerous plan
 - 6 A difficult journey
- 2 Below are the beginnings and endings of the stories. Match each one to its title.
- Last Friday the weather was good so I walked to school.
 While I was going across the park I saw something metal on the ground.

The businessman gave me €100. I was really amazed. He said, 'I was looking for it all round town. Thank you for finding it.'

Last summer, we moved to a big city. A few days later, I went to the city centre on my own.

I phoned home. I said, 'I know we live in Oxford Road, but what number is it?'

When I arrived, all my family were laughing about me. I've been careful not to forget our address since then.

When we looked out of the tent, it was snowing hard.
We packed our rucksacks and put on our coats.

At last we saw the lights of the city. An hour later we were sitting in a café with a hot drink in front of us.

It was John's birthday, but he was sitting alone in his room. He usually met his friends on Saturday evenings, but this week they were all busy. He was miserable.

'It's been a great evening,' he said.

- 3 Work in a group. Write the middle of one of the stories on a piece of paper.
- 4 When you have finished, pass your piece of paper to another group. They decide which story it belongs to.
- 5 Choose one of the titles and write your own story. Write about 100 words.

Exam Advice

Make sure your story has a good beginning and ending.

I work in a café on Saturdays. One man who often comes in is a journalist. A fortnight ago, when I brought him his coffee, he said, 'I'm going to meet someone.'

'Who?' I asked.

'I hope you'll return safely,' I said.

'I hope so, too!' he answered.

I like my cat. Her name is Sheba and she is black, beautiful and very intelligent. At night she explores the garden.

I wrapped it in newspaper and put it in the dustbin before Sheba woke up. I don't think she knows.

(Corpus spot

search / search for / look for



We search somewhere when we want to find something.
We search for or look for something or someone that we want to find.
Choose the correct verb in these PET students' sentences.

- a It's no good looking for / searching your watch now, it's lost!
- b We searched for / searched the whole town until almost nine o'clock in the evening but we didn't find him.
- c I know that you are looking for / searching a job in your holidays.
- d When it suddenly started to rain, we left the beach and looked for / searched a hotel.
- e I've looked for / searched everywhere but haven't found it.

Units 7-12 Revision

Speaking

- 1 Work with a partner. Look at these sentences.
 Say if each sentence is true for you and give your partner some extra information.
 - a In my city the cinemas are opposite the shopping mall. Yes, that's true. The cinemas are near the bus station opposite the shopping mall. OR No, that's not true. The cinemas are opposite the supermarket.
 - b The weather this week is colder than last week.
 - c Skateboarding is more popular than football.
 - d I am older than my partner.
 - e I often have a sore throat after a football match.
 - f I've never been to a barbecue.
 - g My friends often have parties in winter.
 - h I visited New Zealand six months ago.
 - i My country has lots of lakes.
 - j I like reading love stories.

Grammar

000

2 Complete this email with words from the box.

alre	ady	yet	for	sin	ce	ago
in	ever	W	hile	on	ne	ever

000
Delete Reply Reply All Forward Print
Dear Fiona,
Nick and I arrived in London two days (a) ago
(b) been to London? I've (c) been before
but Nick came here (d)2008. I've wanted to come
(e) I was a little boy. We've (f) been on a river trip and on a bus around the city – I enjoyed them both.
I haven't been to any museums (g) but Nick went to
one yesterday (h) I was looking round the Tower of
London. We're staying in London (i) a week and
we're going to Edinburgh (j)Friday. See you soon.
Mark

Reading

3 Read these reviews of four books, then look at the sentences below. Decide which book each sentence matches.

A

I have read several books by Darren McGough and this novel is as good as all his others. Most of McGough's stories happen in Australia because that is where he comes from. This one starts on a beach in Spain and finishes up a mountain in China. It is very exciting and the ending is a surprise.

B

Like all Sergio Sanchez's books, this one is very popular in South America and Spain. I've wanted to read it for a long time and now I can because it is available in English. It is about a journey which a group of people made across Argentina at the beginning of the last century.

C

This is the third book Colin Wesley has written about animals but I enjoyed this one the most. It is easier to read than the others and the photographs are beautiful. Wesley spent a year living in Australia taking photos and writing about Australian animals. It costs a lot (€30).

Ruth Rawlings takes 400 pages to write about the life of Maria Cornwell. She was an opera singer in the 1920s and she travelled all over the world. The book is very long but is not expensive at €10. Rawlings has not written a book before and I hope this is not the last one, as it is very good.

		A	В	C	D
1	The story takes place in South America.				
2	It is the writer's first book.				
3	It is expensive.				
4	It is fiction.				
5	It is translated from another language.				
6	The writer is Australian.				
7	It is a biography.				
8	It is a thriller.				
9	It is already successful in some countries.			-	
10	It is better than the last book by this writer.				

Grammar

- 4 There is one mistake in each of these sentences. Correct it.
 - a I lived in this road since 2000. I've lived in this road since 2000.
 - **b** This is the funnyest book I've ever read.
 - c Portuguese is spoke in Brazil.
 - d This cinema is less modern as the one in my town.
 - e The café is in corner of the park.
 - f Why you don't phone the doctor?
 - g The weather here is hotest in July.
 - h This is the worse painting I've ever done.
 - i Could you to speak more slowly, please?
 - j My racket wasn't as expensive than my teacher's.
 - k Natalya is from Russian.

Vocabulary

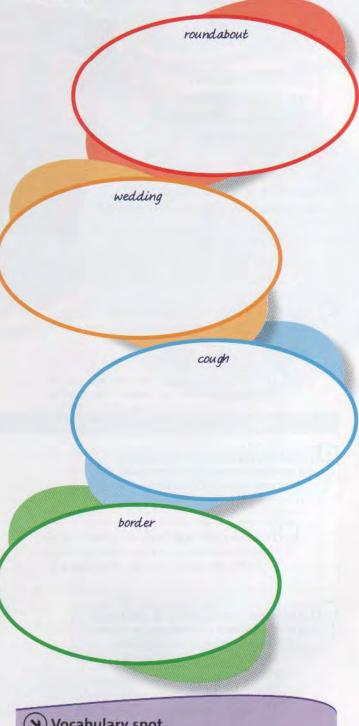
5 Look at the map on page 48 and complete these directions.

> To get from the skateboard park to the railway station by car, (a) turn left when you come out of the skateboard park, go (b) _____ on past the car park until you get to a (d) this road until you get (f) _____ a bridge. The railway station is (g) the left.

TITLE CLEANING THE CONTRACT To get from the skateboard park to the park on foot, walk to the square. This is a (N) area. Walk (1) the square to Queen Street. Go () the town hall and turn (k) _____ at the crossroads. This is a () street for cars. When you get to the supermarket, turn (m) and the park gates are (n) the right (a) _____ the swimming pool.

6 Think about the meaning of these nouns. Divide them into four groups.

roundabout wedding cough border ankle carnival desert entrance anniversary continent birthday corner honeymoon island stadium thermometer neck ocean throat tongue turning valley festival fountain



When you are learning new vocabulary from a reading text, write it down in groups of related words.

A place of my own

Introduction

Grammar modals (probability, possibility); prepositions of place
Vocabulary rooms and furniture; saying what you prefer
Revision present and past tenses; advice

1 Look at the photographs. What are these things called? Which of the words in the box can you use to describe each of them?

antique	beautiful
cheap	comfortable
crazy	expensive
glass	modern
ugly	plastic
useful	old-fashioned
unusual	traditional
wooden	

2 Read what people say about their things and match them to the photos.

I think this is great because I like unusual furniture. Some people say it's not very comfortable in hot weather but I don't mind.

This is useful, it's modern and it was cheap. It's not beautiful, but it's not ugly and I can keep a lot of my clothes in it.

I was walking down a side street when I saw this in a shop window, and I decided to buy it that day. I don't have any other antiques, but this is the kind of thing which looks good in any big room.

I've had it for two years now. It was expensive, but in my opinion, it was worth it because it's the most useful thing in the kitchen.

I don't really like it at all because it's old-fashioned, and I prefer modern furniture. But I can't afford to change it and it's quite useful – I can keep lots of things in it.

This matches the other furniture in the room because it's traditional – we've had it since we got married.

We all like it because it's very comfortable.

My parents gave it to me for my birthday. I know it was expensive, but I love modern design, and really beautiful things are always fashionable.

It's crazy, isn't it? Everyone laughs when they see it, but it works OK, and it makes me happy.

3 Work with a partner. Tell each other what kind of furniture you like.

b

0

0

Vocabulary spot

Talking about the price of things

Complete these sentences with a word from the box.

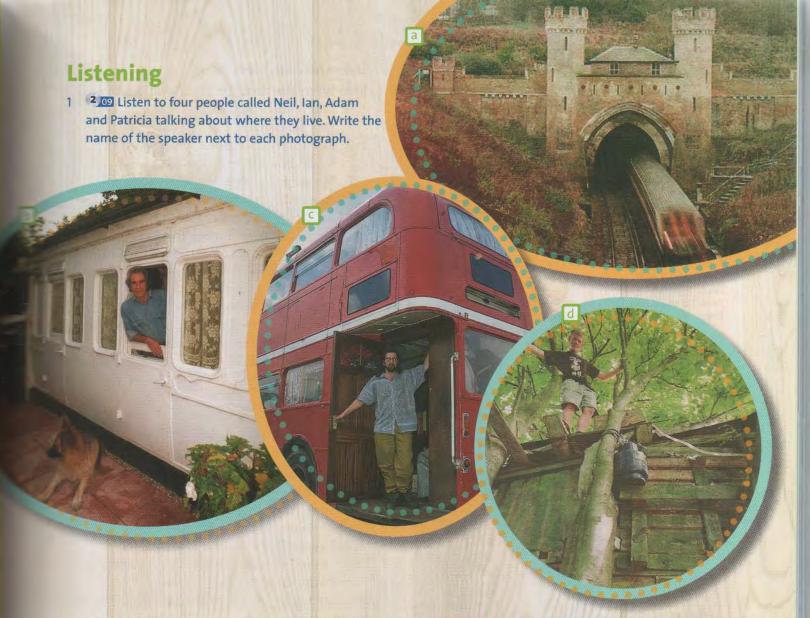
afford is cost worth

a How much does/did it _____

b I can/can't _____it.

c Itcheap/expensive.

d It's (not) £100.



2 Listen again. Who talks about these things? Mark your answers in the table.

	lan	Patricia	Adam	Neil
dining room				
bathroom	1			
shower				
roof				
towers				
windows				
curtains				
carpets				
hi-fi				
central heating				
solar power				

- 3 Answer these questions.
 - a How does Ian save money? He doesn't pay rent.
 - b What does Ian do when he gets bored with the view?
 - c What were Patricia and her husband doing when they found their unusual home?
 - d Where is Patricia's sitting room?

- e What did Adam use to make his house?
- f Why isn't Adam worried about his house?
- g Why doesn't Neil mind the noise?
- h Why is Neil's house perfect for him?

Language focus

could/might/must/can't + be

Grammar spot Modals

Read this dialogue and complete the table with the words underlined.

Dad: You've passed all your exams and I've bought you a present.

Sara: What is it?

Dad: Guess! It's something you want.

Sara: Well, it's very small. It can't be a handbag. I'm sure about that.

Dad: Correct.

Sara: It could be an MP3 player. That's one possibility.

Dad: Yes, it might be, it's the right size. But you've already got one.

Sara: Yes. Well. I really want a camera. It <u>must</u> be a camera! I'm sure it is.

Dad: Open it and see.

I'm sure it is	I'm sure it's not	Perhaps it's
/t(i)	/t(2)	/t(3)
		/t(4)

¥GF page 209

1 Work with a partner. Talk about the things in the pictures.
Can you guess what they are?
Use the language in the Grammar spot.





2 Choose the correct verb.

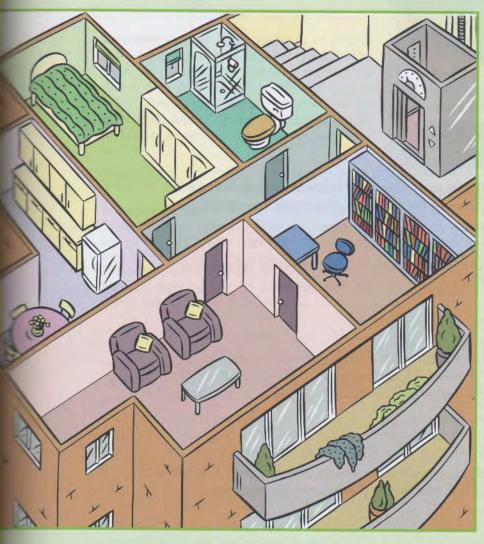
- 1 A: Who's that man? Isn't he a well-known actor?
 - **B:** I don't know, but he <u>could</u> / must be. He's very handsome.
- 2 A: I've just tried to phone Toni at her aunt's house, but she's not there.
 - **B:** But she *must / might* be there. She's babysitting her cousins.
- 3 **A:** I want to buy a computer like your brother's. Do you know how much they cost?
 - **B:** No, but they *can't / must* be very expensive because I know he hasn't got much money.
- 4 A: Where's the orange juice?
 - **B:** I'm not sure. Probably in the fridge, or it *must / might* be on the table in the other room.
- 5 A: Are your neighbours on holiday?
 - **B:** They *can't / could* be. The car isn't outside the house.

Prepositions of place

Are these sentences true or false? Correct them if necessary.

- a The basin is below the mirror. true
- b The toilet is opposite a cupboard.
- c There's a mirror facing the basin.
- d The basin is on top of a cupboard.
- e There's a window behind the basin.
- f There's a step between the basin and the cupboard.
- g There's a low cupboard in the corner.
- h There are towels on hooks on the wall opposite the mirror.
- i We can see toothbrushes inside some of the drawers.
- j There's a cupboard on the wall beyond the step.





Rooms and furniture

- 1 Work with a partner. Can you name all the rooms and furniture in this flat?
- Now decide which rooms to put these things in. Use your dictionary if necessary.

basin chest of drawers cooker poster desk bath wastepaper basket sink

mirror air conditioning
sofa bedside table
curtains television
pillows clock
central heating carpet

dishwasher washing machine

3 The owners of this flat want to buy some more furniture. What advice would you give them? Use these expressions from Unit 9:

You should ...
You'd better ...
Why don't you ...?

Vocabulary spot

Learning the names of things on a picture can help you to remember them. Remember the picture and the names of the things together.

«Pronunciation»

- 1 Think about the sounds /3/ and /d3/.
 Can you find them in this sentence?
 I heard a great joke on television yesterday.
- 2 Listen and repeat these sentences. Which words have the sound /3/? Which words have the sound /d3/? Mark them in different colours.
 - a Can you measure these jeans, please?
 - **b** We keep the fridge in the kitchen and the TV in the lounge.
 - c I'm doing revision for my college exams.
 - d Do you go jogging for pleasure?
 - e She usually pays generous wages.
 - f The Bridge Hotel has excellent leisure facilities.
 - g We've just made an important decision.
 - **h** A giraffe is an unusual pet.

3 When you have checked your answers, put the words into the table.

/d3/	
joke	
Johns	
	E SIMO

4 Work with a partner. Take turns to repeat the sentences in Exercise 2 again. Listen to each other's pronunciation.

«Activity» Comparing pictures

Work with a partner. Your teacher will give each of you a picture. Don't look at each other's pictures.

Tell each other what you can see in your picture and where everything is. Can you find ten differences? Make sentences like this:

In Picture A the TV is on the table, but in Picture B it's on the desk.

Exam folder 13

Reading Part 2

In this part of the exam, you read five descriptions of people. For each one, you choose one text to match it.

1 Here are five texts about people who all want to do a language course at a college in England and eight advertisements for colleges. Underline the important information in 1–5 below.





Alma doesn't like cities and wants to live somewhere quiet with an English family. She wants to do a full-time course.

2



Kostas enjoys city life. He wants to do a part-time course and have a part-time job as well. He is not interested in going on trips or doing activities with the college after his classes. He wants to rent his own flat.





Margarita would like to live in a hostel with other students. She wants to do a full-time course. She likes to play sport in her free time.





Tomek is looking for a full-time four-week course at a college which organises social activities for students. He doesn't mind living in the city or the country but he wants to stay with a family.





Hiroki wants to do a part-time course at a college which can arrange his accommodation. He loves walking, so he wants to be near the countryside. He doesn't enjoy organised trips and activities.

- 2 Look at the description of Alma again. Quickly look through the advertisements on the opposite page.
 - a Find the colleges which aren't in the city. Are they in quiet places?
 - **b** Which of these colleges have accommodation with a family?
 - c Which of these colleges have full-time courses?
 - d Which college is suitable for Alma?

Exam Advice

No text can be the answer to two questions.

3 Decide which college would be the most suitable for the other people.

E

F

G

H

Langdale College is on the edge of a small town surrounded by hills, twenty kilometres from the city. It offers English lessons in the mornings with activities, sports and trips to other towns and places of interest in the afternoons and at weekends. Courses last six or twelve weeks. All students live with local

families.

B

C

D

The Milburn Academy is in the city centre. It offers full-time twelve-week courses. Students are also expected to join in the social and sports events organised for evenings and weekends. The college owns several large houses nearby where students live and prepare their own meals.

Anderson College is in the centre of the city. Students can choose from a range of part-time courses – either mornings only, afternoons only or three mornings/afternoons and two evenings. The college has sports facilities, a drama centre, library and club which students can use if they wish. The college does not arrange accommodation.

The Waterside College is a large city college which has part-time English courses all year round. All students live in college hostels in different parts of the city. The college has its own sports hall and swimming pool and at weekends there are trips to other cities.

The Park School is ten kilometres from the city. It is surrounded by woods and there are lots of footpaths through attractive countryside. All students live in a hostel next to the school. There are classes in the mornings and the rest of the time students are free for private study.

The Marlowe School offers two-week and four-week courses all year, full-time. It is situated in a quiet part of the city but there are buses both into the centre and to the nearby countryside. Students stay with local families if they wish. Every evening during the week there is a social event for students and there are trips at weekends.

Highcliff College is in the city near the university. It runs four-week and eight-week full-time courses. Students live with families. They spend evenings and weekends with their families learning about English family life and practising their English.

The Beechwood Academy is in a village about 15 km from the city. It offers full-time courses. Students live with families in the village and are encouraged to join in family life as much as possible. The village has a leisure centre.

Corpus spot Do and take

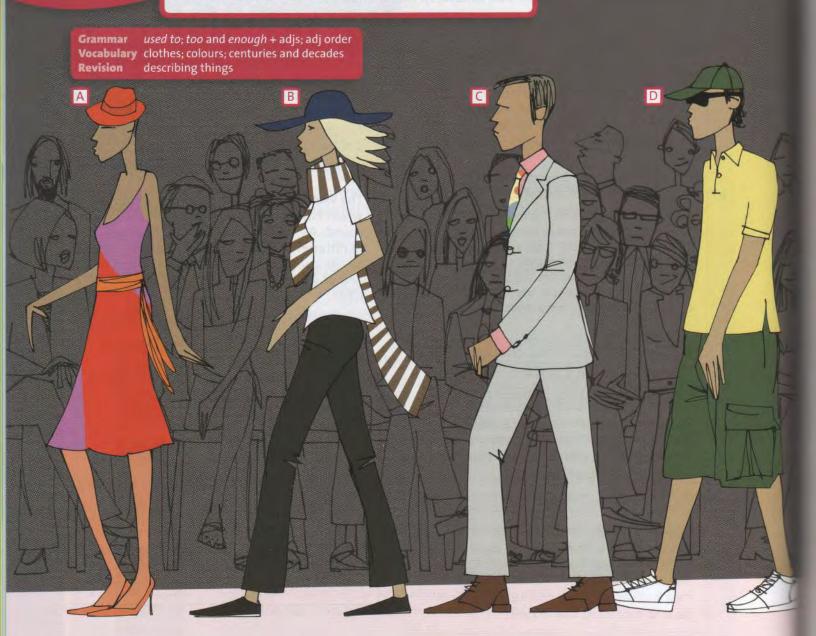


We use do or take + a course of study.

- 1 These PET students have all used the wrong verb. Replace them with the correct form of do or take.
 - a I want to follow a course here in England.
 - b We're going to make the same course.
 - c Last year I visited an English course in Bristol.
- 2 Now complete these sentences with the correct form of do or take.
 - a Zoë's French is quite good because she ______a course in Paris last summer.
 - b My brother failed his science exam, so he ______ an extra course at the college this term.
 - c This cake is delicious. ______ you _____ a cookery course?

14

What's in fashion?



Introduction

- 1 Look at the picture. What is happening?
- 2 11 Listen to some people in the audience. Decide which model each speaker is talking about. Circle A, B, C or D.

				-					
1	A	В	C	D	7	A	В	C	D
2	A	В	C	D	8	A	В	C	D
3	A	В	C	D	9	A	В	C	D
4	A	В	C	D	10	A	В	C	D
5	A	В	C	D	11	A	В	C	D
6	A	В	C	D	12	A	B	C	D

3 Listen again for these adjectives. Write down the nouns they describe.

	7		
high	heels	fashionable	
leather		striped	***************************************
enormous		comfortable	
grey		dark blue	*************
awful		sleeveless	
silk		orange	

4 What kind of clothes do you like to wear?

Reading

1 Read this magazine article about fashion in Britain during the last century. Match each paragraph to one of the photographs. Then work in a group and decide which decade each paragraph is describing (1920s, 1950s, 1960s or 1990s).









What did your granny or your dad use to wear?

Fashion went mad in Britain at this time. Clothes were made from exciting new materials like shiny plastic and even paper. Women used to wear very short skirts and long shiny black plastic boots. Sometimes the boots went over their knees. Young men used to wear bright colours. They wore wonderful patterned shirts with wide collars and big ties. Their hair was quite long.

Very full skirts were in fashion for young women at this time. They often

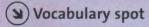
used to wear gloves, sometimes even indoors. Teenage girls sometimes used to wear short white cotton socks and flat shoes. Some young men, who were known as 'teddy boys', used to wear very narrow ties and narrow trousers. Their shoes or boots sometimes had high heels and pointed toes.

In this period women used to wear long straight dresses. They ended just below the knee and didn't have a waist. The dresses often used to have a belt around the hips. Women liked wearing scarves and beads round their necks. Their hair was very short and they always used to wear hats when they went out. Men used to wear trousers with very wide legs. They often wore sweaters and flat caps.

Very short tops or T-shirts were the latest fashion in this decade. Girls used to wear them with jeans. Everyone wore trainers. Teenagers used to wear a lot of jewellery - in their ears, noses and even tongues and they painted their nails in crazy colours. Young men used to have very short hair and they used to wear baseball caps and loose trousers. Sweatshirts and jogging pants were also very popular.

2 Read the text again. Underline any words you don't know.

Work in a group. Talk about the meaning of the words you underlined.



Use the pictures and photographs to help you understand and learn words you don't know. Cut out pictures from magazines and label the clothes.

3 Which of the clothes look comfortable/ uncomfortable? Which are the most uncomfortable? Which look cool/warm? Which look exciting/boring? Which do you think are made from wool? cotton? leather? silk? Which would you like to wear?

Language focus

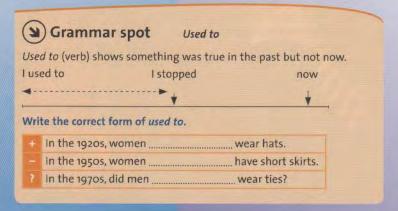
Used to

1 What did people use to wear? Make two sentences with used to about men, women or teenagers in each decade, using the words in the box and the article on page 93 to help you.

EXAMPLE: In the 1920s women *didn't use to* wear jewellery in their noses.

In the 1950s teenagers used to wear white socks.

very short skirts flat caps
baseball caps narrow trousers
gloves shiny black boots
jewellery in their noses white socks
big ties beads



«Activity» Colours

How do these colours make you feel? Choose some words from the middle and write them on the colour you think they belong with.

Compare your wheel with your partner's. Have you chosen the same words for each colour?

happy, cheerful, sad, miserable, bored, tired, quiet, peaceful, thoughtful, energetic, hot, warm, angry, cool

- 2 Ask your partner what he/she used to do when he/she was seven years old.
 - a What / wear? What did you use to wear?
 - b What time / get up?
 - c What time / bed?
 - d What / do / weekends?
 - e What / enjoy doing?
- 3 Now write three sentences about what your partner used to do.

¥ GF page 209

Activity Used to

1 Work in pairs.

Student A, look at the picture on page 200. It is a picture of a street 100 years ago.

Student B, look at the picture on page 202. It is a picture of the same street now. Student B, ask Student A questions beginning *Did there use to be ...?* Student A, reply *Yes, there did* or *No, there didn't*. Give Student B some extra information by saying *There used to be ...*

Write down at least five things which have and haven't changed.

«Pronunciation»

- 1 Look at these lists of words. Think about the sound /f/. Which is the odd word out in each list?
 - a bright light cough through
 - **b** enough photograph telephone alphabet
 - c paragraph fashion geography physics
- 2 Listen and repeat the words. Do you want to change your odd word out?
- 3 What are the different ways of spelling the sound /f/?

What are the different ways of pronouncing the letters gh?

Too and enough

- 1 Look at the pictures on page 92 and choose one answer in the sentences below.
 - a The red hat is too big / isn't big enough for her.
 - **b** The green shorts are too big / aren't big enough for him.
 - c The grey trousers are too long / aren't long enough for him.
 - d The red and purple dress is too bright / isn't bright enough.
 - e The sunglasses are too dark / aren't dark enough.

(S) Grammar spot

Too and enough

Choose too or enough to complete the rules below.

We use not with too/enough.

Too/Enough goes before an adjective.

Too/Enough goes after an adjective.

2 Match the adjectives in Box A with their opposites in Box B.

A	bright	B thick
	short	tight
	thin	high
	loose	wide
	large	patterned
	low	dull
	narrow	long
	plain	small

- 3 Look at these pairs of sentences. Finish the second one so that it means the same as the first one.
 - a Her skirt is too short for her. Her skirt isn't *long enough* for her.
 - b The tunnel is too narrow for us to drive through.
 The tunnel isn't ______ for us to drive through.
 - c The bridge is too low for the bus to go under.

 The bridge isn't ______ for the bus to go under.
 - d The suitcase isn't large enough for all our things.

 The suitcase ______ small for all our things.
 - e The material isn't thick enough to keep you warm.

 The material ______ thin to keep you warm.

4 Which of the clothes on page 93 don't you like? Write some sentences with too and enough. Use the adjectives in the box to help you.

short warm large wide bright long colourful

EXAMPLE: In a, the man's trousers are too wide.

In c, the girl's skirt isn't long enough.

Adjective order

1 Here are some descriptions from the magazine article on page 93. What do these adjectives tell us about the nouns? Put them in the correct column.

shiny cotton wonderful plastic white long black patterned short

Opinion	Size	Description	Colour	Material	Noun
	long				boots
wonderful					shirts
30 U 9	TS H	VI DEBUT		100 7 1	socks

- 2 Look back at the first and second paragraphs of the magazine article and find the words from the exercise above. Are the columns in the correct order?
- 3 Now put these adjectives in the correct order.
 - a a blue/large sofa a large blue sofa
 - b a brown/warm coat
 - c a(n) wooden/old/beautiful desk
 - d a(n) amazing/silk/short dress
 - e a new/brilliant film
 - f some cotton/black/fashionable shorts
 - g a glass/shiny table

¥ GF page 209

Activity Clothes

Think about what you were wearing yesterday. Write a description on a piece of paper without your name on it. Give it to your teacher. Listen to everyone's description. Can you guess who they all are?

Exam folder 14

Listening Part 4

1 Read this instruction. What does it tell you about the people? What does it tell you about their conversation?

You will hear a conversation between a boy, Sandy, and a girl, Megan, about their jobs.

Exam Advice

Read the instructions. They tell you who the speakers are and what they will talk about.

- 2 Work with a partner. Read the six sentences in Exercise 6. What subjects do you think Sandy and Megan talk about? Can you guess what their jobs are?
- 3 When you listen, you decide if each sentence is correct or incorrect. If it is correct, put a tick (✓) in the box under A for YES. If it is not correct, put a tick (✓) in the box under

Practise with these sentences. Are they correct or incorrect?

	A]
	YES	N
1 I've finished this course.		
2 We are living in the twentieth century.		
3 A baseball cap is a kind of hat.		
4 The Arctic Ocean is the smallest		
ocean in the world.		
5 Earth is the largest planet.		
Questions 1 and 4 in Exercise 6 ask if Sandy are happy in their jobs. They use these adject conversation. Put them into two groups: like	tives in	the
awful not interesting enough miseral depressing interesting great brillian exciting boring		
like dislike		

Question 3 in Exercise 6 asks if Megan agrees with Sandy. They use these expressions in their conversation. Put them in two groups: agree and disagree.

Of course.	You're wrong there.
I don't think so.	That's not a good idea.
Exactly.	

2 13 Do the task belo	w.	
boy, Sandy, and a their jobs.	nversation between girl, Megan, about	ut
incorrect.		
under A for YES.	a tick () in the b<br If it is not correct, ox under B for NO	put
	A YES	B
 Megan thinks h is perfect. 	ner new job	
2 Megan takes p of models.	hotographs	
3 Megan agrees bookshops are		
4 Sandy is lookin in a different bo		
5 Sandy has stud	lied	

7 Listen again and check your answers. Which words helped you to answer the questions?

photography.

6 Megan agrees to ask about a job for Sandy at the magazine.

Writing folder

Writing Parts 2 and 3

- 1 Read this question. What kind of things are you going to write about?
 - This is part of a letter you receive from an English friend.

I'm really looking forward to hearing about your new flat. Did you find the furniture you wanted?

- Now write a letter to this friend.
- Write your letter in about 100 words.
- Now read this answer. How many different things did the writer buy?

Dear Nicholas,
I went shopping this morning and I bought some things for my flat. I got a lamp in that new shop near the station. Then I found some cushions to match my sofa. They look nice. Then I bought a mirror, which I've put on my chest of drawers. It was cheap. I'd like to buy a bed but I can't afford it, so I bought a cover instead. The bed I've got is old. When I was coming home I walked through the market and I saw some posters, so I bought three.

All the best,
Dan

3 There aren't many adjectives in the letter. Add some of these adjectives to the letter to make it more interesting.

modern	large	shiny	crazy
tiny	blue	plastic	big
comfortable	red	amazing	green
colourful	cotton	leather	small
soft	wooden	new	lovely

4 Read this question.

You are on holiday at the seaside and you buy a postcard.

Write the postcard to your English friend called Sarah. In your card, you should

- tell her about your journey
- · describe the place where you are staying
- say what you like best

5 Here is an answer. Put a different adjective into each space.



Dear Sarah,
We had a very
journey here because the weather was
, so the ferry was
late. We are staying in a
town. We have a
room with a view.
I like the sea best. The water is
(*
Love,
Rasie

- 6 Now do this question.
 - This is part of a letter you receive from an English friend.

In your next letter, tell me what kind of clothes you like wearing. Tell me what you have bought recently.

- Now write a letter to this friend.
- Write your letter in about 100 words.

Exam Advice

Use adjectives to make your writing more interesting.



Introduction

1 In the UK, the law says you can do some things when you are 16 but you can't do others. Guess which things you can do in the UK when you are 16.

When you are 16	UK	
you can buy a pet.	1	
you can vote in elections.	X	
you can get a tattoo.		
you can work full-time.		
you can buy fireworks.		
you can buy lottery tickets.		
you can get a pilot's licence.		
you can ride a scooter.		
you can learn to drive a car.		
you can give blood.		
you can get married (if your parents agree).		

- 2 Complete the other column for your country. Put ? if you aren't sure.
- 3 Compare your answers with a partner.

- 4 Can you add any more things you can or can't do at age 16 in your country? Write them down.
- 5 Which things are different in your country from Britain? Do you agree with the laws in your country about what you can do at age 16? Which would you like to change?

I think 16 is the right age to ... / is too young to ... / isn't old enough to ...

Listening

Listen to Ryan talking to his friend Martha, who did the Marathon of the Sands last year.

Decide if these sentences are true or false.

- a Ryan enjoyed skydiving. true
- **b** You have to be over a certain age to do the race.
- c Martha thought that running on sand was the most difficult thing about the race.
- d The runners have to share tents.
- e The average daytime temperature is 40°.

Language focus

Can, can't; have to, don't have to

- Martha says these things about the competition.
 Listen again and put them into the correct column.
 - a finish in seven days
 - b carry your own food
 - c carry water for seven days
 - d take other drinks to mix with the water
 - e carry your own tent
 - f bring your own sleeping bag
 - g stay in your tent after sunrise
 - h go into the organisers' camp
 - i take an MP3 player

You have to	You can't	You can	You don't have to
a			

(N) Gramm	ar spot	Mod	al verbs: permission and obligation
Write can, can't,	have to and do	n't hav	e to in the spaces below next to the meanings
It is a rule	***************************************	*******	
If you want	***************************************		
We also use mus	t and mustn't	for rule	25.

2 Using the box below to help you, choose can, can't, have to or don't have to for each gap.

				Mo	dal verb	s		
Per	rmission	n: Can		Ob	ligation:	Have to		
+	I She	can	vote.	+	You She	have t		take a tent.
_	You We	can't	vote.	÷	You He		have to 't have to	take a tent.
?	Can	he they	vote?	?	Do Does	l she	have to	take a tent?

- a Our teacher is really strict and we <u>can't</u> give her our homework late.
- **b** What time _____ (we) be at football practice?
- c In most places, it is possible to use a credit card so you carry lots of cash around with you.
- d You _____eat as much as you like as I've cooked lots.
- f I ______ do the washing up three times a week or I don't get any pocket money.
- g How much _____ (students) pay for a lost library card?
- **h** I live in the city centre so I ______ wait for the bus because I walk to school.

¥ GF page 209−210

(Activity) Jobs

Work in a group. Your teacher will give you some cards with the names of jobs on them. Take turns to take a card. Don't tell the other students your job.

They ask you: Do you have to ...?

You can give them one clue: You don't have to ... or You have to ...

Which group guesses the jobs first? Possible questions

get up early?
wear a uniform?
work regular hours?
travel around in a car?
walk a lot?
wear a costume?
stand up most of the day?
work in the evening?
get dirty?
talk a lot?
write lots of emails?

Phrasal verbs with get

Can you remember what Ryan and Martha said in the recording? Complete the sentences with the

Complete the sentences with the words in the box.

off	on	on with	on with	up
	~~~		Mar. 11.4444	1.

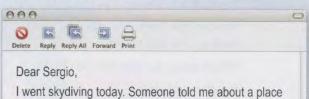
- a How did you get on ?
- **b** You have to get _____ quickly when the organisers call everyone.
- c You need to get _____ the other people.
- d When you get _____ the plane you can't believe how hot it is.
- e I have some work that I need to get .......

# **Vocabulary spot**

Write down phrasal verbs as you learn them. Write them in a sentence so you have an example of the meaning. Keep them in one place in your notebook so you can look at them when you need to.

#### Had to, didn't have to

Read the beginning of this email Ryan wrote after he tried skydiving.
 What did he have to do? What didn't he have to do? Underline the answers.



I went skydiving today. Someone told me about a place where you could do it and I decided to try. I had to arrive several hours before the jump so I could fill in some forms and they could give me instructions on how to jump. I didn't have to take any special clothes with me because they gave me a skysuit.



2 Look at some more photographs of people doing activities which might be risky. Have you ever done any of the things in the photos? Would you like to try?

- 3 Have you ever done anything risky? What did you have to do? What didn't you have to do? Did you enjoy it? Write three sentences using the box below.
  - + I/you/he/she/we/they had to take a tent.
  - I/you/he/she/we/they didn't have to take a tent.
  - ? Did I/you/he/she/we/they have to take a tent?
- 4 Complete the gaps in these sentences with the correct form of *have to*.
  - a My friend was scared, so I <u>had to</u> hold her hand.
  - **b** There weren't many people at the fair, so we
  - wait long to go on the ride.

    c ______ (you) wear a helmet when you went skydiving?
  - **d** I have my own wetsuit so I ______borrow one when I went into the cave.
  - e The weather was bad so we _____ come back the next day to go skydiving.
  - f A truck took us to the top of the mountain so I _____ walk there.
  - g _____ (they) wear special clothes for the bungee-jump?
  - h The cave was very dark so I ______ shine my torch to see the way.

¥ GF page 210

### «Pronunciation»

1 Say these four words. They each contain the letters ou, but ou is pronounced differently in each word.

nervous young bought house

- 2 2 Listen and repeat the words after the recording.
- 3 ² 16 Put the words below into the correct column. Listen and check your answers.

dangerous thought shout enough ought out touch flavour

/ə/ nervous	/A/ young	/o:/ bought	/au/ house



#### Adverbs

- 1 Martha gave Ryan some information about the Marathon of the Sands. Look at the sentences below. The underlined words are adverbs. Can you make adjectives from them?
  - a You have to behave sensibly. sensible
  - b The organisers travel more comfortably.
  - c They wake everyone up very noisily.

(3) Grammar spot
Making adverbs from adjectives
Complete the rules below.
Add(perfect → perfectly)
Change y to and add (noisy → noisily)
For adjectives ending in <i>le</i> , take off
Some adjectives don't change when they become adverbs: fast, early, hard, late.
The adverb from good is well: He was a good

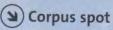
2 Now make adverbs from these adjectives.

anxious	anxiously
cheerful	
heavy	
perfect	***************************************
confident	
loud	
quick	
gentle	

instructor. He taught me well.

3 Here is the rest of Ryan's email. Put the adverbs from Exercise 2 in the spaces.

Luga laland has a seed at the last
I was joined by a special belt to an instructor.
There were three of us who did the jump with our
instructors. We sat in the plane waiting
(a) anxiously for our turn. The instructors
chatted (b) the whole time. When
the plane got to the right height, my instructor turned
to me and shouted very (c)
you ready?' If you don't answer (d)
they don't allow you to jump. Then I jumped and it
was brilliant. You fall very (e)for
about 40 seconds, then you pull the cord to open
your parachute. And you float down very
(f)
(f)
the ground with a bump but I didn't hurt myself.
I was very pleased because I did everything
(h)
I'll write again soon.
All the best,
Ryan



Spelling of adverbs



Correct the spelling mistakes in these sentences.

- a I can understand my teacher easilly.
- b Luckly, it was a sunny day so I was able to swim in the lake.
- c My bedroom is completly white.

### «Activity» Adverbs

- 1 Make these adjectives into adverbs.
  - angry quick quiet nervous miserable lazy happy secret serious slow loud sleepy excited
- Your teacher will give each of you an adverb. To get a point for your team, you must say the sentence below so that the other team can guess your adverb. For example, if your adverb is anxiously, you should say your sentence anxiously. When I was on my way here today, something strange happened to me.

#### ¥ GF page 210

## **Activity** Taking risks

1 Answer this questionnaire.



2 Check your answers on page 103. Are you a risk-taker. How many people in your class got 6 or more marks?

RISK!

# Exam folder 15

# **Reading Part 1**

In this part of the exam, you look at short texts. There are three possible explanations – A, B or C. You have to decide which one says the same as the text.

- 1 Look at this sign and answer the questions.
  - a Where is the sign?
  - **b** What does children under five mean?
  - c Which children can go on the ride without an adult?
- 2 Read the three possible explanations. Which explanation A, B or C – means the same as the sign? Why are the other explanations wrong?
  - A Children less than five years old cannot go on this ride alone.
  - **B** Children in groups of five or more must have an adult with them.
  - C Adults are not allowed on this ride.
- 3 Now look at another sign and answer the questions.
  - a Signs often have words missing to make them shorter. Add the missing words to the sign.
  - b Where in the park is this sign?
  - c How many entrances are open before 11 am today?
  - d How many entrances are open after 11 am today?
- 4 Read the three possible explanations of the sign then answer the questions.
  - A There will only be one entrance to the park after today.
  - B This entrance cannot be used before 11 am today.
  - C The park opens at 11 am today.
  - a Does cannot be used mean the same as closed in the sign?
  - **b** Does until 11 am today mean the same as after today?
  - c Which is the correct explanation A, B or C?
  - d Why are the other explanations wrong?

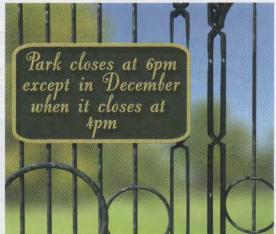




- 5 Which words can you add to this sign?
- 6 Read the three possible explanations of the sign and decide which is the correct explanation A, B or C. Why are the other explanations wrong?
  - A The ride starts when all the seats are full.
  - B Do not stand up when the ride is moving.
  - C If the ride stops, wait until it begins again.



- 7 Now look at this sign. What does it say? Which is the correct explanation A, B or C?
  - A The park shuts earlier than 6 pm on some days.
  - B The park stays open later for one month of the year.
  - C The park is open all year except in December.



- 8 Now look at this sign. What does it say? Which is the correct explanation A, B or C?
  - A You can buy a hot meal in two different places.
  - **B** The restaurant near the lake serves hot food in the middle of the day.
  - **C** Sandwiches and drinks are only available at lunchtime.

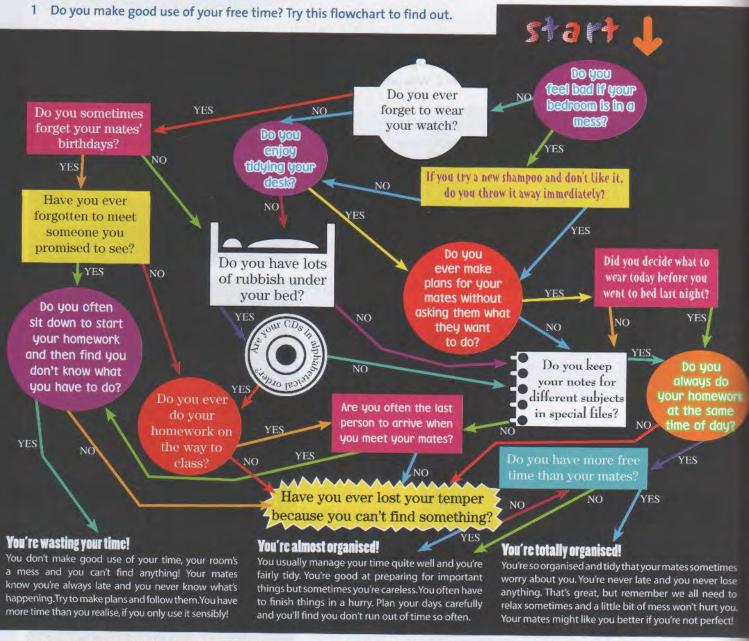


Activity Taking risks:
One mark for the following answers:
a yes c no d yes e yes f yes g no h no

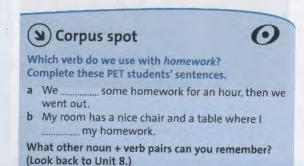
# Free time

Grammar going to; present after when, until and after Vocabulary study/leisure; the time; making arrangements Revision invitations; present continuous for plans

## Introduction



2 Do you agree with the result? Tell other people your result. Do they agree?

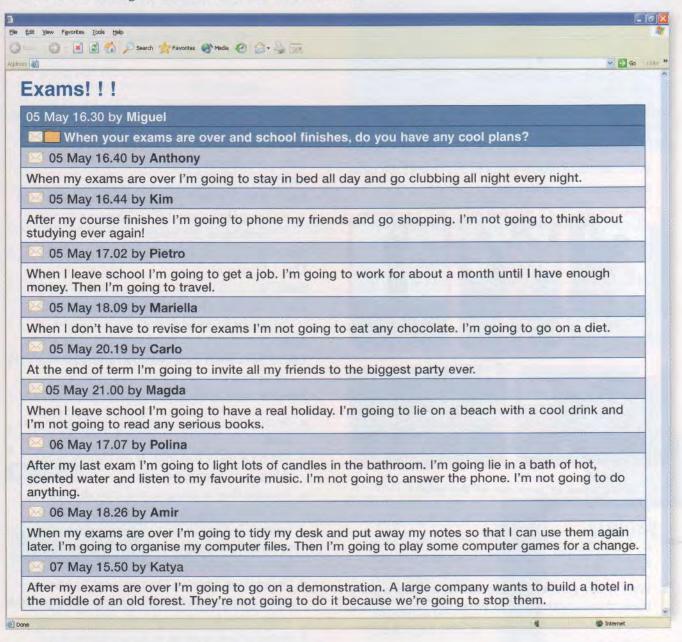


3 Look at the pictures. These students have an English test tomorrow. What are they doing now? Are these good ways to use your time the day before an English test?



## Reading

1 Look at this message board from a website. What is it about?



#### 2 Work with a partner. Match these questions and answers.

- 1 What is Anthony going to do all day when his exams are over? d
- 2 When is Kim going to phone her friends?
- 3 How is Pietro going to get money?
- 4 Why isn't Mariella going to eat chocolate?
- 5 Where is Katya going to go?
- 6 What isn't Magda going to do?
- 7 Who is Carlo going to invite to his party?
- 8 Why is Amir going to tidy his desk and put away his notes?

- a After her course finishes.
- b On a demonstration.
- c She's going to go on a diet.
- d He's going to stay in bed.
- e Read any serious books.
- f So that he can use them again later.
- g He's going to get a job.
- h All his friends.
- 3 Who has the best idea? Who has the worst?

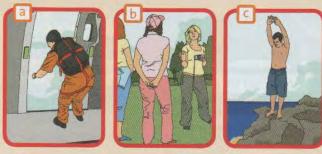
# Language focus

#### Going to

We use going to for plans and when we can already see what

(not) going to	go to the beach. fall over.
going to	go to the beach? fall over?

What are these people going to do? Look at the table above and make sentences.





a	She's going to jump out of the plane.
b	
c	
d	
0	

- 2 Work with a partner. Ask and answer questions using these phrases with going to. When you finish, tell the class some of the things your partner is going to do.
  - a after this lesson
    - A: What are you going to do after this lesson, Brigitte?
    - B: I'm going to have a coffee.
  - **b** this evening
  - c tomorrow morning
  - d next weekend
  - e when you finish this course
  - f after you complete this exercise
- 3 Who gave the funniest or most interesting answers? Write down three of them.

4	Work with a partner. Use the sentences a-h below to
complete the conversation.	

Liz: Hi, Sam. What are you doing?

Sam: 1 I'm making a poster. Do you want to help me?

Liz: I'm afraid I can't. I'm going to watch the football on television. Aren't you going to watch it?

Sam: 2

Liz: Why?

Sam: 3

Liz: So what's wrong with that?

Sam: 4

Liz: Another time perhaps. Anyway, I think the car park's a good idea. There isn't enough parking in the town.

Sam: 5

Liz: Why not?

Sam: 6

Liz: OK, but what are you and your friends going to do to stop it?

Sam: 7 Liz: Well, good luck. Now I'm going to watch the match.

- a Because the council is going to build a new car
- **b** But it's a really bad idea. It isn't going to make things better for teenagers.
- c Because they're going to put it by the market, you know where Space Party is? The club we went to last week. That's where they're going to build it. Would you like to come on the demonstration?
- d I'm making a poster. Do you want to help me?
- e We're going to stand in the shopping centre and we're going to tell people what's happening.
- f Because they're going to knock down Space Party. So what are we going to do at weekends? Space Party's the only place to go to in this town.
- g OK. You can tell me about it when I get home.
- h No, not this time. I'm going to join a demonstration in the city centre.
- 5 2 17 Listen to the recording and check your answers.

#### GF page 210

### «Activity» I'm going to ...

Your teacher will give you a card with an activity on it. You have to mime the preparation for the activity. Do not mime the activity. You can mime alone or with a partner. The class has to guess what you are going to do.

## Present tense following when, until, after

# (3) Grammar spot

#### When, until, after + present tense

Read these sentences and complete the rule below using the words in the box.

After this course ends we're going to have a party.

I'm going to work hard until I have lots of money, then I'm going on holiday.

When I find my mobile, I'm going to phone home.

present	future

When we talk about _____ time, a ____ tense follows the adverbs when, until and after.

#### Complete the sentences with a verb in the present simple.

- a When I see my brother, I'm going to ask him for some money.
- **b** When my sister home from university, we're going to have a party.
- c Our neighbours are going to move when their son ..... a new job.
- d I'm not going to do any more work until you me.
- e I'm going to listen to some music after we ..... this exercise.
- f We're going to play tennis until it _____ dark.
- g I'm going to have a shower when I _____ home.

#### ¥ GF page 210

#### The time





2 18 Listen to the recording. In column A below, write down the times you hear, using figures.

A	В
The clock shows	We say
a 12.50	a ten to one
b	Ъ
С	С
d	d
e	е
f	f

- 2 Listen again and check your answers in column A.
- 3 Now write the times in words in column B.

#### GF page 210

#### (3) Vocabulary spot

Asking the time

How many ways of asking the time do you know? Complete this table using the words in the box.

it tell know what's

Excuse me,

a .....the time of the next train, please? b can you ..... me the time, please? c do you _____ the time of the next bus?

d what time is _____, please?

#### «Pronunciation»

- Practise asking the time and answering.
- 2 Work with a partner. Ask and answer questions about time, using these words, then invent one or two more questions.
  - a get up / last Friday What time did you get up last Friday? - At ten to seven.
  - b be / now
- d arrive / today
- c get up / next Sunday e be / now in New York

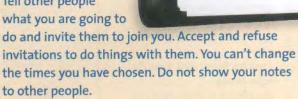
## «Activity» Making plans

2 19 Listen to three short conversations between Marco and three of his friends. Look at his personal organiser and write down his plans for Sunday.

2 What is Marco going to do on the day before his English test? Do you think this is a good plan?

3 Write down three things (real or imaginary) that you are going to do this weekend. Write down the exact time for each activity.

4 Go round the class. Tell other people



When you finish, find out who is going to have the busiest weekend.



# Exam folder 16

# **Listening Part 2**

In this part of the exam, you listen to a recording of one person speaking or an interview and answer six questions by choosing A, B or C. You hear the recording twice.

- 1 Look at the instructions at the top of the exam task on the right. What can you learn about the recording?
  - a What kind of conversation is it?
  - b How many people do you hear?
  - c What is the conversation about?
- 2 Look at question 1 in the exam task. Question 1 tells us that we are going to hear about a woman called Philippa. What else does it tell us?

Now look at questions 2–6 in the exam task and make guesses about what you are going to hear. When you have finished, compare your guesses with the answers in the box at the foot of this page.

#### **Exam Advice**

Before you hear the recording, you have some time to read through the instructions and questions. You should use these to help you understand what you are going to hear.

- 3 Now read the options for each question in the exam task. Remember that the words you read in the questions are often different from the words you hear, although they have a similar meaning. Can you match the words from the questions (1–6) with the words which have a similar meaning (a–f)?
  - 1 some poetry
  - 2 with a group of tourists
  - 3 two weeks
  - 4 travelling by air
  - 5 crossing the States by bus
  - 6 an exhibition

- a a show
- **b** travelling by bus across the States
- c a poem
- d flying
- e a tour organised by a travel agent
- f a fortnight

4 2 20 Now do the exam task.

You will hear a radio interview with a woman called Philippa about a trip she is going to make. For each question, put a tick (1) in the correct box. 1 How did Philippa win her prize? A by writing some poetry B by writing a novel C by describing a journey 2 Philippa is going to travel with A a group of tourists. B two friends. C her brother. 3 When are they going to leave the UK? A immediately B in two weeks C at the end of the year 4 Where are they going to stay first? A Amsterdam B New York C California 5 Which part of the trip is Philippa most excited about? A travelling by air B visiting famous cities C crossing the States by bus 6 When Philippa returns she is going to A have an exhibition. B get a job. C study.

5 Listen again. Use the second listening to answer any questions you were unsure about.

# Writing folder

## **Writing Part 1**

- 1 Look at the two sentences below. Which word do you need to write in the space so that the second sentence means the same as the first? Below are three students' answers. Which one is correct?
  - 1 We have a new swimming pool in our town.

    There ______ a new swimming pool in our town.

Student A: *have* Student B: *has* Student C: *is* 

- 2 Read this question and look at three students' answers. Which one is correct?
  - 2 The new pool opened two days ago.

    The new pool has been open ______ days.

Student A: for two Student B: since two Student C: after two

- 3 Now do these questions. Complete the second sentence so that it means the same as the first, using no more than three words.
  - 3 The old swimming pool wasn't as big as the new one.

    The new swimming pool is ______ the old one.

  - 5 Young children are not allowed to go in the deep end.
    Young children must ______ in the deep end.
  - 6 This is the first time I've been to the new pool.

    I ....................... to the new pool before.
  - 7 I went to the old pool every week.
    I used ______ to the old pool every week.
  - 8 My old swimming costume isn't big enough for me.

    My old swimming costume is too ______ for me.
  - 9 I borrowed a swimming costume from my friend.
    My friend _______ a swimming costume.
  - 10 We stayed in the pool for three hours.

    We ______ three hours in the pool.

#### **Exam Advice**

Write only the missing words.

to do after her trip.

- one part of her trip.

  6 She talks about what she plans
- than one place.

  5 Philippa is most excited about
  - UK.

    4 They are going to visit more
- other people.

  3 They are going away from the
- 2 She's going to travel with some
  - Philippa won a prize.

# Next week's episode

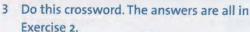
### Introduction

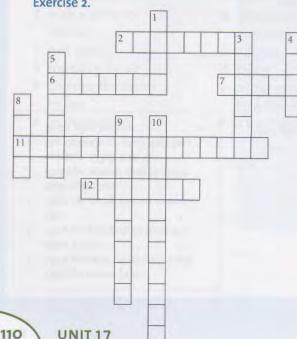
will/going to; everyone/someone etc. TV and radio Revision need; present continuous

- 1 2 21 Listen to the theme music of four TV programmes. Which kinds of programmes do the pieces of music introduce? Choose from the box.
- 2 Look at this page from a TV guide. Label the columns using the words in the box. Which programmes would you choose to watch?

Documentary News Costume drama Children's programmes Sport Soaps Game shows Police drama







#### Across

- 2 It's good to have lots of TV ... to choose from. (8)
- 6 Each part of 5 down (7)
- 7 see 12
- 11 Will it rain tomorrow? Check the .... (7, 8)
- 12, 7 We enjoy the clothes as well as the story in a .... (7,5)

#### Down

- 1 If you like answering questions, why not enter a ...
- 3 A number of programmes about the same subject with a new story each time (6)
- 4 A story about a group of people which continues for years (4)
- 5 A story that continues through several programmes (6)
- 8 How can we find out what is happening in the world? Watch the .... (4)
- 9 The person who introduces a programme (9)
- 10 A programme which gives us true information (11)



## Listening

- 1 Café Europe is a radio soap. Look at the photographs and talk about the characters. Would you like to meet any of them? Who?
- 2 Look at what happened last week in Café Europe.

LAST WEEK First, Mario had a quarrel with the chef and the chef left. Next, Claudia decided to sell her car and Karim wanted to buy it. Then, Adam, an old friend, arrived to share Karim's flat. Nathalie wanted to borrow Claudia's car. Claudia wasn't happy about the idea, but in the end she agreed.

What will happen this week? Look at these predictions.

- a The chef will come back.
- b Nathalie will get a job in the café.
- c Adam will meet Nathalie.

Do you think they are right? Discuss your predictions. Write some down.

- 3 222 Listen to the first part of this week's episode and answer these questions.
  - a What does Mario need? A new chef.
  - b What does Nathalie need?
  - c Why will Nathalie go to see Mario later?

- 4 23 Listen to the second part of this week's episode and answer these questions.
  - a Where are Karim and Adam? In Karim's flat.
  - **b** What does Karim show Adam?
  - c What did Adam see yesterday?
- Listen to the rest of this week's episode. Check these facts. Write *true* or *false*, then compare your answers with another student.
  - a Karim is going to pay Claudia next week. *false*
  - **b** Claudia believes her car is in good condition.
  - c Claudia thinks Mario will offer Nathalie a job as a waitress.
  - d Nathalie is a good cook.
  - e Nathalie knows Adam well.
  - f Adam knows something about Nathalie.

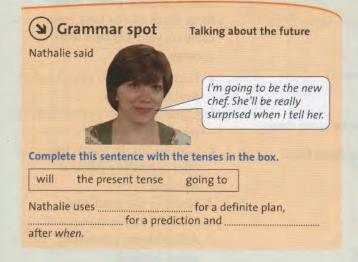
## Language focus

### Will future

1 Look at the predictions you wrote down in Listening Exercise 2. Were your predictions right? Are you usually good at guessing what will happen when you watch soap operas?

+	I, you, he, she, we, they	will	go.
		won't / will not	
?	Will	I, you, he, she, we, they	go?

- 2 Listen to the whole episode again if you need to. Refer to the tense table and say what you think will happen in the next episode. Discuss these questions.
  - a Why does Nathalie need money?
  - b Will Mario find out about Nathalie's cooking?
  - c Will Claudia find out about her car?
  - **d** What will happen at the beginning of the next episode?
- 3 Complete the sentences about the future. Use will.
  - a Next month, the weather will be colder.
  - b Next year, some of my friends
  - c In the next century, the weather _____
  - d Next week, our teacher
  - e In 2018, I
- 4 Use your own ideas to make sentences using won't.
  - a Next month, we won't have lunch in the garden.
  - b Next year,
  - c In the next century,
  - d Next week,
  - e In 2018,
- Talking about the future



- 1 Work with a partner. Look at the Grammar spot and complete these sentences.
  - a I'm going to buy (buy) some flowers for my mum. She 'U be (be) very happy when I give (give) them to her.
  - b My brother (leave) college.

    My dad (get) very angry
    when he (hear) the news.
  - c I ______ (not join) my friends' demonstration. They _____ (be) disappointed when I _____ (tell) them.
  - d Our teacher ______ (give) us a test.

    We ______ (not enjoy) it when
    she ______ (give) it to us but it
    ______ (help) us to check our
    progress.
- 2 Now write similar sentences using your own ideas. What are you going to do at the weekend / next year? What will your friends/parents say? What is your family / your class going to do next summer / next week? What will they / other people think about that?

#### GF page 210

# Everyone/everybody, no one/nobody, someone/somebody or anyone/anybody

- 1 Look back at the photograph of the people in *Café Europe* and answer these questions.
  - a Who is looking at the camera?
  - **b** Who is wearing a hat?
  - c Is anyone wearing a tie?

hoose the correct	is table with one of the word in the sentence be anyone no one so	pelow:
+	-	?
Today, everyone wants coffee.	(a) wants tea.	Does (b)want a biscuit?
There is	There isn't	Is there (e)in the house?

## (S) Corpus spot



Correct these PET students' sentences.

- a There isn't nobody on the beach.
- b We looked for my ring but anyone found it.
- c I saw that everybody were dancing.
- Write some sentences like these about the people in your classroom.

Everyone is writing.

No one is shouting.

There isn't anyone who enjoys homework.

### «Activity» Everyone has something

1 Look at the pictures. What are these things?



2 Work in a group.

Which of these things does everyone have in their bedroom?

Which does no one have?

Ask about other things.

Ask: Does anyone have ... in their bedroom?

### «Pronunciation»

- 1 2 25 Look at these three sentences and listen to the recording. Each sentence has two words with the same vowel sound. Underline the words. Say the sounds, then the words, then the sentences.
  - a She's got a large car.
  - **b** My toes were all sore.
  - c Take the third turning.
- Work with a partner. Look at these sentences and underline any words containing one of the three sounds. Then copy the words into the table below.
  - a My head hurts when I talk too much.
  - **b** I saw the shirt this morning.
  - c I need to earn more money.
  - d I can't see in the dark.
  - e These doors aren't dirty.
  - f You must learn to work harder.
  - g I only heard half the story.

/o:/	/3:/ hurts	
talk		

3 226 Listen to the recording and check your answers. Repeat the sentences.

### «Activity» A script for a soap

Work in a group. Do one or more of the following activities.

- a Decide on a story for next week's episode of Café Europe.
- **b** Write some dialogue for next week's episode and learn it.
- c Act out your episode for the rest of the class.
- d Write a summary of one of the episodes your class acted.



### **Activity** Predictions

- a On a piece of paper, write four sentences about what someone in the class will and won't do in the future. Don't say who you are writing about.
- **b** Read out your sentences and see if the class can guess who you have written about.

# Exam folder 17

## **Reading Part 4**

In this part of the exam, you read a text and answer five questions about it by choosing A, B, C or D.

- On the opposite page, there is a text and some questions. Don't look at the text yet. Here is question 1. What can you learn from it about the text?
  - 1 Why has Class 10 written this letter?
- 2 Now look at questions 2–5 below and make guesses about what you are going to read.
  - 2 Why is Parson's Place particularly important, in their opinion?
  - 3 What will cause traffic jams?
  - 4 Class 10 believe that ordinary people who live in the town will probably soon ...
  - 5 Which of these posters has Class 10 made?
- 3 Now read the text. If you don't know the meaning of a word or phrase, don't stop. Read on to the end and try to understand the text as a whole.
- 4 Follow these instructions.
  - a Look at question 1 on the opposite page. Find clues in the text which tell you why Class 10 have written the letter. Quickly read the whole text again and answer question 1.
  - b Look at question 2 on the opposite page. Find the two sentences which give Class 10's opinion about Parson's Place and underline them. Now answer question 2.
  - c Look at question 3 on the opposite page. Find the paragraph in the text which talks about traffic. Read this paragraph carefully and answer question 3.
  - **d** Look at question 4 on the opposite page. Find words in the text which mean the same as *ordinary people*. Read the whole paragraph and answer question 4.
  - e Look at question 5 on the opposite page. Can you answer it without reading the text again?

#### **Exam Advice**

Some of the questions ask about facts and some ask about opinions.

We students of Class 10 have learnt of a plan to build three hundred houses on the land called Parson's Place which is behind our college! Few people know about this new plan to increase the size of our town. We all feel Parson's Place is special because we've visited it with our families since we were small children and we still like going there. It is a beautiful natural area – the small wood has many unusual trees and the stream is a great place for children to play. It's very quiet and safe because there are few houses or roads nearby. We think that losing this area will be terrible because there are no other similar facilities in the neighbourhood.

We are also against this plan because it will cause traffic problems. How will the people from the new houses travel to work? The motorway and the railway station are on the other side of town. Therefore, these people will have to drive through the town centre every time they go anywhere. The roads will always be full of traffic, and the tourists who come to see the lovely old buildings will leave. Shops and hotels will lose business. If the town really needs more homes, the empty ground beside the railway station is a more suitable place.

No doubt the builders will make a lot of money by selling these houses. But, in our opinion, the average family will quickly be made poorer by this plan, and we will lose a very special place.

We're going to the local government offices on Monday afternoon to protest about this plan and we hope that the rest of the college will join us there.

Read the text and questions below.

For each question, circle the letter next to the correct answer – **A**, **B**, **C** or **D**.

- 1 Why have the students written this letter?
  - A to persuade the government to build new houses
  - **B** to protest about a new motorway near the town
  - C to encourage more people in the town to use Parson's Place
  - **D** to inform other people about the builders' plans
- **2** Why is Parson's Place particularly important, in the students' opinion?
  - A because it is near the football ground
  - B because lots of people live near it
  - C because it is a place near the town where people can enjoy nature
  - **D** because local people can get there easily by car from the town centre

- 3 What will cause traffic jams?
  - A building on Parson's Place
  - B building near the railway station
  - C tourists in the narrow streets
  - D people going to the shops and hotels
- 4 The students say that ordinary people who live in the town will probably soon
  - A open new shops and hotels.
  - B choose to live near the station.
  - C be able to buy new homes.
  - D have less money.
- 5 Which of these posters have the students made?
  - SAVE OUR SPORTS GROUND
  - SAY NO TO HOUSES ON PARSON'S PLACE
  - WE NEED HOMES NOT HOTELS
  - USE THE TRAIN NOT THE ROAD















## Introduction

1 What kind of film is each one? Use the words in the box below and write them next to the films.

action film cartoon/animation comedy historical film horror film love story musical science fiction film

Do you know the names of any of the films?

2 Work in a group. Tell the other students the story of a film you saw recently. Can they tell you the name of the film? Use the words in the box to help you.

At the beginning At first Suddenly
Then Next At the end

- 3 What kind of film did you talk about?
- 4 Tell the other students what kinds of film you like best. Who is your favourite film star?

## Reading

- Before a day's filming begins, what do the actors have to do? What do the film crew have to do? Use these words to help you:
  - actor director costumes lighting microphone camera crew dressing room make-up
- 2 Quickly read this newspaper article. How much of the film did they shoot during one day?

# A Day's Work at the Seaside

Do you know how
many hours'
preparation are
needed to make a very
short piece of film?
Our reporter went
down to the beach
to find out.

ive o'clock was very early in the morning for me but I wanted to get there to see all the preparations. The beach looked a bit different from usual and not just because the tourists were all missing at that time in the morning.

But there were plenty of people around. I noticed several caravans in the car park with men and women going in and out of them. I soon realised that one caravan was the make-up room. The actors went in as one person and came out looking like someone else. In fact they looked completely different when they came out – some older, some younger, some more handsome. One actress spent a whole hour with the make-up artist. When she went in she was 25 and when she came out she was 65!

Another caravan was the dressing room and the actors went in dressed in ordinary jeans and T-shirts and came out in the clothes of the 1920s. They all looked very relaxed, sitting on picnic chairs on the beach, chatting and drinking coffee — they were obviously well prepared.

The camera crew were very busy — they were moving the cameras into the right positions. The rest of the film crew were setting up the lights and checking microphones. I had a chat with a man called Ted — he was very keen to tell me about his job, which was to clear all the rubbish from the beach. The beach needed to be completely clean and he had to make sure there was nothing modern in sight because the film is

about the 1920s. He even had to move some notices.

The director told everyone what to do. I looked for the star of the film, Alexia Harris, but I couldn't see her anywhere. She finally arrived at about 10 o'clock and looked rather annoyed because she had to wait for a technician to check the microphones.

I got the answer to my question — how long does it take to shoot a film? They shot only ten minutes of film in one whole day and the film crew were there for ten hours. I think I prefer my job — at least I don't usually have to get up at 5 am! But it was fun to be a visitor for a day.

3 Read the article again. What did the actors do? What did the film crew do? Put a tick or cross next to the following:

The actors	The film crew	
went to the make-up room	set up the lights	
went to the dressing room	moved the cameras	
read the scripts	checked the microphones	

- 4 Without reading the text again, say if these sentences are true or false.
  - a It was too early for holidaymakers. true
  - b The actors slept in the caravans.
  - c In her make-up, one of the actresses looked older than she really was.
  - d The actors wore their normal clothes in the film.
  - **e** The star of the film was angry because other people were late.

5 Would you like to work for a film company? Which of these jobs would you like to have – director, actor, make-up artist, costume designer, camera operator, lighting technician, sound technician? Which job is the most popular?

## Vocabulary spot

When you read, underline words that you can use to talk about yourself and your interests. For example, you may want to talk about films in a Speaking test.

## Language focus

### Past perfect

We form the past perfect with had + a past participle.

+	I She	had	arrived.
-	You It	hadn't / had not	arrived.
	Had	they she	arrived?
			(point of time in the past)

When Alexia arrived at the beach,

they had moved the cameras.

1 Work with a partner. Look back at the article on page 117 and complete the sentences below. Use the box above to help you.

When Alexia arrived, ...

- a the actors <u>had changed their clothes.</u>
  (change / clothes)
- b the actors ______(visit / make-up artist)
- c the rest of the film crew ______(set up / lights)
- d a man called Ted ______(clear / rubbish)
- e the director ________(tell / everyone what to do)
- f the technician ______(not / check / microphones)

When the reporter left, ...

- g they ______(shoot / ten minutes of the film)
- (shoot / ten minutes of the film)

  h the film crew ......
- (be / ten hours)
   Write down the age you first did these things. Guess if you can't remember. Put X if you haven't done something.

travel abroad fly in an aeroplane learn to read

learn to swim

move house or flat start school

see a film at the cinema play a computer game

Then make two sentences like these.

By the time I was six, I'd started school but I hadn't learnt to read.

Ask a partner questions like these.

By the time you were seven, had you travelled abroad?

### Past perfect and past simple

- 1 Answer the questions about the two sentences below. Then complete the Grammar spot.
  - A When Alexia arrived, the film crew had set up the lights.
  - B When Alexia arrived, the film crew set up the lights.

In which sentence did two things happen at almost the same time? *Sentence A / Sentence B* In which sentence did one thing happen before another? *Sentence A / Sentence B* 

(V)	Grammar spot
Past	perfect and past simple
Writ	e the correct tense in the gaps – past perfect or past ple.
	en two things happen almost at the same time, we thetense in both sentences.
	tense for the first event and the tense for the second event.
	ut the past simple or the past perfect in these entences.
a	When the actress came out of the make-up room, she waved (wave) to me.
ь	When they stopped filming, they all

- c When Alexia arrived, they ________(not finish) checking the microphones.
- d When I got there, the director ......(welcome) me.
- e When I arrived at the beach, the film crew (be) there for hours.
- f When Alexia arrived, she _____(be) annoyed.
- g When the actor came out of the dressing room, he ......(change) his clothes.
- h When I saw the film star, I ...... (not recognise) her.

☑ GF pages 210-211

3 Complete this part of the story of a film. The film company were shooting it on the beach (see page 117). Use verbs from the box in the correct tense – past simple or past perfect.

decide live be take remind not know cover not see put write find start write be meet dig read return

Į.	1921, a woman (a) returned to the town where she
111	1921, a woman (a) returned to the town when the beach  as a teenager. She was walking along the beach  a friend who she (d)
(b	)as a teenager. She was wanting a re- hen she (c)a friend who she (d)
W	hen she (c) her that one day when they were
fo	r ten years. He (e)a bale in the sand, they
Se	a bottle in it with some poems inside that they
(8	to each other and then they (i)1
(1	to each other and then they (i)it  to each other and the bottle. After an hour, they  p. They (j)to find they (l)to
u	p, They (j) to find the bearing to find the bearing to the place and they (l) to still there.
1	· The bottle (m)
	a / \ If OHI OH HIC HOLE dire
1.0	The letters they (b)
	L athor ton years Deroie, They (4)
1	very embarrassed and (r)what to say.
	The state of the s



### ¥ GF page 211

### «Pronunciation»

- 1 Most of these words have the same vowel sound in the last syllable.
  What is it? Which two words have a different sound?
  woman important holiday camera letter appointment newspaper horror preparation telephone actor answer
- 2 2 Listen and repeat the words after the recording. Were you right?
- 3 Here are some definitions. What are the words they define? Write them in the correct columns below.
  - a They pretend to be other people in a play or film.
  - **b** The opposite of non-fiction.
  - c The opposite of same.
  - **d** A v..... is someone who comes to your house for a short time.
  - e Someone aged between 13 and 19.
  - f You get them in the post.
  - g An adventure film has lots of ac......
  - h A shop .....helps you buy something.
  - i You ask this before you get an answer.
  - j He or she tells everyone what to do in a film.
  - k A violin is a musical _____.
  - 1 He or she teaches you.

ending in er(s)	ending in or(s)	ending in tion	ending in ant or ent
	actors		

4 2 28 Listen and repeat the words.

### **Activity** Telling a story

- 1 Your teacher will give you a card which shows a scene from a film. Four other people in your class have other scenes from the same film. Find the people with the other scenes from your film.
- Now work together in your group and invent an ending for your film.

### «Activity» Films

Your teacher will give you a quiz about films. In teams, try to answer the quiz questions. Which team gets the most answers correct?

## Exam folder 18

## **Listening Part 3**

In this part of the exam, you listen to a recorded announcement or someone speaking about a particular subject. You fill in the words which are missing from some notes. You hear the recording twice.

 Look at this advertisement outside the Victoria Cinema and complete the spaces with the correct words.

performances discounts a programme box office screens

VICTORIA	CINTRMA

Ask inside for (a)..... of films showing this week.

(b)..... open from 10.30 every day.

Four (c)..... every day.

Two (d).....

(e)..... for students and children.

- 2 Here are some sentences about a cinema. Complete the spaces with any suitable words.
  - a The film begins at _____.
  - **b** There is a late performance on
  - c The cinema is next to the .....d The film won a prize for the best
  - d The him won a prize for the best
  - e The film is in ...... with subtitles.
  - f The film is suitable for
  - g The tickets cost .......
  - h Phone _____ for more information.

#### Exam Advice

You can guess what kind of words you need to listen for.

3 Look at these notes about the Victoria Cinema. Some information is missing. What kind of words will you listen for?

1	ICTORIA CINEMA
f	ilms showing from 7 July
	ne Summer Night – normally three performances but nly one at 7.30 pm on <b>(1)</b>
	alk by the <b>(2)</b> of The Violinist on leadnesday.
	ate-night film Dead Men's Shoes has won a prize for he (3)
	n Saturday at 5 pm you can see the film A
D	angerous Game in (4) with subtitles.
C	hildren's film club:
8	t 10 am The Young <b>(5)</b>
8	t 11.30 am The Mad Professor
Y	ou can book tickets by phone between 10.30 am and
1	6)pm with a credit card.

- 4 2 29 Do this exam task.
  - You will hear a recorded message giving you information about films.
  - For each question, fill in the missing information in the numbered space.
- 5 Listen again and look at the recording script to check your answers.

# Writing folder

## Writing Part 2

1 Complete each of these three sentences with words from the box. How do you decide?

a I'm arriving at the station at 3.15
b I've done lots of shopping
c I had a great time at the concert

- 2 Read the three questions below, then discuss what verbs/ tenses you will use in your answers. How do you decide?
  - You are spending the weekend at a friend's house. Write a postcard to your brother or sister. In your postcard, you should
  - say what the house is like
  - say what you have done this morning
  - tell him/her your plans for the rest of the weekend
  - 2 You are spending next weekend with some friends who live in the country. Write a postcard to them. In your postcard, you should
  - say how you plan to get there
  - ask about what you will all do
  - · tell them what time you will arrive
  - 3 You spent last weekend at a friend's house. Write a postcard to your friend. In your postcard, you should
  - say what you enjoyed most
  - tell him/her about your journey home
  - tell him/her your plans for next weekend
- Work in a group. On a piece of paper, write an answer for one of the questions in Exercise 2. Write 35–45 words.
- 4 Pass your answer to another group. Look at the piece of paper your group is given. Which question does it answer? Has the group used the right tenses?

#### **Exam Advice**

Read the question very carefully to find out what tenses you need to use.

# Units 13-18 Revision

## **Speaking**

- 1 Work with a partner. Look at these sentences. Say if each sentence is true for you and give your partner some extra information.
  - **a** I spend lots of money on shoes because I want to look really fashionable.

Yes, that's true. I go shopping every week and I buy lots of shoes. My favourite designers are ...

OR No, that's not true. I prefer comfortable, old trainers. I usually buy ...

- b There aren't enough clubs for young people in this town.
- c I used to live in the country.
- d I'd never been to another country until last year.
- e It'll probably rain tomorrow.
- f Everyone in this class likes frightening rides at funfairs.
- g In this country, you can get married when you are fifteen.
- h We have to take an exam at the end of this course.

## Vocabulary

2 Use one word from the box to fill each space.

adventure coast entrance from in instructions on rope square tower tunnel

I saw an (a) adventure film last week. The story wasn't very easy to believe but it was quite exciting. It was about a man and a woman who were locked in a high (b) _____ on a mountain and they had to reach the (c) _____ where they had left a boat. So they made a (d) _____ out of a shirt and climbed down from the window. They decided to walk through a (e) _____ to the other side of the mountain. They didn't know where it went but (f) the way they found a coin from their country on the ground. Then they suddenly came out in (h) sight apart (i) one old man who was sitting in the (j) _____ to a museum. He gave them (k) _____ about how to reach their boat and in the end they were safe.

3 This email contains sixteen mistakes which are often made by PET students. Can you find and correct all of them? The first one has been done for you.



Dear Hanna

How are you? I hop you're well.

I'm fine. I went shoping yesterday with my freind Embecouse it was my birthday and I recived some more I saw a beatiful jacket in my favourit cloths shop. I tried it on an it was confortable. But I though it was to expensive. Then Emilia showed me the ticket — it was half prize! I bought it, than we decided to go to ristaurant which is near their. We had a very good

love from

Miki

4 Think about the meaning of these words.

Mark the odd one out in each of these lists.

- a leather pattern plastic silk
- b roof sofa stairs wall
- c belt collar curtain sleeve
- d amazing awful dull horrible
- e boots gloves socks trainers
- f anxious nervous sensible worried
- g basin cooker shower toilet
- h break damage save smash

### CARMININA.

<ul> <li>Choose the correct word, A, B or C, for each space.</li> <li>My grandmotherB use to wear jeans when she was young.</li> <li>A hasn't B didn't C wasn't</li> </ul>	7 Look at the pairs of sentences below. Fill the spaces with words from the box so that the second sentence means the same as the first. Some words fit more than one space.
<ul> <li>2 I give my friend a lift because my brother had borrowed my car.</li> <li>A couldn't B mustn't C shouldn't</li> </ul>	ean can't could don't have to has to have to might mustn't need used to
<ul> <li>3 Will you come to my house after</li></ul>	a It's OK to park here if you work at the hotel.  Hotel employees can park here.  b I'm not sure if that's my brother's DVD.  That DVD belong to my brother  c Do not bring ice creams into this shop.  You bring ice creams into this shop.  d I've never learnt Portuguese.  I speak Portuguese.  e I can finish this work without your help.  You help me finish this work.  f In the past, people walked more than they do now.  People walk more than they do now.  g Everyone helps tidy the club after parties.  It's a rule.  Everyone help tidy the club after parties.  It's quite hot, so a coat is not necessary.  It's quite hot, so you bring a coat.  i In England all motorcyclists wear helmets because that's the law.  You wear a helmet on a motorcycle in England.  j Perhaps that's the letter about my new job.  That be the letter about my new
<ul><li>6 A Are you going to wait here until the rain stopped?</li><li>B Are you going to wait here until the rain stops?</li><li>C Are you going to wait here until the rain will stop?</li></ul>	job.  k If you want to visit Japan, it's necessary to get a visa.  You a visa if you want to visit Japan.

# Happy families

Grammar expressions + to/-ing; make and let
Vocabulary families; agreeing/disagreeing
Revision advice

## Introduction

1 Look at Daniel's family tree. Read what he says about his family below and then fill the spaces using some of the words from the box. Two of the words don't fit anywhere.

























I've moved away from the town where I grew up. When I go back it's quite easy for me to visit all my relatives because most of them live in the same part of town. In fact my (a)







brother-in-law aunt daughter ex-wife sister cousin nephew son grandmother stepmother husband niece uncle half-sister

(c) ...... Hugh lives in the next street to my grandma and my father lives about ten minutes away, so my grandma has

all her children near her. That's good because her (d) ...... Bob, died a few years ago, so she's alone now in the house. My parents got divorced about ten years ago and my father remarried. My (e) _____Sarah and I weren't sure about our new

(f) ......, Clare, at first but now we like her a lot. She She's called Emily. Emily is only six and I have a

(h) _____, Leo, who is the same age. I also have a (i) ......called Anna. I get on really well with my

and I often visit them. I have one (k) _____ called Michael. We used to play together a lot when we were small. Michael married young and he's divorced now but we still see his

(I) ......, Joelle, because she's my sister's best friend.

2 Work with a partner. Tell your partner about your family or another family. Your partner draws the family tree for you. Now do the same for your partner's family.

## Listening

1 2 30 Listen to four people speaking. What position are they in their families (oldest, middle, youngest, or only child)? What disadvantage does each person talk about?

Speaker	Position in family	Disadvantage
Rebecca		
George		
Charlotte		
Peter		

2 Read these descriptions. Write Rebecca, George, Charlotte and Peter against the correct heading. Add your name to one of the headings.

# Youngest children

- ★ love taking risks
- ★ have a good sense of humour
- ★ often refuse to do what other people tell them
- ★ are interested in studying artistic subjects

## Middle children

Oldest children

★ expect to do well

★ like keeping rules

★ are good at solving arguments

★ are good at looking after other people

★ need to keep everything tidy

- * enjoy being with other people
- * are good managers and leaders
- ★ don't mind changing their plans

- ★ prefer being with adults
- * are quite serious
- * are afraid of failing
- * are hard-working
- 3 Listen again and look at the descriptions above. For each person, put a tick (/) next to the things they do or did.
- 4 Find other people in the class who are in the same position as you in their family. Discuss how you feel about your position in your family. Do you agree with what the descriptions say? Use language like this to help you.

I agree that ...

I don't agree that ...

It's true that ...

It's not true that ...

EXAMPLE: I agree that middle children enjoy being with other people.

5 Are there any other things your group wants to add to the list? Use language like this to help you.

We think ...

In our opinion, ...

Tell the rest of the class about what you discussed. What is the best position in a family?



() Corpus spot



Correct these mistakes made by PET students.

- I am agree with you about the new restaurant.
- Are you agree about that?
- I hope she will be agree to come with us tomorrow.
- d My friend was agree to meet me at 7.30.

## Language focus

### Words followed by to or -ing

1 The words in the box are from the descriptions on page 125. Are they followed by to or -ing? Put them into the correct column below.

> expect be good at need like enjoy don't mind love refuse be interested in be afraid of

Verbs and expressions followed by to	Verbs and expressions followed by -ing
expect	be good at

2 Add these words from the recording to the table above. Your teacher will give you the recording scripts.

> look forward to be fed up with would like begin start stop continue try seem arrange want learn prefer

Which words are in both columns? Write them here.

#### Verbs followed by to or -ing

3 Are these words followed by to or -ing? Write them in one of the columns above.

hope	agree	promise
plan	decide	offer

4 Look at these two sentences. What is unusual about make and let?
Rebecca says My parents didn't make me look after my little brother.
George says They never let you grow up.

Write down one thing your parents let you do when you were five years old and one thing they made you do. What about when you were ten? Compare with other people.

## Vocabulary spot

Use sentences from a listening or reading to help you learn words and expressions. For example, it is easier to remember which words are followed by to and -ing if they are in a sentence: I got fed up with reading stories. I try to be nice to them.

## (N) Corpus spot

to and -ing

0

Correct these mistakes made by PET students.

- a Don't forget write to me.
- b I am enjoying to be here on holiday.
- c I am looking forward to hear from you soon.
- d We decided catch the train back.
- e My parents didn't let me to stay in the hotel alone.
- f When we finished to eat, I went to my house.
- g I would like to met you and your family.
- h I am interested in to join this club.
- 5 Read these letters on a problem page in a magazine. Write the correct form of the verb in brackets. Use either to or -ing.



## Ask Anna

### Dear Anna,

I'm 17 and my sister is 14 and she's really annoying. When my friends come round to my house and we want (a) to go (go) to my room and be on our own, she expects (b) .....(be) with us and she refuses (c) ..... (go) away when I ask her. She always promises (d) ..... (sit) quietly but she loves (e) ..... (be) the centre of attention. She always spoils everything. Why doesn't she understand that I prefer (f) _____(be) with my friends without her? David

#### Dear Anna,

My brother and I are twins. We always got on very well until we left school last year. We enjoyed (g) .....(do) the same kinds of things - music, sport, and we had the same friends. But my brother's now at university and lives in a hall of residence and I have continued (h) ..... (live) at home. I really look forward to (i) (see) him at weekends when we arrange (i) (meet). But he often decides (k) (do) something with his new friends and isn't interested in (I) ..... (see) me. What shall I do? I'm not very good at (m) ..... (say) how I feel about things so he probably doesn't know. Martin

GF page 211

### Giving advice

1 Read the magazine's answer to one of the problems. Do you agree with it?

### Dear Martin,

You should try to have a group of friends of your own so you are busy sometimes too. Why don't you join a sports club and make some new friends or ask some of your old friends to go out with you? You ought to tell your brother how you feel. I'm sure he wants to see you too but you shouldn't expect him to spend all his free time with you. You'd better learn to do things without your brother because you both have your own separate lives now. Good luck.

Anna

2 Underline five expressions used to give advice in Anna's letter. Write them here.

#### Giving advice

You ______ you
You _____ to
You _____n't

...........

3 Work in a group. Write an answer to the other letter using the expressions above. Read your answer to the class. Do other students agree with you?

## «Pronunciation»

- 1 2 31 Listen and repeat these words.
  Which two are the odd ones out?
  this the think
  there then mother
  thing father other
- 2 2 Now listen to these words. For each word, decide if th is pronounced /∂/ as in their or /θ/ as in thirsty and write it in the correct column. Then listen, repeat and check your answers. their thirsty thank that both birthday thirty they bath although teeth Thursday weather mouth thousand

/ð/	101
their	thirsty

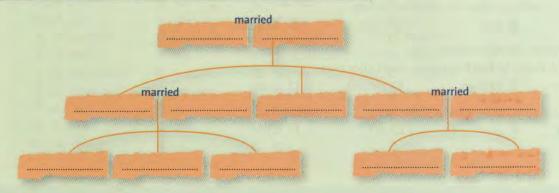
- 3 2 33 Listen to these sentences and repeat them.
  - a They're both thirsty on Thursdays.
  - **b** I think his birthday is on the fourth Thursday of the month.
  - c The weather is better in the north these days.
  - **d** This thing is worth one thousand and thirteen pounds.
  - e Their mother had healthy teeth then.
- 4 Work with a partner. Try saying the sentences as fast as you can.

### «Activity» Families

Look at this family tree. All the names are missing. You are a member of the family. Your teacher will give you a card telling you who you are. Ask other students who they are and write the names in the correct place on the family tree.

Fill in these names on the family tree.

Female:	Julia	Emma	Rosa	Jane	John
Male:	Simon	Tom	Sam	Robert	
	Ben	Paul	Jack		



# Exam folder 19

In this part of the exam, you have to choose the correct word to go in each space in a text.

## **Reading Part 5**

#### CHECK!

- a What will you do before you look at the questions?
- b Which is the example?
- c Before you choose your answer, what will you do?
- d If you don't know the answer, what will you do?
- e Where will you mark your answers?

1			able to come to the c	oncert.
	A few	B couple	C lot	D several
2			ad once been a hotel	
	A reported	B invented	C discovered	D reminded
3	The journey t	o Bristol	two hours longer	than usual.
	A spent	B took	C passed	D made
4	This desk is n doesn't fit ver	y well on it.	my old one and the	e computer
	A as	B than	C from	D to
5	Sheto drive.	to wear glasses -	- she really can't see w	vell enough
	A should	B can	C must	D ought
6		off two hours of ecause of the fog	earlier than usual to o	drive to
	A got	B took	C set	D put
7	While her bro	ther was	school Sarah used	his
	A to	B by	C on	D at
8	I wa	alking when the v	weather is fine.	
	A agree	B love		D decide
9			wasas 'Pel atest footballer ever.	é' and is
	A called		C named	D said

D still

C yet

B just

A already

- 2 Look at the photograph and the title of the text below. What are you going to read about?
- 3 Do the exam task.

Read the text below and choose the correct word for each space. For each question, circle the letter next to the correct word – A, B, C or D.

## **FATHERS AND SONS**

became the manager of West Ham and Frank senior took the job of assistant manager. Frank junior (7) ______ them and played for West Ham and then Chelsea in London

(8) ______Jamie went to the other side of the country and played for Liverpool for eleven years. Jamie and Frank aren't married to two sisters like their fathers. Jamie's wife is

(9) ____ singer who hasn't got (10) _____sisters.



0	A	during	В	on	C	by	D	for
1	A	cousins	В	nephews	C	brothers-in-law	D	uncles
2	A	train	В	training	C	trained	D	trains
3	A	to	В	at	C	with	D	on
4	A	wanted	В	preferred	C	enjoyed	D	liked
5	A	final	В	end	C	conclusion	D	finish
6	A	continued	В	missed	C	began	D	stopped
7	A	attended	В	joined	C	shared	D	added
8	A	but	В	so	C	because	D	also
9	A	the	В	one	C	а	D	that
10	A	some	В	no	C	few	D	any

# So you think you've got talent?

Introduction

modern/traditional

1 2 34 Listen to six different musical instruments and say what they are.

keyboard trumpet drum violin flute guitar a _____ b ____ c d _____ e ___ f

- 2 Do you play an instrument? What instrument would you like to play? Do you sing?
- 3 Listen to the different musical instruments again and compare them. You can use the following words: fast/slow loud/quiet happy, cheerful / sad beautiful boring, dull / exciting, crazy

EXAMPLE: The trumpet was the loudest. The violin sounded sadder than the drums.

- 4 Which instruments might you hear in a classical concert, a jazz concert and a rock concert? Write the names of the instruments.
- 5 What kind of music do you like listening to? Write the names of different kinds of music here.
- 6 A person who plays a guitar is a guitarist. What do we call people who play the trumpet, the piano, the violin and the drums? Write them in the table below.

-er	-or	-r	-ist
			guitarist

Add er, or, r or ist to these words to make the names of jobs. Write the jobs in the correct column of the table. act employ photograph art farm report dance journal teach direct manage dive novel

## ) Vocabulary spot

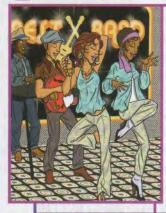
We often add er, or or r to nouns or verbs to make a word which is a job. Sometimes we add ist. Keep a list of the different jobs you learn. Add these to the jobs you learnt in Unit 3.

comparison of adverbs; so and such; connectives Vocabulary music; congratulating; saying what you like/prefer comparative adjectives

## Reading

1 A TV station has had a competition to find a new band. The three judges had to choose one of the bands below to go into the final. Look at page 131 and quickly read the notes they made when they were watching the bands. Write the name of each band next to their picture.











2 Which bands do you think came first, second, third and fourth? You will find out later.



#### Texas Team

The violinist didn't play as loudly as the other musicians so I couldn't tell how good he was - the drums and the guitar were very loud.

#### Eastside

Their music wasn't as good as their dancing. The guitarist played too loudly and they didn't have a bass guitar or any drums. I couldn't hear the keyboard player.

#### Third Avenue

The guitarist, Jason, played much better than the other guitarists. He's the best young guitarist I've heard for a long time. The keyboard player was quite good but the drummer needs a lot of practice.

#### The Storm

The two guitarists sounded very good. The drummer played much more quietly than the other drummers but she did very well.

## Language focus

### Comparison of adverbs

- 1 Read the judges' notes again and answer these questions, choosing one of the bands.
  - a Which drummer played loudly? Texas Team
  - **b** Which drummer played badly?
  - c Which violinist played more quietly than the others in the band?
  - **d** Which band sang the most beautifully?
  - e Which band danced the best?
  - f Which band danced the worst?
  - g Which band played better than all the others?
- 2 Now look at the judges' notes about Texas Team. Underline the answers to these questions.
  - a How did Mara sing?
  - b How did Texas Team dance?
  - c How did the violinist in Texas Team play?

## () Grammar spot

Comparison of adverbs

Look at these three sentences. Do they have the same meaning? Yes / No

Mara sang more confidently than the other singers. The other singers sang less confidently than Mara. The other singers didn't sing as confidently as Mara.

#### Texas Team

Mara sang more confidently than the other singers but she wasn't always in tune.

#### Third Avenue

The singer didn't look very happy. That was a shame because he's got a good voice.

#### Eastside

The singers didn't sing as well as the singers in the other bands.

#### The Storm

The singer sang beautifully. The songs were much more traditional than the other songs we heard but they performed them perfectly.



Maurice Moreno



#### Texas Team

They danced less professionally than the other bands but they made a lot of effort.

#### Clara Howlett

#### Third Avenue

They didn't dance as well as the other bands.

#### Eastside

They are excellent dancers, especially Sadie. Every step was perfect.

#### The Storm

The dancing was quite good.

- 3 Copy the other sentences you have underlined and then write them in two different ways.
  - a Texas Team danced less professionally

Texas Team didn't

The other bands danced

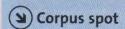
- **b** The violinist in Texas Team didn't play ... The ...
  - The ...
- 4 Now write sentences to compare these people.
  - a The Storm's drummer with the other drummers.
  - **b** Jason and the other guitarists.
  - c The Eastside singers with the other singers.

¥ GF page 211

### So and such

- 1 2 35 The judges announce the winner to go through to the final. Listen to their decision. Who came first, second, third and fourth? Did you guess correctly?
- 2 Listen again to the judge's speech and complete the spaces in these sentences.
  - a The violinist played so quietly that we couldn't hear him.
  - b They are _____ they should enter for a dance competition.
  - c The singer looked _____ we thought maybe he didn't want to win!
  - d The singer had _____ that we had to give them first place.

(S) Grammar spot	So, such and such a
Look at Exercise 2 and complet	e the rules using these words.
an adjective an adverb	an adjective + noun
So is used before	or
Such is used before	
Put these words in the correct good dancers great voice lo difficult decision	
Such + (adjective) + plural or uncountable noun	Such a + (adjective) + singular noun
good dancers	



So and such



Correct these mistakes made by PET students.

- a She is so kind woman.
- My grandparents are always such happy together.
- c She has a so pretty face.

### Congratulating and choosing

Look at the recording script. What does the judge say to the people who won and to the people who didn't win? Write the expressions he uses here.

Expressions to use when someone has won:

Expressions to use when someone has lost:

2 2 36 The winner goes through to the final with two other bands. Listen to the bands who play in the final. Decide who is first, second and third. Write some notes. Have a vote. Use these expressions:

I don't like ... I prefer ... to ... My favourite is ... The worst band is ... I like ... best.

### «Pronunciation»

- 1 2 37 Listen to some words and write them down. If you can think of more than one way to spell the word, write them both down.
- 2 Write the words you heard in these pairs of sentences.
  - a The best band won the competition. Only one group can win.
  - **b** _____ do the winning band come from? What shall I _____tonight?
  - I can't ____ the violinist.
  - d I really like _____ music. The winning band is over _____
  - Can you ____ that boat over there?
  - f They _____ like to win. My desk is made of _____.
  - g Their _____ is called Harry. The _____ is shining.
  - h mother is 50 tomorrow. The bus comes once an

3 Make six sentences from this table.

EXAMPLE: The fans were so excited they were jumping up and down.

- a The fans were so -
- b They danced so
- c The concert was in such good seats d The seats were so a small room
- e The fans made such
- f We had such
- well

excited-

expensive

a terrible noise

- (that) we couldn't afford to go.

I wanted to watch them for ever.

we couldn't hear the band. there wasn't space for everyone.

we could see very well.

they were jumping up and down.

¥ GF page 211



#### Connectives

1 Here is an interview with a band who recently won the 'New Band on the Block' competition. Read it through quickly. Then complete the script with the words in the box.

although as as soon as because but either or so so

2 The band were asked another question. Join their sentences together using the words in the box. Use each word once only.

because but although or so

What do you do in your spare time?

## How did you feel when you knew you'd won?

Mark: We were really surprised.
We'd heard all the groups
(a) 50 we knew
they were brilliant.
Michelle: I cried. I'd really
hoped to win (b)

#### Do you all get on well?

Anika: Yes. (c) ______ we have arguments like any band, we like doing the same things and we care about each other. We've been together for two years now (d) _____ we know each other really well.

Tanya: I hope we'll be together forever.

Michelle: Yes, we go out together in the evenings (e) _____ we like doing the same things.



#### What are you all going to do now?

Jamie: Well, (f) ______ we've won the competition, we're going to appear on the Pop in the Park programme on Saturday.

Anika: And then we're going to record a CD (g) _____ we can.

Mark: After this interview, I'm (h) _____ going to go out dancing (i) ____ lie on the sofa. I can't decide.

#### Jamie:

I play football a lot. I won't have much time to do that in future.

I play football a lot but I won't have much time to do that in future.

#### Michelle:

I try to go to the gym three times a week. I like to keep fit.

#### Anika:

I go shopping. I go swimming. Mark:

I go racing on my motorbike. I'm not very good at it.

#### Tanya:

I'm busy writing songs for the band. I don't have much spare time at the moment.

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## (3) Grammar spot

Connectives

Use the words in the box to complete the rules and the examples.

although as because but either or so

- a We use ______ or ____ when we give a reason for something.

  I didn't go swimming _____ I had a cold.
- b We use ______ to give the result of something.

  The bus didn't come _____ I walked to the city centre.
- c We use ______ and _____ in the same sentence to give two different choices.

  We can _____ stay at home _____ go for a walk.
- d We use ______ or ____ to contrast or compare two ideas.

  The film was funny _____ it was too long.

  the film was funny, it was too

.....the film was funny, it was too long.

**Activity** Music quiz

1 Write five questions about pop music (or another kind of music) and give them to your teacher with the answers. Here are some ideas.

What is ...'s real name? Where was ... born?

Who sang ...?

Which country does the band ... come from?

Who is the singer in ...?

How old is ...?

What was ...'s first hit?

Which band has a musician called ...?

2 Work in teams and answer as many questions as you can.

## Exam folder 20

## **Listening Part 1**

In this part of the exam, you listen to seven short recordings and decide which of three pictures answers the question. You hear the recording twice.

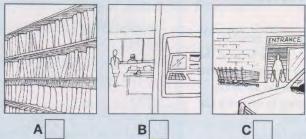
2 38 Do the exam task.

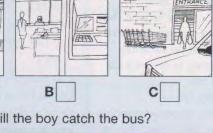
#### CHECK!

- a What will you look at before you listen?
- b What will you think about before you listen?
- c What will you do if you can't answer a question the first time?
- d What will you do if you can't answer a question the second time?
- e How many times will you hear the recording?

For each question, there are three pictures and a short recording. Choose the correct picture and put a tick (/) in the box below it.

1 Where will they meet?





2 What time will the boy catch the bus?







3 Which band does Robert play in?







5 What will the weather be like tomorrow?

4 Which is Lisa's new T-shirt?





B







B



#### **Exam Advice**

Sometimes you need to listen for a lot of information, sometimes only one small detail.

# Writing folder

## **Writing Part 3**

- 1 Read the exam question below and discuss what different kinds of story you could write. For example, could it be a story about
  - a visit?
  - a crime?
  - a journey?
  - a party?
  - a ghost?
  - a spy?
  - Your English teacher has asked you to write a story.
  - Your story must begin with this sentence:
     It was dark when I entered the house.
  - Write your story in about 100 words.
- Work in a group. Think about one kind of story from Exercise 1. Talk about what will happen in your story.
- 3 Write down five words which you need to tell your story. Are there any important words which you need that you don't know? Can you change the story to use words you know? Tell other people what you decide.
- 4 How can you make a story more interesting? Look at this paragraph.

I went into town to buy a CD. There was a man outside the shop. He was worried. He had a piece of paper. He asked my name. I told him. He smiled. He gave me a prize.

- 5 Now look at the paragraph below.
  - Yesterday, I went into town to buy a CD. A tall man with a long white beard was standing outside the shop. He seemed rather worried and he was looking nervously at a piece of paper. When he saw me, he asked, 'What's your name?' Although I didn't know him, I told him. Suddenly he smiled. 'You've won a prize!' he announced, and gave me a large brown envelope with my name on it.
  - a What adjectives has the writer added? Mark them in a colour.
  - **b** What adverbs has the writer added? Mark them in a different colour.
  - c The writer has added the words which the man said. Mark them in a different colour.
  - d Underline the other changes the writer has made.

#### Exam Advice

- Don't tell a story which doesn't fit the sentence you are given.
- Don't plan to write a story which needs words you don't know.
- Think about the words you will use.
- Try to make your story interesting by using different kinds of words.
- 6 Choose one of the sentences below to begin a story. Don't write the story, but write some notes, including some useful words.

When I reached the station, the train had left.

I found the book on my way home from school.

We took the wrong turning off the main road.

When we arrived at the hotel, the owner looked very worried.

- 7 Work with a partner. Tell your story to your partner.
- 8 Write your story in about 100 words.

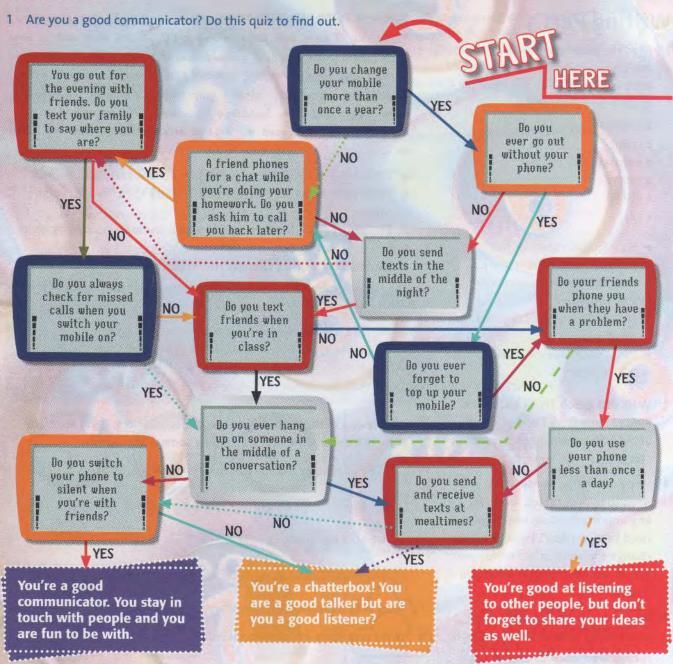
Grammar have

have sth done; tell/ask sb to do sth

Vocabulary making phone cal

commands; present simple; plans

## Introduction



- 2 Do you agree with your result? Why? / Why not?
- 3 Find expressions in the quiz which mean
  - a to pay money to a mobile phone company so that you can continue to make calls
  - b to turn on
  - c a phone call someone made to your mobile when it was off
  - d to end a phone call
  - e to phone someone again
- 4 When should people not use their mobiles? Why?



## Listening

- 1 302 You are going to hear a student called Ivan make four phone calls. Which conversations are with a friend and which are with strangers?
- 2 Put the conversations in the correct order.
- 3 3 Listen to the first three conversations again in the correct order. Here are some of the things the people talk about. Write down the words they use.

#### Conversation 1

- a Say who you are when you make a phone call.
- b Tell someone the reason why you are phoning.
- c Ask for another person's phone number.
- d Ask a friend to wait.
- a This is Ivan.

#### Conversation 2

- a Ask to speak to someone.
- b Tell the caller that the person they want cannot speak to them.
- c Ask the caller to phone again at another time.

#### Conversation 3

- a Ask for the caller's name.
- b Ask the caller to wait.
- c Ask the caller what he/she wants.

### «Pronunciation» Phone numbers

- 1 3 04 Listen to the end of Conversation 1 again.
  What is Mrs Lee's telephone number? How does
  Helen say it?
- 2 Say these telephone numbers, then write them in words.
  - a 357798 three five double seven nine eight
  - **b** 01223 277203
  - c 020 7584 3304
  - d 44 1273 509672
- 3 3 05 Listen and check your answers.

## Language focus

### Making phone calls

1 Complete the spaces in these telephone conversations with the expressions from the box.

a friend a friend of ask for I'm ringing to ring you may I speak let me know give me the number hang on one moment how can I how about this is told me meeting you very kind of would you like to

Convers	sation 1
Harry:	Hello?
Chloe:	Hello, Harry. (a) This is Chloe.
Harry:	Oh, hi, Chloe. How are you?
Chloe:	Fine, thanks. (b) to ask
	for your advice.
Harry:	Oh, really?
Chloe:	You told me (c) if I have
	problems with my laptop.
Harry:	Oh, of course.
Chloe:	Well, can you (d)
	of that company you use?
Harry:	Oh, yes. I've got it here somewhere.
	(e) a minute. Here it is. It's
	474747. (f)
	And say you're (g) of Harry's.
Chloe:	OK. Thanks very much.
Harry:	That's OK. (h) how you
	get on.
Convers	eation ?
	y: PC Solutions.
	(i) to Gareth Holmes,
Cinoc.	please?
Secretar	y: May I have your name?
	Oh, yes. It's Chloe Parsons. I'm
Cilioc.	(j) Harry Black's.
Secretar	y: (k) , please.
	Hello, Chloe? (I) help
Guretin.	you?
Chloe:	I need to get my laptop mended. Harry
	(m) to contact you.
Gareth:	
Om the	bring it in today? (o)
	this afternoon at half past four?
Chloe:	Oh, thanks very much. It's
	(p)you to help me.
Gareth:	Not at all. I look forward to

(q) _____.

2 Practise these telephone conversations. Work in groups of four.

#### 1 Student A

You want to buy a motorbike. Your friend knows a good motorbike shop.

Phone him/her and ask for the phone number.

#### Student B

You know someone who sells motorbikes. This is his business card.

#### 2 Student A

Phone the motorbike shop. Ask to speak to Steve Ellis. When you speak to him, explain why you are phoning him.

You are Steve's assistant. Answer the phone and pass the call to Steve.

#### Student D

You are Steve. Suggest a time to meet.

### Have something done

Mrs Lee said I'm having my office painted.

I, you, we, they he, she, it	+ has/have + am/is/are having + had	+ something	done
---------------------------------	-------------------------------------------	-------------	------

1 Alexi is an international football star. He has a busy training schedule and an even busier social life. He has lots of jobs done for him by other people. Look at the table above and complete the sentences below to show what he has done. Use a present tense.





a boots / clean b car / wash





c hair / style



d contract / check

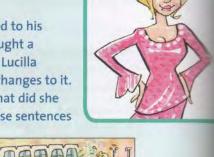


e autobiography / write

- a He has his boots cleaned after every match. b He ...... twice a week. .... before each match. d He ...... at the end of every season.



2 Last year Alexi got married to his girlfriend Lucilla. They bought a beautiful new house, but Lucilla wanted to make a lot of changes to it. She spent £1,000,000. What did she have done? Complete these sentences





a every room / paint



b indoor swimming pool / build

ansale Delas	



c	garden / redesign d all the carpets / change
	at test and added
a	She had every room painted.
b	She
	She
d	She
	But that wasn't all. Can you suggest two other
	things Lucilla had done to their house?
e	
-	

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### Reported commands and requests

## Ivan said: Helen told me to contact you. Commands

Do it! tell someone to do something
Don't do it! tell someone not to do something

## Ivan said: The teacher's asked me to write about a journalist. Requests

Please* do it. ask someone to do something Please* don't do it. ask someone not to do something

*Remember that *please* is an important word in English requests.

1 Alexi's team have just lost a match. He is phoning the manager. What does he want the manager to tell these people? Make sentences using Tell + the ideas in the box below.

don't go clubbing every night learn the rules of the game have his eyes tested leave the club and don't come back buy some good players

a the club owner

Tell the club owner to buy some good players.

b the coach

d the goalkeeper

c the rest of the team

e the ref

## Possessive pronouns and adjectives

## () Corpus spot

Reported speech



Now look at these PET students' sentences. Do they report commands or requests? Write the words these people said.

- a Peter asked me to read some of my poems.
- b Rodrigo told us to go to the hospital immediately.
- c lasked my friends to help me.
- d He told me not to lose the stone.
- e Shusha told them to call her at nine o'clock.
- 2 Report these requests and commands.
  - a Please help me, Julie.

    She asked Julie to help her.
  - **b** Don't forget your wallet, Michael.
  - c Please phone your dad from the airport, Angela.
    Angela's mum
  - d Please don't use my shampoo, Mandy.
  - e Phone the doctor immediately, Ronnie!

Ivan said to Helen: A friend of yours is a journalist.

This is another way of saying One of your friends is a journalist.

Rewrite these sentences using  $a _ of _$ .

- a One of my classmates is a dentist.

  A classmate of mine is a dentist.
- b One of Clara's aunts works in this office.

  An aunt of Clara's works in this office.
- c One of your classmates said you were ill.
- d She saw one of her friends on TV last week.
- e Kamran's lucky because one of his cousins owns a hotel in London.
- f One of Pedro's colleagues lives in our road.
- **g** I didn't realise that one of their friends played football for England.
- h I heard that one of my students met the Prime Minister last week.
- i I believe one of our neighbours has won the lottery.

#### ¥ GF page 212

### «Activity» Tell me about your life

- 1 Group A: You are journalists. You are going to interview Alexi and write a magazine article about him. Discuss the questions you will ask.
  - Group B: You are Alexi. Think about your life. What do you do every day? What's good and bad about your life? What are your plans for the future?
- 2 Each student in A now interviews a student in B and makes notes.
- 3 Group A: You are now Lucilla. Think about your life. What do you do every day? What's good and bad about your life? What are your plans for the future? Group B: You are now journalists. You are going to interview Lucilla and write an article about her. Discuss the questions you will ask.
- 4 Each student in B now interviews a student in A and makes notes.
- 5 Write your articles.

### «Activity» Mobile messages

Melen has a message on her mobile which plays when she doesn't answer. Listen and write it down.

Do you have a message like this on your mobile? Write one in English.

## Exam folder 21

## **Reading Part 3**

In this part of the exam, you read a text and decide if ten sentences are correct or incorrect.

1 You have to decide if the words in the question mean the same as the words in the text. Complete the words in the expressions on the right so they match the expressions on the left.

a our busiest day the m___ people

b reduced pay l___

c up to six m_____ of six

d forbidden not a_____e beyond the park out____ the park

- 2 The text opposite is about a shopping mall. Look at the sentences (1–10) in Exercise 4. What will you read about in the text?
- 3 Read the text quickly. As you read, underline the parts of the text which contain the answers to the questions.
- 4 Read the question and the part of the text carefully. Is each sentence correct or incorrect?

If it is correct, write A. If it is not correct, write B.

- 1 The park stays open later than the shops every day in summer.
- 2 There are the most people at the mall on Fridays.
- 3 There is an information centre on the same floor as the cinema.
- 4 The nightclubs are next to the swimming pool.
- 5 Students pay less for afternoon performances at the cinema than evening performances.
- 6 The mall has its own hotel.
- 7 The maximum number of people in a boat is six.
- 8 It is forbidden to ride hired bicycles outside the park.
- 9 Each level of a car park has different coloured signs.
- 10 The bus journey from the railway station takes 15 minutes.

#### **Exam Advice**

The questions are in the same order as the information in the text. Some parts of the text are not tested.

### THE SOUTH LAKES MALL

The South Lakes Mall offers 200 shops, a swimming pool, restaurants, a bowling alley and two nightclubs as well as 30 acres of parkland with three lakes.

### **Opening hours**

Shops Mon-Fri 10 am-9 pm

Sat 9 am-8 pm Sun 10 am-5 pm

Park 9 am-5 pm in winter

9 am-8 pm in summer

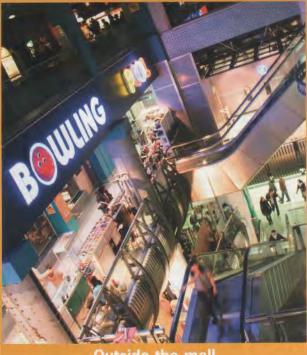
We have thousands of visitors every day, our busiest day of the week being Friday. To avoid the crowds, come on a Monday or Tuesday.

#### Inside the mall

When you arrive, go to one of our information offices to get a map. There is one by the main bus stop and another at the bottom of the escalator which goes up to the cinema.

The shops are all on the ground floor and you will find everything from specialised furniture stores to clothes shops and department stores as well as restaurants, a bowling alley and a swimming pool. On the first floor above the pool you will find a 12-screen cinema and two nightclubs. If you wish, you can buy entrance tickets for any of these facilities except the nightclubs from the information centres. Before 5 pm, entrance tickets to all facilities are reduced for students and the over-sixties.

If you wish to stay overnight, the information centres can give you a list of accommodation in the area, ranging from grand hotels to Bed and Breakfast accommodation.



Outside the mall

Make time to visit the 30 acres of parkland which surround the mall. Boats for up to six people can be hired and taken out onto one of the lakes for £12 an hour.

Bicycles can be hired every day for £6 an hour. There are 4 kms of paths but you are not allowed to take hired bicycles beyond the park.

#### Travel

The mall is located one mile from the M49. Just follow the signs from Junction 13. There is free parking for 10,000 cars and there are six car parks. Car parking spaces are never more than five minutes' walk away from an entrance. Remember where your car is parked by looking at the coloured signs – no car park uses the same colour and each level in the car parks is numbered.

It is just as easy to visit the mall by train. There is a rail service every 15 minutes from Central London. When you reach Barnwell station, jump on a number 19 bus to the mall. It's a five-minute journey and there's a bus every 15 minutes.



#### (Y) Corpus spot

A different kind of false friend!



There are some English words which are also used in other languages, but in different ways. Correct the mistakes in these PET students' sentences. Replace the underlined words with the correct English forms.

- a There are lots of campings that we like.
- b There aren't any shoppings or cinemas here.
- c I went quickly to the police office to tell them what happened.
- d I'll see you in the cinema parking at half past eight.

# **Strange but true?**

### Introduction

1 Look at the photographs. Discuss what you think they could be. Which ones show real things? Which ones show tricks, in your opinion?

Use words like these:

It could be ...

It might be ...

It can't be ...

It must be ...

I think someone made it.

I don't think it's real.

It's a trick photograph / a computer-generated picture.

2 Have you ever seen anything strange like this?
Do you know anyone who has?

Why do you think science fiction and UFO stories are so popular?

Grammar reported speech

Vocabulary reporting verbs; science fiction

Pavisian modals; present/past tenses; agreeing/disagreeing







## What did they say?!?

Mac Brazel had a farm in New Mexico, USA. One day in 1947, he found some strange silvery pieces of material in a field. Not far away a man called Grady Barnett found a large disc-shaped object which had crashed to the ground. They also found some bodies. Barnett and Brazel said that the bodies looked like humans but they were not humans. The US army has a base at Roswell near Brazel's farm. Soldiers arrived at the farm. They ordered everyone to go away. They collected everything the people had seen. Later they announced that a weather balloon had crashed there. They showed journalists some material. They said it was part of a weather balloon. Mac Brazel said that he had seen a different kind of material. He told the journalists that he would never believe the soldiers.

In early 1958, the Brazilian ship Almirante Saldhana was in the South Atlantic near Trinidade Island. Many of the crew said that on 16th January they had seen a strange UFO above the island. They said that it had had a ring around it like the planet Saturn. Although it moved away very quickly, a photographer on the ship had time to take a picture of it.





Canadian Stephan Michalak described what happened to him in 1967. He said he had gone to search for gold in a lake. Suddenly he saw two UFOs in the sky. He told people one of them had landed near him and he explained that he had approached it. Although it was very hot, he touched it. His shirt caught fire. Three weeks later he said he was still feeling ill, with strange burns on his chest and stomach.

## Reading

- 1 Look at the black and white photographs above. What do they show?
- 2 Read the reports in the magazine above. Which ones match the photographs?

## Language focus

### Reported speech

1 Look at the sentences in the direct speech column. Write the names of the speakers.

Who?	Direct speech	Reported speech	
a Barnett and Brazel	The bodies look like humans.	They said that the bodies <u>looked</u> like humans.	
b	A weather balloon crashed here.	Later they announced that a weather balloon had crashed there.	
c	It's part of a weather balloon.	They said itpart of a weather balloon.	
d	I saw a different kind of material.	Brazel said that hea different kind of material.	
e	I will never believe the soldiers.	He told the journalists that he	
f	On 16th January we saw a strange UFO.	Many of the crew said that on 16th January	
g	It had a ring around it.	They said that it	
h	I went to search for gold in a lake.	He said	
ĺ	One of them landed near me.	He told people	
j	I approached it.	He explained that	
k	I'm still feeling ill.	He said	

- 2 Work with a partner. Look at the sentences in the direct speech column again. Find the words in the magazine article which report them and mark them. Copy the missing words into the spaces in the reported speech column.
- 3 Now underline anything in the reported speech column which is different from the direct speech column.

EXAMPLE: The bodies look like humans.

They said that the bodies looked like humans.

# Grammar spot Reported speech Complete this table with the names of the tenses.

Reporting what people said Past simple I see aliens quite often. She said she saw aliens quite often. Present continuous → I'm feeling ill. She said she was feeling ill. (c) would + verb They said they'd (would) meet us later. We'll meet you later. (d) ...... → Past perfect I've seen lots of aliens here. She said she'd (had) seen lots of aliens Past simple → She said she'd (had) seen some aliens I saw some aliens last week.

4 Look at this report from the magazine. Write the sentences which report what people said on the right and the words they actually said on the left, as in the example below. Then underline the differences.

last week.

Franck Fontaine told a lot of people that aliens had kidnapped him. Two of his friends said that on 6th November 1979, at Cergy-Pontoise in France, they had seen a light all round Franck's car and then Franck had disappeared. Franck said aliens had taken him to their spacecraft and he had woken up a week later in the middle of a field. He said the aliens would return in August 1980 and he was meeting them in the field. Two hundred people said they believed him and went to meet the aliens but they did not arrive.

#### EXAMPLE:

Aliens kidnapped me. Franck Fontaine told a lot of people that aliens had kidnapped him.

5 Discuss the four stories from the magazine. Do you believe them? Can you explain any of them? Look at page 147 for some explanations.

6 Work with a partner. Tell each other what these people said. Use the present simple or the past simple. Write your answers in the spaces when you finish. a He said he knew Lily Allen. I know Lily Allen. **b** She said she worked in London. c They told us they lived in New York. d We explained that we didn't have any money. e He told me he had visited Paris last year. 7 Work with a partner. Tell each other what these people said. Use the present simple or the present perfect. Write your answers in the spaces when you finish. a I explained that I'd already had lunch. I've already had lunch. b They told her they had lost the keys and didn't know what to do. c He said he hadn't seen a UFO yet but he hoped to see one soon. d She told me she had already met some aliens and that they spoke good English.

e I told him I'd never eaten Martian

food before.

- 8 Report what these people said. Write your answers.
  - a I enjoy films about space travel.

    He said he enjoyed films about space travel.
  - b I don't enjoy cartoons. She said
  - c We're both fans of Manchester United. They said _____
  - d I haven't seen my brother for three weeks.
  - e My mum is making me a great birthday cake. He said
  - f My friend didn't invite me to her party.

    She said ______

#### ¥ GF page 212

### «Pronunciation»

- Cross out the consonants which are silent in these words.
   Practise saying the words.
  - comb when honest
- 2 Work with a partner. How many words with a silent consonant can you find in each sentence? Mark each word.
  - a Do you know what the answer is? Three
  - b The knives might be in the high cupboard.
  - c I've broken my wrist, my thumb, my knee and my foot.
  - d That foreigner could be a scientist.
  - e You need a bright light to write the receipt.
  - f Let's meet in half an hour.
- 3 Look at the words you found in Exercise 2. Are the silent consonants at the beginning, middle or end of the words? Write the words in three columns, as below. Cross out the silent letters. Are any of these letters always silent?

Beginning	Middle	End
know	what, answer	high

4 3 or Listen and repeat the sentences in Exercise 2.

## Maivity Who am I?

Work in a group. Your teacher is a famous person. The first group to guess who he/she is wins the game.

- Your group sends one person to ask the teacher for a clue. That person goes back to the group and reports what the teacher said.
  - EXAMPLE: She said she lived in the USA.
  - Then the group sends a different student for another clue.
- If your group thinks you know who the famous person is, you can write the name on a piece of paper and show it to the teacher. If you are wrong, your group must miss a turn of hearing the clues.



### Corpus spot

Said or told?



Choose the correct verb in these PET students' sentences.

- a My girlfriend said / told me that she had found a new flat.
- **b** She *said / told* that there would be a great party the next weekend.
- c Someone said / told me that it was a good place to spend the day.
- d Anabel said / told that she was fifteen years old.
- e Yesterday you said / told me that you wanted to come to the cinema.

### **CARRIVITY UFO survey**

1 Work with a partner. Find out what other people think about UFOs. Ask as many people as possible and write the number of people who agree with each statement.

### UFO SURVEY

Which of these statements is true for you?

- 1 I believe in UFOs.
  I'm not sure about UFOs.
  I don't believe in UFOs.
- I believe there's life on other planets. I think life on other planets is a possibility. I'm sure that there is no life on other planets.
- 3 I enjoy science fiction films.
  I like reading science fiction novels.
  I don't like science fiction.
- 4 I've seen a UFO.
  I've never seen a UFO.
  I'm hoping to see a UFO soon.
- 5 I've met an alien.
  I've never met an alien.
  I'll meet an alien one day.
- I know someone who has seen a UFO.
  I don't know anyone who has seen a UFO.
- 7 I know someone who has met an alien.
  I don't know anyone who has met an alien.
- 2 When you have finished, write a report about your most interesting results. Use numbers (or percentages, if you like).

#### EXAMPLE:

We spoke to twenty people. Five people said they believed in UFOs. Ten people said they weren't sure about UFOs. 25% said they believed in UFOs. 50% said they weren't sure about UFOs.

# Exam folder 22

# **Listening Part 4**

1 In this part of the exam, the speakers usually express opinions, beliefs and feelings. Look at the words in the box. Can you fit them into the sentences below?

anxious astonished <del>certain</del> cheerful cross embarrassed grateful unsure

a	Are you absolutely
	certain where
	Rebecca lives? You've neve
	visited her before.
b	We're rather
	about our cat. We haven't
	seen him for two days.
C	Lennox was
	when he saw me at school
	He thought I was away on
	holiday.
d	They wanted to give
-	her a present, but were
	what to buy.
е	How do you stay so
	when
-	everyone else is sad?
f	Giles was
	when he met his boss at
	the football match. He had
	told her he was ill.
g	I'm very for
	all your help. You've been
	very kind.
h	I'm very
	with my brother because
	he borrowed my new CD
	without asking.
	The same of the sa

In this part of the exam, you listen to a conversation between two people and decide whether six sentences are correct or incorrect. You hear the recording twice.

	Can you match each statement on the left means the same?	with the one on the right which
	b I respect you. c I disagree with you. d I doubt whether it will happen. 5 The e I expect something to happen. f I dislike that. g I intend to do that. h I prefer one thing to another. 8 I prefer to the something to another.	m not sure that it will happen, have a good opinion of you. like this better than that. don't like that, hat's a good idea. don't agree with your idea. think something will probably appen. plan to do that.
	Before you listen, look at the instructions f learn about the people and their conversal	
	You will hear a conversation between a about Dina's sister, Jessica.	
Lis	<b>Exam Advice</b> Listen carefully to what both speakers say. They wi disagree with each other.	ll give their opinions and agree or
4	Now do this exam task.	
	Look at the six sentences for this paragraph of You will hear a conversation between Jason, about Dina's sister, Jessica. Decide if each sentence is correct of If it is correct, put a tick ( ) in the bound of the year of the year of the year of the year.	n a girl, Dina, and a boy, r incorrect. ox under <b>A</b> for <b>YES</b> .
		A B
	1 Jason is surprised to see Dina ne. 2 Dina is going on holiday soon.	
	<ul><li>3 Jason respects Jessica's attitude</li><li>4 Dina feels sorry for Jessica.</li></ul>	to work.
	5 Dina believes Jessica saw a ghos	t. 🗀

6 Jason intends to visit Jessica soon.

# Writing folder

# **Writing Part 1**

Here are some sentences about going to a cinema.

For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 The Regent Cinema is near my house. The Regent Cinema is not far from my house. 2 The cinema has seven screens. There _____seven screens in the cinema. 3 I go there every Saturday with my friend. I go there Saturdays with my friend. 4 We pay £7 each for the tickets. The tickets £7 each. 5 Last week my brother said he wanted to come with us. Last week my brother said, 'I to come with you.' 6 My sister is too young to come with us. My sister isn't to come with us. 7 The film was so long that I fell asleep. It was such that I fell asleep. 8 I found the film boring.
- to come with us.

  7 The film was so long that I fell asleep. It was such that I fell asleep.

  8 I found the film boring. I was by the film.

  9 The title of the film was The Last Man. The film was The Last Man.

  10 My brother said it was the worst film he'd ever seen. My brother said, 'the worst film I've ever seen.'

  11 'We're all going to the cinema,' they said. They said they

to the cinema.

12 'I won't go with you,' she said.

She said she _____ with them.

### **Exam Advice**

The sentences are all about one topic.

Write your	answers clear	rly in the	spaces (	orovide	d		
Part 1: V	Vrite your an	swers l	oelow.	ES 1880/0			
1							1 1 1
2							1 2 (
						_	1 3 (
3							
-							03
4							1 4 0
5		and the same of th	Manuansa				88
4 5 Part 2: (4	Question 6) \	Write yo	our ansv	wers b	elow.		1 5 (

had been a joke.

- psychologists think that people remember dreams about UPOs and think they are real.
  - spacecraft.

    3 Perhaps he was telling the truth! Some
- a trick of the light. Perhaps it was an alien
- testing secret materials.

  2 There has been no explanation. Perhaps it was
- journalists that the army had deceived people. Some people now say that scientists were

I Many years later, one of the soldiers told

Explanations of news stories (see pages 143 and

# **Best friends?**

Grammar relative clauses; adjs + prepositions
Vocabulary friendship; introducing people
Revision personality adjs



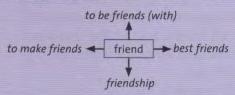
### Introduction

- 1 We can't choose our family but we can choose our friends. Look at the following list. Which of these are important to you? Mark this list 1–10 (1 is the most important, 10 is the least important).
  - A best friend should ...
    be honest.
    be fun to be with.
    like the same music as me.
    like my other friends.
    live near me.
    have lots of money.
    share my sense of humour.
    be kind when I'm unhappy.
    support the same football team as me.
    like doing the same things as me.
- Work in a group. Compare your answers. What did most people put first, second and third? What wasn't important?
- 3 Can your group think of other things you would like to add to the list?

4 Look at the photographs of people on this page. Which person would you like to make friends with? Think about why.

# (Y) Vocabulary spot

We use some words in several different expressions. To help you learn them, write the expressions with the same word like this.



### Corpus spot

Meet and make



Here are some sentences by PET students which contain one wrong verb. Use the correct form of *meet* or *make* to correct them.

- a In the first lesson I knew a girl from Valencia and now she's my best friend.
- **b** I did many new friends but I missed my old ones.
- c The film begins at seven, so join me at ten to seven outside the cinema.

# Listening

1 3 og Listen to three conversations between people who have just met. Look at these questions and choose pair 1, pair 2 or pair 3. Put a tick (✓) in the correct box.

Which pair do you think:	1	2	3
will probably become friends?			
might become friends?			
won't get on with each other?			

2 Listen again. Decide if these statements are true or false.

### Pair 1 (Monica and Alex)

- a Alex has been to parties at the college before. true
- **b** Monica and Alex agree about the music at the party.
- c Alex apologises for what he says about the people at the party.
- **d** In the end, Monica gets tired of talking to Alex.

### Pair 2 (Francis and Neil)

- **e** Francis finds the work in the restaurant easier than on the building site.
- f Francis and Neil have similar interests to the other waiters.
- **g** Francis and Neil support the same football team.
- **h** Francis and Neil arrange to go to the match together.

### Pair 3 (Carla and Kate)

- i Peter told Carla about Kate's flat.
- j There will be three people living in the flat.
- **k** Carla plays more than one musical instrument.
- 1 Kate and Carla agree that they are both untidy.
- 3 How does Peter introduce Kate to Carla? Fill the gaps.

Peter:	Carla,	 Kate.	Kate,	
Carl	a.			

Carla: Hi, Kate.

### Here is another way of introducing someone:

Peter: Carla, I'd like to introduce you to Kate.

Carla: Pleased to meet you.

Which way of introducing someone is more formal?

### Language focus

### Relative clauses

- 1 Look at these pairs of sentences. Join each pair using who or which to make one new sentence.
  - a He's got a friend. He sometimes gets free tickets. He's got a friend who sometimes gets free tickets.
  - **b** There's a match on Wednesday evening. It'll be really good.
    - There's a match on Wednesday evening which will be really good.
  - c There are some customers over there. They're waiting for a table.
  - d There's one other person. He's studying biology.
  - e I play an electric guitar. It has a volume control.
  - f I saw a flat. It's very near the university.
- 2 Now choose who or which for each of these sentences.
  - a They usually play the kind of music who/which I hate.
    - They usually play the kind of music which I hate.
  - b What about that girl who/which I saw you with just
  - c I'll introduce you to some people who/which you'll like.
  - d I'm just a bit nervous of people who/which I don't know.
  - e It's very different from the job who/which I had last summer.
- 3 Answer these questions.
  - a Can you put that instead of who/which in the sentences in Exercise 1? What about in the sentences in Exercise 2?
  - **b** In which sentences can you leave out who and which?
- 4 When do we use where and whose to join two sentences? Put where or whose in these sentences.

EXAMPLE: Let's go over there. It's less crowded.

Let's go over there where it's less crowded.

I have a friend. Her hobby is rock climbing.

I have a friend whose hobby is rock climbing.

- a I want to find a place where I can have parties.
- **b** I know a café ______ you can get really good ice cream.
- c I work in a restaurant _____ owner is Italian.
- d That's the shop _____ I lost my wallet.
- e I met a girl _____ mother used to be my teacher.

# (y) Grammar spot

### **Relative clauses**

Look at the words in italics and choose the correct one.

- Subject relative clauses
- a I saw a flat. It is very near the university.
  I saw a flat who / which is very near the university.
- b There are some customers. They are waiting.
  There are some customers who / which are waiting.

### Object relative clauses

- c I saw a flat. I liked it.
  I saw a flat who / which I liked. OR I saw a flat I liked.
- d We met a girl. We knew her.
  We met a girl who / which we knew. OR We met a girl we knew.

### Relative clauses with where and whose

- e I've found a flat. We can live there.
  I've found a flat where I whose we can live.
- f Kate is the person. I share her flat.

  Kate is the person where / whose flat I share.
- 5 Read this poem. It was written by a girl. What is the poem about? Do you think she was writing about another girl or a boy? Has this ever happened to you?

### 4 - C +

In a sea of sadness Lost in my thoughts

A joke misunderstood

Is all it takes

And suddenly you're alone

In a world of fears

In a world of tears

You've been too bossy

Said too much

You say it will never happen again

And you know

That you'll do anything

To stop it

From happening again.

- 6 Other people wrote to the website to give their opinions about the poem. Complete the sentences with who, which or whose.
  - a I had a friend who did this to me but I forgave him.
  - **b** I often say things ...... I think are a joke but my friend doesn't.
  - c I have a friend _____jokes always upset me.
  - d I don't think before I speak, so I often say things ...... upset my friends.
  - e This poem was written by someone ...... friend is angry.
  - f I have a friend _____ I can't trust any more.
  - g This poem reminded me of something happened to me.
  - h I had a friend ...... was very bossy and I got tired of him.
- 7 In which sentences can you put *that*? Which sentences need nothing in the space?
- 8 Now write some sentences using who, which, whose or where.

I have a friend ...

I like music ...

I enjoy watching films ...

I live in a town ...

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### **Activity** Relative clauses

Work in a group. Your teacher will give your group a list of nouns which all begin with the same letter. Write a definition for each of the nouns and then pass them to another group. Do not write the nouns. The other group will guess the nouns and decide which letter they all begin with.

EXAMPLE: [artist] someone who paints pictures [airport] a place where you catch a plane

[apple] something which is red or green and grows on trees

### Adjectives + prepositions

1 Match the beginnings and endings of these sentences from the conversations you heard earlier. Which preposition (e.g. of, from, about) follows which word?

EXAMPLE: It's kind of Samantha to ask me.

a It's kind	of interesting people.
b I'll never get tired	from the job I had last summer.
c I'm not very keen	of people I don't know.
d This room is full	of listening to it.
e I'm nervous	about the match.
f It's very different	of Samantha to ask me.
g They aren't really interested	at it.
h I'm quite excited	with me.
i I'm quite good	on the music.
j My parents are always getting an	gry in the same kind of things as students.

2 Write three sentences using the words in the table.

EXAMPLE: I'm not keen on going to classical concerts.

My mum gets tired of tidying everyone's rooms.

1		keen	
My best friend		tired	on
My parents		nervous	of
Some of my friends		bad	at
Young children	am/is/are (not)	excited	about
Men	get(s)	good	in
Women		angry	with
My teacher		afraid	
My mum		interested	
		fed up	

3 Write three questions using the words in the table and ask your partner.

Do you get ...? Have you ever got ...?

Are you ...?

### **अ** GF page 212

### «Activity» Friendship

- 1 Read these quotations from a website. Do you agree with them?
- 2 Write your own quotation: A real friend is someone who ...

# The Friendship Page 'Everyone is a friend until they prove they aren't.' 'A true friend is someone who you can trust with your secrets.' 'The secret to friendship is being good at listening.' 'Best friends of the same sex are better than best friends of the opposite sex.' 'One true friend is better than 100 relatives.' 'A real friend is someone who will tell you when you have spinach stuck in your teeth.'

### «Pronunciation»

- 1 Look at the expressions below. When do we join a word to the word which follows when we speak?
  - kind_of you full_of people nervous_of people tired_of school good_at football bad_at history fed_up with school keen_on music interested_in people
- 2 3 To Listen and repeat the expressions above.
- 3 Now look at these sentences. Mark all the words which you will join when you say the sentences.
  - a It's kind of Samantha.
  - **b** This room is full of interesting people.
  - c I'm quite good at it.
  - **d** She's bad at playing the guitar.
  - e I'm not very keen on this kind of music.
  - f I'll never get tired of this song.
  - g I'm not interested in talking.
- 4 3 II Listen and repeat.

# (S) Corpus spot



### Adjectives + prepositions

Correct these mistakes made by PET students. Use a dictionary if you need to check which is the correct preposition.

- a I began to run because I was afraid to miss the bus.
- **b** I was very worried for the weather before I came to England.
- c He was disappointed of his car.
- d I am very happy of your idea.
- e He is very bad in explaining things.
- f I am very pleased of the present you sent.

# Exam folder 23

# **Reading Part 1**

In this part of the exam, you look at five short texts. There are three possible explanations – A, B or C. You have to decide which one says the same as the text.

### CHECK!

- a What kind of texts will you read?
- b What kinds of words are sometimes missing from signs?
- c What should you do if you don't know the answer?

### **Exam Advice**

Check that the answer you choose means exactly the same as the text.

Look at the text in each question.

What does it say?

Mark the letter A, B or C next to the correct explanation.

1

### BUY THREE BOOKS, GET CHEAPEST ONE FREE.

OFFER AVAILABLE ONE WEEK ONLY FROM TODAY

- A You can get three books at half their normal price after today.
- **B** You only get a discount this week when you buy two books.
- C You don't pay for one book if you buy two others as well today.

2

If Peter rings, tell him I have posted the book to him because I didn't have time to go to his house. Michael

- A Jan should tell Peter to bring the book back.
- B Michael has gone to Peter's house.
- C Peter will receive the book in the post.

3 000

### Carlos

We have to be at college by 9 tomorrow instead of 9.15. I'll pick you up by the crossroads as usual, but at 8.30. Jack

### Jack is asking Carlos to

- A meet him earlier than usual.
- B take him to college by car.
- C see him in a different place from usual.

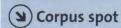
MAKE SURE THIS DOOR IS SHUT
WHEN YOU LEAVE THE BUILDING

- A Use another exit when this door is shut.
- B Do not leave this door open when you go out.
- C This door is the only exit from this building.

Dear Mariana,
The hotel is wonderful just as you described it.
Thank you for
recommending it. We've
already booked for next
year! Karin

A Mariana has visited the hotel Karin is staving in.

- B Karin has stayed in the hotel before.
- **C** Karin and Mariana are going to the hotel together next year.



Stay and live



You *live* where your home is. You *stay* somewhere for a short time.

Look at these sentences written by PET students. Tick (</) the sentences where *live* is correct. Correct the sentences which are wrong.

- a My new friend lives near my house.
- **b** At the moment they are living in a wonderful hotel.
- c My family used to live in a small village.
- d We lived in the city for one week.
- e We lived in a nice cottage in the forest on our holiday.

# **Speaking Part 2**

You are going to spend the day in the city centre with another student. You will travel there by bus. Look at these pictures. They show the things you want to do. In this part of the exam, you are given some pictures. You work in pairs and try to arrive at a decision together about a situation which the examiner describes to you.



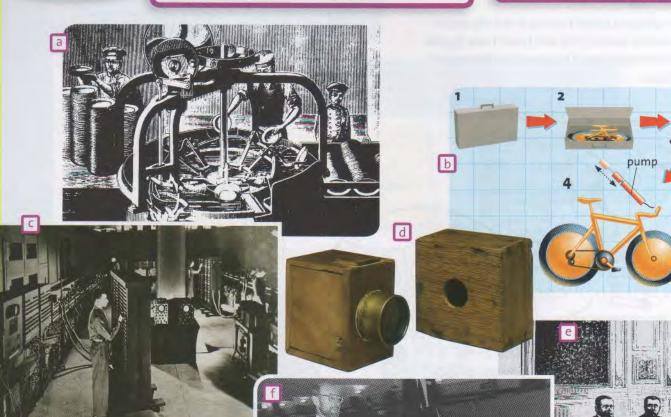
- 2 Think about these questions.
  - a What do you want to buy?
  - b Which shops will you visit?
  - c Are any of the things you need to buy heavy?
  - d When will you go to the bank?
  - e When will you go to the café?
- 3 Write down different ways of:
  - a making suggestions
  - b agreeing and disagreeing
  - c giving your opinion

(Look back at Exam folder 9 to check.)

4 Work with a partner and talk about where you need to go and in which order. You have three minutes to agree.

### **Exam Advice**

Try to agree with your partner but don't worry if you don't.









- 1 Look at the pictures of inventions. Can you guess what they are used for?
- 2 3 12 Listen to someone talking about two of the inventions. Which ones are they? What are they used for? Were you right?
- 3 Work with a partner to write a description of one of the inventions (or another one you can think of) and read it out to the class. Use the language in the box to help you. Can other students guess what it is?

It's round/square. It's a kind of ... It's like a ...
It's used for ...ing. It's made of ... It must be ... It can't be ...
It might be ... It could be ...

- 4 Which of these inventions have been successful?
- 5 Which invention from the last hundred years is the most important in your life?

# Reading

- 1 Read the first paragraph of a text opposite. What is it about?
- Now read the first paragraphs of two other texts below. What inventions are they about?

# C harles D. Seeberger's invention

Moving chains were used by people in ancient Egypt to transport water in and out of the fields. But it wasn't until the 1890s that moving stairs were invented by Charles D. Seeberger. His stairs could transport people.

- 3 Each text has three more paragraphs but they are mixed up. Work in three groups: Ben and Jerry, Charles D. Seeberger or Hubert Cecil Booth. Find the paragraphs which finish your text and put them in the correct order.
- The station hired a man who had a wooden leg to demonstrate how easy it was to use the escalator. Some people went up and down several times before going to catch their train just because they enjoyed the experience. After that, escalators were put in shops and other public buildings.
- b Because of this, local restaurants and shops asked them to make ice cream and deliver it. A year after the parlour opened, a special day was held. As a thank you to customers, they weren't charged for their ice cream cones on that day.
- People complained about the number of stairs they had to climb up and down so the first escalator was opened in London in an underground station on 4 October 1911. Notices were displayed at the top and bottom of the escalator: 'Please do not sit on the moving stairs. Step off with the left foot first.'
- d He had a better idea. He was in a restaurant one day and he decided to demonstrate. He placed a handkerchief over the back of his seat, put his lips to it and the dirt was sucked into the handkerchief. A ring of black spots appeared on the handkerchief.
- Playours all the time. Each flavour is tested for at least six months before it is sold in shops. Sometimes the company holds competitions and asks for suggestions. About 275,000 tourists visit the factory each year.
- It was so noisy that it frightened horses in the streets. After a while, rich people had their houses cleaned by the machine and the King and Queen invited Booth to Buckingham Palace to demonstrate it.

# Ben and Jerry's invention

Ben and Jerry's famous products are sold in a range of delicious flavours with unusual names such as Rainforest Crunch and Peanut Butter Cup. Two childhood friends, Ben Cohen and Jerry Greenfield, started the company. They had the idea of working together when they were at school and The Homemade Ice Cream Parlour was opened by Ben and Jerry in May 1978.

# **Hubert Cecil Booth's invention**

One day Hubert Cecil Booth went to see an inventor demonstrate his new dust-removing machine at a London railway station. A huge air blower was placed over the open door of a train. The idea was to blow dirt into a bag which was put over another door. A lot of dust was pushed up into the air but then came down again inside the train instead of inside the bag. Booth didn't think it was a very good idea.

- They made the ice cream themselves and each flavour was given a crazy name. People could listen to live music while they are ice cream and the parlour became very popular.
- He was sure this was the answer so a machine was built. The first model was named 'The Puffing Billy' and a whole team of men was needed to operate it. One man worked the machine while another man guided a long hose inside offices or houses to clean them.
- The first escalators were built in shops and railway stations in the USA at the end of the nineteenth century. More and more people were using the underground trains in Britain especially after clean electric trains replaced dirty steam trains in 1906.
- 4 Check with other people who read the same text. Do you have the same order? Underline new vocabulary.
- 5 Tell the rest of the class what order you decided on and what your text is about. Then read the other two texts to check which order they are in.
- 6 Each of these words is connected with one invention.
  Put them under the correct heading.

dust a flavour a public building to transport to clean a cone a machine a factory moving stairs dirt a spot a handkerchief an underground station a customer to step on/off a product

lator	vacuum cleaner

### Language focus

### Past passive

- 1 Underline the verb in this sentence. What tense is it?
  Ben and Jerry's famous products are sold in a range of delicious flavours.
  - Look again at the first paragraph of the Ben and Jerry text on page 155. Find a verb in the past passive and underline it.
- 2 Look at the two texts in Exercise 2 on page 155 again and underline five verbs in the past passive. Check with a partner. Did you underline the same verbs? How many verbs can you find in the passive in the rest of the texts on page 155?

	-	
1	(V)	Grammar spot Passive (past simple)
1	was	/were + past participle
i	Wri	te the passive verbs in the sentences below.
	[	The vacuum cleanerby Hubert Cecil Booth.  passive] Hubert Cecil Booth invented the vacuum cleaner. [active]
4	t	by Ben and Jerry for by Ben and Jerry for heir ice cream on one special day. [passive] Ben and Jerry didn't charge customers for their ice cream on one special day. [active]
1000	? V	What by Charles D. Seeberger? [passive] What did Charles D. Seeberger invent? [active]
-	Revi	ise irregular past participles, e.g. <i>give</i> → <i>given, tell</i> → <i>told</i> , because need them to make the passive. See page 216.
3	P	ewrite these sentences so they have the same meaning.
•		hange the verbs from passive to active.
	a	The aeroplane was flown to Miami.
	h	The pilot flew the aeroplane to Miami.
	U	The passengers were shown the emergency exits by the steward.
		The steward the emergency exits.
	c	Lunch was served during the journey.
		The stewards during the journey.
	d	The passengers weren't told where to wait for their
		luggage.
		The airport staff where
		to wait for their luggage.
	e	My passport wasn't stamped.
		The immigration officer my
		passport.
	f	When the luggage arrived, one man was ordered to open
		his suitcase by the customs officer.
		When the luggage arrived, the customs officer
		lain maileanna

- 4 Here are some sentences about the inventions in the texts. Write each sentence in the present or past passive.
  - a About 275,000 tourists visit the factory each year.

    The factory is visited by about 275,000 tourists each year.
  - b Ben and Jerry don't make the ice cream themselves now. The ice cream isn't made by Ben and Jerry themselves now.
  - c The station manager hired a man with a wooden leg.
    A man with a wooden leg

d The company holds competitions.

Competitions _____

- e 'The Puffing Billy' frightened horses. Horses
- f The British didn't build the first escalators.

  The first escalators

g The King and Queen invited Booth to Buckingham Palace.

h Clean electric trains replaced dirty steam trains.

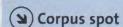
Booth

Dirty steam trains

i The company produces new flavours all the time.

New flavours

### ☑ GF page 213



Do and make



Ben and Jerry *made* ice cream. Choose the correct verb in these sentences written by PET students.

- a You can do / make a lot of different activities at the sports centre.
- b I couldn't make / do a decision about which English course to choose.
- c I've just done / made a big cake.
- d We did / made a sightseeing tour around the city centre.
- e I have to do / make some exercises.
- f Before we have dinner we'll do / make some shopping.



- 1 Work in a group. Your teacher will give you a list of inventions. Decide when they were invented and where. Make guesses.
- When you have finished, you ask the other group six questions. They have the answers. Choose the things you are most unsure of so you can make as many true sentences as possible.

### Future passive



1 Read what someone predicts about the future and underline the verbs in the future passive.

I think a special car will be invented which will be driven by a computer so a human driver won't be needed. It will be made of plastic and it will be programmed to go on the road or fly through the air. A fee will be paid by car owners at the end of the year to the government. They will be charged according to how many kilometres they have travelled by air and on the road.

# Grammar spot Will be + past participle Complete the sentences with the future passive verbs from Exercise 1. + The car ______ by a computer. [passive] A computer will drive the car. [active] - A human driver _____ [passive] The car won't need a human driver. [active] ? How much ______ by each car owner? [passive] How much will each car owner pay? [active]

What do you think will be invented in the next fifty years? Can you think of something which will make life easier at home or at work or for travel? Who will it be used by? What will it be made of? How will it work? Write a few sentences.

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### «Pronunciation»

- 1 Look at these sentences. Find words ending in *r* or *re*. If they are followed by a word beginning with a vowel, join them together.
  - a Sugar and salt are added.
  - **b** Shops asked them to deliver ice cream.
  - c The mixture is frozen.
  - **d** There are four escalators in the station near my house.
  - e He had a better idea.
  - f Where is Ben and Jerry's ice cream sold?
- 2 3 B Listen and repeat.
- 3 Look at these sentences. Which words will you join when you say them?
  - a Television was invented in the 1920s.
  - b Where are escalators used?
  - Ben and Jerry's ice cream is sold in many places.
  - d Many shops have escalators.
  - e Some inventions aren't successful.
  - f I met him at four o'clock.
  - **g** Some people went up and down all day.
  - h I've lost your address.
- 4 3 14 Listen and repeat. Were you right?

### **Activity** Describing objects

1 What is this everyday thing?

They are used all over the world, in both hot and cold countries. Today they are made of material and metal or plastic. They can be used instead of a coat to keep you dry. They can be folded up and put in a bag or pocket when they are not needed.

2 Work in a group. Write a description of an object to read to the class. Try to answer these questions in your description:

What is it made of? What is it used for? What does it look like?

3 Read your description. Other students may interrupt if they can guess what it is. Can you get to the end of your description before they guess?

# Exam folder 24

# **Listening Part 3**

In this part of the exam, you listen to a recorded announcement or someone speaking about a particular subject. You fill in the words which are missing from some notes. You hear the recording twice.

- 1 Look at the instructions in the task below. What is the man going to talk about?
- 2 Look at the exam task and answer questions a and b.
  - a What is the name of the museum?
  - b What kinds of words will you listen for?

You will hear a man talking on the radio about a museum. For each question, fill in the missing information in the numbered space.

### CHECK!

- a What do the instructions tell you?
- b What should you do before you listen?
- **c** Are the words you write down the same as the ones you hear?
- d How many times do you hear the recording?

The	Weston	Museum	of	Science
TIT	1 1 COLOII	TATUOCUIII	OI.	OCICIIC

First opened: in the year (1) in the Market Square.
Museum opening hours: every day from 9 am to 5 pm except (2) from 9 am to 9 pm
Exhibition in new gallery: learn about the (3)
Children's activity this week: (4)
Café: open all day on the (5) floor.
Until 24 July: the (6) is closed.

- 3 3 Listen to the recording and fill in the missing information.
- 4 Listen again and check your answers.
- 5 Look at the script and listen again.
- 6 Mark the answers on your script and check them.

### **Exam Advice**

You usually have to write one word but sometimes you have to write two.

# Writing folder

# **Writing Part 3**

- 1 Can you match the halves of these sentences? Underline the words which help you.
  - a I really like that band-
  - **b** I was listening to music
  - c While I was watching the band
  - d Although I like music
  - e The music was so loud
  - f I used to like folk music
  - g I enjoy listening to music
  - h You can have this CD

- 1 I don't own many CDs.
- 2 but I don't play an instrument.
- 3 when I fell asleep.
- 4 because I don't like it.
- 5 but now I prefer rock music.
- 6 that we couldn't talk.
- 7 my phone was stolen.
- 8 so get me a ticket too.
- 2 Read the beginning of a letter which Alessia wrote to her English friend, Sophie. Can you join any of the sentences? Use some of the words you underlined in Exercise 1.

  Dear Sophie,

I went to a concert last week. My friend bought the tickets. She couldn't go. She was ill. My brother came instead. The band was good. I didn't want the music to stop. My brother doesn't like listening to their CDs. He enjoyed the concert. The concert finished at 11 o'clock. We went backstage to meet the band.

3 Look at the words in the box and put each one under the most suitable heading.

awful enjoyable enormous excellent exciting extraordinary fantastic great hopeless large strange terrible tiny unexpected useless well-known wonderful

good	bad	big	small	unusual	famous
				· Inna	

4 Read the next part of Alessia's letter. Use some of the words from Exercise 3 to replace the words which are underlined.

It took a long time to get out of the hall because there was such a <u>big</u> crowd. We saw a <u>famous</u> actor and his girlfriend. She was wearing <u>unusual</u> clothes. She looks <u>good</u>, but my brother says she's a <u>bad</u> actress. We had a good evening. See you soon.

Love, Alessia

5 Imagine you went to a concert last week. Write a letter to an English friend and tell him/her who you went with, who was playing and what you thought of the concert. Write about 100 words.

### **Exam Advice**

Remember to join some of your sentences to make your writing more interesting.

# Units 19-24 Revision

# **Speaking**

- 1 Work with a partner. Look at these sentences. Say if you agree with them and why. Find out your partner's opinion.
  - a It's good to have lots of brothers and sisters.

    Yes, I agree. You can play with them when you are younger. What do you think?

    OR No, I don't agree. In my opinion that's not true because ...
  - b Most children are spoilt by their grandparents.
  - c It isn't good to be famous when you are a teenager.
  - d Most pop singers have an easy life.
  - e Everyone should learn a musical instrument.
  - f It's a good idea to make friends with people who have different interests from you.
  - g Cars are the worst things that were ever invented.

# **Telephoning**

2 Complete these phone conversations. Use the sentences in the box.

This is Regina.

Can you hang on a minute?

I'll call you back in twenty minutes.

May I have your name?

I can't speak to you just now.

I'm afraid he's not available at the moment.

I'm ringing to find out about a necklace I ordered.

Can you call back in about an hour?

Can you give me their number?

Shop assistant: The Jewellery Store.

Regina: Oh, yes, hello. (a) I'm ringing to find out

about a necklace I ordered.

Shop assistant: (b)

Regina: Regina Hopper.

Shop assistant: (c)

I'll just look. Oh, no, it hasn't arrived yet.

Regina: Oh. Well, thanks anyway.

Receptionist: Emsworth and Company.

Regina: May I speak to John Hopper, please?

Receptionist: (d)

Regina: Oh. I need to speak to him this afternoon.

Receptionist: (e)

Regina: OK, thanks.

Regina: Hello, Dad? (f) ...... I want to

tell you -

Dad: Oh, I'm sorry, (g)

Someone's just arrived for a meeting.

Regina: But I need to talk to you.

Dad: (h)

Regina: Well, don't forget.

Dad: No, I won't.

Regina: Hello.

Dad: Regina? Sorry, what did you want to tell me?

Regina: That necklace we wanted for Mum's

birthday present. I phoned the shop but it

hasn't come yet.

Dad: Right, I'll call them. (i)

Regina: 226012.

Dad: Thanks. I'll find out what's happening.

Regina: Thanks, Dad. See you later.

Dad: Bye

# Vocabulary

3 Look at the words 1–9. Think about which ones are nouns and which are adjectives, then match them with their definitions, a–i.

1 battery

4 judge

7 employer

2 bossy

5 vacuum cleaner

8 honest

3 confident

6 niece

9 inventor

a someone you work for

**b** someone who decides the winner in a competition

c someone who designs new machines

d a word describing someone who feels certain about what they are doing

e a word describing someone you can trust

f your brother or sister's daughter

g something you need to make your torch work

h a machine you use in your house

i a word describing someone who always tells other people what to do

### Grammar

- 4 In each group of three sentences, only one is correct. Tick the correct sentence and put a cross by the incorrect ones.
  - 1 A Our team prepared more carefully than the others. ✓
    - B Our team prepared the most carefully than the others. X
    - C Our team prepared less carefully as the others. X
  - 2 A Can you explain me this sentence?
    - B Can you explain this sentence to me?
    - C Can you explain this sentence mean?
  - 3 A What the spaceship looks like?
    - B What does the spaceship looks like?
    - C What does the spaceship look like?
  - **4 A** I've read the magazine you recommended.
    - **B** I've read the magazine that you recommended it.
    - C I've read the magazine you recommended it.
  - 5 A She asked me not to phone in the evening.
    - **B** She asked me don't phone in the evening.
    - C She asked me to not phone in the evening.
- 5 Choose the correct word(s) to complete each sentence below.
  - 1 We're very excited <u>B</u> winning the match.
    - A for B about C of
  - 2 I don't mind ....... while you get ready.
    A waiting B wait C to wait
  - 3 You really ought ..... this new shampoo.
    - A try B to try C trying
  - 4 He agreed _____ me at the bus station,
    A meeting B to meet C meet
  - 5 The team captain made them ..... on Saturday afternoon.
    - A to practise B practising C practise

- 6 Look at the pairs of sentences below. Complete the second sentence in each pair so that it means the same as the first.
  - a He told her to leave the room. 'Leave the room,' he said.
  - b These machines were invented many centuries ago.

    People _______ many centuries ago.
  - c Jill asked Ali to phone her after his exam.
  - 'Please _____ after your exam,' said Jill.

    d The building will be opened by the president.
  - The president ______ the building.

    e Mary told her grandson not to play football in the sitting
  - room. in the sitting room, said
    - Mary to her grandson.
  - f My brothers are given more money than me.

    My parents _____ more money than me.
  - g My boyfriend said he'd rung me but I hadn't answered the phone.My boyfriend said 'I ______ the phone.'
  - h The police examined the strange vehicle very carefully.
    The strange vehicle _______very
  - i Our neighbours feed our dog when we're away.
  - Our dog ______ when we're away.

    j 'I've won the lottery!' shouted Annie.

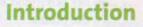
    Annie shouted that _____ the lottery
- 7 Choose one of the words in the box to fill each space in this newspaper article. If no word is necessary, mark –.

who	which	where	whose
11.22	********	WILLE	WIIOSC

### THIEVES MAKE A MISTAKE

The car of the pop star Saskia Labelle, (a) who
arrived in town yesterday, was damaged by two young
men (b) broke a window and took a jacket
(c) was on the back seat. Saskia's secretary,
(d) jacket it was, said the thieves probably
believed it was Saskia's.
The men, (e) were both tall with fair hair, were
described by a security guard (f) had seen
them in the hotel (g) Saskia was staying.
The concert (h) Saskia is giving tonight will
start at nine o'clock at the City Hall. She will sing songs
from her new CD (i) is called Girltalk.





- Look at the photographs. What do they show?
- Work with a partner. Look at one of the photographs. Check this list of advantages and disadvantages. Which are correct for your picture? Are there any other advantages or disadvantages of shopping this way?

You can do this at any time.

You have to go out in bad weather.

It's a good place to meet friends.

These shops are often expensive.

You meet local people.

You know the people who sell things to you.

You have to give information about yourself to people you don't know.

You can buy things without leaving your home.

You can touch and try the things before you buy.

You have to wait for days or weeks before you get what you've bought.

- Compare your list with some other students.
- Discuss which ways of shopping are most suitable for the following people and give reasons why.
  - a busy parents

- b teenagers
- c people who live a long way from a city
- d old people



# Listening

3 Listen to Andy phoning his older brother Darren. Decide whether these statements are true or false.

- a Andy wants Darren to collect him from the city centre. true
- **b** Darren complains that Andy spends too much money on clothes.
- c Andy saw some shirts he liked in the market.
- **d** A woman spoke to Andy when he was leaving a store called Tempo.
- e The manager thought that Andy had stolen a pullover.
- f Andy was questioned by a police officer.
- g The shop assistant agreed with Andy's story.
- h Andy apologised to the manager for the trouble he had caused.

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### Language focus

### Reported speech

- 1 Write these statements as you heard them on the recording.
  - a 'They're selling some quite cool ones in the market.'
    - A friend told me they were selling some quite cool ones in the market.
  - **b** 'I've sold them all already.'

    The man who runs the stall said ______
  - c 'I want to try them on.'
    I said to the assistant
  - d 'That's OK.' He said _____
  - e 'They don't fit.'
    I told the assistant
  - f 'Yes, I am.'
- 2 Look at these statements from the conversation. Write down the exact words the people said.
  - a I said I had. Andy said, 'Yes, I have.
  - b I agreed, although I added that I wasn't very happy about it.
    I said, '______
  - c I told him I'd bought a pullover at about 9.30. I told him, '....
  - **d** I tried to explain I'd thrown away the Tempo bag and had put the pullover in the shoe shop bag. I tried to explain, I said, '....
  - e I said I didn't remember who had served me.
    I said, '
  - f He said he was sorry for troubling me and he told me I was welcome to use his phone. He said, '

- 3 Write down the exact questions the people asked. Think about the changes you make. Underline the words which are different in each pair of sentences. What do you notice about the word order?
  - a She asked me if I was leaving the shop. 'Are you leaving the shop?'
  - **b** She asked me if I'd paid for everything in my bag.
  - c She asked me if I would come to the manager's office with her.
  - d The manager asked me how long I'd been in the shop and how many things I had bought.
  - e I asked what was going on.
  - f He asked me whether I had a receipt for the pullover.
  - g They asked which assistant had served me.
  - **h** Then the store detective asked the manager if he wanted her to call the police.
  - i I asked her if she remembered me.

### (3) Grammar spot

Reported questions

Complete the sentences with verbs in the correct tenses.

Yes/no questions + if or whether

Do you like this? → I asked her if she ______it.

Do you have a laptop? → He asked me whether I alaptop.

Will you come shopping with me? → She asked me if I ......shopping with her.

Wh- questions

What's happening? → I asked what _____

Which assistant spoke to you? → They asked which assistant



4 Rhiannon wants to get a job in a shop. The manager interviews her and asks her some questions. After the interview, Rhiannon tells her friend Frederika what she was asked. Complete the spaces.

Have you ever worked in a shop before?

Do you speak any foreign languages?

How will you travel to work every morning?

Can you start immediately?

She wanted to know (a) how old I wa	. Next she asked if
(b)any foreign languag	
(c)in a shop	p before and
(d)	.Then
she wanted to know (e)	
morning. And then she asked if (f)	immediately

- 5 Would you like to work in a shop? Why? / Why not?
- 6 Complete this email with the reported forms of the questions below.
  - a Where did you find it?
  - b What time did you find it?
  - c Were you alone?
  - d Where do you live?
  - e How long have you lived there?
  - f Will you be at that address for the next month?
  - g Do you have an email address?

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0	000	0
	Dear Christopher	
	Would you like to come for a day out with me? I want to celebrate some good luck. Here's what happened.	
	Last month on my way to school I found a wallet lying on the pavement.	
	It had a lot of money in it, but no cards. I took it to the police station.	
	The police officer asked me a lot of questions. He wanted to know	
	(a) where I had found it. Then he asked (b)	
	, and (c)	- 11
	he got out a book and asked (d) and wrote it	
	down. He also wanted to know (e)and (f)	
	Then he asked (g)	
	When I asked him why, he said that if no one claimed the wallet, it would be mine. So then I didn't mind all the questions!	
	And guess what – no one has claimed the wallet. Where shall we go to celebrate?	
	Robin	
-		

### Too much, too many, not enough

(a) Grammar spot	Too much, too many, not enough
Look at these sentences.	
There are too many people at There aren't enough buses. I haven't got enough money f There is too much traffic on th	or a taxi.
Choose the correct words – to complete the rules.	oo many, too much or enough – to
	es, we use ntable noun. countable noun.
c before either	a countable or an uncountable noun.

# Complete the sentences with *enough*, *too much* or *too many*.

- a Our cities have ..... traffic, so you can't relax.
- **b** My bedroom is very untidy and there isn't .....furniture.
- c There's ..... noise in her flat.
- d I asked for a new wardrobe because I've got ......room for everything.
- e We're not going to have ..... time to go to the beach.
- f If you don't want to spend ...... money, you can get student accommodation.
- g The spring is the best time because there aren't tourists.

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### «Pronunciation»

- 3 III Listen to the recording. Underline the stressed word in each answer.
  - 1 A Did you say ten o'clock? B No, I said two o'clock.
  - 2 A Did you say there were five guests? B No, I said there were nine guests.
  - 3 A Did you say we had a spelling test? B No, I said we had a reading test.
  - 4 A Did you say you came by air? B No, I said I came by car.
  - 5 A Did you say she was a doctor? B No, I said she was a teacher.
  - 6 A Did you say you came from France? B No, I said I came from Greece.
- 2 Listen again and repeat.
- 3 Work with a partner. Take turns to ask questions and give answers like the ones in Exercise 1. Use the words below. Be careful of the stress in the answers.
  - a Did you say / live / Bonn? (Rome) Did you say you lived in Bonn? No, I said I lived in Rome.
  - b Did you say there / be / fifteen students? (sixteen)
  - c Did you say we / want / ham sandwiches? (jam)
  - d Did you say she / be / model? (actress)
  - e Did you say it / be / quarter to eleven? (quarter to seven)

### «Activity» Whispers

You are going to play a whispering game in groups of three.

Student A whispers a question to Student B, e.g. What's the time?

Student B whispers what Student A said to Student C, e.g. He/She asked what the time was.

Student C whispers the answer to Student B, e.g. It's half past ten.

Student B reports the answer aloud, e.g. He/ She said it was half past ten.

Take turns to ask, report and answer. Do the answers match the questions?

### Verbs with two objects

give + person + object Dad gave me some money.

The store detective showed the manager the pullover.

- = give + object + to person
- = Dad gave some money to me.
- = The store detective showed the pullover to the manager.
- 1 Rewrite each of these sentences without to, so that it means the same as the one before.
  - a The passengers gave their tickets to the driver when they got on the bus.

The passengers gave the driver their tickets when they got on the bus.

- **b** I sent a postcard to my parents from London.
- c Will you send the bill to my boss? Will you send .....
- d He wrote a long letter to me when he arrived in India.
- e On my birthday, the children brought my breakfast to me in bed. On my birthday, the children brought _____
- f Can you bring some more bread to us, please? Can you bring
- 2 Rewrite these sentences, adding to.
  - a Take the headteacher this note, please.
  - **b** Show the immigration officer your passport.
  - c We took our classmate some fruit when he was ill. We took

### GF page 213

### «Activity» A new jacket

Where are these people?

give you some cards. Match the two parts of the conversations. Practise the shopping

language with a partner.



# Exam folder 25

# **Reading Part 3**

In this part of the exam, you read a text and decide if ten sentences are correct or incorrect.

### CHECK!

Read these sentences about Reading Part 3.

If a sentence is correct, write A. If it is incorrect, write B.

- a The instructions tell you what the text is about.
- b The sentences are in the same order as the information in the text.
- c You need to understand every word in the text to answer the questions.

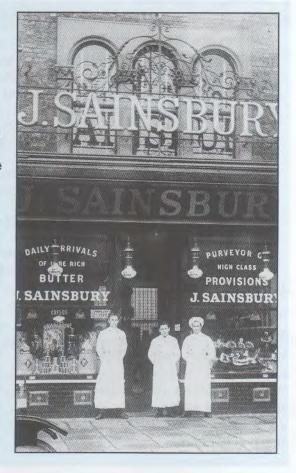
Look at the sentences below about a supermarket called Sainsbury's.

Read the text on the opposite page to decide if each sentence is correct or incorrect.

If it is correct, write A.

If it is incorrect, write B.

- 1 When the first Sainsbury's shop opened, it sold meat as well as milk, butter and eggs.
- 2 Shoppers paid more at Sainsbury's shop because of the quality of the food.
- 3 Sainsbury's second shop was in central London.
- 4 In the nineteenth century, some Sainsbury's shops were open until 2 am.
- 5 After 1900, some of the food sold came from other countries.
- 6 In 1900, people spent more of their income on food than they do now.
- 7 In the 1920s, Sainsbury's gave shoppers more choice than other shops.
- 8 It was possible to have your food delivered by Sainsbury's in the 1970s.
- 9 English people enjoyed self-service shopping when it was first introduced.
- 10 It took more than 30 years for every Sainsbury's shop to become self-service.



### **Exam Advice**

Don't spend too long reading the text. Read it quickly and find the parts of the text which answer the questions.

# SAINSBURY'S SUPERMARKETS

One of the most successful supermarkets in Britain is Sainsbury's. The first shop was opened nearly 150 years ago. In 1869, John James Sainsbury and his wife, Mary Ann, opened a small shop selling fresh milk, butter and eggs in Drury Lane, London. Other products like meat and vegetables weren't introduced until later. The shop became well known because, in spite of the food being of higher quality than at other shops, the prices were not higher. The business was so successful that by 1882, John James Sainsbury had opened three more shops in London, followed by a shop just outside London in Croydon.

Working conditions in nineteenth-century shops would seem hard to us but Sainsbury's workers were well looked after. In return, they had to work long hours. In fact, Saturday evening was often the busiest time. After closing, the shop had to be cleaned and tidied and it could be after 2 am before the workers were able to leave.

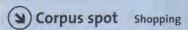
By 1900, Sainsbury's was importing food from abroad. People have always complained about how much they have to pay for their food, but it is worth noticing that food is much cheaper now, compared to average wages, than it was in 1900.

By the 1920s, the design of many of the shops had changed and a typical Sainsbury's shop had six departments offering a much wider range of products than other food shops. Each shop offered home delivery throughout the surrounding area, an important service in the days before most people had cars. This service came to an end during the 1960s as people had their own transport but has come into fashion again with the twenty-first century since people started ordering their food on the internet and having it delivered.

By 1939, there were 244 shops around the country and everything sold was stored in London before being delivered to each shop around the country. This system didn't change until the 1960s.

The first self-service shop opened in June 1950 in Croydon. The long counters, long queues and chairs for customers were replaced with checkouts. It was expected that people would miss what they were used to but there was no need to worry because people welcomed the change. However, it was nearly thirty years before all Sainsbury's traditional shops had been replaced with modern supermarkets.

In 1974, Sainsbury's first out-of-town supermarket opened on the edge of Cambridge and today most towns in Britain have a Sainsbury's nearby, some having one just outside the town and one in the town centre.





### Choose the correct words in these PET students' sentences.

- a We're going to do / make some shopping in the town centre.
- b It's a big city with many shoppings / malls and cinemas.
- c I don't often buy clothes at that shop because of the expensive / high prices.
- d In the city you can do / go shopping if you get bored.
- e I was in the shop / shopping buying shoes when I saw him.

# Persuading people

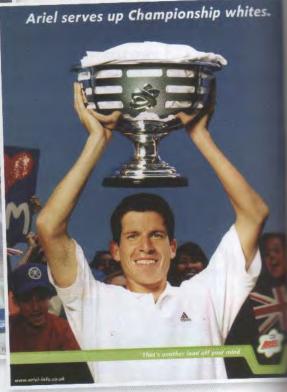
**Grammar** first conditional; *if* and *when*; *unless* **Vocabulary** advertising; reporting verbs **Revision** telling a story



### Introduction

- 1 Here are parts of some famous logos. Do you recognise them?
- 2 Look around the room. How many logos can you see? How important are logos to you? Do you buy clothes with logos on them?
- 3 Look at these adverts. What are they advertising? Which advert is the most successful? Which advert is the least successful?
- 4 How important are adverts in your life? Do you take any notice of them? What is your favourite advert on TV at the moment?

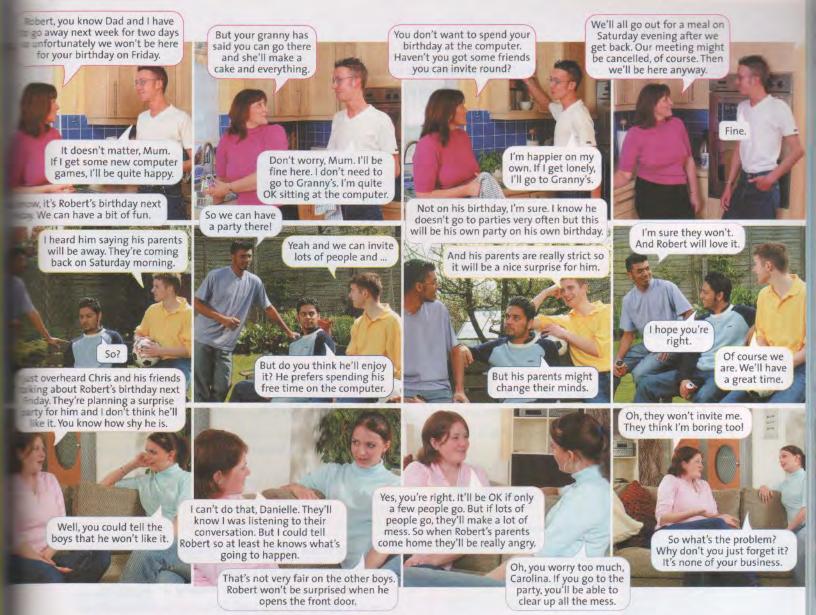






- Read the photo story and answer these questions.
  - a What does Robert say he wants to do on his birthday?
  - **b** When is he planning to celebrate his birthday?
  - c What are the boys planning?
  - **d** Do they all think the plan is a good idea?
  - e How does Carolina know about the party?
  - f Does she think Robert will enjoy it?
  - **g** What does she think will happen if a lot of people are invited?
  - h What does she decide to do? Do you agree with her decision?





### 2 Read these questions. Look at the underlined verbs. What do they mean? Can you guess? Then answer the questions.

- 1 What does Robert's mother do?
  - A <u>persuade</u> him to spend his birthday with someone else
  - **B** <u>explain</u> to Robert why she has to go to the meeting
  - C <u>complain</u> about how much time he spends on the computer
  - D promise to celebrate with him
- 2 What do the boys want to do?
  - A organise a party at Robert's house
  - B spoil Robert's birthday plans
  - C influence the way Robert spends his free time
  - D find out what Robert's parents are really like

- 3 What does Carolina want to do?
  - A suggest the boys tell Robert about the party
  - B apologise for listening to the boys' conversation
  - C inform Robert's parents about the party
  - D warn Robert about the party
- 4 What does Danielle do?
  - A encourage Carolina to tell Robert's parents
  - B recommend that Carolina tells Robert
  - C persuade Carolina not to do anything
  - D prevent Carolina from going to the party

# (y) Vocabulary spot

Verbs like *suggest*, *inform*, *warn*, etc. are often used in multiple-choice questions, especially in PET Reading Part 4. Make sure you know what the verbs in this exercise mean.

# 3 Complete the sentences with a verb from the box in the correct form.

- a We explained the problem to the receptionist.
- **b** Our volleyball captain _____ the team to practise every day.
- c Do advertisements ______your decisions about where to shop?
- d My doctor _____ that I should try a new skin cream.
- e The tour guide _____ the tourists about pickpockets in the area.
- f The police _____ the crowd from entering the square.
- g Did the girls _____ for making such a mess?

apologise encourage
explain influence
prevent recommend
warn

# (3) Corpus spot



Correct the mistakes.

- a I want to warn you from the cold weather here.
- b This will encourage me study harder.
- c I explained her how it was made.
- d My illness prevented me to go out.

### Language focus

### First conditional

(3) Grammar spot	First conditional
A conditional sentence has twee result.	vo halves – a condition and a
Look at the two conditional seither the present tense or wi	
condition	result
IF+,	***************************************
If only a few people go to the	
result	condition
	IF+
	the hous araanise a narty for him

### Complete the sentences below with the correct tense.

- a The boys will know Carolina was listening to their conversation if she _______(tell) them what she thinks.
- **b** If lots of people go to the party, the house (be) a mess.
- c If the house is a mess, Robert's parents (get) angry.
- **d** If Robert goes to his granny's house, the party .......(not happen).
- f Robert will go to his granny's house if he _____ (feel) lonely.
- g If Carolina tells Robert about the party, Robert ......(not have) a surprise.
- h If Robert gets some computer games for his birthday, he .......(be) happy.

☑ GF page 213

### Unless

# Grammar spot Unless

Unless = if not

Write the verb in the 'unless' sentence so it means the same as the 'if' sentence.

If Robert doesn't go to his granny's house, he will be at home.

Unless Robert ______ to his granny's house, he will be at home.

### 1 Rewrite these sentences using unless.

- a If the meeting isn't cancelled, Robert's parents will be away. Unless the meeting is cancelled, ....
- **b** If Carolina doesn't tell Robert about the party, it will be a surprise.
- c Robert will enjoy the party if the boys don't ask too many people.
- **d** If the boys don't organise a party for Robert, he won't have one.
- e Robert's parents won't know about the party if Carolina doesn't tell them.

# 2 Finish the sentences with if or unless and an ending from the box.

EXAMPLE: You'll miss the bus unless you leave now.

- a You'll miss the bus
- **b** I can come shopping with you
- c I won't tell anyone
- d I won't pass my exam
- e The letter will get there tomorrow

you post it by five o'clock.
you help me with my revision.
you leave now.
you tell me the secret.
you lend me some money.

+ if or unless

### (a) Grammar spot

If and when

- Look at these two sentences.
  - A When Robert's parents come home, they'll take him out for a meal.
  - B If Robert's parents are at home, there won't be a party.
  - In which sentence does the speaker know something definite about Robert's parents? A/B In which sentence is the speaker not sure about where Robert's parents are? A/B
- 2 Sometimes you can use if or when in the same sentence but the meaning changes. Look at these two sentences.
  - A If Robert answers the door, he'll be surprised.
  - B When Robert answers the door, he'll be surprised.
  - In which sentence will Robert definitely answer the door (the speaker is sure)? A/B
  - In which sentence will Robert possibly answer the door (the speaker isn't sure)? A/B

### Choose if or when. In two of the sentences you can use either. What is the difference in meaning?

- a Everyone will be hungry(if) when we arrive late, so we'd better hurry!
- **b** I'll eat that sandwich if / when you don't want it.
- c I'll go to university if / when I pass this exam.
- d If / When those shoes are still in the shop, I'll buy them.
- e If / When we get to the town centre, we'll ask for directions to the theatre.
- f I'll record the football match for you if / when I get home in time.
- g I'll learn to drive if / when I'm seventeen.
- h If / When I buy a new computer, I'll give you my old one.
- I'll be very disappointed if / when there are no tickets

### GF page 213

### **Activity** Finishing a story

Work in a group. What happened next in the photo story on page 169? Write a fourth conversation and act it out.

### «Pronunciation»

- 1 3 18 Listen to this conversation and underline the words (or parts of words) which are stressed.
  - Joanna: What's the time?
  - Michael: Five to nine.
  - Ioanna: Oh dear.
  - Michael: What's the problem?
  - Ioanna: It doesn't matter.
  - Michael: Tell me.
  - Joanna: I'm late for college. Can you give me a lift?
  - Michael: Of course I can.
  - Joanna: Thank you.
  - Michael: You're welcome.
- 2 Listen again and then practise the conversation.

### «Activity» Adverts

Look at these adverts. Write some slogans for them. Use if, when and unless.





### **Activity** Superstitions

Do you believe in superstitions? Look at these pictures. Do these things mean bad luck, good luck or

### nothing in your country? Write some sentences.

EXAMPLE: If you open an umbrella indoors, you will have bad luck.

Compare your answers in a group.

Add some more superstitions.



# Exam folder 26

# **Speaking Part 1**

In this part of the exam, the examiner talks to each student and asks a few questions. The students say a number and also spell a word for the examiner.

### CHECK!

a How many people are in the room for the speaking test?

In Part 1:

- b Who do you speak to?
- c What subjects will the examiner probably ask you about?
- d What can you say if you don't understand?
- e How long does this part last?
- 1 Spell your name when your teacher asks you.
- 2 Think about your answers to these questions.

Where do you come from?

Do you work or are you a student?

What subjects do you study? / What job do you do?

Do you enjoy studying English? Why (not)?

Do you think that English will be useful for you in the future?

What did you do last weekend?

What do you enjoy doing in your free time?

3 Ask your partner the questions in Exercise 2 and listen to his/her answers. Then your partner asks you the questions. Can you make any suggestions to improve each other's answers?

### **Exam Advice**

Don't answer the examiner's questions with just yes or no.

# **Speaking Part 2**

In this part of the exam, you are given some pictures. You work in pairs and try to arrive at a decision together about a situation which the examiner describes to you.

### CHECK!

- a What will the examiner give you?
- b Who will you talk to?
- c What can you say if you don't understand?
- d How long do you and your partner need to talk?
- e What will happen if you can't think of anything to say?
- 1 A small town is planning to improve its facilities for young people. Look at the pictures of different suggestions on page 201. Think about which of the places you use or would like to use.

- 2 Decide which facility you think is the most important for young people. Which is the next most important? Put them in order.
- 3 Look at each place and think about these questions.
  How expensive is it to build?
  How many young people would use it?
  How expensive is it to spend time there?
- 4 Work with a partner. You are going to decide how the town should spend its money. Talk about the different suggestions and decide which are the most important.

Look at Exam folder 9 to remind you of useful expressions.

### **Exam Advice**

Learn ways of making suggestions, giving your opinion, agreeing and disagreeing.

# Writing folder

# **Writing Part 3**

1 Here is part of a story. Can you use these four words to fill the spaces?

after when while next

I went into my hotel room and (a)

I had locked the door, I opened the envelope from my bank. There was a letter and some money in it. First, I counted the money.

(b) _______, I looked at the letter.

(c) ______ I was reading it, I heard a sound in the bathroom. I put the letter in my pocket and went to the bathroom door. Somebody was having a shower – in my bathroom! What should I do? I was still trying to decide (d) ______ I heard the shower stop.



- 2 Work with a partner. Put these sentences in the correct order to tell the rest of the story. Which words help you to understand the order in which things happened?
  - a 'What are you doing here?' we said at the same time.
  - b In the evening, the hotel gave us a free meal.
  - c Then he looked at the key which was still in my hand.
  - **d** When he saw me he looked angry.
  - e A man came out wearing a towel.
  - f After he had put his clothes on, we went to see the receptionist.
  - ${f g}\,$  Suddenly the bathroom door opened.
  - h She apologised and gave him a different room.
  - i We've been friends ever since.
  - **j** 'I suppose they've given one of us the wrong key,' he said and began to laugh.
- 3 Write a story called *The surprise*. Write about 100 words. How many of the words in the box below can you use in your story?

after already ever since in the morning next still when while

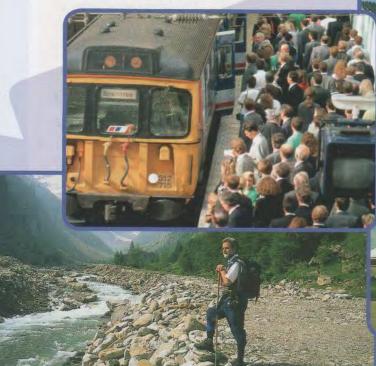
### **Exam Advice**

A story can be about an everyday event.

# **Travellers' tales**

### Introduction

- 1 3 19 Listen to a song and say which of the photographs you think it fits best.
- 2 Look at the words of the song below. Some of them are missing. Can you guess what sort of word (noun, adjective, verb, preposition) you need for any of the spaces?



3 Listen to the song again and write down the missing words.

Somewhere the sun is (a) _____ is blue

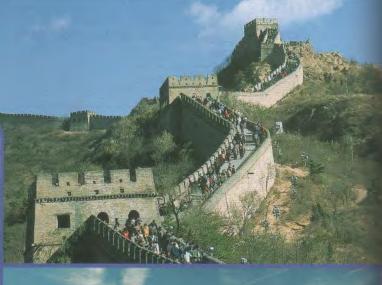
Somewhere the (b) ____ is blue

Somewhere the (c) ____ lining is (d) ____ for me and you.

And I know that the (e) ____ is a (f) ____ one to travel on over (g) ____ mountains and by the sea strand,

(h) ____ of the valley the sun (i) ____ shines upon to the (j) ____ glades of that sweet promised (k)

Grammar reflexives; adverbs; each, every, all
Vocabulary travel; word building
Revision guessing unknown words; the passive





- 4 Why is the singer travelling, do you think?
- 5 Look again at the photographs. Why are the people in them travelling?

Can you think of other reasons why people travel?

6 What is the best way to travel, in your opinion?

# **Vocabulary spot**

### Reasons for travelling

We can talk about reasons for travelling using nouns or verbs: on holiday, on business, but for pleasure travelling to meet new people, travelling to see the world We go on a trip, on a tour but on holiday.

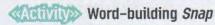
### Listening

- 1 If you don't know the meaning of a word, think about the answers to these questions.
  - a Does it look like a word in your own language?
  - **b** Can you say whether the word is a person or a thing?
  - c Is it made of other words you already know?
  - **d** Can you guess the meaning of the word from the words around it?
- 2 Look at these words and think about their meanings.
  - a accordion
- **b** nanny
- c volunteer

- d boardwalk
- e archaeologist
- f campfire

- g basement
- 3 3 20 Listen to a radio programme and write down what you think the words in Exercise 2 mean.
- 4 Say how you guessed each word.
- 5 Listen to the radio programme again and complete these notes using between one and three words in each space.
  - a Joe helped to look after cows on a farm.
  - **b** The farmer's wife made excellent _____.
  - c Natasha was paid £ _____a week.

  - e Owen worked on an island in ......
  - f The weather was often ...............
  - g Jennifer's hands and .......hurt while she was working in the desert.
  - h She liked the desert because it was beautiful and
  - i Martin was introduced to the old man by
  - j The old man's _____ asked Martin to paint her basement.
- 6 Would you like to do any of the work described in the programme? Why? Which work would you definitely not want to do? Why not?



Play Word-building Snap with one or two other students. Your teacher will give you the cards.

# Language focus

### Adverbs at the beginning of sentences

- 1 Look at these sentences from the radio programme. Can you remember which adverb was at the beginning of each sentence?
  - a <u>Luckily</u> / Surprisingly / Actually, a Finnish friend helped me to write a little notice.
  - **b** *Obviously | In fact | Unfortunately*, I liked helping to save the forest.
  - c *Unluckily | Surprisingly | Of course*, the sun was really hot during the day, but it was very cold at night.
  - d In fact / Luckily / Unfortunately, digging is very hard work.
  - e Fortunately / Actually / Obviously, we needed to be quite fit.
  - f Of course / Surprisingly / Luckily, his landlady was so satisfied with the job I did that she asked me to paint her basement.
  - **g** *Unfortunately | Obviously | In fact*, I had a letter from someone last week offering me work there next summer.
- 2 Which of the adverbs in Exercise 1 have the same meaning?
- 3 Now complete these sentences using your own ideas.
  - a I went to bed very late last night. Surprisingly,

    I wasn't tired this morning.
  - **b** Some people say that English weather is always bad. Actually,
  - c My sister bought several lottery tickets last week. Unfortunately,
  - d The film star said he hadn't got any money. Of course,
  - e I thought his jacket looked really expensive. In fact,
  - f My friend suggested we should have a party the night before my exam. Obviously,
- 4 Choose two adverbs from Exercise 1 and write sentences with each one like the sentences in Exercise 3.

### Reflexive pronouns

myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

Look at these sentences from the radio programme:

You obviously enjoyed yourself there. We needed to know how to look after ourselves. She helped me to write a little notice about myself.

- 1 Complete these sentences using the correct form of the verb and a reflexive pronoun.
  - a Does your brother need a babysitter when your parents go out? No, he looks after himself. (look after)
  - **b** Were you listening to the radio in your room or were you _____? (talk to)
  - c Susan mustn't carry that heavy box. She might .......(hurt)

  - f Sometimes I _____ (ask) why I work so hard.
  - g Don't worry about them. They can .......................... (look after)
- 2 Choose some verbs from the sentences in Exercise 1 and write three sentences using reflexive pronouns.

EXAMPLE: I don't like people who help themselves to my things without asking me.

# ( Grammar spot

### Each other / themselves

Check that you understand the difference between these sentences. Match each sentence to the correct picture.

- a They're looking at each other. Picture
- b They're looking at themselves. Picture



- 3 Can you draw or describe a pair of cartoons to show the difference between these two sentences?
  - a They hurt themselves.
  - **b** They hurt each other.

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### Every, each, all

# (y) Grammar spot

Every, each, all

Look at these sentences.
It rained nearly every day.
Every evening the old farmer played his accordion.
Each of the workers had a small tent.
Each person told their friends about me.
I liked all the people there.
I kept all the money.
I looked after the little one all day.

- We use each of + a ______ countable noun.

  We use eall + a _____ noun or an uncountable noun.

### Use every, each or all to complete these sentences.

- a I asked all the boys to look for my ring.
- **b** In the first lesson, ...... of the students told the class about his or her holiday.
- c This restaurant has ...... kind of food Italian, Mexican and many more.
- **d** ..... the furniture in my room is old.
- e I'll show you ..... the best places to eat.
- f Our house is big enough for ...... of you to have your own room.
- g This year, I'll be here ...... summer.
- h Joe ordered a drink for ...... of his friends.

### **¥** GF page 213

### «Pronunctation»

- 1 Practise the sounds /eə/ and /ɪə/.
  Can you find them in the sentence Here's your chair?
- 2 3 21 Listen and repeat these sentences, then mark the sounds /eə/ or /iə/ in different colours. When you have checked your answers, put the words into the columns below.
  - a He rarely feels fear.
  - b He's got fair hair and a beard.
  - c Take care on the stairs, dear.
  - d There's a box of pears near the door.
  - e Where did they appear from?
  - f The volunteers worked in pairs.
  - g The engineer steered the old car carefully.

/ea/	/io/	
rarely	fear	

3 Work with a partner. Take turns to repeat the sentences again. Listen to each other's pronunciation.

### Using the passive

1 Look at these sentences from the radio programme, which have passive verbs, then look at the sentences with the same meaning, which have active verbs.

Some students are helped by their parents (passive). = Some parents **help** students (active).

I was given a room (passive). = The farmer gave me a room (active).

Rewrite the sentences below with an active verb.

- a I was employed as a nanny. A Finnish family employed me as a nanny.
- b I wasn't paid. No one ....
- c The buildings were buried for hundreds of years.
- d I was employed by lots of people. Lots of people ....
- e Our listeners will be encouraged by those stories. Those stories
- 2 Look at this email which a volunteer sent to a friend. What does Chris feel about his summer job?

000							
0		13	-	9			
Delete	Reply	Reply All	Forward	Print			

Hi Eddy

You said you wanted to hear what I did this summer. Actually, I was working as a volunteer on our local beach. It looks a real mess sometimes. When I was a child, people didn't drop their rubbish on the beach but they do now, and tourists start fires sometimes. So this summer volunteers cleaned the beach every evening. They collected thousands of empty bottles. Next year the government will employ someone to organise the volunteers. Pollution damages lots of beaches but I hope it won't spoil this one. So you see, I was doing something useful for once. I'll probably do it again next year. What about you? Chris

3 Chris wrote a report about his work for the local paper. Rewrite the sentences from the email using passive verbs. Decide when you want to use by.

# Young volunteers clean up town beach

### By Chris Appleton

This summer I joined other volunteers to help clean up the local beach. In the past, rubbish (a) wasn't dropped on the beach but nowadays you see it everywhere and sometimes fires (b) ...... But this summer the beach (c) _____ every evening and thousands of (e) _____ to organise the volunteers. Every year lots of beaches (f) _____ but I hope our local beach (g) ... I will probably work on our beach again next year and I hope some of my friends will volunteer with



### «Activity» Eco-questionnaire

- Read the questionnaire on page 203. In small groups, discuss the questions.
- 2 Use the questionnaire to find out who is the most earth-friendly person in your class (or family). Score the answers using the key. What advice would you give to someone who gets a low score?
- 3 In your group, write about three different people:
  - a an earth-friendly person who would get a high score on the questionnaire
  - b someone who would get an average score
  - c the kind of person who doesn't worry about the earth and who would get a low score.

# Exam folder 27

# **Reading Part 2**

In this part of the exam, you read five descriptions of people. For each one, you choose one text to match it.

### CHECK!

- a How many questions are there?
- b How many texts are there?
- c How many texts are not used?
- d Can the same text be the answer to two questions?
- e What should you do after you have read the questions?
- f What should you check before you choose an answer?

The people below all want to travel in Europe.

On the opposite page there are eight advertisements.

Decide which advertisement would be the most suitable for each person. For questions 1–5, write the correct letter (A–H).

1



Cassie spent some time last summer travelling around Europe by bus and train. Next month she wants to visit a friend she met in Italy but she can't afford the fare.

2



Andy wants to travel alone around Europe for two months in the summer making his own decisions about how long he spends in each place.

3



Rachel wants to travel in Europe but she has very little money. She is free for nine months before she goes to university.

4



The Roberts family want to see as much as possible in Europe but have only two weeks. They want someone else to make all the hotel and travel arrangements for them.

5



The Graham family want to spend their holiday in the countryside, away from crowds and traffic. They would like to get some exercise while they are away.

### **Exam Advice**

When you think you have found the answer, read the text carefully. There may be one or two details which make it wrong.

### A

SPECIAL OFFER on rail tickets.
Unlimited travel through ten European countries
during June, July and August for only £450.
Family discounts. No minimum stop between journeys.
Apply at least one month before travelling.

### B

Express coaches London to Switzerland or Italy.

Special discounts this month on one-way tickets.

Air-conditioned coach with toilet. Two stops for meals.

Sandwiches and drinks on sale during the journey.

Phone now for details of departure times and unbelievable prices.

### C

# Do you have experience of travelling around Europe?

Do you want to visit Italy?

Responsible young adult required to look after six teenagers travelling from London to Rome by train. Ticket and meals paid during journey. Depart in two weeks.

### D

# Take the worry out of your holiday in France, Italy or Spain and save money on hotels and petrol.

On our ten-day holidays, you cycle on paths between campsites. When you arrive, everything is ready for you: tent, barbecue and swimming pool! You can organise dates to suit your family. And you'll get fit in beautiful countryside.

### E

# Would you like to spend six months travelling in southern Europe?

American family requires nanny to help with their children. We will pay for all meals, travel costs and give you £30 pocket money a week. The right attitude is more important than qualifications or experience. Interviews next week. Phone for further information.

### F

### Our business is your pleasure.

See the best of southern Europe in a fortnight.

Air-conditioned coach tours visit the most beautiful and historic cities in Spain, Southern France and Italy. Spend each night in a comfortable hotel with a swimming pool and enjoy the local food in a carefully chosen restaurant. Special prices for families and single travellers.

### G

Leave everything to us. If you are a business traveller and frequently need to travel to France or Italy but don't have time to spend booking tickets, call Quick-ticket now. We store all your details on our computer: how you prefer to travel, usual destinations, etc. All you do is call or email one day before your journey.

### H

Planning to travel in Europe this summer?
We are three students looking for a fourth to share costs travelling by car and camping for about six weeks.
We have planned our route through five countries but would be prepared to make some changes.

# (V) Corpus spot

Travel, trip and journey



Complete these PET students' sentences with the correct word from the box.

### travel trip journey

- a The first prize is a ______to New York.
- b The ....... was boring, and took ten hours, but we arrived safely.
- c | love ...... and | want to visit England next year.

# What would you do?

Grammar second conditional
Vocabulary jobs; expressions with prepositions
Revision opinions; agreeing/disagreeing;
first conditional; and if/when



### Introduction

- 1 Do you recognise any of the people in the photographs? Why are they famous?
- 2 Match the adults to the photographs of them when they were children. Use the words in the box to help you.

I think that	I agree that	X used to
I don't agree that	It might be	X still has
It could be	I think it's	X has the same

- 3 Compare your answers with other students and talk about how you made your choice.
- 4 Choose one of the children and imagine what he/ she was thinking.

When If	grow up become famous earn lots of money become a	will won't	be work live have
---------	------------------------------------------------------------	------------	----------------------------

EXAMPLE: When I grow up, I'll be a famous ...

# Reading

1			hat all the jobs are, t		1 0 1	
	The state of the s		don't understand.	., 8		
	Α	В	C	D	E	F

and this was page about jobs you can have working with colobrities. Match page and A. E.

www.mychat.com

Do you fancy being a star but know you never will be? Then working for a star could be the job for you. With plenty of cash and no journalists looking through your rubbish bins, it could be perfect. Here are just some of the jobs you could choose.

personal trainer fashion designer bodyguard celebrity chef stylist personal assistant

Stars take a lot of interest in what they eat so what do they do when they feel hungry but don't want to get their hands dirty? Employ me, of course. I have to be very good at my job because I'm responsible for preparing meals not just for my boss but for all his famous friends. Would you like my job? Yes? In that case you should get good qualifications and then work in one of the best restaurants for at least a couple of years. And of course your own TV show will help too.

Who do you think makes those stars look 100% perfect? It doesn't just happen by accident. It's my job to make sure my celebrity looks wonderful at all times. Imagine if you had someone to shop and choose clothes for you! You too would look like a star all the time. The best thing about my job is that I go everywhere with my boss because famous people can't afford to make any mistakes in public, can they? I'm with her nearly all the time, whether she's at home or on holiday.

At present I have celebrities knocking at my door because they like my clothes. And if I'm lucky they invite me to events where everyone can see the clothes I've designed. I have to keep my ideas up-to-date because no star wants to be seen in something that looks old-fashioned. Of course, in the end if they decide they don't like my clothes any more, I'll be famous one day and unknown the next.

I get the chance to experience the life of the rich and famous without actually being famous myself. I take phone calls and look at all the fan mail, plan parties and do all the jobs the star doesn't want to do. I travel first class with the star, make sure she arrives everywhere on time and meet lots of famous people. I have to stay very calm and not mind being shouted at even when I've done nothing wrong. In my job you can earn lots of money like a star but I'm never on the front page of the newspaper just because I've got a new boyfriend.

I'm essential to a star who wants to look good. I'm the only person who tells a celebrity what to do and they listen to me. I watch and shout instructions while they cycle, run and lift weights. There's also a chance of someone famous falling in love with me – it has happened before.

My job is to make sure the boss is never in danger and I need to be strong, both physically and mentally, to do that. I have to see problems in advance before they happen and, if there is any trouble, I have to be there at once. I'm closer to the star than anyone. And I have to do what she does and keep her in sight all the time. So don't forget that if the boss wants to spend every night dancing in a nightclub, I'll be there too. In fact I sometimes spend 24 hours at work without a break.

2 Work in a group. Read the web page again and think about the answers to these questions. Underline any words you don't know and talk about them in your group.

### Job A

- 1 What is meant by to get their hands dirty?
- 2 What does I'm responsible for mean?

### Job B

- 3 What does a stylist do?
- 4 Why is he/she so important?

### Job C

- 5 What does *knocking at my door* mean in the text?
- 6 What does up-to-date mean?
- 7 What might happen?
- 3 Think of four advantages and four disadvantages of being famous. Would you like to be famous? Why? / Why not?

### Job D

- 8 What kind of jobs does a personal assistant do?
- 9 Why might he/she get shouted at?

### Job E

- 10 Why can a personal trainer tell a star what to do?
- 11 What might happen?

### Job F

- 12 Why does a bodyguard have to be strong both physically and mentally?
- 13 What might be a disadvantage of the job?

### **№** Vocabulary spot

Sometimes the words in an expression do not mean exactly what they say, e.g. to get their hands dirty. Look at the words in the sentences around them to try to understand what they mean.

# Language focus

#### Second conditional

(3) Grammar spot	Second conditional
Put the verbs have and look sentences.	r into the correct form in these
condition	result
If + past tense	would + infinitive
If Ia stylist, I	good all the time.
result	condition
would + infinitive	if + past
Igood all the	e time if I a stylist.

1 You read about some people who work with celebrities on page 181. Would you like that kind of job? Who would you like to work for? Make some conditional sentences.

EXAMPLE: If I was/were X's bodyguard, I'd ...

- 2 Put the verbs in brackets into the correct tense. Use the second conditional.
  - a If we lived (live) near the sea, we'd go (go) to the beach every weekend.
  - b If I _____ (not have) so much homework to do, I _____(go) out with my friends.
  - c I ......(buy) a new computer if I (have) plenty of money.
  - d If I _____(own) a plane, I ____ (fly) in it every day.
  - e If Andrea ..... (get up) earlier, she (not be) late every day.
  - f If my neighbours _____ (be) friendly, I .....(invite) them to my party.
  - g If Suzi _____ (be) old enough, she ......(learn) to drive.
  - h My brother _____ (teach) you the guitar if he _____ (have) time.
- 3 Complete these sentences using your own ideas. Use the first or second conditional.
  - a If I was a pop star, I'd write amazing songs.
  - b If you lose your purse, I'll lend you some money.
  - c If I had a helicopter,
  - d If you spoke perfect English,
  - e If I go to bed late tonight,
  - f If you don't help me with this work, _____
  - g If you were a beautiful model, h If I didn't do any homework,

¥ GF page 214

# Expressions with prepositions

Read these sentences from the article on page 181. Fill in the prepositions without looking at the texts.

at by

- a You should work in one of the best restaurants for at least a couple of years.
- b It doesn't just happen _____accident.
- c Famous people can't afford to make any mistakes ____ public.
- d I'm with her nearly all the time, whether she's home or holiday.
- e My job is to make sure the boss is never _____ danger.
- f I have to see problems _____advance before they happen.
- g If there is any trouble I have to be there _____
- h I have to keep her _____ sight all the time.
- i I sometimes spend 24 hours ......work without a break.
- j I make sure she arrives everywhere _____time.
- k There's also a chance of someone famous falling love with me.
- 1 _____ present I have celebrities knocking at my door.
- m Of course, the end if they decide they don't like my clothes any more, I'll be famous one day and unknown the next.
- 2 Which preposition goes before each of these words? Write them in the correct circle below.

breakfast bus business car first foot last mistake post school stock town



# Vocabulary spot

Learn these expressions as they are very common. People may not understand you if you use the wrong preposition, e.g. The train arrived on time (at the correct time) or I got to the cinema in time (just before the film started).

# «Pronunciation»

1 Decide what is missing from these sentences. Use the box to help you. Write the whole word at the end of each line.

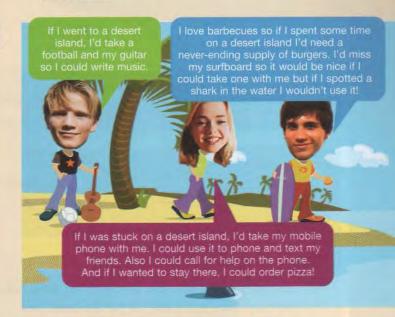
's 've 'll 'd 're

- a If I had a car, I 'd lend it to you. would
- **b** Wait for me I ....... almost finished watching this programme.
- c They ..... be late if they don't hurry.
- d They ...... already arrived when I got there.
- e If she lived near her friends, she ...... be happier.
- f You ..... not listening to me, are you?
- **g** This is the first time he ...... played the trumpet in public.
- h We ...... ring you if we go swimming next weekend.
- i She ...... coming home late tonight.
- 2 3 22 Listen and check your answers.
- 3 3 Listen and repeat.
- 4 324 Look at these sentences and listen to the recording. If what you hear is exactly the same as what you see, mark ✓. If it is different, circle the letters which are different and write what you heard.
  - a They ealready left. They'd
  - b He'd help you.
  - c The pop star's leaving.
  - d It'd be too dark to see anything.
  - e I've seen the programme before.
  - f She'd got plenty of money.

# «Activity» Quiz

1 Answer these quiz questions about yourself.

- «Activity» A desert island
- Look at what some people said they would take to a desert island.



- 2 Think of two things you would take to a desert island and why. Think of two things you would miss. Write the sentences on a piece of paper without your name on it and give it to your teacher.
- 3 Work in a group. Your teacher will give you some pieces of paper. Decide who wrote them.
- 4 Think about one of your favourite stars and imagine how they would answer.
- 2 Exchange quizzes. Look at the scores on page 184 and tell your partner what kind of person he/she is.

# WHAT ARE YOU (IKE?

- If a shop assistant was rude to you but then forgot to charge you for something, would you:
- a) go back and tell her?
- b) run away as fast as possible?
- c) go home, then feel bad and phone the shop?
- If you saw an old lady stealing food from the supermarket, would you:
  - a) take no notice?
  - b) offer to help the old lady to carry the food to the checkout?
  - c) call an assistant?

- If you went shopping with your friend and he/she decided to buy some clothes which looked terrible, would you:
- a) tell him/her the truth?
- b) suggest something else which suited him/her better?
- them because he/she liked them?



- If you saw your favourite star when you were out shopping, would you:
- a) scream and point at him/her?
- b) just walk past?
- c) ask him/her for an autograph?



- 5 If you found out that your best friend had two boyfriends/girlfriends at the same time, would you:
  - a) ask your friend how he/she would feel in the same situation?
  - b) tell one of the boyfriends/girlfriends?
  - c) say nothing it's not your problem?
- 6 If your friend invited you to go on holiday with her family but you didn't like her mum, would you:
  - a) explain how you feel about her mum and refuse the invitation?
  - b) say nothing and go on the holiday?
  - c) invent an excuse not to go?

# Exam folder 28

# **Listening Part 2**

In this part of the exam, you listen to a recording of one person speaking or an interview and answer six questions by choosing A, B or C. You hear the recording twice.

#### Exam Advice

If you don't hear the answer to a question, don't spend time worrying about it. You will miss the answer to the next question too!

You will hear a radio interview with a young actor called Paul.

#### CHECK!

- a What do the instructions tell you?
- b What do you have to do?
- c What should you do before you listen?
- d How can the questions help you?
- e How many times will you hear the recording?
- f What should you do if you don't know the answers?

1 3 25 Do the exam task.

For each question, put a tick (/) in the correct box. 1 Paul first appeared on TV in a A soap opera. B children's drama. C quiz show. 2 What does Paul say about playing Frank? A He didn't like Frank's personality. B He wanted to have a bigger part. C He did it for too long. 3 What problem did Paul have when he was in A He couldn't trust anyone. the soap opera? B He got very tired. C He didn't like people recognising him. 4 What did Paul realise when he was in a A He preferred acting in theatres to TV programmes. theatre play? B He enjoyed performing to an audience. C He didn't know how to act on stage. 5 In the future, what does Paul want to act in? TV programmes theatre plays films

A worried

B disappointedC surprised

2 Look at the script and listen again. Underline the words in the script which give you the answer to each question.

6 How do Paul's parents feel about his choice

3 Now circle the words in the script which tell you why the other options are wrong in each question. Scores for quiz on page 183

1 a) 3 b) 1 c) 2 4 a) 1 b) 3 c) 2 2 a) 3 b) 2 c) 1 5 a) 2 b) 3 c) 1 3 a) 1 b) 2 c) 3 6 a) 1 b) 2 c) 3

Score 15–18 ...
You are very kind and you think about other people's feelings. Remember to

think about yourself too, and don't let other people walk all over you!

Score 10–14 ...

Congratulations! You think about other people's feelings and try to do the best thing. You are a good friend.

Score 6–9 ...

You need to be careful or you won't have many friends. You are very honest but you need to consider other people's feelings too. Remember to think before you speak.

of career?

# Writing folder

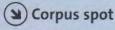
# **Writing Part 1**

Here are some sentences about going shopping. For each question, complete the second sentence so that it means the same as the first, using no more than three words.

1	My friend and I took the bus to town last week.  My friend and I went to town by bus last week
2	My friend forgot to bring her purse.  My friend didn't bring her purse.
3	She asked me how much money I had in my purse.  She asked me, 'How much money in your purse?'
4	She borrowed some money from me.  I
5	The town has got lots of shops.  There lots of shops in the town.
6	First we went into a shop called <i>Stella's</i> .  First we went into a shop name was <i>Stella's</i> .
7	We couldn't afford the clothes in Stella's.  The clothes in Stella's were for us.
8	We bought nothing in Stella's.  We didn't in Stella's.
9	The shop next door is owned by my mother's friend.  My mother's friend the shop next door.
10	Although she showed me lots of clothes, I couldn't choose.  She showed me lots of clothes I couldn't choose.
1	We said, 'If we don't hurry, we'll miss the bus.' We said, 'Unless, we'll miss the bus.'
2	We had such a tiring day we fell asleep on the bus.  We were so we fell asleep on the bus.

#### **Exam Advice**

Write one, two or three words.





#### Borrow and lend

In some of these sentences *borrow* is correct. Put a tick against them. Write the correct form of *lend* in the other sentences.

- a Could you borrow me that book for two weeks?
- b I would like to borrow your camera, please.
- c I borrowed Tom my bicycle.
- d I've asked to borrow my father's car.
- e When I got home, I didn't have the beautiful scarf my mother had borrowed me.

# (Y) Corpus spot



#### There is/are

Correct these sentences written by PET students.

- a There do a lot of interesting historic buildings.
- b There have three films to choose from.
- c In the centre there a new club.
- d There is a lot of things to do in my town.
- e You could go to the National Museum where it is a painting by Michelangelo.
- f Sometimes there comes a special guest on the show.
- g There is two cupboards in my room.
- h We will go to a big park where is a roller coaster.

# What's on the menu?



# Introduction

Write the names of all the things in the photograph in the correct columns under their first letter.

В	C	E/F/G	K/L	O/T	P	5
bananas						

- 2 Work in a group. You are going to have a picnic together. Look at the food in the photograph and decide what you will take. Write a list on a piece of paper.
- 3 Pass your list around the class. Look at each group's list. Is anyone taking too much or too little? Decide which group has the healthiest picnic and which group has the most unhealthy picnic.

# ( Vocabulary spot

#### Adjective opposites

Many adjectives make their opposite with un, like healthy/unhealthy; for example: able, grateful, happy, lucky, important, necessary, sure, true, usual. Make a note of any others you meet.

4 The words below are all names of food but the letters are in the wrong order. What are the words?

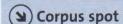
a bruger burger f sifh k cagabbe

1 apenut b iol g hotgdo h mai m tals c schip i limk n spachin d eefcof

o roommush e crame j rugas

5 Work in a group. Divide the words into two lists.

Healthy foods: Unhealthy foods:



Have + food and drink



Correct the mistakes in these PET students' sentences using the correct form of have.

- a We decided to take our dinner in a pizzeria.
- **b** What about drinking a cup of coffee together?
- c That restaurant is the best place to spend a romantic meal.
- d After the film we'll take a drink in the bar.
- e We went to the beach and took an ice cream there.

# Listening

- 1 Look at the pictures. Which place would you prefer to eat in?
- 2 3 26 Listen to five conversations and match them to the pictures.



# Language focus

#### So do I and neither/nor do I

1 Try to remember what the people said in conversations 1 and 2 and fill the spaces.

#### Conversation 1

Alison: So, let's go and eat. I'm hungry.

Daniel: So (a) am / ...... Where shall we go?

Alison: There are plenty of restaurants round here.

Do you like Mexican food? Or what about
Thai?

**Beata:** Can you tell me what Thai food tastes like? I've never tried it.

Daniel: No, nor (b) ......

Alison: Well, I love it. It's quite spicy.

Beata: Oh, is it? I'm not very keen on hot spices.

Daniel: No, neither (c) ......

Alison: OK. Er, so not Thai or Mexican. There's a good Italian restaurant further up the road.

#### Conversation 2

Graham: Good evening. Table for two?

Greta: For three, please. We're meeting a friend.

**Graham:** Certainly. Inside or outside? **Greta:** I don't like sitting outside.

Brigitte: Neither (e) _____, so inside, please. Graham: Thank you. There's a table just there,

near the window.

Brigitte: That'll be all right.

Greta: Yes, it's fine.

Graham: Would you like to order any drinks

before your friend arrives?

**Brigitte:** Er, yes. I'm really thirsty. I can't wait.

Greta: Neither (f) ......

**Brigitte:** I'd like an orange juice, please. **Tina:** Hi! Sorry I'm late. I got lost.

Never mind. Come and sit down. We're

just getting some drinks.

Tina: I'll have a mineral water, I think.

Graham: Thank you. I'll bring the menu in a

moment.

Greta: Thank you.

2 Listen again and check your answers.



# (Y) Corpus spot



To be + thirsty, lucky, etc.

What is wrong with this PET student's sentence?

We had hungry so we stopped for a meal.

Which verb do we use before thirsty, hot, cold, lucky, sad, afraid? Now correct these sentences.

- a At first, I had afraid, but then I saw my family.
- b We had lucky because the weather was very nice.
- c I got very surprised when she told me.
- d I'll have cold if I don't wear my scarf.
- e When I read it I got shocked.
- f I have hot and I want to go for a swim.

#### (3) Grammar spot

So/nor/neither

We use So ..... I or Neither/Nor ..... I when we agree with what someone says.

#### Agree with these sentences.

I'm a vegetarian.	So am 1.
We're not hungry now.	Nor am 1.
She often cooks Indian dishes.	50 do 1.
I don't like this ice cream.	Neither do 1.
I've really enjoyed this evening.	
I've never tried this before.	
They enjoyed the main course.	
We didn't want a big meal.	
I'll come here again.	
I won't finish all this.	
He's going to give the waiter a tip.	
I can't eat any more.	
We'd like to come here again.	

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#### «Activity» Agreeing and disagreeing

Your teacher will give you a card. Tell other people what you think about the subject on your card. Respond to what they say about theirs. If you and another student both agree with each other's statements, swap cards and talk to someone new. Say things like these:

I love spicy food.	So do I.	or	Really? I don't!
I'm not afraid of spiders.	Nor am I.	or	Really? I am!
I've got a motorbike.	So have I.	or	Really? I haven't!

#### Polite question forms

Look at conversations 3, 4 and 5 and listen to them again. Underline what is different from what you hear.

#### Conversation 3

Bob: Now, what are we going to have?

Carl: What do you recommend?

Bob: They do home-made soup, that's usually very nice. And there's always a hot dish.

Carl: Oh, yeah. I see. 'Today's special', it says on the board. What is that?

Bob: It says underneath, look. Lancashire Hotpot.

Carl: It sounds a bit funny. Has it got meat in it?

It's made of lamb with potatoes and Bob: onions, cooked for a long time. A traditional dish from the north of England. Very good on a cold day like today.

Carl: Oh, right. I'm a vegetarian, so I won't have that.

Bob: OK. We'll ask for a menu. Would you like a starter?

Carl: No, thanks. I'll just have a main course. I don't want to fall asleep this afternoon.

No, neither do I. OK, now, where's the Bob: waiter?

#### Conversation 4

Gary:

Tammy: One burger, one milkshake, one vegeburger and one cappuccino, please.

Gary: What flavour milkshake?

Tammy: Oh, sorry. Rosie, what flavour milkshake does your friend want?

Rosie: Oh, she didn't say.

Tammy: Oh, typical.

Rosie: What flavours have you got?

Gary: Chocolate, strawberry, banana and vanilla.

Rosie: She'd like strawberry, I think.

OK. Now do you want to eat in or take Gary: away?

Tammy: Take away. Oh, and one portion of chips.

OK. That's thirteen pounds twenty. Gary:

Tammy: Here you are. Gary: Enjoy your meal. Rosie: Thank you.

#### Conversation 5

Nigel: Excuse me!

Marco: Yes? Can I help you?

Nigel: I hope so. You see, we ordered a tuna salad

and a baked potato with cheese fifteen minutes ago! Is there a problem?

Marco: I'm sorry, we are very busy, as you see.

Nigel: But we said we were in a hurry and the

waitress promised to be quick.

Laura: Are we going to get our food soon? We have to catch a train at one fifty-five.

Marco: OK. What did your waitress look like?

Nigel: Oh, here she comes now.

Anna: I'm ever so sorry. Someone else took your

order by mistake.

Nigel: All right. Thank you. Now we can eat.

Laura: This potato isn't properly cooked. Part of

it is almost raw!

Nigel: Oh, no. Well, that's it. I'm going to see the

manager.

# (3) Grammar spot

Polite question forms

Write the questions you underlined in Conversations 3, 4 and 5. Listen again and write down the questions you heard.

What is that? —> Can you explain what that is?

What kind of questions use if when they are reported?

You want to ask a tour guide some questions. Ask politely, using the words in the box below, adding if when necessary. Write down your polite questions.

Can you tell me ...?
Can you remember ...?
Do you know ...?
I'd like to know ....
Can you find out ...?

a How much does a burger cost?

Can you tell me how much a burger costs?

b Is the service included?

Do you know if the service is included?

c Where is the toilet?

d Do they serve vegetarian dishes?

e What flavour ice cream have they got?

f Can we sit outside?

g When does this café close?

h What is the name of this dish?

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# «Pronunciation»

- 1 322 Listen to the recording. Underline the sound /ə/. Listen again and repeat.

  a cup of coffee
- 2 3 Now do the same with these sentences. Listen again and repeat.

  a glass of milk and some pieces of cake some ice cream but no burgers
- 3 Work with a partner. Underline the sound /ə/ in these sentences. Then listen to the recording and check what you underlined. Listen again and repeat.

It's made of eggs and sugar.

He wants a cup of tea and a sandwich. I'd like a slice of meat and some potatoes.

You can have a bag of crisps but not a packet of biscuits.

They've got fish and chips and meat and rice but no bread and cheese.

# **Activity** Eating out

- 1 Work in a small group.
  Plan a short menu with your group and write it out.
  Include a variety of dishes that you like.
- You are a group of tourists visiting a restaurant. Each person must politely ask the waiter to explain something on the menu, then order a meal.
- 3 Take turns to be the waiter. When you are the waiter, you take a customer's order and answer his/her questions. One of the dishes he/she orders is not available. Apologise.

Asking politely for information	Ordering food	Apologising
Can you tell me	I'll have	I'm so sorry, but
Can you explain	Can I have	I do apologise, but
I'd like to know	I'd like	



# Exam folder 29

# **Reading Part 4**

In this part of the exam, you read a text and answer five questions about it by choosing A, B, C or D.

#### CHECK!

- a Do all the questions ask about one part of the text?
- **b** Do you need to read all of the text carefully?

Read the text and questions below.

For each question, circle the letter next to the correct answer - A, B, C or D.

I 've read and heard so many good reports of the Thai restaurant The Golden Spoon that I decided to try it myself. The menu appeared to be all in Thai but then we noticed the English translations. When the waitress realised it was our first visit, she came across as she knew it would take us a long time to choose. In the end we ordered what she recommended because we didn't know where to start – there was so much choice. Because it was early on a Monday evening (they are open from midday to midnight without a day off), it wasn't too busy but it got busier later and in fact they recommend that you book, even on Mondays.

The Golden Spoon offers a wide range of extremely tasty food, mostly quite spicy, but that was fine with me. Even the vegetarian among us had plenty of choice. Everything was cooked quickly and perfectly. The first course looked rather small, but there were six more courses to follow and we couldn't finish all of them.

The entrance to the restaurant is rather dark and the inside isn't much better. The Thai family who run it (the father and grandfather do all the cooking) have been there since 1975 and haven't really changed it since then. There are some Thai paintings on the wall which are probably rather beautiful but they are very dusty so it's difficult to tell. But none of that is important because I didn't go there to look at the walls. What I did look at was our meal being prepared in the kitchen, which is in one corner of the restaurant, and that was a wonderful sight. The meal cost more than I had expected but was worth it.



- 1 What is the writer trying to do?
  - A suggest changes a restaurant could make
  - B recommend the food in a restaurant
  - C describe what he ate in a restaurant
  - D complain about the service in a restaurant
- 2 What does the writer say about the waitress?
  - A It was impossible for her to serve so many customers.
  - **B** It was difficult to choose from the menu without her help.
  - C She translated the menu from Thai for them.
  - D She took a long time to take their order.

- 3 What did the writer think of the food?
  - A It was too spicy for him.
  - B There weren't enough vegetarian dishes.
  - C There was too much of it.
  - D It was not cooked properly.
- 4 What did the writer particularly like about the restaurant?
  - A the paintings on the walls
  - B the entrance
  - C the prices
  - D the position of the kitchen

5 Which of the following is an advertisement for the restaurant?

A

# THE GOLDEN SPOON

Run by the same Thai family for more than 25 years.

Recommended in local guidebooks. Booking advised. Open 12-12 every day. C

# THE GOLDEN SPOON

New chef from Bangkok Restaurant. Meals available to eat in the restaurant every day from 12–12 or take away.

B

# THE GOLDEN SPOON

Local restaurant recently improved – more space available. Run by same Thai family since 1975. Book early so you are not disappointed. Open 12–12 every day. D

# THE GOLDEN SPOON

Compare our prices with other Thai restaurants and you will be pleasantly surprised.

Open every day except Monday from 12-12.

# **Speaking Part 3**

In this part of the exam, you and your partner are each given a photograph of a similar topic. You take turns to tell the examiner about your photograph.

1 Look at page 204. Work with a partner. Choose one photograph each. Before you talk to your partner, think about what you will say.

What kind of restaurant is it? What are the people doing? What are they wearing? Are the people enjoying themselves? What else can you see?

2 Describe your photograph to your partner.

#### **Exam Advice**

Describe the people, what they are doing and the place.

# **Speaking Part 4**

In this part of the exam, you and your partner have a discussion about the topic of the photographs in Part 3.

- 1 Work with a partner. Can you remember ways of giving your opinion? Can you remember ways of agreeing and disagreeing?
- 2 Discuss these questions with your partner.
  Which of the restaurants in Speaking Part 3 would you like to eat in?

Do you often go to restaurants? What kind of restaurant is your favourite?

Do you prefer to sit down to a three-course meal or eat fast food?

# Exam Advice

If you have no opinions on the subject, invent some!

# Blue for a boy, pink for a girl?

hardly; before/after + -ing informal language; saying goodbye tenses/vocabulary in Units 1-29

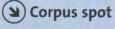


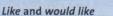


1 Do you like doing any of these things or would you like to do them? Write them down.

1 like ...-ing / I would like to ... I don't like ...-ing / I wouldn't like to ...

- 2 What are your three favourite school subjects?
- 3 Do you agree with any of the following statements? Look at page 125 if you need to.
  - a Men and women should earn the same salary for the same job.
  - b Boys find it easier than girls to use computers.
  - c Boys and girls should study the same subjects at school.
  - d Boys are physically stronger than girls.
  - e In a government, there should be the same number of men and women.
  - f A girl can ask a boy to go out with her.
  - g Mixed football teams are a good idea.
  - h Girls find it easier than boys to talk about their feelings.
  - i Girls study harder than boys. WEEK 31
  - j Boys are braver than girls.





Some of these sentences written by PET students are correct. Put a tick (/) against them. Correct the mistakes in the other sentences.

- a I like to hear from you soon.
- You will have a great time because you like visiting museums.
- c I like you to join me and my friends on Saturday.
- d Tasked her what she would like to do on
- Would you like go to the cinema with
- f I hope you like cycling as much as I do.



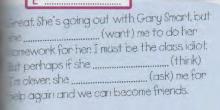


# Reading and Language focus

#### Revision of tenses

- 1 Here are two diaries.
  Work in pairs. Student A
  reads Monday from Jake's
  diary (A) and Student B
  reads Monday from Lucy's
  diary (F). Choose the
  correct verbs. Compare
  your answers to these
  questions.
  - What does Jake think about Lucy?
    What does Lucy think about Jake?
- 2 Student A: Read what Jake wrote in his diary on Tuesday, Wednesday, Thursday and Friday. They are in the wrong order. Put them in order and write the day at the top. Put the verbs in brackets into the correct form.

Student B: Read what Lucy wrote in her diary on Tuesday, Wednesday, Thursday and Friday. They are in the wrong order. Put them in order and write the day at the top. Put the verbs in brackets into the correct form.





A Monday

I'm ordinary, I suppose — nothing special.

Most important of all, not special enough for Lucy. Lucy is great — really pretty and always smilling. In class I sit / am sitting as close to her as I can but she never speaks / is speaking to me. I will sit there until she notices / will notice me. This term I am asking / am going to ask Lucy to go out with me, but I expect she says / will say no. I'm pleased I chose / was chosen for the school football team. I'm looking forward to play / playing tomorrow.

В .....

C

D

thursday 2

Nau au

F Monday

I'm fed up with boys Honestly, when they whistle / will whistle at you, they think / are thinking they're really cool but they're just embarrassing. The only nice boy in our class is Jake, but I hardly know him. I always am smiling / smile at him when I will see / see him but I'm worried that he isn't liking / doesn't like me. Anyway, my mate, sophie, told me that Jake picked / was picked for the school football team last week, so maybe I go / 'Il go and support the team tomorrow.

G

H

I'm sorry we laughed at Jake yesterday. If
I (ask) him for his help with
the maths homework, I (have)
a chance to spend more time with him. I
(bump) into Gary Smart. He
(just have) a swim and he
looked really pleased with himself. He even
(put) his hand on my arm. He's
really not my type.

1	
	Sophie and I
	TOO DOLL TONIGHT AND WA
	a goal betue doing home we
	Mayor Mayor
	Play I'vi The Team Defore I told sophia T
	might ask Jake to go out with me but what
	(do) if he work to
	(90) Out with ma? T
	(be) so embarrassed.

I (talk) about Jake with
sophie and the others today at school when
(walk) past. We all started
(laugh) because we were
embarrassed. I hope Jake isn't mad with me.

- 3 Student A: Compare with other students who read Jake's diary. Do you have the same order? Student B: Compare with other students who read Lucy's diary. Do you have the same order?
- 4 Work in pairs again.

A: Ask your partner the Student A questions below.

- B: Ask your partner the Student B questions below.
- **a Student A:** Why did Lucy go to watch the football match?
- **b Student B:** Why did Jake think Lucy was at the football match?
- c Student B: Why did Jake decide to write a note?
- **d Student A:** Why was Lucy worried about asking Jake to go out with her?
- e Student A: Why were the girls laughing?
- **f Student B:** What did Jake think when he heard the girls laughing?
- **g Student B:** What did Jake think about Lucy and Gary Smart?
- h Student A: What did Lucy think of Gary Smart?
- i Student A: Why did Lucy ask Jake for help with her maths?
- **j Student B:** Why wasn't Jake pleased when Lucy asked for help with her maths?
- 5 3 30 Listen to Jake and Lucy reading their diaries. Did you have the correct order? Did you write the correct verbs?
- 6 3 What will Jake and Lucy do next? Listen to what they wrote next and answer these questions.
  - **a** Why was Lucy confused at first when she met Jake in the library?
  - **b** Why did Jake write Lucy a note instead of asking her to go out with him?
  - c Where did Lucy find the note?
  - d How did Lucy feel when she read the note?
  - e Was the bowling trip successful?
  - f Do you think this is a true story?

# () Vocabulary spot

Some words are used mainly by young people (or older people in very informal conversations).

Match these words from the diaries on the left with their meanings on the right. Can you find any more words like these?

mad guy smart mate cool my type good clever friend angry boy/man the kind of boy/girl I like

# Hardly

# (y) Grammar spot

Hardly

Hardly + verb

Look at these sentences.

I hardly know Jake. She hardly noticed me.

Does hardly go before or after the verb?

Hardly + noun

Look at these sentences.

We did hardly any maths. Hardly anybody likes Jake.

Which words go after hardly?

#### 1 Rewrite the underlined words using hardly.

- a I hadn't seen Monica for ten years and it was difficult for me to recognise her. I hardly recognised her.
- **b** Now my friend is at university <u>I don't see her very often</u> during term time.
- c There was a noisy party next door last night so I slept very little.
- **d** My cousin has hurt her foot so <u>she only danced</u> once or twice at the disco.
- e I was only four when my family moved from Scotland so I only just remember it.
- 2 Now complete the sentences below using *hardly*. Add any other words you need.
  - a The weather was fine nearly every day last week

     there was hardly any rain.
  - b _____ came to my party because lots of my friends were busy that day.
  - c I bought a very expensive pair of trainers yesterday so I have ______ money left now.
  - d ______in Britain speaks Japanese.
  - e The sale was a great success at the end there was ______ left.
  - f It's difficult travelling on Sundays because there are ______buses.
- 3 Write some sentences using hardly.
  - a I hardly ever ...
  - **b** I have hardly any ...
  - c Hardly anyone I know ...

¥ GF page 214

# Before and after -ing

#### (3) Grammar spot

Before and after -ing

Here are some sentences from the diaries.

Before going home, we chatted to Jake.

After coming out of the English class, I looked for Lucy. What do you notice about the verbs which follow after and

- Rewrite these sentences using before or after.
  - a Lucy heard that Jake was playing in the match, then she went to watch it. After hearing that Jake was playing in the match, Lucy went to watch it.
  - **b** Jake played in the match, then he talked to Lucy.
  - c Lucy asked Jake for help with her maths, then she met him in the library. Before
  - d Jake saw Lucy with Gary, then he felt sad. After
  - e Lucy asked Sophie to do her hair, then she went out with Jake. Before
  - f Jake met Lucy in the library, then he decided to write her a letter. After
  - g Lucy got a letter from Jake, then she told him she liked him. After
- 2 Write three true sentences about yourself using before or after. Use these ideas if you wish.

go to cinema in the evening / eat dinner I go to the cinema in the evening after eating dinner.

have breakfast / clean teeth do homework / watch TV set alarm / get into bed check bank account / buy new clothes

# «Activity» After doing that ...

Your teacher will give you a set of cards. Use the cards to practise before and after doing ... + the past simple.

**¥** GF page 214

# «Pronunciation»

Your teacher will give you a card with some words on it. Listen to the words your teacher reads out. Do they have the same vowel sound as any of the words on your card?

# **Activity** Different topics

Work in teams. Your teacher will hold up two cards one has a letter on it, e.g. P, and the other card has an area of vocabulary, e.g. food. Your team must quickly write down as many food words as possible beginning with P. You only get a point if the words are spelled correctly. You get two points if you have a word that no other team has.

# Saying goodbye



Look at these different ways of saying goodbye (1-7) and match them to the situations (a-g).

- 1 Goodbye.
- 2 See you later.
- 3 Hope to see you again.
- 4 Thank you for everything.
- 5 See you soon.
- 6 I've enjoyed meeting you.
- 7 Have a good journey.
- a When you're not sure if you'll see someone again.
- b When you'll see someone again the same day.
- c When you say goodbye to someone you've only just met.
- d When someone is setting off on a trip.
- e When you have been someone's guest or they have helped you a lot.
- f When you expect to see someone again.
- g Any time!

# Exam folder 30

# **Listening Part 4**

#### 3 32

Look at the six sentences for this part.

You will hear a conversation between a boy,

Andy, and a girl, Sarah, about dancing.

Decide if each sentence is correct or incorrect.

If it is correct, put a tick (✓) in the box under **A** for

YES. If it is not correct, put a tick (✓) in the box under B for NO.

1 A	ndy is	doing	dancing	classes	instead	of	computer	classes
-----	--------	-------	---------	---------	---------	----	----------	---------

- 2 Andy has told few people about his love of dancing.
- 3 Sarah thinks Andy should tell his friends about his dancing.
- 4 Andy's aunt persuaded him to learn to dance.
- 5 Andy feels happier when there are other boys in his dancing class.
- 6 Sarah agrees with Andy's parents about his plans for the future.

In this part of the exam, you listen to a conversation
between two people and decide whether six sentences are
correct or incorrect. You hear the recording twice.

#### CHECK!

- a How many speakers are there?
- b What should you do before you listen?

YES	NO

# **Speaking Part 3**

Look at the two photographs on page 205. Work with a partner. One of you will describe photograph A and the other will describe photograph B. Take turns to tell each other about your photograph. In this part of the exam, you and your partner are each given a photograph of a similar topic. You take turns to tell the examiner about your photograph.

#### CHECK!

- a What will you talk about?
- b What will you say if you don't know the English word for something?
- c How long will you try to speak for?

#### **Exam Advice**

Don't worry if you don't know what is happening in the photograph. Just describe what you can see.

# **Speaking Part 4**

Work with a partner and discuss these questions.

- a Which kind of dancing would you prefer to watch?
- **b** Do you like dancing?
- c Do you think it is important to learn to dance?
- **d** Do boys learn to dance in your country? What kind of dancing?
- e Why do you think fewer boys enjoy dancing than girls?
- f Do you think boys should be encouraged to learn to dance?
- g What other activities do you think boys should be encouraged to do?
- h What activities should girls be encouraged to do?

In this part of the exam, you and your partner have a discussion about the topic of the photographs in Part 3.

#### CHECK!

- a Who will you speak to?
- b What will you do if you have no opinions?
- c How long will you speak for?

#### **Exam Advice**

Speak clearly so the other student can understand you.

# Writing folder

# **Writing Part 1**

In this part of the exam, you are given a sentence. You have to complete a second sentence so that it means the same as the first.

- Here are some sentences about going to a restaurant.
  For each question, complete the second sentence so that it means the same as the first.
- Use no more than three words.
- Write only the missing words.
   Example: Last week all the students in my class went to a restaurant together.
   Last week everyone in my class went to a restaurant together.
- The restaurant is usually crowded because it's so good.
   It's usually crowded because it's good restaurant.
   It's less crowded on weekdays.
   It isn't so good.
- 3 Before choosing our food, we asked the waiter's advice.

  We asked the waiter's advice, then ______ our food.
- 4 The waiter recommended a fish dish.
  The waiter said, 'If I _______ you, I'd have the fish dish.'
  5 The service charge wasn't included in the bill.
- **5** The service charge wasn't included in the bill. The bill ______ the service charge.

# **Writing Part 2**

In this part of the exam, you have to write a note, email, card or postcard in 35–45 words. There are three points which you have to write about.

You and some friends are planning to go to the cinema. Write a note to an English friend called Jerry. In your note, you should

- · tell him which film you are going to see
- · invite him to come with you
- say when and where you are meeting your friends

Write 35-45 words.

# Writing Part 3

In this part of the exam, you have to write a letter or a story in about 100 words. There are two questions to choose from.

This is part of a letter you receive from an English friend.

I always spend my holidays with my family in the mountains. But this year my friend has invited me to go to the seaside with her family. What do you think I should do?

- Now write a letter to your friend giving your advice.
- · Write your letter in about 100 words.

#### OR

- Your English teacher has asked you to write a story.
- · Your story must begin with this sentence:

When we set out, the sky was blue and the sun was shining.

· Write your story in about 100 words.

# Units 25-30 Revision

# **Speaking**

- 1 Work with a partner. Look at these sentences. Say if each sentence is true for you and give your partner some extra information.
  - a Our town has good shops.
    Yes, I agree. There are two shopping centres and a market.
    OR No, I don't agree. In my opinion, that's not true because most of the shops sell the same things.
  - **b** I find adverts on TV annoying.
  - c I enjoy travelling.
  - **d** I saw a famous person in the street once.
  - e I look for bargains when I go shopping.
  - f I like eating food from other countries.
  - **g** It's important for families to eat together.
  - h I use the internet for shopping.

# Vocabulary

- 2 Think about the meaning of these words. Mark the odd one out in each list.
  - a chicken (tuna) sausage lamb beef
  - **b** cucumber peanut lettuce tomato celery
  - c fork dessert knife plate cup
  - d biscuit cake chocolate jam egg
  - **e** pepper pear strawberry grape banana
  - f lemonade juice glass cola water
  - g cream bread cheese milk butter
  - h cabbage spinach onion orange carrot

# Grammar

- 3 A journalist interviewed a famous football manager. Later, the journalist met her friend and told her about the interview. Report what she said to her friend.
  - a What do you like best about your job?

    I asked him what he liked best about his job.
  - b Did you always want to be a football manager?

    I wanted to know if he had always wanted to be a football manager.
  - c When did you decide to be a football manager? I wanted to know
  - **d** What other jobs have you done? I asked him
  - e Will you always work as a football manager? I asked him
  - f Which countries have you visited? I wanted to know
  - g Do you work hard? I asked him
  - h How much money do you earn?
    I wanted to know
  - i Do you have any hobbies?
    I asked him .....
  - j What will happen to your job if the team loses again? I asked him
- 4 Here are the manager's answers. Use the words in the box to complete the spaces.

all enough every hardly if if too many too much when unless

- a There are too many things to tell you.
- **b** No, but _____ my brothers are teachers and I wanted to do something different.
- c I was working indoors and I was spending _____ time sitting at a desk.
- d I've done _____jobs to tell you about them all.
- e _____I'm 50, I'll look for a quieter job.
- f There are _____ any countries that I haven't visited.
- g I work _____ day of the week.
- h Well, I'll never be a millionaire ...... I win the lottery.
- i I don't have _____ time for hobbies.
- j ...... the team wins their next match, I'll continue working here. ..... they don't win, I'll look for a new club.

### Grammar

5 Read this email and put the verbs in brackets into the correct tense.

900	C
Dear Rosalyn	
We're staying on a campsite which is quite nice	but if we come here again we (a) will stay
(stay) at the campsite in the town. If we (b)	
If I (c)(be) rich, I (d)	
this morning but the weather's better now. If it (e	
(f) (have) a barbecue. Unless	
(catch) the bus to the beach which has wonderf	
(h) (be) nearer the coast, we	
The area is famous for silk clothes. If we (j)	
(k)(buy) you a silk scarf. The	ere are no other English people on the
campsite. If we (I) (speak) the	
easier to make friends. I've taken lots of photos	
(o)(show) them to you.	
See you soon.	
Lewis	

# Vocabulary

6 Read these conversations and use the words in the box to complete the spaces.

afford bri	ng change fit fitting help matches receipt refund size stock store try
Assistant 1:	Can I (a) help you?
Girl:	Oh, yes please. Where are the long skirts?
Assistant 1:	Over there.
Girl:	I can't (b) those. Have you got any cheaper ones?
Assistant 1:	Most of the cheaper ones are in our other (c) in the shopping mall, but we have a few here. What (d) are you?
Girl:	I'm not sure. Can I (e) these on? A black one and a red one?
Assistant 1:	Certainly. The (f) room is over there.
Girl:	Thanks.
Girl:	This red skirt (g) my jacket but it doesn't (h)
	Have you got a smaller one?
Assistant 2:	Sorry. We only have a few of those in (i)
Girl:	Oh, well, I'll take the black one then. Can I (j) it back if
	I (k) my mind?
Assistant 2:	Of course. You can have a (I) if you keep the (m)

# **Common mistakes**

7 This note contains fourteen mistakes which are often made by PET students. Can you find and correct all of them? Dear Lizzie,

Thanks for the beatiful scarf. Its perfect. I had a great birthday with Emily an Paul. On lunchtime we've tried the Mexican restorant in the shoping mall. Have you ever gone their? The food were delicios but it was terrible crowded.

I look forward to hear from you.

friendly,

Cornelia

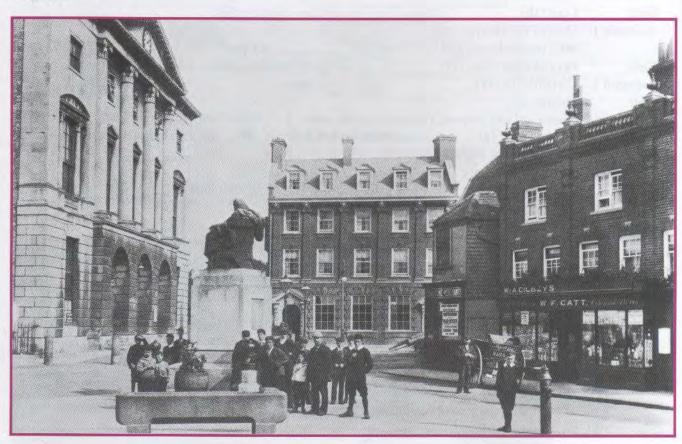
# Visual materials

# Unit 4, Activity: Diary Student A

E	3		9
	morning	afternoon	evening
Friday		free	
Saturday			free
Sunday	free		100

# Unit 14, Activity: Used to

Student A





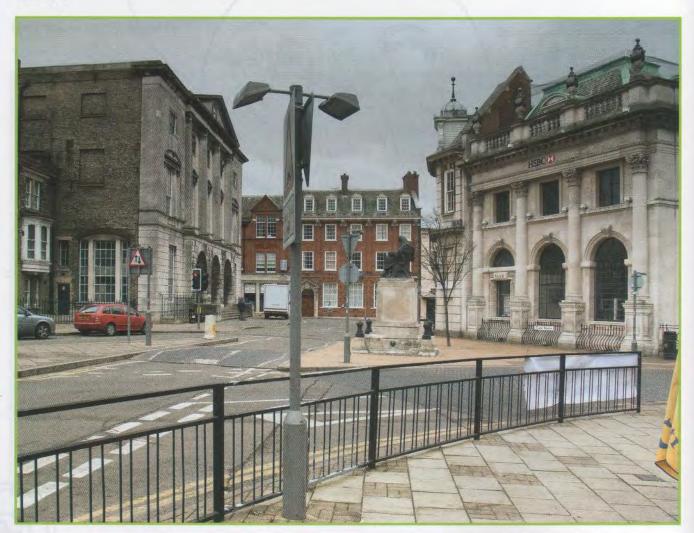
# Unit 4, Activity: Diary

Student B



# Unit 14, Activity: Used to

Student B



# How earth-friendly are you?

١	When you travel to school or work, you		You choose your food because it is	
1	A are driven there by someone else who then		A produced by people who take care of the	
	returns home.	0	environment.	0
E	drive yourself.	0	B good for your health.	0
(	C walk or ride a bicycle.	0	C cheap and tasty.	0
I	use public transport.	0	D quick and convenient.	0
7	At home, you		You normally eat because	
	A always have the central heating or air		A you are hungry.	0
	conditioning on in the whole house.	0	B you want to reward yourself.	0
E	3 only heat or cool the rooms you are using.	0	C it's a mealtime.	0
(	C only use air conditioning on unusually hot days.	0	D you feel bored.	0
1	D put on an extra pullover before you turn			
	up the heating.	0	You choose leisure activities	
			A that require a lot of special equipment and	
	When you go shopping, you		clothes.	0
	A usually buy things which are produced locally.	0	B you can do at or near your home.	0
1	B often ask yourself if you really need something	befo	re C that do not require any effort.	0
	you buy it.	0	D to keep fit.	0
3	C buy the cheapest things and don't worry	0	and the second second second second	
	about how and where they were made.	0	For you, the people who really matter	
	D buy what you like when you like.	0	A are your family.	0
0	The main reason for baying a job is		B live near you.	0
	The main reason for having a job is	0	C are you and your best friend.	0
	A to save money for the future.	0	D can be any human beings.	0
	B to do something useful in society.	0		
	C to make use of your education and training.	0	You feel that the future of the earth	
	D to earn money and buy things you want.	0	A is the responsibility of governments.	0
	You get most of your food from		B is the responsibility of us all.	0
		0	C is not something one individual can help	_
	A your own garden.	0	to change.	0
	B a local producer.	0	D is not something to worry about.	0
	C a supermarket.	0		
	D a fast food restaurant.	0		

Key to questionnaire

# Exam folder 29









# **Grammar folder**

# Unit 1

#### Present simple

#### All verbs except to be

- + I/you/we/they like chocolate. He/she/it likes chocolate.
- I/you/we/they do not (don't) like chocolate.
   He/she/it does not (doesn't) like chocolate.
- ? Do I/you/we/they like chocolate? Does he/she/it like chocolate?

#### to be

- + I am ('m) happy. You/we/they are ('re) happy. He/she/it is ('s) happy.
- I am ('m) not happy.
   You /we/they are not (aren't) happy.
   He/she/it is not (isn't) happy.
- ? Am I happy? Are you/we/they happy? Is he/she/it happy?

#### Frequency adverbs

always usually often sometimes never

- ... go before a one-word verb: I always eat chocolate after lunch.
- ... go before the second word of a two-word verb: You don't always eat chocolate after lunch.
- ... go after the verb to be: He is always happy.

We use the present simple with frequency adverbs.

# Unit 2

# like, enjoy, want, would like

- We use a noun or -ing after like and enjoy: I like/enjoy tennis.
   I like/enjoy playing tennis.
- We use a noun or to after want and would like:
   I want / would ('d) like a new racket.
   I want / would ('d) like to buy a new racket.

#### have got

We do not use do for questions and negatives with have got.

- + I/you/we/they have ('ve) got blue eyes. He/she/it has ('s) got blue eyes.
- I/you /we/they have not (haven't) got blue eyes.
   He/she/it has not (hasn't) got blue eyes.
- ? Have I/you/we/they got blue eyes? Has he/she/it got blue eyes?

#### to be +a + occupation

I'm/you're/he's etc. a student/teacher etc.

#### to be + adjective

I'm/you're/he's etc. tall/short/thin etc.

# Unit 3

#### Present continuous

- + I am ('m) working. You/we/they are ('re) working. He/she/it is ('s) working.
- I am ('m) not working.
   You /we/they are not (aren't) working.
   He/she/it is not (isn't) working.
- ? Am I working? Are you/we/they working? Is he/she/it working?

#### Spelling the -ing form

- Verbs ending in one vowel + one consonant: double the consonant and add ing (e.g. put → putting) [exception: deliver → delivering]
- Verbs ending in two or more consonants or y:
   add ing (e.g. paint → painting or tidy → tidying)
- Verbs ending in e:
   drop e and add ing (e.g. prepare → preparing)
   ! Remember ski → skiing

#### State verbs

... are not usually used in continuous tenses. Examples of state verbs are:

believe, hate, know, like, love, prefer, think (=believe), understand, want

# Unit 4

# Prepositions of time

- No preposition before today, tomorrow, tonight, yesterday (morning, evening etc.) this/next/last (afternoon, week, month, year)
  - at 9.15, midnight, etc. the weekend, the end of the day, the moment
  - in January, February, March, April, May, June, July, August, September, October, November, December the spring, the summer, the autumn, the winter 1848, 1963, 2010 etc.
  - on Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
     1st August, 30th September, etc.

#### Future plans

We use the present continuous: I'm meeting Sally on Wednesday. They're arriving next week, We're not using the car at the weekend. He's leaving tomorrow morning.

# Unit 5

#### need + noun

- I/you/we/they need a drink.
   He/she/it needs a drink.
- I/you/we/they don't need any food.
   He/she/it doesn't need any food.
- ? Do l/you/we/they need a ticket? Does he/she/it need a ticket?

#### need + verb

- + I/you/we/they need to go out. He/she/it needs to go out.
- I/you/we/they don't need to go out.
   He/she/it doesn't need to go out.
   OR I/you/he/she/it/we/they needn't go out.
- ? Do I/you/we/they need to go out? Does he/she/it need to go out?

#### Countable/uncountable nouns

Use a/an, one/two/three etc., a lot of, a few, a couple of, several, (not) many + countable nouns (singular or plural).

Use a lot of, a little, (not) much, a bottle/piece of etc. + uncountable nouns (singular only).

#### Unit 6

# Adjectives ending in -ing and -ed

-ing adjectives describe a thing/person which gives you a feeling:

This is an amusing film. He was an interesting teacher. The lessons were interesting.

-ed adjectives describe the person who has the feeling: A tired student needs a holiday. The girls were interested in the story.

# Past simple

#### Regular verbs

- + I/he/she/it/you/we/they wanted a bike.
- I/he/she/it/you/we/they did not (didn't) want a bike.
- ? Did I/he/she/it/you/we/they want a bike?

#### Spelling

- Verbs ending in e (c.g. arrive): add d (arrived).
- Verbs ending in one consonant (e.g. stop): double the consonant and add ed (e.g. stopped).
- Verbs ending in consonant + y (e.g. study): change y to i and add ed (e.g. studied).
- Verbs ending in two or more consonants (e.g. help) or vowel + y (e.g. stay):
   add ed (e.g. helped, stayed).

#### Irregular verbs

These verbs have different forms, e.g. buy → bought, go → went, make → made (See irregular verb list on page 216.)

- + 1/he/she/it/you/we/they bought a bike.
- I/he/she/it/you/we/they did not (didn't) buy a bike.
- ? Did I/he/she/it/you/we/they buy a bike?

#### to be

- I/he/she/it was there.
   You/we/they were there.
- I/he/she/it was not (wasn't) there.
   You/we/they were not (weren't) there.
- ? Was I/he/she/it there? Were you/we/they there?

# Unit 7

#### Prepositions of place

inside outside opposite near under in next to in front of between by in the corner of behind beside

#### Prepositions of movement

up down across off along around through over

#### Comparative adjectives

#### Regular adjectives

- One-syllable adjective:
   add er (e.g. kind → kinder)
- One-syllable adjective ending in e: add r (e.g. nice → nicer)
- One-syllable adjective ending in vowel + consonant: double consonant and add er (e.g. hot → hotter)
- Adjective ending in consonant+y:
   change y to i and add er (e.g. funny → funnier)
- Adjective with more than one syllable:
   more + adjective (e.g. polite -> more polite, confident -> more confident)

#### Irregular adjectives

good → better bad → worse

# Unit 8

#### Present perfect

has/have + past participle

- + I/you/we/they have ('ve) eaten the chocolate. He/she/it has ('s) eaten the chocolate.
- I/you /we/they have not (haven't) eaten the chocolate.
   He/she/it has not (hasn't) eaten the chocolate.
- ? Have I/you/we/they eaten the chocolate? Has he/she/it eaten the chocolate?

# Past participle

Regular verbs

past participle = past simple, e.g.

like → liked, liked play → played, played

Irregular verbs

Most have a different form for past participle and past simple:

do → did, done write → wrote, written

know → knew, known

But for some irregular verbs, past participle and past simple are the same:

make -> made, made buy -> bought, bought

just, already

... go before the past participle:

We've just bought a box of chocolates.

I've already opened it.

yet

... goes at the end of a negative sentence:

We haven't eaten them all yet.

# Unit 9

#### Short answers

Present simple

Do I/you/we/they/the students like chocolate?

Yes, I/you/we/they do.

No, I/you/we/they don't.

Does he/she/it/the class like chocolate?

Yes, he/she/it does.

No, he/she/it doesn't.

#### Present continuous

Am I working hard?

Yes, you are.

No, you aren't.

Are you working hard?

Yes, I am.

No, I'm not.

Is he/she/it/the class working hard?

Yes, he/she/it is.

No, he/she/it isn't.

Are we/they/the students working hard?

Yes, you/they are.

No, you/they aren't.

#### Past simple

Did I/you/he/she/it/we/they/the students/the class work hard?

Yes, I/you/he/she/it/we/they did.

No, I/you/he/she/it/we/they didn't.

#### Present perfect

Have I/you/we/they/the students eaten the chocolate?

Yes, I/you/he/she/it/we/they have.

No, I/you/he/she/it/we/they haven't.

Has he/she/it/the class eaten the chocolate?

Yes, he/she/it has.

No, he/she/it hasn't.

#### Unit 10

#### Present perfect and past simple

#### Present perfect NOT past simple

- Past actions/events when the result is interesting now, but
  the exact time of the event is not important:
   She's/has bought some chocolate. [She's got some now.]
   They've/have eaten the chocolate. [There's no chocolate now.]
- A period of time beginning in the past and continuing to now: You've/have worked very hard. [You can take a break now.]
- Questions asking How long? How long have you known Maria?
- With for + length of time to now: I've known her for two months.
- With *since* + exact time before now: *I've known* her *since* April.
- Questions with ever: Have you ever played basketball?

#### Past simple NOT present perfect

- Actions/events at a particular time in the past: She bought some chocolate last week.
   They ate the chocolate on Sunday.
- Actions/events for a period beginning and ending in the past: You worked very hard last year.
   We played bossaball in the summer. [It's not summer now.]
- Questions asking When?
   When did you meet Maria?
- With ago for actions/events which are finished at some time before now:
   I met her two days ago.

inconcrete two tarys ago.

# to go in the present perfect have/has gone

They've gone out. [They're not at home.]
She's gone to Africa. [She went there and she's there now.]
She hasn't gone to Africa. [She's not there now.]

#### have/has been

They've been out. [They went out and then came home.] She's been to Africa. [She went there and then returned here.] She hasn't been to Africa. [She didn't go there.] She's never been to Africa. [She has never visited Africa.]

# Unit 11

#### Superlative adjectives

#### Regular adjectives

- One-syllable adjective: add est (e.g. kind → kindest)
- One-syllable adjective ending in e: add st (e.g. nice → nicest)

- One-syllable adjective ending in vowel + consonant: double consonant and add est (e.g. hot → hottest)
- Adjective ending in consonant+y:
   change y to i and add est (e.g. funny → funniest)
- Adjective with more than one syllable:
   the most + adjective (e.g. polite → the most
   polite, confident → the most confident)

#### Irregular adjectives

good → the best

bad → the worst

far -> the farthest/furthest

#### Present passive

to be + past participle

The passive uses the same past participles as the present perfect. (For past participles see Unit 8 and irregular verb list on page 216.)

Active The students / They admire the actor / him.

Passive The actor / He is admired by the students / them.

- + I am ('m) admired.
  You/we/they are ('re) admired.
  He/she/it is ('s) admired.
- I am ('m) not admired.
   You/we/they are not (aren't) admired.
   He/she/it is not (isn't) admired.
- ? Am I admired? Are you/we/they admired? Is he/she/it admired?

# Unit 12

#### Past continuous

was/were + -ing

- + I/he/she/it was swimming. You/we/they were swimming.
- I/he/she/it was not (wasn't) swimming.
   You /we/they were not (weren't) swimming.
- ? Was I/he/she/it swimming? Were/you/we/they swimming?

#### Past continuous and past continuous

Two past activities at the same time (often with while): We were eating chocolate while the teacher was talking.

#### Past continuous and past simple

Past activity beginning before an event and continuing until or after it. The event is usually *when* + **past simple**: We were eating chocolate when the teacher arrived.

# Unit 13

# Modal verbs (possibility and probability)

Certainty (I'm sure it is true) – *it/they must be*Possibility (perhaps it's true) – *it/they might be*, *it could be*Impossibility (I'm sure it isn't true) – *it/they can't be*These verbs have only one form.

That **must be** John's brother. [He looks exactly like John, so I feel certain.]

That might/could be John's brother. [He looks a bit like John, so I think it's possible they are brothers.]

They can't be John's brothers. [They look completely different from John, so I don't believe it's possible that they are his brothers.]

# Unit 14

#### used to

- + I/he/she/it/you/we/they used to eat chocolate.
- I/he/she/it/you/we/they did not (didn't) use to eat chocolate.
- ? Did I/he/she/it/you/we/they use to eat chocolate?

Used to shows something was true in the past but is not true now:

I used to watch westerns. [I don't watch them now.]
We used to see horses in the field. [We don't see them now.]
There didn't use to be a sports centre in the city. [There is now.]
Did there use to be less traffic? [I know there's a lot of traffic now, I want to know if it has increased.]

#### Adjective order

1 opinion 2 size 3 description 4 colour 5 material an amazing long stripey green wool scarf a useful little old red plastic bag

#### too + adjective and not + adjective + enough too + adjective (+ for x)

This skirt is **too big** for me. [I need a smaller one.] The room is **too warm**. [We feel uncomfortably hot.]

#### not + adjective + enough (+ for x)

This hat isn't big enough for me. [I need a bigger one.]
The room isn't warm enough. [We feel uncomfortably cold.]

# Unit 15

# Modal verbs (permission and obligation)

#### can

Can never changes.

- + I/you/he/she/it/we/they can dance.
- I/you/he/she/it/we/they can't dance.
- ? Can I/you/he/she/it/we/they dance?

#### have to

We use the tenses of have.

#### Present

- + I/you/we/they have to dance. He/she/it has to dance.
- I/you/we/they don't have to dance.
   He/she/it doesn't have to dance.
- ? Do I/you/we/they have to dance? Does he/she/it have to dance?

#### Past

- + I/you/he/she/it/we/they had to dance.
- I/you/he/she/it/we/they didn't have to dance.
- ? Did I/you/he/she/it/we/they have to dance?

#### Permission

can, can't + verb

You can sit here. [This chair is free, you are allowed to sit here.] You can't sit here. [This chair isn't free, you aren't allowed to sit here.]

#### Obligation

(don't) have to + verb

You have to sit here. [You aren't allowed to sit in any other chair.] You don't have to sit here. [You are allowed to choose your chair.]

#### Adverbs

#### Regular adverbs

- Most adjectives add ly:
   quiet → quietly, strange → strangely,
   beautiful → beautifully
- Adjectives ending in le: drop e and add y (e.g. sensible → sensibly)
- Adjectives ending in y: change y to i + ly (e.g. lazy → lazily)

#### Irregular adverbs

Some adverbs are the same as their adjectives:

fast, hard, late, early

She's a fast runner. She runs fast.

I had an early phone call. He phoned me early.

Well is the adverb from good.

They're good dancers. They dance well.

# Unit 16

# going to future

- + I am ('m) going to eat this chocolate.

  You/we/they are ('re) going to eat this chocolate.

  He/she/it is ('s) going to eat this chocolate.
- I am ('m) not going to eat this chocolate.
   You/we/they are not (aren't) going to eat this chocolate.
   He/she/it is not (isn't) going to eat this chocolate.
- ? Am I going to eat this chocolate? Are you/we/they going to eat this chocolate? Is he/she/it going to eat this chocolate?

#### Going to is used

- to talk about what we plan to do:
   We're going to watch a football match this evening.
   I'm not going to play tennis next weekend.
- to describe a future event which we feel sure about: Jane has made some coffee. She's going to drink it.
   You're carrying a heavy bag. You're going to drop it.

# Present tense following when, until, after in future time

After I leave school I'm going to get a job. He isn't going to get up until we phone him. Are you going to travel by bus when you visit Australia?

#### The time

It's	five, ten, twenty-five, etc. (a) quarter three, nine, sixteen, etc. minutes	to past	one, two twelve, etc. midday.
At	half	past	midnight.
	midday/midnight.		
	one, two twelve, etc. o'clock.		

# Unit 17

#### will future

- + I/you/he/she/it/we/they will ('II) be successful.
- I/you/he/she/it/we/they will not (won't) be successful.
- ? Will I/you/he/she/it/we/they be successful?

#### will and going to

Both talk about the future. (See also Unit 16.) *Will* is used to say what we *believe*, but are not *certain* about

I'm going to join a tennis club because I'll meet some good players there. [I believe they have some good players.] Why are you going to watch that DVD? You won't enjoy it. [I don't think it's your kind of film.] They're going to arrive late. Will they be hungry? [I want to know your opinion.]

# everyone, no one, someone, (not) anyone everybody, nobody, somebody, (not) anybody

- + Someone/Somebody has opened the window. [I don't know who.]

  Everyone/Everybody has left the house. [all the people]
- There isn't anyone/anybody with me.
   There is no one/nobody with me.
   No one/Nobody came here with me.
   not anyone, not anybody = no one, nobody
   (anyone/anybody is not the same as no one/nobody)
- ? Is there anyone/anybody in the house?

All these words are followed by a singular verb.

# Unit 18

# Past perfect

Past simple of have + past participle

- + I/he/she/it/you/we/they had eaten the chocolate.
- I/he/she/it/you/we/they had not (hadn't) eaten the chocolate.
- ? Had I/he/she/it/you/we/they eaten the chocolate?

# Past perfect and past simple with when / by the time

She had eaten the chocolate when / by the time we came home. OR When / By the time we came home, she had eaten the chocolate. [She ate it before we arrived.]

#### Past simple and past simple with when

She ate the chocolate when we came home.
OR When we came home, she ate the chocolate.
[She didn't eat it until we arrived home.]

# Unit 19

#### Verbs and expressions + to and -ing

+ to

agree allow arrange begin* continue* decide expect hope learn like need offer plan promise refuse seem start* stop** try** want would like

+-ing

be afraid of begin* be fed up with be good at be interested in continue* don't mind enjoy like look forward to love prefer start* stop** try**

*These verbs can be followed by to or -ing without changing the meaning.

** These verbs can be followed by to or -ing with a change in the meaning.

He stopped eating chocolate. [He didn't eat chocolate after that time.]

He **stopped to eat** chocolate. [He stopped working/walking etc. because he wanted to eat some chocolate.]

He tried joining a sports club. [He joined a sports club to find out if it was useful.]

He tried to join a sports club. [He wanted to join a sports club but he couldn't.]

#### make and let

These verbs are followed by another verb without to or -ing: The teacher let the students go home early.

[The teacher allowed the students to go home early.]

The teacher made the students go home early.

[The teacher forced the students to go home early.]

# Unit 20

# Comparison of adverbs

Regular adverbs adverbs ending -ly: carefully, more carefully, most carefully Alan worked more carefully than Judy. Hazel worked the most carefully.

#### Irregular adverbs

adverbs which are the same as adjectives: fast, faster, (the) fastest hard, harder, (the) hardest late, later, (the) latest early, earlier, (the) earliest She runs faster than him. I run (the) fastest. They get up earlier than us. He gets up (the) earliest.

well, badly
well, better, (the) best
badly, worse, (the) worst
David played better than Michael.
John played (the) best.
Donna played worse than Mandy.
Jill played (the) worst.

#### Comparative sentences

more ... than
less ... than
not as/so ... as
Alan worked more carefully than Judy.
= Judy worked less carefully than Alan.
= Judy didn't work as carefully as Alan.

#### so and such

so + adjective or adverb (that)
so + adjective:

The work was so easy (that) we finished in ten minutes. so + adverb:

He worked so slowly (that) he didn't finish until midnight.

#### such a + (adjective) noun (that)

such a + countable noun:
 He drove at such a speed (that) I felt frightened.

such + uncountable noun:
 He talked such nonsense (that) they laughed.

 such a + adjective + countable noun;
 It was such an easy exercise (that) we finished in ten minutes,

• such + adjective + plural noun: They were such slow workers (that) they didn't finish until midnight.

• such + adjective + uncountable noun:

It was such easy work (that) we finished in ten minutes.

#### Connectives

#### so, because/as, but, although, either ... or

• the result of an event or action:

I was hungry so I ate the chocolate.

the reason for an event or action:
 I ate the chocolate because/as I was hungry.

contrasting or comparing:
 The chocolate was expensive but it wasn't good.

 Although the chocolate was expensive, it wasn't good.

giving two alternatives:
 She can either eat the chocolate or give it to her mother.

#### Unit 21

#### have something done

I/you/he/she/it/we/they + tense of have + noun + past participle:

I'm having my hair coloured tomorrow. He doesn't have his hair coloured. Did you have your hair coloured?

#### Reported speech

#### Reported requests

Ask someone (not) to do something

Direct speech Please shut the door. Reported speech He asked her to shut the door.

Please don't open the door.

He asked her not to open the door.

#### Reported commands

Tell someone (not) to do something

Direct speech

Reported speech

Shut the door!

He told her to shut the door. Don't open the door! He told her not to open the door.

#### Possessive pronouns and adjectives

Name /noun	Pronouns							
John /the boy	subject	1	you	he	she	it	we	they
John /the boy	object	me	you	him	her	it	us	them
Possessive	forms							
John's /the boy's	adjective	my	your	his	her	its	our	their
John's /the boy's	pronoun	mine	yours	his	hers	its	ours	theirs

John's friend a friend of John's a friend of the boy's the boy's friend his friend a friend of his my friend a friend of mine your friend a friend of yours

# Unit 22

# Reported speech

Reported speech → Direct speech

- Past simple → Present simple: She said she wanted coffee.
  - → 'I want coffee.'

He said he didn't want tea then.

- → 'I don't want tea now.'
- Past continuous → Present continuous: She said she was making coffee.
  - 'I'm making coffee.

She said she wasn't making tea.

- 'I'm not making tea.'

- would + verb → will future: He said he'd (would) have coffee.
  - 'I'll have coffee.'

He said he wouldn't have tea there.

- → 'I won't have tea here.'
- Past perfect → Present perfect:

She said she'd (had) already made coffee.

→ 'I've already made coffee.'

She said she hadn't made tea.

- → 'I haven't made tea.'
- Past perfect → Past simple: She said she'd (had) bought it the day before / the previous

→ 'I bought it yesterday.'

She said she hadn't bought tea that day.

→ 'I didn't buy tea today.'

# Unit 23

#### Relative clauses

- Subject of relative clause: person/people I saw a student. He was in my class.
  - I saw a student who/that was in my class.
- · Subject of relative clause: thing I saw a jacket. It was very expensive.
  - → I saw a jacket which/that was very expensive.
- · Object of relative clause: person/people

I phoned the hairdresser. My friend recommended him.

-> I phoned the hairdresser who/that my friend recommended.

OR I phoned the hairdresser my friend recommended.

- · Object of relative clause: thing I made a cake. Everyone liked it.
  - → I made a cake which/that everyone liked.

OR I made a cake everyone liked.

- Relative clause: where (place) I know a club. The music is great there.
  - → I know a club where the music is great.
- Relative clause: whose (person/people) I phoned the woman. You gave me her name.
  - → I phoned the woman whose name you gave me.

# Adjective + preposition + noun/pronoun/ -ing

afraid of angry about something / with someone bad/good at different from excited about fed up with full of interested in keen on kind of nervous of worried about tired of

# Unit 24

#### Past passive

Past simple of *to be* + past participle

(For past participles see Unit 8 and irregular verb list on page 216.)

Active The students admired the actor / him.

The students admired the singers / them.

Passive The actor / He was admired by the students.

The singers / They were admired by the students.

I/he/she/it was admired.

You/we/they were admired.

- I/he/she/it was not (wasn't) admired.
   You/we/they were not (weren't) admired.
- ? Was I/he/she/it admired? Were you/we/they admired?

#### Future passive

will be + past participle

(For past participles see Unit 8 and irregular verb list on page 216.)

Active The students will admire the actor/him.

The students will admire the singers/them.

Passive The actor/He will be admired by the students.

The singers/they will be admired by the students.

I/he/she/it/you/we/they will be admired.

- I/he/she/it/you/we/they will not (won't) be admired.
- ? Will I/he/she/it/you/we/they be admired?

# Unit 25

# Reported questions

Wh-questions

I asked what the problem was.

→ What is the problem?

She asked which book I wanted.

→ Which book do you want?

He asked how much I had ('d) paid for it.

→ How much did you pay for it?

They asked her where she had hidden the chocolate.

→ Where have you hidden the chocolate?

We asked her when she would explain.

→ When will you explain?

Yes/no questions + if or whether

I asked them whether they liked chocolate.

→ Do you like chocolate?

He asked me if I was going to sing.

- Are you going to sing?

She asked me if I would make coffee.

→ Will you make coffee?

I asked them if they'd seen my mobile.

→ Have you seen my mobile?

#### too much, too many, not enough

- too much + uncountable noun: We've got too much homework.
- *too many* + plural countable noun: You ask too many questions.
- not enough + plural countable/uncountable noun: There aren't enough chocolates for everyone.
   I haven't had enough time to learn these rules.

#### Verbs with two objects

give + person + object  $\rightarrow$  give + object + to person The teacher gave the boy extra homework.

→ The teacher gave extra homework to the boy. Annie sent me an email.

- Annie sent an email to me.

#### Unit 26

#### First conditional

Used for possible conditions.

Condition: if/unless + present tense

Result: future tense

Either the condition or the result can be first in the sentence.

If the condition clause is first, there is a comma after it.

There is no comma if the result clause is first.

If you leave the party early, you'll miss the fireworks.

- = You'll miss the fireworks if you leave early.
- = You'll see the fireworks if you stay until midnight.
- = You'll miss the fireworks unless you stay till midnight.
- = If you don't stay till midnight, you'll miss the fireworks.

# if and when

When means the speaker is certain that something will happen: I'll be very nervous when I take the exam. [I'm certain that I'm going to take the exam.]

If means the speaker is **not certain** that something will happen: I'll be very happy if I pass the exam. [Perhaps I'll pass the exam.] I'll be very sad if I fail the exam. [Perhaps I'll fail the exam.]

# Unit 27

# Verb/preposition + reflexive pronouns

myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

The **subject** of the verb/preposition is the same as its **object**: A **boy** of fifteen should know how to look after **himself**. Remember to give **yourself** plenty of time to reach the airport. **They** never care about other people, only about **themselves**.

# each, every, all + noun

each/every + singular countable noun
each of + a plural countable noun
all + plural countable/uncountable noun
Every student had some chocolate.
Each student had some chocolate.
Each of my friends had a different sweet.
All the students had some chocolate.
All the chocolate was eaten.

#### every/all + morning/night/week/month etc.

*Every morning* = more than one morning *All morning* = the whole of one morning

He visits his grandmother every week, usually on Sundays.

I've been ill all week and couldn't go to work.

We live in Poland but we spend the summer in Spain every year. The storm continued all night and no one could sleep.

#### Unit 28

#### Second conditional

Used for nearly or completely impossible conditions (compare Unit 26).

Condition: if /unless + past tense

Result: would verb

Either the condition or the result can be first in the sentence. If the condition clause is first, there is a comma after it. There is no comma if the result clause is first.

#### Nearly impossible:

If you left the party early, you'd miss the fireworks. [But I don't believe you will leave early.]

- = You'd miss the fireworks if you left early.
- = You'd see the fireworks if you stayed until midnight.
- = You'd miss the fireworks unless you stayed till midnight.
- = If you didn't stay till midnight, you'd miss the fireworks.

#### Completely imposssible:

If I was a film star, I would ('d) live in Los Angeles. [I'm not a film star, so I don't live there.]

- = I would ('d) live in Los Angeles if I was a film star.
- = I wouldn't live here if I was a film star.

I wouldn't act in a film unless I liked the director.

= If I didn't like the director, I would ('d) refuse to act in a film.

# Unit 29

#### so + verb or neither/nor + verb

We use so + verb and neither/nor + verb to agree with another speaker.

The verb must match the tense in the other speaker's sentence. *So* is used to reply to a positive sentence.

Neither/Nor are used to reply to a negative sentence.

(Compare short answers in Unit 9.)

I'm fifteen. So am I.

So are we/they. So is he/she.

We're not allowed to drive. Nor/Neither am 1.

Nor/Neither are we/they.

Nor/Neither is he/she.

He often catches this bus. So do I/we/they.

So does he/she.

He doesn't like cycling. Nor/Neither do I/we/thev.

Nor/Neither does he/she.

We've bought return tickets. So have I/we/they. So has he/she.

They haven't bought tickets yet.

I caught the train yesterday. She didn't come to school.

I'll phone her later. I won't forget.

I must hurry.

They're going to get off the bus.

We hadn't noticed the time.

we/they.
So will I/he/she/we/they.
Nor/Neither will I/ he/she/
we/they.
So am I

Nor/Neither have I/we/they. Nor/Neither has he/she.

So did I/he/she/we/they.

Nor/Neither did I/he/she/

So am I.
So are we/they.
So is he/she.

So must I/he/she/we/they. Nor/Neither had I/he/she/ we/they.

#### Polite questions

Can you tell me ...?
Can you remember ...?
Do you know ...?
I'd like to know ....
Can you find out ...?
etc.

+ reported question.

For reported questions see Unit 25.

# Unit 30

#### hardly

Hardly means almost not. We don't use not with hardly.

hardly any (of) / anyone, anybody etc. + noun I have hardly any homework. [almost none] Hardly anyone enjoys homework. [almost no one] Hardly any of my friends are older than me. [almost none of them]

hardly (ever) + verb

We hardly ever have a free evening. [almost never]
She hardly understood any of our jokes. [almost none]
They hardly ate anything. [almost nothing]

# before and after + -ing

The subject of the *-ing* verb must be the same as the subject of the other verb:

I wrote an email to my parents before going to bed. [before I went to bed] [not before they went to bed] They'll certainly phone us after arriving home.

[after they arrive] [not after we arrive]

Before leaving the train, check that you have all your luggage. [before you leave]

After using these books, please return them to the correct shelf, [after you use]

# Key to phonetic symbols

# **Vowels**

Sound	Example
/aː/	c <u>ar</u> t
/æ/	c <u>a</u> t
/aɪ/	l <u>i</u> ke
/au/	now
/e/	t <u>e</u> ll
/eɪ/	say
/eə/	there
/1/	b <u>ig</u>
/i:/	st <u>ee</u> p
/iə/	here
/a/	p <u>o</u> p
/၁७/	ph <u>o</u> ne
/sr/	f <u>our</u>
/DI/	boy
/u/	t <u>oo</u> k
/uː/	p <u>oo</u> l
/ບວ/	tour
/3:/	th <u>ir</u> d
/^/	f <u>u</u> n
/ə/	<u>a</u> gain

# Consonants

Sound	Example
/b/	<u>b</u> e
/d/	<u>d</u> o
/f/	find
/g/	good
/h/	<u>h</u> ave
/j/	you
/k/	<u>c</u> at
/1/	like
/m/	<u>m</u> e
/n/	<u>n</u> o
/p/	put
/r/	<u>r</u> un
/s/	say
/t/	tell
/v/	<u>v</u> ery
/w/	well
/z/	<u>z</u> 00
/5/	shoe
/3/	television
/ŋ/	si <u>ng</u>
/t ∫/	cheap
/0/	<u>th</u> in
/ð/	<u>th</u> is
/d3/	joke

# Irregular verb list

Verb	Past simple	Past participle	Verb	Past simple	Past participle
be	was were	been	lend	lent	lent
beat	beat	beaten	let	let	let
become	became	become	lie	lay	lain
begin	began	begun	light	lit	lit
bend	bent	bent	lose	lost	lost
bite	bit	bitten	make	made	made
bleed	bled	bled	mean	meant	meant
blow	blew	blown	meet	met	met
break	broke	broken		paid	paid
bring	brought	brought	pay		put
build	built	built	put read	put read	read
burn	burnt/burned	burnt/burned	ride	rode	ridden
buy	bought				
catch		bought	ring	rang	rung
choose	caught chose	caught	rise	rose	risen
		chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell .	sold	sold
dig	dug	dug	send	sent	sent
do	did	done	set	set	set
draw	drew	drawn	shake	shook	shaken
dream	dreamt/dreamed	dreamt/dreamed	shine	shone	shone
drink	drank	drunk	shoot	shot	shot
drive	drove	driven	show	showed	shown
eat	ate	eaten	shut	shut	shut
fall	fell	fallen	sing	sang	sung
feed	fed	fed	sink	sank	sunk
feel	felt	felt	sit	sat	sat
fight	fought	fought	sleep	slept	slept
find	found	found	slide	slid	slid
fly	flew	flown	smell	smelt/smelled	smelt/smelled
forget	forgot	forgotten	speak	spoke	spoken
forgive	forgave	forgiven	spell	spelt/spelled	spelt/spelled
freeze	froze	frozen	spend	spent	spent
get	got	got	spill	spilt	spilt
give	gave	given	spoil	spoilt	spoilt
go	went	been/gone	stand	stood	stood
grow	grew	grown	steal	stole	stolen
hang	hung	hung	stick	stuck	stuck
have	had	had	sweep	swept	swept
hear	heard	heard	swell	swelled	swollen
hide	hid	hidden	swim	swam	swum
hit	hit	hit	take	took	taken
hold	held	held	teach	taught	taught
hurt	hurt	hurt	tear	tore	torn
keep	kept	kept	tell	told	told
kneel	knelt	knelt	think	thought	thought
know	knew	known	throw	threw	thrown
lay	laid	laid	understand	understood	understood
lead	led	led	wake	woke	woken
learn	learnt/learned	learnt/learned	wear	wore	worn
leave	left	left	win	won	won
			write	wrote	written

# Answers and recording scripts

#### Unit 1

page 10

#### Introduction

1

a cycling b horse riding c skiing d basketbali e sailing f table tennis g volleyball h tennis i gymnastics j surfing k windsurfing I hockey m football n rugby o athletics

#### Corpus spot

play	do	go
football basketball hockey rugby table tennis tennis volleyball	athletics gymnastics	swimming cycling horse riding sailing skiing surfing windsurfing

#### page 11

3

#### Suggested answers

skiers use poles)

bike - cycling boat - sailing net - football (part of goal), hockey, table tennis, tennis, volleyball sail - sailing, windsurfing stick - hockey (not skiing -

bat – table tennis board – surfing, windsurfing helmet – cycling (not horse riding – riders wear a hard hat, not a helmet) racket – tennis skis – skiing

# Listening

1

a snowfering b bossaball c karting d curling

2

a speaker 2 b speaker 1 c speaker 4 d speaker 3

#### Recording script 1 02

**Speaker 1:** We always wear <u>shorts</u>. We sometimes wear shoes, but I usually have <u>bare feet</u>.

**Speaker 2:** We have a board like the board we use for snowboarding and we use a kind of sail.

Speaker 3: We use special <u>stones</u> and <u>brushes</u> and we play on ice.

**Speaker 4:** You can go up to 45 kph, so you wear a <u>helmet</u>, but it's not very dangerous – really!

3

- b (in the) summer
- c special stones and brushes
- d it's a kind of chess (on ice)
- e (up to) 45 kph
- f a kind of small racing car
- g on the snow (on the lakes and fields)
- h a board (like the board they use for snowboarding) and a kind of sail

#### Recording script 103

We always wear shorts. We sometimes wear shoes, but I usually have bare feet. It's called bossaball. It's a new sport. It's like a kind of volleyball with trampolines. It's fun in the sun and we usually play in the summer.

We use <u>special stones and brushes</u> and we play on ice. It's called curling. It's a very old sport. People sometimes say <u>it's</u> a <u>kind of chess on ice</u>. It's exciting and it's quite skilful. We sometimes wear special shoes.

You can go up to 45 kph indoors so you wear a helmet, but it's not very dangerous – really! It's called karting. We use a kind of small racing car. It's got a real engine. Champion racing drivers often begin in them.

The weather's very cold and windy in Canada in winter and there's always ice and snow on the lakes and fields. It's called snowfering. We have a board like the board we use for snowboarding and we use a kind of sail. It's a kind of windsurfing on the snow. It's wonderful.

4

- 1 It's fun (in the sun).
- 2 It's exciting (and it's quite skilful).
- 3 It's not very dangerous.
- 4 It's wonderful.

#### page 12

# Language focus

a kind of

- b It's a kind of bat.
- c It's a kind of surfing on water.
- d It's a kind of tennis.
- e It's a kind of team game.
- f It's a kind of car.
- g It's a kind of windsurfing on the snow.

#### Present simple + frequency adverbs

#### Grammar spot

Frequency adverbs go <u>before</u> a main verb but <u>after</u> an auxiliary verb and to be.

1

#### Suggested answers

- b Cyclists sometimes go very fast.
- c Footballers are often very rich.
- d Surfers always get wet.
- e Gymnasts never wear helmets.
- f There are usually two people in a tennis match.
- g Good athletes never smoke.

#### Corpus spot

- a 5he often comes to my house.
- b I sometimes meet them in my free time.
- c At weddings people are usually happy and have fun together.
- d I don't often go to the countryside.
- e He doesn't usually make jokes.
- f We have a basketball team and we <u>often play</u> against other teams.

## page 13

# «Pronunciation»

2

/aɪ/	/i:/	111	
quite like kind ice line ride bike	steep field knee people street wheel team	hill little stick big rich	

4

ee ie eo ea

#### page 14

# Exam folder 1 Reading Part 1

2

- 1 email (the typeface and layout suggest an email)
- 2 notice (the style shows that this is a notice and the words suggest it is for anyone to read)
- 3 text message (the typeface and layout suggest a text message)
- 4 telephone message (the word phone)
- 5 Post-it note (Here's means the note is stuck to something, e.g. a leaflet)

4

2 B 3 A 4 C 5 A

## Unit 2

## page 16

#### Introduction

2

a Stefan b Mike c Mandana d Julia e Kurt (not heard) f Anastasia (not heard)

## Recording script 1 05

Stefan: Hello, Mandana?

Mandana: Yes. Is that Stefan?

**Stefan:** Yes, I'm meeting you this afternoon. What do you look like?

Mandana: Oh, well, <u>I've got short dark hair and dark eyes</u>. I'm average height. What about you?

**Stefan:** Right, er, I'm not very tall, but I'm broadshouldered and I've got blue eyes. My hair is fair and it's quite short and curly.

Julia: Hi Mike, this is Julia. I'm meeting you at the coach station tomorrow.

Mike: Oh, right. What do you look like?

Julia: Well, I'm slim, and I've got fair hair. It's wavy and shoulder-length. I've got green eyes. And you?

Mike: Er, I'm tall, with short dark hair and I've got a moustache.

Julia: OK. See you tomorrow.

## Corpus spot

a She is tall and slim. b He's got short fair hair.

#### page 17

# Reading

1

2 Travel 3 Accommodation 4 Contacts 5 Travel 6 Accommodation

2

	Elena	Adrian	Carola	Henry	Sandra	Maggie
a	1				1	
ь	1					
c	1		1			Dalma.
d		1				
e			1			
f		1		1		
g						1

# Language focus

want, like, would like and have got

#### **Grammar spot**

a going b going c to go d to go

#### 1

- b Would like likes c have got haven't got
- d Does like 's/has got
- e do like like
- f Would like don't like
- g 'd/would like likes
- h 'd/would like have got haven't got

## page 19

# «Pronunciation»

1

No, they don't.

2

/ju:/	INI	/0/	
university music Tuesday you future	fun become some other club above discuss	pop long doctor want cost	

#### 3

# Recording script 1 206

university fun pop music become some Tuesday other club long you above doctor discuss want cost future

#### 4

/jul/ is heard in university, students, music /A/ is heard in become, some, fun, run, club, above, other, brother /n/ is heard in want, doctor, lot, shop, got, long

#### page 20

# Exam folder 2 Listening Part 3

2

- b I have a huge breakfast at about half past eight.
- c I'm studying geography.
- d I usually study in my room in the afternoon.
- e I enjoy spending time with my friends.
- f I would like to travel round the world.

## Recording script 1 08

**Dan:** My name is Dan Jones and I'm a third year student at Southgate University. My days are really busy because my hobby is tennis and I play in national matches, so I have to practise a lot.

My day begins at 6 am. I get up and go straight to the gym before breakfast. I always go there by bicycle because the fresh air wakes me up. After an hour or so I come back to the university and then I have a huge breakfast at about eight thirty. Oh, I always have a shower of course before breakfast or nobody would sit next to me! From 9.30 until 1.00, I go to lectures. My subject is geography. Then all the students have lunch together in the canteen at 1 o'clock. I usually study in my room after lunch — that is, except for one afternoon a week when we play matches, sometimes against another university. They're always on Wednesday afternoons. In the evenings I like spending time with my friends — we sometimes go to the cinema or to a disco. When I leave university next year, I want to travel round the world.

#### 4

b eight thirty c My subject is d after lunch e like f want

#### 6

1 gym 2 8.15 / (a) quarter past eight 3 biology 4 library 5 Friday 6 watching TV 7 nurse

#### Recording script 1 09

Katy: My name is Katy Williamson and I'm a student at Southgate University. I'm the captain of the university women's football team. Women's football is becoming more and more popular and the team is really busy playing matches all over the country.

I get up at 6 am and at 6.30 I go to the gym. I always walk. I usually spend about an hour there and I walk back to the university and have a huge breakfast in the student canteen at about a quarter past eight. I meet all my friends there, so breakfast sometimes takes a long time. Lectures are from 10 o'clock until about 1. I'm studying biology so I spend quite a lot of time in the laboratories. I usually have lunch in the canteen but I sometimes go to a café over the road. After lunch I usually study in the library. There's sometimes football practice between 5 and 6, so I have to work hard to finish all my work before then. We play matches against other university women's teams on Friday afternoons, so I have to make sure I'm always free then. Then I have my evening meal - usually in the canteen because it's cheaper there. In the evenings I like watching TV - I'm usually too tired to do anything else. And I go to bed really early, about 10.

When I leave university next year, I want to be a <u>nurse</u>, but I'll continue playing football as a hobby because I love it.

# Writing folder Writing Parts 1, 2 and 3

1

- a There are ten. We use them at the beginning of sentences, for someone's name and for the pronoun'!'. They are also used for place names, days of the week and months.
- b To show the beginning and end of each piece of spoken language. These could also be double ("").
- c There are four. Three replace missing letters. (In speech and informal written English, these forms are correct. PET students can use them throughout the exam.) One is used to show possession; there is no letter missing.
- d With a full stop.
- e At the end of a question.
- f Between the two halves of a sentence, especially before words like but and so, but not usually before and or that; between items in lists, until the last item, which is preceded by and; in addresses, and at the beginning and end of letters (although in the PET exam you would not lose marks for omitting these).
- g The only other punctuation mark PET students may want to use is the exclamation mark. Remember that in English it is always at the end of a sentence. We normally use it to express surprise, humour or excitement. Be careful not to use it too much.
  - PET students may meet colons, semicolons and dashes in printed texts, dialogues, lists, etc. but do not need to use them.

2

the student's books = the books of one student
the students' books = the books of two or more students

3

- a My brother and I usually watch football matches at my grandparents' flat because their television's very big.
- b On Thursday I'm going to the match between Italy and Scotland with Dad and Uncle Ian.
- c We're travelling in my uncle's car to Edinburgh and after the match, we're staying at the Norton Hotel.
- d Then on Friday morning my uncle and Lare visiting Edinburgh Castle and my father's going to the National Callery and a museum.

4

Dear Pi

How are you? I must tell you about a new club in my town./! It's in Oxford Road and I think you'd love it. We can play tennis and go swimming and there's a small gym. I made a new friend there last Sunday. Her name's Jessica. She's from Canada and she's got blonde hair and she makes me laugh. She's a good dancer too. I hope you can come here soon and meet her. With love.

Andy

#### Corpus spot

- a In my country, all the women wear new clothes at weddings.
- **b** I like the London streets with their red telephone boxes.
- c There are a lot of friendly people at the club.
- d I look after the children when their parents are working.
- e During the break we talk about our lives and our friends.

# Unit 3

page 22

# Introduction

1

a Speaker 3 b Speaker 1 c Speaker 6 d Speaker 5 e Speaker 7 f Speaker 4 g Speaker 2

## Recording script 1 10

- 1 I look after the passengers on an aeroplane.
- 2 I design roads and bridges.
- 3 I help people in a fashion shop.
- 4 I cut people's hair.
- 5 I mend engines and change tyres.
- 6 I sell cars and vans.
- 7 I design websites.

2

a shop assistant b flight attendant c (car) salesman d mechanic e website designer f hairdresser g engineer

3

#### Suggested answers

- a The shop assistant's tidying some clothes.
- b The flight attendant's bringing the pilots some food.
- c The salesman's working at his computer.
- d The mechanic's having a break.
- e The website designer's plugging in her computer.
- f The hairdresser's holding a mirror.
- g The engineer's looking at a plan.

#### page 23

# Listening

2

He is a security officer in a shopping mall. He's talking to a police officer.

# Recording script 111

Security officer: Grand City Mall. Security.

**Police officer:** Hello, Security? This the police. We have a report that there's a thief in the shopping mall.

Security officer: Oh, yeah? What kind of a thief?

**PO:** A shoplifter. Someone who steals clothes and things from shops. Can you see anyone? Does anyone look like a thief?

**SO:** I can see ... oh, about six people on the security cameras. And you.

**PO:** Oh. Well, one of the others is a criminal. Does one of them look like a criminal? Is one of them carrying a big bag?

SO: Er, no. I can tell you what they're doing.

PO: OK. Go ahead.

**SO:** Well, first, there's a woman. She's painting a picture of a child. She's got a box.

PO: A big box?

**SO:** No, no. A box of paints. She's an <u>artist</u>. She paints pictures of the children and sells them to their parents. I know her. Then, there's a young woman. She's standing near the fountain. A man is taking a photograph of her. He's got a case.

PO: Is it a big case?

**SO:** Yeah, but the case has got different cameras in it. He's a fashion <u>photographer</u> and she's a <u>model</u>. He takes photos all the time and sells them to magazines.

PO: OK. So - anyone else?

**SO:** There's another man. He's standing outside a shop. He's holding a notebook. He's looking up and down the mall and he's writing something in his notebook.

PO: Does he look like a thief?

**SO:** No, he's not a thief. He's a journalist. He often walks round to see what news he can find. He always writes everything in his notebook.

PO: Is that all you can see?

**SO:** There's the <u>bank guard</u>. He's standing near the door of the bank.

PO: He's not a thief!

**SO:** Probably not, I know him. He's too lazy. He never does anything.

PO: Isn't there anyone else?

SO: The only other person I can see now is a woman with short grey hair. I don't know her but she doesn't look like a thief.

PO: Short grey hair? Aha! What's she doing?

SO: She's walking through the mall.

PO: Is she carrying a big bag?

SO: No, she isn't carrying a big bag.

PO: Oh.

SO: But she's pulling a shopping bag on wheels. It's quite big.

PO: That's her! She looks like a housewife. She steals things and puts them in the bag. Everyone thinks she's got shopping in it. OK, watch her carefully. I'm coming to arrest her.

3

1 artist 2 photographer 3 model 4 journalist 5 bank guard

# Language focus

Present simple and present continuous

1

b is standing c sells d is pulling e steals f isn't looking g does h is taking i sells j isn't stealing k is writing

#### Grammar spot

We use the *present simple* to talk about what we usually do. We use the *present continuous* to talk about what we're doing now.

## page 24

2

usually She does lessons all day.

She studies at home in the evening.

She plays volleyball after school.

She doesn't wear her best skirt every day.

this week only

She isn't doing any homework. She's working in a hotel. She's having meals with her colleagues.

She's speaking French with hotel guests.

3

b 'm doing c 'm working d aren't / 're not working e 'm helping f like g prefer h are staying i understand j get up k 'm starting I 'm looking forward to

## Recording script 1

Sonia: Hi, Granny. How are you?

Granny: Oh, not bad. How's school?

Sonia: I'm not going to school this week.

Granny: Why not? Are you ill?

Sonia: No, I'm doing work experience. I'm working in a hotel.

**Granny:** I hope you're not working in the kitchen. You're not good at cooking!

Sonia: No, I'm not in the kitchen. I'm helping the receptionist and the manager.

Granny: Is that nice?

Sonia: Yes. Well, I <u>like</u> working with the manager, she's really friendly. But I <u>prefer</u> helping the receptionist because I can talk to the guests. I can practise my French because some French people <u>are staying</u> in the hotel. I <u>understand</u> almost everything they say. Isn't that great?

Granny: Yes, that's very good.

Sonia: Yes. But I am tired. When I go to school, I get up at half past seven, but this week I'm starting work at seven o'clock.

**Granny:** Oh, well, you can have a good rest at the weekend. **Sonia:** Oh, yes. I'm looking forward to it.

#### Grammar spot

b Are those jeans new? I like them very much.

c We think this CD is very expensive.

d Do you want some coffee?

e I can't phone you because I don't know your number.

f The teacher is speaking quickly and I don't understand what she's saying.

g My friends are watching a pop programme on TV but I don't like it, so I'm listening to my MP3 player.

Short answers

1

b 1 c 5 d 7 e 2 f 8 g 6 h 4

# «Pronunciation»

1

a cat 3 cart 2 cut 1
b bag 1 bug 2
c carry 2 curry 1
d match 1 March 3 much 2

## Recording script 1 13

- a I've got a <u>cut</u> on my knee. Can you move the <u>cart</u>? Where is the <u>cat</u> exactly?
- b There's a bag on the table.
  I can see a bug under your chair.
- c Would you like some <u>curry</u>? Please <u>carry</u> that for her.
- d We can meet at the <u>match</u>.
   There isn't <u>much</u> here.
   They often stay here in <u>March</u>.

3

Same sound as cat /æ/: can
Same sound as cart /u:/: can't are aren't
Same sound as cut /n/: does doesn't must mustn't

# Activity Spot the difference

#### Suggested answers

The model isn't standing by the fountain, she's talking to the journalist.

The artist isn't painting a picture, she's showing a child the picture.

The journalist isn't writing in his notebook, he's talking to the model.

The bank guard isn't standing near the door of the bank, he's having a cup of coffee.

The photographer isn't taking a photo of the model, he's

taking a photo of the thief.

The police officer isn't sitting in his car, he is running after the woman with the bag.

# page 26

# Exam folder 3 Speaking Part 3

1

a6 b7 c5 d3 e1 f4 g2

#### Suggested answers

- a She's in an office.
- b She's slim and she's got long, wavy hair.
- c She's wearing a green dress.
- d She's hard-working/untidy.
- e She's reading an email and eating a sandwich.
- f I wouldn't like to do this.
- g Because I don't like office work. It's boring.

## page 27

# Reading Part 5

1

2 C 3 B

2

1 B 2 A 3 D

# Unit 4

page 28

#### Introduction

1

b ballet c magic show d music festival e musical f film

2

#### Suggested answers

a 1 b 4 c 6 d 3 e 5 f 2

#### page 29

# Reading

1

B Children C Music D Clubbing E Dance shows F Music

2

#### b B* and F c A d Cand E e A f B and F

*The expression Big Top is mainly used for the big tent used by circuses, although it is sometimes borrowed for other entertainments taking place in an outsize tent. So the circus is outdoors but inside a tent.

#### Vocabulary spot

1a 2b 3c

#### Corpus spot

If something or someone is *funny*, it/he/she makes you laugh. If something is *fun*, you enjoy doing it.

a fun b funny c fun

# Language focus

Prepositions of time

1

1 the circus 2 the cinema

3 the nightclub

# Recording script 1 16

Conversation 1

Sara: I know. It sounds good. I'd like to go.

Ed: I'm taking my little brother. Would you like to come too?

Sara: That would be great. I love the noise, the music and all the excitement. The last time I went was in 2005 when I was ten.

Ed: Oh, really? Well, I like the clowns best. Are you free today or tomorrow? The afternoon show is best for my brother.

Sara: Sorry, I'm busy then. I'm going to the cinema this afternoon – I've got the tickets so I can't change it – and I'm playing tennis tomorrow afternoon.

Ed: Oh, well ... can you go at the weekend? It finishes on 29 August. That's Saturday.

Sara: I'm free on Saturday afternoon.

Ed: Good. I'm free then, too. It only comes once a year, so we mustn't miss it.

#### Conversation 2

Sam: Hi, Juliet, it's Sam here. Have you got the tickets yet?

Juliet: Yeah, for tonight.

Sam: What time does it start?

Juliet: Just a minute, I'll look. Er, it starts at a quarter to eight.

Sam: Oh, you know I work in a shop on Wednesdays? In the city centre. Well, there's a sale this week so I'm working late. I have to tidy the shop at the end of the day, so I'm working till seven thirty this evening. I usually finish at seven o'clock, which is better.

**Juliet:** Don't worry. There are lots of adverts before the film actually starts.

Sam: OK. See you later then. Outside?

Juliet: See you there. Bye.

#### Conversation 3

Max: It's so boring here in August, Rachel. There's nothing to do.

Rachel: There are lots of good things on at the moment. What are you doing next weekend? My mum's going to see a dance show on Sunday afternoon. We can go with her.

Max: Oh, boring. And I don't like going to things like that in the afternoon.

**Rachel:** Well, there's the rock festival in the park. That looks good. I like listening to music outside in the summer. But it's very expensive.

Max: Mm. I've only got £10.

Rachel: Well, would you like to go to the new nightclub? I went there last week on my birthday. It's only £8 before eleven. We can go on Saturday.

Max: I'd really like to go to the rock festival, but OK then. Shall we meet at your house?

Rachel: Yeah. About nine?

Max: See you then.

2

b today c this afternoon d tomorrow afternoon

e at the weekend f on 29 August g on Saturday afternoon

h at a quarter to eight i on Wednesdays j this week k at the end of the day l at 7 o'clock m in August

n at the moment o next weekend p on Sunday afternoon

q in the afternoon r in the summer s on my birthday

t on Saturday

3

on

29 August Saturday afternoon Wednesdays Sunday afternoon my birthday Saturday

in

2005 August

the afternoon the summer

at

the weekend a quarter to eight the end of the day 7 o'clock the moment

no preposition

today this afternoon tomorrow afternoon this week next weekend

## Grammar spot

We use on before days of the week and dates.

We use at before times, the weekend, the end of the day, the moment.

We use in before months, seasons and years.

We use no preposition before today, tomorrow (morning), this/next (afternoon, week).

page 31

4

bon c- don eat fin gin hon in jat k- lat

Pronunciation

1

Monday 2 syllables Tuesday 2 syllables Wednesday 2 syllables Thursday 2 syllables Friday 2 syllables Saturday 3 syllables 2

## Recording script 1 17

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

3,4

## Recording script and answers 1 18

January February March April May June July
August September October November December

5,6

## Recording script 1 19

the twenty-eighth of April — the fifteenth of August the third of February

7

We write 15th January or 15 January but we say the fifteenth of January or January the fifteenth.

## Present continuous for future plans

#### Grammar spot

We use the *present simple* to talk about what we usually do. We use the *present continuous* to talk about future plans.

#### Possible answers

- b He's/is going (horse) riding next Monday.
- c He's/is having lunch with a friend on Thursday.
- d He's/is playing basketball tomorrow afternoon.
- e He's/is going camping on 15th January.
- f He's/is going to a party at the weekend.

# «Activity» Diary

You are both free on Saturday evening.

page 32

# Exam folder 4 Listening Part 1

2

- a No. Sophia is not very good at tennis.
- b No. They can't play hockey with two people.
- c Yes. Greg says We could go out on our bikes. Let's cycle ...
- d Yes. Great idea tells you that they agree.

## Recording script 1 20

1 What do they decide to do tomorrow? Greg: 'This weekend is so boring. Let's go out and do something tomorrow. I'd like to do some sport. Would you like to play tennis with me? **Sophia:** I'm not very good at tennis. My best sport is hockey. I'd like to have a game tomorrow.

**Greg:** Don't be silly. We can't play hockey with just two people. We could go out on our bikes. Let's cycle to the lake and take a picnic.

Sophia: Great idea.

4

#### 2 B 3 C 4 A 5 A

## Recording script 121

2 Which shop are they going to first?

**Woman:** I want some shampoo to take on holiday. The chemist is at the other end of the shopping centre. So let's go and look for your swimming costume first.

**Girl:** Oh, yes. There's a really nice one in the sports shop over there.

**Woman:** OK. And remind me to buy something to read on the plane. The bookshop is next to the chemist's.

3 When is Tim meeting his father?

Man: Have a good time, Tim. Don't forget we're meeting tomorrow morning outside the railway station at eleven.

Tim: Dad, that's much too early. I'm going out with Simon tonight. We're spending the evening at a nightclub. We're staying there till midnight. I can't meet you until the afternoon. Two o'clock is better.

Man: OK. But don't be late. And have a good evening.

4 Where are they going on Saturday evening?

**Boy:** I've got an invitation to a concert on Saturday evening. Euan is playing the violin and he says I can have two free tickets. Do you want to come?

**Girl:** Well, I've got two tickets for the rock band at the Town Hall on Saturday evening. It starts at eight o'clock, but I can go with someone else.

Boy: Oh, I'm coming with you to that. Please?

**Girl:** OK. And don't forget we're taking your little brother to the cinema on Saturday afternoon.

5 When is Paula's birthday party?

Woman: You know Paula's sixteen soon?

Man: Surely not! Time passes so quickly. Now, let me see, when is her birthday? It's the fifteenth of May, isn't it?

**Woman:** That's right. It's on a Monday. So the party's two days before, on the thirteenth. That's a Saturday.

# Writing folder Writing Part 2

2

Only email **b** covers all three points in the question.

Email **a** says what she would like to do but omits two elements of the question – time of arrival and where to meet. This answer would not get a good mark even though the English is good.

Email **c** omits to arrange a meeting place.

3

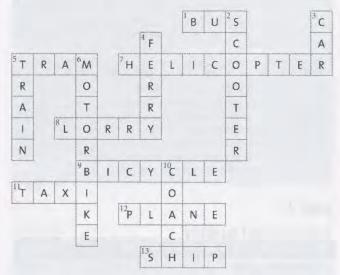
No, because it is not long enough.

# Unit 5

page 34

## Introduction

1



#### Corpus spot

a by car

b on foot

We go by car, train, bicycle, plane, boat but we go on foot.

4

AIR	LAND		WATER
helicopter	coach	car	ferry
plane	lorry motorbike	bicycle scooter	ship
	bus	taxi	
	tram	train	

#### Vocabulary spot

truck = lorry cab = taxi

freeway = motorway

#### page 35

## Listening

1

In an airport.

2

1 c 2 d 3 a 4 g 5 b 6 h

# Recording script 1 22 and answers to Grammar spot below

1

Man: Hello, can you help me? <u>I need a hotel room for tonight</u>. Near the airport.

Woman: Certainly, sir. I can book you a room. Man: And can you call a taxi to take me there?

Woman: Oh, you don't need a taxi. There's a free bus.

2

**Man:** Passport, please. How long are you staying in the United Kingdom?

Woman: Only two weeks. Why? <u>Do I need a visa?</u> Man: No, you don't. Enjoy your stay.

3

Woman: Good morning, sir. How many cases have you got?

Man: Just this one.

Woman: Right. Here's your boarding pass.

Man: Do I need to go to the departure lounge now?

Woman: Yes please, sir. Man: OK. Thank you.

4

Woman 1: Do we need to buy anything else before we leave?

Woman 2: I don't think so. Well, we haven't got any shampoo.

Woman 1: Oh, we don't need to buy that. The hotel has got everything we need.

Woman 2: Oh, fine.

5

Woman: I've got this camera and this watch. The camera was a thousand dollars and the watch was a hundred, <u>Do I need to pay any tax?</u>

Man: Well, you needn't pay any tax on the watch. But you need to pay tax on the camera.

Woman: Oh, OK.

6

Man: Good afternoon. I want to fly to Madrid as soon as possible. In business class, please.

**Woman:** I can put you on the five o'clock flight. Is that all right?

Man: Yes, that's great. I need to come back on Saturday evening.

Woman: No problem.

Man: Do I need to reconfirm my return flight? Woman: No, you needn't do that. It's all arranged.

Man: Thank you very much.

# Language focus

#### Need

a a hotel room

b a taxi

c a visa

d go to the departure lounge

e nothing

f yes - on the camera but not on the watch

g on Saturday evening

h no

#### Grammar spot

#### Need + noun

+	I need a taxi.	I don't need a	?	Do I need a
	He needs a	visa.		boarding pass?
	taxi.	He doesn't		Does he need a
		need a visa.		boarding pass?

+	I need to buy some shampoo. He needs to buy some shampoo.	-	I don't need to pay / I needn't pay any tax. He doesn't need to pay / He needn't	3	Do I need to reconfirm my flight? Does he need to reconfirm his flight?
			pay any tax.		

Needn't is only used before a verb, not a noun. Needn't isn't used in a question.

## page 36

b Do you need c Do we need to d don't need to / needn't e need to fineed to g doesn't need

h don't need to / needn't

#### Countable and uncountable nouns

#### 1,2

Countable (singular)	Countable (plural)	Uncountable
a camera a coat an address book a passport a mobile phone a sleeping bag a toothbrush a backpack	some magazines some photos	some shampoo some money some chocolate some tea some sunscreen

#### Grammar spot

Countable nouns can be singular or plural. Uncountable nouns cannot be plural. We use a or an before countable nouns. We use some before uncountable nouns and plural countable nouns.

a glass or a bottle of water

a packet of tea

a bar of chocolate

a loaf of bread

#### Suggested answers

Things Joe needs to take

a passport a camera some money an address book (so he can send postcards)

some magazines (to read on the journey) a mobile phone

Things Joe doesn't need to take

a coat (it's hot in Brazil) any shampoo any chocolate any photos of his family a sleeping bag (he's staying

with a family) any tea any sunscreen

a toothbrush (he can buy a toothbrush, sunscreen and shampoo when he gets there)

#### Corpus spot

a I have a lot of work to do at home tonight.

b We can eat fish and big plates of salad.

c We came to a set of traffic lights.

d Listening to English music is good.

e I have a lot of furniture in my room.

f My friend Noelia always gives me good advice. g They travel to other countries every year.

## page 37

## Expressions of quantity

#### Grammar spot

left-hand column: countable nouns right-hand column uncountable nouns

b much c lots of d several e a few f a lot of g a couple of h much i a little

# «Pronunciation»

b a of c to d a of e to f some

2

The words you filled in all have a schwa sound: /o/.

#### 3,4

## Answers and recording script 1 24

- a I need@hotel room.
- b You need to pay tax.
- c I want some shampoo.
- d I'd liketogo swimming.
- e He's got@few magazines.
- f I've got@new pair of shoes.

## page 38

# Exam folder 5 Reading Part 2

2

## 1 d 2 a 3 e 4 b 5 f

Suitcase c does not belong to anyone.

- 1 Karen likes <u>pop music</u> and dancing in discos and she would like to find a hotel where she can <u>swim</u> every day. She also enjoys using a gym.
- 2 Tom needs to find a quiet hotel in the country which has a good restaurant. He is taking some work on holiday with him and needs to hire a room for a business meeting in the hotel.
- 3 Maggie would like to relax in her hotel, <u>sunbathing</u>, swimming and <u>reading</u>. She wants to stay somewhere quiet with a good restaurant.
- 4 John wants to stay in the mountains. He likes <u>walking</u> and is interested in flowers and <u>birds</u>. He wants to stay in a family hotel.
- 5 Mike wants to spend his holiday <u>sightseeing</u> in the city. He likes taking <u>photographs</u> of the places he visits and wants a hotel which can organise trips. He would like a hotel with a swimming pool.

#### page 39

#### 5-8

#### Karen: E

Hotels	A	В	C	D	E	F	G	Н
disco?			1		1			
swimming?					1			
gym?					1			

#### Tom: F

Hotels	A	В	C	D	E	F	G	Н
in the country?				1		1		1
good restaurant?						1		
room for meeting?						1		

#### Maggie: B

Hotels	A	В	C	D	E	F	G	Н
quiet?		1		1		1		1
swimming?		1						
restaurant?		1						

#### John: H

Hotels	A	В	C	D	E	F	G	Н
family hotel?	1				1			1
walking in the mountains?								1
flowers and birds?								1

#### Mike: A

Hotels	A	В	C	D	E	F	G	Н
city?	1		1		1		1	
swimming pool?	1				1			
organises trips?	1							

## Unit 6

## page 40

#### Vocabulary spot

#### Answer

I had a good education means I went to a good school.

#### page 41

## Reading

1

- A Mavis Carver (girls being addressed by their surnames is very old-fashioned)
- B Neil Johnson (it was an 'all boys' school)
- C Anita Green (computer rooms have only existed in the past twenty years)

#### 2

#### Suggested answers

- A (about) 1935 / in the 1930s B 1965 / in the 1960s
- C 2005 / this century

# Language focus

#### Adjectives describing feelings and opinions

#### 2

Good feelings important, interested, fun, friendly, happy, confident

Bad feelings frightened, angry, miserable, terrible, difficult, tired

page 42

# -ing and -ed adjectives

b frightened c tired d amused e interested f worried

b amusing c worrying d interesting e tiring f boring

#### Grammar spot

We use *-ing* adjectives to describe the thing (or person) that causes the feeling.

We use -ed adjectives to describe the person who has the feeling.

#### Corpus spot

a bored **b** interesting **c** interested **d** relaxed **e** surprised **f** boring **g** embarrassing **h** excited **i** surprising **j** amazed

#### Past simple

1

List A arrived, asked, helped, looked, realised, showed, started, stopped, studied, used, walked, wanted
List B was/were, became, began, could, felt, found, got, gave, went, made, met, took, told

2

List A verbs are regular verbs. List B are irregular verbs.

## page 43

#### Grammar spot

a You use was and were in the same way as is and are in the present.

b did

3

**b** Were there any boys in the hall?

c Did she walk to school alone?

d Did the teacher give the girls any books?

e Was Mavis's first lesson in the classroom?

4

2 e 3 b 4 c 5 d

7

b were c worked d didn't learn e Did go f made g became h taught i Did attend j believed k didn't/did not need l had m stayed

# «Pronunciation»

2

#### Recording script 1 25

checked enjoyed kissed looked mended needed prepared realised showed stopped studied used walked wanted wished 3

/d/ enjoyed prepared realised showed studied used /t/ checked kissed looked stopped walked wished /td/ mended needed wanted

## page 44

# Exam folder 6 Listening Part 2

2

In the recording, the taxi driver is male and the passenger is female; the passenger is worried; the bags are in the boot.

#### Recording script 1 26

Man: On my first day as a taxi driver, my first passenger was a woman who wanted to go to the airport. She was in a hurry because she needed to be at the airport at 10.30 to check in. She had lots of bags with her. Anyway, she got in the car and put the bags in the boot and we set off. I drove fast and we were lucky because there were no traffic jams. We got to the airport at exactly 10.15. Her flight was to New York where her sister lived and it left at 12.20. She got out of the car and started to look for her purse. Then she looked across at the airport. She suddenly looked very annoyed. She took her ticket out of her bag and showed it to me. I realised the mistake. She didn't tell me which airport to go to, so this was the International Airport. Her flight went from the City Airport - about an hour away. She refused to pay me anything so it wasn't a very good start for me.

a to check in b they arrived at the airport c 12.20 d no e no

1 A 2 C

See underlining in recording script above.

1 A 2 C 3 B

## Recording script 1 27

Woman: When I was about 18, I started a new job in the kitchen of a restaurant. I liked cooking and I wanted to be a chef so I was really pleased to have this job. In fact on the first morning I woke up very early and I went to the restaurant at about 7.30. I just didn't want to wait any longer. I wanted to be in that kitchen! Luckily, the restaurant was open. The chef met me and showed me what to do. But at about nine o'clock the chef felt ill and went home. It was a terrible day. I was the only one in the kitchen and the restaurant was very busy. The waiters came to the kitchen and ordered the food for the customers and I made it. The waiters helped me to find things. Twice I made a mistake and the customers got the

wrong food. <u>But it wasn't a problem – in fact both of the customers ate the food and then came to the kitchen to say the food was really delicious</u>. And the waiters got a big tip.

## page 45

# Writing folder Writing Part 3

2

C answers the question. It says something about the school and says what the writer likes. A doesn't understand the question and writes from the person who is coming to the school rather than the person who is already there. B gives only negative information about the school and spends too much time writing about the city.

3

computers, sports, friends, size, timetable, laboratories, swimming pool, teachers

## Units 1-6 Revision

page 46

## Vocabulary

2

b engineer c slim d ferry e guest f century g joke h factory i performance

# Reading

3

b No, he didn't.
c Yes, he does.
d Yes, they do.
e No, there weren't.
f Yes, he did.
g Yes, there were.
h No, he doesn't.
i No, he didn't.
j No, he wasn't.
k No, they didn't.
I Yes, they are.
m Yes, he is.

# page 47

# Vocabulary

4

b became c finished d summer e job f excited g hard-working h tired i boring j exciting k take I describe m share n helped o design

## Grammar

5

2 B 3 A 4 C 5 A 6 A

2 C 3 C 4 B 5 A 6 A

b I couldn't c Did you go d I went e Was it f it was g We saw h I don't usually like i I enjoyed j the concert began k it ended I we met m you had n I didn't do o Are you going p My cousin's giving q Do you want r He always has s he knows t I didn't realise

# Unit 7

page 48

#### Introduction

1

2 car park (J)
3 nightclub (A)
4 museum (G)
5 library (H)
6 theatre (F)
7 bus station (B)
8 newspaper kiosk (C)
9 swimming pool (D)
10 petrol station (E)

## page 49

#### **Grammar spot**

a opposite

b in front of; behind; next to / beside

c between

# Listening

1

1 petrol station 2 shopping centre 3 skateboard park

## Recording script 1 28

Conversation 1

Woman: OK. Turn right at the next roundabout and then take the second turning on the left. It's on your left on the corner opposite a supermarket.

Man: I'm sorry. Could you say that again, please?

**Woman:** Go down here. When you reach the roundabout, turn right. It's a one-way street. OK?

Man: Yes.

**Woman:** So, after the roundabout you don't take the first turning on the left, you take the second. You'll see it then. There's a supermarket on the other side of the road, All right?

Man: Yes. I see. Thank you very much for your help. Woman: You're welcome.

#### Conversation 2

Man: It's near the market square, which is a pedestrian area. It's not far to walk from here.

Woman: Where can I leave my car?

Man: OK, well, at the next crossroads turn right, then turn right again. You'll see the entrance to the car park just on the right. Park your car there, then you can walk across the road and you're there. There's a pedestrian crossing.

Woman: Thank you.

#### Conversation 3

**Girl:** Yes, of course. Are you on foot? **Boy:** I'm sorry, I don't understand.

Girl: Are you walking?

Boy: Yes.

Girl: Good. That's easy then. Go straight down this road past the town hall. Then turn left at the traffic lights into Queen Street. Walk down there to the market square and walk across the square. Go straight on and it's at the next crossroads on the corner.

2

a Could you ... need to find

b could you tell me the way to

c can you tell me the way to

Could is more polite than can. We also use please a lot in English.

d I'm sorry. Could you say that

e sorry

British people often say nothing in reply to *Thank you*, but *You're welcome* is a possible answer.

## Recording script 1 29

#### Conversation 1

Man: Could you help me, please? I need to find a petrol station.

Woman: OK. Turn right at the next roundabout and then take the second turning on the left. It's on your left on the corner opposite a supermarket.

Man: I'm sorry. Could you say that again, please?

**Woman:** Go down here. When you reach the roundabout, turn right. It's a one-way street. OK?

Man: Yes.

Woman: So, after the roundabout you don't take the first turning on the left, you take the second. You'll see it then. There's a supermarket on the other side of the road. All right?

Man: Yes. I see. Thank you very much for your help.

Woman: You're welcome.

#### Conversation 2

Woman: Excuse me, could you tell me the way to the shopping centre, please?

Man: It's near the market square, which is a pedestrian area. It's not far to walk from here.

Woman: Where can I leave my car?

Man: OK, well, at the next crossroads turn right, then turn right again. You'll see the entrance to the car park just on the right. Park your car there then you can walk across the road and you're there. There's a pedestrian crossing.

Woman: Thank you.

#### Conversation 3

Boy: Excuse me, can you tell me the way to the skateboard park, please?

**Girl:** Yes, of course. Are you on foot? **Boy:** I'm sorry. I don't understand.

Girl: Are you walking?

Boy: Yes.

Girl: Good. That's easy then. Go straight down this road past the town hall. Then turn left at the traffic lights into Queen Street. Walk down there to the market square and walk across the square. Go straight on and it's at the next crossroads on the corner.

## Language focus

#### Directions

b second turning on c straight on / straight down this road
 d Turn left crossroads e Turn into
 f Turn right roundabout g corner

# «Pronunciation»

#### 1,2

/au/	/or/
out	or
round	sports
town	course
about	corner
down	hall
how	board walk

3

/au/ down roundabout town outside
/ɔ:/ corner walk course hall skateboard sports

#### page 50

#### Prepositions of movement

#### Suggested answers

b along c up d through e around f across g off h over

#### Comparative adjectives

1

b cheaper c safer d bigger e more exciting f more fashionable g noisier h more popular i more common j better

#### Grammar spot

Most one-syllable adjectives (e.g. light) add er.

One-syllable adjectives ending in e (e.g. safe) add r.

Most adjectives ending in a *vowel* and a consonant (e.g. *big*) double the consonant and add *er*.

Most adjectives with more than one syllable (e.g. popular) use more (e.g. more popular).

Adjectives ending in y (e.g. noisy) usually change y to i and add er.

Good and bad are irregular and become better and worse.

3

Add er	steeper stronger older richer	
Add r	nicer wider	
Double the last letter and add er	thinner wetter	
Use more	more famous more popular more difficult more miserable	
Change y to i and add er	friendlier lazier busier tidier	
Irregular	worse better	

## page 51

4

#### Possible answers

- c Skateboarding is not as/so safe as cycling.
- d A skateboard is not as/so big as a mountain bike.
- e Cycling is less exciting than skateboarding.
- f Skateboards are less fashionable than mountain bikes.
- g Mountain bikes are not as/so noisy as skateboards.
- h Mountain bikes are less popular than skateboards.
- i Mountain bikes are not as/so common as skateboards.
- j Skateboards are not as/so good as mountain bikes for long journeys.

#### **Grammar spot**

Mountain bikes are more fashionable than skateboards.

- = Skateboards are not as/so fashionable as mountain bikes.
- = Skateboards are less fashionable than mountain bikes.

#### Corpus spot

- **b** I would like to buy a new TV that is bigger than my old one.
- c Hotels are cheaper here than in the city.
- d My parents are not as/so excited as I am about the holiday.
- e Modern furniture is easier to clean than old furniture.
- f This supermarket is better than the other one.
- g I think he is taller than I told you.
- h I'm not as good at tennis as you are.

5

- b Steve is hotter than John. / John isn't as/so hot as Steve.
- c Sue's homework is worse than Jack's (homework). / Jack's homework isn't as/so bad as Sue's (homework).
- d The taxi is less slow than the school bus. / The taxi isn't as/ so slow as the school bus.
- e The Amazon is wider than the Thames. / The Thames isn't as/so wide as the Amazon.
- f Jill is sadder than Liz. / Liz isn't as/so sad as Jill.
- g The ring is less expensive than the watch. / The ring isn't as/so expensive as the watch.
- h The shorts are dirtier than the T-shirt. / The T-shirt isn't as/ so dirty as the shorts.

#### page 52

# Exam folder 7 Reading Part 3

3

The city of Lincoln is 2,000 years old and there are a lot of interesting buildings to see. The cathedral is in the north of the city just outside the main city centre. You can walk to many of Lincoln's other attractions from the cathedral. It's not far from the castle, There is a wonderful view of the city from there. Behind the castle is The Lawn, an old hospital, which is now a museum with shops and a café. You can sit in the beautiful gardens to have lunch or a coffee. There is a car park a few metres from the café.

During the summer, walking tours leave from the Tourist Information Centre, which is next to the castle. They are not expensive, last about an hour and visit all the main attractions. There are some very interesting museums. The Toy Museum is near the Tourist Information Centre and has children's toys and games from the last century.

There are shops and a market in the old city centre. There are two shopping centres – one is the <u>Waterside Centre opposite</u> the market and the other is <u>St Mark's Shopping Centre. St Mark's is newer than the Waterside Centre</u> and is just south of the main city centre. Go straight down the High Street from the city centre and it is on the right.

In the middle of the city centre, there are some beautiful spots away from the crowds. For example, you can walk by the river or take a boat trip. Trips leave from Bayford Pool.

You can travel to Lincoln by train, bus or car. It is 216 km from London. The bus station is beside the river and the railway station is a few minutes' walk away from the bus station on the other side of St Mary's Street.

4

1 A

5

2 B 3 B 4 A 5 A 6 A

# page 53

#### Corpus spot

These sentences from the text will help you correct the mistakes.

- ... just outside the main city centre (a)
- It's not far from (b) the castle.

There is a wonderful view of the city from there. (c)

Behind the castle ... (d)

There is a car park a few metres from the café. (e)

... the Tourist Information Centre, which is next to the castle. (f) The Toy Museum is near the Tourist Information Centre (g) The bus station is beside the river (h)

... the railway station is a few minutes' walk away from the bus station (i)

#### Answers

- a We will meet 15 minutes before the film starts <u>outside</u> the
- b My flat isn't too far away from the town centre.
- c There is a lovely view of the sea from the window.
- d We saw a big tree and behind it was a lake.
- e The cinema is a few metres from the Underground station.
- f In my room there is a radio next to the TV.
- g I live in the south of France near Toulouse.
- h I am staying in a small town beside a large forest.
- i He works only one block away from where I am working,

## Unit 8

page 54

## Introduction

4,5

## Answers and recording script 132

- a Congratulations! (They're getting married.)
- b Good luck! (They're taking an exam.)
- c Happy birthday! (It's the boy's birthday. Also possible: Many happy returns, or Congratulations for a special birthday, e.g., 18 or 60.)
- **d** Have a good journey! (They're starting a journey. Also possible: *Enjoy your trip.*)
- e Enjoy your meal! (They're having a meal.*)
- f Well done! (He's won a race. Also possible: Congratulations.)
- g Happy anniversary! (It's their wedding anniversary. Also possible: Congratulations.)
- h Have a nice weekend! (They're leaving work. Also possible: See you on Monday.)
- * There is no set expression used by English speakers at the beginning of a meal. *Enjoy your meal* is normally said by the waiter, not a fellow diner.

## page 55

# Reading

1

Photo a shows a traditional church wedding. With lots of guests, this will cost thousands of pounds and is traditionally paid for by the bride's father, though costs are often shared now.

Photo b shows a beach in an exotic location, where a wedding can take place. The bride and groom fly out, get married and stay there for their honeymoon. This is an increasingly popular trend with couples who want a 'romantic' wedding and honeymoon, but cannot afford or do not wish to spend so much on the wedding.

Photo c shows a registry office wedding (the most usual way to get married in the UK nowadays).

Photo d shows a wedding in a licensed wedding venue.

2

a Nigel and Fiona b Anna and Jay c Dawn and Gary d Lorne and Esmerelda

- 3
- b A new bikini and some sunscreen.
- c Their family and friends.
- d When they come back.
- e Because they're both very famous.
- f The rings.
- g Because no one can disturb them there on their honeymoon.
- h All their friends and their parents and all their relations.
- i Fiona's parents.
- j (They've booked) a band.
- k Because they're keeping that a secret until their wedding day.
- Because she doesn't know who's accepted and who's refused (their secretaries have organised everything).
- mTo a good restaurant. Back to work.
- n Because they're too busy to go away (this year).

# page 56

4

- b 9 keep a secret
- c 2 book a band
- d 3 organise a barbecue
- e 7 refuse an invitation
- f 1/8 make an appointment/mistake
- g 6 rent a cottage
- h 5 hire a car
- i 8/1 make a mistake/appointment

#### Corpus spot

- a I often go there and have a barbecue with my friends.
- b I had a rest and I made a plan for my holiday.
- c My friend is leaving next week so we'd like to have a party.
- d I will <u>make</u> some reservations because this is a busy time of year.
- e I hope you don't make the same mistake as me.
- f His name is John and we are the same age.

# Language focus

Present perfect; just, already and yet

1

- b 've/have told c 've/have rented d haven't planned e haven't told f 've/have booked g 've/have sent
- h has accepted; has refused i 's/has made

#### **Grammar spot**

#### Formation

verb	past simple	past participle
open plan organise	opened planned organised	opened planned organised
send tell make	sent told made	sent told made
take eat be go	took ate was/were went	taken eaten been gone

#### Meaning

- a past simple
- b present perfect

2

#### Suggested answers

- b He's broken the chair.
- c He's dropped his glass.
- d They've lost the key.
- e They've eaten all the food.
- f She's spilt some juice.
- g They've drunk all the fizzy drinks.
- h They've made a terrible mess.

3

- b Have you washed the glasses yet? Yes, I've just washed them.
- c Have you tidied the living room yet? Yes, I've just tidied it.
- d Have you found the key yet? Yes, I've just found it.
- e Have you thrown away the rubbish yet? Yes, I've just thrown it away.
- f Have you bought any/the food yet? Yes, I've just bought some/it.
- g Have you mended the chair yet? Yes, I've just mended it.

#### Grammar spot

a just b already c yet d already e yet f yet

4

b already c yet d yet e already f already

# «Pronunciation»

1,2

# Answers and recording script 133

the third of July the first of January the twenty-fifth of March the twenty-fourth of October the second of February

3

## Answers and recording script 1 34

(the) 11(th of) November (the) 12(th of) June (the) 14(th of) December (the) 20(th of) April (the) 21(st of) August (the) 22(nd of) September

page 58

# Exam folder 8 Speaking Part 3

1

1 d At Christmas time many people decorate real or plastic trees.

- 2 c On St Valentine's Day people traditionally send an anonymous card or present to the person they love or admire
- 3 b Eggs have pre-Christian associations with spring, but chocolate eggs are part of the Easter celebrations enjoyed by most UK children, whether their families are churchgoers or not.
- 4 a Notting Hill is a very large public carnival which takes place in London. There are thousands of bands and dancers of many kinds, but especially from the Afro-Caribbean communities.

2

It does not matter if you do not know what festival your photograph shows.

Photograph a shows the Holi festival in India. Photograph b shows the ice festival at Lake Shikotsu in Japan.

page 59

# Writing folder 8 Writing Part 2

2

a Matthew b Ben c Catherine

3

#### Dear Matthew,

I'm having a birthday party next Friday. Would you like to come (these words invite Matthew to the party)? All our friends from school are coming and some of my family (these words tell him who is coming). I live in the city centre. Take a bus to the bus station, then you can walk from there (these words suggest how to get there).

4

#### Card b

Dear Ben,

Thank you very much for the book you sent me for my birthday (these words thank him for the present). I spent the day with my family and I went to a nightclub in the evening with my friends (these words describe what you did on your birthday). Can you tell me when your birthday is (these words ask him when his birthday is)?

#### Card c

Dear Catherine,

Thank you for inviting me to your birthday party next week (these words thank her). I'm sorry but I can't come (these words apologise) because my brother and his wife are visiting us with their new baby (these words explain why you can't go). I hope you enjoy the party.

5

#### Sample answers

Dear Emily,

Thank you for inviting me to the concert with you next Saturday. I'm sorry but I can't come with you because I'm going to the seaside for the weekend with my family. I hope you enjoy it. Best wishes.

Hans

Dear Tim,

I went to the city centre last Saturday. A friend gave me a lift on his motorbike. We went to the cinema and then to a café. Would you like to come with us next weekend? All the best, Jakub

#### Corpus spot

a go b come

# Unit 9

page 60

#### Introduction

1

They are lifting weights, exercising on a rowing machine, and exercising on an exercise blke.

The weightlifter is exercising his arms, but also muscles all over his body – chest, shoulders, neck, back, legs, stomach. The rower is exercising her arms and legs and also other muscles, such as her stomach muscles. The cyclist is mainly exercising her legs.

2

a finger	h forehead	o neck
<b>b</b> thumb	i lip	p chin
c shoulder	j cheek	q knee
d wrist	k brain	r ankle
e elbow	1 lung	s toe
f chest	m heart	
g eyebrow	n stomach	

## page 61

3

The woman on the cycling machine would use about 450 calories in 30 minutes, the woman on the rowing machine about 300 and the man lifting weights about 110.

4

washing the dishes – about 85 calories playing the drums – about 150 calories watching TV – about 35 calories playing tennis – about 250 calories running upstairs – about 550 calories sweeping the floor – about 130 calories playing the guitar – about 75 calories swimming – about 330 calories

# Listening

1

- a His son has hurt his wrist.
- b She has a cough and a sore throat.
- c Her husband has a pain in his chest and he feels sick.

- d The child has a stomach ache.
- e The boy has sore eyes.
- f The child has earache and a temperature.

## Recording script 1 35

a

Nurse: Hello. Healthlink Phone Line. Can I help you?

Man: Oh, yes, thank you. My son fell over at school today.

He was playing football. His arm hurts, well, his wrist really.

Nurse: Did he hit his head?

Man: No, he didn't.

Nurse: Can he move his fingers?

Man: No, he can't. He can't move them at all.

b

Nurse: Hello. Healthlink Phone Line. Can I help you? Girl: Hello. I've got a cough and a sore throat. I cough all the time, especially at night. I can't stop and I can't sleep.

Nurse: Have you got a cold at the moment?

**Girl:** No, I haven't. I had one last week but it's gone. Now I've got this cough.

C

Nurse: Hello. Healthlink Phone Line. Can I help you? Woman: Oh, yes. My husband isn't feeling well. He's got a pain in his chest. He's usually very healthy. I don't understand it.

Nurse: Does he feel sick? Woman: Yes, he does.

d

Nurse: Hello. Healthlink Phone Line. Can I help you?
Man: Oh, hello. I'm sorry to bother you, but I'm looking after a friend's daughter and she has a terrible stomach ache.

Nurse: Does she have a headache?

Man: Yes, she does.

Nurse: Has she eaten a lot today?

Man: No, she hasn't. Well, let me see. She had a big breakfast. Then we went to the cinema and she had a burger and chips at lunchtime, oh, and some popcorn. Since then she's only had a bar of chocolate and a drink. Should I take her to the doctor's?

e

Nurse: Hello. Healthlink Phone Line. Can I help you? Boy: Yes. Hello. I've got sore eyes. I can't open them very well.

**Nurse:** Have you spent a lot of time working at a computer this week? Are you very tired?

Boy: No, I'm not. I'm not working this week. I'm relaxing at home.

Nurse: Do you wear glasses or contact lenses?

Boy: No, I don't.

f

Nurse: Hello. Healthlink Phone Line. Can I help you?
Woman: Hello. My son's got earache. He cried all night.
He's just stopped at last so I decided to phone. I don't want to ring the doctor at the weekend.

Nurse: Is he hot?

Woman: Yes, he is. He's got a temperature.

Nurse: Has he taken any aspirin or paracetamol?

Woman: Yes, he has. Just now.

4

a go to the hospital b and d stay at home c call an ambulance e and f go to the doctor's

## Recording script 1 36

a

**Nurse:** You should take him to the hospital. It's probably broken.

Man: OK. Thanks. We'll go now.

b

Nurse: People often have a cough for a few days after a cold. Why don't you take some cough mixture before you go to bed? Why don't you take a warm drink to bed with you too, and you should sleep with at least two pillows. Your cough will soon be better.

Girl: I hope so. Thank you.

C

Nurse: You should call an ambulance to take him to hospital. You'd better dial 999 at once. Can you do that now?

Woman: Yes, of course.

d

Nurse: You don't need to see a doctor. She shouldn't eat any more food today. But she should drink lots of water.

Man: OK. Thank you.

e

**Nurse:** Why don't you wash your eyes in warm water? And get an appointment with your doctor because you probably need some antibiotics.

Boy: Thanks for your help.

f

Nurse: Well, why don't you give him some more paracetamol after four hours? And you'd better phone the doctor. You can get an emergency appointment.

Woman: Thanks very much.

# page 62

# Language focus

Illnesses and advice

1

- b I've got earache. c I've got a cough. d I've got a cold.
- e I've got a sore eye. f I've got a pain in my chest.
- g My arm hurts / is broken. h I feel sick.

2

b don't you take c should call d shouldn't eat

e don't you wash f better phone

## Recording script 137

a You should take him to the hospital.

b Why don't you take some cough mixture?

c You should call an ambulance.

d She shouldn't eat any more food today.

e Why don't you wash your eyes in warm water?

f You'd better phone the doctor.

#### Expressions with at

b all c night d the moment e lunchtime f home g last h the weekend i least j once

#### Corpus spot

a The weather is cold at night.

b I get bored staying at home doing nothing.

CV

d That's all I have to tell you at the moment.

e We usually go to the beach at the weekend.

f /

## page 63

Short answers

1

b 9 c 8 d z e 7 f 3 g 6 h 5 i 1

#### Grammar spot

Question

Short answer

Present simple

does, do or doesn't, don't

Past simple

did or didn't

Present perfect

has, have or hasn't, haven't

2

- b Yes, I do. c Yes, he/she is. d Yes, they are. / No, they aren't.
- e Yes, I am. f Yes, it is. / No, it isn't. g No, I haven't.
- h No, he/she hasn't. i Yes, I/we do. / No, I/we don't.

# «Pronunciation»

1

b help c friend takes train

d healthy breakfast day e head pain

f break g great play today

3

# Recording script 1 38

- a My son fell over.
- b Can I help you?
- c My friend takes the train to college.
- d I eat a healthy breakfast every day.

- e I hit my head and now I've got a pain.
- f Don't break that glass.
- g I saw a great play today.

4

/ei/ takes train day pain break great play today /e/ fell help friend healthy breakfast head Spellings of /ei/: a, ai, ay, ea Spellings of /e/: e, ea, ie

## page 64

# Exam folder 9 Reading Part 4

1

- A Text 2 is advising: You should try it. You really shouldn't work hard all the time. Why don't you join the health club?
- B Text 4 is apologising: It was very rude of me. I'm really sorry.
- C Text 3 is advertising: special discount; Don't miss the chance to join.
- D Text 1 is complaining: I am not happy about this because it is very dangerous.

2

- A The writer of text 4 has this opinion: The equipment in the gym is old and is sometimes difficult to use.
- B The writer of text 3 has this opinion: There is no other club in town which is as good as this one.
- C The writer of text 2 has this opinion: I use the pool there because it's brilliant. The gym is OK.
- D The writer of text 1 has this opinion: There were no instructors.

3

- A Text 3 states this: phone me, Mick Smith, the manager.
  B Text 1 states this: I joined your health club last week. /
  I came in for the first time on Thursday.
- C Text 4 states this: I go to the club every Sunday afternoon D Text 2 states this: I go ... at least twice a week

# Unit 10

page 66

## Introduction

1

- 1 notice in window
- 2 birthday card
- 3 anniversary card
- 4 Post-it note
- 5 business letter
- 6 someone sending a text message
- 7 postcard
- 8 someone writing an email

2

- a birthday card (2)
- b Post-it note (4)
- c text message (6)
- d anniversary card (3)
- e business letter (5)
- f email (8)
- g postcard (7)
- h notice in window (1)

#### Vocabulary spot

We begin letters and emails: Dear (Name). Emails are also often started with Hi (Name).

Note that it is not normal to write Dear Friend in English. We end a letter or email to a friend: All the best, / (With) Best wishes, / (With) Love (from)

'Love' is more commonly used by women and children, but men may use it to close female friends and relatives. We end a letter or email to a stranger: Yours sincerely,

4

- ;) I'm happy. / This is a joke.
- :( I'm sad.
- I have a moustache.
  I'm surprised.
- CU See you. 4U For you.
- 4U For you.
  2U To you.
  CUL8R See you later.
- RUOK? Are you OK? YRUX? Why are you cross?
- 2b/nt2b=? To be or not to be, that is the question. (First
  - line of a famous speech in Shakespeare's play

Hamlet)

## page 67

# Reading

1

Mike's letters/emails: a, c, f, h Maria's letters/emails: b, d, e, g

2

Mike 2 – f Mike 3 – h Mike 4 – c Maria 2 – d Maria 3 – g Maria 4 – e

3

- b (Because) they've moved to another town.
- c (Because) he hasn't studied English since secondary school.
- d Yes, he has.
- e She's reserved a room in the hostel for him.
- g Last year.
- h Three years ago.
- i The Gibsons.
- j When he was a child / Ten years ago.

# Language focus

Present perfect and past simple; ago, for, since, in

#### Grammar spot

- I've worked here since 2007. -- I've worked here for (three) years. -
- I started this job in 2007.
- I started this job (three) years ago.
- a present perfect b present perfect
- c past simple d past simple
- - b Did you have c was d met e Have you been f I've been g I've learnt h Have you been i I have
- j was k I visited I I didn't come m I've found n I arrived
- b 've/have already earned c began d gave e told
- f didn't want g got h 've/have sold i bought
- j 've/have spent
- b ago c since d for e since f ago

#### Corpus spot

- a since (since college = since we were at college)
- b ago c since d ago e for

#### page 69

#### Corpus spot

- a been b gone c gone d been e been
- f gone g been

#### Have you ever ...?

- b Have you ever bought something online?
- c Have you ever been to Bangkok?
- d Have you ever been to a pop concert?
- e Have you ever ridden a bike?
- f Have you ever been to a wedding?

# «Pronunciation»

- 1121 glasses bridges
- hairbrushes
- matches

# Recording script 1 39

- a He needs new glasses.
- **b** There are ten <u>bridges</u> in the city.
- c I bought two new hairbrushes.
- d There are three football matches tomorrow.
- 2

/s/	/z/		
books	schools		
shops	legs		
chips	shoes		
cakes	lessons		
boots			

## Recording script 1 41 and answers

- a My father plays tennis very well. /z//s/
- b My back aches. /s/
- c He never catches the ball. /1Z/
- d She swims every day. /z/
- e He likes travelling. /s/
- f She stays at home on Sundays. /z/, /z/
- g He never finishes work early. /1Z/
- h He eats salad every day. /s/
- She always watches him when he plays football. /z/, /IZ/, /Z/
- He hopes to be a scientist. /s/
- k The hotel arranges everything. /1Z/

## page 70

# Exam folder 10 Listening Part 1

The question is about how the woman travelled: by car/ driving, by bus or by train.

#### Suggested answers

- 2 hotel, campsite, beach (tall, floor)
- 3 beard, short hair, glasses
- 4 journalist, photographer, actress
- 5 CD, calendar, picture

#### 1 A 2 C 3 A 4 B

# Recording script 1 42

For each question, there are three pictures and a short recording.

Choose the correct picture and put a tick ( $\checkmark$ ) in the box below it.

- 1 How did the woman travel?
- Woman: Hi, I got here safely. I drove in the end because I was late last time when I took the train. It was raining, so I didn't want to wait for the bus.

2 Where did the man stay?

Man: We were on the top floor of the hotel and we expected to have a lovely view. But our hotel only had four floors and there was a much taller hotel between us and the sea so we couldn't see much. There was a nice campsite next to the beach so next time we're going there.

3 Which is the girl's brother?

**Boy:** I was walking through town yesterday and your brother stopped to say hi. I didn't recognise him – he looks so different.

Girl: I suppose so. He's grown a beard and he wears glasses now.

Boy: And his hair's really short, too.

4 Which job is Alice doing now?

Man: Is Alice working as an actress now? She was still training last time I saw her.

**Woman:** Oh, she didn't finish that course. It's difficult to get a job, you know. She's working on the local newspaper now as a photographer.

Man: Really? I always expected her to be a journalist – she was so good at writing when she was at school.

5 What has the boy bought his mother?

**Girl:** Toby, have you bought a birthday present for mum yet?

**Boy:** Of course I have. <u>I've got her a calendar</u>, a film one, with pictures of her favourite actors and singers.

Girl: Oh, that was a good idea. I've got her a CD.

Boy: I nearly got her a CD but I couldn't decide which one.

## page 71

# Writing folder Writing Part 3

2

Mirza's letter answers the questions, but it is not a good answer because it is too short and simple.

3

#### Suggested answer

Thanks for your letter. I don't go to a fitness centre. There's one near our house and my brother joined it last year. He says it's good. I prefer to do sport outdoors. There's a sports ground near our house. I go there on Saturdays and play football with my friends. On Sundays we have matches against other teams. I go swimming quite often. I usually go to the big pool in the city centre, but sometimes we go surfing in the sea. I really like that and I think it's a great way to keep fit.

All the best,

Mirza

The other sentences don't answer the question.

#### Grammar spot

I look forward to hearing from you.

## Unit 11

page 72

#### Introduction

1

b 1 (Chile) c 6 (Portugal) d 5 (Italy) e 2 (the USA) f 7 (Australia) g 4 (Kenya) h 3 (Mexico)

2

b Italy c The USA Mexico d Kenya e Japan Australia f Chile g Portugal

## page 73

## Listening

2

Rory's answers

1 C 2 B 3 B 4 C 5 A 6 C 7 A 8 C 9 B 10 A

**Recording script** (underlining refers to answers for Exercise 5)

Question master: And now, Rory – are you ready? You have ten questions. Number 1 – which is the smallest ocean in the world? Is it (a) the Atlantic Ocean, (b) the Indian Ocean, or (c) the Arctic Ocean?

Rory: The Arctic Ocean.

Question master: Number 2 – which is the longest border in the world? Is it (a) between the USA and Canada, (b) between the USA and Mexico, or (c) between Argentina and Chile?

Rory: Oh, just a moment. I think it's between the USA and Mexico.

**Question master:** Number 3 – where is the wettest place in the world? Is it (a) in India, (b) in Colombia, or (c) in Nigeria?

Rory: Er, I'm sorry, could you repeat that, please?

Question master: Of course. Where is the wettest place in the world? Is it (a) in India, (b) in Colombia, or (c) in Nigeria?

Rory: I think it's in Colombia.

Question master: Number 4 – which planet is the largest? Is it (a) Earth, (b) Venus, or (c) Jupiter?

Rory: Jupiter.

Question master: Number 5 – in which country is the busiest airport in the world? Is it (a) in the USA, (b) in Japan, or (c) in Greece?

Rory: Er, I'm not sure. The USA.

**Question master:** Number 6 – which island is the biggest? Is it (a) Great Britain, (b) Greenland, or (c) Cuba?

Rory: I think it's Great Britain. No, let me try again. Cuba – that's my answer.

Question master: Number 7 – which continent has the most people? Is it (a) Asia, (b) Australasia, or (c) Africa?

Rory: Let me think – it's not Australasia. I think it's Asia.
Question master: Number 8 – which city is the most expensive to live in? Is it (a) Geneva, in Switzerland, (b)

Paris, in France, or (c) Tokyo, in Japan?

Rory: Tokyo.

Question master: Number 9 – where is the deepest valley in the world? Is it (a) in the USA, (b) in China, or (c) in Kenva?

Rory: I'm sorry, I don't know.

Question master: Have a guess.

Rory: China.

Question master: And the last question. Number 10 – which country is the farthest from the equator? Is it (a) Portugal, (b) Australia, or (c) Peru?

Rory: Just a moment. Portugal.

**Question master:** Thank you, Rory. You got seven correct answers and three wrong answers.

4

Rory got 2, 6 and 9 wrong.

## Recording script 2 03

Question master: And here are the answers.

Number 1. Rory, you were correct. The Arctic Ocean is the smallest ocean. It is 14,351,000 square kilometres. Number 2. Rory, you were wrong. The longest border in the world is between the USA and Canada and it's 6,416

kilometres long.

Number 3. Rory, you were correct. The wettest place in the world is Tutunendo in Colombia and it has 11,770 millimetres of rain every year.

Number 4. Rory, you were correct. The largest planet is Jupiter and it is 142,800 kilometres wide.

Number 5. Rory, you were correct. The busiest airport is in Atlanta in the USA. About seventy-five million passengers use it every year.

Number 6. Rory, you were wrong. Greenland is the biggest island. It has an area of 2,175, 000 square kilometres.

Number 7. Rory, you were correct. Asia is the continent with the most people. More than three billion people live there.

Number 8. Rory, you were correct. Tokyo is the most expensive city in the world to live in.

Number 9. Rory, you were wrong. The deepest valley in the world is in Kenya. The Great Rift Valley is 1,250 metres deep.

And number 10. Rory, you were correct. Portugal is 4,200 kilometres from the equator, so is the farthest. Well, congratulations, Rory. You have won our fourth prize ...

5

Oh, just a moment
Er, I'm sorry, could you repeat that, please?
Er, I'm not sure.
Let me try again.

Let me think.

I'm sorry, I don't know.

# Language focus

Superlative adjectives

1

Comparative	Superlative
smaller	the smallest
longer	the longest
wetter	the wettest
larger	the largest
busier	the busiest
bigger	the biggest
	the most expensive
deeper	the deepest
farther/further	the farthest/furthest
better	the best
worse	the worst
	smaller longer wetter larger busier bigger more expensive deeper farther/further better

#### Grammar spot

Most one-syllable adjectives (e.g. small) add est.

One-syllable adjectives ending in e (e.g. large) add st.

Most adjectives ending in a **vowel** and a consonant (e.g. wet) double the consonant and add est.

Most adjectives with more than one **syllable** (e.g. *expensive*) use *the most*.

Adjectives ending in y (e.g. busy) usually change y to i and add est.

Far, good and bad are irregular and become the farthest/ furthest, the best and the worst.

# page 74

2

#### Possible answers

William is the happiest, the friendliest and the most confident.

Charlie is the most serious, the shyest and the kindest. Michael is the angriest, the most hard-working and the most interesting.

#### Corpus spot

- a Vilnius is the biggest town in my country.
- b That's the worst joke I've ever heard.
- c The cheapest hotels are near the railway station.
- d Those four days were the happiest in my life.

#### Numbers and measurements

1

mm millimetre(s) cm centimetre(s) m metre(s) km kilometre(s) km² square kilometre(s)

b 6,416 km c 11,770 mm d 142,800 km e 75,000,000 f 2,175,000 km²
For recording script, see Listening, Exercise 4.

## Countries, nationalities, languages

1

Language	Nationality	Country	
a Greek	Greek	Greece	
<b>b</b> Polish	Polish	Poland	
c Japanese	Japanese	Japan	
d Russian	Russian	Russia	
e German	German	Germany	
f Italian	Italian	Italy	

2

Language	Nationality	Country
Spanish	Spanish	Spain
Spanish	Mexican	Mexico
French	French	France
Portugese	Brazilian	Brazil
English	Australian	Australia

3

At the time of writing there are 6,912 living languages in the world (according to www.ethnologue.com).

#### page 75

## Present passive

2

invented led made	carried kept lit played				

3

```
b is lit c is carried d is kept e is invented f aren't/are not made g are always led h aren't/are not played
```

4

#### Questions

Are cars driven on the left in Australia or Italy? Is baseball played in the United States or Russia? Are kilometres used in Canada or Mexico? Is rice produced in China or Switzerland?

#### Answers

Cars are driven on the left in Australia. They aren't driven on the left in Italy.

Baseball is played in the United States. It isn't played in Russia.

Kilometres are used in Mexico. They aren't used in Canada. Rice is produced in China. It isn't produced in Switzerland.

# «Pronunciation»

1

cheese /tʃ/ shampoo /ʃ/

2,3

#### Answers and recording script

The words in bold are in the wrong column.

cheese shampoo Chinese shy teacher special information much cheap ocean brush lunch question picture temperature machine

## Exam folder 11

page 76

## **Reading Part 5**

1

1 D 2 A 3 B 4 C

2

1 C 2 D 3 B 4 A

3

1 D 2 A 3 C 4 B

4

1 B 2 A 3 C 4 D

6

a to the North Pole b they walked c in a freezer; to prepare for the trip d by plane e a cake

#### page 77

7

1 B 2 C 3 A 4 C 5 D 6 D 7 B 8 C 9 A 10 B

# Unit 12

page 78

#### Introduction

2

The obvious answer is book **d**, but some of the others are also possible.

3

2 c 3 a 4 e 5 d 6 b

4

The biography (book a) is non-fiction. The others are fiction.

#### page 79

# Reading

a Somebody was screaming very loudly.

**b** She got out of bed. She put on a T-shirt and some jeans and went out of her room.

c (She talked to) Adriana and Martin Audley.

d (They saw) a police car, some people and something else / Frank Shepherd's body.

e Because she was frightened/upset. / Because Frank was dead.

# Language focus

Past continuous and past simple

a 3 b 2 c 1

#### Grammar spot

Sentences a, b, c tell us about events that happened. Sentences 1, 2, 3 tell us what was happening around the time of those events.

## page 80

2

b were waiting c was walking d was standing

e was carrying f was helping g were getting h was reading i wasn't lying j was sitting k was laughing

#### Suggested answers

a the girl / the doctor / the writer / all three b nothing c a secret message d because her plan was successful

#### Grammar spot

While + past continuous + past continuous describes two activities that were happening at the same time.

When + past simple + past continuous describes an event that happened during a longer activity, or interrupted it.

- b While Georg was cooking breakfast, Kurt was having a
- c While Georg was playing basketball, Kurt was sleeping.
- d While Georg was having lunch, Kurt was still sleeping.
- e While Georg was working in the library, Kurt was buying some new CDs.

- f While Georg was walking home, Kurt was listening to music.
- g While Georg was watching television, Kurt was still listening to music.
- h While Georg was going to bed, Kurt was driving to work.

#### Suggested answers

b were playing tennis. c was cooking. d were going home on their motorbike. e was putting petrol in his car.

#### Suggested answers

b Were Georg and Kurt watching football on television when the phone rang? No, they weren't watching football on television, they were

playing tennis.

- c Was Kurt having a shower when the phone rang? No, he wasn't having a shower, he was cooking.
- d Were Georg and Kurt sitting in a café when the phone

No, they weren't sitting in a café, they were going home on their motorbike.

e Was Kurt writing an email when the phone rang? No, he wasn't writing an email, he was putting petrol in his

## page 81

b shut c pulled d switched e took f was reading g heard h switched i listened i was happening

k was looking I was walking m was standing n came

b tried c hit d fell e was trying f heard g ran h jumped i drove j was still lying k arrived

# «Pronunciation»

Don't shoot! /u:/ Put the gun down! /u/

#### 2,3

/u:/ pool, too, you, too, school, rules, blue, cool, suit, true, you /u/ full, would, book, look, good, cook, put, pull, stood, foot

# Activity What can you say about a book?

#### Suggested answers*

Sentences which mean I love this book: a, c, i, j, p Sentences which mean Other people like this book: b, e, g, m, r Sentences which mean I don't like this book: f, h, l, n Sentences which tell you a fact about the book: d, k, o, q, s *Some sentences may appear in more than one list (e.g. b and m might also be facts).

# **Activity** Write a review

Sample review

The book is called The Double Bass Mystery and it's by Jeremy Harmer

It's fiction. It's a crime story about a murder and it takes place in Barcelona. The heroine is Penny, an English musician. It's an exciting story and I think it's a great book for a boring journey.

# Exam folder 12

page 82

# **Speaking Part 1**

2

b what's your surname

c How do you spell it?

d where do you come from?

e do you work or are you a student

f What do you study?

g where do you live?

h And what do you do?

i Could you speak more slowly, please?

j do you enjoy studying English?

k Could you repeat that, please?

# Writing folder

page 83

# **Writing Part 3**

2

a 3 b 4 c 6 d 2 e 5 f i

3

#### Sample answers

a

It was a key with the name of a bank on it. I took it to the bank. A man was talking to the manager. I must have my money!' he shouted.

'We need the key,' said the manager.

'Is this the key?' I asked.

They were very surprised. I explained where I found it.

b

I explored the shops and then walked home. I was happy until I reached Oxford Road. Suddenly I felt worried. I couldn't remember the number of our house. All the houses were new. Which was our house? I didn't know.

I got out my mobile.

C

We ran down the hill to the road. We wanted to catch a bus, but it didn't arrive.

It was very cold and almost dark. We walked to the village. We wanted a lift to the city, but we couldn't find one. We walked for a long time.

d

Suddenly, the phone rang.

'Hi, John. Can you meet me at the club?' said Lee.

John walked sadly to the club. 'Lee doesn't remember it's my birthday,' he thought. When he went in, all his friends were waiting for him.

'Happy birthday, John!' they shouted.

Everything was ready for a party. John was very surprised. At the end, he thanked his friends.

e

'It's a secret,' he answered. 'But I can tell you that it's dangerous. A journalist went to meet this man last year. We haven't seen him since he got into the man's car. I'm meeting him in a park. My friends are already hiding behind the trees. I must go now.'

f

One night last week she caught a mouse. When I opened the back door she was sitting on the step with the mouse in her mouth. She dropped it at my feet. I didn't know what to do. I didn't want to touch it.

Sheba went into the house and fell asleep on my chair. I put on some gloves and picked up the mouse.

#### Corpus spot

a looking for d looked for

b searchede searched

c looking for

# Units 7-12 Revision

page 84

## Grammar

2

b ever c never d in e since f already g yet h while i for j on

# Reading

3

1 B 2 D 3 C 4 A 5 B 6 A 7 D 8 A 9 B 10 C

## page 85

#### Grammar

4

- b This is the funniest book I've ever read.
- c Portuguese is spoken in Brazil.
- d This cinema is less modern than the one in my town.
- e The café is in a/the corner of the park.
- f Why don't you phone the doctor?
- g The weather here is hottest in July.
- h This is the worst painting I've ever done.
- i Could you speak more slowly, please?
- j My racket wasn't as expensive as my teacher's.
- k Natalya is from Russia. / Natalya is Russian.

# Vocabulary

5

b straight c crossroads d down/along/up e roundabout f over g on h pedestrian i across j past k right l one-way m left n on o opposite

6

roundabout corner entrance fountain stadium turning wedding anniversary birthday carnival festival honeymoon cough ankle neck thermometer throat tongue border continent desert island ocean valley

# Unit 13

page 86

## Introduction

1

a mirror **b** chest of drawers **c** telephone **d** cupboard **e** dishwasher **f** (desk) lamp **g** sofa **h** chair

2

1e 2d 3c 4g 5b 6h 7a 8f

## Vocabulary spot

a cost b afford c is d worth

## page 87

# Listening

1

a 4 (Neil) b 2 (Patricia) c 1 (Ian) d 3 (Adam)

#### Recording script 2 09

1

I'm Ian. I'm a student, so I'm not rich but I've found a good way to save money. I don't pay rent. My home has a very small kitchen and a living room downstairs. There are curtains and carpets – it's very comfortable. I've got central heating, and on the first floor there's a little bathroom and my bedroom. I can't give you my address because I often move. You see, when I get bored of the view, I can drive my home away and park somewhere new!

2

I'm Patricia. My husband and I were looking for a traditional house when we found our unusual home. It's in two old railway carriages. They've been here since 1902. The carriages stand side by side, the sitting room and dining room are between them and there's a normal roof over the whole building. We enjoy living here and our guests enjoy visiting us.

3

My name's Adam. I'm fifteen. My home is twelve metres above the ground. I made it myself. I didn't use any nails, only ropes, so I haven't damaged any branches. I use <u>solar power</u> to heat it and I have a proper kitchen, and a <u>shower</u> and so on. I've got my <u>hi-fi</u> up here and there's plenty of space for guests. Sometimes the tree moves when the wind blows, but my house hasn't fallen down yet, so I'm not really worried.

4

I'm Neil and I rent this amazing place between London and Brighton. It's two towers. The windows have a view of the railway line and it could be noisy for some people, because you hear the trains passing through the tunnel under it every hour, but I don't mind the noise because I'm a party animal. I enjoy giving enormous parties with really loud music because there aren't any neighbours to complain. It's perfect for me.

2

	lan	Patricia	Adam	Neil
dining room		1		
bathroom	1			
shower			1	
roof		1		
towers				1
windows				1
curtains	1			
carpets	1			
hi-fi			1	
central heating	1			
solar power			1	

3

- b He drives his home away and parks somewhere new.
- c They were looking for a traditional house.
- d (It's) between the two railway carriages.
- e He used ropes.
- f Because it hasn't fallen down yet.
- g Because he's a party animal.
- h Because (he enjoys giving enormous parties with loud music but) there aren't any neighbours to complain.

#### page 88

# Language focus

could/might/must/can't + be

#### Grammar spot

1 must be 2 can't be 3/4 might be / could be

a a double bass b a football boot

2

2 must 3 can't 4 might 5 could

#### Prepositions of place

Corrections are suggested for the false sentences.

- **b** The toilet is near/beside a cupboard.
- c There's a mirror above the basin.
- d true
- e There's a window behind the toilet.
- f true
- g There's a tall cupboard in the corner.
- h true
- i We can see towels inside some of the drawers.
- i true

#### page 89

#### Rooms and furniture

Rooms	Furniture
kitchen	cupboards, fridge, table, chairs
bedroom	bed, wardrobe
bathroom	shower, toilet
living room	chairs, coffee table
study	table, chair, bookshelves

2

hall

#### Suggested answers

bathroom basin, bath, mirror living room sofa, clock, television

bedroom clock, chest of drawers, wastepaper basket,

bedside table, poster, mirror, desk, pillows cooker, sink, dishwasher, washing machine

kitchen desk, wastepaper basket, poster, clock study all/most rooms central heating, curtains, carpet, air

conditioning

# «Pronunciation»

/3/ television /dʒ/ joke

2,3

131 measure, revision, pleasure, usually, leisure, decision,

/d3/ jeans, fridge, lounge, college, jogging, generous, wages, Bridge, just, giraffe

# Exam folder 13

page 90

# Reading Part 2

Alma doesn't like cities and wants to live somewhere quiet with an English family. She wants to do a full-time course.

Kostas enjoys city life. He wants to do a part-time course and have a part-time job as well. He is not interested in going on trips or doing activities with the college after his classes. He wants to rent his own flat.

Margarita would like to live in a hostel with other students. She wants to do a full-time course. She likes to play sport in her free time.

Tomek is looking for a full-time four-week course at a college which organises social activities for students. He doesn't mind living in the city or the country but he wants to stay with a family.

Hiroki wants to do a part-time course at a college which can arrange his accommodation. He loves walking, so he wants to be near the countryside. He doesn't enjoy organised trips and activities.

aACH b A H c H d H

# page 91

3

2 B 3 E 4 G 5 C A, D and F are not used.

#### Corpus spot

- 1 a I want to do/take a course here in England.
  - b We're going to do/take the same course.
- c Last year I did/took an English course in Bristol.
- 2 a did/took b is doing/taking c Have (you) done/taken

# Unit 14

page 92

# Introduction

2

1 A 2 C 3 B 4 B 5 D 6 D 7 C 8 B 9 D 10 A 11 C 12 A

## Recording script 2 11

- 1 Those heels are too high for her.
- 2 That jacket is very fashionable.
- 3 Those leather trousers are extremely tight.

- 4 That's a lovely striped scarf.
- 5 The shorts are enormous they're very big and loose.
- 6 Those trainers look comfortable.
- 7 I love the material that the grey suit is made of but the colour's very dull.
- 8 The dark blue hat is very nice.
- 9 He should take that awful baseball cap off.
- 10 The sleeveless dress looks fairly cool because of the thin material.
- 11 What a horrible pattern on that silk tie. I prefer plain ties.
- 12 The colours are too bright and the orange belt doesn't match.

3

high heels leather trousers enormous shorts grey suit awful baseball cap silk tie

fashionable jacket striped scarf comfortable trainers dark blue hat sleeveless dress orange belt

## page 93

# Reading

1

top left paragraph – photo c top right paragraph – photos a bottom left paragraph – photos b bottom right paragraph – photo d

top left paragraph – 1960s top right paragraph – 1920s bottom left paragraph – 1950s bottom right paragraph – 1990s

#### page 94

# Language focus

Used to

1

#### Suggested answers

In the 1920s men used to wear flat caps.

In the 1920s women used to wear beads.

In the 1950s women didn't use to wear very short skirts.

In the 1950s men used to wear narrow trousers.

In the 1950s men didn't use to wear big ties.

In the 1950s women used to wear gloves.

In the 1960s men used to wear big ties.

In the 1960s men didn't use to wear baseball caps.

In the 1990s women didn't use to wear shiny black boots.

In the 1990s teenagers didn't use to wear white socks.

#### **Grammar spot**

- + In the 1920s, women used to wear hats.
- In the 1950s, women didn't use to have short skirts.
- ? In the 1970s, did men use to wear ties?

2

- b What time did you use to get up?
- c What time did you use to go to bed?
- d What did you use to do at weekends?
- e What did you use to enjoy doing?

# **Activity** Used to

#### Suggested answers

The statue used to be near the building on the left.

The building at the back used to be narrower.

The building on the right used to be a shop.

People used to meet there.

There used to be a kind of seat.

There didn't use to be a tree / any cars / traffic lights / street lights / street signs / railings / marks on the road.

# «Pronunciation»

1

- a The odd word out is cough all the words contain the letters gh but they are pronounced silently in all the words except cough, which has an /f/ sound.
- b The odd word out is enough all the words have a /f/ sound but it is spelt gh in enough and ph in the other
- c The odd word out is fashion all the words have a /f/ sound but it is spelt f in fashion and ph in the other words.

3

f – this is the most common spelling of the sound ff/

ph - a few words spell the sound /f/ as ph

gh – there are some common words in which gh is pronounced /f/, e.g. laugh, cough, enough and rough. But also, gh is often silent, e.g. right, might, sight, thought, bought.

## page 95

## Too and enough

1

- b are too big
- c aren't long enough
- d is too bright
- e are too dark

#### Grammar spot

We use not with enough. Too goes before an adjective. Enough goes after an adjective.

2

short-long thin-thick loose-tight large-small low-high narrow-wide plain-patterned

3

b wide enough c high enough d is too e is too

# Adjective order

1

Opinion	Size	Description	Colour	Material	Noun
-	long	shiny	black	plastic	boots
wonderful	-	patterned	-	-	shirts
_	short	_	white	cotton	socks

2

Yes, they are.

3

b a warm brown coat c a beautiful old wooden desk d an amazing short silk dress e a brilliant new film f some fashionable black cotton shorts g a shiny glass table

page 96

# Exam folder 14 Listening Part 4

1

Sandy is a boy; Megan is a girl; their conversation is about jobs.

2

1 Megan's new job 2 photography/models 3 bookshops
 4 Sandy's job 5 photography 6 a magazine
 Their jobs could be photographer, working in a bookshop or working for a magazine.

3

#### 1 B 2 B 3 A 4 A 5 B

4

like: interesting, great, brilliant, exciting dislike: awful, not interesting enough, miserable, depressing, boring

5

agree: Of course, Exactly
disagree: You're wrong there, I don't think so, That's not a
good idea.

6

1 A 2 B 3 B 4 B 5 A 6 B

#### Recording script 2 13

You will hear a conversation between a boy, Sandy, and a girl, Megan, about their jobs. Decide if each sentence is correct or incorrect. If it is correct, put a tick  $(\checkmark)$  in the box under A for YES. If it is not correct, put a tick  $(\checkmark)$  in the box under B for NO.

Megan: Hi, Sandy. How are you? I haven't seen you for ages.

Sandy: OK, I suppose. Are you OK?

Megan: Oh, yes. I've got this great job, you see. I work on a fashion magazine. It's what I've always wanted to do. It's brilliant. And it's in the centre of town, near where I live.

Sandy: So what do you do exactly?

**Megan:** Well, at the moment I go along with the photographer when he takes the photos of the models for the magazine. They have lots of pages of the latest fashions.

Sandy: So you're a photographer now?

Megan: Well, not yet ... I'm doing a course. I help him to carry the equipment. What about you? I haven't seen you since we left art college. Are you working?

**Sandy:** Well, I am, but I want to be a photographer too, you know. And I've got a really awful job at the moment in a bookshop.

**Megan:** What's wrong with that? Why are you miserable about it? Bookshops are very interesting places.

**Sandy:** Not this one. It's an extremely depressing bookshop – like all bookshops, in fact.

Megan: Well, <u>you're wrong there</u>. Why don't you try to get a job in that new bookshop, you know, in Spring Street? It opened last week. It looks interesting.

Sandy: Not interesting enough for me. I want to do something more exciting – that's why I want to become a photographer.

Megan: But photography is a very tiring job – busy all day.

And no time to relax.

**Sandy:** Exactly, so it's not boring. And <u>I've already done a photography course</u>. I'm always out taking photographs.

Megan: Are you?

Sandy: Yes, so could you ask if I can have a job on your magazine?

Megan: I don't think so. That's not a good idea. You see, the photographer only needs one assistant and that's my job.

Sandy: Oh. But could I come and watch one day?

Megan: Of course. People often come and watch. But don't talk to anyone – they're all too busy.

page 97

# Writing folder Writing Parts 2 and 3

2

Five: lamp, cushions, mirror, (bed) cover, (three) posters

#### Suggested answers

There are lots of possible answers.

I went shopping this morning and I bought some things for my new flat. I got a lovely/amazing, large/big/tiny/small, new/modern/shiny, any colour, plastic lamp in that new shop near the station. Then I found some lovely/amazing, large/big/tiny/small, new/modern/soft, any colour/colourful, cotton cushions to match my comfortable, new, leather sofa. They look nice. Then I bought a lovely/amazing, large/big/tiny/small, new/modern/shiny, any colour, plastic mirror which I've put on my large/big/tiny/small, new/modern/wooden chest of drawers. It was cheap. I'd like to buy a large, new/modern, wooden bed but I can't afford it, so I bought a lovely/amazing, new, any colour/colourful, cotton cover instead. The bed I've got is old. When I was coming home I walked through the market and I saw some amazing/crazy/lovely, colourful posters, so I bought three.

5

#### Suggested answer

Dear Sarah.

We had a very long/difficult/bad journey here because the weather was wet/windy/bad, so the ferry was late. We are staying in a(n) interesting/pretty/small town. We have a nice/big/pretty room with a beautiful/wonderful/lovely view. I like the sea best. The water is clean/warm.

Love, Rosie

6

#### Sample plan

What kind of? modern fashionable comfortable unusual names of clothes/shops

Bought recently one or two things where expensive/cheap colour how I feel

## Sample answer for Writing folder Unit 14

Dear Jenny,

I go shopping on Saturdays with my friends. There's one shop which is our favourite because it has fashionable clothes, but they aren't too expensive. I like buying T-shirts in bright colours. Last week I bought a red one and a yellow one. I usually wear jeans and trainers. I have three pairs of trainers and I'm saving my money to buy another pair. When I go out I sometimes wear a skirt and shoes with high heels. I don't usually wear a coat. I have a short blue jacket which I put on when it's very cold. Write to me soon.

Love, Rose

# Unit 15

page 98

#### Introduction

1

Answers for the UK	
When you are 16:	In the UK
you can buy a pet.	12
you can vote in elections.	18
you can get a tattoo.	18
you can work full-time.	16
you can buy fireworks.	16
you can buy lottery tickets.	16
you can get a pilot's licence.	17
you can ride a scooter.	16
you can learn to drive a car.	17
you can give blood.	17
you can get married (if your parents agree).	16

## Listening

b false c false d true e true

## Recording script 2 14

Ryan: You know, Martha, I want to do something really exciting this summer. I went sky-diving last year and it was great. I'd really like to know more about the marathon you did in Morocco. How did you get on?

Martha: Well, I enjoyed it. It's not really dangerous if you behave sensibly, but it certainly tests your strength and personality. When I set off, I didn't know if I was strong enough to do it. You have to pass a medical examination before you go but apart from that anybody can do it. In fact the oldest competitor to finish was 76.

Ryan: I'm a bit younger than that so maybe I have a chance. So, what do you have to do? Why is it so hard?

Martha: Well, it's a 230-kilometre marathon across the desert and you have to finish the run in seven days.

Ryan: And I suppose it's hard running on sand.

Martha: Yes, it is, but the worst thing is that you have to carry your own food for the seven days.

Ryan: And I'm sure you need a lot of water as well.

Martha: You don't have to carry water for seven days
because you're given water each day. You have to take a
good water bottle with you. It's very important to drink
enough. You can take other drinks to mix with the water
if you like.

Ryan: And where do you sleep?

Martha: In tents. You don't have to carry those. The organisers do that, but you have to bring your own sleeping bag. You fall asleep very quickly in the evening because you're so tired but you can't stay in your tent after sunrise in the morning. You have to get up quickly when the organisers call everyone. They do it very noisily because some people are amazingly heavy sleepers.

Ryan: So, do you have your own tent?

Martha: No, and you need to get on with the other people in your tent because you spend a lot of time with them.

Ryan: And what about the organisers?

Martha: They don't run with you, of course. And they live separately. The competitors can't go into their camps.

They have much nicer food and are more comfortable.

Ryan: So, does it get boring running for hours at a time?

Martha: Not really, but you can take an MP3 player if you want. Just remember everything goes in your backpack and you carry it in the heat. It's normally about 40 degrees in the daytime and it sometimes gets hotter than that, but it's cold at night. When you first arrive, when you get off the plane, you can't believe how hot it is! Anyway, I have some work that I need to get on with. Why don't you look at the website – then you can decide. And I'll find my photographs to show you.

Ryan: Oh, thanks.

## page 99

# Language focus

Can, can't; have to, don't have to

1

You have to: a, b, f
You can't: g, h
You can: d, i
You don't have to: c, e

#### Grammar spot

It is a rule: have to can't
If you want: can don't have to

2

b do we have to c don't have to d can e can't f have to g do students have to h don't have to

## Phrasal verbs with get

b up c on with d off e on with

#### page 100

Had to, didn't have to

1

I had to arrive several hours before the jump. I didn't have to take any special clothes with me.

4

b didn't have to c Did you have to d didn't have to e had to f didn't have to g Did they have to h had to

# «Pronunciation»

3

/ə/ nervous	/A/ young	/ɔː/ bought	/au/ house
dangerous	enough	thought ought	shout
flavour	touch		out

## page 101

Adverbs

1

b comfortable c noisy

#### Grammar spot

Add ly (perfect → perfectly)

Change y to i and add ly (noisy → noisily)

For adjectives ending in le, take off e and add y (comfortable → comfortably)

2

cheerfully heavily perfectly confidently loudly quickly gently

3

b cheerfully c loudly d confidently e quickly f gently g heavily h perfectly

## Corpus spot

a easily

b Luckily

c completely

# ACTIVITY Adverbs

1

angrily quickly quietly nervously miserably lazily happily secretly seriously slowly loudly sleepily excitedly

# page 102

# Exam folder 15 Reading Part 1

1

a in a fair or theme parkb children less than five years oldc children five years old or older

2

A is correct (less than five years old = under five; cannot go alone = must have an adult with them)

B is wrong because the sign says nothing about groups C is wrong because adults can go on the ride with children

3

- a This entrance is closed until 11 am today. Use the other entrance beside the café.
- b by an entrance c one d two

4

a yes

b no (after today means forever)

c B

- d A is wrong because after today doesn't mean the same as until 11 am today.
- C is wrong because the park is open before 11 am.

## page 103

5

Please remain in your seats until the ride stops completely.

6

B is correct.

A is wrong because the notice is about when the ride stops, not when it starts.

C is wrong because the notice does not tell people to wait after the ride stops.

7

A

8 B

Unit 16

page 104

Corpus spot

a did b do

page 105

# Reading

1

It is about students' plans when they finish their exams.

2

2 a 3 g 4 c 5 b 6 e 7 h 8 f

## page 106

# Language focus

Going to

1

#### Suggested answers

- b She's going to take a photo.
- c He's going to dive into the water.
- d They're going to borrow some books.
- e He's going to ride his motorbike.

4,5

2 h 3 a 4 c 5 b 6 f 7 e 8 g

## Recording script 2 17

Liz: Hi, Sam. What are you doing?

Sam: I'm making a poster. Do you want to help me?

Liz: I'm afraid I can't. I'm going to watch the football on television. Aren't you going to watch it?

**Sam:** No, not this time. I'm going to join a demonstration in the city centre.

Liz: Why?

Sam: Because the council is going to build a new car park.

Liz: So what's wrong with that?

Sam: Because they're going to put it by the market, you know, where Space Party is? The club we went to last week. That's where they're going to build it. Would you like to come on the demonstration?

**Liz:** Another time perhaps. Anyway, I think the car park's a good idea. There isn't enough parking in the town.

Sam: But it's a really bad idea. It isn't going to make things better for teenagers.

Liz: Why not?

Sam: Because they're going to knock down Space Party. So what are we going to do at weekends? Space Party's the only place to go to in this town.

**Liz:** OK, but what are you and your friends going to do to stop it?

Sam: We're going to stand in the shopping centre and we're going to tell people what's happening.

Liz: Well, good luck. Now I'm going to watch the match.

Sam: OK. You can tell me about it when I get home.

## page 107

Present tense following when, until, after

#### Grammar spot

When we talk about future time, a present tense follows the adverbs when, until and after.

#### Suggested answers

b comes c gets d pay e finish f gets g get

#### The time

1,2

b 3.25 c 4.45 d 7.30 e 8.35 f 11.57

## Recording script 2 18

a

Man: Excuse me, what's the time, please?

Woman: It's ten to one.

Ь

Woman: Can you tell me the time, please?

Man: It's twenty-five past three.

C

Man: What time does the bus leave?

Woman: At quarter to five.

d

Woman: What time is it now?

Man: It's half past seven.

e

Man: What's the time of the next performance?

Woman: It starts at twenty-five to nine.

f

Woman: Excuse me, can you tell me the time, please?

Man: Of course. It's exactly three minutes to twelve.

3

b twenty-five past three or three twenty-five

c quarter to five or four forty-five

d half past seven or seven thirty

e twenty-five to nine or eight thirty-five

f three minutes to twelve or eleven fifty-seven

Note: In Britain, the first alternatives are more common in speech and the second alternatives are more formal, used on the radio, etc. The twenty-four-hour clock is commonly used in timetables etc., but rarely in speech.

#### Vocabulary spot

a what's b tell c know d it

# (Activity) Making plans

1

Sunday morning: skateboarding at 10.45 Sunday afternoon: cinema at 2.30

## Recording script 2 19

1

George: Marco, would you like to see an English film on

Sunday afternoon?

Marco: Oh, yes. I'd really like that. What time?

George: It starts at twenty-five to three.

Marco: Fine. I can be at the cinema at half past two.

George: Good. See you on Sunday.

Marco: Yeah. Bye.

2

Oscar: Hi, Marco. Oscar here. You know we have an exam

on Monday?

Marco: How can I forget?

Oscar: Well, Philippe and I are spending Sunday afternoon together. We're going to study some English grammar.

Would you like to join us?

Marco: I'm afraid I can't. Another time perhaps.

Oscar: Oh, OK.

Marco: Thanks for asking me, anyway.

3

Peter: Marco? Do you want to come skateboarding this

weekend? Sunday afternoon?

Marco: I'm sorry, I'm going to be busy then. What about

Sunday morning?

Peter: Yes, but not too early!

Marco: OK. Let's meet at quarter to eleven.

Peter: All right. See you then.

page 108

# Exam folder 16 Listening Part 2

1

a a radio interview

b two (one woman and an interviewer)

c It's about a trip she's going to make.

2

She won a prize.

3

2 e 3 f 4 d 5 b 6 a

4,5

1 A 2 A 3 B 4 B 5 C 6 A

## Recording script 2 20

You will hear a radio interview with a woman called Philippa about a trip she is going to make.

For each question, put a tick ( $\checkmark$ ) in the correct box.

Jim: Welcome to Travellers' Talk, our weekly programme about travel and holidays. I'm Jim Baker and my first guest this morning is Philippa Berry, who won first prize in last month's competition. Philippa, remind listeners how you won the competition.

**Philippa:** I wrote a poem called *The Traveller*. It tells the life story of a very old man.

**Jim:** And Philippa has won a thousand pounds to spend on a holiday. Philippa, congratulations.

Philippa: Thank you.

Jim: Now tell us about the journey you've planned.

Philippa: Well, first of all, I decided that I didn't want to go alone because I haven't been abroad alone before. I asked my family and one or two friends to come with me. But I'm going to be away for six weeks and that's too long for most of them. My brother loves travelling, but he's got exams and my best friend says it's too expensive. So I'm joining a tour organised by a travel agent. We travel together but we don't have to stay together all the time, so that'll be just right for me.

Jim: And when are you leaving?

**Philippa:** Well, I have to use my ticket before the end of this year and these tours only go once a year so I had to decide immediately. In fact we set off two weeks from today.

Jim: And where are you going first?

Philippa: Well, we start by flying from London to Amsterdam, where we catch a plane for the United States.
We spend three days in New York and then we travel by bus across the States to California.

Jim: I expect you're really excited about it.

Philippa: Yes, I am. But the part of the holiday I'm looking forward to most is the bus journey from one side of the States to the other. We're going to see all kinds of wonderful scenery and I'm hoping to take some good photographs of mountains and that kind of thing. It's my hobby. Of course, I'll be pleased to visit the big cities too.

Jim: And when your trip is over, what then?

Philippa: After I get home, I'm planning to have a show of the photographs I take. It's going to be in the city library, where I had a holiday job. They have space in the library for things like that and the librarian has very kindly said that I can use it for one week.

Jim: Well, that's great. Thank you, Philippa, for telling us about your plans. Now, we need to talk about this week's competition ...

## page 109

# Writing folder Writing Part 1

1

A and B are grammatically incorrect. C is correct.

2

A is correct.

B is grammatically incorrect. You cannot say *The new pool has* been open since two days.

C doesn't make sense.

3

3 bigger/larger than 4 open 5 not go 6 've/have never been 7 to go 8 small 9 lent me

10 spent

# Unit 17

page 110

#### Introduction

1

Suggested answers

1 News 2 Police drama 3 Children's programme

4 Costume drama

2

2 Children's programmes 3 Documentary

4 Game shows 5 Costume drama 6 Police drama

7 Soaps 8 Sport

3

								G								
						² C	Н	A	N	N	E	L	35			4S
		⁵ S						M			П		E			C
		6E	P	1	5	0	D	E				⁷ D	R	Α	M	A
⁸ N		R											1			P
E		1				⁹ P		b					E			
W	E	A	T	Н	E	R	F	0	R	E	C	A	5	T		
S		L				E		C					П			
				12C	0	5	T	U	M	E						
						E		M								
						N		E								
						T		N								
						E		T								
						R		A								
								R								
								Υ								

# Listening

3

b a job, some money c to ask about the chef's job

## Recording script 2 22

Nathalie: Hello, Mario, how are you?

Mario: Fine, Nathalie, but busy. My chef left last week. I have to do all the cooking myself and I'm so tired.

Nathalie: Perhaps I can help. I'm looking for a job. I need to earn some money.

Mario: But can you cook?

Nathalie: Cook? Oh, well, you know, yeah. I'm sure I'm

exactly the person you're looking for.

Mario: Well, actually, I saw a woman yesterday, but she wasn't sure. Can you start tomorrow?

Nathalie: Sure. The sooner the better,

Mario: Because this woman lives a long way away. She's phoning me this morning. Come and see me later. If she doesn't want the job, you can have it.

Nathalie: Oh, thank you, Mario. Bye.

4

**b** a picture of a car **c** a red car like the one in the picture

## Recording script 2 23

Adam: Morning, Karim. Are you going to work already?

Karim: Hi, Adam. Yes, Mario hasn't got a chef and I'm going to help him. Anyway, I want to talk to Claudia. You know I'm going to buy her car?

Adam: Yeah? That'll be really useful.

**Karim:** And it's good value. It's almost new. <u>Like this one in this magazine</u>, see?

Adam: Oh, right. I saw one like that near Claudia's place yesterday, it was a different colour. There was a fair-haired girl in it, but it had –

Karim: Claudia's car is red.

Adam: Really?

Karim: Anyway, I must go. See you.

Adam: But Karim, that car I saw, that was red -

Karim: Bye, Adam.

Adam: – but its headlights were smashed. Oh, well. Perhaps it wasn't Claudia's car.

5

b true c false d false e false f true

# Recording script 2 24

Karim: Hi, Claudia.

Claudia: Hi, Karim. Do you still want to buy my car?
Karim: Sure. I can give you the money tomorrow.
Claudia: Oh, Karim, that's great. I need the money this week. I have to pay my college fees for next year.

**Karim:** No problem. I know it's a good car. It's never been in an accident, has it?

Claudia: Oh, no. I've looked after it very carefully.

Nathalie: Hi, Claudia.

Claudia: Hey, Nathalie, what are you doing here? Oh, I forgot to ask you. Did you put some petrol in my car on Sunday? When you borrowed it?

Nathalie: Oh, er, yeah. Actually, I want to see Mario. I need to ask him something.

Claudia: Are you going to come and work as a waitress here with me, Nathalie? That'll be a good laugh. But I don't think we need another waitress. He wants a new chef. Go through to the kitchen.

Nathalie: Thanks, Claudia.

Karim: Perhaps Nathalie'll be the new chef.

Claudia: I don't think so. She can't boil an egg! Look, Karim, before we get busy in here, I'm going to go and buy a magazine, OK?

Karim: Sure.

Claudia: I'll be back in a minute.

Nathalie: Hey, Karim. Oh, where's Claudia? I want to tell her some news.

Karim: Yeah?

**Nathalie:** Yes. I'm going to be the new chef. She'll be really surprised when I tell her.

Karim: But Nathalie, you can't cook. Nathalie: Why do you think that?

Karim: Claudia told me.

Nathalie: Well, Mario doesn't know. And Claudia won't tell him, She's my friend. I'm sure I can keep the job until Mario pays me at the end of the week. I need some money very quickly.

Karim: But the café will lose all its customers!

Nathalie: Oh, come on, Karim. Anyway, I must go now. Please don't tell Mario.

Adam: After you.

Nathalie: Thank you. Bye.

Adam: Hi, Karim. Who was that?

Karim: Oh, hello, Adam. <u>That was Nathalie</u>. She shares a flat with Claudia.

Adam: But that's the girl -

Mario: Hey, Karim, where's Claudia? I've got some good

news. I've found a chef! Claudia: Hey, I'm back.

Adam: Claudia ... Karim: Mario ...

Mario: Good. We've got customers. We'll talk later.

Announcer: What will happen next? Will Mario find out about Nathalie's cooking? Will Claudia find out about her

car?

# Language focus

#### Will future

#### Suggested answers

- a To mend Claudia's car.
- b Yes, he will probably find out.
- c Yes, Adam will probably tell Karim, and he will tell Claudia.
- d There will be problems in the kitchen! / Mario won't be happy. He won't pay Nathalie.

3

#### Possible answers

- b will go to university. c will be hotter.
- d will give us less homework. e will have a good job.

#### Possible answers

- b I won't see them very often.
- c we won't use any central heating.
- d we won't be tired. e I won't go to school.

## Talking about the future

#### Grammar spot

Nathalie uses going to for a definite plan, will for a prediction and the present tense after when.

- b is/'s going to leave will/'ll get hears
- c am/'m not going to join will/'ll be tell
- d is/'s going to give will not/won't enjoy gives will/'ll help

Everyone/everybody, no one/nobody, someone/ somebody or anyone/anybody

- a Everyone/Everybody
- b No one/Nobody
- c Mario is.

#### Grammar spot

a No one b anyone c someone d anyone e anyone We use a singular verb with these words.

# page 113

#### Corpus spot

- a There isn't anybody on the beach.
- b We looked for my ring but no one found it.
- c I saw that everybody was dancing.

#### AGIVIV Everyone has something

The things are: a laptop, a mirror, a sculpture, a plant, a blind, a lipstick, a desk, a hairdryer, an exercise bike and football boots

## «Pronunciation»

a /u:/ large car b /o:/ all sore c /u:/ third turning

2

/at/	/2:/	/31/	
can't dark aren't harder half	talk saw morning more doors story	hurts shirt earn dirty learn work heard	

## page 114

# Exam folder 17 Reading Part 4

The text is a letter, and it is from a class of students.

2

- 2 The reason(s) why the students think Parson's Place is important.
- 3 Something will cause traffic jams.
- 4 What the ordinary people will do, or what will happen to
- 5 The students have made a poster.

- a Few people know ... our town (lines 2-3)
- b It is a beautiful natural area ... roads nearby (lines 4-6)
- c the second paragraph
- d the average family
- 2 C 3 A 4 D 5 B

# Unit 18

#### page 116

Introduction

- a comedy Mr Bean b musical Mamma Mia!
- c science fiction film Star Wars d horror film The Mummy
- e animation/cartoon lce Age
- f action film The Dark Knight
- g love story Titanic
- h historical film The Other Boleyn Girl

253

# page 117

# Reading

2

ten minutes

3

The actors	The film crew
went to the make-up room ✓ went to the dressing room ✓ read the scripts ✗	set up the lights  moved the cameras  checked the microphones

4

b false c true d false e false

# page 118

# Language focus

### Past perfect

1

- b had visited the make-up artist.
- c had set up the lights.
- d had cleared the rubbish.
- e had told everyone what to do.
- f hadn't checked the microphones.
- g had shot ten minutes of the film.
- h had been there for ten hours.

### Past perfect and past simple

1

Two things happened almost at the same time in Sentence B. One thing happened before another in Sentence A.

#### Grammar spot

When two things happen almost at the same time, we use the past simple tense in both sentences.

When one event happens before another, we use the *past* perfect tense for the event that happened first and the *past* simple tense for the second event.

2

b had c hadn't finished d welcomed e had been f was g had changed h didn't recognise

# page 119

3

b had lived c met d hadn't seen e reminded f had dug g had put h had written i had covered j decided k found I started m was n took o read p had written q were r didn't know

# «Pronunciation»

1

holiday and telephone have a different sound in the last syllable

3

ending in er(s)	ending in or(s)	ending in tion	ending in ant or ent
teenager	actors	fiction	different
letters	visitor	action	assistant
teacher	director	question	instrument

4

# Recording script 2 28

actors fiction different visitor teenager letters action assistant question director instrument teacher

# page 120

# Exam folder 18 Listening Part 3

1

a a programme b Box office c performances d screens e Discounts

2

- a a time
- b a day of the week or a date
- c a place, e.g. a bank or a supermarket
- d director, photography, actor, etc.
- e a foreign language
- f a type of person, e.g. children, adults
- g a price
- h a phone number

3

- 1 a day of the week or a date 2 a person
- 3 something that is connected with the film (see 2d)
- 4 a language 5 a person 6 a time

4,5

1 Monday 2 director 3 photography 4 Spanish 5 Princess 6 9.30

# Recording script 2 29

You will hear a recorded message giving you information about films.

For each question, fill in the missing information in the numbered space.

Message: Welcome to the Victoria Cinema Information
Line.

Here is a list of films for the week starting July 7th. There are three performances each day of *One Summer Night* at 5 pm, 7.30 pm and 10 pm, except Monday, when there is only one chance to see it at 7.30 and Sunday, when there is no performance.

Every afternoon there is a showing of *The Violinist* at 2.30 pm and after the performance on Wednesday, the <u>director</u>, Mark Hawkins, will give a lecture about the film. This is included in the ticket price.

Our late-night film is *Dead Men's Shoes*, which is coming to the cinema for the second time. It is set in the Canadian mountains and stars the well-known actor Jim Harrison. It recently won a prize for its <u>photography</u>. Our foreign-language film this week is called *A Dangerous Game* and is showing on Saturday afternoon at 5 pm. Although the director is actually Swedish, the film is in <u>Spanish</u> with subtitles in English.

There are two films showing in our Saturday morning Film Club for children. The film at 10 am is suitable for children aged between 5 and 10 and is called *The Young Princess*. It is about the adventures of a young girl whose father becomes king of his country by mistake. At 11.30 we are showing *The Mad Professor*, which is a comedy. All tickets are £4.50 except for children and senior citizens who pay £3.50.

The box office is open from 2 pm until 8.30 pm but our telephone booking line is open in the morning from 10.30 am and you can book tickets with a credit card until 9.30 pm if you ring 0987 34872. There is a charge of 50p for tickets bought by telephone.

Thank you for calling the Victoria Cinema Information Line.

# page 121

# Writing folder Writing Part 2

1

a tomorrow afternoon b this weekend c last night

2

### Suggested answers (useful language is in brackets)

1

- say what the house is like: present simple (It's a traditional farmhouse.)
- say what you have done this morning: present perfect (I've helped with the animals.)
- tell him/her your plans for the rest of the weekend: present continuous / going to (We're going (to go) for a walk in the woods tomorrow.)

2

 say how you plan to get there: present continuous / going to (I'm coming / I'm going to come by train.)

 ask about what you will all do: future / going to (What will we do? / What are we going to do?)

 tell them what time you will arrive: present continuous / future / going to (I'm arriving at 10.30 / I'll be at the station at 10.30 / I'm going to arrive at 10.30.)

3

- say what you enjoyed most: past simple (I really enjoyed helping with the animals.)
- tell him/her about your journey home: past simple (I had an easy journey home.)
- tell him/her your plans for next weekend: present continuous / going to (Next weekend I'm having a party / I'm going to have a party.)

# Units 13-18 Revision

page 122

# Vocabulary

2

b tower c coast d rope e tunnel f on g square h in i from j entrance k instructions

3

#### Dear Hanna

How are you? I hope you're well.

I'm fine. I went shopping yesterday with my friend Emilia because it was my birthday and I received/had received some money.

I saw a beautiful jacket in my favourite clothes shop. I tried it on and it was comfortable. But I thought it was too expensive. Then Emilia showed me the ticket – it was half price! I bought it, then we decided to go to a restaurant which is near there. We had a very good day.

4

b sofa c curtain d amazing e gloves f sensible g cooker h save

### page 123

#### Grammar

5

2 A 3 C 4 B 5 B 6 C

6

2 B 3 C 4 A 5 A 6 B

7

b could/might c mustn't/can't d can't e don't have to f used to g has to h don't have to i have to j could/might k need

# Unit 19

page 124

# Introduction

1

b daughter c uncle d husband e sister f stepmother g half-sister h nephew i niece j brother-in-law k cousin l ex-wife

# page 125

# Listening

1

Rebecca (oldest): Your parents worry about you.

George (youngest): You're always the baby. / They never let you grow up.

Charlotte (middle): You don't have a special place in the family.

Peter (only): It's difficult to make friends.

# Recording script 2 30

- a: My name's Rebecca. My brother's five years younger than me. My parents didn't make me look after him but I enjoyed it. I used to look forward to playing with him when I came home from school but I sometimes got fed up with reading the same stories hundreds of times. But all those afternoons with my brother were good practice because now I have my own son and I'd like to have more children. My son is like me in lots of ways except he's really untidy and I'm the opposite. The worst thing about being the oldest is that your parents begin to worry about you from the moment you're born and they continue to worry because you're always the first to do everything.
- b: I'm George and I have three older sisters so I was really spoilt when I was a child but I didn't mind that.

  I never worried about anything I was always laughing and I think I started to tell jokes when I was about two years old. But when I was about 14 I stopped doing what everyone told me and then I had two parents and three sisters getting angry with me. That's the problem really with being the youngest everyone continues seeing you as the baby even when you're an adult. They never let you grow up.
- c: I'm Charlotte and I have an older sister who is clever, pretty and has a lovely singing voice, in fact she's good at everything, and a younger brother who is good-looking, clever, oh what else, he's really good at playing football. Then there's me. I try to be nice to them both but I'm really jealous because they always seem to do everything right and I do everything wrong. So I always arrange to spend a lot of time with my mates. I think it's hard for middle children because they don't have a special place in the family.

d: My name is Peter. I was never jealous of my friends who had brothers and sisters because my parents loved taking me with them when they went out so I spent a lot of time with adults. I enjoyed that. I have quite a few cousins and I used to see them sometimes but I didn't want to share my parents with anyone. I don't think I ever learnt to play with other children – I preferred reading and I spent a lot of time doing homework. I think only children sometimes find it difficult to make friends so that's a disadvantage. I only really began making friends when I went to university and started spending a lot of time with people of my own age.

#### 2,3

#### Oldest children Rebecca

- expect to do well
- are good at looking after other people 🗸
- · need to keep everything tidy
- · like keeping rules

#### Youngest children George

- · love taking risks
- have a good sense of humour
- often refuse to do what other people tell them
- · are interested in studying artistic subjects

#### Middle children Charlotte

- · are good at solving arguments
- · enjoy being with other people ·
- · are good managers and leaders
- don't mind changing their plans

#### Only children Peter

- · prefer being with adults ·
- are quite serious
- are <u>afraid of failing</u>
- are hard-working ✓

#### Corpus spot

- a Lagree with you about the new restaurant.
- b Do you agree about that?
- c I hope she will agree to come with us tomorrow.
- d My friend agreed to meet me at 7.30.

#### page 126

# Language focus

Words followed by to or -ing

1

Verbs and expressions followed by to	Verbs and expressions followed by -ing	
expect need refuse	be good at like enjoy don't mind love be interested in	

2

Verbs and expressions followed by to	Verbs and expressions followed by -ing
would like begin continue start try seem arrange want learn	look forward to be fed up with stop continue prefer begin start

begin, continue and start are in both columns

3

hope, agree, promise, plan, decide and offer are all followed by to

4

Make and let are followed by the infinitive without to. Possible answers

When I was five years old ...

- ... my parents let me buy sweets on Saturdays.
- ... my parents made me go to bed at 7.30.

When I was ten years old ...

- ... my parents let me go to the shops with a friend.
- ... my parents made me do my homework before dinner.

#### Corpus spot

- a Don't forget to write to me.
- b I am enjoying being here on holiday.
- c I am looking forward to hearing from you soon.
- d We decided to catch the train back.
- e My parents didn't let me stay in the hotel alone.
- f When we finished eating, I went to my house.
- g I would like to meet you and your family.
- h I am interested in joining this club.

5

b to be c to go d to sit e being f being

g doing h to live/living i seeing j to meet k to do l seeing m saying

# page 127

Giving advice

2

You should Why don't you You ought to You shouldn't You'd better

# «Pronunciation»

1

Think and thing are the odd ones out because th is pronounced  $/\theta I$ .

2

/8/	/0/	
their that they although weather	thirsty thank both birthday thirty bath teeth Thursday mouth thousand	

# page 128

# Exam folder 19 Reading Part 5

### Check!

- a Read through the whole text.
- b (0)
- c Read the words around the space and check the grammar and meaning.
- d Guess.
- e On the separate answer sheet.

1

1 A 2 C 3 B 4 B 5 D 6 C 7 D 8 B 9 B 10 D

### page 129

3

1 A 2 A 3 B 4 A 5 B 6 D 7 B 8 A 9 C 10 D

# Unit 20

page 130

#### Introduction

1

a drum b flute c electric guitar

d keyboard / electronic piano e trumpet f violin

4

in a classical concert: violin, flute, piano, trumpet, cello,

double bass, oboe, drums, clarinet,

horn

in a jazz concert: drums, trumpet, piano, saxophone,

clarinet, double bass, trombone drums, electric piano/keyboard,

electric guitar

5

#### Possible answers

hip-hop, pop, heavy metal, dance, blues, country, traditional

6

-er	-or	-r	-ist
trumpeter drummer employer photographer farmer reporter teacher	actor director	dancer manager diver	guitarist pianist violinist artist journalist novelist

# Reading

1

a Eastside b Texas Team c The Storm d Third Avenue

# page 131

# Language focus

Comparison of adverbs

1

b Third Avenue c Texas Team d The Storm e Eastside f Third Avenue g The Storm

2

- a Mara, the singer, sang more confidently than the other singers.
- **b** They danced less professionally than the other bands.
- c The violinist didn't play as loudly as the other musicians.

#### Grammar spot

They have the same meaning.

3

- a Texas Team danced less professionally than the other bands. Texas Team didn't dance as professionally as the other bands. The other bands danced more professionally than Texas Team.
- **b** The violinist in Texas Team didn't play as loudly as the other musicians.

The violinist in Texas Team played less loudly / more quietly than the other musicians.

The other musicians played more loudly / less quietly than the violinist in Texas Team.

4

a The Storm's drummer didn't play as loudly as the other drummers.

The Storm's drummer played more quietly / less loudly than the other drummers.

The other drummers played less quietly / more loudly than The Storm's drummer.

b Jason played much better than the other guitarists. The other guitarists didn't play as well as Jason. The other guitarists played less well than Jason.

c The Eastside singers didn't sing as well as the other singers. The Eastside singers sang less well than the other singers. The other singers sang better than the Eastside singers.

# page 132

So and such

1

First: The Storm Second: Third Avenue Third: Eastside Fourth: Texas Team

### Recording script

Judge: Thank you to all the competitors. I won't say much because I know you're all anxious to hear the results - it was a very difficult decision and I'll start with the band which came fourth. That's Texas Team, who are the youngest group here today. Unfortunately, the violinist played so quietly that we couldn't hear him. So bad luck to Texas Team. Third was Eastside. They are such good dancers they should enter for a dance competition. And with a bit more practice on the music they'll do very well. In second place is Third Avenue. They did well, especially their young guitarist, but the singer looked so unhappy we thought maybe he didn't want to win! Never mind - you nearly won, so better luck next time. Congratulations to The Storm who are our winners today. The singer had such a great voice that we had to give them first place. Well done.

2

b such good dancers c so unhappy d such a great voice

#### Grammar spot

So is used before an adjective or an adverb.

Such is used before an adjective + noun or a noun.

Such + (adjective) + plural or uncountable noun good dancers loud drums nice food

Such a + (adjective) + singular noun great voice difficult decision

#### Corpus spot

- a She is such a kind woman.
- b My grandparents are always so happy together.
- c She has such a pretty face.

3

- b They danced so well (that) I wanted to watch them for ever.
- c The concert was in such a small room (that) there wasn't space for everyone.
- d The seats were so expensive (that) we couldn't afford to go.
- e The fans made such a terrible noise (that) we couldn't hear the band
- f We had such good seats (that) we could see very well.

# Congratulating and choosing

1

Expressions to use when someone has won: Congratulations, Well done

Expressions to use when someone has lost: Bad luck, Never mind, Better luck next time

# «Pronunciation»

1

# Answers and recording script 2 37

see/sea sun/son there/their where/wear wood/would hour/our hear/here won/one

2

b Where wear c here hear

d their there e sea see f would wood

g son sun h Our hour

# page 133

#### Connectives

1

b but c Although d so e because/as f as/because g as soon as h either i or

2

**Michelle:** I try to go to the gym three times a week because I like to keep fit.

Anika: I go shopping or I go swimming.

Mark: I go racing on my motorbike, although I'm not very

good at it.

Tanya: I'm busy writing songs for the band, so I don't have much spare time at the moment.

Anness stratege and service and service and

#### **Grammar spot**

- a We use because or as when we give a reason for something. I didn't go swimming because/as I had a cold.
- **b** We use so to give the result of something.

  The bus didn't come so I walked to the city centre.
- c We use either and or in the same sentence to give two different choices.

We can either stay at home or go for a walk.

d We use although or but to contrast or compare two ideas.

The film was funny but it was too long.

Although the film was funny, it was too long.

page 134

# Exam folder 20 Listening Part 1

#### Check!

a the pictures and the questions b what the people will talk about / vocabulary c listen carefully the second time d guess e twice

1 C 2 C 3 B 4 C 5 A

# Recording script 2 38

For each question, there are three pictures and a short recording.

Choose the correct picture and put a tick ( $\checkmark$ ) in the box below it.

1 Where will they meet?

Woman: Are you going to the city centre?

Man: Yes, do you want a lift?

**Woman:** Yes, please. Can you take me to the library? Then I need to go to the supermarket.

Man: OK. I'm going to the bank so I'll see you in the supermarket car park at four. Oh, and can you take back these library books for me?

2 What time will the boy catch the bus?

Girl: Hi, Alex, this is Mandy. You know we agreed to meet at a quarter past six? Well, we'll have to meet an hour later at a quarter past seven because I have to look after my sister while my mum is out.

**Boy:** Mm ... my bus only leaves once an hour so I can get the one at a quarter to six or at a quarter to seven.

Girl: Well, get the later one. That'll give me more time too.

Boy: OK. See you tonight then.

3 Which band does Robert play in?

Girl: Robert's just joined a band, you know.

Boy: Is he playing guitar in it?

Girl: They've already got a guitarist, so he's the singer.

There's a keyboard player too. They used to have a drummer but he left.

Boy: We must go and see them play.

4 Which is Lisa's new T-shirt?

Girl 1: Have you seen Lisa's new T-shirt? It's amazing.

Girl 2: What's it like?

**Girl 1:** It's sleeveless with a high neck and it's got red and green stripes.

Girl 2: Ugh.

5 What will the weather be like tomorrow?

Man: And here is the weather forecast for today and tomorrow. The fine weather will continue today, so enjoy it while it lasts because tomorrow we'll have cloudy skies again. There won't be any rain but it won't be very warm, I'm afraid.

# page 135

# Writing folder Writing Part 3

5

a adjectives added:
 b adverbs added:
 c direct speech:
 d other changes:
 tall, long, white, large, brown
 yesterday, rather, nervously, suddenly
 What's your name? You've won a prize!
 see italics below for all other changes

Yesterday, I went into town to buy a CD. A tall man with a long white beard was standing outside the shop. He seemed rather worried and he was looking nervously at a piece of paper. When he saw me, he asked, 'What's your name?' Although I didn't know him, I told him. Suddenly he smiled. 'You've won a prize!' he announced, and gave me a large brown envelope with my name on it.

# Unit 21

page 136

# Introduction

3

a top up your mobile b switch on c a missed call d hang up e call someone back

# page 137

# Listening

1

Strangers: a, d Friends: b, c

2

1 b 2 a 3 d 4 c

### Recording script 3 02

a

Secretary: Amy Lee's office.

Ivan: Oh, er, hello. May I speak to Mrs Lee?

Secretary: I'm afraid Mrs Lee isn't available this afternoon.

Can you call back tomorrow?

Ivan: Er, yes. Thank you. Secretary: Goodbye. Ivan: Goodbye.

b

Helen: Hello?

Ivan: Hi. This is Ivan. Helen: Hi, Ivan.

Ivan: Helen. I'm ringing to ask for your help.

Helen: Oh, yeah?

Ivan: You told me to ring you. The teacher's asked me to

write about a journalist.

Helen: Oh, yes.

**Ivan:** Well, you said a friend of yours is a freelance journalist. She can give me some advice.

Helen: She's a friend of my dad's, really. But she's very nice.

Ivan: Can you give me her phone number?

Helen: Oh, right, er, I've got it here somewhere. <u>Hang on a minute</u>. Mm. Yes. It's <u>307669</u>. Ask for Mrs Lee. And say you're a friend of Helen Solomon's.

Ivan: OK. Thanks very much.

Helen: That's OK. Let me know how you get on.

C

**Helen:** Hi, Sorry I can't speak to you just now. Leave your name and number and I'll call you back when I'm free. Wait for the beep!

Ivan: Oh. Helen. This is Ivan. I'm seeing Mrs Lee on Monday afternoon. Thanks for giving me her number. Would you like to meet me afterwards? About four o'clock? I'd like to buy you a coffee or something to say thank you. Ring me if that's OK and say where.

d

Secretary: Amy Lee's office.

Ivan: May I speak to Mrs Lee, please? Secretary: Could I have your name?

Ivan: Oh, yes. It's Ivan Finn. I'm a friend of Helen

Solomon's.

Secretary: One moment, please.

Mrs Lee: Hello, Mr Finn? How can I help you?

Ivan: Er, I'm doing a project about journalism for my media studies course. Helen told me to contact you. Would it be possible for me to interview you one day this week?

Mrs Lee: I see. Well, this week's not good; I'm working to a deadline and I'm having my office painted. But what about Monday at, um, quarter past two?

Ivan: Oh, thanks very much. It's very kind of you to help

me.

Mrs Lee: Not at all. I look forward to meeting you.

3

# Answers and recording scripts as for previous exercise, in the order b, a, d. 3 03

Conversation 1

b I'm ringing to ask for your help.

c Can you give me her phone number?

d Hang on a minute.

Conversation 2

a May I speak to Mrs Lee?

b I'm afraid Mrs Lee isn't available this afternoon.

c Can you call back tomorrow?

Conversation 3

a Could I have your name?

b One moment, please.

c How can I help you?

# «Pronunciation»

1

307669 three oh seven double six nine

2,3

### Answers and recording script 3 05

a three five double seven nine eight

b oh one double two three, two double seven, two oh three

c oh two oh, seven five eight four, double three oh four

d double four, one two seven three, five oh nine, six seven two

# Language focus

# Making phone calls

1,2

#### Conversation 1

b I'm ringing c to ring you d give me the number

e Hang on f Ask for g a friend h Let me know

#### Conversation 2

May I speak j a friend of k One moment I How can I

m told me n Would you like to o How about

p very kind of q meeting you

### page 138

### Have something done

1

b has his car washed c has his hair styled

d has his contract checked

e is having his autobiography written

2

b had an indoor swimming pool built.

c had the garden redesigned.

d had all the carpets changed.

#### Possible answers

e She had new furniture made for the living room.

f She had gold taps put on all the basins.

# page 139

# Reported commands and requests

1

### Suggested answers

b Tell the coach to leave the club and not to come back.

c Tell the rest of the team not to go clubbing every night.

d Tell the goalkeeper to have his eyes tested.

e Tell the ref to learn the rules of the game.

### Corpus spot

a Please read some of your poems.

**b** Go to the hospital immediately.

c Please help me.

d Don't lose the stone.

e Call me at nine o'clock.

2

b Michael not to forget his wallet.

c asked her/Angela to phone her dad from the airport.

d asked Mandy not to use her shampoo.

e told Ronnie to phone the doctor immediately.

# Possessive pronouns and adjectives

c A classmate of yours said you were ill.

d She saw a friend of hers on TV last week.

e Kamran's lucky because a cousin of his owns a hotel in London.

f A colleague of Pedro's lives in our road.

g I didn't realise that a friend of theirs played football for England.

h I heard that a student of mine met the Prime Minister last week.

i I believe a neighbour of ours has won the lottery.

# Mobile messages

### Recording script 3.06

Helen: Hi. Sorry I can't speak to you just now. Leave your name and number and I'll call you back when I'm free. Wait for the beep!

page 140

# Exam folder 21 Reading Part 3

1

a most b less c maximum d allowed e outside

2

You will read about useful information for people going to the shopping mall.

3

#### THE SOUTH LAKES MALL

The South Lakes Mall offers 200 shops, a swimming pool, restaurants, a bowling alley and two nightclubs as well as 30 acres of parkland with three lakes.

Opening hours

 (1)
 Shops
 Mon-Fri no am-9 pm sat 9 am-8 pm 10 am-5 pm 10 am-5 pm 10 minter

 Park
 9 am-5 pm in winter

9 am—8 pm in summer
We have thousands of visitors every day, (2) our busiest day of the week being Friday. To avoid the crowds, come on a Monday or Tuesday.

#### Inside the mall

When you arrive, go to (3) one of our information offices to get a map. There is one by the main bus stop and another at the bottom of the escalator which goes up to the cinema. The shops are all on the ground floor and you will find everything from specialised furniture stores to clothes shops and department stores as well as restaurants, a bowling alley and a swimming pool. (4) On the first floor above the pool

you will find a 12-screen cinema and two nightclubs. If you wish, you can buy entrance tickets for any of these facilities except the nightclubs from the information centres. (5) Before 5 pm, entrance tickets to all facilities are reduced for students and the over-sixties.

If you wish to stay overnight, (6) the information centres can give you a list of accommodation in the area, ranging from grand hotels to Bed and Breakfast accommodation.

#### Outside the mall

Make time to visit the 30 acres of parkland which surround the mall. (7) Boats for up to six people can be hired and taken out onto one of the lakes for £12 an hour.

Bicycles can be hired every day for £6 an hour. There are 4 km of paths but (8) you are not allowed to take hired bicycles beyond the park.

#### Travel

The mall is located one mile from the M49. Just follow the signs from Junction 13. There is free parking for 10,000 cars and there are six car parks. Car parking spaces are never more than five minutes' walk away from an entrance.

(9) Remember where your car is parked by looking at the coloured signs – no car park uses the same colour and each level in the car parks is numbered.

It is just as easy to visit the mall by train. There is a rail service every 15 minutes from Central London. (10) When you reach Barnwell station, jump on a number 19 bus to the mall. It's a five-minute journey and there's a bus every 15 minutes.

4

1 B 2 A 3 B 4 B 5 A 6 B 7 A 8 A 9 B 10 B

# page 141

#### Corpus spot

a campsites
 b shops / shopping centres / (shopping) malls
 c police station
 d car park

# Unit 22

page 142

### Introduction

1

The photographs show the following: a a glowing UFO in the sky in South Carolina, USA; b a flying button over Venezuela (a trick photograph); c lenticular clouds over Santos, Brazil; d the Northern Lights.

### page 143

# Reading

2

The top photograph matches the report on the left; the bottom photograph matches the report on the bottom right.

# Language focus

# Reported speech

1

- b the soldiers c the soldiers d Brazel
- e (Mac) Brazel f (many of) the crew g (many of) the crew
- h Stephan Michalak i Stephan Michalak
- j Stephan Michalak k Stephan Michalak

#### 2

- c was
- d had seen
- e would never believe the soldiers.
- f they had seen a strange UFO above the island.
- g had had a ring around it.
- h he had gone to search for gold in a lake.
- i one of them had landed near him.
- j he had approached it.
- k he was still feeling ill.

#### 3

- **b** <u>Later they announced that</u> a weather balloon <u>had</u> crashed there.
- c They said it was part of a weather balloon.
- d Brazel said that he had seen a different kind of material.
- e <u>He told the journalists that he would</u> never believe the soldiers.
- f Many of the crew said that on 16th January they had seen a strange UFO.
- g They said that it had had a ring around it.
- h He said he had gone to search for gold in a lake.
- i He told people one of them had landed near him.
- j He explained that he had approached it.
- k He said he was still feeling ill.

# page 144

### Grammar spot

Reporting what people said
Past simple She said she saw aliens quite often.
(b) Past continuous She said she was feeling ill.
would + verb They said they'd (would) meet us later.
Past perfect She said she'd (had) seen lots of aliens there.
(e) Past perfect She said she'd (had) seen some aliens last week.

#### Suggested answers

Direct speech	Reported speech
'Aliens kidnapped me.'	Franck Fontaine told a lot of people that aliens had kidnapped him.
'On 6th November 1979, at Cergy-Pontoise in France, we saw a light all round Franck's car and then Franck disappeared.'	Two of his friends said that on 6th November 1979, at Cergy-Pontoise in France, they had seen a light all round Franck's car and then Franck had disappeared.
'Aliens took me to their spacecraft and I woke up a week later in the middle of a field.'	Franck said aliens had taken him to their spacecraft and he had woken up a week later in the middle of a field.
'The aliens will return in August 1980 and I am meeting them in the field.'	He said the aliens would return in August 1980 and he was meeting them in the field.
'We/I believe him/you.'	Two hundred people said they believed him.

6

b I work in London. c We live in New York.

d We don't have any money. / We haven't got any money.

e I visited Paris last year.

7

b We've lost the keys and don't know what to do.

c I haven't seen a UFO yet but I hope to see one soon.

d I've already met some aliens and they speak good English.

e I've never eaten Martian food before.

# page 145

8

b She said she didn't enjoy cartoons.

c They said they were both fans of Manchester United.

d She said she hadn't seen her brother for three weeks.

e He said his mum was making him a great birthday cake.

f She said her friend hadn't invited her to her party.

# «Pronunciation»

1

comb when honest

2

b The knives might be in the high cupboard. 4

c I've broken my wrist, my thumb, my knee and my foot. 3

d That foreigner could be a scientist. 3

e You need a bright light to write the receipt. 4

f Let's meet in half an hour. 2

3

Beginning	Middle	End
know knives wrist knee write hour	what answer might cupboard foreigner could scientist bright light receipt half	high thumb

At the beginning of a word, k is always silent before n, and w is always silent before r.

In the middle of a word, gh is always silent after i. At the end of a word, b is always silent after m.

#### Corpus spot

a told b said c told d said e told

### page 146

# Exam folder 22 Listening Part 4

1

b anxious c astonished d unsure e cheerful f embarrassed g grateful h cross

2

b 2 c 6 d 1 e 7 f 4 g 8 h 3

3

Dina is a girl and Jason is a boy. They talk about Dina's sister. Her name is Jessica.

4

#### 1 A 2 B 3 B 4 A 5 A 6 B

# Recording script 3 08

Look at the six sentences for this part.

You will hear a conversation between a girl, Dina, and a boy, Jason, about Dina's sister, Jessica.

Decide if each sentence is correct or incorrect.

If it is correct, put a tick  $(\checkmark)$  in the box under A for YES. If it is not correct, put a tick  $(\checkmark)$  in the box under B for NO.

Dina: Hi, Jason. How are you?

Jason: Hey, Dina. It's good to see you. I've got a job just near here. But what are you doing in this part of town?

I thought you worked in the city centre.

Dina: Yes, I do. And it's really hard work.

Jason: Yeah?

Dina: Yeah. It's a hotel and we're in the middle of the holiday season, so I'm always busy. But I work on Sundays so it's my day off today. I'm going to see Jessica. You know she has a flat just up the road from here?

**Jason:** Your sister? What's she doing these days? <u>Is she still</u> sitting at home waiting for the perfect job?

Dina: Well - that's not quite fair.

Jason: Why's that, then?

Dina: She studied really hard at school.

Jason: We all did, in my opinion.

Dina: She's been very unlucky. She has to ask my parents for money, but she hates doing it.

Jason: Perhaps.

**Dina:** Yeah, it's true. Anyway, she told me something strange on the phone.

Jason: What?

Dina: Well, she said she'd seen a ghost in the road near her flat.

Jason: And you think she did?

Dina: She saw it three times. It was a woman in a long skirt. She walked along the road about seven o'clock and then disappeared near the park gates. I hope I'm going to see her too. I think it's exciting.

Jason: Well, I think you're both mad. Seven o'clock? That's exactly when it begins to get dark at this time of year.

Dina: So?

**Jason:** You can't see clearly. It's probably someone going home from work in a long coat.

**Dina:** No, she said she was quite sure it wasn't a real person. What about coming to Jessica's place with me? Then we can all watch.

**Jason:** Thanks for asking me, but actually, I prefer watching TV to waiting for ghosts.

Dina: OK.

**Jason:** Let's meet next week. We can go to a film or something. We can have a laugh about your ghost.

Dina: OK, let's meet. But you'll be embarrassed when I tell you I've seen the ghost.

Jason: I doubt it. See you next week. Say hello to Jessica from me.

Dina: Yeah. See you.

Jason: Bye.

page 147

# Writing folder Writing Part 1

2 are 3 on 4 cost 5 want 6 old enough 7 a long film 8 bored 9 called 10 It's/It is 11 were all going 12 wouldn't go

# Unit 23

page 148

# Introduction

#### Corpus spot

- a In the first lesson I <u>met</u> a girl from Valencia and now she's my best friend.
- b I made many new friends but I missed my old ones.
- c The film begins at seven, so <u>meet</u> me at ten to seven outside the cinema.

# page 149

# Listening

1

#### Suggested answers

There are no right or wrong answers. Pair 1 might become friends; Pair 2 will probably become friends; Pair 3 probably won't get on with each other.

# Recording script 3 09

#### Conversation 1

Samantha: Alex, I'd like you to meet Monica. Alex, meet Monica. Monica loves rock climbing like you. I'm sure you're going to get on really well.

Monica: Hi, Alex. You don't go to this college, do you?

Alex: No, I don't – Samantha's my cousin. She often invites me to parties here. But actually I'm not very keen on the music. In fact, they usually play the kind of music that I hate.

**Monica:** Oh, I love this music. I'll never get tired of listening to it. Anyway, even if you don't like the music you can talk to people.

**Alex:** I've never met anyone here who I'm really interested in talking to.

Monica: What about that girl I saw you with just now?

Alex: She's not my type.

Monica: But this room is full of interesting people. Come on, I'll introduce you to some people that you'll like.

Alex: I'd rather not.

**Monica:** OK. Have a good evening then. I'm going to enjoy myself.

Alex: Wait a minute. I'm sorry I was rude about everyone here. You see – the truth is, I'm just a bit nervous of people I don't know.

**Monica:** I see. Why didn't you say that? Well, let's go over there where it's less crowded. We can have a chat about climbing. Where do you usually go?

#### Conversation 2

Neil: Hi, I'm Neil. This is my first day here.

Francis: Hi, I'm Francis. I've been here for a week. It's not a bad place to work, this restaurant.

Neil: Yeah?

**Francis:** It's very different from the job I had last summer on a building site. That was really heavy work. At least here we only have to carry a few plates.

**Neil:** Is everybody friendly here?

**Francis:** Well, the older waiters aren't really interested in the same kind of things as students doing a holiday job like us.

Neil: Oh.

Francis: But they'll chat to you when they have time. That waiter over there used to play football for Arsenal when he was young.

Neil: Did he?

**Francis:** Well, he played for them a few times. He's got a friend who sometimes gets free tickets. I'm an Arsenal supporter.

**Neil:** Really? Me too. There's a match on Wednesday evening which will be really good. I'm quite excited about it because I haven't been to a match this season yet.

Francis: They're playing Chelsea, aren't they?

Neil: That's right.

**Francis:** I'm not sure if I can go. What time does it start? Oh, there are some customers over there who are waiting for a table. Come on, we'd better start work.

#### Conversation 3

**Peter:** Ah, there you are, Kate. Carla wants to meet you. Carla, this is Kate. Kate, this is Carla.

Carla: Hi, Kate. Kate: Hi, Carla.

Carla: Peter says you're looking for someone to share your flat with

Kate: That's right. I am actually.

Carla: Well, I'm going to come to university here and it's too far for me to travel to my parents' house every day. Anyway I'm fed up with living there. So could I share your flat?

Kate: Why not?

Carla: Oh, that's great. Does anyone else live there or will it be just the two of us?

Kate: There's one other person who is studying biology.

Carla: Great. It'll be really good to live with people my own age. I want to find a place where I can have parties and my friends can come and stay. My parents don't like me making any noise, but you won't mind, will you?

**Kate:** What kind of noise? Music is fine, I always have a CD on when I'm in the flat.

**Carla:** Good, because I play in a band. I play the guitar and I also play the violin, but not in the band.

Kate: Oh, well I do need to study.

Carla: Oh, don't worry. I play an electric guitar which has a volume control and I'm quite good at it.

Kate: That's good news!

Carla: I saw a flat which is very near the university. But it was so tidy I decided I couldn't live there. My parents are always getting angry with me because I'm untidy but I don't expect you're tidy either, are you?

Kate: Well, I do prefer to keep the flat tidy ...

**Carla:** Oh, we're going to be such good friends. Thank you for inviting me to live with you.

2

b false c true d false e true f false g true h false i true j true k true I false

3

Peter: Carla, this is Kate. Kate, this is Carla.

Carla: Hi, Kate.

The second way of introducing someone is more formal.

# Language focus

Relative clauses

1

- c There are some customers over there who are waiting for a table.
- d There's one other person who is studying biology.
- e I play an electric guitar which has a volume control.
- f I saw a flat which is very near the university.

2

- b What about that girl who I saw you with just now?
- c I'll introduce you to some people who you'll like.
- d I'm just a bit nervous of people who I don't know.
- e It's very different from the job which I had last summer.

3

- a You could use that in either set of sentences here instead of who or which.
- b You can leave who and which out in the second set of sentences, if there is a different subject for the second verb, that/who/which are often omitted.

4

b where c whose d where e whose

### page 150

#### Grammar spot

Subject relative clauses

a which

b who

Object relative clauses

c which

d who

Relative clauses with where and whose

e where

f whose

6

b which c whose d which e whose f who

g which h who

7

You can put that in sentences a, b, d, f, g and h.
In sentences b and f the relative pronoun can be omitted.

### page 151

#### Adjectives + prepositions

1

- b I'll never get tired of listening to it.
- c I'm not very keen on the music.
- d This room is full of interesting people.
- e I'm nervous of people I don't know.
- f It's very different from the job I had last summer.
- g They aren't really interested in the same kind of things as students.

h I'm quite excited about the match.

I'm quite good at it.

j My parents are always getting angry with me.

# «Pronunciation»

When a word which ends in a consonant is followed by a word which begins with a vowel.

**b** This room is full of interesting people.

c I'm quite good at it.

d She's bad at playing the guitar.

e I'm not very keen on this kind of music. f I'll never get tired of this song.

g I'm not interested in talking.

### Corpus spot

a I began to run because I was afraid of missing the bus.

b I was very worried about the weather before I came to

c He was disappointed with his car.

d I am very happy with/about your idea.

e He is very bad at explaining things.

f I am very pleased with the present you sent.

# page 152

# Exam folder 23 **Reading Part 1**

#### Check!

a signs, notices, labels, phone messages, emails, postcards, Post-it notes, text messages

b a/the/some, verbs

c guess

1 C 2 C 3 A 4 B 5 A

#### Corpus spot

a / b staying c / d stayed e stayed

### page 153

# Speaking Part 2

a making suggestions: We'd better do X because ... Why don't we do X?

b agreeing and disagreeing: I (don't) agree (that) ... That's (not) a good idea.

c giving your opinion: I think ... In my opinion ...

# Unit 24

page 154

### Introduction

a the first dishwasher b a bicycle you can inflate

c the first digital computer d the first camera

e an electric serving train at a dinner table

f a Sinclair C5 car (a single seat electric car with pedals)

g a wheelchair which people can sit or lie in and which helps them to stand up h a velocipede (a form of transport for land and water - it rolled over the land and floated on the water)

1 h the velocipede 2 e the electric serving train

# Recording script 3 12

1 It's round and it's made of plastic, or it might be made of glass. It's like a ball but there's a man inside. He's holding something and turning it. It's used for moving across water but it also works on land.

2 It's a kind of railway line which is on a dinner table. It's made of metal. It's used for carrying food around the table.

The following have been successful: the first camera, the first dishwasher and the first computer. The electric serving train and the velocipede were not successful. The C5 electric car was not successful because it might be dangerous on busy roads and was very slow. The wheelchair is a new invention and the inflatable bicycle is unlikely to be successful!

# page 155

# Reading

Ben and Jerry's ice cream company

escalators (moving stairs); vacuum cleaner

3

Ben and Jerry: g, b, e Charles D. Seeberger: i, c, a Hubert Cecil Booth: d, h, f

ice cream	escalator	vacuum cleaner
a flavour a cone a factory a customer a product	a public building to transport moving stairs an underground station to step on/off	dust to clean a machine dirt a spot a handkerchief

# page 156

# Language focus

### Past passive

1

Ben and Jerry text: are sold is the present passive; was opened is in the past passive.

#### 2

were used were invented was placed was put was pushed (up)

a were put

b was held, weren't charged

c was opened, were displayed

d was sucked

e is tested, is sold

f -

g was given

h was built, was named, was needed

i were built

#### **Grammar spot**

+ was invented

- weren't charged

? was invented

#### 3

b showed the passengers

c served lunch

d didn't tell the passengers

e didn't stamp

f ordered one man to open

#### 4

c was hired by the station manager.

d are held by the company.

e were frightened by 'The Puffing Billy'.

f weren't built by the British.

g was invited to Buckingham Palace by the King and Queen.

h were replaced by clean electric trains.

i are produced by the company all the time.

#### Corpus spot

a do b make c made d did e do f do

# page 157

#### Future passive

1

I think a special car <u>will be invented</u> which <u>will be driven</u> by a computer so a human driver <u>won't be needed</u>. It <u>will be made</u> of plastic and it <u>will be programmed</u> to go on the road or fly through the air. A fee <u>will be paid</u> by car owners at the end of the year to the government. They <u>will be charged</u> according to how many kilometres they have travelled by air and on the road.

### Grammar spot

+ will be driven

- won't be needed

? will be paid

# «Pronunciation»

#### 1,2

# Answers and recording script 3 B

a Sugar and salt are added.

b Shops asked them to deliver ice cream.

c The mixture, is frozen.

d There are four escalators in the station near my house.

e He had a better jidea.

f Where is Ben and Jerry's ice cream sold?

### 3, 4

### Answers and recording script 3.14

a Television was invented in the 1920s.

b Where are escalators used?

c Ben and Jerry's ice cream is sold in many places.

d Many shops have escalators.

e Some inventions aren't successful.

f I met him at four o'clock.

g Some people went up and down all day.

h I've lost your address.

# page 158

# Exam folder 24 Listening Part 3

#### Check!

a what kind of recording it is, e.g. a recorded message, radio broadcast; what it is about; what you have to do

**b** read the questions and think about what kind of words can go in each space (there are 20 seconds for reading)

c yes, but the words around the space may be different

d twice

#### 2

a The Weston Museum of Science

b 1 a year 2 a day of the week

3 a noun (an exhibition)

4 a noun (an activity children would enjoy)

5 an ordinal number 6 a place

#### 3

1 1859 2 Friday(s) 3 planets

4 photography/photograph(s) 5 third 6 car park

# Recording script 3 15

You will hear a man talking on the radio about a museum. For each question, fill in the missing information in the numbered space.

Radio presenter: And today we are looking at things to do in the Weston area. One of the big attractions is, of course, the Museum of Science.

It's in South Avenue – it's been there since 1951 but before that it was in a smaller building in Market Square for nearly 100 years. // Weston's had a Museum of Science since 1859. So that's something to be proud of.

The museum is open from Saturday to Thursday from 9 am until 5 pm. // It has longer opening hours on a Friday, when it stays open until 9 pm. The museum shop is open from 10 until 5 every day except Monday, when it closes

There's plenty to see in the museum. You can cross a desert or travel through the human body. And there's a new gallery opening this week with a new exhibition. // Go there to find out more about the planets – imagine

landing somewhere a million miles away from Earth. What would it feel like?

Every week there's a different children's activity - this week // the subject is photography. Children can take their own photographs. That's for children between the ages of eight and fourteen.

The museum is on four floors. On the ground floor are the shop and the cloakrooms. The permanent exhibitions are on the first and second floors. By the time you've visited those you'll be thirsty, so carry on to the café // on the third floor, which is open all day for drinks and snacks.

One important piece of information. If you visit the museum before 24 July // you won't be able to use the car park. It's closed for repairs. But you are allowed to park in the hotel car park opposite.

Now the phone ...

page 159

# Writing folder Writing Part 3

a8 b3 c7 d1 e6 f 5 g 2 h 4

- a I really like that band
- b I was listening to music
- c While I was watching the band
- d Although I like music
- e The music was so loud
- f I used to like folk music
- g I enjoy listening to music
- h You can have this CD
- - 1 I don't own many CDs. 2 but I don't play an
  - instrument.
  - 3 when I fell asleep. 4 because I don't like it.
  - 5 but now I prefer rock music.
  - 6 that we couldn't talk.
  - 7 my phone was stolen.
  - 8 so get me a ticket too.

#### Suggested answer

Dear Sophie,

I went to a concert last week. My friend bought the tickets but she couldn't go because she was ill so my brother came instead. The band was so good that I didn't want the music to stop. Although my brother doesn't like listening to their CDs, he enjoyed the concert (or My brother doesn't like listening to their CDs but he enjoyed the concert). When the concert finished at 11 o'clock, we went backstage to meet the band.

3

good: enjoyable, excellent, exciting, fantastic, great,

wonderful

bad: awful, hopeless, terrible, useless

big: enormous, large

small:

unusual: extraordinary, strange, unexpected

famous: well-known

# Units 19-24 Revision

page 160

# Telephoning

b May I have your name?

c Can you hang on a minute?

d I'm afraid he's not available at the moment.

e Can you call back in about an hour?

f This is Regina.

g I can't speak to you just now.

h I'll call you back in twenty minutes.

i Can you give me their number?

# Vocabulary

1 g 2 i 3 d 4 b 5 h 6 f 7 a 8 e 9 c

# page 161

#### Grammar

2 B 5 A 3 C 4 A

5

2 A 3 B 4 B 5 C

6

b invented these machines c phone me d will open

e Don't play football f give my brothers g rang you but you didn't answer h was examined i is fed by our

neighbours j she had won k 'll/will be given a lift

b who c which d whose e who

f who g where h which/- i which

# Unit 25

page 162

# Introduction

1

They show different ways of shopping:

a in a market b in a supermarket c in a shopping mall d on-line shopping e from a shopping catalogue

# Listening

b false c false d true e true f false g true h false

# Recording script 3 16

Darren: Hello? Andy: Hi, Darren? Darren: Yeah.

Andy: Look, it's Andy. I'm in town. Can you come and drive me home?

Darren: Where are you?

**Andy:** In the city centre. You know, Dad gave me some money last week and I wanted to buy a pullover ...

Darren: Well, it's a bit late. I want to eat.

Andy: Oh, come on. I've just had a really bad experience.

Darren: What? What's going on?

Andy: It's, like, I was just nearly arrested.

Darren: What for? You only went to buy some clothes!

What have you done now?

Andy: Well, first I went into Tempo, you know, the big clothes store?

Darren: Yeah.

Andy: And I looked at the pullovers, and I got one. And then I decided to get a shirt too, but after I'd looked at them I wasn't sure, so I went to a couple of other places to see what they had. A friend told me they were selling some quite cool ones in the market. But when I asked about them, the man who runs the stall said he'd sold them all already. And I bought some shoes and went to the burger bar because it was time for lunch.

Darren: OK.

Andy: Then I went back to Tempo and found some shirts I liked and I said to the assistant I wanted to try them on and he said that was OK. But they weren't any good, so I told the assistant they didn't fit and he put them back on the shelf. They didn't have any other sizes in stock. Then, when I was going out of the shop, this woman came up to me. She asked me if I was leaving the shop. I said I was. She asked me if I'd paid for everything in my bag. I said I had because I knew I'd only got the pullover I bought earlier, and the shoes.

Darren: Right.

Andy: She said she was the store detective and then she asked me if I would come to the manager's office with her and I agreed, although I added that I wasn't very happy about it. Everyone was looking at me. It was really bad.

Darren: I believe you!

Andy: In the manager's office, the store detective showed the manager the pullover and the manager asked me how long I'd been in the shop and how many things I had bought. So I told him I'd bought a pullover at about 9.30 but I hadn't bought anything else. I was getting a bit angry and I asked what was going on. Then he asked me whether I had a receipt for the pullover. And of course I couldn't find it. And I tried to explain I'd thrown away the Tempo bag and had put the pullover in the shoe shop bag.

Darren: Oh, Andy.

**Andy:** Well, I didn't know. But anyway they didn't believe me. They asked me a lot more questions.

Darren: Like what?

Andy: They asked which assistant had served me. I said I didn't remember who had served me. It had been early in the morning. Then the store detective asked the manager if he wanted her to call the police and he said yes.

Darren: Oh, no.

Andy: But then my luck changed. One of the assistants came into the room and I recognised her. She was the one that served me in the morning, I asked her if she remembered me and she did. I've never felt so happy in my life.

Darren: Yeah, I'm sure. OK. So where are you now?

Andy: I'm in the manager's office. He said he was sorry for troubling me and he told me I was welcome to use his phone. Can you come and give me a lift home? There are too many people at the bus stop at this time. I'm really tired and I haven't got enough money for a taxi.

**Darren:** Sure. I'll be ten minutes. See you outside Tempo. **Andy:** Thanks, Darren.

# page 163

# Language focus

Reported speech

1

b he'd sold them all already.

c I wanted to try them on.

d that was OK.

e they didn't fit.

f I was.

2

b OK/All right, etc. but I'm not very happy about it.

c I bought a pullover at about 9.30.

d I threw away the Tempo bag and put the pullover in the shoe shop bag.

e I don't remember who served me.

f I'm sorry for troubling you. You're welcome to use my phone.

3

b Have you paid for everything in your bag?

c Will (or Would) you come to the manager's office with me?

d How long have you been in the shop and how many things have you bought?

e What's going on?

f Do you have (or Have you got) a receipt for the pullover?

g Which assistant served you?

h Do you want me to call the police?

i Do you remember me?

#### **Grammar spot**

I asked her if she liked it.

He asked me whether I had a laptop.

She asked me if I would come shopping with her.

I asked what was happening.

They asked which assistant had spoken to me.

# page 164

4

b I spoke c I'd ever worked d why I wanted to work in that shop e how I would travel f I could start

6

b what time I had found it c if/whether I had been alone

d where I lived e how long I had lived there

f if/whether I would be at that address for the next month

g if/whether I had an email address

### Too much, too many, not enough

#### Grammar spot

a too many b too much c enough

a too much b enough c too much d too many; enough

e enough f too much g too many

### page 165

# «Pronunciation»

1

#### Answers and recording script 3.17

1 A Did you say ten o'clock?

B No, I said two o'clock.

2 A Did you say there were five guests?

B No, I said there were nine guests.

3 A Did you say we had a spelling test?

B No, I said we had a reading test.

4 A Did you say you came by air?

B No, I said I came by car.

5 A Did you say she was a doctor?

B No, I said she was a teacher.

6 A Did you say you came from France?

B No, I said I came from Greece.

3

b Did you say there were fifteen students? No, I said there were <u>sixteen</u> students.

c Did you say we wanted ham sandwiches? No, I said we wanted jam sandwiches.

d Did you say she was a model? No, I said she was an <u>actress</u>.

e Did you say it was quarter to eleven? No, I said it was quarter to seven.

# Verbs with two objects

1

b I sent my parents a postcard from London.

c Will you send my boss the bill?

d He wrote me a long letter when he arrived in India.

e On my birthday, the children brought me my breakfast in bed.

f Can you bring us some more bread, please?

2

a Take this note to the headteacher, please.

**b** Show your passport to the immigration officer.

c We took some fruit to our classmate when he was ill.

# page 166

# Exam folder 25 Reading Part 3

Check!

aA bA cB

Exam task

1 B 2 B 3 A 4 B 5 A 6 A 7 A 8 B 9 A 10 B

# page 167

#### Corpus spot

a do b malls c high d go e shop

# Unit 26

page 168

# Introduction

1

a McDonalds b Google c Virgin

d Mercedes-Benz e Coca-Cola

3

They are advertising tissues, washing powder and an airline.

# Reading

1

a play computer games

b on Friday at home and on Saturday with his parents

c a surprise party for Robert

d no

e she heard the boys talking about it

f no

g they will make a mess in the house

h nothing

# page 169

2

1D 2A 3D 4C

# page 170

3

Suggested answers

b encourages/encouraged c influence d recommends/ recommended e warned / is warning f prevented / are preventing g apologise

#### Corpus spot

a I want to warn you about the cold weather here.

b This will encourage me to study harder.

c I explained to her how it was made.

d My illness prevented me from going out.

# Language focus

#### First conditional

Grammar spot

condition result
IF + ....present tense....., ......will..........

If only a few people go to the party, it won't be a problem.

result condition

IF + ......present tense.....

He'll have a really good time if the boys organise a party for him.

b will be c will get d won't happen e will stay f feels g won't have h will be

#### Unless

#### Grammar spot

Unless Robert goes to his granny's house, he will be at home.

1

#### Suggested answers

**b** Unless Carolina tells Robert about the party, it will be a surprise.

c Robert will enjoy the party unless the boys ask too many people.

d Unless the boys organise a party for Robert, he won't have one.

e Robert's parents won't know about the party unless Carolina tells them. 2

#### Suggested answers

b I can come shopping with you if you lend me some money.

c I won't tell anyone if you tell me the secret.

d I won't pass my exam unless you help me with my revision.

 The letter will get there tomorrow if you post it by five o'clock.

# page 171

If and when

# Grammar spot

-

In sentence A the speaker knows that Robert's parents will come home.

In sentence B the speaker is not sure where Robert's parents

2

In sentence B Robert will definitely answer the door (the speaker is sure).

In sentence A Robert will possibly answer the door (the speaker isn't sure).

b if c if/when d If e When f if g when h If/When i if

# «Pronunciation»

1

### Answers and recording script 3 18

Joanna: What's the time?

Michael: Five to nine.

Joanna: Oh dear.

Michael: What's the problem?

Joanna: It doesn't matter.

Michael: Tell me.

Joanna: I'm late for college. Can you give me a lift?

Michael: Of <u>course</u> I <u>can</u>.

Joanna: <u>Thank</u> you.

Michael: You're welcome.

# ARTIVITY Adverts

#### Suggested answers

If you buy this fridge, your food will stay fresher. / When you use this fridge, your food will taste good.

If you travel with this airline, you'll be very comfortable. /
Unless you fly with this airline, you'll feel tired.

# Activity Superstitions

#### Answers for British culture

If a black cat crosses your path, you will have good luck. If you break a mirror, you will have seven years' bad luck. If you see a ladybird, you will have good luck. If you pick up a horseshoe, you will have good luck. If you see a rainbow, you will have good luck. If you walk under a ladder, you will have bad luck. If you open an umbrella indoors, you will have bad luck.

# page 172

# Exam folder 26 Speaking Part 1

#### Check!

- a four two examiners (one doesn't speak) and two candidates
- **b** the examiner
- c some of these: where you live / come from, what job you do / what you are studying, why you're learning English, your interests, your daily life
- d Could you speak more slowly, please? Could you repeat that, please?
- e two or three minutes, therefore only a minute or so for each candidate

# **Speaking Part 2**

#### Check!

- a some pictures to look at
- b the other candidate
- c Could you speak more slowly, please? Could you repeat that, please?
- d about two or three minutes
- e the examiner will ask a question

# page 173

# Writing folder Writing Part 3

1

a after b Next c While d when

2

1 g 2 e 3 d 4 a 5 c 6 j 7 f 8 h 9 b 10 i

# Unit 27

page 174

### Introduction

3

a shining b sky c silver d shining e road f hard g high h out i never j gold k land

### page 175

# Listening

2,3

- a a musical instrument
- b someone who looks after children in their home
- c someone who works for no money
- d a wooden path
- e someone who studies very old buildings and objects
- f a fire that people build when they are camping
- g part of a house which is underground

### Recording script 3 20

Host: Hi, everyone, and welcome to International Chat, our phone-in programme for students everywhere. Today's subject is working abroad and we'd like to hear from anyone who's done this. Many employers and universities say that before you start a course or a job at home, it's a good idea to spend some time travelling in other countries. Some students are helped by their parents, others have to find a job. We'd like to hear about your experiences.

And our first caller is Joe. Joe, tell us about your experience.

Joe: Well, I had a great time in Ireland. I stayed on a traditional farm where I picked potatoes and looked after the cows. I did repairs to the farmhouse too. I was given a room and my food and every evening the old farmer played his accordion and sang Irish songs and told stories. His wife was a wonderful cook. Her home-made bread was out of this world.

**Host:** Well done, Joe, you obviously enjoyed yourself there. And now we go to Natasha. Where did you work, Natasha?

Natasha: I'd reached Finland, and I was in Helsinki. I earned about £110 each week for five days' work. I was employed as a nanny. I helped the older children get ready for school in the morning and then looked after the little one all day.

Host: And did you find the job by yourself?

Natasha: Well, luckily, a Finnish friend helped me to write a little notice about myself in Finnish and we put it in some playgroups. Lots of families like to have some help with the children and they prefer someone who can speak English, but you need to advertise in Finnish.

**Host:** Thanks for that tip, Natasha. And now we go to Owen from Lancashire. Did you earn money abroad too?

Owen: No. I wasn't paid, I was a volunteer. I wanted to do something to help the environment. I was <u>in Canada</u> and I helped to build boardwalks on Vancouver Island. These allow more people to walk in the forest.

**Host:** Is that good for the environment?

Owen: Yes, it'll help prevent the forest from being destroyed by people who want to cut down the trees.

Host: And did you have a good time?

Owen: Obviously, I liked helping to save the forest. It was fairly wet there, it rained nearly every day, and it was hard work, but it was fun. I liked all the people there and the forest was wonderful – the big trees, the wild fruit and the mushrooms and the mist.

**Host:** Well, that sounds magic, doesn't it? And let's hear from Jennifer, who worked in very different weather, I think.

**Jennifer:** That's right. I was in the desert, in the Middle East, helping archaeologists. <u>Of course</u>, the sun was really hot during the day, but it was very cold at night.

Some people might think it's very romantic to dig up old buildings which were buried for hundreds or thousands of years, but <u>unfortunately</u> digging is very hard work. <u>Actually</u>, we needed to be quite fit and know how to look after ourselves. You quickly get sore hands and backache.

Host: And what about the accommodation?

Jennifer: Oh, the camp was great. Each of the workers had a small tent. There were people from every part of the world and after we finished working, there was normally a campfire and a couple of musicians. But most of all, it was wonderful to spend time in the desert which was so beautiful and <a href="mailto:empty.">empty.</a>. Very different from Manchester, where I'm studying now.

**Host:** Yeah, I can believe that. Thank you, Jennifer. And we have time for one more caller. And it's Martin, who found ways of earning money in Los Angeles, in the USA.

Martin: Hello. Yes, I was staying with my uncle. He knew an old man who wanted some help in his house and arranged for us to meet. He gave me free food and I was paid \$12 an hour. I painted some rooms for him, which I hadn't done before. Surprisingly, his landlady was so satisfied with the job I did that she asked me to paint her basement and then a friend asked me as well. I was employed by lots of people. Each person told their friends about me. I had a wonderful time and earned quite a lot of money. In fact, I had an email from someone last week offering me work there next summer.

**Host:** Well, that's great. And that's all we have time for. But I hope our listeners will be encouraged by those stories and start making their own plans for travelling and working abroad.

5

b (home-made) bread c 110 d a (little) notice e Canada f (fairly) wet/rainy g back h empty i his uncle j landlady

# Language focus

Adverbs at the beginning of sentences

1

b Obviously c Of course d Unfortunately e Actually f Surprisingly g In fact

2

luckily = fortunately; in obviously = of course; un

in fact = actually unluckily = unfortunately

# page 176

Reflexive pronouns

1

b talking to yourself c hurt herself d help yourselves

e didn't enjoy ourselves f ask myself

g look after themselves

### Grammar spot

a Picture 1 b Picture 2

# Every, each, all

### Grammar spot

a

We use each and every + a singular countable noun. We use each of + a plural countable noun. We use all + a plural noun or an uncountable noun.

ь

All day means a complete day.

Every day means more than one day.

b each c every d All e all f each g all h each

# «Pronunciation»

1

/19/ Here /es/ chair

2

/ea/		/1a/	
rarely fair hair care stairs There's	pears Where pairs carefully	fear beard dear near appear	volunteers engineer steered

# page 177

### Using the passive

1

b paid me. c buried the buildings for hundreds of years.d employed me. e will encourage our listeners.

2

He feels he was doing something useful.

3

b are started (by tourists) c was cleaned (by volunteers) d were collected e will be employed (by the government) f are damaged (by pollution) g will not/won't be spoiled

### page 178

# Exam folder 27 Reading Part 2

#### Check!

a five b eight

c three (students do not need to understand every word of every text but they need to read each text carefully) d no e underline the important information

f that the answer contains everything that the person wants

Exam task

1 C 2 A 3 E 4 F 5 D

### page 179

### Corpus spot

a trip b journey c travel

# Unit 28

page 180

### Introduction

2

a 3 David Beckham b 1 Kate Winslet c 5 Madonna

d 2 Barack Obama e 4 Prince Harry

### page 181

# Reading

1

A celebrity chef B stylist C fashion designer

D personal assistant E personal trainer F bodyguard

#### 2

Job A

 to do the cooking themselves (not really to get their hands dirty)

2 I take care of

Joh B

3 choose clothes for the celebrity

4 because a celebrity has to look wonderful at all times Job C

5 everyone wants to see him/her

6 new and modern

7 celebrities might not want his/her clothes any more lob D

8 all the jobs the celebrity doesn't want to do

9 when the celebrity is angry about something lob E

so because the

10 because the celebrity wants to look good

11 the celebrity might fall in love with the trainer lob F

12 because he/she has to make sure the celebrity is safe and always be ready for a problem

13 he/she sometimes has to work long hours

#### 3

#### Possible advantages

Having lots of money

Not having to do boring jobs, e.g. cleaning

Travel

Being on TV

Having expensive clothes

#### Possible disadvantages

Photographers following you

People writing things about you that aren't true

Not having a normal life

Not being able to trust people

Having to stay famous

### page 182

# Language focus

Second conditional

### Grammar spot

If I had a stylist, I would look good all the time. I would look good all the time if I had a stylist.

#### 2

**b** If I didn't have so much homework to do, I'd go out with my friends.

c I'd buy a new computer if I had plenty of money.

d If I owned a plane, I'd fly in it every day.

e If Andrea got up earlier, she wouldn't be late every day.

f If my neighbours were friendly, I'd invite them to my party.

g If Suzi was/were old enough, she'd learn to drive

h My brother would teach you the guitar if he had time.

### 3

#### Possible answers

c I would fly it to school every day. d you wouldn't come to this class. e I'll be very tired tomorrow. f I'll never finish it. g everyone would fall in love with you. h I'd have more free time.

### Expressions with prepositions

1

b by c in d at on e in f in g at h in i at j on k in l At m in

#### 2

AT breakfast, first, last, school

BY bus, car, mistake, post

IN stock, town

ON business, foot

# page 183

# «Pronunciation»

#### 1

b 've have c'll will d'd had e'd would f're are g's has h'll will i's is

#### 3

# Recording script 3 23

a I'd lend it to you

b I've almost finished

c They'll be late

d They'd already arrived

e She'd be happier

f You're not listening

g He's played the trumpet in public

h We'll ring you

i She's coming home

# Answers and recording script 3 24

- a They@already left.
- b Help you.
- c The pop star's leaving.
- d It'd be too dark to see anything.
- e @seen the programme before.
- f She's got plenty of money.

# page 184

# Exam folder 28 Listening Part 2

#### Check!

- a what you will hear / who will speak
- b choose A, B or C
- c read the questions (candidates are given 45 seconds to do this)
- d they give you some idea about what you will hear
- e twice
- f wait till the second time you hear it, and if you still don't know, guess

1

# 1 B 2 C 3 A 4 C 5 B 6 A

### 2,3

# Recording script 3 25

You will hear an interview with a young actor called Paul. For each question, put a tick in the correct box.

**Interviewer:** This week we're interviewing Paul Mason, who became famous for playing the good-looking teenage son called Frank in the soap opera, *Along our street*. Paul, when did you first join the soap opera?

Paul: I started playing Frank(in the soap opera in 2007.)

I was just 15 years old. I'd been on TV a couple of times before. I was in a children's drama series when I was about ten years old but I didn't actually say anything and I appeared on a quiz show, again for children's TV, when I was about 13.)

Interviewer: So, did you enjoy acting in the soap opera?

Paul: I did – the boy I played, Frank, was very much like me – he had a nicer personality than me) though. But I played Frank for four years and I really needed to get experience and have the chance to play lots of different parts. After two or three years it was time to move on. But Frank was such a big part in the soap opera, it was difficult for me to leave.

**Interviewer:** You became very popular, especially with teenage girls.

Paul: I had lots of girlfriends, yes. And I loved people coming up to me in the street, wanting my autograph. I was always busy, never tired—I didn't need much sleep. Everyone wanted to be my friend but it was only because

I was rich and famous. They weren't real friends. I didn't know who I could trust and I wasn't ready for that. I was too young,

Interviewer: So what did you do next?

Paul: I was in a play in a London theatre and because I'd spent so long in front of a TV camera I did everything wrong on the stage – I'd never acted in front of an audience before and it frightened me. I got better but it was much more difficult for me than TV.

Interviewer: And what about the future?

Paul: (I'm giving TV a break. I've made a film) called *The Last Journey*, which will be in the cinemas in two months. But I'm hoping to do more plays in theatres. I intend to be one of the actors people will remember – not just on TV but for playing serious parts on the stage too.

Interviewer: How do your parents feel about your success?

Paul: Neither of them are actors but they knew that was what I wanted to do and they've always supported me.

They're very proud of me.) They're anxious, though, that suddenly one day I won't have any work or it will change me – it's not like working in an office, which is what they both do.

# page 185

# Writing folder Writing Part 1

- 2 remember to
- 3 do you have / have you got
- 4 lent
- 5 are
- 6 whose
- 7 too expensive
- 8 buy anything
- 9 owns
- 10 but
- 11 we hurry
- 12 tired (that)

#### Corpus spot

- a Could you lend me that book for two weeks?
- b /
- c I lent Tom my bicycle.
- d
- e When I got home, I didn't have the beautiful scarf my mother had <u>lent</u> me.

### Corpus spot

- a There are a lot of interesting historic buildings.
- b There are three films to choose from.
- c In the centre there is a new club.
- d There are a lot of things to do in my town.
- e You could go to the National Museum where there is a painting by Michelangelo.
- f Sometimes there is a special guest on the show.
- g There are two cupboards in my room.
- h We will go to a big park where there is a roller coaster.

# Unit 29

page 186

# Introduction

Suggested answers (other answers also possible)

B bananas, bread, bowl, basket

C cucumber, cheese, chicken, cups, crisps, cola, cake, chocolate

E/F/G egg, fizzy drink, fruit, fruit juice, fork, glass, grape

K/L knife, lemon, lemonade, lettuce O/T oil, onion, orange, tart, tomato

P pear, pepper, pie, plate, pizza

5 sausage, strawberry, spoon, salad, salt

b oil c chips d coffee e cream f fish

g hotdog h jam i milk j sugar k cabbage I peanut

m salt n spinach o mushroom

Suggested answers

Healthy foods: cabbage, fish, jam, milk, mushroom,

peanut, spinach

Unhealthy foods: burger, chips, coffee, cream, hotdog, oil,

salt, sugar

Corpus spot

a We decided to have our dinner in a pizzeria.

b What about having a cup of coffee together?

c That restaurant is the best place to have a romantic meal.

d After the film we'll have a drink in the bar.

e We went to the beach and had an ice cream there.

page 187

Listening

a Conversation 4 **b** Conversation 5

c Conversation 3 d Conversation 2 e Conversation 1

Recording script 3 26

Conversation 1

Alison: So, let's go and eat. I'm hungry. Daniel: So am I. Where shall we go?

Alison: There are plenty of restaurants round here. Do you

like Mexican food? Or what about Thai?

Beata: Can you tell me what Thai food tastes like? I've

never tried it.

Daniel: No, nor have I.

Alison: Well, I love it. It's quite spicy.

Beata: Oh, is it? I'm not very keen on hot spices.

Daniel: No, neither am I.

Alison: OK. Er, so not Thai or Mexican. There's a good

Italian restaurant further up the road.

Daniel: Oh, I love Italian food.

Beata: Really? So do I.

Alison: Right, let's go there then.

Conversation 2

Graham: Good evening. Table for two?

Greta: For three, please. We're meeting a friend.

Graham: Certainly. Inside or outside? Greta: I don't like sitting outside.

Brigitte: Neither do I, so inside, please.

Graham: Thank you. There's a table just there, near the

Brigitte: That'll be all right.

Greta: Yes, it's fine.

Graham: Would you like to order any drinks before your

friend arrives?

Brigitte: Er, yes. I'm really thirsty. I can't wait.

Greta: Neither can I.

Brigitte: I'd like an orange juice, please.

Tina: Hi! Sorry I'm late. I got lost.

Brigitte: So did I. It's hard to find, isn't it? Never mind. Come and sit down. We're just getting some drinks.

Tina: I'll have a mineral water, I think.

Greta: So will I.

Graham: Still or sparkling?

Tina: Still, please.

Graham: Thank you. I'll bring the menu in a moment.

Greta: Thank you.

Conversation 3

Bob: Now, what are we going to have?

Carl: What do you recommend?

Bob: They do home-made soup, that's usually very nice.

And there's always a hot dish.

Carl: Oh, yeah. I see. 'Today's special', it says on the board.

Can you explain what that is?

Bob: It says underneath, look. Lancashire Hotpot.

Carl: It sounds a bit funny. I'd like to know if it's got meat

**Bob:** It's made of lamb with potatoes and onions, cooked for a long time. A traditional dish from the north of England. Very good on a cold day like today.

Carl: Oh, right. I'm a vegetarian so I won't have that.

Bob: OK. We'll ask for a menu. Would you like a starter?

Carl: No, thanks. I'll just have a main course. I don't want to fall asleep this afternoon.

Bob: No, neither do I. OK, now, where's the waiter?

Conversation 4

Gary: Yes?

Tammy: One burger, one milkshake, one vegeburger and

one cappuccino, please.

Gary: What flavour milkshake?

Tammy: Oh, sorry. Rosie, do you know what flavour

milkshake your friend wants? Rosie: Oh, she didn't say.

Tammy: Oh, typical.

Rosie: Can you tell us what flavours you've got? Gary: Chocolate, strawberry, banana and vanilla.

Rosie: She'd like strawberry, I think.

Gary: OK. Now do you want to eat in or take away?

Tammy: Take away. Oh, and one portion of chips.

Gary: OK. That's thirteen pounds twenty.

Tammy: Here you are. Gary: Enjoy your meal. Rosie: Thank you.

# Conversation 5

Nigel: Excuse me!

Marco: Yes? Can I help you?

**Nigel:** I hope so. You see, we ordered a tuna salad and a baked potato with cheese fifteen minutes ago! <u>Can you find out if there's a problem?</u>

Marco: I'm sorry, we are very busy, as you see.

**Nigel:** But we said we were in a hurry and the waitress promised to be quick.

Laura: Can you find out if we're going to get our food soon? We have to catch a train at one fifty-five.

Marco: OK. Can you remember what your waitress looked like?

Nigel: Oh, here she comes now.

Anna: I'm ever so sorry. Someone else took your order by mistake.

Nigel: All right. Thank you. Now we can eat,

Laura: This potato isn't properly cooked. Part of it is almost raw!

Nigel: Oh, no. Well, that's it. I'm going to see the manager.

# Language focus

So do I and neither/nor do I

1

Conversation 1 b have | c am 1 d do 1 Conversation 2 e do 1 f can 1 g did 1 h will 1

# page 188

### Corpus spot

We were hungry so we stopped for a meal.

We use to be before adjectives such as thirsty.

We use to be before adjectives such as thirsty, hot, cold, lucky, sad, afraid.

- a At first, I was afraid, but then I saw my family.
- b We were lucky because the weather was very nice.
- c I was very surprised when she told me.
- d I'll be cold if I don't wear my scarf.
- e When I read it I was shocked.
- f I am hot and I want to go for a swim.

### Grammar spot

So have I.
Neither/Nor have I.
So did I/we.
Neither/Nor did 1.
So will I.
Neither/Nor will I.
So am I.
Neither/Nor can I.
So would I.

# Polite question forms

### 1 and Grammar spot (page 189)

#### Conversation 3

Carl: What is that? (Can you explain what that is?)

Carl: Has it got meat in it? (I'd like to know if it's got meat in it.)

#### Conversation 4

Tammy: ... what flavour milkshake does your friend want? (do you know what flavour milkshake your friend

Rosie: What flavours have you got? (Can you tell us what flavours you've got?)

#### Conversation 5

Nigel: ... Is there a problem? (Can you find out if there's a problem?)

Laura: Are we going to get our food soon? (Can you find out if we're going to get our food soon?)

Marco: What did your waitress look like? (Can you remember what your waitress looked like?)

Yes/No questions use if when reported.

# page 189

2

#### Possible answers

- c (Can you find out) where the toilet is?
- d (Can you remember) if they serve vegetarian dishes?
- e (I'd like to know) what flavour ice cream they've got.
- f (I'd like to know) if we can sit outside.
- g (Can you tell me) when this café closes?
- h (Do you know) what the name of this dish is? / the name of this dish?

# «Pronunciation»

1

# Answers and recording script 3 27

a cup of coffee /ə/ cup /əv/ coffee

2

#### Answers and recording script 3 28

<u>a</u> /ə/ glass <u>of</u> /əv/ milk <u>and</u> /ən/ <u>some</u> /səm/ pieces <u>of</u> /əv/ cake

some /səm/ice cream but /bat/ no burgers /ba:gaz/

### Answers and recording script 3 29

It's made of /av/ eggs and /an/ sugar. /Juga/ He wants a /a/ cup of /av/ tea and /an/ a /a/ sandwich. I'd like a /a/ slice of /av/ meat and /an/ some /sam/ potatoes/patertauz/.

You <u>can</u> /kon/ have <u>a</u> /a/ bag <u>of</u> /av/ crisps <u>but</u> /bat/ not <u>a</u> /a/ packet <u>of</u> /av/ biscuits.

They've got fish <u>and</u> /an/ chips <u>and</u> /an/ meat <u>and</u> /an/ rice <u>but</u> /bat/ no bread <u>and</u> /an/ cheese.

# page 190

# Exam folder 29 Reading Part 4

#### Check!

a no (Questions 1 and 5 test information from the whole text.

The others are in the order of information in the text.)

b yes (One or two words may give the answer to one of the detail questions,)

#### Exam task

1 B 2 B 3 C 4 D 5 A

# Unit 30

page 192

# Introduction

#### Corpus spot

a I would like to hear from you soon.

bV

c I would like you to join me and my friends on Saturday.

11

e Would you like to go to the cinema with me?

f /

### page 193

# Reading and Language focus

#### Revision of tenses

1

Jake: sit speaks notices am going to ask will say

was chosen playing

Lucy: whistle think smile see doesn't like

was picked 'Il go

2

Jake (the correct order is given under Exercise 5)

B: was looking saw had ran

C: came scored chatted to ask saying 'll write

D: saw laughed were changing like

E: wants thinks 'll ask

Lucy (the correct order is given under Exercise 5)
G: didn't seem to help 're meeting / 're going to meet
H: ask 'll have bumped had just had put
I: watched scored chatted had never played
will I do isn't going 'll be

# page 194

4

a because she wanted to see Jake

b to see Gary Smart

c because he was afraid of saying the wrong thing

J: was talking walked to laugh / laughing

d because he might not be interested in her

e they were embarrassed

f that they thought he was a joke

g that they were going out together

h he's not her type

i as a way of seeing him

j because he thought she liked Gary

5

Jake Tuesday C Wednesday D Thursday B Friday E Lucy Tuesday I Wednesday J Thursday H Friday G

6

a because he talked about Gary Smart a lot

b because he was afraid she didn't like him

c in her maths book

d excited

e yes

f This is a story from a teenage magazine rather than true life.

# Recording script 331

Lucy: Monday. Met Jake in the library and he was so sweet and funny and shy and clever and gorgeous! He talked a lot about Gary Smart. I thought maybe he was missing a football practice with him or something but then I realised that he thought Gary was my boyfriend! I told him that wasn't true and we had a great time after that talking and laughing. We did hardly any maths and then we walked home together.

Jake: Monday. I didn't ask Lucy to go out with me after we finished working in the library because I didn't want to spoil things. She said she likes smart, funny guys, so that means I'm not the one for her. But I can't forget her. Maybe a short note would be best ...

Lucy: Tuesday. Wow! I got a letter from Jake!! After handing back my maths book at school, he walked away. When I opened it, there was a letter from him, saying he liked me and inviting me to go bowling. We're meeting after school tonight. I don't know what to wear or say, but I can't wait!

Jake: Wednesday. We went bowling and we had a drink in the café afterwards. I really think she likes me and wants to go out with me. I can't believe it. Life is great. Lucy: Wednesday. We went bowling and then sat in the café talking. When we sat down I told him that I had been so pleased to get his note and that I felt the same as him. We both laughed. I'm meeting him tomorrow too.

#### Vocabulary spot

mad = angry guy = boy/man*
smart = clever mate = friend cool = good
my type = the kind of boy/girl | like
*NB When guys refers to a group of people, it can sometimes include women too.

# Hardly

### Grammar spot

Hardly + verb

Hardly goes before the verb.

Hardly + noun

Any and anybody (also anything, anyone, anywhere) go after hardly. Any goes after hardly and before a noun.

1

- b I hardly (ever) see her
- c I hardly slept
- d she hardly danced
- e I hardly remember it

2

b Hardly anybody/anyone c hardly any d Hardly anybody/anyone e hardly anything f hardly any

# page 195

Before and after -ing

### Grammar spot

The -ing form of the verb follows before and after.

1

#### Suggested answers

- b After playing in the match, Jake talked to Lucy.
- c Before meeting Jake in the library, Lucy asked him for help with her maths.
- d After seeing Lucy with Gary, Jake felt sad.
- e Before going out with Jake, Lucy asked Sophie to do her hair.
- f After meeting Lucy in the library, Jake decided to write her
- g After getting a letter from Jake, Lucy told him she liked him.

### Saying goodbye

1 g 2 b 3 a 4 e 5 f 6 c 7 d

### page 196

# Exam folder 30 Listening Part 4

#### Check!

a two

b read the questions

#### Exam task

1 B 2 A 3 A 4 B 5 B 6 B

# Recording script 3 32

Look at the six sentences for this part. You will hear a conversation between a boy, Andy, and a girl, Sarah, about dancing. Decide if each sentence is correct or incorrect. If it is correct, put a tick in the box under **A** for **YES**. If it is not correct, put a tick in the box under **B** for **NO**.

Sarah: Hi, Andy. Are you coming to the drama class?

Andy: Sorry, I'm busy.

**Sarah:** Not another computer class. You ought to do something different occasionally.

Andy: I only do that class on Thursdays now. I'm going to a dance class today.

Sarah: Really? I didn't know you were interested in dancing. Why haven't you ever said anything?

Andy: Well, nobody knows really, except my parents.
My friends would think it was a huge joke. They prefer playing football.

Sarah: But there's nothing wrong with boys dancing, you know. I read somewhere that dancers are often fitter and stronger than footballers. It would be good for your friends to know – why not invite them to watch you dance one day, then they might understand.

Andy: I'm not sure.

Sarah: When did you start dancing?

Andy: When I was seven. My auntie, who's a ballet teacher, used to look after me, so she had to take me to her classes. I had to sit and watch. Then one day I persuaded her to let me join in. She wasn't very keen on the idea but I loved it.

Sarah: So, you've done classes ever since?

**Andy:** I stopped when I was about eleven. But three years ago I decided to join another class. Usually I'm the only boy but there are two other boys who sometimes go.

Sarah: That's nice for you.

Andy: I actually prefer it when they're not there because they're not really serious about it and I can't concentrate.

Sarah: So, you're really serious about it.

Andy: I want to go to the Dance Academy in London next year.

Sarah: Wow! And what do your parents think?

Andy: They're not keen. They don't think it's a good career. It only lasts a few years and it's difficult to get jobs. But I want to do it. Sarah: Well, you must persuade them. If that's what you really want to do, you'll never forgive yourself if you don't try.

Andy: Thanks. I'll let you know what happens.

# **Speaking Part 3**

#### Check!

- a what you can see in the photograph
- b I don't know the word for this, but it's a kind of ...
- c one minute

# **Speaking Part 4**

#### Check!

- a the other student b invent some
- c the conversation will last about three minutes

# page 197

# Writing folder Writing Part 1

- 1 such a 2 as/so crowded 3 we chose
- 4 were/was 5 didn't include

# Writing Part 2

#### Sample answer

Dear Jerry,

My friends and I are going to the cinema next Friday to see an adventure film called *Danger Country*. Would you like to come with us? We're meeting at 6.15 in the café next to the cinema. Hope you can come.

Daniel

# Writing Part 3

#### Sample answers

Dear Kim,

Thank you for your letter, You're very lucky because you can choose your holiday. Both places are good, I think, but in different ways.

If I had your choice, I would go to the seaside with your friend's family. You will be with your friend, so that will be fun. Also, you will see a new place. It would be great to be at the seaside in the summer weather.

On the other hand, if you don't go away with your family, perhaps you will miss them. Have you talked to your parents? What do they say?

Love, Nancy

When we set out, the sky was blue and the sun was shining. My friends owned the boat and they went sailing every weekend. At first, I enjoyed it. The water was calm and the sun was hot. But suddenly the sun was covered by clouds and it started to rain. It also became windy. I was very frightened but my friends were pleased because sailing was boring without the wind. After two hours we could see the beach again. Togcided that I didn't really like sailing but my friends went again the next day.

# Units 25-30 Revision

page 198

# Vocabulary

2

b peanut c dessert d egg e pepper f glass g bread h orange

### Grammar

3

- c I wanted to know when he had decided to be a football manager.
- d I asked him what other jobs he had done.
- e Lasked him if/whether he would always work as a football manager.
- f I wanted to know which countries he had visited.
- g I asked him if he worked hard.
- h I wanted to know how much money he earned.
- i Tasked him if he had any hobbies.
- j lasked him what would happen to his job if the team lost again.

4

b all c too much d too many e When f hardly g every h unless i enough j if if

# page 199

5

- $b \ \text{had} \ c \ \text{was/were} \ d \ \text{'d/would stay} \ e \ \text{is} \ f \ \text{'ll/will have}$
- g 'll/will catch h was/were i 'd/would go j visit
- k 'll/will buy I spoke m 'd/would be n get
- o 'II/will show

# Vocabulary

6

b afford c store d size e try f fitting g matches h fit i stock j bring k change I refund m receipt

# **Common mistakes**

7

Dear Lizzie,

Thanks for the <u>beautiful</u> scarf. It's perfect. I had a great birthday with Emily <u>and</u> Paul. <u>At</u> lunchtime <u>we tried</u> the Mexican <u>restaurant</u> in the <u>shopping</u> mall. Have you ever <u>been there</u>? The food <u>was delicious</u> but it was <u>terribly</u> crowded. I look forward to <u>hearing</u> from you.

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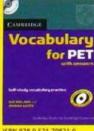
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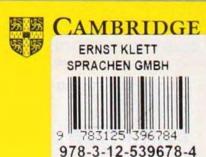
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