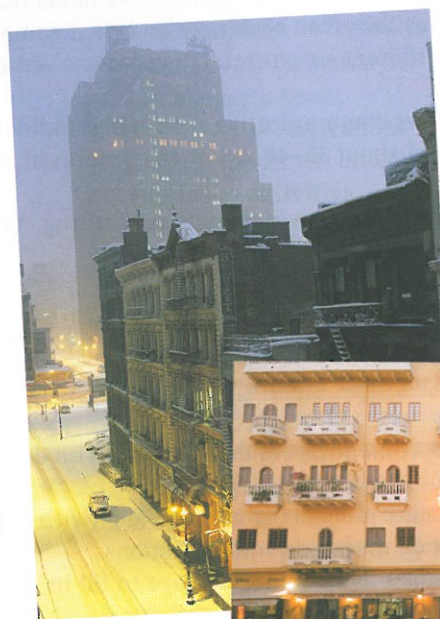
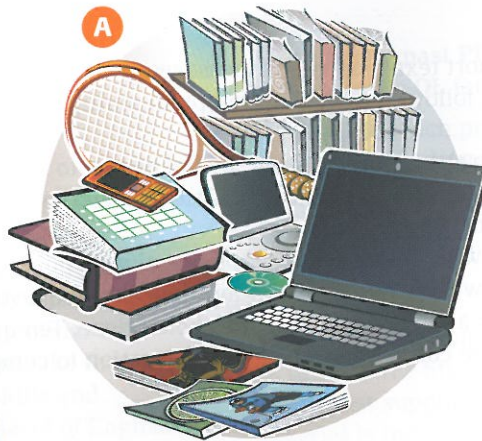


Unit 1 Homes and habits



Starting off

- With a partner, look at the two pictures and the photo of Julia. Which do you think is her room? Why?
- Listen to Julia, and check your answer.
- Look at the underlined words from the recording. Match 1–6 to the expressions a–f with similar meanings.

- | | |
|---|---------------------------|
| 1 I'm <u>out quite a lot</u> then | a the things I like most |
| 2 it's <u>not a particularly big</u> room | b somebody visits me |
| 3 I've got <u>all my favourite things</u> there | c not in very much |
| 4 but <u>there just isn't any space there</u> | d beginning to improve |
| 5 I'm <u>starting to get better</u> | e rather a small |
| 6 when <u>I have someone round</u> | f it's completely full up |

Listening Part 4

- Read these instructions.

- You will hear a conversation between a girl, Zoe, and a boy, Lucas, about daily habits in different countries.
- Decide if each sentence 1–5 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.

Exam advice

- Before you listen, look at the sentences and underline the key words, then:
- think of words and phrases with the same or opposite meanings
- listen for these and similar expressions.

2 Before you listen, look at the underlined part of each sentence 1–5 and think of other expressions that mean the same, or the opposite.

	A	B
	YES	NO
1 Lucas says that <u>everywhere</u> closes <u>early</u> in his town.	<input type="checkbox"/>	<input type="checkbox"/>
2 Lucas and Zoe agree that taxis are <u>too expensive</u> .	<input type="checkbox"/>	<input type="checkbox"/>
3 Zoe believes that Lucas's town can be <u>dangerous</u> at night.	<input type="checkbox"/>	<input type="checkbox"/>
4 Zoe says people in the north of Europe <u>get up earlier</u> than those in the south.	<input type="checkbox"/>	<input type="checkbox"/>
5 Lucas thinks it is <u>a good idea</u> to sleep for a short time after lunch.	<input type="checkbox"/>	<input type="checkbox"/>

3 Now listen to the conversation and tick (✓) the boxes.

Prepositions of time

page 117 Grammar reference: Prepositions of time

4 Zoe says at six o'clock and in the evening. PET candidates often make mistakes with prepositions of time. Circle the correct option in *italics* in sentences 1–5.

- The weather is cold *in* / at night.
- School starts at 8 o'clock *on* / *in* the morning.
- We got there *at* / *on* Friday evening.
- I'll see you *on* / *at* 4 o'clock.
- His birthday is *on* / *in* July.

5 With a partner, put these expressions in the correct columns. Then think of more expressions to add to each column.

... the weekend ... the morning ... summer
 ... April 24 ... 2010 ... the holidays
 ... half past two ... bedtime ... Saturdays

at	in	on
<i>the weekend</i>		

6 Discuss these questions about the recording with your partner. Use expressions from Exercise 4.

- Why do you think different parts of the world often have different daily routines?
- Which of the daily routines you heard about is more like yours? In what ways?
- Which do you think is better? Why?

Grammar

Frequency adverbs; question forms

page 117 Grammar reference: Frequency adverbs

1 Look at these words and sentences from the recording and answer the questions below.

... they often go out after that ...
 ... they don't usually have their main meal ...
 ... there are always lots of people around ...
 ... older people go to bed early most nights ...
 ... the school day is normally about the same ...

- Do frequency adverbs like *often* go before or after the main verb?
- What happens with the verb *be*?
- Where do frequency expressions like *most nights* go?

2 Put the words in brackets in the correct position in these sentences.

- I listen to music on the radio. (occasionally)
I occasionally listen to music on the radio.
- I check my email. (every two hours)
- I'm late for school. (never)
- I write letters to friends. (sometimes)
- I don't have lunch at home. (always)
- I'm sleepy in the morning. (almost every day)
- I go out on Monday nights. (hardly ever)
- I stay in bed late. (most weekends)

3 How true are sentences 1–8 for you? Rewrite those that are not true, using different frequency adverbs and expressions.

I rarely listen to music on the radio.

I listen to music on the radio nearly all the time.

4 Work in groups. Ask about these activities and answer using frequency adverbs plus the correct preposition of time.

arrive at school or work get home
get up in the morning go to bed
have breakfast have dinner have lunch

'When do you get up?'
'I always get up at 7.30 in the morning.'

5 Ask a partner questions about the following, beginning *Do you ever* or *How often do you ...*. Use expressions like *every day*, *once a week* and *twice a month* in your answers.

chat online cook a meal go dancing
read a magazine send text messages tidy your room

'Do you ever chat online?'
'Yes, I chat online every evening.'
'How often do you send text messages?'
'I send one every half hour!'

6 Now do the same with activities 1-3.



Reading Part 5

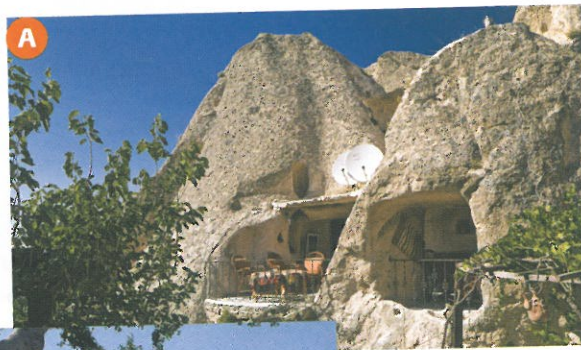
1 Work in small groups and answer these questions.

- In what ways are the homes in the pictures different from ordinary homes?
- What are the advantages and disadvantages of living in each?
- Which would you like to live in? Why?

2 Quickly read the text at the top of page 11, without filling in the gaps, and answer these questions.

- What kind of text (e.g. *story*, *article*) is it?
- What is the text about?
- Which of the pictures on the right shows this building?
- Which parts of it are the *sails* and the *balcony*?
- Which **five** of the points below are in the text?

- 1 The family built a windmill and they now live in it.
- 2 The Wraysbury windmill is four centuries old.
- 3 The windmill has the same kind of rooms as a house.
- 4 Living in a windmill is different from living in a house.
- 5 There are sometimes fires in the windmill.
- 6 The windmill has a fire exit.
- 7 The windmill will make its own power.
- 8 They used material from abroad to build the windmill.





Glynn & Debbie Larcombe

Teenager Charlie Larcombe lives in an amazing home: a wooden windmill. His parents built the windmill in the pretty English village of Wraysbury, basing their design (1) *on* a 400-year-old mill in the same area.

Inside, there are five levels. The (2) floor is the largest, containing the living room, dining room and kitchen. Upstairs, the first and second floors have bedrooms, a tiny office and the bathroom. The Larcombes use the (3) floor for storing things, and the fourth, at the top of the mill, is the part that looks

(4) a boat and holds the sails.

Living in a windmill brings a (5) changes to normal life. The family found the shape of their new home a little strange at first. All the rooms are round, so there are no (6) , and the ceilings seem quite small compared to the floors.

It has central heating and it's very cosy, but fire is a danger (7) it is made of wood. There is a water system in each ceiling, so if there is a fire, the people inside can flood every level (8) seconds. Also, the balcony around the outside of the mill provides an escape route from the upper floors.

The Larcombes used local materials to build the windmill, including pieces from old cottages and farm buildings in the nearby area. The one last (9) is to complete the 8-metre long sails. They hope to use wind energy to create all the (10) the mill needs – and perhaps also enough for ten other houses in the village.

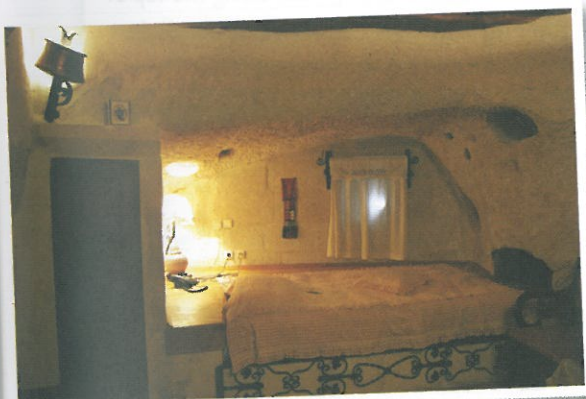
3 Read the text more carefully, and fill in the gaps with these words.

as corners electricity few
ground job like in ~~on~~ third

4 Read the text below, paying no attention to the gaps for the moment. Decide what kind of text it is, what it is about, and its three main points.

Exam advice

- Begin by reading the text to get a general idea of the type of text, its topic and the main points.



We often believe that living in a cave is (0) *C* from the distant past, the days of cavemen and cavewomen, but nowadays a (1) of people are

I am sitting in a cave home in Cappadocia, one of the hottest parts of Turkey, (4) three o'clock on a July afternoon. Outside it reaches 35 degrees almost (5) day, but in

buying cave homes. The climate is changing and temperatures around the world are (2) , but inside a cave it remains cool, even (3) summer.

here it is only 18. It never falls much below that, even during the coldest months.

Modern cave homes like this often have a phone, satellite TV and an Internet (6) , and they are very comfortable. (7) the bedrooms are very quiet, dark and cool, people love sleeping in them. And, they say, it's easy to make more (8) for yourself. You just dig a bigger room!

5 Read the text on page 11 about living in caves again and choose the correct word for each space, A, B, C or D. Use the questions in *italics* to help you.

- 0 A anything B everything
C something D nothing
- 1 A little B many
C few D lot

Which word goes before 'of' and a noun?

- 2 A rising B lifting
C adding D raising

Which verb does not need an object?

- 3 A about B in
C on D round

Which preposition goes with the seasons?

- 4 A at B during
C for D by

Which preposition usually goes with exact times?

- 5 A some B both
C every D another

Which word completes the frequency expression?

- 6 A bridge B connection
C relation D tie

Which word usually goes with 'Internet'?

- 7 A So B Since
C Until D Even

Which linking word means 'because' at the beginning of a sentence?

- 8 A area B floor
C land D space

Which word means 'empty', on and above the ground?

6 Discuss these questions in pairs.

- Would you like to live in a cave home? Why (not)?
- Which other unusual places to live do you know of?

Grammar

Present simple and present continuous; state verbs

▶ page 117 Grammar reference: Present simple and present continuous

1 Match extracts 1-4 from the text with uses a-d of the present simple and present continuous.

- | | |
|--|------------------------|
| 1 I am sitting in a cave | a it's always true |
| 2 the climate is changing | b it's happening now |
| 3 it remains cool, even in summer | c it happens regularly |
| 4 it reaches 35 degrees almost every day | d it's in progress |

2 Complete the email with the correct form of the verbs in brackets. Use the present simple or the present continuous.



Hi David,

I (1) *'m writing / am writing*... [write] to you from our holiday home, right next to the sea. I (2) [sit] in my cosy bedroom, which (3) [be] at the back of the building, and I (4) [look] out across the waves to a little island. I (5) [love] this view, and in the evening I sometimes (6) [stay] in to watch the sun go down. Every day I (7) [go] for a long walk along the top of the cliffs. It's late June now, so the weather (8) [get] hotter, but I always (9) [leave] the house early in the morning while that cool wind from out at sea (10) [blow]. I (11) [have] a really good time here, and I (12) [not think] I want to go home!

Bye for now,

Pamela

▶ page 118 Grammar reference: State verbs

Verbs that describe states are not normally used in continuous forms: We often believe that living in a cave ... **not we are often believing** inside a cave it remains cool ... **not it is remaining**

3 Which of these are state verbs?

belong	change	consist	contain	dream	exist	fill	forget
guess	improve	include	matter	mean	need	own	paint
prefer	relax	remember	seem	suppose	understand		

- 4 Ask your partner questions using state verbs and note down their answers.

Do you belong to a youth club? Do you ever forget important things?

Now work with a different partner. Ask questions about their first partner.

Does she prefer weekdays or weekends? (Answer: She prefers weekends.)

- 5 Make questions using the present simple or the present continuous, adding and changing words where necessary. Then answer the questions in full sentences.

- 1 what / 'state verb' / mean?
What does 'state verb' mean?

State verbs aren't usually used in continuous forms.

- 2 you / prefer / to get up / early or late?
3 anybody at your house / watch / TV / at the moment?
4 what colour clothes / you / wear / today?
5 which things / in your house / belong / to you?
6 what / you / sometimes / forget / to do / in the morning?

- 6 Think of a close friend. Tell your partner these things about them:

- facts, e.g. *She lives in ..., she belongs to ...*
- things they often do, e.g. *He often plays ...*
- something they're doing over a period of time, e.g. *She's learning Spanish.*
- what you think they're doing right now, e.g. *He's walking home.*

Vocabulary

House and home; countable and uncountable nouns

- ▶ page 118 Grammar reference: Countable and uncountable nouns

- 1 Which of these does your home have?

balcony bathroom bedroom corridor
dining room garage garden hall kitchen
lavatory living room stairs

- 2 With a partner, decide in which room the items in the box would normally be.

armchair bath bell blankets chest of drawers
cooker cupboards cushions dishwasher
fridge microwave mirror pillow sink sofa
taps toilet towels washbasin washing machine

- 3 The words in the box are all countable nouns, but some words in the home are uncountable, e.g. *heating, air-conditioning*. PET candidates often make mistakes with these. Choose the correct option in *italics* in this sentence, then check your answer with the extract from the *Cambridge Learner's Dictionary*.

I am looking for new *furniture* / *furnitures* for my bedroom.

furniture noun [U]

objects such as chairs, tables, and beds that you put into a room or building *antique furniture*

Common Learner Error

furniture

Remember you cannot make **furniture** plural. Do not say 'furnitures'.

I want to buy some new furniture for my bedroom.

- 4 Look at the extract again and answer the questions.

- Which symbol tells you the noun is uncountable?
- What do you think the symbol is for a countable noun?

Grammar

A few, a little, many, much, a lot of and lots of; prepositions of place

- ▶ page 118 Grammar reference: A few, a little, many, much, a lot of, lots of

- 1 Study the text with the picture. Then complete the rules and examples on page 14 with *a little, a few, much, many, a lot, a lot of and lots of*.



In the garden we have a lot of flowers of many different colours. At this time of the year it rains a lot and there isn't much sunshine, but summer is different. From June to August we only have a little rain, and for a few months we have lots of sunshine almost every day!

1 For small numbers we use with countable nouns, e.g. *There are plates on the table. Three, I think.*

2 For small amounts we use with uncountable nouns, e.g. *Only sugar in my coffee, please. I don't like it very sweet.*

3 We use only with countable nouns, e.g. *'Are there blankets on your bed?' 'No, I don't like to have blankets in summer.'*

4 We use only with uncountable nouns in questions and negative sentences, e.g. *'Do you have free time at weekends?' 'No, I don't have free time at all!'*

5 We can use with countable and uncountable nouns in any kind of sentence, e.g. *'We've got food and drinks in the fridge - it's full. If there is no noun, we just use e.g. He sleeps*

2 Fill in the gaps with *a little, a few, much, many, a lot or a lot of/lots of*. (Sometimes more than one answer is possible.)

- I usually like to put *a little* make-up on, but not *a lot*. Too much looks terrible, I think.
- It doesn't take time to wash those clothes, but it takes hours, usually two or three, to dry them.
- I've got DVDs but I can't buy any more because they cost money.
- Those new light bulbs are very popular. They don't use electricity, so people are buying them.
- I don't use shampoo, just drops. My hair always goes dry if I use
- There isn't space in my bedroom so I don't keep things there.

▶ page 118 Grammar reference: Prepositions of place

3 PET candidates often make mistakes with prepositions of place like *in, at* and *on*. Circle the correct option in *italics> in each of these sentences.*

- You can stay *in* / **at** my house.
- We're staying *at* / *in* different rooms.
- My bedroom is the best room *of* / *in* my house.
- It's a large room *at* / *on* the second floor.
- I have some photos *in* / *on* the wall.
- Also I have a big window *in* / *on* the left of my bed.

4 Work in pairs. Talk about your apartment or house, describing each room and what is in it. As your partner listens, he or she draws a picture or plan of your home. When you finish, check your partner's diagram. Then change roles.

Speaking Part 1

1 Put the words in 1-5 in the correct order. Then match the questions with answers a-e.

1 surname / your / what / is?
What is your surname?

2 spell / you / it / how / do?

3 live / where / you / do?

4 do / what / do / you?

5 English / do / studying / enjoy / you?

a In Torre del Mar. It's a town on the coast near Málaga, in Spain.

b López.

c Yes, a lot. I studied it at school and now I have lessons at work with the other people there.

d It's L-Ó-P-E-Z.

e I'm a secretary. I work in an insurance company.

2 Complete the tables with prepositions from a-e above.

...	school	...	a town	...	the coast
	work		a country		a hill
	home		a company		an island

3 Ask another student the questions in Exercise 1. Your partner should answer about himself or herself, being careful to use the correct prepositions.

4 Read the dialogue based on Speaking Part 1 questions. Fill in the correct form of the verbs in brackets and prepositions of place and time.



John: Maria, where (1) *do you come* (you / come) from?

Maria: I'm from Vari. It's a small town (2) Greece, near Athens.

John: And (3) (you / work) or (4) (you / be) a student?

Maria: I'm a student, (5) a secondary school (6) the town.

John: What subjects (7) (you / study)?

Maria: All the usual ones like maths and history, but this month we (8) (study) modern music, too. It's really interesting.

John: What (9) (you / enjoy) doing in your free time?

Maria: Well, I (10) (like) listening to music (11) home, (12) my room. And I sometimes (13) (go out) with friends (14) the evenings, or (15) weekends.



Maria

- Here are some sentences about family life.
- For each question, complete the second sentence so that it means the same as the first, **using no more than three words**.

- 1 There aren't many days when all my family do the same thing.
There are only *a few* days when all my family do the same thing.
- 2 Right now, my mum and dad are out having a meal somewhere.
My parents home right now because they're having a meal somewhere.
- 3 My elder sister Emily is at the swimming pool at the moment.
At the moment, my elder sister Emily a swim.
- 4 She nearly always goes out somewhere during the evening.
She hardly stays in during the evening.
- 5 My brother James doesn't spend much time here in summer.
In summer, my brother James only spends time here.
- 6 He usually prefers to be by the sea with his friends.
He usually prefers to be seaside with his friends.

5 4 Listen to the recording and check your answers.

6 Work with a different partner. Ask the questions in Exercise 4. Your partner gives true answers.

Writing Part 1

1 Circle the correct option in italics.

- 1 We always have a party at my house *in* / *on* / *at* December 31st.
- 2 In winter, there's only *a few* / *a little* / *a lot* sunlight in this room.
- 3 It's ten o'clock at night and I *wait* / *waiting* / *'m waiting* for my friend to phone me.
- 4 I occasionally do some of my homework *at* / *on* / *in* school.
- 5 I don't *rarely* / *often* / *sometimes* watch television.

2 What do the sentences in Exercise 1 test? Match sentences 1–5 with grammar points a–e below.

- a frequency adverbs 5
- b present tenses
- c prepositions of time
- d quantifiers like *a few*, *a little*, etc.
- e prepositions of place

3 Study the second sentence in questions 1–6 opposite. Which grammar point a–e does each of 1–6 test? (One grammar point is not tested.)

1 d

4 Now do the Writing Part 1 exam task in the yellow box.

5 Write an email to an English-speaking friend about your own family life.

Unit 2 Student days

Starting off

1 Work in pairs. Choose a phrase from the box for photos A–E.

have lunch in the school canteen alarm clock rings
 teacher takes register catch the school bus set off for school

2 You will listen to five different sounds. After each sound, talk to your partner and match it with photos A–E.

1 I think an alarm clock is ringing, so it goes with Photo A.

3 Use the phrases in Exercise 1 to ask and answer questions about your typical school day.

Have you got an alarm clock? Yes. It rings at 7.00 am.

Reading Part 3

Exam advice

- You read a long factual text and decide if ten sentences are correct or incorrect.
- The ten sentences follow the order of the text.

1 Work in pairs. Before you read the text on page 17, look at the title, pictures and clocks. What do you think the text is about?

2 Wayne goes to secondary school in Beijing, China. What do you think Wayne does on a typical school day? Use the phrases in Starting off.

I think Wayne's alarm clock rings very early.

3 Read the text quickly to get a general idea of what it is about and find out if you were right about Wayne.



4 Read sentences 1–8 about Wayne's day. Underline the most important words in each.

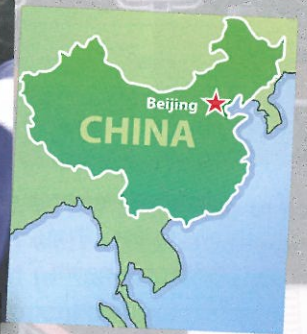
- | | A | B |
|--|--------------------------|-------------------------------------|
| 1 Wayne <u>makes breakfast</u> for his <u>sister</u> . | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 Wayne gets a lift to school by car. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Wayne is punished if he gets to school later than 07.20. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Wayne's school has some sports facilities. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 At midday, none of the students go home for lunch. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Wayne leaves school at 17.20. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Wayne does his homework until it's time for dinner. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Wayne never sleeps more than six hours a night. | <input type="checkbox"/> | <input type="checkbox"/> |

5 Read the text again to decide if each sentence is correct or incorrect. If it is correct, tick (✓) box A. If it is not correct, tick (✓) box B. Underline where you find the information in the text.

6 In your groups, compare your typical school day with Wayne's. In which ways is your day similar and in which ways is it different? Would you like to study at Wayne's school? Why (not)?



Wayne



★ THE DAILY LIFE OF A BEIJING TEENAGER

5:30 The alarm clock rings. I have to get up. I go to the kitchen to fry myself an egg for breakfast. My sister buys something from the market stalls on the way to school so she can sleep longer.

6:00 I read something. Sometimes I need to learn famous poems or texts in other languages.

6:45 I set off for school. I sometimes go to school by bus. However, I normally go to school by bicycle. In China, drivers have to be older than 18 years old. As I'm 16, I can't drive to school like teenagers in other countries.

7:20 We have to be in school at least 20 minutes before lessons begin. It's a school rule. If you don't arrive on time, you can expect punishment. If you are often late, the teacher will talk to your parents seriously.

Jihočeská univerzita
v Českých Budějovicích
Britské centrum

DIČ CZ60076658, IČO 60076658

7:40 Classes begin. Today we have history, chemistry, geography, maths, English and sport of course. We have sport every day. Our school didn't use to have a football pitch, basketball courts or a running track but now it does.

12:10 All of us eat in the school canteen. We have 30 minutes to eat our lunch and then we have a break for 20 minutes. Sometimes I go to the library to study and sometimes I go outside to play table tennis.

13:00 Afternoon classes begin.

17:20 We finish school but we can't go home; we have an exam after class. School is so hard!

18:00 I'm home again. That means I can have supper early. It takes me 30 minutes to eat and then I have to do my homework. We have lots of homework every day.

00:00 I'm never asleep before midnight. I always wake up less than six hours later.

Vocabulary

Take, sit, pass, fail, lose, miss, learn, teach and study

- 1 Read this extract from the *Cambridge Learner's Dictionary*.

Common Learner Error

Take/sit/pass/fail an exam

To **take** an exam means to do an official test. 'Sit' is slightly more formal than 'take' in this phrase and is only used in the UK.

We have to take an exam at the end of the course.

We have to write an exam at the end of the course.

If you **pass** an exam, you are successful because you get a good mark. If you **fail** an exam, you are not successful because you get a bad mark.

Lose or miss?

Usually you **miss** something which happens, such as an event, a train leaving, or an opportunity.

I do not want to miss my class.

I do not want to lose my class.

Usually you **lose** a thing.

I've lost my umbrella.

Learn, teach or study?

To **learn** is to get new knowledge or skills.

I want to learn how to drive.

When you **teach** someone, you give them new knowledge or skills.

My dad taught me how to drive.

My dad learnt me how to drive.

When you **study**, you go to classes, read books, etc to try to understand new ideas and facts.

He is studying biology at university.

- 2 Work in pairs. PET candidates often make mistakes with verb + noun combinations. Circle the correct option in *italics* in sentences 1–7.

- I made / took an exam two weeks ago.
- I have to go to the university because I'm *sitting* / *passing* my exam today.
- I'm in my classroom, *writing* / *taking* this exam.
- I began to run because I was afraid of *losing* / *missing* the school bus.
- I *learn* / *study* every weekend for my exams.
- Near the hotel there is a golf course, so we've decided to go there to *learn* / *study* golf.
- I think our new teacher will *learn* / *teach* us a lot.

- 3 Write five questions using some verb + noun combinations from Exercises 1 and 2.

How often do you take exams at your school?

- 4 Work in small groups. Ask and answer each other's questions.

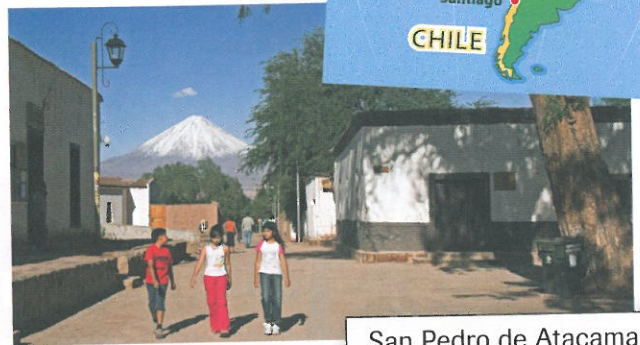
Grammar

Past simple

page 119 Grammar reference: Past simple



Nadine



San Pedro de Atacama

- 1 Work in small groups. Nadine is from Toronto, Canada. Last year she went to San Pedro de Atacama – a town in Chile – to be an exchange student. What differences do you think she found between her life in Canada and her life in Chile?
- 2 Listen to Nadine talking about these differences and complete the table.

	in Toronto	in San Pedro de Atacama
clothes	no school uniform	(1) <i>uniform</i>
entertainment	disco (2) (3)	none of these things
Nadine dreams in	English	(4)
fun	expensive activities	(5)

3 Work in pairs. Nadine talks about an experience that happened last year. Write the interviewer's questions 1–6 in the correct form of the past simple, using the words given.

- 1 Where / go / last year? *Where did you go last year?*
- a Last year I *lived* in Chile.
- 2 Where / stay?
- b I in San Pedro de Atacama.
- 3 How / feel / when / first / arrive?
- c I scared.
- 4 Speak / Spanish / before / go?
- d Yes, I did. I Spanish at school.
- 5 What subjects / study?
- e I maths, chemistry, biology, ...
- 6 Be / a good experience?
- f Yes, it I'm really glad I there.

4 6 Listen to the interview again. Check your questions 1–6 and complete Nadine's answers a–f.

5 Work in pairs. Look again at Nadine's answers a–f. Underline the regular past simple forms and circle the irregular past simple forms.

6 6 PET candidates often make spelling mistakes with regular past tense forms. Correct one spelling mistake in sentences 1–7 and say why it is wrong.

page 120 Grammar reference: Spelling of regular past simple

- 1 We ~~enjoyed~~ ^{enjoyed} ourselves a lot. 'O' is a vowel before 'y', so the 'y' doesn't change.
- 2 We plaid football all day.
- 3 I planed two things for the holiday.
- 4 He traveled around the world two years ago.
- 5 It was very hot so I openned the window.
- 6 I really must tell you what happend to me.
- 7 My dad studied French at school.

7 6 PET candidates also make mistakes with irregular past simple forms. Correct one mistake in sentences 1–6.

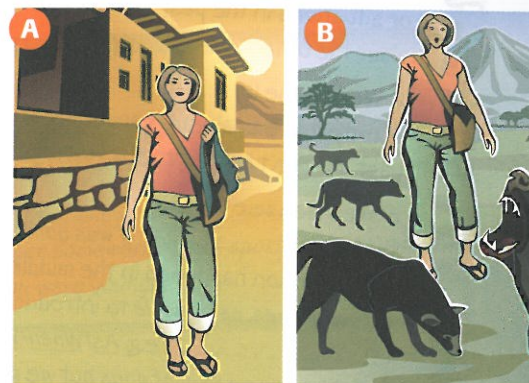
page 132 Grammar reference: Irregular verbs

- 1 We ~~eated~~ ^{ate} spaghetti at lunchtime.
- 2 She buyed us a lot of presents.
- 3 I choosed a part-time course because I didn't have a lot of free time.
- 4 I was riding my bike when I felt off it.
- 5 He had short hair and he weared glasses.
- 6 In your email you writed you had a lot of exams.

Past simple and past continuous

page 119 Grammar reference: Past simple and past continuous

1 Look at the pictures. What happened to Nadine when she was walking to school?



2 7 Listen to the recording to find out if you were right about what happened to Nadine. What do you think happened next?

3 8 Listen to the rest of Nadine's story. Were you right about what happened next?

4 Look at extracts 1–3 from the recording. Underline the verbs in the past simple (e.g. *did*) and circle the verbs in the past continuous (e.g. *was doing*). Then, answer the question that follows each extract.

1 'Suddenly a woman appeared from nowhere and she started screaming at the dogs. The dogs ran off.'

- Did the three actions happen at the same time? What happened last?

2 'The sun was shining and I was feeling good.'

- Do we know when the sun started shining? Do we know if the sun stopped shining?

3 'I was walking to school when I saw a group of dogs.'

- Did Nadine see the dogs before she started walking to school?

5 Look at extracts 1–3 again and complete these rules with *past simple* or *past continuous*.

Past simple and past continuous rules

- 1 We use the (1) past simple to talk about actions or situations in the past (often one action happened after the other).
- 2 We use the (2) to talk about an activity that was already happening at a moment in the past. We don't know if this activity finished or not.
- 3 We often use the (3) (*I did*) and the (4) (*I was doing*) together to show that an action happened in the middle of an activity. We can use *when*, *as* or *while* to introduce the activity in the (5), e.g. *As/When/While I was walking to school, I saw a group of dogs* but we generally use *when* to introduce the action in the (6), e.g. *I was walking to school when I saw a group of dogs.*

6 Tommy is an exchange student from the USA. Read what he says about his first day at a Japanese school and put the verbs in brackets in the past simple or past continuous.

'This morning I (1) woke up (wake up) early to visit Ryukoku High School. I (2) (look) out of the window. It (3) (rain). I (4) (have) a quick breakfast and we (5) (get) ready to go. We (6) (drive) to school. At the school we (7) (change) our shoes for slippers. As I (8) (put) on my slippers, my Japanese friend (9) (start) looking at my feet. The slippers (10) (be) too small!'



7 Listen to Tommy and check your answers.

8 Work in small groups. Use the past simple and past continuous to tell each other about:

- an unusual journey to school
- your first day at high school.

Listening Part 1

Exam advice

- There are seven short recordings, each on a different topic.
- Listen to the recording and choose the correct picture.
- You listen to each recording twice.

1 Read the four Listening Part 1 questions and underline the important words in each.

1 What time does John have to leave school today?



A



B



C

doctor's appointment

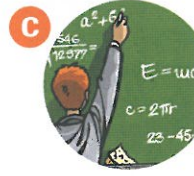
2 What are the students going to do today at 11 am?



A



B

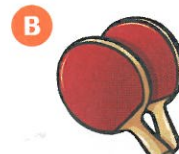


C

3 What does Nathan have to buy?



A

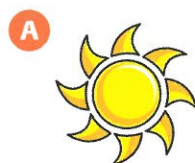


B

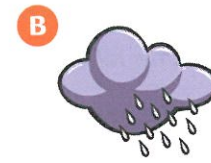


C

4 What will the weather be like tomorrow?



A



B



C

- 2 Look at the pictures for questions 1–4. What can you see in each?
- 3 ¹⁰ Listen to the recordings for questions 1–4 and make a note of the important words you hear next to the pictures. (Picture C in Question 1 has been done for you.)
- 4 ¹⁰ Listen to the recording again and choose the correct picture. Remember to put a tick (✓) in the box below it.

Grammar

Used to

▶ page 120 Grammar reference: Used to

- 1 Work in pairs. Teen magazine has interviewed Candy about her days at primary school. Read this extract and answer the question below.

Candy: In primary school I used to have the same teacher for all my subjects and we rarely got homework. We used to have little tests but we didn't use to take exams. I always used to have lunch in the school canteen. After lunch, our teacher used to take us to a big room to play games. At the end of the day my mum or dad used to collect me from school.



- Which words does Candy use to talk about things that happened regularly in the past but don't happen now?

- 2 Look at the extract again and answer these questions about *used to*.

- 1 Does *used to* change when we change the subject pronoun (*I/you/he/she, etc.*)?
- 2 What happens to *used to* in a negative sentence?
- 3 What verb form generally follows *used to*?

- 3 Rewrite what Candy says so that it is true for you.

In primary school I used to have the same teacher for most of my subjects ...

- 4 Work with a partner to interview other students about their lives during the last five years. Read the rules about questions, then write at least five questions with *used to*, using the topics in the box.

clothes free time friends sport studies

Rules about questions

Remember that in the question form, we say *Did you use to ...?* and not *Did you used to ...?*

For example: *What primary school did you use to go to?*
Did you use to get homework? What sports did you use to play when you were younger?

- 5 Change pairs. Take turns to ask your questions from Exercise 4. Where possible, answer the questions using *used to*.

Reading Part 1

Exam advice

- You read five short texts (e.g. notices, signs, labels, messages, etc.).
- Each text has three explanations, A, B and C, and you have to choose the correct one.
- When you have made your choice, compare it with the text and decide if it really explains what the text says.

- 1 Look at the text in each question. What does it say? Circle the letter next to the correct explanation – A, B or C.

1 Do you want to earn some extra cash in the school holidays?

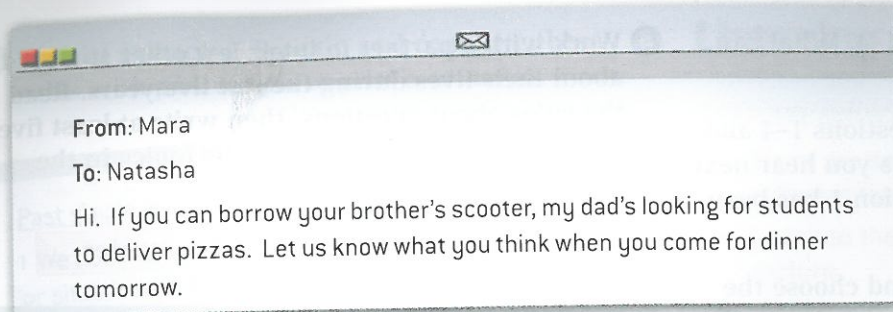
A local petrol station needs an attendant to wash cars and fill them up with petrol.

To apply, phone Stefan on 566223

Stefan

- A needs a job during the summer break.
- B would like to hear from people who are interested in the job.
- C is looking for someone to wash his car.

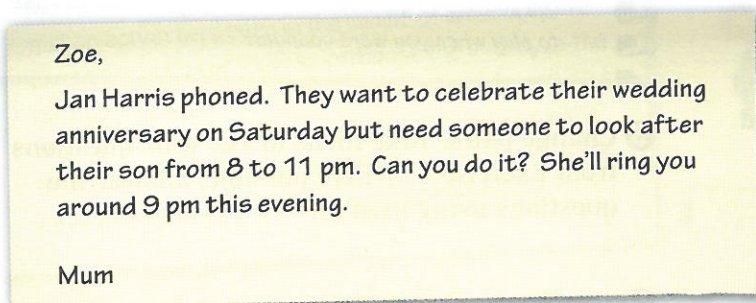
2



Mara has written the email to

- A invite Natasha to have dinner.
- B ask Natasha if she can borrow her scooter.
- C inform Natasha about a job.

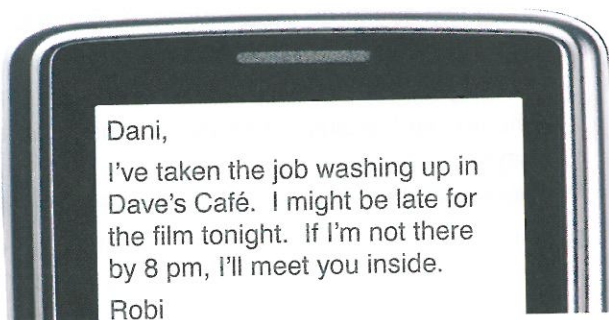
3



Jan Harris

- A wants Zoe to phone her back tonight.
- B has invited Zoe to go out on Saturday night.
- C would like Zoe to take care of her child for the evening.

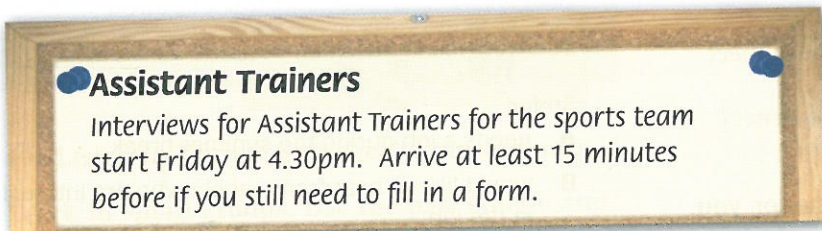
4



Dani should

- A meet Robi in Dave's Café.
- B go into the cinema if Robi is delayed.
- C wait inside the cinema until 8 pm.

5



- A You will have an opportunity to hand in your application on Friday.
- B Everybody should get there 15 minutes before the interview starts.
- C You must complete an application form before Friday.

Vocabulary

Earn, have, make, spend and take

1 PET candidates often make mistakes with verb + noun combinations. Use the verbs from the box to complete questions 1-5 correctly.

earn have make spend take

In which job(s) mentioned in Reading Part 1:

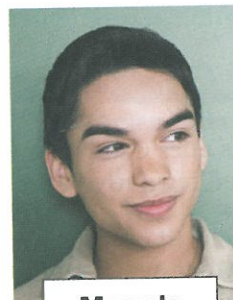
- 1 can you *have* fun?
- 2 can you friends?
- 3 must you your time to do things carefully?
- 4 do you most of your time helping people?
- 5 can you a good wage?

2 Work in small groups. Ask and answer questions 1-5. Remember to explain why.

Speaking Part 4

1 Work in small groups. Discuss these questions.

- 1 Do teenagers work in your country? Why (not)?
- 2 Have you got a part-time job?
- 3 Do you think teenagers should work? Why (not)?



Marcelo



Linh

2 Listen to Linh from Vietnam and Marcelo from Colombia talking about teenagers and part-time work. Make notes on how they answer the questions in Exercise 1.

- 3 11 Listen to the recording again. Linh and Marcelo take turns to speak by asking each other questions. They also show they are listening to each other. Complete the expressions in the table. (They are numbered in the order you will hear them.)

questions for taking turns	showing you are listening
What about in Vietnam?	I'm not so sure.
(1) What do you ?	Maybe.
(2) Don't you think ?	(4) Yes and
(3) Do you ?	(6) R..... ?
(5) Have you got a ?	(8) Good !
(7) What do your teachers ?	

- 4 Work in pairs. Try this Speaking Part 4 question. Remember to use some of the expressions from Exercise 3.

Your photographs showed people at work. Now I'd like you to talk together about the work members of your family do and the sort of work you'd like to do in the future.

Writing Part 2

- 1 Read these two Writing Part 2 questions. The important information has been underlined in the first question. Now underline the important information in the second question.

1

Your English-speaking friend has helped you study for your English exam.

Write an email to Isabel. In your email, you should

- thank Isabel.
- tell Isabel about the exam.
- invite Isabel to your house.

2

You can't go to sports practice after school.

Write a note to your coach. In your note, you should

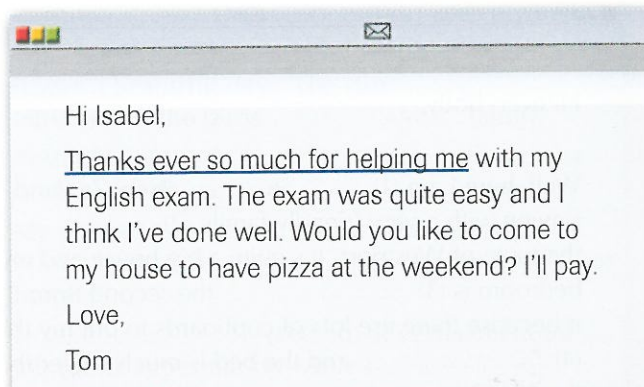
- apologise.
- explain why.
- suggest another time you could do this practice.

- 2 Work in pairs. Look at each Writing Part 2 question again and answer these questions.

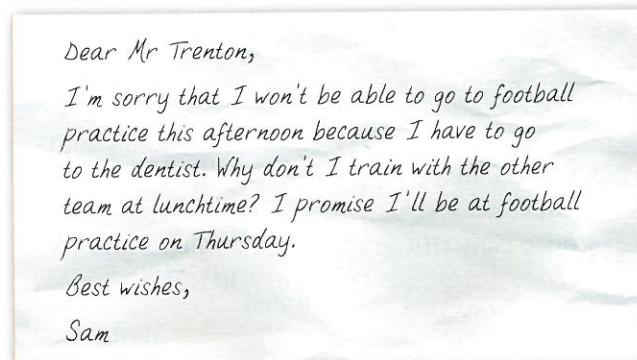
- 1 What do you need to write? (A note, card, email, etc.)
- 2 Who are you writing to? Do you know their name?
- 3 Why are you writing?
- 4 What three points do you need to include?

- 3 Match these answers with the questions in Exercise 1.

a



b



- 4 Work in pairs. Read the answers again and underline the expressions which are used to *thank, invite, suggest, explain* and *apologise*.

- 5 Work in pairs. Use this Writing Part 2 question to answer the questions in Exercise 2 again.

You agreed to meet your English-speaking friend tomorrow, but now you can't go.

Write an email to Jason. In your email, you should

- apologise.
- explain why you can't meet.
- suggest meeting another day.

Write 35–45 words.

- 6 Write your answer to the task in Exercise 5.

Unit 1

Vocabulary and grammar review

Grammar

1 Complete the email with *at*, *in* or *on* in each gap.

Hi everybody,

Well, here I am (1) *in* New Zealand, staying with a very friendly family (2) the town of Westport. It's quite a big house and my bedroom is (3) the second floor. I like it because there are lots of cupboards to put my things (4) and the bed is much bigger than the one (5) my room (6) home!

(7) the evenings and (8) weekends, the family sometimes take me out, though often we just stay (9) and watch TV. I usually go to bed quite early (10) night, and get up (11) about 7.30 (12) the morning.

I'm enjoying myself a lot here, but I'm looking forward to being home again (13) August 15th.

2 Circle the correct option in *italics* in sentences 1-8.

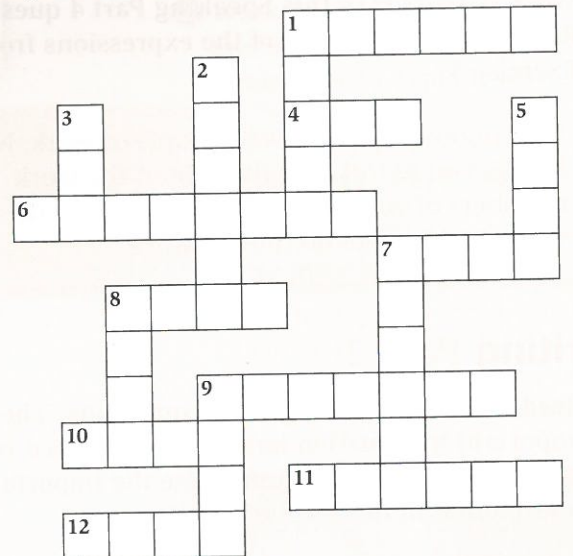
- 1 I have a big family and there's always a lot of housework / *houseworks* to do.
- 2 Can you lend me *a few* / *a little* money until Friday?
- 3 It's very dark and cold here in winter so I don't go out *a lot* / *a lot of*.
- 4 The living room is very big but there's only *a little* / *a few* furniture in it.
- 5 These days, Max spends a lot of *time* / *times* in his room.
- 6 I haven't got *much* / *many* work to do so I'll go out soon.
- 7 Paula isn't very well, but I think she can eat *a few* / *a little* food now.
- 8 My parents sometimes invite *a little* / *a few* people to have dinner with us.

3 Correct the errors.

- 1 We don't eat always in the dining room.
We don't always eat in the dining room.
- 2 Hello, I call to ask if you want to go out somewhere tonight.
- 3 Why do you stand here in the rain at this time of night?
- 4 Do you sleep ever all morning?
- 5 I'm never believing anything my brother tells me.
- 6 I every day make my own bed.
- 7 How do you often have a bath?
- 8 I get normally home at about half past five.

Vocabulary

4 Complete the crossword with words from Unit 1.



Across

- 1 where we keep food cool
- 4 have something
- 6 to or in a higher part of a house
- 7 comfortable and warm
- 8 where we wash the dishes
- 9 thick warm cover for a bed
- 10 hole in the side of a mountain
- 11 where people keep their car
- 12 room that leads to other rooms

Down

- 1 level of a building
- 2 stay the same
- 3 where water comes from
- 5 put things in the right place
- 7 what we use to make meals
- 8 seat for two or more people
- 9 it rings at the door

Unit 2

Vocabulary and grammar review

Vocabulary

1 Circle the correct option in *italics* to complete these sentences.

- Many students get part-time jobs to *take* / earn some extra money.
- When I'm older, I'd like to *study* / *learn* economics at university.
- Yesterday we went on a school trip and we *got* / *had* a lot of fun.
- When Jack went to secondary school, he soon *did* / *made* a lot of new friends.
- Tomorrow we're going to *pass* / *take* a maths test. I'm really nervous.
- I was late for school so I *lost* / *missed* the first lesson.
- I have to go to school because I'm *sitting* / *passing* my exam today.
- We've decided to *learn* / *study* golf on holiday.

Grammar

2 Correct one mistake with a verb in each sentence 1–10. (Some have a spelling mistake and some have an incorrect irregular form.)

page 132 Grammar reference: Irregular verbs

- Some years ago I ~~traveled~~ ^{travelled} to England with a friend called Bruno.
- Yesterday I woke up very early because I was planing to go to the beach.
- I only payed 25 euros for these boots.
- Last weekend, I founded a very good restaurant in my town.
- I went to the shopping centre and there I baught some new clothes.
- While my brother was playing football, he felt and injured his leg.
- My friend Sara bringed her dog to school one day.
- I met Holly a very long time ago. We were studing at the same school.
- In the first lesson our English teacher teachd us some new words for sports.
- We puted all our things in the car and we set off for the mountains.

3 Put the verbs in brackets into the correct form of the past simple or past continuous to complete the sentences. Be careful with your spelling!

- Carolina *fell* (fall) asleep when she *was doing* (do) her homework.
- It was a beautiful day. The sun (shine) and the birds (sing).
- Yesterday, when I (have) my dinner, the phone (ring).
- My parents (choose) this school because it (be) near our house.
- I (see) an advertisement for a job in the supermarket while I (buy) some milk.
- My rabbit (escape) as I (clean) its cage.
- At first I (think) German (be) difficult but now I like it.
- In our history class, we (read) a short article and (write) a short text.
- Thanks a lot for inviting me to your party. I really (enjoy) myself.
- The children (laugh) when the clown (appear).

4 Complete these sentences with *used to* or *didn't use to*.

- I *don't* play the piano now but when I was younger I *used to play it*
- I have lunch at school now but at primary school I
- I live close to school now but when we lived in Tokyo we
- My brother is now a really good student but when he was younger he
- Mr Puy doesn't give us much homework but when Mrs Garcia was our teacher she
- Martin's never late for school but before he bought the alarm clock he

Unit 3 Fun time

Starting off

1 Match the verbs in the box with a-j to form leisure activities. Which are shown in the pictures?

collecting	diving	flying	going
keeping	playing	sailing	seeing
sending	surfing		

- a *sailing* a boat
- b friends
- c dancing
- d in a balloon
- e unusual objects
- f computer games
- g the Internet
- h text messages or emails
- i fit
- j underwater

2 What's the best way to spend a day off? Put a-j in order, starting with the activity you most like (or would like) to do. Compare your answers with a partner.



1 a

2



3



4



5



6

Listening Part 2

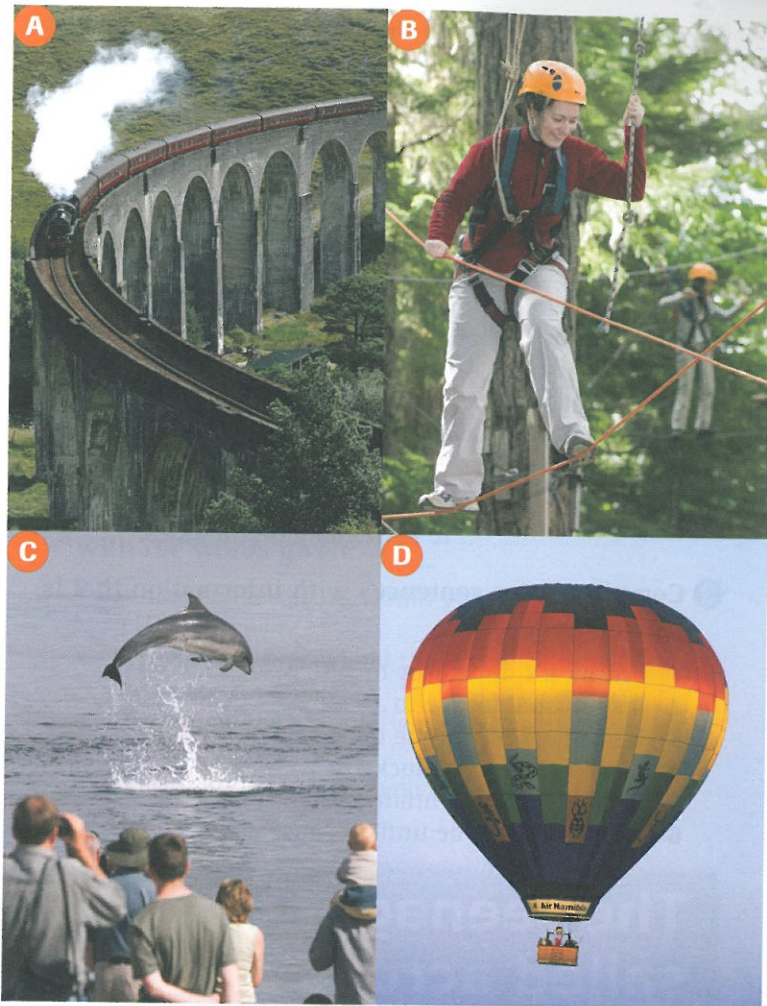
1 Before you hear the recording, read the instructions in the box below and look at questions 1-4 on page 27. What kind of information, e.g. *a place*, must you listen for? Match a-d with questions 1-4.

- a a reason
- b a time
- c the speaker's opinion
- d frequency

2 Listen to the recording and answer the questions.

- You will hear a man talking on the radio about four ways of spending a day out.
- For each question, put a tick (✓) in the correct box.

- 1 The train leaves Fort William at
- A 12.25.
- B 10.20.
- C 14.10.
- 2 Go Wild adventure courses are not dangerous because
- A you have to wear safety equipment.
- B somebody is always holding you.
- C only adults can go on the course.
- 3 Passengers on the boat trip in Wales nearly always see
- A sharks.
- B whales.
- C dolphins.
- 4 What does the speaker say about the hot-air balloon flights?
- A The route never changes.
- B They are a little too short.
- C There are no flights in winter.



3 Complete questions 1-7 with expressions from the recording using these words.

advice ahead fee hours
journey part value

- 1 How old must you be to take *part* ?
- 2 What are the opening ?
- 3 How much is the admission ?
- 4 Is it good *for money* ?
- 5 What time is the return ?
- 6 Do they give you good safety ?
- 7 Is it best to book ?

4 Work in pairs. Decide which of the four activities from the recording you would most like to do. Then ask your partner about other interesting ways of spending a day out (e.g. *sightseeing, visiting a museum or art gallery*). Ask some of the questions from Exercise 3.

Exam advice

- Before you listen, look at each question and decide what kind of information you need (e.g. a date, a result, an attitude to something, etc.).
- When you first hear the recording, listen for details about this kind of information and choose the best answer.
- Listen carefully the second time to check that you are right.

Vocabulary

Negative prefixes

1 On the recording, Spencer Watson mentions 'four unusual ways to have a great day out'. Make these adjectives negative by writing *im-*, *in-* or *un-* on the left.

- fit, fair, healthy
- correct, dependent, active
- possible, polite, probable

2 Add *im-*, *in-* or *un-* to these words and complete the sentences.

direct formal kind patient tidy true

- The express train is faster, but the *indirect* route through the hills is more beautiful.
- I always put everything in its place, but my brother's room is very *untidy*.
- Teenagers often use language when they talk to their friends.
- It's to say that somebody else isn't good at sport.
- It's completely that dolphins are a kind of fish.
- When we arrived at the theme park, we were to start going on the rides.

3 Complete these sentences with information that is true for you.

- I think it's unhealthy to *eat a lot of cakes*.
- It's unusual for me to
- It's impossible for me to
- I think it's very unlucky to
- I think it's quite unfair to
- I don't want to be unfit because

Reading Part 4

1 Look at the pictures in the newspaper report and answer these questions.

- Would you like to be on the boat in the first picture? Why (not)?
- How old do you think the boy in the second picture is?
- Do you think someone of that age is old enough to be out at sea on their own?

2 Question 1 in Reading Part 4 is usually about the *purpose* of the text. Quickly read the text and complete this statement. Use your own words.

The writer's main purpose is to ...

3 Look at options A, B, C and D. Which is closest to your answer in Exercise 2?

- A To warn young people to take care at sea
- B To describe a great achievement by a boy
- C To encourage teenagers to take up sailing
- D To explain how to become an expert sailor

The teenager who sailed across an ocean



1 To the music of a steel band and accompanied by dozens of small boats, 14-year-old Michael Perham sailed into Antigua (Jamaica) yesterday – and became the youngest person to cross the Atlantic alone. After an amazing 5,600-kilometre voyage lasting six-and-a-half weeks, Michael's achievement beat the previous record set by 15-year-old Sebastian Clover.

2 Looking smart and relaxed in a white T-shirt and baseball cap, the teenager got off his 8-metre boat – called Cheeky Monkey – and walked through the huge crowd waiting for him on the Caribbean island. 'It feels fantastic being back on dry land – really brilliant,' he said. 'I'm looking forward to a comfortable bed and a great dinner. I don't care what it is, I'll enjoy eating anything that's not out of a can!'

3 The idea for the voyage began when Michael was 11 and he saw a television film of Sebastian Clover crossing the Atlantic. Fascinated, he later attended a talk by Sebastian and told his father, an experienced sailor, that he too would like to break the record. Mr Perham agreed to teach him how to sail, and he soon realised that his son had the ability and the courage to turn his dream into reality. Three years later, Michael was ready to set out on his great adventure.

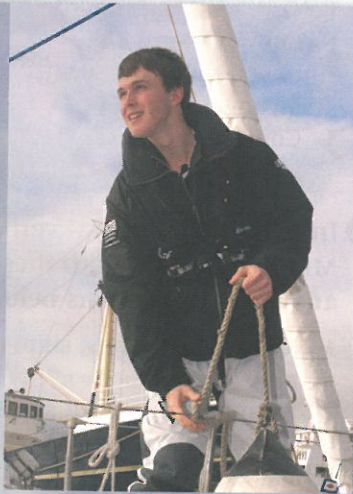
4 Read the text more carefully and think of answers to these questions. Which paragraph gives you the answer to each?

- 1 What did Michael say when he arrived in Jamaica?
- 2 Why did Michael decide to sail across the Atlantic Ocean?
- 3 How did Michael feel during the voyage?

5 Now look at the multiple-choice options for questions 1–3 above. For each question, decide which of A, B, C or D is closest to your understanding of the text.

- 1 A He preferred being at sea
B He enjoyed sleeping on his boat
C He wanted to have a good meal
D He liked opening tins of food
- 2 A He had a conversation with Sebastian
B His father suggested the idea to him
C He wanted to do the same as Sebastian
D He was already an expert sailor
- 3 A Occasionally he was a little frightened
B He missed being with other people
C The time seemed to pass very quickly
D He was sure nothing could go wrong

4 He insisted he hadn't felt afraid while he was at sea and he'd never felt like giving up. 'The hardest thing was being away from friends and family,' said Michael. 'There were times when the trip seemed to go on forever and you are right in the middle of an empty ocean. I knew there was always danger, but I'd practised handling emergencies.' In fact, the teenager had to deal with terrible storms, sharks and problems with the boat which nearly ended the record attempt.



5 But the amazingly confident 14-year-old reminded everyone how young he really is when he said: 'My next project isn't such an adventure. After all this time away, I've got to get on with all the school work I've missed!'

Adapted from the *Daily Mail*

6 Look again at the parts of the text that gave you the correct answers to questions 1–3. Are they in the same order as the questions?

Exam advice

- Quickly read the text to get the general idea of what it is about.
- For each question, decide what the text says about it before you look at options A–D.
- Choose the option closest to your understanding of the text.

7 Discuss these questions with a partner. Give reasons for your answers. Begin your answers with the words given.

- What kind of record would you like to break?
I'd like ...
- What difficulties would there be?
There would be ...
- How much time would you need for training?
I'd need ...
- How would you feel if you succeeded?
I'd feel ...

Grammar

Verbs followed by *to* or *-ing*

▶ page 121 Grammar reference: Verbs followed by *to* or *-ing*

We can use *-ing* or the infinitive after verbs such as *begin*, *start*, *like*, *love*, *hate*, *prefer* and *continue* with little difference in meaning, e.g. *It began to snow.* / *It began snowing*, but with other verbs only one form is possible.

1 Look at the underlined verbs from the text. Which are followed by a verb ending in *-ing*, and which are followed by an infinitive? Complete the table.

- 1 I'll enjoy eating anything
- 2 Mr Perham agreed to teach him
- 3 he'd never felt like giving up
- 4 the trip seemed to go on forever
- 5 I'd practised handling emergencies

verb + <i>-ing</i>	verb + infinitive
<i>enjoy</i>	<i>agree</i>

Now add these verbs to the correct column in the table.

admit	afford	avoid	decide	expect	fancy
finish	hope	learn	manage	mind	miss
promise	suggest	want	would like		

Can you add more verbs to each column?

- 2 Some of these sentences contain mistakes made by PET candidates. Tick (✓) the sentences that are correct. Rewrite the incorrect sentences.



- I would like to learn dancing the 'Samba'.
I would like to learn to dance the 'Samba'.
- We decided catch the train.
- I really enjoy to be here.
- I'll never forget to visit the Statue of Liberty last year.
- We hope to go to the same island again next year.
- Do you fancy to come with us?
- I must remember to phone Carlos tomorrow.
- When we finished to eat I went to my house.
- I forgot asking you about your family.
- Do you remember sailing into Cape Town?

- 3 Which two verbs in sentences 1–10 can be followed by verb + *-ing* and the infinitive, but with a change of meaning?

- 4 Complete questions 1–6 with either the *-ing* or the infinitive form of the verb. Then ask your partner the questions.

- Where do you want *to go* (go) on holiday next summer?
- What kind of music do you enjoy (listen to) at home?
- What are you planning (do) at the weekend?
- Where do you fancy (go) this evening?
- Do you ever forget (bring) anything to the lesson?
- What would you like (do) after the lesson?

- 5 Tell your partner about something that you:

- can't afford to buy
I can't afford to buy a new computer.
- are learning to do
- decided to do last week
- are planning to do on Saturday
- want to start doing
- must remember to do tomorrow
- will finish doing soon
- shouldn't forget to do next weekend
- always hate doing
- really love doing.

Vocabulary

Phrasal verbs

page 121 Grammar reference: Phrasal verbs

phrasal verb noun [U] a phrase which consists of a verb in combination with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts: 'Look after', 'work out' and 'make up for' are all phrasal verbs.

- 1 Read the entry from the *Cambridge Learner's Dictionary* and complete these example sentences with the three phrasal verbs given.

- I'm trying to the total cost.
- I hope this money will the inconvenience.
- Could you the children while I'm out?

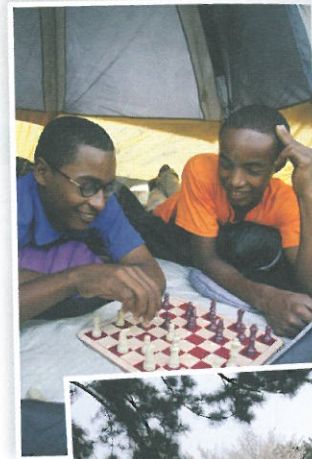
- 2 In pairs, find phrasal verbs in the text about Michael Perham with these meanings, then answer the questions below.

- leave (a train, bus, ship, etc.) [Paragraph 2] *got off*
- feeling happy about something that is going to happen [Paragraph 2]
- make (something) become [Paragraph 3]
- start a journey [Paragraph 3]
- stopping doing something before you have completed it [Paragraph 4]
- continue [Paragraph 4]
- take action (e.g. to solve a problem) [Paragraph 4]
- continue doing (a job) [Paragraph 5]

- Which *three* of the phrasal verbs consist of three words?
- Which *one* is separated by other words?

3 **Underline** the phrasal verbs in sentences 1–6, then match them with meanings a–f.

- | | |
|--|--|
| <p>1 You can <u>catch up with</u> everyone else if you run fast.</p> <p>2 My sister took up singing; she's got a lovely voice.</p> <p>3 I want to learn Chinese so I've put my name down at a language school.</p> <p>4 My friends were all playing cards so I joined in, too.</p> <p>5 Some children enjoy stamp collecting, but go off it when they get older.</p> <p>6 We set off early and took the ten o'clock ferry.</p> | <p>a took part with others</p> <p>b registered to do something</p> <p>c started doing a hobby</p> <p>d started a journey</p> <p>e get to the same level as others</p> <p>f stop liking</p> |
|--|--|



4 **Work in pairs.** Fill in the gaps with the correct form of phrasal verbs from Exercises 2 and 3.



Chris: Hi, Ava. Are you and Megan going away on holiday soon?
Ava: Yes, on Saturday. We want to (1) set off very early in the morning.
Chris: Are you going to the coast?
Ava: No, we (2) beach holidays last summer. There were too many people. We've decided to (3) skiing instead. We're off to the Alps.
Chris: Do you know how to ski?
Ava: Er, not really. That's why I'm going to (4) my name for lessons.
Chris: I tried it once but I found it really difficult. After three days I (5) and went home!
Ava: Well, the lessons (6) until late in the evening, every day, so I should improve quickly. Megan's a good skier and I've got a lot to learn, but I'm sure I can (7) her. I'm really (8) trying, anyway!
Chris: Yes, I'm sure you'll have a great time.

5 **13** Now listen to the dialogue to check your answers.

6 Complete the table about people's hobbies with these words.

backpack bike brush camera camper collection
 collector cook cooker cyclist helmet instrument
 musician oven paint painter photographer tent

hobby	person	equipment
chess	player	board, pieces
camping		
collecting		
cooking		
cycling		
music		
painting		
photography		



7 Work in pairs. Which other words go with the hobbies above? Make a list (e.g. chess: *indoor game, black and white squares, queen, move*).

8 Choose one of the hobbies from the table and describe it to your partner, but without saying what it is called. Your partner has to guess what it is. Then change roles.

You're outdoors, you have to find somewhere safe and dry, you put up your tent, you light a fire to cook your food or use a little gas cooker, you sleep in a sleeping bag ...

2 **14** Listen again, and fill in the missing words in sentences 1–8.

- OK then, *how* about going fishing?
- Well, I think I'd to do something a bit more exciting.
- Perhaps we try a water sport?
- I think we do something cheaper.
- All right, don't we go rock-climbing?
- I think it'd be to do something less dangerous.
- So we do that, then?
- Yes, go for that one.

Speaking Part 2



1 **14** Two teenagers, Olivia and Daniel, are talking about what they could do in their free time. Look at this list of hobbies, listen to the recording and answer questions 1–3.

canoeing fishing water-skiing mountain-biking rock-climbing

- Which hobby/hobbies does Daniel suggest?
- Which does Olivia suggest?
- Which do they decide to take up?

3 **15** Listen again to sentences 1, 3, 5 and 8 and answer these questions.

- Which words have the strongest stress?
- What kind of information do these words give?

Now practise asking the questions, stressing these words.

4 **16** Listen again to sentences 2, 4 and 6. Practise saying these, using the same polite tone to reply to suggestions.

5 Work in pairs. Continue Olivia's and Daniel's discussion, suggesting more hobbies. Use some of expressions 1–8 and give reasons why you would or wouldn't like to do them. Remember to be polite!

6 Do this Speaking Part 2 task with a partner. Talk for at least two minutes.

You and a friend have holidays later this year but you still don't have any firm plans for two weeks of them. Talk together about the different kinds of holiday you could have and about the things you could do. Here are some pictures with some ideas to help you.



Writing Part 1

1 Study this example of sentence transformation and answer the questions.

I don't have enough money for a new camera.

I can't a new camera.

- Which word(s) in the first sentence do you have to change?
- Why would the answer *afford buying* be wrong?
- What is the correct answer?

2 Correct the mistakes in the answers to 1–5, and say what is wrong in each case. Underline the words you have to change from the first sentence to the second.

1 I want to have piano lessons.

Answer: I want to learn ^{to play} ~~playing~~ the piano.

2 All the water in the lake is frozen now.

Answer: All the water in the lake has turned ice.

3 Let's leave the house very early in the morning.

Answer: I suggest set out very early in the morning.

4 It'd be a good idea to go horse riding.

Answer: Why we don't go horse riding?

5 I can't wait to go sightseeing in Rome.

Answer: I'm looking forward to go sightseeing in Rome.

3 Study the first sentences in each Writing Part 1 question 1–6 below. Which word(s) do you have to change? Underline them.

1 I'm always happy when I go on holiday with my family.

I always enjoy going on holiday with my family.

2 Everybody likes staying in bed late in the morning. Nobody wants up early in the morning.

3 Usually, my sister suggests going to the beach. My sister usually says, 'How to the beach?'

4 This summer I'm going to start playing beach volleyball.

I'm going to take beach volleyball this summer.

5 I also want to have sailing lessons.

I want sail, too.

6 Summer holidays always seem too short!

Summer holidays never seem to go enough!

4 For each question above, complete the second sentence so that it means the same as the first, using no more than three words.

5 Write a paragraph about what you do in your free time. Try to use each of the following:

- three verbs followed by *-ing* and/or the infinitive
- three adjectives with negative prefixes
- three phrasal verbs from this unit.

6 In small groups, compare what you have written. Ask other students to check for mistakes, particularly with the points suggested in Exercise 5.