

# Unit 7 Out and about



## Starting off

- 1 Work in pairs. Describe the pictures using the words *fog/foggy*, *ice/icy*, *wind/windy*, *clouds/cloudy*, *sunshine/sunny* and *storm/stormy*.

How do you think the people in each situation feel?

- 2 Complete the weather forecast for pictures 1–6 with these expressions.

blowing	centigrade	cold	degrees	foggy
freezing	frost	gale	get wet	hot
showers	snowfall	temperature	thunderstorm	

- It's so *foggy* that planes can't take off. It's also quite *cold*: only 3°C.
- The *temperature* is already high. It's going to be a very *hot* day with a maximum of 40 *degrees*.
- There are probably going to be *showers* soon. Some people are going to *get wet*.
- There is a *gale* at sea, with strong winds *blowing* from the west, causing high waves.
- There's a noisy *thunderstorm* in the mountains, with *lightning* briefly turning night into day.
- It's *freezing* this morning, -5°C, with *frost* on the ground. A heavy *snowfall* is forecast for later.

- 3 Which of the weather conditions above do you think are *extreme*? Which are *mild*?

Choose two different kinds of weather from pictures 1–6. Tell your partner how each makes you feel and why.

*I don't like thunderstorms because they make me feel nervous.*

## Listening Part 2

- 1 With a partner, look at the exam instructions in Exercise 2 on the next page and multiple-choice questions 1–6, then answer questions a–e.

- What is the main speaker's name?
- Who is the other person?
- What is the topic?
- What do the questions ask about the speaker?
- What kinds of weather are mentioned in the questions?

## 2 Follow the exam instructions.

- You will hear a woman called Chloe talking to an interviewer about her hobby of photographing extreme weather conditions.
- For each question put a tick (✓) in the correct box.

### Exam advice

- Before you listen, quickly read the instructions and the questions to get an idea of what you will hear.
- When the recording is played, listen for reasons why one option is correct – and for reasons why the other two are wrong.

- What does Chloe say about the weather in her country?
  - ☐ A It's cold in the north.
  - ☐ B It changes quite often.
  - ☐ C It's always sunny.
- She started taking photos of bad weather when she was
  - ☐ A working.
  - ☐ B a child.
  - ☐ C at university.
- To photograph lightning, she uses
  - ☐ A a digital camera.
  - ☐ B an expensive camera.
  - ☐ C an old camera.
- Where does she take photos during thunderstorms?
  - ☐ A standing on a hill
  - ☐ B from her apartment
  - ☐ C sitting in her car
- These days, which does she most like photographing in winter?
  - ☐ A frozen rivers and streams
  - ☐ B scenes with lots of snow
  - ☐ C patterns formed by frost
- What does she often photograph when it's windy?
  - ☐ A trees
  - ☐ B the sea
  - ☐ C clouds

## 3 In pairs, study this extract from the recording and answer these questions.

- Which of questions 1–6 does this extract answer?
- How do you know?
- Underline the parts of the text that tell you why one option is correct, and why the others are wrong.
- Are these all close together in the extract?
- Are they in the same order as options A, B and C?

**Chloe:** ... but I still love photographing lightning.

**Interviewer:** That must be quite difficult. How do you get good pictures?

**Chloe:** Well, the first thing is the right camera. It doesn't have to be expensive, or particularly modern – I've had mine for many years – and I avoid using digital ones.

## 4 Would you like to study extreme weather conditions close up? Tell your partner why or why not.

## Vocabulary

*Extremely, fairly, quite, rather, really and very*

### 1 Study these extracts from the recording, then complete the rules about adverbs of degree (*extremely, fairly, etc.*) with the underlined words.

it can be quite different

it's really fascinating

that must be quite difficult

is rather dangerous

#### Rules

- Adverbs of degree such as *very, extremely* and ..... make an adjective stronger.
- The adverbs *fairly* and ..... make it weaker.
- The adverb ..... usually makes it weaker, but with adjectives like *sure, true* and *different*, it can mean 'completely'.

- 2 Talk to your partner about your country's weather in different seasons. Use adverbs of degree with words like *wet*, *warm* and *windy*.

*In winter it's fairly sunny, but it's extremely cold.*

### Too and enough

page 126 Grammar reference: Too and enough

- 1 Look at examples a–d with *too* and *enough*, then circle the correct underlined option to complete rules 1–5.
- it's often too dark to photograph them when it's stormy
  - I had enough time to buy an umbrella before the bus arrived.
  - It was a hot July day. There were too many cars and there was too much noise.
  - It was autumn, but the weather was enough mild for us to have a picnic.

#### Rules

- In the examples above, *too* means as much as / more than you need or want. It does not mean the same as *very*.
- We put *too* after / before an adjective, often followed by the *-ing / to* infinitive form of the verb.
- We use *too much* before countable / uncountable nouns and *too many* before countable / uncountable nouns.
- In the examples above, *enough* means as much as / more than you need or want.
- We usually put *enough* after / before a noun but after / before an adjective, often followed by the *-ing / to* infinitive form of the verb.

- 2 *Too* and *enough* can be difficult for students. Tick (✓) the sentences 1–8 written by PET candidates which are right. Correct the sentences which are wrong.

- That's the way I like it: not too hot and not too cold. ✓
- We didn't have enough money for to buy new instruments.
- I like it too much because it's a nice place.
- I gave her enough money for get not only one, but two ice-creams.
- I can't buy it because it's too much expensive.

- It was hot enough to spend the whole day in the water.
- In the summer I like wearing a T-shirt and a skirt, because it's too hot for wearing trousers.
- Spring has begun but it is not enough warm yet to walk in the hills.

## Grammar

The future: *Will*, *going to*, present continuous and present simple

page 125 Grammar reference: Ways of expressing the future

- 1 Listen to this conversation between Mia and Owen and fill in the missing verbs. You can use short forms like *'s (is)*, *'ll (will)* and *'m (am)*.



- Mia: It's getting a bit late, Owen.  
 Owen: Yes, but look at the rain! I'm hoping it (1) 'll stop soon, though I don't think there's much chance of that.  
 Mia: No, the weather forecast said it's a big storm so it (2) ..... for hours. What time do you have to be at the station?  
 Owen: I (3) ..... Jason and Mark there at 8.30, in the café near the main entrance. The train (4) ..... at 8.45.  
 Mia: It's quite a long walk to the station, isn't it? And it's 8.15 already. Look, I (5) ..... you in the car.  
 Owen: Thanks!

- 2 In pairs, match the verb forms in 1–5 above with uses a–e.

- for timetables and future dates *leaves*
- for decisions at the moment of speaking
- for things that aren't certain, e.g. after *I think*
- for future arrangements between people
- for predictions based on evidence, and plans

3 Put the words in the right order in questions 1–7. Then answer the questions in complete sentences.

- 1 will / think / cloudy / it / do / tomorrow / you / be ?  
*Do you think it will be cloudy tomorrow?*  
*No, I think it'll be sunny.*
- 2 your friends / next week / you / when / seeing / are ?
- 3 this evening / are / where / go / going / you / to ?
- 4 your holidays / begin / do / this summer / date / what ?
- 5 a job / think / get / you / when / do / will / you ?
- 6 the Earth / get hotter / scientists / going / say / is / to / do ?
- 7 a text message / will / next send / you / when ?

4 Complete the replies to 1–7 using *will*, *going to*, the present simple or the present continuous.

- 1 Which colour jacket do you want to buy?  
I've already decided. *I'm going to buy a black one.*
- 2 Have you arranged to go to the dentist's?  
Yes, I've got an appointment. I .....
- 3 This suitcase is too heavy for me.  
Give it to me. I .....
- 4 Can't you stay a few minutes longer?  
No, I must go. It's half past ten and the last train ..... at eleven.
- 5 Would you like something to drink?  
Yes, please. I .....
- 6 Would you like to come out this evening?  
I'm sorry, but I've already got plans. I .....
- 7 Do you think it'll be dry later on?  
No, look at those black clouds. It .....

5 What would you say in each of these situations? Tell your partner.

- 1 A friend invites you to a party but you already have a ticket for a concert. *I'm sorry but I'm going to a concert with friends.*
- 2 Your friend is having trouble with their computer and you want to help.
- 3 Someone asks you about the departure time of your flight to New York.
- 4 You're in a small boat and you notice the wind is getting stronger.
- 5 You see an accident and you're the only person there with a mobile phone.
- 6 Someone asks you what subject you want to study at university.

## Reading Part 1

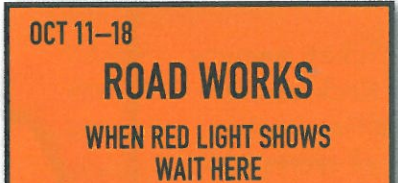
1 Look quickly at 1–5 below. What *kind* of text is each?

1  ..... *road sign*

2  .....

3  .....

4  .....

5  .....

2 Study texts 1–5 more carefully and match them with purposes a–e below. Underline the words in the texts which tell you the purpose.

- a to advertise something
- b to warn you of danger
- c to say what you must do
- d to say what you must not do
- e to inform and advise you

2

3 Look at the first question in Reading Part 1 below and decide:

- 1 what kind of text it is
- 2 what its purpose is.

Now do the same with each of questions 2–6.

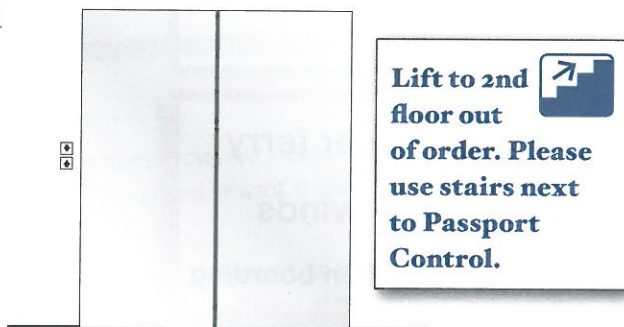
4 Follow these exam instructions.

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

### Exam advice

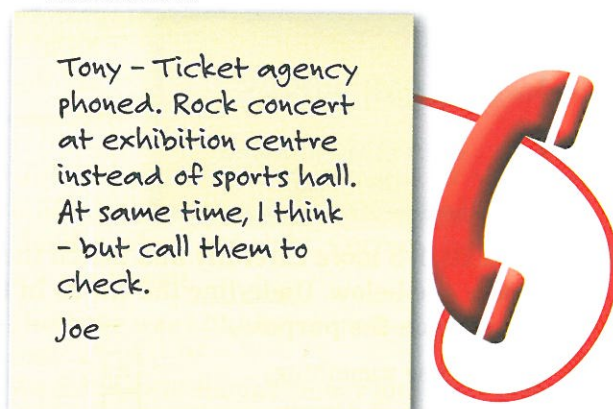
Look at the information around the text. There may be (a) picture(s) which will help you to understand why the text was written and who it was written for.

1



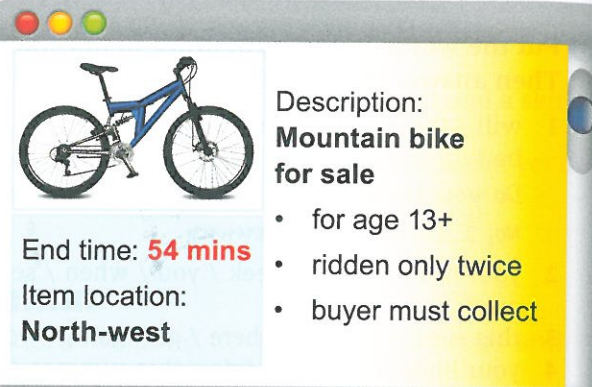
- (A) You will need to walk upstairs to get to the second floor.
- B You must go through Passport Control on the second floor.
- C You can use the stairs or take the lift to the second floor.

2



- A The time that the concert starts has changed.
- B The concert will take place somewhere else.
- C Joe will call the agency for details of the concert.

3



- A The seller will deliver the bicycle to the buyer.
- B The bicycle is suitable for teenagers or adults.
- C The owner of the bicycle has never used it.

4

Do not take these tablets for more than three days without your doctor's advice.

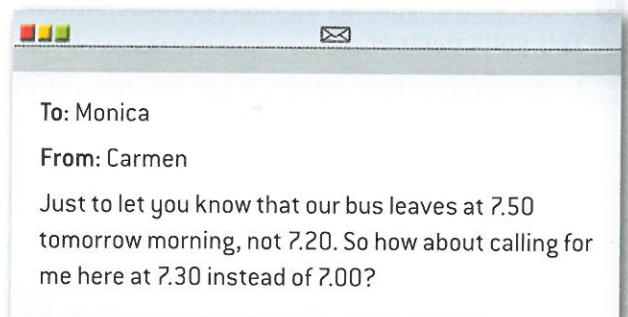
- A You should take the tablets every day until you feel much better.
- B You must not take the tablets without speaking to the doctor first.
- C You must ask the doctor if you want to take the tablets for a week.

5

Path for the use of horse riders, cyclists and pedestrians only

- A Motor vehicles are not allowed on this path.
- B All people using this path must go on foot.
- C Riders are requested to go slowly on this path.

6



Carmen wants to

- A meet Monica at a different place.
- B go on a later bus with Monica.
- C change the time they are meeting.

## Vocabulary

### Compound words

- 1 Match the words in A with the words in B to form compound words. Then match these with definitions 1–10.

A back cross guest guide hitch  
over rail sight sign suit

B book case hike house night  
pack post road roads seeing

- 1 book that gives information about a place
- 2 bag with a handle for carrying clothes, etc.
- 3 place where two roads meet and cross each other
- 4 get free rides by standing next to the road
- 5 tracks that trains travel on
- 6 bag that you carry on your back *backpack*
- 7 sign by the road that gives information
- 8 during the night and until the morning
- 9 small, cheap hotel
- 10 visiting interesting places

- 2 Complete the letter with compound words from Exercise 1.



Next week I'm going on a fantastic journey: across Australia! I'm flying to Darwin, in the north of the country, and I'm going to stay (1) *overnight* there. My (2) ..... says it's quite an interesting city, so I think I'll spend the morning doing some (3) ..... I love travelling by train, so then I'm going to take the new (4) ..... to Alice Springs, right in the middle of the country. I'll find a hotel or (5) ..... for the night and the next day I'm going to (6) ..... down the main road. I'm taking all my things in a (7) ..... so that I don't have to carry a heavy (8) ..... in my hand. About 200 kilometres south of Alice I'll reach a (9) ..... where there's a (10) ..... that says 'Uluru 247 km'. Uluru is also known as 'Ayers Rock' – one of the most amazing sights in the world.

## Prepositions of movement

▶ page 125 Grammar reference: Prepositions of movement

- 1 36 Read this telephone message about travelling around a city and fill in the missing prepositions (*in, off, etc.*). Then listen to check your answers.

Hi Leon; Toby here. I'm really pleased you're coming to our new house next week. The quickest way here is (1) *by* train to the city centre, which takes an hour and is usually (2) ..... time. Then you can get (3) ..... the number 64 bus to Edge Hill, getting (4) ..... by the stadium. From there it's about fifteen minutes (5) ..... foot. Or, if you don't feel like walking, you could jump (6) ..... a taxi and ask the driver to take you to the new flats in Valley Road. When you get (7) ..... (8) ..... the taxi, you'll see the main entrance in front of you. See you soon!

- 2 Use words from the message above to complete these rules.

### Rules

- 1 For buses, trams, trains, planes or boats we use ..... or *onto* when we board them, and ..... when we leave them. We use the same prepositions for bicycles, motorbikes and horses.
- 2 For cars and similar vehicles we use ..... or *into*, and ..... when we leave them.
- 3 With the prepositions in rules 1 and 2 we often use the verb ....., but sometimes we use others like ..... or *climb*.
- 4 We travel ..... bus, train, plane or boat, or in other words, ..... road, rail, air, land or sea, but we go somewhere ..... foot. We also say we are *on board* a train, plane or ship, or *at sea*.
- 5 If you arrive neither late nor early, you say you are (or the bus, train, plane, etc. is) ..... time.

- 3 Tick (✓) the sentences 1–8 written by PET candidates which are right. Correct the sentences which are wrong.

- 1 I jumped into my car. ✓
- 2 I got into the train.
- 3 Could you come at time, please?
- 4 She said 'Come with me'. I followed her and we got on the car.
- 5 I'm going to start lessons this Monday, but I can't go on bus.
- 6 We just wanted to get off the plane.
- 7 Then we headed back home by foot.
- 8 She finally got into the plane.

- 2 Look at expressions 1–8 from the recording and complete them with these words.

about another because keen like not one rather

- 1 why are you keen on ... ?
- 2 well, ..... it ...
- 3 I think I'd ..... go ...
- 4 why ..... ?
- 5 for ..... thing, ...
- 6 for ....., it ...
- 7 so what ..... going ...?
- 8 what I'd most ..... to do is ...

a

- 3 Listen again to check your answers, then match expressions 1–8 with a–d below by writing a letter in each box.

- |                            |                       |
|----------------------------|-----------------------|
| a asking for reasons       | b giving reasons      |
| c asking about preferences | d stating preferences |

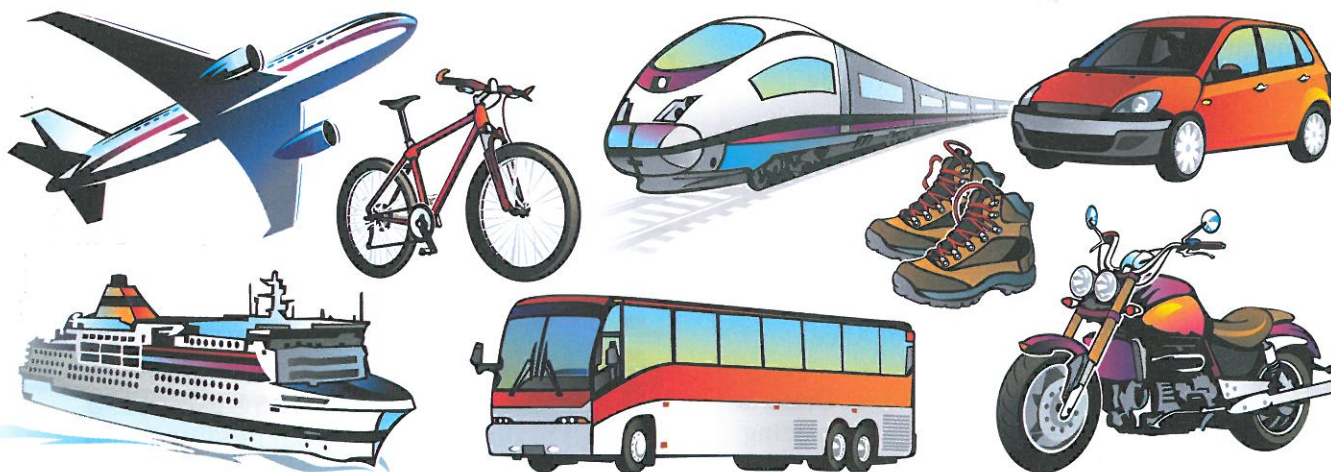
- 4 Listen and repeat these extracts from the recording. What do you notice about the pronunciation of the underlined words?

- |                                      |                                     |
|--------------------------------------|-------------------------------------|
| 1 why <u>are</u> you keen            | 4 sail down <u>the</u> river        |
| 2 well, <u>for</u> one thing         | 5 we <u>can</u> ride to the harbour |
| 3 it's going <u>to</u> be really hot | 6 half <u>an</u> hour               |

- 5 Talk to your partner about the different ways of getting across your town, and decide on one or two means of transport to travel from one side to the other. Use language from Exercises 1 and 2.

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

You and a **friend** have decided to spend a month of the summer holidays seeing as much as possible of **your country**. Talk together about the different **means of transport** you could use and **decide which** you are going to use. Here is a picture with some ideas to help you.



## Writing Part 1

When you are writing, try to think of **different ways of saying the same thing**. For instance, instead of *sail down the river* we can say *go down the river by boat*. We call these **parallel expressions**.

- 1 **39** Read this discussion and rewrite the underlined expressions 1–7 using the words in brackets. Then listen to check your answers.

Pat: Do you think people in 2020 will still  
(1) go everywhere by car drive everywhere (go)?

Kelly: No, I don't. For one thing, the traffic will be (2) so awful that it'll be impossible ..... (too) for us to go anywhere.

Pat: Actually, we're (3) not very far from ..... (quite) that situation already.

Kelly: Yes, I agree. And cars cause (4) extremely high levels of ..... (so) pollution, especially in cities. I think a lot of countries (5) plan ..... (going) to reduce the number of vehicles.

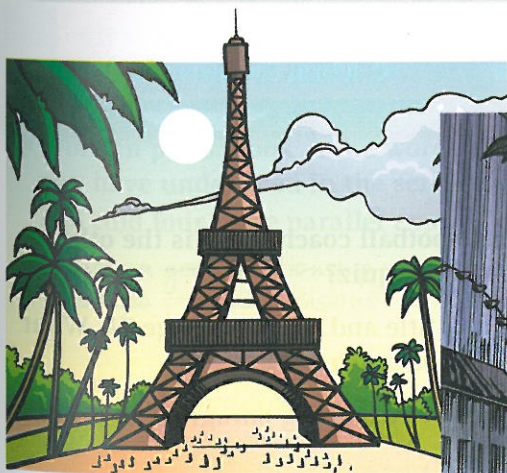
Pat: So do you think most of us will end up (6) walking everywhere ..... (foot)?

Kelly: Yes, I think we probably will, and I wouldn't mind that at all. In fact, (7) I'd prefer to ..... (rather) do that.

- 2 Study the first sentences in each Writing Part 1 question 1–6 on the right. Which word or phrase has a common parallel expression? Underline the word or phrase.

### Exam advice

- Look for a word or words in the first sentence with a parallel expression.
- Then look at the second sentence to see if this parallel expression fits the grammar.
- You may want to write it in pencil first to check that the completed sentence means the same as the first sentence.



- 3 Now do this Writing Part 1 exam task.

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

- 1 It will be too warm to live in some parts of the world.  
It won't be ..... to live in some parts of the world.
- 2 In some countries, temperatures will rise a lot.  
Temperatures will be ..... in some countries.
- 3 In those places, it will be sunny nearly all the time.  
In those places, the sun ..... almost all the time.
- 4 Even in the mountains it will be so warm that it won't snow.  
Even in the mountains it will be ..... for snow.
- 5 However, the weather will be even wetter in Britain.  
However, it ..... even more in Britain.
- 6 Also, Antarctica will still be the coldest place in the world.  
Also, Antarctica will still be ..... than any other place in the world.

- 4 Think about the future climate in your country. Which parts of it will most feel the effects of climate change and in what ways? Write four sentences.

# Unit 8 This is me!

## Starting off

- 1 Work in small groups. What do you know about the famous people in the pictures and their families?
- 2 Circle the correct answers in the quiz, then check your answers on page 174. Are you surprised by any of the answers?



## All in the family!

- 1 Whose stepmother and stepsisters were not very kind to her?  
A Cinderella      B Sleeping Beauty      C Goldilocks
- 2 Benjamin Agüero's father is Argentinean football player Sergio 'Kun' Agüero. Who is Benjamin's famous grandfather?  
A Maradona      B Pele      C Zico
- 3 His uncle Toni is his coach. Another uncle played football for Barcelona and the Spanish national team. Who is this famous tennis player?  
A Fernando Verdasco      B David Ferrer      C Rafa Nadal
- 4 Which famous couple was paid around \$14 million for photos of their new-born twins in 2008?  
A Brad Pitt & Angelina Jolie      B Tom Cruise & Katie Holmes      C David & Victoria Beckham
- 5 In the cartoon series *The Simpsons*, who is Abraham Simpson?  
A Homer Simpson's nephew      B Bart Simpson's grandfather      C Marge Simpson's uncle

## Reading Part 3

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

**coach** [kəʊtʃ] *noun* someone whose job is to teach people to improve at a sport, skill, or school subject

- 2 Maradona is a football coach. Who is the other sports coach in the quiz?
- 3 Look at the text title and photo on page 71. What do you think a *life coach* is?
- 4 Check your ideas by reading paragraph B *What is a life coach?*

## Life coaches find success with young people



**A** 'I've seen a huge difference in Irina since she started talking to a life coach,' says her mother Sylvana. 'I get on very well with Irina, but you can't always talk to your mother about everything. Talking to someone who listens but is not a close family member is very important.'

### B What is a life coach?

An athlete improves because he trains with a coach. A life coach can also guide you to success. A life coach encourages you to think not only about what you want, but also about how you are going to get it. Until now, life coaches have helped adults, for example business executives who need to make decisions or parents who want some advice on bringing up their children. Now it's the turn of our young people.

### C Life coach Simone Waltz

Simone Waltz, a former radio producer, set up her life coaching company five years ago. 'I offer teenagers a place to talk, to decide on their future plans and to sort out problems,' says Waltz. Jem's parents are delighted with what Waltz has done. Jem has got a place at university to study medicine but he has decided to take part in a volunteer project in central Africa first. 'Yes, we were surprised, but Jem is still very young. This experience abroad will help him grow up before he goes to university here.'

### D Life coach Tara Newhouse

Tara tells the story of a 15-year-old who was failing in science, until they found out she learnt best through music. Once she made up songs to learn by, she achieved 99 per cent in her tests. Tara has also helped Sylvana's daughter, Irina, who was not sure she wanted to go to university. Now she hopes to get into a top university. Irina now feels more confident about everything. She has even taken up exercise for the first time in years.

### E Life coach Mo Ahmed

Mo Ahmed has coached children as young as five years old. 'It could be something as simple as learning multiplication tables – asking them how they're going to do it, how are they going to make it fun?' Mo has also helped teenager Regina who was having problems making friends when she moved to a new school. They talked together about the things Regina really enjoyed doing. By joining the school basketball team Regina has made several new friends.

**5** Read sentences 1–10 about the text. Underline the most important words in each sentence.

- 1 Sylvana has a very good relationship with her daughter, Irina. ☒ A
- 2 Life coaching was first used to help children decide on their futures. ☐
- 3 Simone Waltz used to work in radio. ☐
- 4 Jem wants to do a degree before going to Africa. ☐
- 5 Jem's parents would like him to do his degree in another country. ☐
- 6 One teenager used singing to help her study and she got nearly perfect marks in science. ☐
- 7 Irina would be happy to go to any university. ☐
- 8 Irina has always been keen on keeping fit. ☐
- 9 Mo Ahmed has worked with children younger than six. ☐
- 10 Some of Regina's friends in her new school play basketball. ☐

**6** Work in pairs. Look at the paragraph headings in the text. In which paragraph do you think you will find information about each sentence? Write the correct letter (A–E) in each box.

**7** Read the text to decide if each sentence is correct or incorrect. Underline where you find the answer in the text. When you are ready, compare your answers with your partner.

In Unit 7 we looked at *parallel expressions*. In this part of the PET reading paper, the sentence and the text often use different words and expressions which have *similar meanings*.

**8** Work in pairs. Look at the words and expressions you have underlined in the sentences and the text and find four more parallel expressions.

- 1 have a good relationship → get on well
- 2 decide → make decisions

## Vocabulary

### Phrasal verbs

- 1 Work in pairs. The eight phrasal verbs in the box below appear in the text, sometimes in a different form (e.g. *bringing up*). Underline them in the text and try to decide what each verb means by looking at the complete sentence.

bring up	find out	get on with	grow up
make up	set up	sort out	take up

- 2 Work in pairs. Replace each expression in *italics* in sentences 1–8 with a phrasal verb from the box, so that the meaning stays the same. Remember to use the correct form of the verb.

▶ page 121 Grammar reference: Phrasal verbs

- I moved to Athens when I began my degree but grew up ~~I became older~~ in a small village near Thessaloniki with my parents and two brothers.
- When I was very young, my aunt *looked after me* until I was old enough to look after myself.
- I would like to have a life coach to help me *deal with* my problems.
- When I'm older, I'd like to *start* my own fashion design company.
- If I had to choose another sport, I would *start* playing basketball.
- I *have a good relationship with* my older sister. We often go out together.
- If I didn't know an answer in an exam, I would never *invent* an answer.
- If I *discovered* that my parents were reading my emails, I wouldn't get angry.

- 3 Rewrite the sentences in Exercise 2, where necessary, so that they are true for you.

- I was born in Naples but I grew up in Rome, the capital city of Italy.*

- 4 Work in small groups. Compare your sentences. Find at least three things that you have all got in common.

## Grammar

### Zero, first and second conditionals

▶ page 126 Grammar reference: Zero, first and second conditionals

- 1 Work in pairs. Kristian is fifteen. He would like to go to drama school to train to be an actor but his parents want him to stay at school. What advice would you give to Kristian?
- 2 (40) Kristian is talking to his life coach, Mo. Listen to the recording and answer these questions.
- Why has Kristian's dad contacted Mo?
  - What two pieces of advice does Mo give?
  - In your opinion, will Kristian become an actor?
- 3 (40) Listen to the recording again and complete sentences 1–5 with the verb in brackets in the correct form. Use short forms (*I'll*, *won't*, etc.) where possible.
- I ..... 'll need (need) my parents' permission if I ..... (want) to go to drama school.
  - If I ..... (stay) at school until I'm eighteen, it ..... (be) too late.
  - If you ..... (want) to be an actor, you ..... (have) to start your training at an early age.
  - I ..... (have) to give up football if I ..... (go) to classes after school.
  - If I ..... (study) at drama school, I ..... (have) enough time for everything.
- 4 Work in pairs. Look at this conversation between Kristian and his friend Josh, then answer the questions that follow.

**Kristian:** I'm thinking about joining the drama club.

**Josh:** What? (6) If you join the club, you'll have to give up football and you're our best player.

**Kristian:** I know. (7) If the drama club met on Wednesdays, I could do both.

**Josh:** But the club doesn't meet on Wednesdays. What are you going to do?

- Does Josh want Kristian to join the drama club in sentence (6)? Why (not)?
- Does the drama club meet on Wednesdays according to Kristian in sentence (7)?
- Do both Josh and Kristian talk about a real possibility in (6) and (7)?

- 5 Sentences (1–7) in Exercises 3 and 4 are all examples of conditionals. Conditionals are often divided into three types. Match sentences 1–7 with the types of conditional a–c below.

a Type 0 (Zero conditional): ☒ 3

This expresses things which are *always* or *generally* true.

If it snows, our dog gets very excited.

b Type 1 (First conditional): ☒ 1 ☐ ☐

This expresses a real possibility in the future.

If it snows on Saturday, I'll make a snowman.

c Type 2 (Second conditional): ☐ ☐ ☐

This is used when the speaker is not thinking about a real possibility but is imagining a situation that will probably not happen.

If it snowed in July, I would go skiing on the beach.

- 6 Underline the verbs in each example in Exercise 5. What form of the verb do we use in each conditional type?

- 7 When do we use (and *not* use) a comma in conditional sentences? Look at the examples in Exercise 3 again to help you.

- 8 Work in pairs. Look at this example situation and answer the questions below.

rain at the weekend

If it rains at the weekend, I'll go to the cinema.

- Why have we used the first conditional here?
  - When would we use the second conditional to talk about rain?
- 9 Now look at situations 1–6 and write one sentence for each, *using the first or second conditional*. You will need to think about whether each situation is a real possibility or not for you.

You:

- lose your mobile phone
- see a friend cheating in an exam
- get good marks at school
- find a lot of money in a rubbish bin
- get lost in a foreign country
- get a lot of homework from your teacher

If I lose my mobile, I'll get very annoyed.

- 10 Work in pairs. Write a question for each of the situations in Exercise 9, then change pairs and take turns to ask and answer the questions.

What will you do if it rains at the weekend?  
I won't play football in the park.

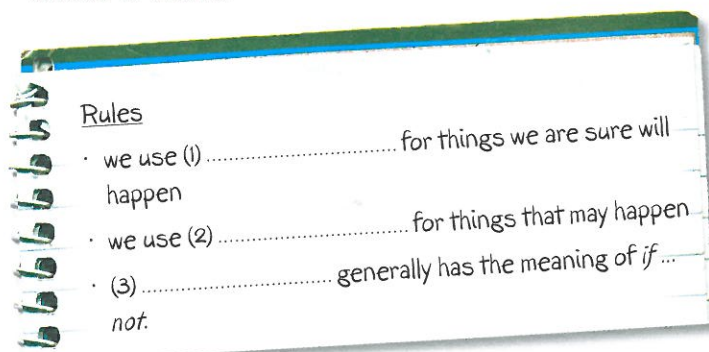
## When, if, unless + present, future

▶ page 126 Grammar reference: When, if, unless + present, future

- 1 Work in pairs. Look at the pictures below and say if each teenager will definitely call home.



- 2 Complete these rules about sentences with *if*, *unless* or *when*.



- 3 Read sentences 1–6 and circle the correct option in *italics*.

- I'll write again soon if / when I finish my exams.
- I wouldn't be able to write very well if / *when* I broke my right hand.
- We'll miss the bus if / *unless* we run.
- Paula'll play tennis tomorrow if / *unless* it rains.
- My uncle can't hear *when* / *unless* you shout.
- They'll come to your party if / *unless* their parents say they can't.

## Listening Part 3



### 1 Work in small groups and answer these questions.

- 1 Where are the *extras* in the photos?
- 2 Have you or anyone you know ever been an extra?
- 3 Would you like to be an extra? Why (not)?

### 2 You will hear Vanessa from *Extras Agency* talking about being an extra. Before you listen, read through the information below. What information do you think is missing in each space (e.g. number, date, noun, verb, adjective, etc.)?

#### Extras Agency

##### Extras:

- appear in crowds
- buy things in (1) .....
- support sports events, etc.

##### Are films made in my area?

Find out by looking at the (2) .....

##### What about age?

No limit. Ask parents for permission if under (3) .....

##### What are directors looking for at the moment?

- look 16 years old
- maximum 1.7 m
- have interesting (4) .....

##### What can I expect?

Usually 16 hours a day, 6 days a week, day off on (5) .....

##### Where can I get more information?

Phone Vanessa (6) ..... or visit  
www.extrasextras.com

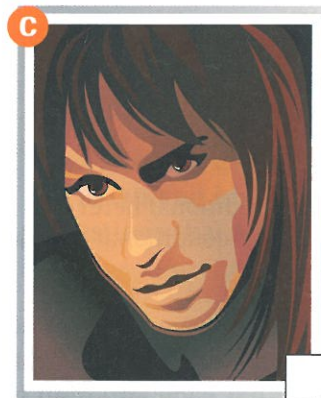
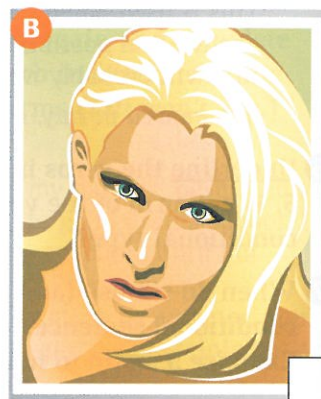
### Exam advice

- Be careful with spelling, especially if you are given the spelling of the word in the recording or if it is a very common word, e.g. *Monday*.

### 3 41 Listen to the recording twice and for each question, fill in the missing information in the numbered space.

## Vocabulary

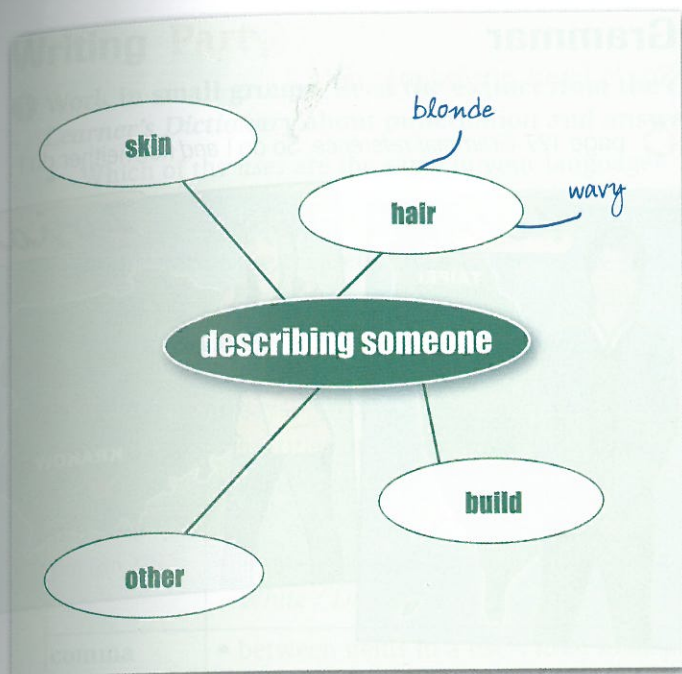
### Describing people



### 1 42 Film director, Darrilus Hassi, is looking for an actor for his latest film. His assistant Marti telephones an agency and speaks to Harry. Look at the pictures and listen to the recording. Put a tick (✓) next to the actor Marti chooses.

### 2 Work in pairs to complete the mind map on page 75 with these words.

attractive bald beard beautiful blond(e)  
broad shoulders curly dark fair  
good-looking grey long medium height  
moustache pale plain red scar short  
slim straight wavy



- 3 Harry from the agency describes one of the actors as *honest* and *reliable*. Write the opposites of these character adjectives.

- |                |             |             |
|----------------|-------------|-------------|
| 1 hard-working | <i>lazy</i> | 5 rude      |
| 2 smart        |             | 6 calm      |
| 3 noisy        |             | 7 confident |
| 4 mean         |             | 8 warm      |

- 4 Add *un-*, *im-* or *dis-* to make these character adjectives negative.

*un* friendly ..... patient  
 ..... pleasant ..... honest ..... reliable

- 5 Add *-ful* or *-less* to these nouns to make adjectives. Watch your spelling!

wonder ..... cheer .....  
 beauty ..... hope .....

- Is *hopeful* the opposite of *hopeless*?

- 6 Add *-ish* to these nouns to make adjectives. Be careful with your spelling.

Nationality: Finn ..... Turk ..... Brit .....  
 Swede ..... Scot .....

Behaviour: self ..... child ..... fool .....  
 baby .....

- 7 PET candidates often make mistakes with adjective order. Read the rules at the top of the page and correct one mistake in each of the examples a–f that follow.

### Rules

- Adjectives generally go before the noun and we don't normally use more than two adjectives before each noun:  
 a In my youth club, there are four *very nice* girls *very nice*.  
 b My best friend has hair and eyes black.
- When there are two adjectives together, we generally put the opinion adjective before the fact adjective:  
 c At the beginning of the film, a young handsome man is sitting in a café.  
 d He talks to a woman who is wearing a white beautiful dress.
- When there are two fact adjectives together, we generally put those that describe shape or size before those describing colour:  
 e I've made a new friend with black short hair.  
 f He lives in a house with a green big garden.

## Speaking Part 1

- 1 Work in pairs. Add the other letters of the English alphabet in the correct place in this pronunciation table.

eɪ	i:	e	aɪ	əʊ	u:	a:
A	B, C, D	F	I	O	Q	R

- 2 (43) Listen to the recording and check your answers.

- 3 (44) PET candidates often make spelling mistakes. Listen to the first part of the recording. You will hear a single word followed by a sentence including this word. Think carefully about spelling and write down the single word you hear. For example:

Recording: For. I've bought a present for you.  
 You write: *for*

Recording: Four. My dog is four years old.  
 You write: *four*

- 4 (45) Listen to the second part of the recording and check your spelling of each word.

- 5 Work in pairs. Student A says the words on page 173 to Student B who writes them down. Then Student B says the words on page 174 for Student A to write down.

### Exam advice

- The examiner will ask you general questions about your name, where you live, your daily routine, things you like and dislike, etc.
- Try to give more than a one-word answer.
- You will be asked to spell your surname, so make sure you know how to do it.

- 6 46 Listen to three extracts from a PET speaking test and complete the table below. Be careful with the spelling of the students' surnames.

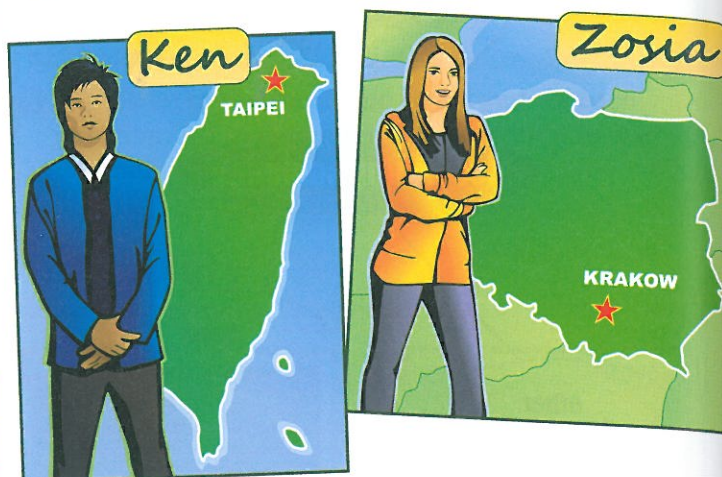
1 What's your name?		
Angela	Eduard	Yuji
2 What's your surname?		
Tedesco	(1) .....	(2) .....
3 Where do you live / come from?		
Italy	(3) .....	(4) .....
4 Do you study English? Do you like it? Why (not)?		
Likes travelling and meeting people	Prefers (5) .....	Useful for me and it's a (6) ..... language
5 What other questions does the examiner ask?		
Do you think English will be useful for you in the (7) future ?	What did you do (8) ..... ?	What do you enjoy doing in your (9) ..... ?

- 7 46 Listen to the recording again and answer these questions.
- Do you think the candidates answer their last questions well? Why (not)?
  - What does Eduard say when he doesn't understand the examiner's question?
  - Does the examiner repeat the *same* question to Eduard?
- 8 Work in groups of three. Take turns to be the examiner. The examiner asks each student the first four questions from the table and chooses one Question 5 for each student.

## Grammar

### So do I and nor/neither do I

▶ page 127 Grammar reference: So do I and nor/neither do I



- 1 47 Listen to and read what Ken says and circle the answer on the right which is true for you. Complete the phrase where necessary.

'My name's Ken.'	'So is mine.'	' <u>My name's</u> .....
'I'm 15 years old.'	'So am I.'	'Really? I'm .....
'I've got two brothers.'	'So have I.'	'Oh! I've got .....
'I live in Taipei.'	'So do I.'	'Do you? I live .....
'I don't like football.'	'Neither/Nor do I.'	'I really like .....
'I went to the cinema.'	'So did I.'	'I went ...'
'I haven't been to Paris.'	'Neither/Nor have I.'	'I have. I've .....

- 2 48 Zosia is from Krakow, Poland. Listen to Zosia and answer appropriately using one of the phrases on the right from Exercise 1. Be careful! Zosia does not always use the same verb as Ken and her sentences do not follow the same order.

'My name's Zosia.' 'My name's David.'  
'I'm from Krakow.' 'I'm not. I'm from Málaga, Spain.'

- 3 Work in pairs. Take turns to say a sentence about you. Your partner should answer using a suitable phrase.

## Writing Part 2

- ① Work in small groups. Read the extract from the *Cambridge Learner's Dictionary* about punctuation and answer this question.
- Which of the *uses* are the same in your language?

	uses
capital letter	<ul style="list-style-type: none"> <li>the first letter of a sentence: <i>Football is very popular in Britain.</i></li> <li>for countries, nationalities, languages, religions, names of people, places, events, organisations, trademarks, days, months, titles: <i>Portugal, Africa, Russia</i>, etc.</li> <li>for titles of books, films, etc.: <i>Matrix Reloaded</i></li> <li>for abbreviations: <i>OPEC, AIDS, WWF</i></li> </ul>
full stop UK/ period US	<ul style="list-style-type: none"> <li>the end of a sentence: <i>I'm going for a walk.</i></li> <li>sometimes after an abbreviation: <i>Marton Rd. / Mrs. White / Dr. Evans</i></li> </ul>
comma	<ul style="list-style-type: none"> <li>between items in a list: <i>I need some peas, butter, sugar and eggs.</i></li> <li>to show a pause in a long sentence: <i>They didn't want to eat before I'd arrived, but I was an hour late.</i></li> <li>when you want to add extra information: <i>The woman, who I'd met last week, waved as she went past.</i></li> </ul>
apostrophe	<ul style="list-style-type: none"> <li>for missing letters: <i>don't, I'll, it's (it is)</i></li> <li>for possessives: <i>Paul's bike</i></li> <li>Note: words ending in 's' don't need another 's' added: <i>James' house</i></li> </ul>
hyphen	<ul style="list-style-type: none"> <li>to join two words together: <i>blue-black</i></li> </ul>

Remember: we also use a capital letter for the personal pronoun *I*, e.g. *I love skiing* (not *i love skiing*).

- ② PET candidates often make mistakes with punctuation. There is no punctuation in sentences 1–5. Rewrite them to be correct.

- i am keen on tshirts trousers and jackets
- ill send a present to marina i hope she likes it
- say hi to your sister see you soon gari
- i cant come to your english lesson on monday
- my blanket is like a penguins skin its black and white

- ③ Work in pairs. Read this Writing Part 2 question and underline the important words.

You are going to meet your cousin Myra at the station but you have never met her before.

**Write an email to Myra. In your email, you should**

- describe yourself
- ask Myra to describe herself
- suggest a place to meet in the station.

**Write 35–45 words.**

- ④ Read Pablo's answer (he is Myra's cousin). Do you think his teacher gave him full marks? Why (not)?

Hi Myra,

I am very happy becouse you are coming. Im tallish with short hair blue eyes an i always wear my favorit blue cap. what do you look like? Lets meet outside the resturant wich is in the station

Pablo

- ⑤ Now read what Pablo's teacher wrote about his answer.

You have included all three points and you have connected these points together well. However, I can't give you full marks because you have made several mistakes with spelling and punctuation.

- ⑥ Underline the three points in Pablo's answer and circle the words Pablo uses to connect these points. Correct Pablo's five spelling mistakes and his five mistakes with punctuation.
- ⑦ Write your own reply to the exam question in Exercise 3.
- ⑧ Work in small groups. Read each other's answers to see if you have included the three points and if you have made any mistakes with spelling or punctuation.

# Unit 7 Vocabulary and grammar review

## Grammar

- 1 Complete sentences 1–8 using *too* or *enough* and these adjectives.

big cold dark expensive old  
sleepy thick warm

- 1 It was nearly midnight and it was *too dark* to see anything.
- 2 I'd like to wear those shoes but they aren't ..... for me. I'm size 44.
- 3 Put the heating on, please. It's not ..... in this room.
- 4 You can't skate on the lake. The ice isn't ..... to be safe.
- 5 I must go to bed. I'm ..... to stay awake any longer.
- 6 You're only 16 so you're not ..... to drive a car on the road.
- 7 Put a sweater on. It's ..... to go outside in just a T-shirt and jeans.
- 8 I really liked that computer but it was ..... for me to buy.

- 2 Circle the correct option in *italics* for each conversation 1–6.

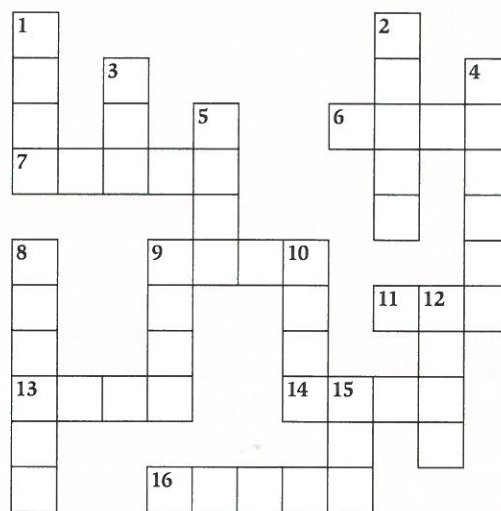
- 1 A: How's Andrea these days?  
B: She 'll / *'s going* to have a baby.
- 2 A: Have you got any plans for tonight?  
B: Yes, I *meet* / 'm *meeting* Ryan at 9 o'clock.
- 3 A: You look rather tired.  
B: Yes, I think I 'm *going* / 'll *go* to bed early.
- 4 A: What time do you have to go home?  
B: The timetable says the last bus *leaves* / *is leaving* at midnight.
- 5 A: My computer has just crashed!  
B: Don't worry. I 'm *going to* / 'll *fix* it.
- 6 A: The score's now England 0, Brazil 5!  
B: Brazil *will* / *are going to* win.

## Vocabulary

- 3 Match the beginnings and endings of these sentences.

- |   |                                       |
|---|---------------------------------------|
| 1 It's much healthier to go on          | a the car and drove to the airport.   |
| 2 We left the terminal and got onto     | b train instead of taking the car.    |
| 3 The driver and passenger got into     | c the train before you get on.        |
| 4 In big cities, many people go by      | d foot than to sit in a car or a bus. |
| 5 You should let other people get off   | e the car and put their hands up.     |
| 6 The police told the men to get out of | f the plane, after a six-hour delay.  |

- 4 Complete the crossword with words from Unit 7.



### Across

- 6 go by boat
- 7 underground railway
- 9 what winds do
- 11 opposite of wet
- 13 very strong wind
- 14 opposite of extreme
- 16 boat for passengers

### Down

- 1 like a bus, but on rails
- 2 get onto a plane
- 3 rainy
- 4 when the sky is covered
- 5 between cold and warm
- 8 trip in a plane
- 9 bicycle
- 10 between hot and cool
- 12 go by bicycle or horse
- 15 very cold, frozen solid

# Unit 8

# Vocabulary and grammar review

## Vocabulary

1 Read this text and choose the correct word for each space.

### ANGELIQUE KIDJO

Angelique, also (1) *known* as The African Queen, is one of the greatest female singers (2) *in* the world. She was born in Cotonou, Benin, West Africa, and she (3) *grew up* in Cotonou with eight brothers and sisters. Her uncles, aunts and grandparents come from Ouidah, a small village. She was (4) *born* in a very open family. Angelique took (5) *up* singing when she was six years old. Angelique is good (6) *at* languages and sings in French, English and two African languages: Fon and Yoruba.

By the 1980s Angelique realised, 'Unless I (7) *become*

Benin, I'll have problems.' In 1983 she left for Paris, France, where she studied both Jazz and Law. She couldn't decide between being a lawyer or a musician but thought, 'I will make a bigger difference to the world (8) *if I become a musician*' and so she developed her music career. She first (9) *met* her future husband, who is musician and producer Jean Hebrail, at Le CIM, a jazz school in Paris. Now they both live in New York with their teenage daughter. She has also been a Goodwill Ambassador for UNICEF (10) *since* 2002, helping to bring education to children all over the world, in particular in Africa.

- |             |               |              |                |
|-------------|---------------|--------------|----------------|
| 1 A told    | B called      | C named      | D <u>known</u> |
| 2 A of      | B in          | C on         | D at           |
| 3 A grew up | B got on with | C grew       | D born         |
| 4 A set up  | B sorted out  | C brought up | D grown up     |
| 5 A on      | B off         | C out        | D up           |
| 6 A in      | B at          | C on         | D of           |
| 7 A leave   | B don't leave | C will leave | D won't leave  |
| 8 A when    | B unless      | C if         | D so           |
| 9 A knew    | B found out   | C made up    | D met          |
| 10 A for    | B in          | C since      | D ago          |

2 PET candidates often make mistakes with punctuation and spelling. Correct one mistake in each of the following sentences.

- I'm busy all week except friday.
- I only go shopping if I have to becouse most of the shops are expensive.
- When I woke up, I didn't have breakfast because it was late.
- We had a party for my sisters birthday last Sunday.
- My favourite place to eat is a typical italian restaurant near here.
- I've just received your letter. You ask wich films I like best.
- When I'm at home, I often were an old T-shirt and jeans.
- I am so surprised by what he has done. I cannot belive it.

## Grammar

3 Complete these conditional sentences, using your own ideas.

- If I didn't have to go to school, *I'd play football all day.*
- I'd be extremely angry if ...
- If I go to bed late, ...
- If I found a dog, ...
- I often get embarrassed if ...
- Unless it rains, ...
- I'll have a party if ...
- If I don't help at home, ...

4 Read these sentences about Rebecca's cousin, Tobias. Complete the second sentence so that it means the same as the first, using no more than three words.

- My cousin Tobias lived in Innsbruck, Austria until he was 18 years old.  
My cousin Tobias *grew* up in Innsbruck, Austria.
- He's rather short and his hair is curly and red.  
He's rather short and he *has* curly red hair.
- He loves playing chess and I do, too.  
He loves playing chess and *so do I*.
- He'll come and visit me this summer if he doesn't have to work in his dad's café.  
He'll come and visit me this summer *if he doesn't have to work in his dad's café*.
- He doesn't have enough money, so he won't travel by plane.  
If he had more money, he *would travel* by plane.

# Unit 9 Fit and healthy

## Starting off

1 Answer questions 1–8 in the quiz.

### How fit and active are you?

Take this short and simple test to find out ...

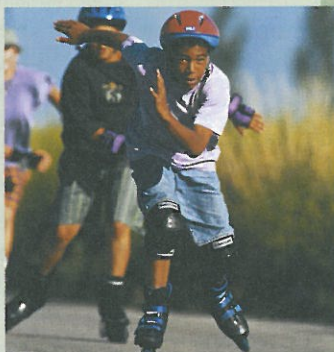
1 How much exercise do you think you should do every day?

- A Some, but I don't know how much I should do.
- B At least 30 minutes a day – more if I have time.
- C As little as possible.



2 What's your perfect way to spend a free afternoon?

- A shopping with friends
- B watching TV
- C rollerblading, playing football, or doing another sport



3 How many times a week do you actually exercise? You can include things like dancing, or tidying your room ...

- A never
- B 3–4 times
- C most days

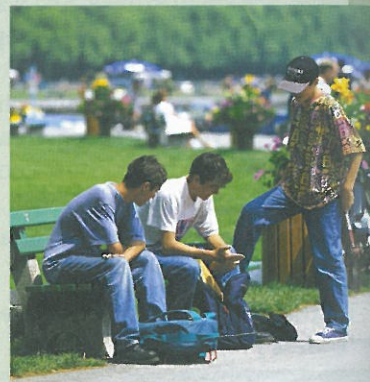


4 You're in the park with your friends and someone suggests a game. What do you do?

- A You join in and run the furthest and fastest – you don't like to lose.
- B After a minute or two you sit on the grass again for a well-deserved rest.
- C You say 'No way!' You really dislike running around.

5 You're bored and need to find something to do. What's your first choice?

- A Go for a ride on your bike, or go out for a walk.
- B Chat on the computer with your friends.
- C Text your friends to suggest meeting up in a café.



6 You're on the ground floor of a building and you have to go to the 5th floor. What do you do?

- A walk up the stairs
- B run up the stairs
- C wait for the lift

7 If you have to run for the bus, how do you feel afterwards?

- A I'm exhausted.
- B I'm fit so I feel fine.
- C I am a bit out of breath.

8 Which would you describe yourself as?

- A slow and tired all the time
- B fine, but I'd love to have a bit more energy
- C full of energy all the time

- 2 Look at your score on page 174. Do you think you should make any changes to the way you live?

## Listening Part 4

- 1 (49) You are going to hear two young people talking about health. Read the first part of their conversation, then listen and fill in the missing words which show agreement or disagreement.

Kelly: They keep saying on TV things like 'today's teenagers are unfit and unhealthy', and I just don't believe it.

Jason: (1) ..... There's all this stuff about us not getting enough exercise because we're watching TV or playing computer games all the time, when in fact nowadays everyone is mad about sports.

Kelly: Well, (2) ..... , but certainly a lot of young people are doing active things. Perhaps more than older generations did.

- 2 In pairs or groups, think of other expressions that show we agree or disagree with somebody. Which are polite, and which show strong disagreement?

- 3 (50) Look at sentences 1–6, then listen to the rest of Kelly and Jason's 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
	YES	NO
1 Kelly thinks that people's diets now are less healthy than in the past.	<input type="checkbox"/>	<input type="checkbox"/>
2 Jason and Kelly share the same opinion about people not sleeping enough.	<input type="checkbox"/>	<input type="checkbox"/>
3 Kelly believes that cycling to school is becoming more popular.	<input type="checkbox"/>	<input type="checkbox"/>
4 Kelly says that air pollution in the cities is getting worse.	<input type="checkbox"/>	<input type="checkbox"/>
5 Jason says that Kelly is often ill.	<input type="checkbox"/>	<input type="checkbox"/>
6 In the end, Jason and Kelly agree about young people's health.	<input type="checkbox"/>	<input type="checkbox"/>

## Vocabulary

### Illnesses and accidents

- 1 (51) Listen to this extract from Listening Part 4 and answer the questions.

'coughs and colds and sore throats; perhaps a headache or a stomach ache'

- How do you say the underlined words?
- What do they mean?

- 2 In pairs or groups, put these words under the three headings.

aspirin bandage bruise cut disease earache  
flu fracture high temperature injection injury  
medicine operation pill plaster plaster cast  
sprain tablet wound X-ray

accidents	illnesses	treatments
<u>injury</u>		

- 3 In pairs, write ten short sentences with words from the table, using the points below to help you. Remember that we normally use *my*, *your*, *their*, etc. with parts of the body.

- We form verbs from the 'accident' nouns (e.g. She *injured* her leg; I've *cut* my thumb).
- We use *have* or *have got* with the 'illnesses' (e.g. He's *got* flu; She's *got* a high temperature).
- We use *have*, *take* or *put on* with the 'treatments' (e.g. I've *had* an operation; Joe *took* a pill for his headache; A nurse *put* a bandage *on* my arm).

- 4 Tell your partner about any illnesses or injuries you have had (for instance when doing sports), then say what treatment you had, using expressions from Exercise 3 and the words in the table.

## Grammar

*Which, that, who, whose, when and where clauses (defining and non-defining)*

▶ page 127 Grammar reference: Which, that, who, whose, when, where clauses (defining and non-defining)

- 1 With a partner, read this text about sports injuries and circle the correct relative pronoun in *italics* for options 1–8.

Most people (1) *which* / *that* do regular sport are healthier, and often feel happier, than those (2) *who* / *whose* do little or no exercise. Care must be taken, though, to avoid the injuries (3) *when* / *which* sport can sometimes cause. People (4) *whose* / *that* favourite sports are running or jumping, for instance, may injure their ankles or knees. Training (5) *where* / *that* involves doing the same exercise again and again can do serious damage, particularly to athletes in their early teens, (6) *when* / *which* their bodies are still developing. It is important not to do too much too soon. Everyone should 'warm up' before they begin – if possible in the place (7) *who* / *where* they are going to exercise. It is essential, too, to follow any safety advice (8) *when* / *that* they receive.

- 2 52 Listen to check your answers.

- 3 Complete the rules with the correct relative pronouns, then answer the question below.

### Rules

#### Defining relative clauses

We use defining relative clauses to give essential information about someone or something.

We use:

- (1) *that* and (2) ..... for people
- (3) ..... and (4) ..... for things
- (5) ..... for time
- (6) ..... for places
- (7) ..... for possession.

We can leave out a relative pronoun (except *whose*) if it is the object of the clause:

*the injuries (which) sport can sometimes cause*

- Which other relative pronouns in the text are the object of the clause and could be left out?

- 4 Quickly read this text and answer the questions.

- 1 What is the problem?
- 2 What solution does the speaker recommend?

People (1) *who* / *that* work very hard, and individuals (2) ..... lives are busy in other ways, may suffer from a kind of stress (3) ..... can actually damage their health. One way (4) ..... they can reduce stress levels is to find a time, every day, (5) ..... they can relax. They should find something (6) ..... they enjoy doing, such as reading, in a place (7) ..... they feel comfortable and unlikely to be disturbed.

- 5 Complete spaces 1–7 with relative pronouns.

- 6 53 Listen to check your answers.

- 7 Look at the text again and decide which of relative pronouns 1–7 we could leave out.

- 8 Correct sentences 1–6 by adding a relative pronoun, if necessary.

- which/that*
- 1 The TV series starts tonight is about doctors.
  - 2 People swim a lot are usually quite fit.
  - 3 That road is a place accidents are common.
  - 4 Lucy has recovered from the illness she had.
  - 5 The boy tooth hurt went to the dentist.
  - 6 Winter is the time many people catch flu.

- 9 Work in pairs. Make as many sentences as you can beginning with these words.

- 1 Going to the dentist is something which *frightens me. / I don't like.*
- 2 My room is the place where ...
- 3 Watching sport on TV is something that ...
- 4 Sunday is the day when ...
- 5 A good friend is someone who ...
- 6 A lucky person is somebody whose ...



## Rules

### Non-defining relative clauses

We use non-defining relative clauses to add extra information about someone or something.

#### 10 In pairs, look at this example of a non-defining relative clause and answer questions 1–6.

*Cycling to school, which is very healthy, is more and more common.*

- 1 What is the relative pronoun?
- 2 What is the relative clause?
- 3 What do the commas do to the relative clause?
- 4 Does the sentence make sense without the relative clause?
- 5 Can we leave out the relative pronoun?
- 6 Can we use *that* to begin a non-defining relative clause, do you think?

#### 11 Make one sentence from 1–6, using non-defining relative clauses.

- 1 My arm is better now. I hurt it last week.  
My arm, which I hurt last week, is better now.
- 2 My aunt works in the hospital. She's a doctor.  
My aunt, who is ...
- 3 The lake was very cold. I went there for a swim.  
The lake, where ...
- 4 Ricky is my best friend. His sister is a nurse.  
Ricky, whose ...
- 5 In 2010 the sports centre opened. I was 12 then.  
In 2010, when I ...
- 6 Surfing is popular in my country. I really enjoy it.  
Surfing, which I ...

#### 12 Defining and non-defining relative clauses can be difficult for students. Correct one mistake in each of sentences 1–10 written by PET candidates. (Sometimes the mistake is with punctuation.)

- 1 Her farm has a swimming pool <sup>where</sup> that we can swim.  
Or 'Her farm has a swimming pool that we can swim in.'
- 2 I am visiting my mother who is ill.
- 3 He has a son, that is about my age.
- 4 The last book that I read it was 'The Lord of the Rings'.
- 5 I've met a guy, who's name is Daniel.
- 6 I'm in Brazil, that is a beautiful country.
- 7 That is all what I can tell you.
- 8 There are many places are very beautiful.
- 9 I'll tell everyone whose I know.
- 10 I have to go to the airport which it is quite far from the city.

## Vocabulary

### Sports

#### 1 Match comments 1–3 with pictures A–C, then answer the question below.

- 1 'Doing gymnastics can be hard work, but I want to be the best.'
  - 2 'I really enjoy playing basketball – it's so fast-moving.'
  - 3 'I always look forward to going paragliding in the summer.'
- Would you like to do, or watch, any of these sports? Why (not)?



- 2 Look at comments 1–3 again. Which verb – *do*, *go* or *play* – do we use with each sport? Write the sports in the table.

do	go	play

- 3 Add these sports to the table.

athletics baseball boxing climbing cycling  
football golf ice hockey jogging running  
skiing squash surfing swimming tennis volleyball

- 4 In pairs, look for patterns for which kinds of sports often go with which verbs.
- 5 PET candidates often find it difficult to put the right verb and the right sport together. Correct the mistakes in sentences 1–6.

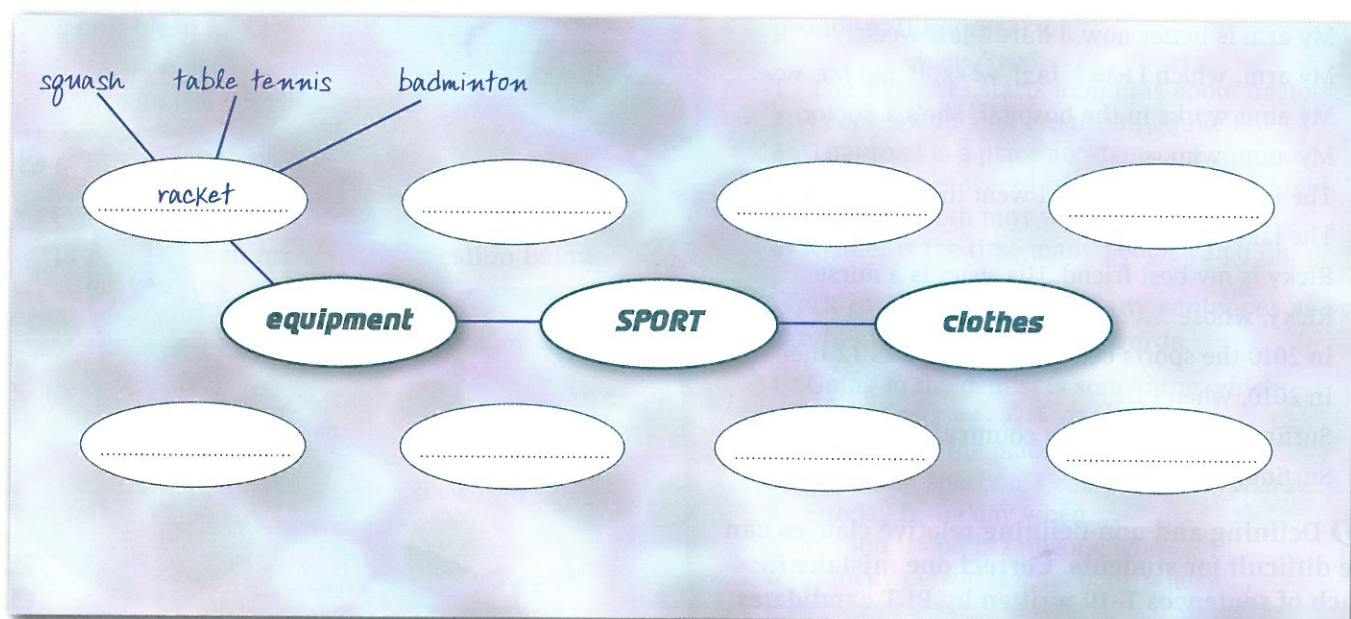
- I <sup>go</sup>practise horse riding twice a week.
- You can make a lot of sports and activities.
- In winter you can make snowboarding.
- We have done table tennis.
- At first, we made aerobics.
- We played windsurfing.

- 6 With a partner, note down as many sports as you can that are played in these places.

court gym pitch ring stadium track

- 7 Look at the words in the box and decide if they are *clothes* or *equipment*. Then think about which sports they are used in and complete the mind map as for *racket*.

bat board boots gloves helmet net racket trainers



- 8 Complete expressions 1–3 by matching the verbs from the box with the right nouns.

beat draw lose score win

- ..... <sup>beat</sup> ..... a player or team
- ..... a goal
- ..... or ..... a match or game

## Reading Part 5



ice hockey



squash



aerobics



scuba diving

- 1 Which of these words would you use to describe the sports in the pictures?

competitive individual non-competitive team

- 2 Work in pairs. Discuss which kinds of sports you prefer to take part in and why.

- 3 Read the text *Choose your sport*. Try to fill in gaps 1–10 without looking at any of options A, B, C or D. Use these clues to help you.

- 1 Which verb often goes with the adjective *fit*?
- 2 Which phrasal verb means *start doing* a sport or hobby?
- 3 Which relative pronoun can we use with things?
- 4 Which relative pronoun can we use with people?
- 5 Which noun do we use for a number of people who play a sport?
- 6 Which verb goes with *jogging* and *swimming*?
- 7 What does a tennis player use to hit the ball?
- 8 Which verb means *doing better than all the others*?
- 9 Which noun means *something that tests your ability*?
- 10 Where do people play tennis?

- 4 Read the text again and choose the correct word, A, B, C or D, for each space.

## Choose your sport

Everyone knows that exercise is good (0) ..... the body and the mind. We all want to (1) ..... fit and look good, but too many of us take (2) ..... the wrong sport and quickly lose interest. So now fitness experts are advising people to choose an activity (3) ..... matches their character.

For instance, those (4) ..... like to be with other people often enjoy golf or squash, or playing for a basketball, football or hockey (5) ..... . If, though, you're happier on your own, you may prefer to (6) ..... jogging or swimming.

Do you like competition? Then try something like running, or a (7) ..... sport such as tennis. If, on the other hand, (8) ..... isn't important to you, then activities like dancing can be an enjoyable (9) ..... without the need to show you're better than everyone else.

Finally, think about whether you find it easy to make yourself do exercise. If so, sports like weight training at home and cycling are fine. If not, book a skiing holiday, Taekwondo lessons, or a tennis (10) ..... . You're much more likely to do something you've already paid for!

- |             |             |           |            |
|-------------|-------------|-----------|------------|
| 0 A to      | B for       | C with    | D by       |
| 1 A keep    | B have      | C last    | D hold     |
| 2 A in      | B down      | C out     | D up       |
| 3 A when    | B that      | C how     | D where    |
| 4 A which   | B who       | C whose   | D what     |
| 5 A team    | B group     | C band    | D crew     |
| 6 A play    | B do        | C make    | D go       |
| 7 A bat     | B board     | C stick   | D racket   |
| 8 A beating | B gaining   | C winning | D knocking |
| 9 A defeat  | B challenge | C victory | D score    |
| 10 A track  | B ring      | C court   | D gym      |

## Speaking Part 2

- 1 54 Listen and complete these expressions that show agreement or disagreement.

- 1 You may be ..... *right* ..... but ...
- 2 I'm not really ..... about that.
- 3 Yes, I ..... agree with you.
- 4 I don't think ..... because ...
- 5 That's not the ..... I see it.
- 6 I don't agree at .....
- 7 That's .....
- 8 I think so .....

- 2 Which of expressions 1–8 do we use to do the following? Write the numbers in the boxes.

- |                      |                                |                      |                      |
|----------------------|--------------------------------|----------------------|----------------------|
| a agree?             | <input type="text" value="3"/> | <input type="text"/> | <input type="text"/> |
| b disagree strongly? | <input type="text"/>           | <input type="text"/> | <input type="text"/> |
| c disagree politely? | <input type="text"/>           | <input type="text"/> | <input type="text"/> |

- 3 54 Listen again. Underline the stressed word(s) in each expression from Exercise 1.

*You may be right, but ...*

- 4 54 Listen again and repeat, stressing the same words as in the recording.
- 5 In these final parts of conversations, the speakers make a decision. Complete the sentences with words from the box.

agreed both glad idea  
so then thing what

A: Yes, that's a good (1) ..... *idea* ..... Let's do that, (2) .....

B: Right, we're (3) ..... That's (4) ..... we'll do.

A: OK, we (5) ..... like the idea. (6) ..... shall we do that?

B: Yes, that's the best (7) ..... to do. I'm (8) ..... we agree.

- 6 55 Listen to the recording to check your answers.

- 7 55 Listen again and underline the words which are stressed.

### Exam advice

It is important in Speaking Part 2 that you talk fully about *all* the options, before reaching agreement with your partner on what decision to make.

- 8 Do this Speaking Part 2 task with a partner. Read the instructions, then think about these things:

- which kind of sport would suit your personality
- which you would enjoy most
- which would be best for your fitness and health

Talk together for at least two minutes.

Your friend and you would like to start doing a sport, but you are **not sure** which to choose. Talk together about the **different sports** you could do and decide **which** you are going to take up.

Here is a picture with some ideas to help you.



## Writing Part 3

- 1 In Writing Part 3 you have to write a story or a letter. Look at these instructions and answer questions 1–4.

- Your English teacher has asked you to write a story.
- Your story must have the following title:  
*The most frightening experience of my life*

- 1 Do you have to write a letter, or a story?
- 2 Do the instructions give you a title, or the first line?
- 3 Should you write in the first person (*I*) or the third person (*he/she/it*)?
- 4 Which are the key words?

- 1 Last month I went snowboarding in Canada with my friend Lucy, who is a champion snowboarder. I was feeling nervous when we reached the top because it had started to snow heavily and I couldn't see much.
- 2 Lucy set off first, but by the time I followed she had disappeared. I went down faster and faster and I thought I saw her go off to the right, so I turned right, too. But soon I came to some cliffs and had to stop. I was terrified. Had she gone over the edge?
- 3 I waited and shouted, and suddenly Lucy was there. I'd gone the wrong way but she'd heard me calling and eventually she'd found me. I felt safe at last.



2 The story on this page has three paragraphs. Read it and decide which paragraph:

- a describes the main events
- b sets the scene for the action
- c states the writer's feelings afterwards
- d tells us about the final event
- e explains what really happened
- f introduces the story, saying who did what, where and when

2

### Past perfect

▶ page 128 Grammar reference: Past perfect

3 We use the past perfect when we are already talking about the past and we want to say something happened earlier. In pairs, look at this example from the text. Then do questions 1–3.

*I was feeling nervous when we reached the top because it **had started** to snow heavily.*

- 1 Find five more examples of the past perfect in the text.
- 2 What is the question form of the past perfect?
- 3 What is the short form of the past perfect?

4 We often use the past perfect to form longer sentences in stories. Join the sentences using the words given and the past perfect.

- 1 I sprained my ankle. I didn't go for fitness training. I didn't go to fitness training because *I'd sprained my ankle.*
- 2 I walked all the way home. I felt tired. I felt tired because ...
- 3 The match started. I arrived at the stadium. By the time I ...
- 4 I left my trainers at home. I couldn't run in the race. As I ...
- 5 I decided to get fit. I took up squash. After I ...

5 With a partner, look at these instructions for Writing Part 3. Ask and answer the four questions in Exercise 1.

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:  
*I felt nervous when the game began.*

### Exam advice

Try to use a range of past tenses to tell your story, including the past simple, the past perfect and the past continuous.

6 Write your story in about 100 words. Use three or four paragraphs and include similar points to those in a–f in Exercise 2.