

Unit 10 A question of taste

Starting off

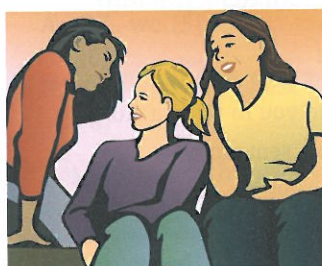
- 1 Work in small groups. Talk about how the types of food and drink have been organised. Then add three more types of food or drink to each.
- 2 Discuss these questions.
 - 1 What are your favourite types of food and drink?
 - 2 Are there any types of food you don't eat? Which? Why not?

Reading Part 2

- 1 Work in pairs. Look at the title of the guide on page 89, the headings and the pictures. What do you think you will have to do in this Reading Part 2 task?
- 2 The following five groups of people would like to have a meal in a restaurant. Read the descriptions of the people and underline what the people would like and what they wouldn't like.



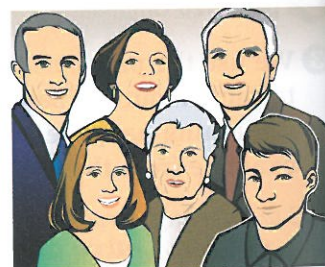
- 1 Jasmine and her class want to take their teacher out for a meal in the evening. Their teacher prefers to eat fish. They would like to eat somewhere with interesting views and that isn't too expensive. ☐



- 2 Jack's parents want to celebrate their summer wedding anniversary with the family next Tuesday. They hate being with other groups of people. The family normally orders steak, but Jack would like to try something different. ☐



- 3 Sara and her friends ate in *Spider-Man's Web* last week. They would like to try another character restaurant this Thursday. They aren't keen on fish and can't afford anywhere expensive. ☐
- 4 Jon is staying with an English-speaking friend and his family. The family would like to take their visitor to a restaurant with special views on Sunday. Jon would prefer to eat meat rather than fish or vegetarian food. ☐
- 5 Emelie's family always have lunch out on Sundays and love foreign food. On this occasion they'd prefer to book somewhere they can eat alone as a family, because Emelie leaves Sweden for a month on Monday. ☐



Eight unusual restaurants



3 Before you read the text, think about *how* the details you have underlined in the descriptions of the people might appear in the text. To help you do this, answer questions 1–5 below, *without reading the text*.

- 1 Jasmine is looking for a restaurant that *isn't too expensive* and Sara *can't afford anywhere expensive*. What words do you expect to read in the description of their most suitable restaurant?
 - 2 Jack's family *hate being with other groups of people* in a restaurant and Emelie's family want to *eat alone as a family*. Can you think of a solution for them?
 - 3 Sara and her friends would like to try *another character restaurant*. Can you think of another two possible characters for a restaurant?
 - 4 Jon's English-speaking family and Jasmine's class are looking for a restaurant with *views*. Do you think a restaurant in the basement or inside a shopping centre will have *special* or *interesting* views?
 - 5 Emelie's family love foreign food. Where are they from?
- 4** Read the text and decide which restaurant (A–H) would be the most suitable for each group of people (1–5).

A Top Secret

Don't expect great views here, as this restaurant is a hiding place for spies. You'll need the password to get into our large dining room where you will share long tables with other spies. Reasonable prices for a range of chicken, meat or fish dishes.



of ice. Enjoy our Swedish fish dishes with a cup of hot soup. Open in winter only. Reserve our smaller rooms for private parties. Dress warmly!

E Food for all

The dining room is arranged around an open kitchen so you can chat to the many guests and watch our chefs as they prepare a variety of vegetarian dishes. There's no list of prices, just pay what you can. And if you find you don't have enough money, you can wash up. Closed Thursdays.

F Floor 100

Enjoy amazing sunsets over the city from the 100th floor at the top of the Star Building as world-famous chef, Marco Louis, prepares food for all tastes. We have two private dining rooms for small groups. At **Floor 100**, expect top food for top prices! Open Monday to Saturday.

G Lights Off

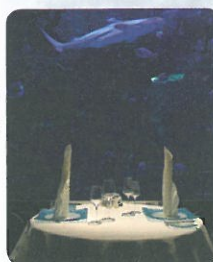
At **Lights Off**, you and our other guests sit in a completely black dining room where you are guided and served by blind individuals who have been specially trained to serve meals in the dark. Your three-course menu includes a starter, fish or vegetarian main course and a dessert. Price range: mid–high.

H The Enormous Steak

You are the chef at the **Enormous Steak** in Marshes Wildlife Park. Choose a steak and cook it yourself on the huge indoor grill. You don't have to worry about the weather to enjoy this barbecue or to watch the animals from the windows. Expensive but recommended.

B Undersea Restaurant

Located 5m under the sea, the **Undersea Restaurant** is the world's only aquarium restaurant where you and our other guests can see life under the ocean from your chair. Enjoy our special range of fresh food from the sea! Celebrate our first anniversary with great discounts. Not open for lunch on Monday.



C The Ninja Castle



Discover the world of the ninja warrior in our restaurant which has

been designed as a ninja castle. It's conveniently located inside the shopping centre with private rooms for small groups. Not cheap but you can enjoy Japanese fish or meat dishes. Closed all day Tuesday.

D The Ice Room

Situated in the basement of the Winter Palace, **The Ice Room** is a very special restaurant. The tables, chairs and walls are made

Grammar

Commands

▶ page 128 Grammar reference: Commands

- 1 2 In Reading Part 2, you read about some unusual restaurants. Listen to three short recordings. In each recording, a waiter is giving instructions to some guests. Where is the waiter? Write 1, 2 or 3 next to the correct restaurant A–H.

| | | | |
|-----------------------|--------------------------|----------------------|--------------------------|
| A Top Secret | <input type="checkbox"/> | E Food for all | <input type="checkbox"/> |
| B Undersea Restaurant | <input type="checkbox"/> | F Floor 100 | <input type="checkbox"/> |
| C The Ninja Castle | <input type="checkbox"/> | G Lights Off | <input type="checkbox"/> |
| D The Ice Room | <input type="checkbox"/> | H The Enormous Steak | <input type="checkbox"/> |

- 2 2 Listen to the recordings again. Complete the waiters' instructions 1–6 with a verb, then answer the questions that follow.

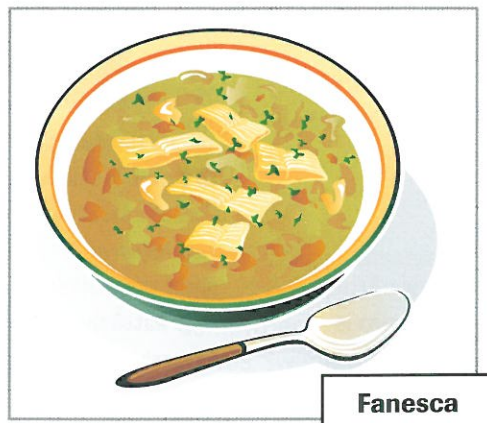
- Put on these gloves.
- Children, the walls please!
- your friends with you next time.
- But your enemies.
- your steak to the barbecue.
- the grill!

- What form of the verb do we use when we tell someone
 - what to do
 - what not to do?
- Does the form of the verb change when we talk to more than one person?

- 3 Work in small groups. Imagine you are waiters at *Lights Off*. Remember that your guests eat in a dark dining room and can't see anything. Write six instructions to guide them.

Come in through this door. Don't worry, I'll guide you to your table.

- 4 Change groups. Take turns to give your instructions to each other. Keep your eyes shut when you are the guests.



Fanesca

Vocabulary

Course, dish, food, meal and plate

- 1 PET candidates often make mistakes with the words *course*, *dish*, *food*, *meal* and *plate*. Read these extracts from the *Cambridge Learner's Dictionary*.

course [kɔːs] *noun* [C] a part of a meal: *a three-course dinner*

dish [dɪʃ] *noun* [C] food that is prepared in a particular way as part of a meal: *a chicken/vegetarian dish*

food [fuːd] *noun* [C, U] something that people and animals eat to keep them alive: *His favourite food is pizza*

meal [miːl] *noun* [C] when you eat, or the food that you eat at that time: *a three-course meal*

plate [pleɪt] *noun* [C] a flat, round object which is used for putting food on: *a plate of biscuits*

- 2 Alicia wrote a letter to her friend, Lee, about the food in her country. Complete Alicia's letter using *courses*, *dish*, *food*, *meals* and *plate*.

Dear Lee,

I'm from Quito, Ecuador. There

are many different types of

(1) *food* in

Ecuador - for example: meat,

fish, vegetables, etc. We eat

three (2)

a day: breakfast, lunch and

dinner. In the morning, my mum

often leaves different cakes

or bread on a (3) on the table. Lunch and

dinner are usually a little heavier than breakfast. Lunch is three

(4) a starter, which is often soup, a main

course and a dessert. My favourite (5) is

'Fanesca', which is a fish soup, often made with cod.



Listening Part 1

- 1 How much do you remember about Listening Part 1? Circle the correct option in *italics* in sentences 1–5 in the Exam round-up box.

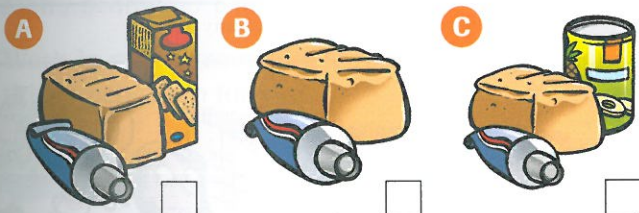
Exam round-up

In Listening Part 1:

- There are *five* / *seven* questions.
- You must read each question carefully and look at the *three* / *four* accompanying pictures.
- You listen to a *short* / *long* recording for each question and put a tick (✓) in the box under the correct picture.
- You will listen to each recording *once* / *twice*.
- The first time you hear the recording, *don't write anything* / *try to tick (✓) the correct box*. Then, as you listen for the second time, check your answer.

- 2 Work in pairs. Read this first question from Listening Part 1 and look at the three accompanying pictures.

1 What did Jamie buy?



- 3 What do we know about Jamie's shopping trip? Complete these sentences.

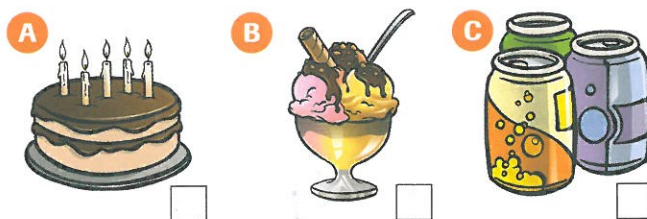
- We know that Jamie buys a (1) *tube of toothpaste* and a (2) (Pictures A, B and C).
- We don't know if Jamie buys a (3) (Picture A) or a (4) (Picture C) or neither of them (Picture B).

- 4 (3) Listen to the first part of the recording and put a tick (✓) next to the correct picture.

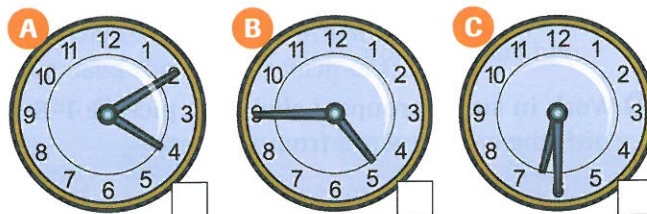
- 5 (4) Listen to the second part of the recording. Is your answer still correct?

- 6 Work in pairs. Read the rest of the questions from Listening Part 1. Underline the key words in the questions, then look at the accompanying pictures and think about what information you will need to listen for.

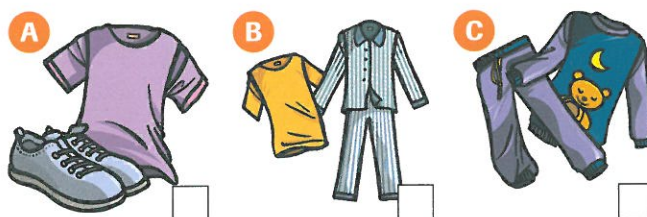
- 2 What will they take to the party?



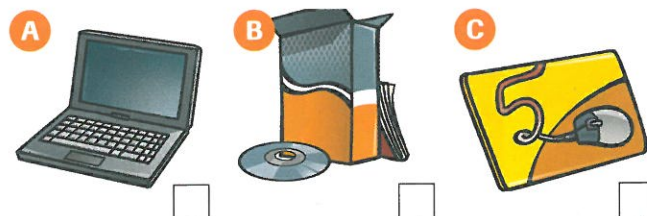
- 3 What time is the boy's appointment?



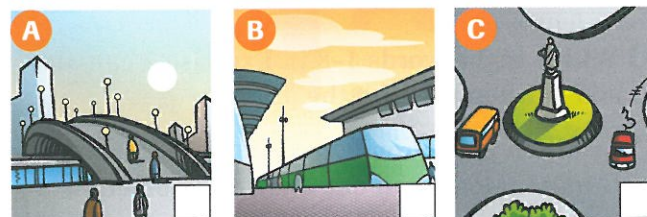
- 4 What did the girl buy online?



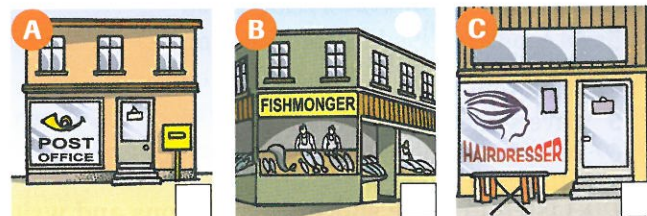
- 5 What is the free gift today?



- 6 What is nearest to Rick's Diner?



- 7 Where has the mother been?



- 7 (5–10) Listen to each recording twice and choose the correct picture by putting a tick (✓) in the box below it.

Vocabulary

Shops and services

- 1 Read this extract from the *Cambridge Learner's Dictionary* and answer the question below.

hairdresser [hædresə] *noun* [C] 1 someone whose job is to wash, cut, colour etc people's hair 2 **hairdresser's** the place where you go to have your hair washed, cut, coloured etc.

- Can we use an apostrophe s ('s) with both people and places of work?

- 2 Work in small groups. Label each picture 1–8 with the correct word from the box.

butcher dentist dry cleaner garage
hairdresser library post office travel agent



hairdresser



- 3 Which of the words 1–8 in Exercise 2 can also add 's when used for the place?
- 4 In which place from Exercise 2 can you do these things? (More than one answer is sometimes possible.)

- make an appointment
- buy something
- borrow something
- book something
- have something repaired
- complain and ask for your money back

- 5 Listen to three short conversations and write down where the people have been.

1 2 3

- 6 Listen to each conversation again. In small groups discuss what you think Layla, Lewis and Callum should do next.

Grammar

Have something done

page 128 *Grammar reference*: Have something done

- 1 Work in pairs. Look at these extracts from the recording and the rules about *have something done*.

Layla: I normally have my hair cut at Gabrielle's.
Lewis: We're having the scooter repaired.
Vicki: We had this dress cleaned last week.

Rules

When we talk about an action somebody does for us, we can use *have something done*. For example:

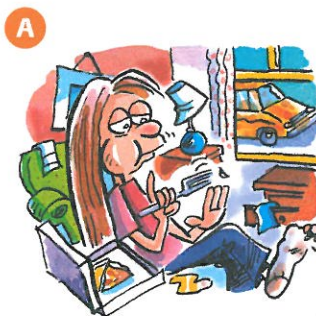
Layla does not cut her own hair, she has her hair cut.

Get something done (e.g. She gets her hair cut) is also possible, but usually in informal situations only.

- 2 Read this extract from the *Cambridge Learner's Dictionary* and the sentences about Vinnie and Ginny, then answer this question.

- Who is the slob?

slob [slɒb] *noun* [C] *informal* a lazy or dirty person



My cousin Vinnie

He never has his hair cut.

He has his meals cooked for him.

He's cleaning his nails with a fork.

He had his flat cleaned last year.

He had his car washed three years ago.



My neighbour Ginny

She has her hair cut every three weeks.

She always cooks her own meals.

She's having her nails done today.

She cleaned her flat before lunch.

She washed her scooter this morning.

3 Use the sentences from Exercise 2 to complete the table.

| | I do it myself | someone does it for me |
|--------------------|---|------------------------|
| present simple | Ginny cooks her own meals | (1) Vinnie |
| present continuous | Vinnie's cleaning his nails with a fork | (2) Ginny |
| past simple | Ginny cleaned her flat before lunch | (3) Vinnie |

4 Here are some more situations where people *have something done*. Look at the illustrations and write a sentence with the words given. Check you have used the correct form of the verb *have* by looking at the time adverb (*now, two weeks ago, etc.*).



1 Sophie / hair / cut / at the moment

Sophie is having her hair cut at the moment

2 I / bike / repair / two weeks ago

3 John / bedroom / paint / now

4 We / photo / take / once a year

5 Our grandma / hair / colour / every three weeks

6 I can't send an email because we / our computer / mend / at the moment

5 Work in small groups. Ask and answer questions about the things people do for you.

How often do you

When did you last

have

your photo taken?

your hair cut?

your teeth checked?

your computer mended?

your bedroom painted?

How often do you have your hair cut?

I have my hair cut every six weeks.

6 Read this short article about Jack Blenkharn and underline five examples of *have something done*.

7 Work in pairs. Read the extract from the *Cambridge Learner's Dictionary* and discuss this question.

- Do you think Jack and his mum have good taste? Why (not)?

taste [teɪst] *noun* [U] the ability to judge what is attractive or suitable, especially in things related to art, style, beauty, etc.



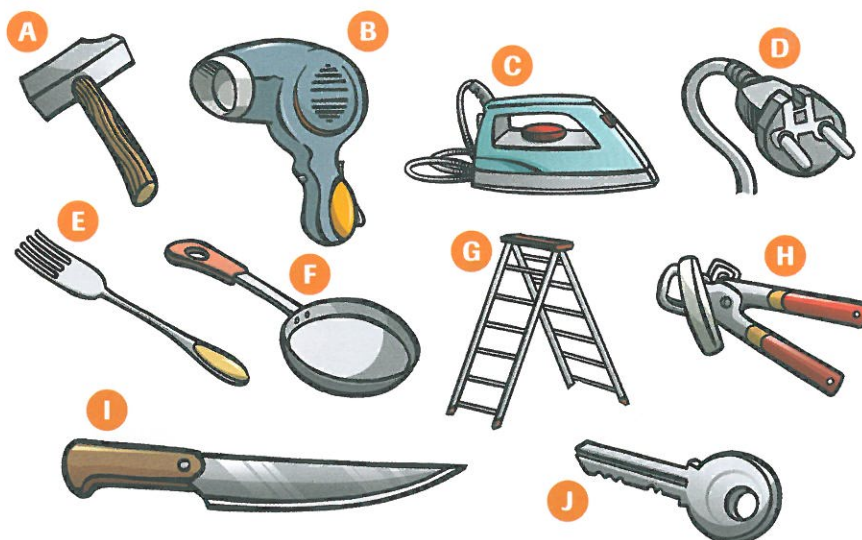
A BOY of 11 has been told he can't go to school after he had his hair cut. Jack Blenkharn's mum, Carol, paid £20 for Jack to have his head decorated with the Nike logo, eight stripes and a star.

The teachers at Sale High School have ordered Jack to go home. He will only be allowed back at school when Jack has his head shaved again. Mrs Blenkharn said: 'To send an 11-year-old boy home because of his hair is crazy. Some of the girls at the school have pink hair and some of the teachers have their hair coloured regularly as well.' Dave Williams, the hairdresser, says 'Styles like this are very popular, especially as a lot of footballers have their hair shaved like this.'

Adapted from *Manchester Evening News*

Speaking Part 3

- 1 Listen to three short conversations. Ekaterina, Mateos and Ruben are staying with English-speaking families. Circle the everyday objects they ask for.



- 2 Work in pairs. Take turns to describe one of the objects in the pictures using expressions from the table. Can your partner guess which object you are describing?

| describing everyday objects | | |
|---|--|------------------------------|
| What is it? | What is it made of? | What is it used for? |
| It's a kind of ... It's something like a ... | It's made of ... (metal/plastic/wood/ glass, etc.) | It's used for ... <i>ing</i> |

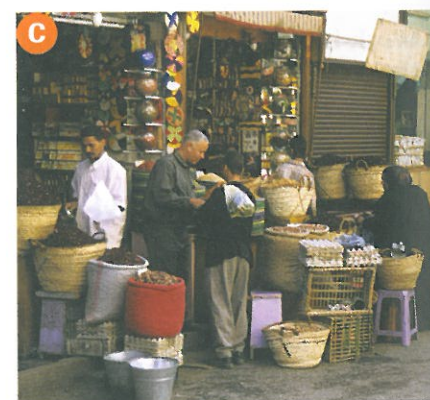
- 3 Answer the questions in the Exam round-up box.

Exam round-up

How much do you remember about Speaking Part 3? Are the following sentences true or false? If you think a sentence is false, write what you think is correct.

- The examiner will ask you to talk on your own about a colour photograph for about a minute.
- It's a good idea to imagine you are describing the picture to someone who can't see it.
- You should describe the places, weather, people, everyday objects, etc.
- You should also talk about how the people are feeling, why they are doing the activities and what they might do afterwards.
- If you don't know the word for an object, you should point at it.

- 4 Listen to Natalie describing one of these three photos. Which photo is she describing?



- 5 Put a tick (✓) next to the things Natalie describes.
- the place
 - the weather
 - what the people are doing
 - what the people are wearing
 - everyday objects
- 6 Work in pairs. Take turns to describe one of the other photos. Listen to your partner and put a tick (✓) next to the things your partner describes.

Writing Part 2

- 1 Before doing Writing Part 2, answer the questions in the Exam round-up box.

Exam round-up

How much do you remember about Writing Part 2? Complete sentences 1–7 with the words and phrases from the box.

between connect included open and close
spelling three underline

- 1 Read the question carefully and underline the important points.
- 2 Make sure you include the points in your answer.
- 3 your ideas with words like *and*, *because*, *which*, etc.
- 4 Watch your punctuation and
- 5 Write 35 and 45 words.
- 6 Make sure you your answer in a suitable way (e.g. *Hi*, and *Best wishes*,).
- 7 Read your answer one more time and check that you have all three points, written to the right person, etc.

- 2 Work in small groups. Look at the following three Writing Part 2 questions and underline the important information in each.

1

You are going to have pizza with your class to celebrate the end of the year but you have forgotten to ask Ryan to come too.

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

- apologise for the late invitation
- invite Ryan
- explain where you are going to eat.

Write 35–45 words.

2

You plan to go to a shopping centre in a nearby city during the school holidays.

Write an email to your friend Paula. In your email, you should

- invite her to go with you
- explain why you want to go there
- suggest a place to meet.

Write 35–45 words.

3

You stayed at your cousin's home over the weekend and you've just realised you left something behind.

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

- thank him
- describe what you left behind
- suggest how you can get the object back.

Write 35–45 words.

- 3 Remember in Writing Part 2 you may have to *thank someone, explain, invite, apologise or suggest*. For questions 1–5, complete the second sentence so that it means the same as the first. Be careful with verb forms.

- 1 I'm very sorry that I forgot to invite you before.
I'm so sorry for..... forgetting to invite you before.
- 2 I want to have my hair cut. That's why I'd like to go to the shopping centre.
I'd like to go to the shopping centre I want to have my hair cut.
- 3 How about coming too? We'll have a great time.
Would you like too? We'll have a great time.
- 4 Why don't we meet outside the station?
Let's outside the station.
- 5 It was very kind of you to invite me to stay. I had a lot of fun.
Thank you very much for me to stay. I had a lot of fun.

- 4 Underline the words in Exercise 3 which are used to *thank someone, explain, invite, apologise and suggest*.

- 5 Choose *one* of the Writing Part 2 questions and write your answer. When you have finished, make sure you can answer *yes* to these five questions.

- 1 Have you included all three points?
- 2 Have you connected your ideas with *and*, *but*, etc.?
- 3 Have you checked for mistakes with spelling or punctuation?
- 4 Have you opened and closed the email?
- 5 Have you written 35–45 words?

- 6 Work in small groups. Read each other's emails. Can you answer *yes* to the five questions above?

Unit 9 Vocabulary and grammar review

Grammar

- 1 Match these beginnings (1–6) and endings (a–f), then add relative pronouns from the box to form complete sentences.

that when when where who whose

Sunday is the day *when* I relax at home.

- | | |
|----------------------|-----------------------------|
| 1 Sunday is the day | a cut his hand. |
| 2 All the races | b tennis is played. |
| 3 Winter is the time | c I relax at home. |
| 4 James is the boy | d took place were exciting. |
| 5 A court is a place | e husband is very ill. |
| 6 That's the woman | f people catch flu. |

- 2 Put the words in the correct order, starting with the word that has a capital letter. Add commas to form non-defining relative clauses.

- a swimming champion / is / Zara / only 14 / is / who *Zara, who is only 14, is a swimming champion.*
- we play tennis / the weather / good / In summer / when / is
- won / the best player of all / was / whose / Stevie / team
- we live / a lot of pollution / is / where / In the city centre / there
- better now / who / My brother / an accident / is feeling / had
- a team sport / on a court / which / is / Volleyball / is played

- 3 Complete the text using the past simple or the past perfect of the verbs in brackets.

My first tennis match

At ten o'clock last Saturday morning, I (1) *was* (be) ready to play my first real match at the tennis club. I (2) (practise) all the previous week and I really (3) (feel) good, especially as I (4) (bring) my lucky trainers. When I (5) (put) them on, I walked onto the court. I noticed that the grass (6) (be) very wet, as it (7) (rain) a lot the night before, but that (8) (not seem) important. Jack, the other player, (9) (be) a little late because he (10) (leave) his racket at

Vocabulary

- 4 Circle the correct option in *italics* in each of these sentences.

- Skiers have to wear good *gloves* / boots / trainers to keep their hands warm.
- Last week I was coughing and I had a really *hurt* / sore / injured throat.
- In last night's football match, Brazil *won* / beat / drew the United States 6–0.
- I'd cut my arm quite badly, so the *medicine* / nurse / patient at the hospital put a bandage on it.
- Nowadays, many people *take* / have / have got an injection to stop them catching flu.
- I was practising hitting the ball with a baseball racket / bat / board.
- Lydia is good at *jogging* / gymnastics / athletics, particularly the long jump and 100 metres.
- If I have a headache, I usually take a *medicine* / pill / treatment with a glass of water.
- After I fell off my bike, I had a big black *bruise* / flu / disease on my leg.
- The two boxers walked into the *ring* / pitch / court, both hoping to become World Champion.

home, but as soon as he arrived we (11) (start) the match. I quickly (12) (realise) that in the past I (13) (play) against stronger players than him, and I (14) (be) sure that I could win. Suddenly, though, I (15) (slip) on the wet grass and (16) (fall). I (17) (know) immediately that I (18) (twist) my ankle quite badly, so that was the end of the game. I (19) (go) to hospital for an X-ray, and fortunately I (20) (not broke) it. But after that I never (21) (wear) my 'lucky' trainers again!

Unit 10

Vocabulary and grammar review

Vocabulary

① Complete sentences 1–5 with a suitable verb, then answer the question below.

- 1 You should make/book an appointment to see the dentist if you have toothache.
- 2 If you are not happy with something in a restaurant, you should to your waiter.
- 3 If you are organising a meal for a group of friends, you should remember to a table in the restaurant.
- 4 You don't need to buy books, you can them from the library.
- 5 You will save time and money if you learn how to broken things yourself.

• Do you agree with this advice?

② Wei is a student from China. He has written a letter to his English-speaking friend, Freddy, about restaurants. Correct nine more mistakes in the letter. Then write a suitable reply.

Dear Freddy,

I was pleased to ^{receive} ~~received~~ your letter. I am really interesting in resutarants. You know I'm Chinese and I like Chinese food. Chinese food are very kind. My favourite food is chicken and all kind of chicken food. I think chicken are quite good in a Chinese restaurant. That is what my think. I hope you enjoy with your meal next Saturday. Please write and tell me all about it.

Yours,

Wei

Grammar

③ Complete these sentences using the correct form of *have something done*. Use the correct tense and an object, as in the example (*his car*).

- 1 My uncle didn't have time to wash his car before my cousin's wedding, so he had his car washed at the garage.
- 2 My sister tried to cut her own hair but it looked terrible. Now she at the hairdresser.
- 3 I wanted to have a nice photo for my passport so I by a professional photographer.
- 4 We live on the ninth floor and we can't clean the windows ourselves because it's dangerous. Once a month, we by a window cleaner.
- 5 When the car broke down, my dad tried to repair it but he couldn't. In the end he at the garage.
- 6 When I was a baby I drew all over my bedroom walls. My parents were both working and couldn't paint the walls themselves. So they by a painter.

④ Here are some sentences about Bella's party. Complete the second sentence so that it means the same as the first, using *no more than three words*.

- 1 The hairdresser cut my hair before I went to the party.
I had my hair cut before I went to the party.
- 2 When I got to the party, Bella told me to put my coat in her bedroom.
When I got to the party, Bella said, '..... your coat in my bedroom!'
- 3 I stayed until the party finished.
I leave until the party finished.
- 4 I really enjoyed Bella's party.
I a really good time at Bella's party.
- 5 You should go to her next party.
If I were you, go to her next party.

Unit 11 Conserving nature



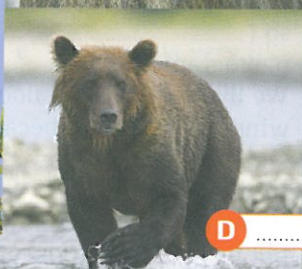
A 5



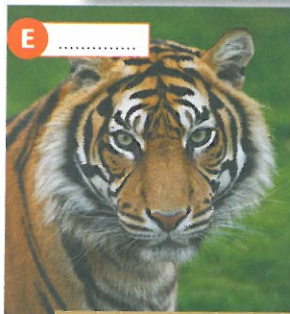
B



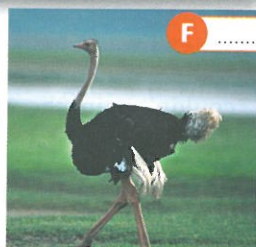
C



D



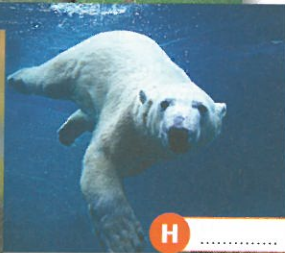
E



F



G



H

Starting off

- 1 Work in small groups. Match the animals in *italics* with pictures A–H, then decide whether statements 1–8 are true (T) or false (F).

- 1 *Tigers* can swim very well. T
- 2 *Polar bears* are left-handed.
- 3 *Kangaroos* can't walk backwards.
- 4 *Ostriches* bury their heads in sand.
- 5 *Lions* sleep up to 20 hours a day.
- 6 *Elephants* are afraid of mice.
- 7 *Bats* can't see anything.
- 8 *Bears* can run as fast as horses.

- 2 In which continents, countries or parts of the world do these creatures live naturally?
- 3 Think of two more statements about animals and ask your group if they are true or false.

Snakes are completely deaf. T

Listening Part 2

- 1 What do you know about India? What kinds of wildlife is it famous for?
- 2 Before doing Listening Part 2, answer the questions in the Exam round-up box.

Exam round-up

How much do you remember about Listening Part 2? Complete the following information with these words and phrases.

| | | | | |
|--------------|---------|------|------------|-------|
| instructions | key | kind | one or two | own |
| second | similar | six | three | twice |

Begin Listening Part 2 by studying the (1) *instructions* to get an idea of the topic. There will be (2) speakers and you will hear the recording (3) There are (4) questions or unfinished statements and you must choose one of (5) possible answers. Before the recording is played, look at each question and decide what (6) of information is needed. Also underline the (7) words in the question or unfinished statement and options A, B and C. Then listen for expressions with (8) or opposite meanings to these. Try to think of your (9) answer for each question, then decide which option is most like it. Check your answers the (10) time you listen.

- 3 Study questions 1–6 for Listening Part 2 below. For each question or unfinished statement, underline the key word(s). Then do the same for each of options A, B and C.

- 4 Follow the exam instructions. Listen for expressions with similar or opposite meanings to the words you underlined to help you choose your answers.

- You will hear a young woman called Lucy talking about her trip to India to see wildlife.
- For each question put a tick (✓) in the correct box.

- What does Lucy say about the hotel?
 A ☐ The bed was very uncomfortable.
 B ☐ Her room had a wonderful view.
 C ☐ It was a long way from the park.
- The guide knew where the tiger was because
 A ☐ he had seen it from the car.
 B ☐ another guide was watching it.
 C ☐ other animals had noticed it.
- Lucy got on the elephant by climbing
 A ☐ up a ladder.
 B ☐ a nearby tree.
 C ☐ onto the car.
- When they first saw the tiger, it was
 A ☐ resting after a meal.
 B ☐ sleeping on the ground.
 C ☐ looking for food.
- Lucy felt safe because she believed that
 A ☐ tigers in India never attack humans.
 B ☐ the tiger would not attack the elephant.
 C ☐ this tiger was too old to be dangerous.
- The tourists were allowed to
 A ☐ get out of the car.
 B ☐ feed the monkeys.
 C ☐ photograph the tiger.

Vocabulary

Suffixes: *-ion*, *-ation*, *-ment*

- 1 Look at these nouns in *italics* from the recording and answer the questions.

... as the *advertisement* said ...
 ... after some *preparations* ...
 ... in our *direction* ...

- What is the verb form of each noun?
- Which suffix does each noun have? Which noun is plural?
- Which noun drops the letter 'e' from the verb form? Why?

- 2 Work in pairs. Write the noun forms of the verbs in the box and then put them into three groups with the endings *-ment*, *-ation* or *-ion*. Be careful with any spelling changes.

admire announce attract celebrate collect
 complete confirm connect create develop
 disappoint discuss educate enjoy entertain
 examine excite improve inform invent
 invite move pollute prevent protect
 relax replace reserve translate

| -ment | -ation | -ion |
|-------|-------------------|------|
| | <i>admiration</i> | |
| | | |
| | | |

- 3 Underline the stressed syllable in all the nouns you wrote in Exercise 2, then decide if you can see any patterns.

admiration *announcement*

- 4 Complete the newspaper story on page 100 with the noun form of these verbs.

attract celebrate connect direct disappoint
 inform invent invite move translate

- Listen to the recording to check your answers to Exercise 4.
- Listen to the answers and repeat them with the correct word stress.

Scientists use rubber ducks in Arctic experiment

NASA scientists are aiming to get useful

(1) information about global warming from their latest (2) : Arctic rubber ducks. They have put 90 of the toys into holes in a Greenland glacier, a huge mass of ice moving in the (3) of the sea. They hope that icebergs and pieces of ice with the ducks inside will melt and then be found by local people. This will tell the scientists a lot about the (4) of this glacier, why this is faster in summer, and its (5) with global warming. Each duck has the words 'science experiment' and 'reward' on it, with a (6) into two other languages. There is also an email address and an (7) to write to NASA. So far, to the (8) of the scientists, nobody has emailed. But they believe the (9) of a big reward will bring results. So, if you find a NASA rubber duck on a beach near you, it could be a cause for (10)



Grammar

The passive: present and past simple

page 128 Grammar reference: *The passive: present and past simple*

1 With a partner, look at sentences A–D and answer questions 1–6.

- A Tigers very rarely **attack** people.
- B People **are** very rarely **attacked** by tigers.
- C The guides **allowed** the tourists to take photos.
- D The tourists **were allowed** to take photos.

- 1 Which two sentences are active and which two are passive?
- 2 Which two sentences describe an event in the past?
- 3 Which two sentences use a form of *be* and the past participle of the verb?
- 4 What is the subject and what is the object in A? How is B different?
- 5 What is the subject and what is the object in C? How is D different?
- 6 What information is in sentence C, but not in sentence D?

2 Now decide which of these rules describe active sentences and which describe passive sentences. Write 'A' for active or 'P' for passive next to rules 1–5 on the right.

Rules

- 1 We often see this in formal texts (e.g. newspaper reports, textbooks, etc.). **P**
- 2 We use this a lot when we are speaking, or writing informal letters, stories, etc.
- 3 We use this when we are more interested in the *action* than who or what did it.
- 4 We use this when we say who or what did the action.
- 5 We can add *by* + noun if it is important to say who or what did it, but we often leave this out.

3 Complete sentences 1–6 using the words in brackets and the correct passive form of the present simple or the past simple.

- 1 The mountain road is not used (not / use) in winter.
- 2 When was the island discovered (the island / discover)?
- 3 Sometimes, birds (see) flying as high as aeroplanes.
- 4 The young zebra (chase) by a hungry lion, but it escaped.
- 5 What time (crocodiles / feed) today?
- 6 The shark (not / notice) until it was very close to the boat.

4 In the passive, we normally use the 'weak' forms of the words *are*, *was* and *were*. Listen and practise saying sentences 1–3.

- 1 These ə known as the 'Spring Gardens'.
- 2 The flowers wə planted in March.
- 3 The grass wəz cut in April and May.

5 Rewrite these sentences to make them passive. Do not use *by* in any of the sentences.

- 1 They catch a lot of fish here.
A lot of fish are caught here.
- 2 People saw two giraffes near the trees.
- 3 Somebody wrote a poem about this waterfall.
- 4 They grow rice in the east of the country.
- 5 One small cloud hid the moon.
- 6 They don't allow cars in the National Park.
- 7 Fire partly destroyed the forest.
- 8 Nobody told us about the crocodiles in the river.

6 ¹⁸ Listen to the recording to check your answers. Then repeat the sentences, paying special attention to the pronunciation of *are*, *was* and *were*.

Reading Part 4

1 Read this essay written by a Geography student and match meanings a-h with underlined expressions 1-8.

- | | | |
|---|---|---|
| a | fuel that is used in cars | <div style="border: 1px solid black; width: 20px; height: 20px; text-align: center; line-height: 20px;">2</div> |
| b | vehicles used by everyone | <div style="border: 1px solid black; width: 20px; height: 20px;"></div> |
| c | things that are thrown away | <div style="border: 1px solid black; width: 20px; height: 20px;"></div> |
| d | using less electricity, gas, etc. | <div style="border: 1px solid black; width: 20px; height: 20px;"></div> |
| e | changes in the Earth's weather | <div style="border: 1px solid black; width: 20px; height: 20px;"></div> |
| f | big container where empty bottles are put | <div style="border: 1px solid black; width: 20px; height: 20px;"></div> |
| g | power from the sun | <div style="border: 1px solid black; width: 20px; height: 20px;"></div> |
| h | using materials again | <div style="border: 1px solid black; width: 20px; height: 20px;"></div> |



The whole world feels the effects of (1) climate change, so we all need to do what we can to prevent things getting worse. The rise in temperatures is partly caused by the use of coal and (2) petrol, so (3) energy conservation is important. We can do this, for instance, by using (4) public transport instead of the car, keeping the heating turned down, and making sure the lights are switched off when we go out. (5) Recycling, too, is essential, so glass containers should be taken to the (6) bottle bank, old newspapers and magazines collected, and different kinds of (7) rubbish placed in separate bags. We can also help by using less water around the house, and - particularly in sunny countries - using (8) solar energy to heat our water. Most of these are quite small things, but if everyone does them, they might make a difference!

- 2 Quickly read the text *International Climate Champions* and answer Question 1 (on the right) only.
- 3 Read the second paragraph of the text again and think of a possible answer to Question 2. Then find the underlined words that share ideas with each option A–D, and write A, B, C or D next to each. Then answer these questions.
 - Which option is correct?
 - Why are the others wrong?
- 4 Read the third and fourth paragraphs and underline the words that match each option A–D in Questions 3 and 4. Then decide which is correct.
- 5 Quickly read the whole text again and decide your answer for Question 5. Why are the other options wrong?

Exam round-up

What do you know about Reading Part 4? Answer these questions.

- 1 Does Question 1 always focus on the writer's purpose?
- 2 Do Questions 2, 3 and 4 usually focus on fact, or on opinion and attitude?
- 3 Does Question 5 normally focus on detail, or on the general meaning?
- 4 Should you begin by reading quickly through the text, or the questions?
- 5 Is it best to think of your own answer to each question before you look at options A–D?
- 6 For Questions 2–4, is the information you need for each answer usually in one paragraph, or in different parts of the text?

- 1 What is the writer's main purpose in this text?
 - A to give details about how to become a Climate Champion
 - B to explain why the Earth's climate is changing so quickly
 - C to say what some people are doing about climate change
 - D to tell readers what they can do to prevent climate change
- 2 What does Irene say about the sea?
 - A The water near the island is now dirty.
 - B Many types of fish have disappeared.
 - C There is oil and gas under the water.
 - D It can provide power for the island.
- 3 What does Ding believe about climate change?
 - A It is certain to get much worse.
 - B Air pollution does not cause it.
 - C It is wrong to blame China for it.
 - D It is caused only by rich countries.
- 4 Sophia thinks that young people should
 - A publish their own newspapers.
 - B change older people's habits.
 - C follow the example of their parents.
 - D avoid talking about politics.
- 5 What would one of these Climate Champions say to a friend?
 - A It's great being a Champion! I'm the only one from our country, but we all want to do something about climate change.
 - B I've made speeches about climate change and met Champions from the 12 other countries. I've even been to a meeting in Japan!
 - C We are the Champions! There are already three of us from every country in the world, and we have a lot to say about climate change.
 - D I work with other Champions, telling the world about the dangers of climate change. Some of us are teenagers, but people really listen to us!

6 Work in small groups and answer these questions.

- Would you like to be a Climate Champion? Why (not)?
- Do you agree with Sophia that teenagers can change older people's attitudes? If you agree – in what ways can they be changed?

International Climate Champions

The International Climate Champions (ICC) project began in 2007. It gives young people of school age a chance to speak publicly on climate change and to encourage action to reduce its effects. Each country involved selects three teenagers to be Climate Champions, who take part in local and international activities.

Climate Champion Irene Sanna lives on the Italian island of Sardinia. Irene is interested in solar energy, and also believes that Sardinia should (1) use the waves around its coast to produce electricity. That would reduce (2) the need to import oil and gas for lighting, heating and cooking. 'Energy conservation is our future. We must make plans to save (3) our coast, which still has no pollution. We must protect the (4) animals, birds and fish in danger from global warming. And we must recycle.'

Chinese student Ding Yinghan is the Beijing Climate Champion. Ding feels it is unfair to say that just one country – his own – is causing climate change. He says the air pollution that leads to global warming comes from many parts of the world, including poorer countries that are now growing more quickly. He believes the only way to prevent the situation getting even worse is for rich and poor countries to work together.



ICC in Kobe

Sophia Angelis, a junior student in Lake Arrowhead, California, is a US Champion. She's against young people's general lack of interest in politics and feels they need to discuss the problems that really matter to their generation. She has written about the need for action on world poverty and her articles have been published in her local newspaper. Sophia strongly believes that climate change is an important issue for her generation. For her, changes in the way teenagers behave are an important way of influencing choices that are made by parents.

In 2008, the Climate Champions attended the International Conference of Environment Ministers in the Japanese city of Kobe. At present, 13 countries are involved in the ICC, and more countries are expected to join soon.

Grammar

Comparative and superlative adverbs

▶ page 129 Grammar reference: Comparative and superlative adverbs

To compare how things are done at different times, or how they are done by someone or something else, we use a *comparative* or *superlative* adverb.

1 With a partner, study examples a–d, then answer questions 1–5.



- a countries are now growing more quickly
- b these buses use energy more efficiently than the old ones did
- c the only way to prevent the situation getting even worse than it is already
- d of all the light bulbs, this one shines most brightly

- 1 Underline three examples of comparative adverbs and one example of a superlative adverb.
- 2 How do we usually form comparative adverbs?
- 3 Which comparative adverb in a–d doesn't follow this rule?
- 4 When we compare two actions, which word normally follows the adverb?
- 5 How do we usually form superlative adverbs?

2 In small groups, complete the table.

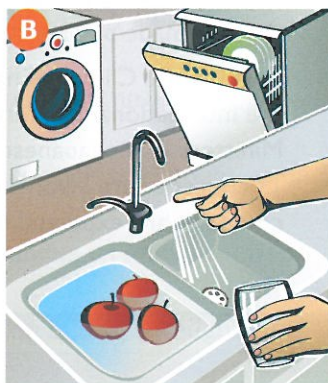
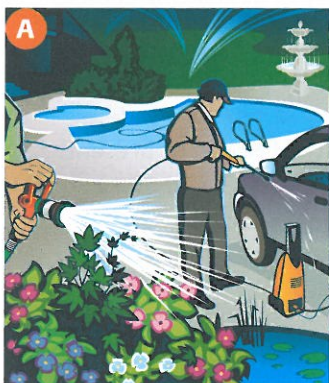
| adverb | comparative | superlative |
|--------|--------------|----------------------|
| | more quietly | (the) most carefully |
| slowly | | (the) most easily |
| | faster | (the) hardest |
| badly | | |
| | better | |

3 Complete sentences 1–6 using the comparative or superlative adverb form of the words in brackets.

- To save petrol, people should drive more slowly. (slow)
- Young people are working the to stop global warming. (hard)
- You can buy food in small shops than in supermarkets. (cheap)
- Of all the fuels we use, coal pollutes the air the (bad)
- Wind power makes electricity than oil or gas. (clean)
- Because of climate change, it now rains than it used to. (heavy)

4 Work in pairs. Do you agree with statements 1–6 in Exercise 3? Discuss your opinions with your partner.

Speaking Part 4



1 With a partner, look at the people in pictures A and B and discuss these questions.

- In what ways are they wasting water?
- How could they reduce this waste, do you think?

2 19 Listen to Jake and Lily talking about this topic. What three suggestions do they make for saving water?

3 19 Listen again and write the exact words Jake and Lily use to give examples. Write one or two words in each space.

- In the garden, for instance, it's best
- if you water them at two o'clock,
- a bucket of water and a sponge,
- All those things dishwashers and washing machines
- if you don't have much to wash, a few plates

4 What other ways can you save water in the home? Tell your partner about them. Use expressions from Exercise 3 to introduce your examples.

Exam round-up

What do you remember about Speaking Part 4? Circle the correct option 1–8 in *italics*.

Part 4 of the Speaking test usually lasts about (1) three / five minutes and the topic is (2) *connected with / different from* the subject of the photos in Part 3. When you speak, you should (3) *keep to this topic / change to another topic* and talk about your own experiences, as well as things you like and don't like. Try to use (4) *only the present tense / a range of tenses*. It is important when you are talking to your partner to (5) *interrupt a lot / take turns*, and when they're speaking, you should show you are (6) *listening to / not interested in* what they're saying. Help them to keep talking by (7) *asking for more details and their opinions / commenting on their grammar and pronunciation*, and when it's your turn (8) *repeat everything you say / give reasons and examples* to support what you say and feel.

5 Work with a different partner. Do this exam task, talking for about three minutes and giving plenty of examples. The advice sheet for young people below may help you.

Your photographs showed people doing things that affect the environment. Now I'd like you to talk together about how you can use less electricity at home.

Saving energy: what you can do

- Don't** leave things on stand-by: turn them off.
- Use** solar-powered chargers for your phone and MP3 player.
- Use** a laptop instead of a PC.
- Don't** leave the fridge door open.
- Try not** to use the air-conditioning.
- Instead** of turning up the heating, put a sweater on.
- Use** energy-efficient light bulbs.
- Turn off** the lights when you go out!



Writing Part 3

① Look at this Writing Part 3 task, read the letter below it, then answer these questions.

- 1 Which paragraph deals with each part of the task?
- 2 Ana has written a good letter, but she has made one mistake in each paragraph. Can you find and correct each mistake?

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

In your next letter, please tell me about the wildlife in your country.

Which is your favourite animal? Are there many of them?

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

A *Thanks for your letter. We have some fantastic animals here, such as deer, foxes and wolves. Sometimes bears seen in the mountains, and up in the sky there are eagles and storks.*

B *The animal I like better of all, though, is the wildcat. It's a beautiful creature. In some ways it's like an ordinary cat, but bigger and with a bushy tail that's black at the end.*

C *I remember seeing one when I was a child. I was so excited! In those days you could find them more easily, but now the countryside where they used to live is covered in holiday homes, roads and supermarkets. I think that's very sad.*

② Sentences and phrases 1–6 each contain one mistake made by PET candidates. Decide what kind of error each is, and write G for grammar, V for vocabulary, WO for word order, or Sp for spelling. Then rewrite the sentences so they are correct.

- 1 It was a day very cold.
WO *It was a very cold day.*
- 2 I really enjoy to be here.
- 3 ... a new film about animals which called 'The life of animals' ...
- 4 ... a film with plenty of excitement ...
- 5 I don't know what is the name of the mountain.
- 6 I hope I haven't got a lot of mistakes.

③ Read the advice in the Exam round-up box and decide if statements 1–8 are true or false.

Exam round-up

In Writing Part 3 you can choose to write a story or a letter. How much do you remember about PET letter-writing?

- 1 You must write an address at the top. *False*
- 2 You should use a wide range of structures and vocabulary.
- 3 You should use mostly formal language.
- 4 You should use linking words like *so* and *because* to make more complicated sentences.
- 5 You only need to write about one part of the question.
- 6 You should try to give reasons and examples where possible.
- 7 You can write a lot less than 100 words and still get good marks.
- 8 You should leave time to check your completed letter for mistakes.

④ Follow the instructions for the exam task below. Try to include some passive forms and a comparative or superlative adverb in your letter.

- This is part of a letter you receive from your English-speaking friend, Justin.

In your next letter, please tell me about the kinds of pet that are popular in your country. Why do people have them? Which do you think is the best pet to have?

- Now write a letter to Justin, answering his questions.
- Write your letter in about 100 words.

⑤ Work in pairs and give your letter to your partner. Read and check your partner's letter. Where you think there are mistakes, write G, V, WO or Sp in pencil. Then discuss your corrections together.

Unit 12 What did you say?



Martians from the planet Ma



Starting off

- 1 Work in pairs. These pictures show different ways of communicating a message. Talk together about what you can see in each one.
- 2 Work in small groups. Discuss these questions.
 - 1 How often do you text your friends? Or do you prefer to phone them?
 - 2 What do you think of graffiti?
 - 3 Do you believe in life on other planets?

Reading Part 3

- 1 Work in pairs. Read these extracts about types of people, then complete sentences 1–3 with *dork*, *dude* or *geek*.

dork [dɔ:k] noun [C] mainly US informal a stupid or silly person

dude [dʊ:d] noun [C] mainly US very informal a man

geek [gi:k] noun [C] informal a man who is boring and not fashionable



- 2 Read this definition, then think of some examples slang that you use in your own language.

slang [slæŋ] noun [U] informal language, often language that is only used by people who belong to a particular group

- 3 Read the text title and look at the pictures. What do you think the text is about?
- 4 Read the ten sentences about *Martian*, the language from Mars. Underline the most important words in each sentence.
 - 1 Most older teenagers in China write in Martian on the Internet.
 - 2 Young people first started using Martian in Taiwan.
 - 3 In the film *Shaolin Soccer*, Zhao Wei comes from Mars.
 - 4 Teenagers who use the Internet in South-East Asia are called Martians.
 - 5 Software companies are now selling programs to help people write in Martian.
 - 6 Ms Li has never tried to read messages on Mei's computer.

- 7 When Mei starts writing things in Martian, she uses other people's work.
- 8 Wang Haiyong allows his students to write their homework in Martian.
- 9 Teenager Bei Bei Song considers herself to be up to date.
- 10 Bei Bei Song approves of Martian.

5 The sentence which is underlined in the text *Can you speak Martian?* tells us if one of the sentences in Exercise 4 is correct or incorrect. Which one?

Can you speak Martian?



Do you know what '3Q', '= =' or 'Orz' means? Perhaps you don't! This is Martian.

People say that 80% of teenagers aged between 15 and 19 in China use this language when they send messages

or chat with each other online. This crazy language didn't start in China, though. It became popular in Taiwan in 2004 and three years later, it spread to mainland China.

But where did the name *Martian* come from? Well, in the comedy film *Shaolin Soccer*, which was made in Hong Kong, an actor, Stephen Chow, says to actress Zhao Wei, 'Go back to your planet Mars!' Stephen says this because Zhao is a rather strange person. She isn't really a visitor from Mars, but Stephen thinks she is so strange and different that he calls Zhao a *Martian*. Stephen's words 'Go back to ... Mars!' are now so well known in South-East Asia that anyone who acts strangely there is known as a *Martian*. Similarly, the language which teenagers in China enjoy creating is also known as *Martian* because it is so strange.

Why do so many teenagers in China use Martian? The answer is quite easy, really. Teenagers can chat on the Internet for hours without being understood by their teachers or parents. In fact this very strange language has become so popular that people are buying special software to translate between Chinese and Martian.

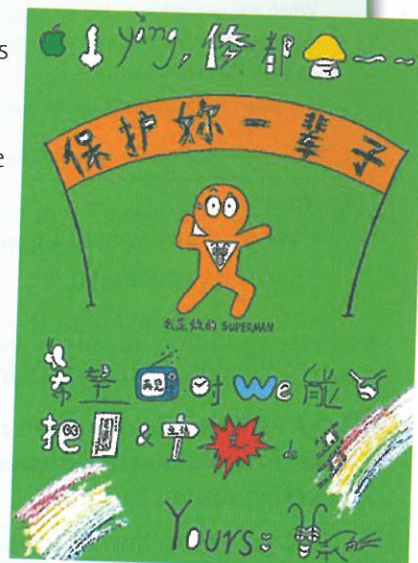
Do you need to understand the word *spread* to know if the sentence is correct or incorrect?

- 6 Read the whole text and decide if the ten sentences are correct or incorrect. Underline where you find your answers in the text.
- 7 Write one word to complete the sentences about Reading Part 3 in the Exam round-up box on page 108.

Ms Li, mother of teenager, Mei, was worried when she switched on Mei's laptop because she could not understand the emails from Mei's friends. Mei explained, 'Those messages are in Martian because they're for me and not my mum.' Mei continued, 'Martian's not an easy language. At first, I just copy words from texts which my friends have already written in Martian. Then, I begin to create some words by myself. I take pieces from Chinese characters, add some English, Japanese or Korean words and that makes the new language.'

Wang Haiyong, a teacher, warned that although this new language can help develop the imagination, this Internet slang was not suitable for use in other situations, such as school exams or homework. 'I refuse to mark my students' work when they use this language. They know they shouldn't use it.'

Bei Bei Song is 15 years old. She doesn't use *Martian* but she doesn't think she's old-fashioned. She explains that although she spends hours on the Internet chatting to her friends, she thinks that this language is really silly. 'We're not computer geeks who need to mix three different languages with crazy pictures just to be duds. Martian is for dorks.'



Exam round-up

- You will need to decide if ten sentences are correct or (1)
- Read the sentences first and underline the important (2)
- Remember that these sentences follow the order of the (3)
- You do not need to understand every (4)

Vocabulary

Speak, talk, say, tell and ask for

- 1 Read these extracts from the *Cambridge Learner's Dictionary*.

Common Learner Error

Speak or talk?

Remember that you **speak** a language: You do not 'talk' it.

She speaks French. She talks French.

Say or tell?

Say can refer to any type of speech.

She said she was unhappy.

Tell is used to report that someone has given information or an order.

The verb **tell** is always followed by the person that the information or order is given to.

Simon told me about his new job.

Say is never followed by the person that the information or order is given to.

He told us to stay here. He said us to stay here.

ask for

When you use **ask** with the meaning of saying you want someone to give you something, remember to use the preposition **for** before the thing that is wanted.

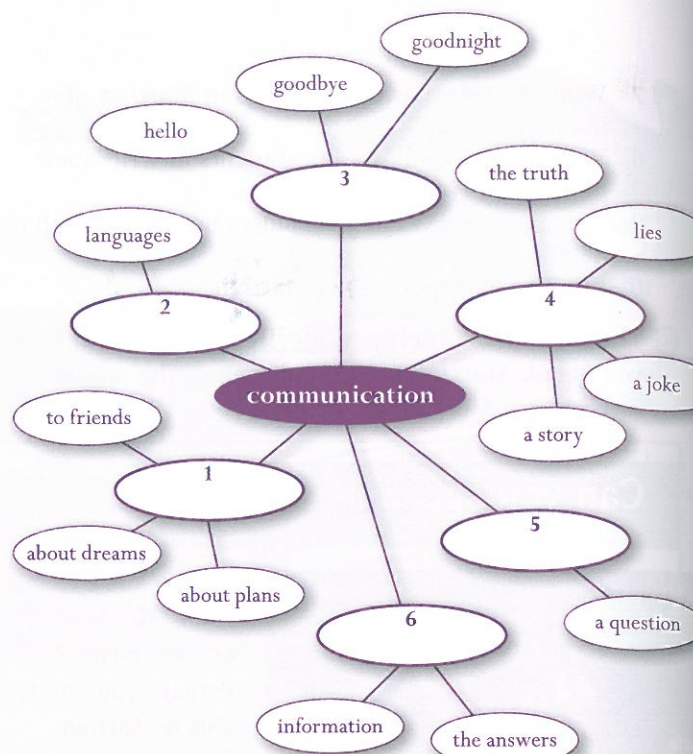
I asked the teacher for the answers to the homework I missed.

Note:

- We also use **say** with greetings, e.g. *hello*, *goodbye*, *goodnight*, etc.
- We also use **tell** with the following nouns: the *truth*, a *lie*, a *joke*, a *story*.

- 2 PET candidates often make mistakes with these verbs. Read sentences 1–6 and circle the correct option in *italics*.

- Olga knows how to (speak) / *talk* English well.
- He *said* / *told* me to come to 6th Avenue.
- My new friend can *talk* / *speak* several languages.



- My new English teacher asked me to *say* / *tell* something about my life.
- It was Pelr who *said* / *told* me about this club.
- I'll *ask* / *ask* for more information about the new pool.

- 3 Write *speak, talk, say, tell, ask* or *ask for* in the correct space in the mind map above. Add at least one more expression to each verb.

- 4 Work in pairs. Write five questions using some of the verb + noun combinations. Change pairs. Ask and answer your questions.

Do you always tell the truth?

Grammar

Reported speech and reported commands

raise money verb to collect money from other people: *They're raising money for charity.*

- Work in small groups. Sandford School has joined *Schools for All* which helps build new schools in East Africa. List things the students could do to raise money (e.g. *sell old clothes*).
- 20 Listen to some students talking about how they can raise money for this project. What events do Scott, William and Gina suggest?

- 3 Rewrite Scott's, William's and Gina's words in reported speech.

1 **SCOTT:** Last year we organised a disco to collect money.

Scott said that they
..... the year before.

You can leave out *that* and say:
Scott said they had organised a disco to collect money the year before. The meaning stays the same.

2 **SCOTT:** We can organise a similar event again.

Scott said **they**

3 **WILLIAM:** We've thought about organising a football match.

William said they

4 **WILLIAM:** In my sister's school, the students are going to play against the teachers.

William said in **his** sister's school, the students

5 **WILLIAM:** It doesn't have to be just teachers.

William also said

6 **GINA:** Today we're all wearing school uniform.

Gina said **we**
..... that day.

7 **GINA:** We'll pay to wear what we want.

Gina said we
..... what we wanted.

page 129 Grammar reference: Reported speech

- 4 Listen to Tania telling Nina about the meeting and check your answers to Exercise 3.

- 5 Use your answers to Exercise 3 to help you complete this table.

| direct speech | reported speech |
|--------------------|------------------------|
| present simple | (1) <i>past simple</i> |
| present continuous | (2) |
| present perfect | (3) |
| past simple | (4) |
| will + infinitive | (5) |
| is/are going to | (6) |
| can | (7) |

- 6 Use the words in bold in Exercise 3 to help you complete this table.

| direct speech | reported speech |
|---------------|---------------------|
| today | (1) <i>that day</i> |
| last year | (2) |
| my | (3) |
| we | (4) |

page 130 Grammar reference: Reported speech: other changes

- 7 Work in pairs. What do you say in situations 1-4? Complete the sentences.

1 Ana says: 'I can't play tennis; I've hurt my arm.' Later you see her playing basketball.

'You said *you couldn't play tennis because you had hurt your arm.*'

2 Thalia says: 'Someone left their MP3 player in the kitchen after the party.' Later your cousin tells you that she has lost her MP3 player.
'Thalia said ...'

3 Your brother is studying abroad. He phones you and says: 'I'm having a great time here.' Later his teacher asks you if you've spoken to your brother.
'My brother said ...'

4 Lukas says: 'I want to sell my bike so I can buy a new one.' Later your sister tells you she wants to buy a cheap bicycle.
'Lukas said ...'

- 8 Choose two situations from Exercise 7 and write the complete story in reported speech. You will need to add some extra information to the story.

Last week I wanted to play tennis with Ana but she told me she couldn't play because ...

page 130 Grammar reference: Reported commands

9 In the meeting about the *Schools for All* project, Ruby told the other students to do four things. Complete the reported commands.

- | | | |
|---|--------------------------------|--|
| 1 | 'Be quiet!' | Ruby told them <u>to be quiet</u> . |
| 2 | 'Close the door, Paul!' | Ruby told Paul |
| 3 | 'Think about the suggestions!' | Ruby told them |
| 4 | 'Don't forget the meeting!' | Ruby told them not |

10 Rewrite each instruction 1–4 as a reported command.



'Turn the music down!'

- 1 She told her brother to turn the music down.



'Don't worry!'

- 2 The dentist told the boy



'Don't touch anything!'

- 3 Charlie's mum told him



'Don't forget to phone!'

- 4 Chloe's family told her

Listening Part 3

1 Work in pairs and answer the questions in the Exam round-up box.

Exam round-up

How much do you remember about Listening Part 3? Are the following statements true or false?

- 1 Read the notes and focus on the missing words.
- 2 You need to understand every word in the recording to be able to complete the task.
- 3 The gaps follow the order of the recording.
- 4 You will usually need to write one word, so don't waste time writing a lot more.
- 5 If you complete all the gaps when you listen for the first time, don't listen a second time.
- 6 If you don't hear the answer, leave a gap.

2 Work in small groups. Your headteacher has asked Gerry Tremain to talk to you about Web Challenge – a website design competition. What would you like to know about the competition? Write at least five questions.

3 Read Rahid's notes below quickly. Does he want to find out the same things as you?

Web Challenge

The website: in English

The teams: each team: one adult known as the (1) and 3–6 members

Members: must be at school

Age limit: between 9 and (2) years old

Website content: e.g. a favourite (3) or free-time activity

Prizes: digital equipment and money for schools

Entries will be displayed on the 'Web Challenge' (4)

First prize for teams – a week in (5)

Dates: competition registration closes 30th (6)



4 22 Listen to the recording twice and complete the gaps.

Grammar

Reported questions

- 1 Work in small groups. Write at least three more questions you would like to ask Gerry about the Web Challenge competition.

How will I know if I win?

- 2 ²³ Listen to the recording. Does Gerry answer all your questions?

- 3 ²³ Listen to the recording again. Write the correct student's name: *Julian, Haley, Nadia, Hamad or Jade* next to their question 1–5.

1 *Nadia* asked if she could enter the competition on her own.

Can I enter the competition on my own?

2 asked if their coach had to work in their school.

3 asked how they registered for the competition.

4 asked what they did if they had technical problems.

5 asked what they would see in Australia.

- 4 Write the students' actual words in the spaces above. If necessary, listen to the recording again to check your answers.

▶ page 130 Grammar reference: Reported questions

- 5 Look at the reported questions 1–5 above, then circle the correct option in CAPITALS for a–e below, to complete these rules about reported questions.

Rules

In reported questions:

a the normal question order STAYS THE SAME / CHANGES

b the tense STAYS THE SAME / USUALLY CHANGES LIKE IN REPORTED SPEECH

c we ALWAYS / NEVER use *do*, *does* or *did* as an auxiliary verb

d we use *if* when there IS / ISN'T a question word (*what/when/where*, etc.)

e we USE / DON'T USE a question mark at the end of the sentence.

- 6 Nadia's team wins the competition. Here are some sentences about Nadia's trip to Australia. For each question 1–5, complete the second sentence so that it means the same as the first, using *no more than three words*.

1 A reporter asked Nadia if she was nervous about flying to Australia.

A reporter asked Nadia, 'Are you nervous about flying to Australia?'

2 Nadia asked Shaila, 'Where are you from?'

Nadia asked Shaila where from.

3 Nadia asked Shaila if she wanted to share a room in the hotel.

Nadia asked Shaila, '..... to share a room in the hotel?'

4 Nadia asked the tour guide, 'What are we going to do after breakfast?'

Nadia asked the tour guide what to do after breakfast.

5 The tour guide asked the group, 'Have you enjoyed your trip?'

The tour guide asked the group enjoyed their trip.

Indirect questions

▶ page 131 Grammar reference: Indirect questions

- 1 ²⁴ When Nadia returned from her trip to Australia, a local newspaper journalist interviewed her. Listen to the beginning of the interview. What does Nadia say about Sydney harbour?



- 2 ²⁴ Listen to the recording again and complete the journalist's questions below.

1 I was wondering if I could ask you some questions about your trip.

2 I'd like to know what you of Sydney.

3 I can't remember where in Sydney.

4 Could you tell me where ?

5 Tell me what in Australia.

- 3 Work in pairs. When we ask for information, we sometimes use *indirect questions* to sound more polite. Write the *direct question* for the journalist's questions from Exercise 2.

- 1 Could I ask you some questions about your trip?
- 2 What did ..?
- 3 Where did ..?
- 4 Where was ..?
- 5 What did ..?

- 4 Circle the correct option in CAPITALS to complete these rules.

Rules

When a direct question becomes part of a longer indirect question:

- 1 the normal question order STAYS THE SAME / CHANGES.
- 2 the tense CHANGES / STAYS THE SAME.
- 3 we ALWAYS / NEVER use *do*, *does* or *did* as an auxiliary verb, etc.
- 4 we use *if* or *whether* (more formal), if there IS / ISN'T a question word (*what?*, *when?*, *where?*, etc.)
- 5 we SOMETIMES / NEVER use a question mark at the end of the question.

- 5 Compare the rules for *indirect questions* with the rules for *reported questions* on page 111. Which two rules are different?

Vocabulary

Prepositions of place

- 1 25 Listen to the recording and answer questions 1–3 by drawing a picture. If necessary, listen to the recording again.

- 1 Where are Todd's keys?
- 2 Where's the sports shop?
- 3 Where's Elen, Imogen's cousin?

- 2 Work in small groups. Compare your pictures with the pictures on page 173.

- 3 Label the pictures you drew in Exercise 1 with the words in the box.

| | | | | |
|--------------|---------|----------|-------------|--------|
| on the right | between | opposite | on | inside |
| in | next to | behind | in front of | over |



- 4 Work in pairs. Student A turns to page 173 and Student B turns to page 174.

- 5 When you are ready, take turns to describe the position of your objects to your partner. Your partner draws the object on their plan. At the end, compare plans.

Speaking Part 3

- 1 Read the examiner's instructions below and look at the photos (but don't talk about the photos yet).



Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of people communicating with others. Please tell us what you can see in your photographs.

- 2 Answer the questions in the Exam round-up box.

Exam round-up

How much do you remember about Speaking Part 3? Choose the correct option in *italics* in these sentences.

- 1 The examiner will ask you to describe a colour photograph *on your own* / *with your partner* for about *one minute* / *two minutes*.
- 2 You should *describe what you can see* / *use your imagination*.
- 3 If you don't know the word for something in the picture, *point* / *use one of the expressions from Unit 10*.
- 4 If you want to describe where something is, *point* / *use a suitable preposition*.

- 3 Take turns to describe one of the photos on page 112. Does your partner follow the advice in the Exam round-up box?

Writing Part 3

- 1 Work in small groups. Look at these pictures and sentences. What do you think happened next?



I realised that I hadn't locked the door.



The message began, 'Congratulations! You've won first prize!'



I was in class when my mobile phone rang.



As I got on the train, I saw an empty seat next to my favourite actor.

- 2 Read these two Writing Part 3 questions and answer questions 1–5 below.

1

- You have to write a story for your English teacher.
- Your story must begin with this sentence:
I was in class when my mobile phone rang.
- Write your story in about 100 words.

2

- You have to write a story for your English teacher.
- Your story must have this title:
Winning first prize
- Write your **story** in about 100 words.

- What do you have to write in each question?
- Who do you have to write it for?
- How many words do you have to write?
- What's the difference between the two questions?
- Do you *have to* write a story in Writing Part 3?

- 3 Now read this story, then answer the questions that follow. Don't correct the student's mistakes for the moment.

I was in class when my mobile phone rang. I couldn't believed it. I had forgot to switch the phone off. I didn't know what to do because the phone was still ringing. Should I answer the phone? The teacher stopped talking and she looked directly at me. She asked all the student what the noise was and we answered that it was a mobile phone. Suddenly she looked embarrassed. She told us that she had to left the classroom for a minute. She picked up her bag and left the room. As soon as the teacher closed the door, the ringing noise stoped.

- Which question does it answer?
- Why did the phone stop ringing when the teacher closed the door?

- 4 Work in pairs. Discuss whether the following sentences are correct (✓) or incorrect (✗).

- The student has written about 100 words. ☐
- The answer is well organised. ☐
- There is a clear ending to the story. ☐
- The ideas are connected using *and*, *because*, etc. ☐
- The student has used different tenses. ☐
- The student has used reported speech and reported questions. ☐
- I can understand the answer although there are some mistakes. ☐

- 5 Read the answer again and correct the five mistakes. This student has made two different types of mistake. What are they?

- 6 Write a story using one of the situations in Exercise 1 as the first line. Write about 100 words. Remember to make sure the sentences in Exercise 4 are correct for your answer.

- 7 Work in small groups. Read each other's answers. If all the sentences in Exercise 4 are correct for the answer you are reading, it is probably a good answer.

Unit 11 Vocabulary and grammar review

Grammar

1 Circle the correct option in *italics*.

My family and I (1) *are lived* / live in an old house on the coast. When it (2) *built* / *was built* in the 19th century, it was over 500 metres from the sea, but now the water (3) *seems* / *is seemed* to be getting closer all the time. The sea level (4) *is risen* / *rises* every year, and the soil (5) *washes* / *is washed* away by the waves. Sometimes, when there is a storm, the water (6) *is reached* / *reaches* the house. Last February, for instance, the basement (7) *completely flooded* / *was completely flooded* by sea water, and a small building near our house (8) *disappeared* / *was disappeared* overnight. Unless something (9) *does* / *is done* immediately, we (10) *are known* / *know* that our home will be next. Some other houses along the coast (11) *saved* / *were saved* when a barrier (12) *put up* / *was put up* in front of them, and we want the same here.

2 Complete sentences 1–8 with the comparative or superlative adverb form of the words in the box.

| | | | |
|------|---------|-------|----------|
| bad | careful | early | frequent |
| good | hard | quick | strong |

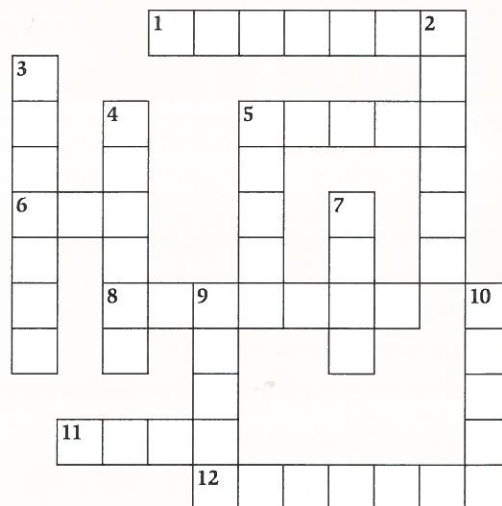
- To see wild animals in the countryside, you should get up earlier in the morning.
- The ice melted as the temperature increased.
- Of all the people at the meeting, Lauren spoke She made a great speech.
- Buses stop here now: every ten minutes.
- We must try to find solutions to environmental problems.
- They're all bad musicians in that band, and the guitarist plays of all.
- The wind began to blow as the storm approached.
- If we all use energy , we can reduce the amount of pollution we cause.

Vocabulary

3 For questions 1–6, complete the second sentence so that it means the same as the first, using *no more than three words*. Include a noun with a suffix in your answer.

- My parents were educated at the local school.
My parents' education was at the local school.
- Everyone was very excited when the match began.
There was when the match began.
- I'd like to reserve a room at the hotel, please.
I'd like to make for a room at the hotel, please.
- The doctor quickly examined the patient and said she was fine.
The doctor gave the patient and said she was fine.
- We often celebrate New Year all night.
Our New Year go on all night.
- The airline did not inform us about the delay.
We were given about the delay.

4 Complete the crossword with words from Unit 11.



Across

- big animal with long neck
- long creature with no legs
- small flying animal
- big bird that cannot fly
- use less of something
- use something again

Down

- power from gas, wind, etc.
- things that are thrown away
- fuel for cars and trucks
- from the sun
- bird that lives near water
- big, meat-eating animal
- use too much of something

Unit 12 Vocabulary and grammar review

Vocabulary

- 1 PET candidates often make mistakes when they describe *where* something is. Correct one mistake in each of these sentences.

- 1 In my living room, ~~in opposite~~ ^{opposite} of the back wall there is my TV and my hi-fi.
- 2 My bed is in front of the right window, opposite the door.
- 3 At the right there are two armchairs and a sofa.
- 4 I often meet my friends in the Saman café next the cinema.
- 5 There is a club and a park in the street where I live.
- 6 In the park, there's a big tree behind of a small lake.
- 7 I like going to the Odeon cinema because it is inside of the shopping centre.
- 8 Isfahan, as you know, has a lot of historic bridges on the river.

- 2 Rewrite the sentences above so that they are true for you/your town.

In my living room, the TV is in front of the sofa.

- 3 Complete these sentences with the verbs from the box in the correct form. You will need to use some verbs more than once.

ask ask for say **speak** tell

- 1 Some of my friends can speak several languages really well.
- 2 In your letter you me about your plans to visit my country.
- 3 I 'goodnight' to everyone and went to bed.
- 4 I'm going to some new trainers for my birthday.
- 5 My friend started laughing and me why I was only wearing one earring.
- 6 There's a boy in my class who likes jokes all the time.
- 7 I became very nervous and decided to the teacher the truth.

Grammar

- 4 Frederique has written to her English-speaking friend to tell her what people have asked her this week. Correct the mistake in each sentence.

- 1 When I arrived at training, the coach came up to me and asked me what ~~was my name~~. *my name was*
- 2 My friend asked me what was the team called.
- 3 The next day, the phone rang at 7.30 in the morning. It was Paula. She asked me why didn't I go to the exam.
- 4 My mum asked me why was I crying.
- 5 Paula asked me what was I going to do.
- 6 Paula also asked me where should she go in the summer.
- 7 Anyway I imagine you are wondering when am I going to visit you.

- 5 Kate's talking about how she spends her free time. Rewrite her statements in reported speech.

- 1 'I love going to the cinema on Sunday afternoons.' She said *she loved going* to the cinema on Sunday afternoons.
- 2 'I'm not very keen on thrillers but ...' She said on thrillers but ...
- 3 '... I love comedies.' She said
- 4 'I didn't go to the cinema last week because ...' She said to the cinema last week because ...
- 5 '... we've just finished our exams.' She said their exams.
- 6 'I'll go to the cinema today if I can.' She said

- 6 Imagine you are interviewing Kate. Write the questions for her statements.

What do you like doing on Sunday afternoons?

- 7 Rewrite your direct questions from Exercise 6 as reported questions.

I asked you what you liked doing on Sunday afternoons.