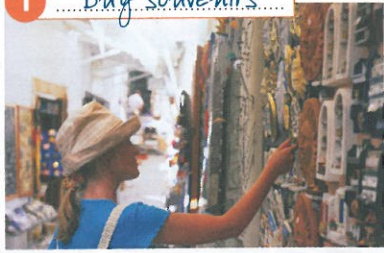
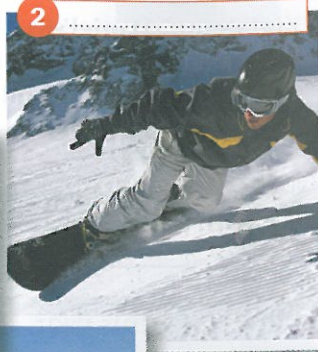


# Unit 4 Our world

1 buy souvenirs



2



3



4



5



6



7

## Starting off

1 Work in pairs. Choose some of the holiday activities in the box to label the photos.

buy souvenirs    go camping    go sightseeing  
go snorkelling    go snowboarding  
go trekking    sunbathe    take photos  
try new sports    visit museums

2 17 Abi went to Zanzibar, an island near Tanzania, Africa. Listen to Toby asking Abi about her trip. Write down Abi's answers.

1 Which activity did you enjoy doing most?

2 Are there any activities you'd still like to try?

3 Work in small groups. Talk to each other about your holiday activities.

## Reading Part 3

### Exam advice

- Underline the important information in the questions and the text.
- Write the question number next to the information you have underlined in the text.

1 Work in small groups. Look at the photos with the text about an unusual holiday in Borneo and discuss which of the activities from Starting off you think you can do there.

2 Read these ten sentences about the holiday in Borneo.

	A	B
1 Borneo is <u>larger than any other island</u> in the world.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2 Temperatures <u>rarely fall below 20° C</u> on Borneo.	<input type="checkbox"/>	<input type="checkbox"/>
3 For the first part of this trip you will sleep in the city centre.	<input type="checkbox"/>	<input type="checkbox"/>
4 You'll be able to try water sports in the South China Sea.	<input type="checkbox"/>	<input type="checkbox"/>
5 There is an airport in Sukau.	<input type="checkbox"/>	<input type="checkbox"/>
6 The animals in the Sepilok animal centre are all sick or injured.	<input type="checkbox"/>	<input type="checkbox"/>
7 It's impossible to get near an orang-utan.	<input type="checkbox"/>	<input type="checkbox"/>
8 Orang-utans only eat meat.	<input type="checkbox"/>	<input type="checkbox"/>
9 This Borneo holiday includes a free trip to Mount Kinabalu.	<input type="checkbox"/>	<input type="checkbox"/>
10 You will have an opportunity to buy gifts after the sightseeing tour.	<input type="checkbox"/>	<input type="checkbox"/>



- 3 Work in pairs. The important words have been underlined in the first two sentences of Exercise 2. Decide together which words you would underline in sentences 3–10, then underline them.
- 4 Read the text to find out whether sentences 1–10 are correct or incorrect. If the sentence is correct, tick (✓) box A. If it is not correct, tick (✓) box B. Underline where you find the answer in the text.
- 5 Check your answers with your partner. If you have a different answer, look at the text again together.
- 6 Work in small groups. Answer these questions.
- Would you like to go on this holiday to Borneo? Why (not)?
  - Take turns to tell each other about a special holiday you have had. Decide which of you has had the best holiday.



## Discover the Island of Borneo

### Introduction

Borneo is one of the great islands of the world. Not quite as big as its neighbour, the island of New Guinea, Borneo is still an amazing island. It's famous for its jungles and wildlife, in particular the orang-utan. There are two seasons – expect heavy rain between October and March and a drier period for the rest of the year. Temperatures are generally between 24° C and 30° C all year round.

### Kota Kinabalu

Fly to Kota Kinabalu, Borneo's most important city. We'll pick you up from your comfortable accommodation in the heart of this city and take you on several exciting day trips over the next few days. See your first rainforest, go trekking in the national park and spend a day on the shores of the South China Sea where you can go swimming or snorkelling in its clear blue water.

### Sukau

Leaving the city behind, we fly to the airport in the north of the island. From there, the only way to continue our journey to Sukau, where you'll spend the next few days, is by bus. During this part of your trip, you will visit the Sepilok Centre, which looks after young orang-utans whose parents have died. Some of these animals arrive in very bad condition. The centre helps them to recover but this can take time.

### Visitor projects

There is no age limit here. All visitors are expected to take part in research activities to understand and observe the orang-utans. Don't miss this extraordinary opportunity to get close to these creatures. Once you have spent the morning watching wild orang-utans, why not help collect the plants that are part of their diet?

### Return to Kota Kinabalu

Once back in Kota Kinabalu, enjoy some free time. For a small fee, book our day trip to Mount Kinabalu. At over 4,000 metres, it is the highest mountain in South-East Asia. If you prefer to look around the city, come on our morning tour which includes a visit to the Sabah State Museum and the Tun Mustapha Tower. And when the tour is over, it's a short ride to the modern shopping centres, local stores or markets for some last-minute souvenirs.





## Vocabulary

### Travel, journey and trip

- 1 PET candidates often make mistakes with *travel*, *journey* and *trip*. Look at this extract from the *Cambridge Learner's Dictionary*.

#### Common Learner Error

#### travel, journey or trip?

The noun **travel** is a general word which means the activity of travelling.

*Air travel has become much cheaper.*

**travel** [trævəl] *verb* to make a journey  
*I spent a year travelling around Asia.*

Use **journey** to talk about when you travel from one place to another.

*He fell asleep during the train journey.*

*Did you have a good journey?*

*Did you have a good travel?*

A **trip** is a journey in which you visit a place for a short time and come back again.

*a business trip*

*a 3-day trip to Spain*

- 2 Circle the correct option in *italics* in sentences 1–5 written by PET candidates.

- My father went to Paris on a business *journey* / trip.
- I've won a *trip* / *journey* to America for two people staying in a five-star hotel.
- We *tripped* / *travelled* around my country and bought some souvenirs.
- I've just got back from Greece. It was a wonderful *travel* / *trip*.
- I was really afraid of flying so I was very nervous about my *travel* / *journey*.

## Grammar

### Comparative and superlative adjectives; (not) as ... as ...

- page 121 *Grammar reference: Comparative and superlative adjectives*

- 1 Work in pairs. Look at these sentences about the island of Borneo and say if they are true or false.

- Borneo is **bigger** than its neighbour New Guinea.
- Sukau is **the most important** city in Borneo.
- Mount Kinabalu is **the highest** mountain in South-East Asia.
- Rain is **more common** between October and March than the rest of the year.

- 2 Sentences 1–4 above show ways of comparing things. Look at the sentences again and complete the rules with the correct sentence number.

Rules

1 We generally use comparative adjectives (e.g. *bigger than*) to say that something (a person, thing, place, etc.) has *more* of a quality (size, height, etc.) than another - e.g. sentences (1) ..... 1 ..... and (2) .....

2 We generally use superlative adjectives (e.g. *the most important*) to say that *within its group* (e.g. cities in Borneo), something has *the most* of a quality - e.g. sentences (3) ..... 2 ..... and (4) .....

- 3 Work in small groups. PET candidates often make mistakes with the form and spelling of comparative and superlative adjectives. Complete this table correctly.

	adjective	comparative	superlative	spelling rule
regular	deep	deeper (than)	(the) deepest	add -er or -est
	safe	safer (than)	(the) safest	(7) .....
	noisy	noisier (than)	(1) .....	y changes to i, add -er or -est
irregular	big	bigger (than)	(2) .....	(8) .....
	beautiful	more beautiful (than)	(3) .....	(9) .....
	good	better (than)	(4) .....	
irregular	bad	worse (than)	(5) .....	
	far	farther or further (than)	(6) .....	

- 4 Correct one mistake made by PET candidates with the form or spelling of the comparative or superlative adjective in sentences 1–6.

- In the centre is the <sup>biggest</sup> ~~biges~~ market in Europe.
- This town is more quiet than the town I used to live in.
- That is the worse joke I have ever heard in all my life.
- I was so hungry that I decided to go to the nearest restaurant.
- Big cities are much more better than the countryside.
- Tunisia is the hottest place I've ever been to.



5 Work in pairs. Talk about facts 1–12 below and complete each using a comparative or superlative adjective made from one of the words in brackets. (Make a guess if you don't know the answer.)

- 1 Asia is *bigger* than Africa. (big / small)
- 2 Russia is *the largest* country in the world. (large)
- 3 The mosquito is ..... creature in the world. (dangerous)
- 4 Orang-utans are ..... than dogs. (intelligent / stupid)
- 5 An African elephant is ..... than a blue whale. (heavy / light)
- 6 The howler monkey is ..... land animal. (noisy)
- 7 The sea horse is ..... fish in the world. (slow)
- 8 The Great Dane is ..... dog in the world. (tall)
- 9 Nagoya train station in Japan is ..... station in the world. (big)
- 10 Nemo 33 in Belgium is ..... pool in the world. (deep)
- 11 Antarctica is ..... than the Arctic. (cold / warm)
- 12 The Amazon rainforest is ..... than the rainforest in Borneo. (large / small)

6 (18) Listen to Alyssa and Fergus discussing the facts and find out how many of your answers are the same as theirs.

▶ page 122 Grammar reference: A bit, a little, much, far, a lot

7 How different are these places and animals? Use *a bit*, *a little*, *much*, *far* or *a lot* and the word in brackets as a comparative adjective to write one complete sentence for 1–5.

- 1 George is 2 metres tall. Fred is 1.98 metres tall. (tall)  
*George is a bit taller than Fred.*
- 2 Mount Everest, in the Himalayas, is around 8,850 metres high. K2, also in the Himalayas, is around 8,611 metres high. (high)  
.....
- 3 Arica, Chile, gets 0.76 mm of rain per year. Death Valley in Arizona, USA, gets less than 50 mm per year. (dry)  
.....
- 4 84 million people travel through Atlanta International Airport, USA each year. 67 million travel through London's Heathrow Airport. (busy)  
.....
- 5 The sperm whale's brain weighs about 78 kg. A human adult's brain weighs about 13 kg. (heavy)  
.....

8 Read these sentences about Borneo and orang-utans and say if you think they are true or false.

- 1 Borneo is **not** quite **as big as** its neighbour New Guinea.
- 2 Orang-utans can move more quickly in the trees, but on the ground, humans are **as fast as** orang-utans.
- 3 A female orang-utan can grow to be **as large as** a male orang-utan.

9 Look at the sentences in Exercise 8 again and answer these questions.

- 1 What expression do we use to say things are the same?
- 2 What word do we add to say things are different?
- 3 Does the form of the adjective (or adverb) change?

▶ page 122 Grammar reference: (Not) as ... as ...

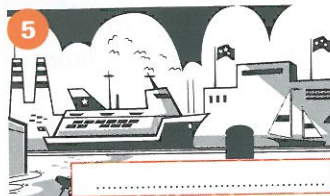
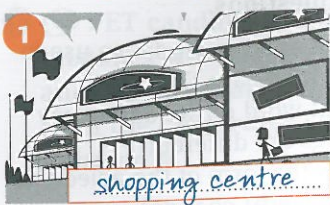
10 For each sentence about animals 1–5, use *(not) as ... as ...* to complete the second sentence so that it means the same as the first. Use *no more than three words*.

- 1 Orang-utans are more intelligent than dogs. Dogs are not as *intelligent as* orang-utans.
- 2 African elephants have larger ears than Asian elephants. Asian elephants' ears are not as ..... African elephants' ears.
- 3 Goats belong to the same family as sheep but their hair is straighter. Sheep belong to the same family as goats but their hair is not ..... goats' hair.
- 4 The mosquito is the most dangerous creature in the world. There is no other creature in the world ..... the mosquito.
- 5 I'd expected dogs to be more intelligent. Dogs aren't ..... I'd expected.



# Vocabulary

## Buildings and places



1 Work in small groups. Use some of the words below to label the pictures.

art gallery   bridge   department store   factory  
 fountain   Internet café   market   monument  
 police station   port   river   shopping centre  
 stadium   tourist office   town hall   youth club

2 Take turns to ask and answer questions about some of the places in Exercise 1.

A: Is there a department store in your town?  
 B: Yes, there's one in the shopping centre.  
 A: How often do you go there?  
 B: I often go there on Saturday afternoons ...

3 These adjectives can be used to describe places. Write the opposite of each adjective. (Sometimes more than one answer is possible.)

- |             |              |               |
|-------------|--------------|---------------|
| 1 crowded   | <i>empty</i> | 8 interesting |
| 2 narrow    |              | 9 safe        |
| 3 high      |              | 10 expensive  |
| 4 modern    |              | 11 noisy      |
| 5 dirty     |              | 12 deep       |
| 6 beautiful |              | 13 far        |
| 7 lively    |              | 14 hilly      |

# Grammar

## Big and enormous (gradable and non-gradable adjectives)

▶ page 122 Grammar reference: Big and enormous

A



quite big

B



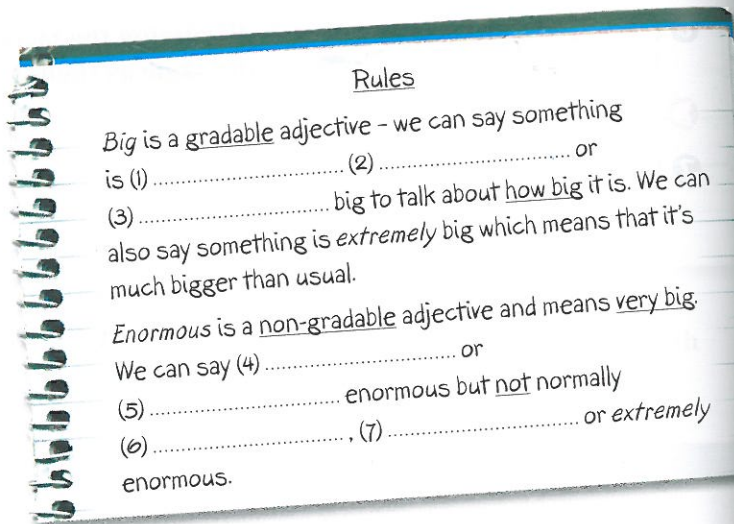
very/really big

C



enormous

1 Complete the rules about gradable and non-gradable adjectives using *quite\**, *very*, *absolutely* or *really*.



\*quite here means a little

▶ page 126 for quite with non-gradable adjectives to mean completely

2 Write the gradable adjectives for these non-gradable adjectives. (More than one answer is sometimes possible.)

- |            |            |               |
|------------|------------|---------------|
| 1 enormous | <i>big</i> | 5 terrible    |
| 2 tiny     |            | 6 filthy      |
| 3 boiling  |            | 7 fascinating |
| 4 freezing |            | 8 fantastic   |

3 PET candidates often make mistakes with gradable and non-gradable adjectives. Circle the correct option in *italics* in sentences 1-5.

- It's a *very* / really wonderful place in my country.
- It was a *quite* / *really* great movie. You should see it.
- I've got a dog which is *very* / *absolutely* enormous.
- The weather is *absolutely* / *quite* hot here, but at night it gets cold.
- I really like this chicken dish - it's *very* / *absolutely* nice.

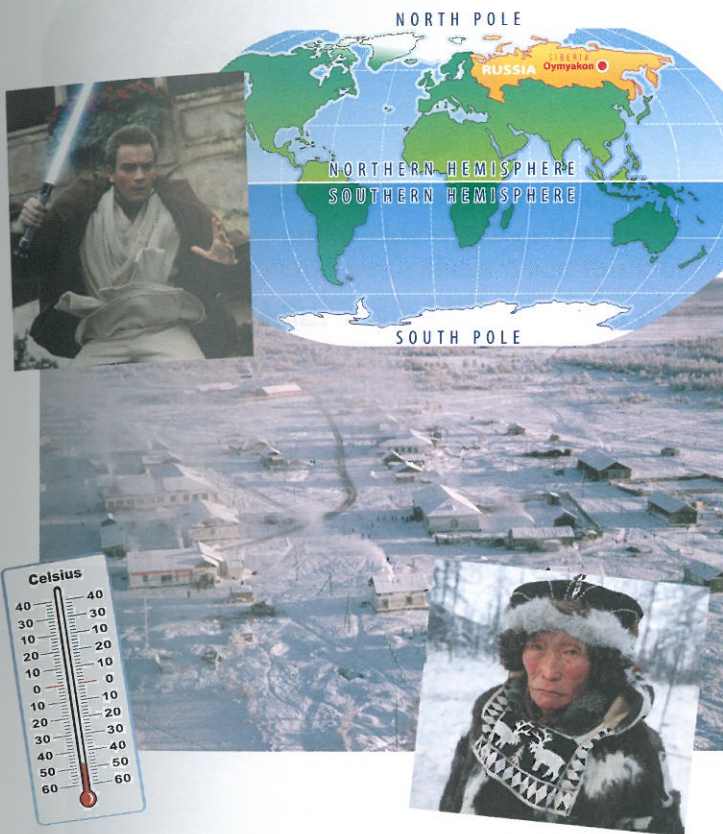


4 19 Listen to Selma talking about where she lives. Note down her replies to these questions.

- 1 Where do you come from?
- 2 What do you like about living there?
- 3 What would you change about where you live?

5 Work in pairs. Ask and answer the questions in Exercise 4, trying to use *very*, *quite*, *absolutely* and *really* with gradable and non-gradable adjectives.

## Listening Part 3



The Northern Pole of Cold is a place in the northern hemisphere where the lowest air temperature has been recorded

1 Work in small groups. Look at the pictures and answer these questions about Oymyakon (also known as the *Northern Pole of Cold*).

- 1 Where is Oymyakon?
- 2 Which two records has this place held, do you think?
- 3 What do you think is the connection between Hollywood actor Ewan McGregor and Oymyakon?
- 4 What do you think life is like there for young people?

2 Read these notes about Oymyakon. Decide what information you think is missing from each space (*number, date, noun, verb, adjective, etc.*).

### Oymyakon, East Russia

Temperatures dropped to  $-71.2^{\circ}\text{C}$  in the year

(1) .....

Winters can be (2) ..... months long

In last 100 years, little changed in Oymyakon except for arrival of (3) .....

Fiodor Arnosow – (4) ..... person to live in Oymyakon

Young people would like:

- (5) .....
- Internet café to meet friends
- disco with music

Ewan McGregor travelled there by (6) .....

#### Exam advice

- Before you listen, read the notes carefully and think about what *kind* of word is missing in each space.
- The notes follow the order of the recording.
- Don't worry if you don't hear the answer the first time – you will listen to the recording twice.

3 20 You are now going to listen to a radio programme about Oymyakon. For each question, fill in the missing information in the numbered space in the notes above.

4 Work in pairs. Before you listen again, compare your answers and see if you can help each other with the missing words.

5 20 Listen to the recording again and then check your answers with your teacher.

6 Work in small groups. Imagine you live in Oymyakon and discuss these questions.

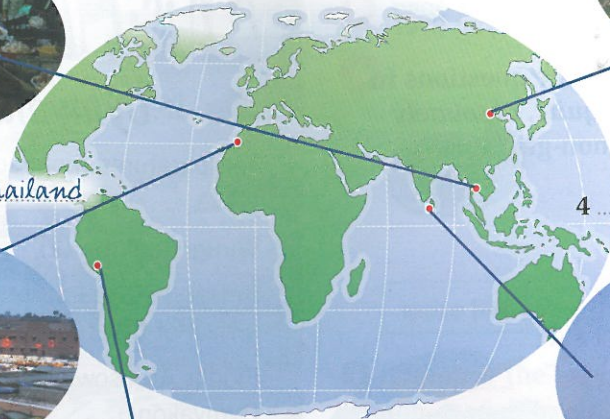
- Do you like living in Oymyakon? Why (not)?
- What would you change about your town?
- How could you attract more tourists to your town?



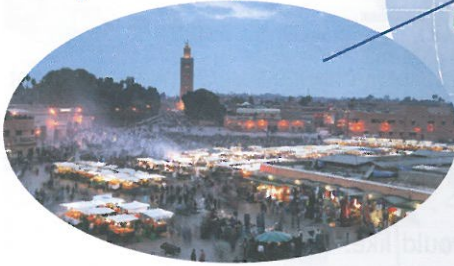
# Speaking Part 3



1 Bangkok floating market, Thailand



4



2



5



3

1 Work in small groups. Look at the map of the world and the five photos. Match the place names from the box below to the correct photo. Explain your choice of place.

Photo 1 must be Bangkok floating market, Thailand because I can see boats with lots of food in this photo.

Bangkok floating market, Thailand  
 Hikkaduwa Beach, Sri Lanka    Marrakech, Morocco  
 The Great Wall, China    Machu Picchu, Peru

2 Discuss these questions in your groups.

- What do you know about these places?
- What can tourists do in each place, do you think?

3 Listen to Laura describing the photo of the Bangkok floating market. Put a tick (✓) next to the things she talks about.

- |         |                          |            |                          |             |                          |
|---------|--------------------------|------------|--------------------------|-------------|--------------------------|
| place   | <input type="checkbox"/> | weather    | <input type="checkbox"/> | time of day | <input type="checkbox"/> |
| colours | <input type="checkbox"/> | food       | <input type="checkbox"/> | transport   | <input type="checkbox"/> |
| clothes | <input type="checkbox"/> | activities | <input type="checkbox"/> |             |                          |

4 Listen again. Complete Laura's expressions 1-8, then answer the question below.

- In this photo I can see a lot of boats.
- It ..... a traffic jam.
- The water ..... really dirty.
- I ..... it's a market in the morning.  
It ..... somewhere in Asia.
- There ..... a lot of fruit.
- On each boat, I ..... a person.
- On one of the boats, there ..... somebody wearing a colourful shirt.
- I ..... it will rain.

• Why do we say *look like* in Question 2 but *look* (without *like*) in Question 3?

### Exam advice

- You need to talk on your own for about a minute about a colour photograph.
- Talk about everything you can see, including the place, people, colours, clothes and weather.
- Don't forget to talk about what the people are doing.
- Imagine you're talking to someone who can't see the photo.

5 Work in pairs. Using the expressions in Exercise 4, take turns to describe one of the other photos. The listener should close their book and not look at the photos.



## Writing Part 3

- 1 Read this Writing Part 3 task and answer the questions that follow.

- This is part of a letter you receive from an English-speaking friend.

As part of a school project I have to write about an important city in your country. Which city should I choose? Can you tell me about this city?

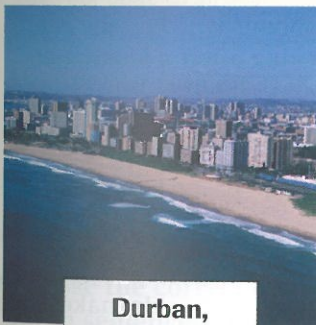
- Now write a letter to your friend.
- Write your letter in about 100 words.

- What do you need to write?
- How many words do you need to write?
- What information should you include?

- 2 Work in small groups. Choose an important city in your country and decide which of the things in the box you could write about. Then think of some adjectives to describe each one.

buildings   museums   shops   streets  
transport   views   weather

- 3 Kirsty lives in Durban, South Africa. Read her answer to the Writing Part 3 task.



Durban,  
South Africa

Dear Oscar,  
As you know, I've lived in Durban all my life, so why don't you write about my city? It's one of the largest cities in South Africa. In fact over three million people live there. Durban is famous for its port.

People say that it's the busiest port in Africa. Durban is on the east coast of South Africa and has the 'Golden Mile' – a group of beaches which are never too crowded and they are fantastic for surfing. There are absolutely fascinating museums, modern shopping centres and traditional markets, too. The weather is great because the sun even shines in winter. I hope this is enough information.

Lots of love,  
Kirsty

- 4 Work in pairs. Look at the writing checklist. Can you answer yes to all the questions? Why (not)?

### Writing checklist

- Does Kirsty answer all the parts of the question?
- Is her answer well organised?
- Does she open and close the letter in a suitable way?
- Does she connect her ideas with words like *and*, *because* and *which*?
- Does she use a variety of structures (*tenses*, *comparative adjectives*, etc.) and vocabulary?
- Does she write about 100 words?

- 5 Underline the expressions in Kirsty's writing that you could use in your own letter. Then check if you have underlined the same expressions as your partner.

### Exam advice

- Read the question carefully and underline the key words.
- Answer all the parts of the question.
- Make sure you can say yes to the questions in the writing checklist in Exercise 4.

- 6 Write a rough copy of your letter, using Kirsty's letter as a model.

- 7 Work in small groups. Read each other's letters to find out if you can answer yes to all the questions in the writing checklist.

- 8 Write the final copy of your own letter.

In preparation for the PET exam, it is useful to write rough copies of your Writing Parts 2 and 3 answers. Your teacher and other students can then help you to improve your work before you write your final copy. However, in the real exam you won't have time to write a rough copy – just write quick notes before you write your final copy.



# Unit 3

# Vocabulary and grammar review

## Vocabulary

1 Fill in the gaps by adding *im-*, *in-* or *un-* to the word in brackets.

- It was impossible (possible) to see anything in the fog.
- You can't run 20 kilometres in one day if you're ..... (fit).
- It's ..... (fair) to charge children the same price as adults.
- Petrol is very expensive now, so big cars are becoming ..... (popular).
- It's ..... (healthy) to eat too much and do no exercise.
- You shouldn't use ..... (formal) expressions when you write a job application.
- People became ..... (patient) when they had to wait outside the stadium.
- That old bicycle is ..... (safe) and nobody should ride it.
- Heavy snow is forecast, so drivers should avoid any ..... (necessary) journeys.
- In colder countries, many animals are ..... (active) during the winter.

2 Match the beginnings of sentences 1–8 with their correct endings a–h.

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| 1 I'm going to put my name           | a up painting as a hobby.        |
| 2 We're all really looking           | b with any problems like that.   |
| 3 People who like art often take     | c down for swimming lessons.     |
| 4 You must work hard to catch        | d out very early in the morning. |
| 5 I'm sure that you can deal         | e forward to surfing tomorrow.   |
| 6 In the next game, you can join     | f up for not winning the race.   |
| 7 It's a long walk, so I need to set | g in and play in our team.       |
| 8 Getting second prize didn't make   | h up with the rest of the class. |

## Grammar

3 Complete the text with the *-ing* or the infinitive form of the verb in brackets.

I'm planning (1) to go (go) away on holiday next week, but there are still so many things I need (2) ..... (do) before we leave! I want (3) ..... (get) some new clothes and I feel like (4) ..... (go) shopping right now, though I can't afford (5) ..... (buy) everything I'd like (6) ..... (have). So I've decided only (7) ..... (look for) the things I really must take with me. I'm also hoping (8) ..... (see) my friends before I go, so I've suggested (9) ..... (spend) Sunday afternoon together. And I must remember (10) ..... (buy) some more credit for my mobile this afternoon. I forgot (11) ..... (do) that yesterday, and I can't imagine (12) ..... (be) away from home for a month and not sending a single text message!

4 Circle the correct option, a, b or c.

- While I'm away, a neighbour is b my cat.  
a looking for    b looking after    c looking at
- My brother has a wonderful ..... of old coins.  
a collection    b collecting    c collector
- I love going out to sea and ..... deep under the water.  
a surfing    b sailing    c diving
- My brother is a very good ..... . He makes some lovely meals.  
a cook    b cooker    c cooking
- I want to learn to play the piano, or another musical .....  
a object    b equipment    c instrument
- The castle charges a lower admission ..... for children.  
a fare    b fee    c value
- It's more fun to take ..... in a game than just watch it.  
a team    b part    c practice



# Unit 4

# Vocabulary and grammar review

## Vocabulary

1 Eeva has written this letter about her home town, Helsinki. However, she has made eight mistakes with adjectives – she has used the opposites! Correct the letter by changing the underlined adjectives to their opposites. (More than one answer is sometimes possible.)

Hi John,

I live in Helsinki which is the capital and (1) smallest <sup>biggest</sup> city in Finland. Helsinki is (2) terrible – I love it! It's located near the Baltic Sea so the weather is not very cold for such a northern country. February is by far the (3) hottest month. Last February was (4) boiling, temperatures fell to  $-15^{\circ}\text{C}$ . As for the city itself, Helsinki is extremely clean. I love shopping and there are many places to go in the city centre. Tourists love the (5) calm market square but I prefer Stockmanns, it's a (6) tiny department store. Tourists also visit the Museum of Finnish Art but I think it's a little (7) interesting. Helsinki has 300 islands, some of them are completely (8) crowded. In the summer, we often take our boat to an island and spend the day there. Why don't you come and visit me?

Hope to hear from you soon.

Lots of love,

Eeva

2 Choose the correct option in brackets to complete these sentences about record breakers.

- 1 At around 3,600 metres above the sea, La Paz, Bolivia, is the world's highest capital city. (highest / lowest / widest)
- 2 The Eiffel Tower is older ..... the Empire State Building but the Empire State Building is taller. (then / as / than)
- 3 One of Copenhagen's most popular tourist attractions is the ..... small Little Mermaid statue. (absolutely / very / far)
- 4 Mauna Loa, Hawaii, is ..... larger than any other volcano. (more / far / very)

- 5 The cyclist, Mark Beaumont, took just under 195 days to ..... around the world by bike. (travel / trip / journey)
- 6 One of the world's largest ..... is in Dubai, United Arab Emirates. It has over 1,200 shops. (shopping centres / department stores / markets)

## Grammar

3 PET candidates often make mistakes with comparisons. Correct one mistake in each of these sentences.

- 1 He was taler than me and more handsome too. <sup>taller</sup>
- 2 This cinema is more better than the cinema in Enfield.
- 3 I don't like the countryside even if it is more safe than cities.
- 4 I like living in the city much more that the countryside.
- 5 The restaurant had bigger windows as my school sports hall.
- 6 The food here is much more expensive then in my country.

4 Read these sentences about a holiday. Complete the second sentence so that it means the same as the first, using no more than three words.

- 1 I thought the journey was going to be really terrible. The journey wasn't as bad as I'd expected.
- 2 This year's hotel was nearer to the beach than last year's. Last year's hotel was ..... from the beach than this year's.
- 3 The restaurant in our hotel was more popular than any other restaurant in town. The restaurant in our hotel was the ..... restaurant in town.
- 4 Of all the activities, I liked going snorkelling best. I liked going snorkelling ..... any of the other activities.
- 5 I have never visited a place as hot as this. This is ..... place I have ever visited.



# Unit 5 Feelings



1 ...jealousy...



2 .....



3 .....



4 .....



5 .....

## Starting off

1 Which picture shows each of these emotions?

anger    fear    happiness    jealousy    sadness

2 Do the quiz and match an emotion from the box with questions 1–5.

3 Look at the key on page 173. Do you agree with what it says about you? Why (not)?

## Listening Part 4



1 You are going to hear a teenager, Ben, talking to his sister, Erica, about his best friend, Liam. Look at the first part of their conversation, then answer the questions below.

**Erica:** I've got a feeling you're upset about something. What is it?  
**Ben:** Well, Liam moved away with his family last year and I don't think things are as good now.  
**Erica:** Oh, I'm a bit surprised. It seems to me you spend half your time on the phone to him, or writing him emails and texts and things.  
**Ben:** Yes, I do. And we chat online, too. But for me it's not the same as seeing each other.

- Which words do they use to give their opinions?  
*I've got a feeling ...*
- Which other words do you know for giving opinions?

## HOW EMOTIONAL ARE YOU?

1 ...sadness...

The film you are watching has a very sad ending. What do you do?

- a cry a lot    b you never cry    c cry a little

2 .....

You are in a café when somebody spills your drink, and doesn't say 'sorry'.

What do you do?

- a say nothing to them    b tell them it's OK  
c shout at them

3 .....

You have broken a tooth, so you have to go to the dentist. What do you do?

- a look a bit nervous    b say how afraid you are  
c say you like seeing the dentist

4 .....

Your exam results are much better than you expected. What do you do?

- a scream and jump around    b smile a little  
c continue working

5 .....

Someone you don't like suddenly wins a lot of money. What do you do?

- a take no notice of them    b say they're very lucky  
c say they don't deserve it



2 22 Listen to the rest of the conversation. 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.

	A	B
1 Erica thinks Ben should see Liam more often.	<input type="checkbox"/>	<input type="checkbox"/>
2 Ben enjoys travelling by road to see Liam.	<input type="checkbox"/>	<input type="checkbox"/>
3 According to Ben, the train costs too much.	<input type="checkbox"/>	<input type="checkbox"/>
4 He says that Liam wants to visit him at weekends.	<input type="checkbox"/>	<input type="checkbox"/>
5 Ben says that Liam and he are still good friends.	<input type="checkbox"/>	<input type="checkbox"/>
6 Erica is sure that Liam knows how Ben feels.	<input type="checkbox"/>	<input type="checkbox"/>

3 Match the underlined expressions from the conversation 1–6 with their meanings a–f.

- |                                                |                                       |
|------------------------------------------------|---------------------------------------|
| 1 you're <u>upset</u> about something          | a wants very much                     |
| 2 Liam <u>moved away</u>                       | b have a good relationship            |
| 3 you and Liam actually <u>get together</u>    | c unhappy or worried                  |
| 4 I don't think he's <u>keen on</u> doing that | d make (someone) remember (something) |
| 5 we <u>get on</u> really well                 | e went to a different place to live   |
| 6 you need to <u>remind</u> him                | f meet to spend time with someone     |

4 Do you think you can still be good friends with somebody when you live a long way from each other? Talk to a partner about it. Use opinion expressions and some of the expressions above.

## Grammar

Can, could, might and may (ability and possibility)

▶ page 122 Grammar reference: Can, could, might, may (ability and possibility)

1 Underline the verbs for ability and possibility (modal verbs) in these extracts from the conversation between Erica and Ben, then answer the questions below.

Whenever I can, Erica.

And Liam could get one, too.

He might not realise that

- Which of these modal verbs is negative?
- Where does *not* go?
- What is the short form?
- What are the negatives of the other two modal verbs?

2 23 These sentences contain mistakes with modals made by PET candidates. Say what the errors are (e.g. *wrong word order, wrong tense, etc.*) and correct them.

- 1 We can ~~to~~ go to the cinema next weekend. *Modals are followed by the infinitive without 'to'.*
- 2 I know it may ~~seems~~ strange.
- 3 Sorry but tomorrow I'm not can go.
- 4 What we could do?
- 5 Here we can doing a lot of sports.
- 6 You will might see them in December.
- 7 It's could be quite boring for you.
- 8 We could met at 8 o'clock near the cinema.

3 Read this email and complete the rules below with the underlined words.

Hi Kylie,

I'm sorry but I don't think I can go out on Thursday. I may be busy all evening on Friday, too, so Saturday might be better. That new film is on at the cinema and it could be really good – your favourite actor's in it. I could meet you there at about 7.30. Let me know what you think.

Bye for now,  
Lauren

- 1 We use ..... or ..... for ability.
- 2 We use ..... , ..... or ..... for possibility, with no real difference in meaning.



- 4 Choose the correct modal (*can, might, etc.*) in Kylie's reply.

Hi Lauren

Thanks for your message. I (1) may / **can** see you're very busy at the moment, so perhaps it (2) can / might be better to meet another weekend. Also, I (3) couldn't / mightn't go out until later because my little brother will be here with me and I (4) can't / may not leave him alone at home.

It's a pity we (5) can't / may not see each other more often. You're my best friend and I know I (6) might / can always talk to you about anything. (7) Could / May you phone me in the next few days? I've got some interesting news and I (8) mightn't / can't wait to tell you about it!

Love,  
Kylie

- 5 Work in pairs. Tell your partner about things you normally *can* and *can't* do during the week. Then say what you *might* do next weekend.

*In the week I can't get up late, but I can see my friends at school. At the weekend I might meet my friends in town, or I might go swimming.*

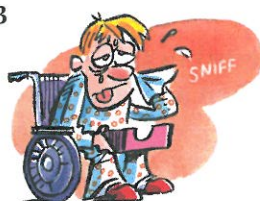
*Should, shouldn't, ought to, must, mustn't, have to and don't have to (obligation and prohibition)*

- ▶ page 122 *Grammar reference*: Should, shouldn't, ought to, must, mustn't, have to, don't have to (*obligation and prohibition*)

A



B



- 1 We use *should* or *ought to* to advise someone. In the negative, *shouldn't* is more common than *oughtn't*. Match pictures A and B with these sentences.

- 'You shouldn't go out tonight.'
- 'You ought to get a new T-shirt.'

- 2 Give more advice to the people in the pictures. Use *ought to, should* and *shouldn't*.

'You should comb your hair.'

- 3 Match pictures C–F with sentences 1–4.

C



D



E



F



- 'You *must* be home by 11 pm.' F
- 'You *have to* be 18 to ride this.'
- 'You *mustn't* make a noise, children.'
- 'It's Sunday – you *don't have to* get up.'

- 4 Now match the modals in *italics* in sentences 1–4 above with their meanings a–d below.

- it's not necessary to do it
- you're not allowed to do it
- it's necessary to do it (because it's a rule or law)
- it's necessary to do it (because the speaker says so)

- 5 Complete the sentences using *must, mustn't, have to* or *don't have to*.

- 'It's still early. *We don't have to go* home yet.'
- 'Your hands are dirty. You ..... wash them.'
- 'It's a secret. You ..... tell her what I said.'
- 'The club's free. You ..... pay to get in.'
- 'You can't get married. You ..... be 18.'
- 'No, I can't wait. You ..... decide now!'

- 6 Quickly read the text on page 47 and choose the correct ending for this sentence, A, B or C.

The purpose of the text is to:

- advertise an Internet site for young people.
- advise young people on Internet safety.
- tell young people not to use the Internet.



- 7 (23) Circle the correct option in *italics* for 1–7 below. Then listen to the recording to check your answers.



Internet sites like MySpace, Bebo and Facebook are a great way for young people to keep *in* touch with friends, but there are things you (1) *should* / *ought* to do to stay safe. On some sites you (2) *don't have to* / *mustn't* use your real name if you don't want to, so invent a name for yourself. On most sites it's a rule that you (3) *ought to* / *have to* give an email address, but this (4) *doesn't have to* / *mustn't* be your normal one – you can use any address. You can write lots of interesting things on your online page, but something you (5) *must* / *have to* never do is put your house address or phone number. In fact, you (6) *shouldn't* / *don't have to* give any information that could let strangers know your identity, because on the Internet you never know who is looking. Remember, too, that you (7) *don't have to* / *mustn't* put your friends' personal details on your page, or you could put them in danger. So the message is: have fun, but take care.

- 8 Think about your everyday life. Tell your partner about something:

- you have to do at school or work.  
*I have to arrive on time.*
- you *mustn't* do at school or work.
- you *don't have to* do at weekends.
- you *must* do this week.
- you *shouldn't* do but sometimes do.
- you *ought to* do but probably won't do.

## Vocabulary

### Adjectives and prepositions

- 1 (24) In these correct sentences written by PET candidates, underline the preposition which comes after the adjective.

- My father was very angry *with* me.
- I never get tired *of* watching this film.
- He was very sorry *about* what happened.

- 2 Work in groups. Complete the table with the prepositions *about*, *of* and *with*.

afraid, ashamed, jealous, proud, fond	(1) .....
bored, disappointed, impatient, satisfied	(2) .....
sad, nervous, crazy, sure, depressed	(3) .....

- 3 Can you think of any other adjectives that go with these prepositions? Add them to the table. Remember that some adjectives can be followed by different prepositions (e.g. *sure of*, *sure about*).

- 4 Write the correct prepositions in 1–6, then answer the questions about yourself. Say why.

- Is there anything you feel sad ..... *about* .....?
- Is there anyone you sometimes get angry ..... ?
- When you were a child, what were you afraid ..... ?
- What do you sometimes get bored ..... ?
- Is there anything you sometimes feel nervous ..... ?
- What, in your life, are you most proud ..... ?

### Adjectives with *-ed* and *-ing*

▶ page 123 Grammar reference: Adjectives with *-ed* and *-ing*

- 1 Quickly read the story *Love in the air* on page 48 and answer these questions.

- Why did the man ask the airline to help?
- What happened in the end?

- 2 Look at this extract from the text. What *-ing* adjective does it use? How does the spelling change from the word in brackets?

For many people the flight to Australia is long and boring ...

- 3 The extract could be rewritten like this. What *-ed* adjective does it use?

Many people feel bored on the long flight to Australia.

- 4 Answer these questions about both extracts.

- What is the flight to Australia often like?
- How do people flying to Australia often feel?

- 5 Fill in gaps 1–12 in the text with the correct form of the adjective. Use *-ing* if it describes something, or *-ed* if it tells us how someone feels about it.



## Reading Part 5

- 1 Read this paragraph. How would you answer the question at the end of the text? With a partner, think of some possible reasons.

### Love in the air

A young man fell in love with another passenger on a long-distance flight – and then got the airline to help him find her.

For many people the flight to Australia is long and (1) boring (bore), but not for Abbie and Callum Davies – because that's where they first met. 'She was sitting next to me,' said Callum. 'I felt (2) ..... (relax) talking to her and we got on really well. We chatted all the way to Sydney and it was (3) ..... (surprise) how quickly the time went. Everyone else on the plane was asleep, but not us. We didn't feel (4) ..... (tire) at all.'

But after the flight he realised he'd forgotten to get her phone number. 'I was really (5) ..... (depress),' he said, 'so I contacted the airline. To be honest, it was quite (6) ..... (embarrass) I thought they might be (7) ..... (amuse) but I think they felt sorry for me. I gave them her seat number, and waited.'

Abbie, too, was feeling sad. 'I was (8) ..... (annoy) with myself for not getting his number,' she said, 'though I was also a bit (9) ..... (disappoint) he didn't ask me for mine. I thought he wasn't really (10) ..... (interest) in seeing me again. So I was (11) ..... (amaze) when the airline phoned to ask if I wanted to call Callum. I was so (12) ..... (excite) that I phoned him the same day, and we had our first date that weekend. We got married and we're very happy together.'

- 6 Write three pairs of sentences using adjectives from the text.

*It's relaxing to listen to music.  
I always feel relaxed when I play my favourite songs.*

- 7 24 You will hear four people talking. Listen and match speakers 1–4 with emotions a–d.

Speaker 1 a bored                      Speaker 3 c annoyed  
Speaker 2 b amazed                  Speaker 4 d disappointed

- 8 Tell a partner about the last time you were:

- annoyed
- surprised
- tired
- disappointed

Then ask your partner to describe situations that were:

- exciting
- frightening
- embarrassing
- amusing

In countries around the world, the number of people who say they enjoy life is going down. From the United States to China, more and more adults, teenagers and children say they are depressed, with ten times more people in the USA now experiencing depression than fifty years ago. At the same time, people in most countries have far more money than their parents' or grandparents' generations had. We're richer than ever before, so why aren't we happier?

- 2 Work with a partner. Look at the pictures then answer the questions below.



- Which of these things would make you feel very happy?
- Why?
- What other things make you happy?
- Do you think we can learn how to feel happier?



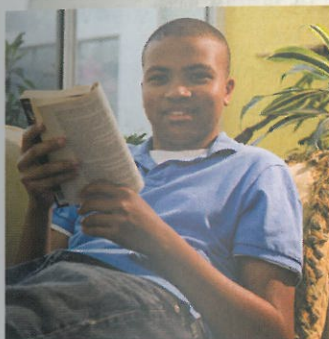
- 3 Quickly read the text *How to be happier*, without filling in any gaps, and answer these questions, according to the text.
- 1 When do we usually think about our happiness?
  - 2 When should we think about the things that make us happy?
  - 3 What may happen if we often do this?

- 4 Look at a–d and the four possible answers (A, B, C and D) to each of 1–10 below the text. Which questions test:
- a modal verbs .....2....., ....., .....
  - b adjectives and prepositions ....., ....., .....
  - c words with similar meanings ....., ....., .....
  - d adjectives with *-ing* ..... ?

### Exam advice

For each gap, decide what kind of word (e.g. *adjective, modal, adverb*, etc.) you need by looking at the four options. A, B, C and D are always the same kind of word.

- 5 Read the text and choose the correct word, A, B, C or D, for each space. There is an example at the beginning (0).



## How to be happier

Our happiness does not depend only (0) A what we have, say scientists. What we (1) we have is just as important. This is why the rich often seem miserable but people with very little (2) be much happier with their lives.

It is (3) how rarely we think about how lucky we are. Most of us have good health, homes and friends. We don't notice how good

life normally is until we're feeling sad (4) something. But we don't (5) to wait for something negative to happen.

Instead, we (6) be grateful all the time for the good things in our lives. We can do this by writing down five of them (7) night. For example, something that we own, or the people we are fond (8) .

By repeating this every day for a month it will become a (9) . People who do this are healthier, more successful and more satisfied (10) their own lives.

- |               |            |              |                |
|---------------|------------|--------------|----------------|
| 0 A <u>on</u> | B in       | C at         | D by           |
| 1 A remind    | B realise  | C wonder     | D doubt        |
| 2 A can       | B shall    | C do         | D need         |
| 3 A amusing   | B annoying | C surprising | D embarrassing |
| 4 A about     | B around   | C along      | D among        |
| 5 A must      | B have     | C would      | D could        |
| 6 A ought     | B may      | C should     | D might        |
| 7 A most      | B every    | C all        | D some         |
| 8 A for       | B of       | C from       | D to           |
| 9 A habit     | B way      | C use        | D form         |
| 10 A into     | B over     | C under      | D with         |

- 6 Which good things in your life are you grateful for? Think of as many as you can, and write down the five most important.

## Vocabulary

### Adjectives and their opposites

- 1 Match adjectives 1–5 with their meanings a–e.

- |             |                               |                 |
|-------------|-------------------------------|-----------------|
| 1 miserable | a bad or harmful              | <i>cheerful</i> |
| 2 nervous   | b gives a lot to other people |                 |
| 3 negative  | c very pleased                |                 |
| 4 delighted | d worried or afraid           |                 |
| 5 generous  | e very unhappy                |                 |

- 2 Now match 1–5 with their opposites from the box.

cheerful depressed  
mean positive relaxed

- 3 These adjectives describe experiences. Put them into pairs with opposite meanings.

awful fantastic funny  
ordinary serious strange

*awful/fantastic*

- 4 Now match the adjectives from the box with situations 1–6.

- 1 Somebody tells you the best joke you've ever heard.  
*funny*
- 2 You have a problem. You can solve it, but you must think carefully.
- 3 You lose your wallet or purse with all your money in it.
- 4 Like every day, you're standing at the bus stop.
- 5 You hear a noise in the dark, but you can't see anyone.
- 6 By chance, you meet your favourite film star.



- 5 Work in pairs. Tell your partner about awful, funny, fantastic and strange things that sometimes happen.

*It's really awful when people talk about you behind your back.*

## Speaking Parts 3 and 4

- 1 Work with a partner. Choose a picture each, A or B, and say what you can see in it. Think about how the person felt while they were there.



- 2 (25) To see if you were right about their feelings, listen to the people in the pictures.

- 3 (25) Listen again and complete the questions.

- 1 How ..... you .....
- 2 What ..... in the .....
- 3 How long ..... you ..... to wait?
- 4 What ..... your ..... to that?

- 4 Work with a partner. Do the exam task together. You could choose up to five of the suggested life events below.

### Exam advice

Make the discussion longer by asking the other candidate how they felt, what happened next, etc.

Your photographs showed people in situations that caused **strong feelings**. Now I'd like you to talk together about **important events** in your life, and how you felt at the time.

- moving house or changing school
- making a new friend
- taking an important exam
- receiving a special present
- being frightened by something
- doing something for the first time
- being very surprised by something
- doing something very well
- being very angry about something
- hearing or seeing something funny

## Writing Part 3

- 1 Read this sentence from a letter that a friend sent you.

*So tell me, what's your favourite way of relaxing, and why do you like it?*

Which of these points should you put in your reply, do you think? What else should you include?

- 1 Where you go to relax
- 2 How your best friend relaxes
- 3 What might be a good way to relax
- 4 When you usually relax
- 5 How you relax
- 6 How you relaxed when you were a child



- 2 Read this reply from Olivia. Which of the points from Exercise 1 does she include?

Hi Nathan,

Thanks for your letter - it was great to hear from you.

How do I like to relax? Well, what I most like to do is go into my room and read an interesting book, particularly at weekends. I really like being there because it's so warm and cosy, and I can listen to my favourite music. I put a sign outside the door saying 'Do not disturb', so nobody comes in. I don't even answer phone calls!

So that's what I do to feel relaxed. How about you? Write soon and let me know.

All the best,

Olivia

- 3 Which of these expressions would you use in a letter to a friend? Where would you put them? Tick (✓) the suitable expressions and write 'B' for beginning or 'E' for end.

✓E

Lots of love, I have received your letter dated June 15. I look forward to hearing from you. Dear Sir/Madam, Well, that's all for now. Hi Lisa  
All the best, This is just a quick letter to say ... Yours sincerely,  
It was great to hear from you. Dear Sir/Madam, Give my love to everyone.  
Don't forget to write soon. Sorry I've taken so long to write back. Dear George

- 4 Look at Olivia's letter. Which of these, or similar, expressions does she use?
- 5 When she gives reasons, Olivia uses the linking word *because*. Which other word linking cause and effect can you find in her letter?
- 6 Join sentences 1-5 using the linking words in brackets. Start with the words given.

- 1 I can go to the sports centre quite often. It's near my house. (as)  
I can go to the sports centre quite often as it's near my house.
- 2 There are so many good films. I never get tired of going to the cinema. (because)  
I never ...
- 3 I often go out in the evenings. I don't have much homework to do. (since)  
Since I ...
- 4 Water-skiing is really exciting. I enjoy it a lot. (because)  
I enjoy water-skiing ...
- 5 I'm on my PlayStation® every day. I've got some really good games. (so)  
I've ...

- 7 Read the instructions for the exam task, and follow the steps below.

- This is part of a letter you receive from an English-speaking friend.

In your next letter, please tell me about something exciting you like to do. Why is it such good fun?

- Now write a letter, answering your friend's questions.
- Write your letter in about 100 words.

### Exam advice

Make your writing more interesting by using adjectives, especially strong ones like *amazing* or *crazy (about)*.

- 1 Choose an exciting activity.
- 2 Make notes about where, when and what.
- 3 Plan the order for your points. Add reasons.
- 4 Write your letter, using expressions like those in Exercise 3 and cause-and-effect links from Exercise 6.
- 5 Check your work for mistakes.



# Unit 6 Leisure and fashion



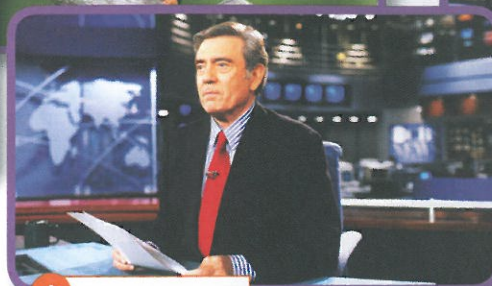
1 ..... cartoon.....



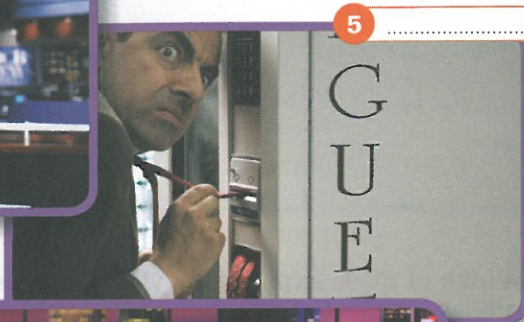
2 .....



3 .....



4 .....



5 .....



6 .....

## Starting off

- 1 Work in pairs. Use some of the words in the box to label the television screens with the type of programme.

advert   cartoon   chat show   comedy series  
documentary ✓   quiz show   reality show  
sports programme   the news   the weather

- 2 26 Listen to Lucy and Ben talking about four different programmes. Put a tick (✓) next to the types of programme they talk about.

- 3 Work in small groups and discuss these questions.

- How much TV do you watch? When do you watch TV?
- What's your favourite TV programme? Why?
- Do you prefer to watch TV or do something else? Why?

## Reading Part 2

- 1 Work in pairs. Look at the page from a Hong Kong entertainment guide and find one example of each of these things:

- |                              |                     |                  |
|------------------------------|---------------------|------------------|
| 1 martial arts demonstration | <i>Fight Planet</i> | 5 film           |
| 2 musical                    |                     | 6 comedy club    |
| 3 concert                    |                     | 7 unusual circus |
| 4 play                       |                     | 8 night-club     |

- 2 Silvie and Kat would like to go out. Read about what they want to see and don't want to see and answer the question below.

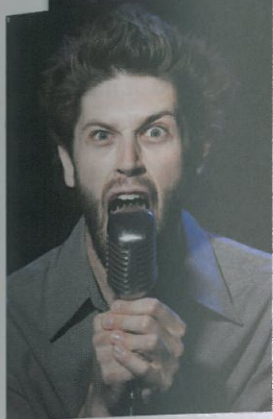


Best friends Silvie and Kat would like to see something completely different. They saw their favourite band last week so they don't want to hear more music. They haven't got time to reserve tickets.

- Why have some expressions been underlined, do you think?

- 3 Read the entertainment guide on page 53 to find out what Silvie and Kat choose to see. Underline where you find the information in the guide. Why do they not choose the other seven options?





### A University Spotlight

We have put together a great show for Hong Kong. Come and see local university students stand up and tell jokes. Tickets are selling

quickly so book early. Special discounts for students.

*GetIn, Fri 21, 10 pm & Sat 22, 11 pm. Short walk from station.*

### B Kids Rock

Set in the year 2306. Rock and roll is not allowed and young people are told what to think and do. A band of live musicians play more than 20 pop songs. For the next month, Hong Kong audiences will have the chance to see this show.

*Haynes Theatre, Tue–Fri 8 pm, Sat 2 pm & 8 pm, Sun 1 pm & 7 pm.*

*Limited parking on site. Easy access by public transport.*

### C Prince of Mandavia

(English with subtitles in Cantonese)

Cartoon fun! Max does not want to be the next Prince of Mandavia. He wants to have a normal life like his friends, monkey, elephant and bear.

When trouble comes to Mandavia, can the friends save their country from its enemies? Fantastic music by everyone's favourite band, *Keith's Door*.

*Silver Hill Cinema Mon–Sun 2 pm, 4 pm, 6 pm, 8 pm, 10 pm & 12 pm. Free parking for every two adult tickets.*



### F Reggae Nights

Well, you've all heard of Bob Marley. Disc Jockeys Doctor Jupiter and Master Moon play their records for this reggae disco. Come on down for a great evening.

*Club 999 Sat 9 pm – late.*

*Admission free. (Over-18s only.)*

*Short walk from public transport.*

### D Liala

No large tent or animals here, just a mix of gymnastics, dance, theatre and music. Liala tells the story of a young woman's journey. This show opened this week in a very special venue and has already received very positive reviews. Suitable for all ages.

*The LIALA Theatre. Tues–Sun 7 pm and 10 pm. 55-min ferry ride from Hong Kong, then shuttle bus.*

### G Fight Planet

You haven't seen anything like this before. Expect some amazing action as Thai Kickboxers come to Hong Kong. Battle Fighters include Matt 'Monkey' Barr and Paul 'Tiger' Knowles. Entertainment for audiences of all ages. Souvenirs will be on sale after the show.

*Star Hall. Parking for disabled customers only. No tickets for early performance. A few tickets available for 11 pm.*



### E Found in Hong Kong

Mostly music and definitely good fun. Listen to the sounds of a very unusual orchestra. Dressed up as strange animals, the musicians have replaced their instruments with everyday objects found in the streets, such as bottles, drink cans and boxes. Not to be taken seriously – be prepared to laugh!

*Cultural Centre Sat 4 pm & 8 pm. Car park nearby. Tickets still available. Easy access by public transport. Gift Shop open during interval. Under-8s not admitted.*

### H Best Friends

Set in a city school, the English teacher has to teach a group of difficult students. *Best Friends* takes a serious look at the role of the modern teacher and asks whether a teacher can make friends with their students. Nothing different about this story but highly recommended for parents and their teenage children!

*The Academy. Shop open during interval. Tue–Fri 7.30 pm, Sat 2.30 pm & 8 pm. No parking available until further notice.*



4 Read the information about the people below and underline the important words.

2



Teenagers Martha and Artie are visiting the Hong Kong *Futures Show* with their parents because they all love science fiction. Martha and Artie love live music, especially reggae, but their parents want to see a musical.

3



Al and Ed are university students who want to have fun in Hong Kong tonight. They can't afford to spend very much money but they like listening to good music.

4



Lily (19) and Ken (18) want to see something with their 5-year-old cousin, Mai, who is mad about animals. Lily wants to drive, but she doesn't want to pay for parking.

5



Lara (16) and her mum prefer something funny to serious drama. Their flight home tomorrow is at 8 am so they need to go to bed early. Lara still wants to buy some presents before they leave.

5 Read the guide again carefully and decide which event A–H would be the most suitable for each group of people 2–5. Underline where you find your answer in the guide.

6 Work in pairs. We learn that Martha and Artie love reggae music. The word *reggae* is used in event F – *Reggae Nights*. Why is this event *not* the correct answer for them?

7 Find *four* more examples where words in the descriptions of people are repeated in the guide *but do not* tell us the correct answer.

8 Work in small groups. Choose one event from the entertainment guide that you would all like to see. When you are ready, explain your group's choice to the rest of the class.



## Vocabulary

### Going out

- 1 Work in pairs. The words in the box appear in the guide. Look at the guide again and try to decide what these words mean.

admission	audience	interval	live
performance	review	subtitles	venue

- 2 Now match the words to their definitions 1–8 from the *Cambridge Learner's Dictionary* to see if you decided on the correct meanings in Exercise 1.

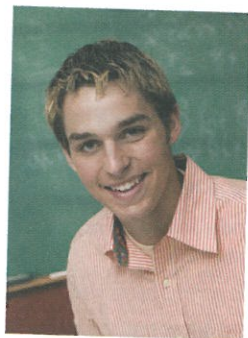
- 1 *performance* noun acting, singing, dancing or playing music to entertain people
- 2 ..... noun the money that you pay to enter a place
- 3 ..... noun the people who sit and watch a performance at a theatre, cinema, etc.
- 4 ..... adj done with an audience
- 5 ..... noun a report in a newspaper, magazine or programme that gives an opinion about a new book, film, etc.
- 6 ..... plural noun words shown at the bottom of a cinema or television screen to explain what is being said
- 7 ..... noun UK (US *intermission*) a short period of time between the parts of a play, performance, etc.
- 8 ..... noun a place where a sports game, musical performance or special event happens

- 3 27 Listen to Liam using some of the words from Exercise 1 to give his opinion on one of the events in the guide. Which event does he talk about?

- 4 Work in small groups. Take turns to describe one of the events in the entertainment guide. Can the others guess which event you are describing?

## Grammar

### Present perfect



- 1 26 Listen to Tom and Evan planning a night out together in Hong Kong. What do they decide to do?

- 2 28 Listen again and complete these extracts from their conversation, then answer the question below.

- 1 Have you ..... ?
- 2 I haven't ..... the circus show *Liala* .....
- 3 I've ..... *Liala*.
- 4 I've ..... reading the play.

- What tense is used in all four extracts?

- ▶ page 123 *Grammar reference: Present perfect; Just, already and yet*

- 3 Work in pairs. We often use the adverbs *yet*, *already* or *just* with the present perfect. Complete these rules below by writing *yet*, *already* or *just* in gaps 1–6.

Rules

We use this to talk about things that happened a short time ago: (1) ..... *just* .....

We use this to say something has happened, often sooner than expected: (2) .....

We often use this in questions and negative sentences when we expect something to happen. It means 'until now': (3) .....

These adverbs normally go in the middle of the sentence, between *have* and the past participle: (4) ..... and (5) .....

This adverb normally goes at the end of the sentence: (6) .....

- 4 Harry has not been in contact with his English-speaking friend for a long time and decides to send an email. Complete Harry's email using the words given in the present perfect.

✉

Sorry I haven't written to you for so long but I've had a lot of exams. I've got so much to tell you.

- 1 My sister and her boyfriend / just / get married  
*My sister and her boyfriend have just got married.*
- 2 My dad / not find / a new job / yet
- 3 But he / start / a course in computing
- 4 My mum / just / win / a prize in a photography competition
- 5 you / see / the new *Kung Fu* film / yet?
- 6 I / already / see / it / three times. It's great!
- 7 What about you? You / finish / your exams / yet?



▶ page 124 Grammar reference: Since and for

- 5 PET candidates sometimes make mistakes with *since* and *for*. Look at this extract from the *Cambridge Learner's Dictionary* and complete the sentences that follow so that they are true for you.

**Common Learner Error**

**since or for?**

When you talk about the beginning of a period of time, use *since*.

*I have lived here since 1997.*

When you talk about the whole period of time, use *for*.

*I have lived here for five years.*

- 1 I have lived here since .....
- 2 I have been at my school for .....
- 3 I have had my watch since .....
- 4 ..... has been my English teacher for .....
- 5 I have played ..... since .....

- 6 Work in pairs. Use *how long* to ask each other questions about the sentences in Exercise 5.

*How long have you lived here?*

**Present perfect or past simple?**

▶ page 124 Grammar reference: Present perfect or past simple?

- 1 Read the Grammar reference section: *Present perfect or past simple?* on page 124, then put the verbs in brackets into the present perfect or past simple to complete sentences 1–7.

- 1 It's the second time I *have n't done* (not/do) my homework.
- 2 ..... you ..... (read) this month's *Surf* magazine yet?
- 3 I'm not going to the theatre. I ..... (see) that show three months ago.
- 4 I'm worried about Emily. I ..... (not hear) from her recently.
- 5 Our football team are playing better now. We only ..... (win) twice last year.
- 6 You look tired. What time ..... you ..... (go) to bed last night?
- 7 How many exams ..... you ..... (take) since the beginning of this year?

- 2 Work in pairs. You're going to read about DJ Jupiter or the kickboxer, Lewis Young. Write at least four questions about their lives. Use the present perfect or past simple and some of the question words in the box.

what why when where how  
how long how many times

- 3 Student A, turn to page 173 and read the text about DJ Jupiter. Student B, turn to page 174 and read the text about the kickboxer.

- 4 Using the questions in Exercise 2, take turns to ask each other questions about what you have read. If you don't know the answer, make a sensible guess.

**Vocabulary**

*been/gone, meet, get to know, know and find out*

- 1 Read these dictionary extracts.

**Common Learner Error**

**go, gone and been**

**Gone** is the usual past participle of the verb **go**. Sometimes you use the past participle **been** when you want to say that you have gone somewhere and come back, or to say that you have visited somewhere.

*Paul has gone to the cinema this evening* (= he is still there)

*Paul has been to the cinema this evening* (= he went and has come back)

*Have you ever been to New York?* (= Have you ever visited New York?)

**meet, get to know and know**

When you **meet someone**, you see or speak to them for the first time.

When you **get to know** someone, you learn more about them and after this you can say that you **know** them.

*I met Nick on holiday.*

~~*I know Nick on holiday.*~~

*We got to know each other and became good friends.*

~~*We knew each other and became friends.*~~

*How long have you known Nick?*

~~*How long have you got to know Nick?*~~

**know or find out?**

To **know** something means to already have information about something.

*His parents already knew about the party.*

To **find out** something means to learn new information for the first time.

*His parents were angry when they found out about the party.*



2 Work in pairs. Circle the correct option(s) in *italics* for questions 1–6. Check your answers by looking at the extracts in Exercise 1 again.

- 1 Have you ever been / gone abroad? Where have you *been* / gone?
- 2 Have you ever made a friend on holiday? How did you first *meet* / know each other?
- 3 Have you got a best friend? How long have you *known* / met them?
- 4 Imagine all your friends have *been* / gone on holiday and you are on your own. What do you do?
- 5 Do you enjoy *knowing* / getting to know new people? Why (not)?
- 6 How often do you use the Internet to *find out* / know information? Have you used it this week? What for?

3 Work in small groups. Take turns to ask and answer the questions in Exercise 2.

## Listening Part 1



1 Work in small groups. Look at the picture of the lost property office at a summer camp. Use the words in the box to talk about some of these items.

button collar cotton fashionable leather long/short sleeves  
old-fashioned patterned plastic pocket round neck  
sleeveless striped tight V-neck woollen

There's a V-neck sweater on the table.

2 PET candidates often make mistakes when describing clothes. Correct one mistake in sentences 1–6.

- 1 Most of the time, I wear a <sup>colourful</sup> ~~colourfull~~ shirt, tight black jeans, and my favourite boots.
- 2 My best friend always wears beautifuls clothes.
- 3 The bride wore a long and white wedding dress.
- 4 Not long ago I bought three new fashion T-shirts.
- 5 At weekends, of course, I wear jeans and T-shirt.
- 6 Yesterday I bought some brown shoes and a blue trouser.

3 Work in pairs. Read the questions carefully and underline the important words. Decide what each picture shows and what the difference is between each one.

1 Which is Mark's sweater?



A  B  C

2 What has Mary lost?



A  B  C

3 What has John lost?



A  B  C

4 Which coat is Barbara talking about?



A  B  C

4 (29)–(32) Listen to each recording twice. Choose the correct picture and put a tick (✓) in the box below it.

5 You are at the summer camp and you have lost some things. Describe two items from the lost property office picture to your partner. Can your partner find your lost items?



## Speaking Part 4



- 1 Read the instructions for the speaking task below. What *two* things will you need to talk about?

Your photographs showed people going out. Now, I'd like you to talk together about what you like to do at home and what you like to do when you go out.

- 2 Work in pairs. Look at statements 1–7 and decide which you should or should not do in this part of the speaking exam. Put a tick (✓) or a cross (✗) in each box in the *You* column.

	You	Jon & Ivan
1 Listen carefully to the examiner's instructions.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2 Talk to your partner about your likes/dislikes, opinions and experiences.	<input type="checkbox"/>	<input type="checkbox"/>
3 Change the topic to something completely different.	<input type="checkbox"/>	<input type="checkbox"/>
4 Ask your partner about their likes/dislikes, opinions and experiences.	<input type="checkbox"/>	<input type="checkbox"/>
5 Look at your partner and show you're interested in what they're saying.	<input type="checkbox"/>	<input type="checkbox"/>
6 Try to speak a lot more than your partner.	<input type="checkbox"/>	<input type="checkbox"/>
7 Worry if you can't think of anything more to say.	<input type="checkbox"/>	<input type="checkbox"/>

- 3 <sup>33</sup> Listen to Jon and Ivan doing this task. Which of 1–7 do they do? Put a tick (✓) or a cross (✗) in each box.

- 4 Look at this extract from the recording and decide if statements 1–3 below are true or false.

**Jon:** So, Ivan, what do you like to do at home? Do you like watching TV?  
**Ivan:** Yes, I love watching TV. We normally switch on the TV after dinner and watch a film, a football match or a documentary. What about you? Do you like watching films?

- 1 Both Ivan and Jon ask questions.  
 2 Ivan's answer is too short.  
 3 Ivan completely changes the topic of the conversation.

- 5 Look at more of Ivan and Jon's questions below. Write down your full answers to these questions.

- 1 Do you like watching films? *Yes, but I prefer watching sports to films. I find some films a little bit boring.*  
 2 Did you see the basketball match last night?  
 3 How often do you go to the cinema?  
 4 Have you seen the new *Batman* film yet?  
 5 Do you like musicals?

- 6 <sup>33</sup> Listen to Jon and Ivan again. Are their answers to questions 1–5 similar to yours?



- 7 Read this Speaking Part 4 task. What *two* things will you need to talk about?

Your photographs showed people buying clothes. Now I'd like you to talk together about the type of clothes you wear during the week and the clothes you wear at weekends.

- 8 Work in pairs. Make a list of some things you could talk about and some questions you could ask your partner.



- 9 Change pairs. Do the Speaking Part 4 task in Exercise 7.

### Exam advice

- You will **not** have time to prepare your answer.
- Use full answers to develop the topic, **but don't** change it to something completely different.
- Take turns to speak by asking your partner questions.

## Writing Part 2



- 1 Work in pairs. Look at the photo and imagine this is your aunt's cat. What happened to the vase?
- 2 Read this exam task and underline the important words.

You looked after your aunt's cat while she was on holiday. She has sent you some money.

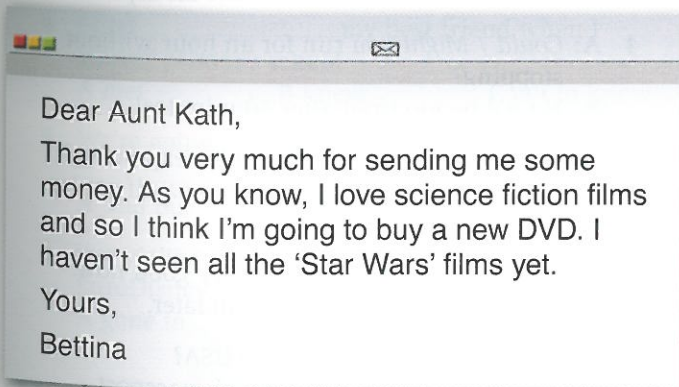
Write an email to your Aunt Kath. In your email, you should

- thank her
- say what you are going to buy
- describe what the cat did.

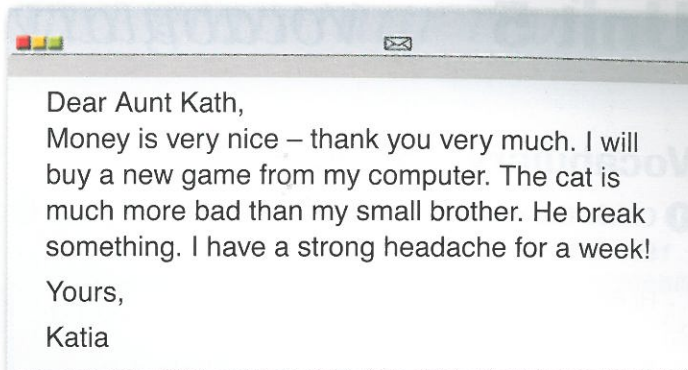
Write 35–45 words.

- 3 Read these two answers and decide which you think is best.

1



2



- 4 Work in pairs. Look at the Writing Part 2 marking scheme on page 136 and answer this question.
- What mark do you think the examiner gave each answer? Why?

- 5 Now try this Writing Part 2 task.

It's your birthday. Your cousin has sent you some money to buy some clothes.

Write an email to your cousin, Dorota. In your email, you should

- thank your cousin
- say what you are going to buy
- suggest you meet soon.

Write 35–45 words.

### Exam advice

- Read the question carefully and underline the important points.
- Make sure you include all three points in your answer.
- Write between 35 and 45 words. If you write less than 25 words you can only get a maximum of 2 points. If you write more than 45 words, your answer might not be so clear and you could make more mistakes.
- Open and close your answer in a suitable way, e.g. *Dear* and *Yours*.

- 6 Work in small groups. Read each other's answers and decide if you have all followed the exam advice.



# Unit 5

# Vocabulary and grammar review

## Vocabulary

1 Circle the correct prepositions 1–10 to complete the letter.

Hi Fran,

Sorry I've taken so long to reply. You ask about our friends here, so here's what's happening. Anna, as you know, was disappointed (1) *of / on / with* her last exam results so she's working harder now, but I think she's getting tired (2) *about / of / on* studying all the time. She usually likes to go out in the evenings, so she must be getting very bored (3) *with / on / about* life. Mike is still very keen (4) *of / on / with* football and is quite proud (5) *on / with / of* the two goals he scored last Saturday, but he can't play next week and he's sad (6) *about / of / with* that. Kay, you might remember, is crazy (7) *on / with / about* music and has always wanted to be a singer. Well, a band has asked her to sing with them at a concert next Friday. She's really nervous (8) *on / about / with* singing in front of all those people, but I don't think she should be frightened (9) *with / of / on* doing it. I've told her that some people will be quite jealous (10) *of / on / about* her! Well, that's all for now.

Lots of love,

Jamie

2 This text contains a number of adjectives ending in *-ed* and *-ing*. Find and correct five mistakes.

When I was tidying my room last Sunday, I found some surprising things. Among all the ~~bored~~<sup>boring</sup> exercise books from my primary school days, there was something amazed: my diary, from when I was eight years old. It was really interested to read my thoughts from back then, though at times I felt a bit embarrassing, too. For example, I was still very frightening of the dark in those days. I was also amusing to read how excited I was about being nine soon - I thought I would be really grown up then.

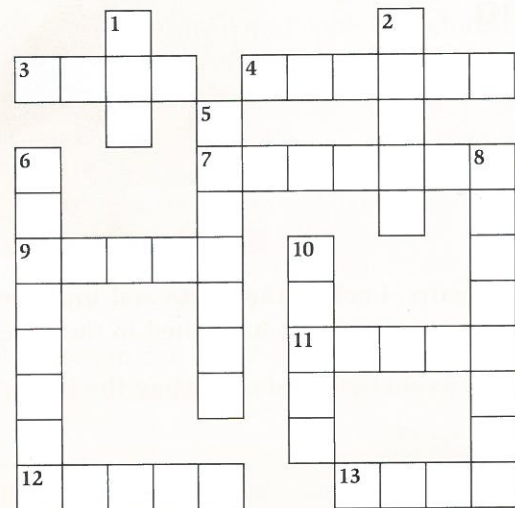
3 Complete the crossword with words from Unit 5.

Across

- 3 not generous
- 4 frightened
- 7 feeling
- 9 terrible
- 11 should
- 12 fortunate
- 13 like a lot

Down

- 1 unhappy
- 2 something you often do
- 5 wanting what someone else has
- 6 feeling or showing thanks
- 8 opposite of 'positive'
- 10 pleased with what you have done



## Grammar

4 Complete the mini-conversations with the correct modal verb in italics.

- 1 A: Do you think Matt and Libby are at the café?  
B: They *can* / *may* be there, but I'm not sure.
- 2 A: Do you like going to the swimming pool?  
B: No, I *can't* / *mightn't* swim.
- 3 A: I've got a bit of a headache.  
B: I think you *must* / *should* take an aspirin.
- 4 A: *Could* / *Might* you run for an hour without stopping?  
B: No, I'd be too tired after 30 minutes!
- 5 A: Are the buses to the city centre expensive?  
B: No, you *mustn't* / *don't have to* pay if you're under 16.
- 6 A: The weather's not looking very good now.  
B: No, I think it *can* / *might* rain later.
- 7 A: What do I need to go to the USA?  
B: You *should* / *have to* take your passport.



# Unit 6

# Vocabulary and grammar review

## Vocabulary

1 Complete this text by writing a word from the box in each space.

admission audiences cartoons interval  
live performances reviews

### The Chinese State Circus

Are you bored of taking your younger brother to the cinema to see (1) cartoons? Watch out for the Chinese State Circus which arrives in town today. (2) \_\_\_\_\_ will be amazed by the acrobatics, dance and (3) \_\_\_\_\_ music. This touring show has already received very good (4) \_\_\_\_\_ in other parts of the country. There are two (5) \_\_\_\_\_ each day: one at 2.30 and the other at 7.30. Tickets are still available for many dates with half-price (6) \_\_\_\_\_ for under-18s. The show lasts about two hours with a short (7) \_\_\_\_\_ when you'll be able to buy snacks and souvenirs.

2 Circle the correct word, A, B or C, for each space in these sentences.

- When I go out with my friends, I like wearing fashionable clothes.  
A fashion      B fashionable      C fashioned
- In my country, rock stars wear \_\_\_\_\_ jeans.  
A a tight      B tights      C tight
- My best friend often wears bright shirts and \_\_\_\_\_ skirts.  
A colourful      B colourfull      C colour
- I first \_\_\_\_\_ my best friend when I started primary school.  
A met      B knew      C got to know
- We're going to Casablanca to get to \_\_\_\_\_ the city.  
A find out      B know      C meet
- I've visited Paris but I haven't \_\_\_\_\_ EuroDisney.  
A gone to      B been to      C known

## Grammar

3 PET candidates often make mistakes with the present perfect and the past simple and their common adverbs. Correct the mistakes in sentences 1-12.

- <sup>I</sup>I've bought some clothes last week.
- My cousin has lived with us since three years ago.
- I haven't seen him for ages because he's gone to Dubai a few years ago.
- We've gone to the cinema three times this month. Let's do something else.
- Already I've been to a few shops to look for new shoes.
- I still can't find my watch. I looked for it everywhere in my room.
- Paris is the best place I've never been to for clothes.
- I lost a beautiful pair of gloves which my mother has given me for my birthday.
- With the money you sent me, I will buy the World Cup T-shirt which just came into the shops.
- We're planning to see a film tonight, but we didn't decide which film yet.
- We also have a wonderful cinema in my town. It has opened six months ago.
- Write soon and tell me what happened to you recently.

4 Read these sentences about living in a big city. Complete the second sentence so that it means the same as the first, using no more than three words.

- I started living here about three years ago.  
I've lived here for about three years.
- This is the first time I've lived in such a big city.  
I \_\_\_\_\_ in such a big city before.
- I joined the local gym in June.  
I've been a member of the local gym \_\_\_\_\_ June.
- I met my best friend Farrah when I joined the local gym.  
I \_\_\_\_\_ my best friend Farrah since I joined the local gym.
- We saw the new *X-men* film on Saturday and again on Thursday.  
We've already \_\_\_\_\_ the new *X-men* film twice (on Saturday and again on Thursday).