

••• Second edition

Objective

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PET

***Additional
resources for
teachers***



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Using the wordlists: some teaching tips

Here are some ideas for activities using the unit-by-unit wordlists. Some of these activities can be used with the lists for any unit, others may only work with specific unit lists. You should double check to make sure the list you use will work with a particular activity.

1 Anagrams (suitable for any unit)

- A Create anagrams and give them to students to solve.
- B Put the students into teams and give each team a list of anagrams. See which team solves them all fastest.
- C Revision: Give different lists of words to different students and ask them to create anagrams to pass to another student to solve.

2 Writing stories round the class (suitable for most units)

- Give pairs of students a word from the list (nouns, verbs, adjectives and adverbs work best).
- Write the first sentence of a story on the board.
- Invite the class to develop the story one sentence at a time; each pair should use the word they have been given to create a sentence when the chance arises.

3 Writing stories and letters (suitable for most units)

- Give individuals (or groups of up to five students) a selection of words to incorporate into a story or letter. (You can suggest that it will be clever to use other words from the unit in addition to the five allocated.) If this is done as homework, check the work before proceeding.
- Now ask students to read their work to the rest of the class.
- The rest of the class have to spot the words each student (or group) was given.

4 Mime games (suitable for Units 1, 3, 8)

- Give pairs or small groups of students a word each and ask them to mime it for the rest of the class to guess. The person who guesses must spell the word correctly.

5 Word trees (suitable for Units 1, 4, 7, 8, 9, 11, 13, 14, 18, 29)

- Divide the class into small groups. Give each group a different set of about 8–10 related words and ask them to construct a word tree, then copy it onto a large piece of paper/card.
- Fix the resulting 'posters' on the walls of the classroom and leave them there for a day or two. Tell students they will be tested on the words later.
- Take down the posters.
- Put students in the same groups and give each group a key word from another group's tree.
- Ask them to try and reconstruct the tree from memory. When they have done as much as they can, let students from the different groups get together to help each other.
- Put up the original posters for them to check against.

8 Using TV programmes (suitable for Units 2, 13, 14)

- If your class are all familiar with a particular soap or other series on local TV, try this without warning them beforehand. Be prepared to supply words not on the wordlist as necessary.
- Put students in small groups and ask them to write a brief description of the people or rooms in the programme from memory, using the relevant wordlist. Take in the descriptions.
- Ask the students to watch the next episode and observe the people or rooms.
- Next lesson, give back the descriptions they wrote and ask them to add as much as they can.

9 Writing dialogues (suitable for Units 4, 7, 8, 9, 15, 16, 20, 22, 23, 25, 26, 30)

- Give pairs of students a set of about five related words from a wordlist and ask them to incorporate them into a dialogue which they will read to the rest of the class.
- The rest of the class have to spot the allocated words, so suggest that it will be clever to use other words from the unit in addition to the five you gave them.

10 Definition dictation (suitable for most units)

- Give the students an opportunity to study a list of words and their definitions (in class or for homework).
- Then make sure they cannot see the list. Read out the definitions in a different order and ask students to write the words defined.

11 Definitions (suitable for any unit)

- For easier, more concrete words: put the students into teams and give each team a list of definitions. See which team is first to come up with the words for the definitions.
- For more difficult words: put the students into teams and give each team a list of words and, in a separate list, give them definitions in the wrong order. See which team is first to match the words with their definitions.

12 Word Snap (suitable for any unit)

- Copy/Print the individual words onto one set of small cards and their definitions onto another (different coloured card for words and definitions will be helpful, but you can mark them W and D on the back, for example, if you only have one colour of card). Shuffle the two sets of cards separately and let small groups of students play *Snap* with the words and their definitions.

13 Word Pelmanism (suitable for any unit)

- Make sets of words and definitions as for *Word Snap* (see above) for between 10 and 20 words.
- Shuffle the two sets together. Place all the cards face down on the table (in rows for an easier game, randomly for a more challenging one). Students play in small groups, working individually or in pairs.
- Each student (or pair) turns over one word card and one definition card at a time. If the definition matches the word, they pick up the pair of cards and keep them. If not, they turn them face down again in the same place. The next student (or pair) does the same thing, and so on. If anyone claims a word and definition that do not match, they miss their next go.
- Students should try to remember the position of the cards they have seen in previous turns. The aim is to collect as many pairs of words and definitions as possible.
- Note: This game can be made more challenging by using the same colour card for both words and definitions.

14 Translation (suitable for most units)

- For monolingual classes with bilingual teachers. Translate the target words into the students' mother tongue. Give them a separate list of definitions (in English) and the translations (not in the same order).
- First ask students to match the definitions to the words in their mother tongue, then ask them to provide the English words. This is a useful exercise for students whose mother tongue is not similar to English and who have particular problems with remembering vocabulary and spelling.

Photocopiable recording scripts

Exam folder 2

Dan: My name is Dan Jones and I'm a third year student at Southgate University. My days are really busy because my hobby is tennis and I play in national matches, so I have to practise a lot. My day begins at 6 am. I get up and go straight to the gym before breakfast. I always go there by bicycle because the fresh air wakes me up. After an hour or so I come back to the university and then I have a huge breakfast at about eight thirty. Oh, I always have a shower of course before breakfast or nobody would sit next to me! From 9.30 until 1.00, I go to lectures. My subject is geography. Then all the students have lunch together in the canteen at 1 o'clock. I usually study in my room after lunch – that is, except for one afternoon a week, when we play matches, sometimes against another university. They're always on Wednesday afternoons. In the evenings I like spending time with my friends – we sometimes go to the cinema or to a disco. When I leave university next year, I want to travel round the world.

Katy: My name is Katy Williamson and I'm a student at Southgate University. I'm the captain of the university women's football team. Women's football is becoming more and more popular and the team is really busy playing matches all over the country.

I get up at 6 am and at 6.30 I go to the gym. I always walk. I usually spend about an hour there and I walk back to the university and have a huge breakfast in the student canteen at about a quarter past eight. I meet all my friends there, so breakfast sometimes takes a long time. Lectures are from 10 o'clock until about 1.00. I'm studying biology, so I spend quite a lot of time in the laboratories.

I usually have lunch in the canteen but I sometimes go to a café over the road. After lunch I usually study in the library. There's sometimes football practice between 5 and 6, so I have to work hard to finish all my work before then. We play matches against other university women's teams on Friday afternoons, so I have to make sure I'm always free then. Then I have my evening meal – usually in the canteen because it's cheaper there. In the evenings I like watching TV – I'm usually too tired to do anything else. And I go to bed really early, about 10.

When I leave university next year, I want to be a nurse, but I'll continue playing football as a hobby because I love it.

Unit 5 Listening

1

Man: Hello, can you help me? I need a hotel room for tonight. Near the airport.

Woman: Certainly, sir. I can book you a room.

Man: And can you call a taxi to take me there?

Woman: Oh, you don't need a taxi. There's a free bus.

2

Man: Passport, please. How long are you staying in the United Kingdom?

Woman: Only two weeks. Why? Do I need a visa?

Man: No, you don't. Enjoy your stay.

3

Woman: Good morning, sir. How many cases have you got?

Man: Just this one.

Woman: Right. Here's your boarding pass.

Man: Do I need to go to the departure lounge now?

Woman: Yes please, sir.

Man: OK. Thank you.

4

Woman 1: Do we need to buy anything else before we leave?

Woman 2: I don't think so. Well, we haven't got any shampoo.

Woman 1: Oh, we don't need to buy that. The hotel has got everything we need.

Woman 2: Oh, fine.

5

Woman: I've got this camera and this watch. The camera was a thousand dollars and the watch was a hundred. Do I need to pay any tax?

Man: Well, you needn't pay any tax on the watch.

But you need to pay tax on the camera

Woman: Oh, OK.

6

Man: Good afternoon. I want to fly to Madrid as soon as possible. In business class, please.

Woman: I can put you on the five o'clock flight. Is that all right?

Man: Yes, that's great. I need to come back on Saturday evening.

Woman: No problem.

Man: Do I need to reconfirm my return flight?

Woman: No, you needn't do that. It's all arranged.

Man: Thank you very much.

Exam folder 6

Man: On my first day as a taxi driver, my first passenger was a woman who wanted to go to the airport. She was in a hurry because she needed to be at the airport at 10.30 to check in. She had lots of bags with her. Anyway, she got in the car and put the bags in the boot and we set off. I drove fast and we were lucky because there were no traffic jams. We got to the airport at exactly 10.15. Her flight was to New York where her sister lived and it left at 12.20.

She got out of the car and started to look for her purse. Then she looked across at the airport. She suddenly looked very annoyed. She took her ticket out of her bag and showed it to me. I realised the mistake. She didn't tell me which airport to go to, so this was the International Airport. Her flight went from the City Airport – about an hour away. She refused to pay me anything, so it wasn't a very good start for me.

Woman: When I was about 18, I started a new job in the kitchen of a restaurant. I liked cooking and I wanted to be a chef, so I was really pleased to have this job. In fact on the first morning I woke up very early and I went to the restaurant at about 7.30. I just didn't want to wait any longer. I wanted to be in that kitchen! Luckily, the restaurant was open. The chef met me and showed me what to do. But at about nine o'clock the chef felt ill and went home. It was a terrible day. I was the only one in the kitchen and the restaurant was very busy. The waiters came to the kitchen and ordered the food for the customers and I made it. The waiters helped me to find things. Twice I made a mistake and the customers got the wrong food. But it wasn't a problem – in fact both of the customers ate the food and then came to the kitchen to say the food was really delicious. And the waiters got a big tip.

Unit 9 Listening

a

Nurse: Hello. Healthlink Phone Line. Can I help you?

Man: Oh, yes, thank you. My son fell over at school today. He was playing football. His arm hurts, well, his wrist really.

Nurse: Did he hit his head?

Man: No, he didn't.

Nurse: Can he move his fingers?

Man: No, he can't. He can't move them at all.

b

Nurse: Hello. Healthlink Phone Line. Can I help you?

Girl: Hello. I've got a cough and a sore throat. I cough all the time, especially at night. I can't stop and I can't sleep.

Nurse: Have you got a cold at the moment?

Girl: No, I haven't. I had one last week but it's gone. Now I've got this cough.

c

Nurse: Hello. Healthlink Phone Line. Can I help you?

Woman: Oh, yes. My husband isn't feeling well. He's got a pain in his chest. He's usually very healthy. I don't understand it.

Nurse: Does he feel sick?

Woman: Yes, he does.

d

Nurse: Hello. Healthlink Phone Line. Can I help you?

Man: Oh, hello. I'm sorry to bother you, but I'm looking after a friend's daughter and she has a terrible stomach ache.

Nurse: Does she have a headache?

Man: Yes, she does.

Nurse: Has she eaten a lot today?

Man: No, she hasn't. Well, let me see. She had a big breakfast. Then we went to the cinema and she had a burger and chips at lunchtime, oh, and some popcorn. Since then she's only had a bar of chocolate and a drink. Should I take her to the doctor's?

e

Nurse: Hello. Healthlink Phone Line. Can I help you?

Boy: Yes. Hello. I've got sore eyes. I can't open them very well.

Nurse: Have you spent a lot of time working at a computer this week? Are you very tired?

Boy: No, I'm not. I'm not working this week. I'm relaxing at home.

Nurse: Do you wear glasses or contact lenses?

Boy: No, I don't.

f

Nurse: Hello. Healthlink Phone Line. Can I help you?

Woman: Hello. My son's got earache. He cried all night. He's just stopped at last so I decided to phone. I don't want to ring the doctor at the weekend.

Nurse: Is he hot?

Woman: Yes, he is. He's got a temperature.

Nurse: Has he taken any aspirin or paracetamol?

Woman: Yes, he has. Just now.

Unit 14 Introduction

- 1 Those heels are too high for her.
- 2 That jacket is very fashionable.
- 3 Those leather trousers are extremely tight.
- 4 That's a lovely striped scarf.
- 5 The shorts are enormous – they're very big and loose.
- 6 Those trainers look comfortable.
- 7 I love the material that the grey suit is made of but the colour's very dull.
- 8 The dark blue hat is very nice.
- 9 He should take that awful baseball cap off.
- 10 The sleeveless dress looks fairly cool because of the thin material.
- 11 What a horrible pattern on that silk tie. I prefer plain ties.
- 12 The colours are too bright and the orange belt doesn't match.

Unit 15 Listening

Ryan: You know, Martha, I want to do something really exciting this summer. I went skydiving last year and it was great. I'd really like to know more about the marathon you did in Morocco. How did you get on?

Martha: Well, I enjoyed it. It's not really dangerous if you behave sensibly, but it certainly tests your strength and personality. When I set off, I didn't know if I was strong enough to do it. You have to pass a medical examination before you go but apart from that anybody can do it. In fact the oldest competitor to finish was 76.

Ryan: I'm a bit younger than that so maybe I have a chance. So, what do you have to do? Why is it so hard?

Martha: Well, it's a 230 kilometre marathon across the desert and you have to finish the run in seven days.

Ryan: And I suppose it's hard running on sand.

Martha: Yes, it is, but the worst thing is that you have to carry your own food for the seven days.

Ryan: And I'm sure you need a lot of water as well.

Martha: You don't have to carry water for seven days because you're given water each day. You have to take a good water bottle with you. It's very important to drink enough. You can take other drinks to mix with the water if you like.

Ryan: And where do you sleep?

Martha: In tents. You don't have to carry those. The organisers do that but you have to bring your own sleeping bag. You fall asleep very quickly in the evening because you're so tired but you can't stay in your tent after sunrise in the morning. You have to get up quickly when the organisers call everyone. They do it very noisily because some people are amazingly heavy sleepers.

Ryan: So, do you have your own tent?

Martha: No, and you need to get on with the other people in your tent because you spend a lot of time with them.

Ryan: And what about the organisers?

Martha: They don't run with you, of course. And they live separately. The competitors can't go into their camps. They have much nicer food and are more comfortable.

Ryan: So, does it get boring running for hours at a time?

Martha: Not really, but you can take an MP3 player if you want. Just remember everything goes in your backpack and you carry it in the heat. It's normally about 40 degrees in the daytime and it sometimes gets hotter than that, but it's cold at night. When you first arrive, when you get off the plane, you can't believe how hot it is! Anyway, I have some work that I need to get on with. Why don't you look at the website – then you can decide. And I'll find my photographs to show you.

Ryan: Oh, thanks.

Exam folder 18

You will hear a recorded message giving you information about films.

For each question, fill in the missing information in the numbered space.

Message: Welcome to the Victoria Cinema Information Line.

Here is a list of films for the week starting July 7th.

There are three performances each day of *One Summer Night* at 5 pm, 7.30 pm and 10 pm, except Monday, when there is only one chance to see it at 7.30 and Sunday when there is no performance.

Every afternoon there is a showing of *The Violinist* at 2.30 pm and after the performance on Wednesday, the director, Mark Hawkins, will give a lecture about the film. This is included in the ticket price.

Our late night film is *Dead Men's Shoes*, which is coming to the cinema for the second time. It is set in the Canadian mountains and stars the well-known actor Jim Harrison. It recently won a prize for its photography.

Our foreign language film this week is called *A Dangerous Game* and is showing on Saturday afternoon at 5 pm. Although the director is actually Swedish, the film is in Spanish with subtitles in English.

There are two films showing in our Saturday morning Film Club for children. The film at 10 am is suitable for children aged between 5 and 10 and is called *The Young Princess*. It is about the adventures of a young girl whose father becomes king of his country by mistake. At 11.30 we are showing *The Mad Professor*, which is a comedy. All tickets are £4.50 except for children and senior citizens, who pay £3.50.

The box office is open from 2 pm until 8.30 pm but our telephone booking line is open in the morning from 10.30 am and you can book tickets with a credit card until 9.30 pm if you ring 0987 34872. There is a charge of 50p for tickets bought by telephone.

Thank you for calling the Victoria Cinema Information Line.

Unit 19 Listening

- a** My name's Rebecca. My brother's five years younger than me. My parents didn't make me look after him but I enjoyed it. I used to look forward to playing with him when I came home from school but I sometimes got fed up with reading the same stories hundreds of times. But all those afternoons with my brother were good practice because now I have my own son and I'd like to have more children. My son is like me in lots of ways except he's really untidy and I'm the opposite. The worst thing about being the oldest is that your parents begin to worry about you from the moment you're born and they continue to worry because you're always the first to do everything.
- b** I'm George and I have three older sisters so I was really spoilt when I was a child but I didn't mind that. I never worried about anything – I was always laughing and I think I started to tell jokes when I was about two years old. But when I was about 14 I stopped doing what everyone told me and then I had two parents and three sisters getting angry with me. That's the problem really with being the youngest – everyone continues seeing you as the baby even when you're an adult. They never let you grow up.
- c** I'm Charlotte and I have an older sister who is clever, pretty and has a lovely singing voice, in fact she's good at everything, and a younger brother who is good-looking, clever, oh what else, he's really good at playing football. Then there's me. I try to be nice to them both but I'm really jealous because they always seem to do everything right and I do everything wrong. So I always arrange to spend a lot of time with my mates. I think it's hard for middle children because they don't have a special place in the family.
- d** My name is Peter. I was never jealous of my friends who had brothers and sisters because my parents loved taking me with them when they went out so I spent a lot of time with adults. I enjoyed that. I have quite a few cousins and I used to see them sometimes but I didn't want to share my parents with anyone. I don't think I ever learnt to play with other children – I preferred reading and I spent a lot of time doing homework. I think only children sometimes find it difficult to make friends so that's a disadvantage. I only really began making friends when I went to university and started spending a lot of time with people of my own age.

Unit 20 Language focus

Judge: Thank you to all the competitors. I won't say much because I know you're all anxious to hear the results – it was a very difficult decision and I'll start with the band which came fourth. That's Texas Team, who are the youngest group here today. Unfortunately, the violinist played so quietly that we couldn't hear him. So bad luck to Texas Team. Third was Eastside. They are such good dancers they should enter for a dance competition. And with a bit more practice on the music they'll do very well. In second place is Third Avenue. They did well, especially their young guitarist, but the singer looked so unhappy we thought maybe he didn't want to win! Never mind – you nearly won, so better luck next time. Congratulations to The Storm who are our winners today. The singer had such a great voice that we had to give them first place. Well done.

Exam folder 20

For each question, there are three pictures and a short recording.

Choose the correct picture and put a tick (✓) in the box below it.

1

Where will they meet?

Woman: Are you going to the city centre?

Man: Yes, do you want a lift?

Woman: Yes, please. Can you take me to the library? Then I need to go to the supermarket.

Man: OK. I'm going to the bank so I'll see you in the supermarket car park at four. Oh, and can you take back these library books for me?

2

What time will the boy catch the bus?

Girl: Hi, Alex, this is Mandy. You know we agreed to meet at a quarter past six? Well, we'll have to meet an hour later at a quarter past seven because I have to look after my sister while my mum is out.

Boy: Mm ... my bus only leaves once an hour so I can get the one at a quarter to six or at a quarter to seven.

Girl: Well, get the later one. That'll give me more time too.

Boy: OK. See you tonight then.

3

Which band does Robert play in?

Girl: Robert's just joined a band, you know.

Boy: Is he playing guitar in it?

Girl: They've already got a guitarist, so he's the singer. There's a keyboard player too. They used to have a drummer but he left.

Boy: We must go and see them play.

4

Which is Lisa's new T-shirt?

Girl 1: Have you seen Lisa's new T-shirt? It's amazing.

Girl 2: What's it like?

Girl 1: It's sleeveless with a high neck and it's got red and green stripes.

Girl 2: Ugh.

5

What will the weather be like tomorrow?

Man: And here is the weather forecast for today and tomorrow. The fine weather will continue today, so enjoy it while it lasts because tomorrow we'll have cloudy skies again. There won't be any rain but it won't be very warm, I'm afraid.

Unit 23 Listening

1

Samantha: Alex, I'd like you to meet Monica. Alex, meet Monica. Monica loves rock climbing like you. I'm sure you're going to get on really well.

Monica: Hi, Alex. You don't go to this college, do you?

Alex: No, I don't – Samantha's my cousin. She often invites me to parties here. But actually I'm not very keen on the music. In fact, they usually play the kind of music that I hate.

Monica: Oh, I love this music. I'll never get tired of listening to it. Anyway, even if you don't like the music you can talk to people.

Alex: I've never met anyone here who I'm really interested in talking to.

Monica: What about that girl I saw you with just now?

Alex: She's not my type.

Monica: But this room is full of interesting people. Come on, I'll introduce you to some people that you'll like.

Alex: I'd rather not.

Monica: OK. Have a good evening then. I'm going to enjoy myself.

Alex: Wait a minute. I'm sorry I was rude about everyone here. You see – the truth is I'm just a bit nervous of people I don't know.

Monica: I see. Why didn't you say that? Well, let's go over there where it's less crowded. We can have a chat about climbing. Where do you usually go?

2

Neil: Hi, I'm Neil. This is my first day here.

Francis: Hi, I'm Francis. I've been here for a week. It's not a bad place to work, this restaurant.

Neil: Yeah?

Francis: It's very different from the job I had last summer on a building site. That was really heavy work. At least here we only have to carry a few plates.

Neil: Is everybody friendly here?

Francis: Well, the older waiters aren't really interested in the same kind of things as students doing a holiday job like us.

Neil: Oh.

Francis: But they'll chat to you when they have time. That waiter over there used to play football for Arsenal when he was young.

Neil: Did he?

Francis: Well, he played for them a few times. He's got a friend who sometimes gets free tickets. I'm an Arsenal supporter.

Neil: Really? Me too. There's a match on Wednesday evening which will be really good. I'm quite excited about it because I haven't been to a match this season yet.

Francis: They're playing Chelsea, aren't they?

Neil: That's right.

Francis: I'm not sure if I can go. What time does it start? Oh, there are some customers over there who are waiting for a table. Come on, we'd better start work.

3

Peter: Ah, there you are Kate. Carla wants to meet you. Carla, this is Kate. Kate, this is Carla.

Carla: Hi, Kate.

Kate: Hi, Carla.

Carla: Peter says you're looking for someone to share your flat with.

Kate: That's right. I am actually.

Carla: Well, I'm going to come to university here and it's too far for me to travel to my parents' house every day. Anyway I'm fed up with living there. So could I share your flat?

Kate: Why not?

Carla: Oh, that's great. Does anyone else live there or will it be just the two of us?

Kate: There's one other person who is studying biology.

Carla: Great. It'll be really good to live with people my own age. I want to find a place where I can have parties and my friends can come and stay. My parents don't like me making any noise, but you won't mind, will you?

Kate: What kind of noise? Music is fine. I always have a CD on when I'm in the flat.

Carla: Good, because I play in a band. I play the guitar and I also play the violin, but not in the band.

Kate: Oh, well I do need to study.

Carla: Oh, don't worry. I play an electric guitar which has a volume control and I'm quite good at it.

Kate: That's good news!

Carla: I saw a flat which is very near the university.
But it was so tidy I decided I couldn't live there.
My parents are always getting angry with me
because I'm untidy but I don't expect you're tidy
either, are you?

Kate: Well, I do prefer to keep the flat tidy ...

Carla: Oh, we're going to be such good friends.
Thank you for inviting me to live with you.

Unit 24 Introduction

- 1 It's round and it's made of plastic, or it might be made of glass. It's like a ball but there's a man inside. He's holding something and turning it. It's used for moving across water but it also works on land.
- 2 It's a kind of railway line which is on a dinner table. It's made of metal. It's used for carrying food around the table.

Exam folder 24

You will hear a man talking on the radio about a museum.

For each question, fill in the missing information in the numbered space.

Radio presenter: And today we are looking at things to do in the Weston area. One of the big attractions is, of course, the Museum of Science. It's in South Avenue – it's been there since 1951 but before that it was in a smaller building in Market Square for nearly 100 years. Weston's had a Museum of Science since 1859. So that's something to be proud of.

The museum is open from Saturday to Thursday from 9 am until 5 pm. It has longer opening hours on a Friday when it stays open until 9 pm. The museum shop is open from 10 until 5 every day except Monday when it closes early.

There's plenty to see in the museum. You can cross a desert or travel through the human body. And there's a new gallery opening this week with a new exhibition. Go there to find out more about the planets – imagine landing somewhere a million miles away from Earth. What would it feel like?

Every week there's a different children's activity – this week the subject is photography. Children can take their own photographs. That's for children between the ages of eight and fourteen.

The museum is on four floors. On the ground floor are the shop and the cloakrooms. The permanent exhibitions are on the first and second floors. By the time you've visited those you'll be thirsty, so carry on to the café on the third floor, which is open all day for drinks and snacks.

One important piece of information. If you visit the museum before 24 July you won't be able to use the car park. It's closed for repairs. But you are allowed to park in the hotel car park opposite.

Now the phone ...

Unit 27 Listening

Host: Hi, everyone, and welcome to International Chat, our phone-in programme for students everywhere. Today's subject is working abroad and we'd like to hear from anyone who's done this. Many employers and universities say that before you start a course or a job at home, it's a good idea to spend some time travelling in other countries. Some students are helped by their parents, others have to find a job. We'd like to hear about your experiences.

And our first caller is Joe. Joe, tell us about your experience.

Joe: Well, I had a great time in Ireland. I stayed on a traditional farm where I picked potatoes and looked after the cows. I did repairs to the farmhouse too. I was given a room and my food and every evening the old farmer played his accordion and sang Irish songs and told stories. His wife was a wonderful cook. Her home-made bread was out of this world.

Host: Well done Joe, you obviously enjoyed yourself there. And now we go to Natasha. Where did you work, Natasha?

Natasha: I'd reached Finland, and I was in Helsinki. I earned about £110 each week for five days' work. I was employed as a nanny. I helped the older children get ready for school in the morning and then looked after the little one all day.

Host: And did you find the job by yourself?

Natasha: Well, luckily, a Finnish friend helped me to write a little notice about myself in Finnish and we put it in some playgroups. Lots of families like to have some help with the children and they prefer someone who can speak English, but you need to advertise in Finnish.

Host: Thanks for that tip, Natasha. And now we go to Owen from Lancashire. Did you earn money abroad too?

Owen: No. I wasn't paid, I was a volunteer. I wanted to do something to help the environment. I was in Canada and I helped to build boardwalks on Vancouver Island. These allow more people to walk in the forest.

Host: Is that good for the environment?

Owen: Yes, it'll help prevent the forest from being destroyed by people who want to cut down the trees.

Host: And did you have a good time?

Owen: Obviously, I liked helping to save the forest. It was fairly wet there, it rained nearly every day, and it was hard work, but it was fun. I liked all the people there and the forest was wonderful – the big trees, the wild fruit and the mushrooms and the mist.

Host: Well, that sounds magic, doesn't it? And let's hear from Jennifer, who worked in very different weather, I think.

Jennifer: That's right. I was in the desert, in the Middle East helping archaeologists. Of course, the sun was really hot during the day, but it was very cold at night. Some people might think it's very romantic to dig up old buildings which were buried for hundreds or thousands of years, but unfortunately digging is very hard work. Actually, we needed to be quite fit and know how to look after ourselves. You quickly get sore hands and backache.

Host: And what about the accommodation?

Jennifer: Oh, the camp was great. Each of the workers had a small tent. There were people from every part of the world and after we finished working there was normally a campfire and a couple of musicians. But most of all, it was wonderful to spend time in the desert which was so beautiful and empty. Very different from Manchester where I'm studying now.

Host: Yeah, I can believe that. Thank you, Jennifer. And we have time for one more caller. And it's Martin, who found ways of earning money in Los Angeles, in the USA.

Martin: Hello. Yes, I was staying with my uncle. He knew an old man who wanted some help in his house and arranged for us to meet. He gave me free food and I was paid \$12 an hour. I painted some rooms for him, which I hadn't done before. Surprisingly, his landlady was so satisfied with the job I did that she asked me to paint her basement and then a friend asked me as well. I was employed by lots of people. Each person told their friends about me. I had a wonderful time and earned quite a lot of money. In fact, I had a letter from someone last week offering me work there next summer.

Host: Well, that's great. And that's all we have time for. But I hope our listeners will be encouraged by those stories and start making their own plans for travelling and working abroad.

Exam folder 28

You will hear a radio interview with a young actor called Paul.

For each question, put a tick (✓) in the correct box.

Interviewer: This week we're interviewing Paul Mason who became famous for playing the good-looking teenage son called Frank in the soap opera, *Along our street*. Paul, when did you first join the soap opera?

Paul: I started playing Frank in the soap opera in 2004. I was just 15 years old. I'd been on TV a couple of times before. I was in a children's drama series when I was about ten years old but I didn't actually say anything and I appeared on a quiz show, again for children's TV, when I was about 13.

Interviewer: So, did you enjoy acting in the soap opera?

Paul: I did – the boy I played, Frank, was very much like me – he had a nicer personality than me, though. But I played Frank for four years and I really needed to get experience and have the chance to play lots of different parts. After two or three years it was time to move on. But Frank was such a big part in the soap opera, it was difficult for me to leave.

Interviewer: You became very popular, especially with teenage girls.

Paul: I had lots of girlfriends, yes. And I loved people coming up to me in the street, wanting my autograph. I was always busy, never tired – I didn't need much sleep. Everyone wanted to be my friend but it was only because I was rich and famous. They weren't real friends. I didn't know who I could trust and I wasn't ready for that. I was too young.

Interviewer: So what did you do next?

Paul: I was in a play in a London theatre and because I'd spent so long in front of a TV camera I did everything wrong on the stage – I'd never acted in front of an audience before and it frightened me. I got better but it was much more difficult for me than TV.

Interviewer: And what about the future?

Paul: I'm giving TV a break. I've made a film called *The Last Journey* which will be in the cinemas in two months. But I'm hoping to do more plays in theatres. I intend to be one of the actors people will remember – not just on TV but for playing serious parts on the stage too.

Interviewer: How do your parents feel about your success?

Paul: Neither of them are actors but they knew that was what I wanted to do and they've always supported me. They're very proud of me. They're anxious though that suddenly one day I won't have any work or it will change me – it's not like working in an office which is what they both do.

Exam folder 30

Look at the six sentences for this part.

You will hear a conversation between a boy, Andy, and a girl, Sarah, about dancing.

Decide if each sentence is correct or incorrect.

If it is correct, put a tick in the box under A for YES.

If it is not correct, put a tick in the box under B for NO.

Sarah: Hi, Andy. Are you coming to the drama class?

Andy: Sorry, I'm busy.

Sarah: Not another computer class. You ought to do something different occasionally.

Andy: I only do that class on Thursdays now. I'm going to a dance class today.

Sarah: Really? I didn't know you were interested in dancing. Why haven't you ever said anything?

Andy: Well, nobody knows really except my parents. My friends would think it was a huge joke. They prefer playing football.

Sarah: But there's nothing wrong with boys dancing, you know. I read somewhere that dancers are often fitter and stronger than footballers. It would be good for your friends to know – why not invite them to watch you dance one day, then they might understand.

Andy: I'm not sure.

Sarah: When did you start dancing?

Andy: When I was seven. My auntie, who's a ballet teacher, used to look after me so she had to take me to her classes. I had to sit and watch. Then one day I persuaded her to let me join in. She wasn't very keen on the idea but I loved it.

Sarah: So, you've done classes ever since?

Andy: I stopped when I was about eleven. But three years ago I decided to join another class. Usually I'm the only boy but there are two other boys who sometimes go.

Sarah: That's nice for you.

Andy: I actually prefer it when they're not there because they're not really serious about it and I can't concentrate.

Sarah: So, you're really serious about it.

Andy: I want to go to the Dance Academy in London next year.

Sarah: Wow! And what do your parents think?

Andy: They're not keen. They don't think it's a good career. It only lasts a few years and it's difficult to get jobs. But I want to do it.

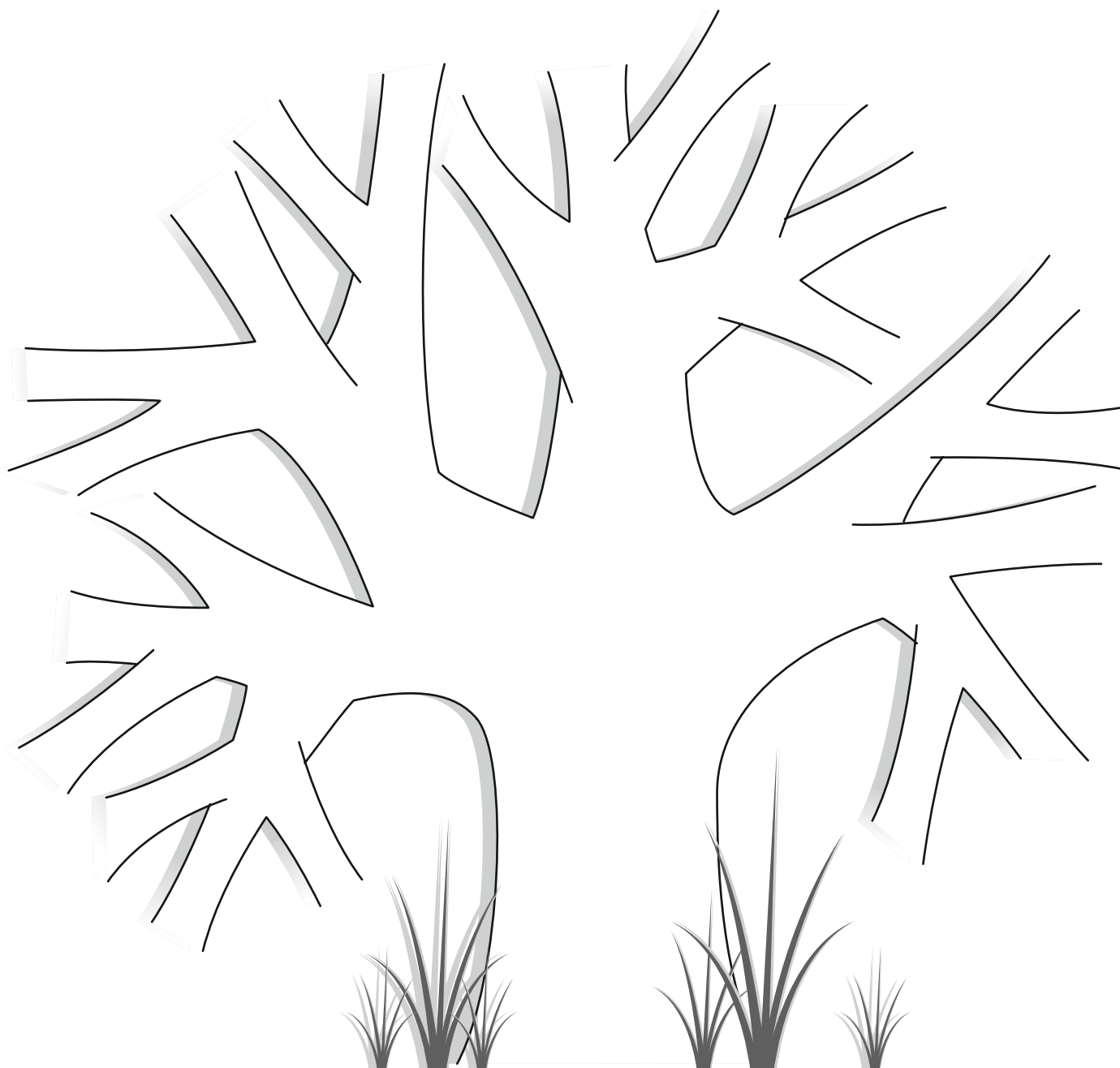
Sarah: Well, you must persuade them. If that's what you really want to do, you'll never forgive yourself if you don't try.

Andy: Thanks. I'll let you know what happens.

Exercises from the Student's Book for projection

The photos and exercises below are referred to under the heading 'Preparation' in the Teacher's Book.

If your computer or laptop is connected to a projector, you can display these photos and exercises on the whiteboard in your classroom.



1 Work with a partner. Look at the conversation below and answer the questions.

‘Would you like a drink?’

‘Thanks, but I’ve got one.’

‘My name is Tom. I’m Jane’s brother.’

‘I’m Julietta, but my friends call me Julie.’

- a** How many capital letters are there? Why are they there? Can you think of other places where English uses capital letters?
- b** Find the quotation marks. Mark them in colour. Why are they there?
- c** How many apostrophes are there? Mark them in a different colour. Why are they there?
- d** How do we end a statement?
- e** Where do we use a question mark?
- f** Where do we use a comma?
- g** Do you know any other punctuation marks?

**3 These sentences need apostrophes and capital letters.
Can you correct them?**

- a** My brother and i usually watch football matches at my grandparents flat because their televisions very big.
- b** On thursday im going to the match between italy and scotland with dad and uncle ian.
- c** Were travelling in my uncles car to edinburgh and after the match, were staying at the norton hotel.
- d** Then on friday morning my uncle and i are visiting edinburgh castle and my fathers going to the national gallery and a museum.

4 Correct the punctuation mistakes in this note.

dear pia

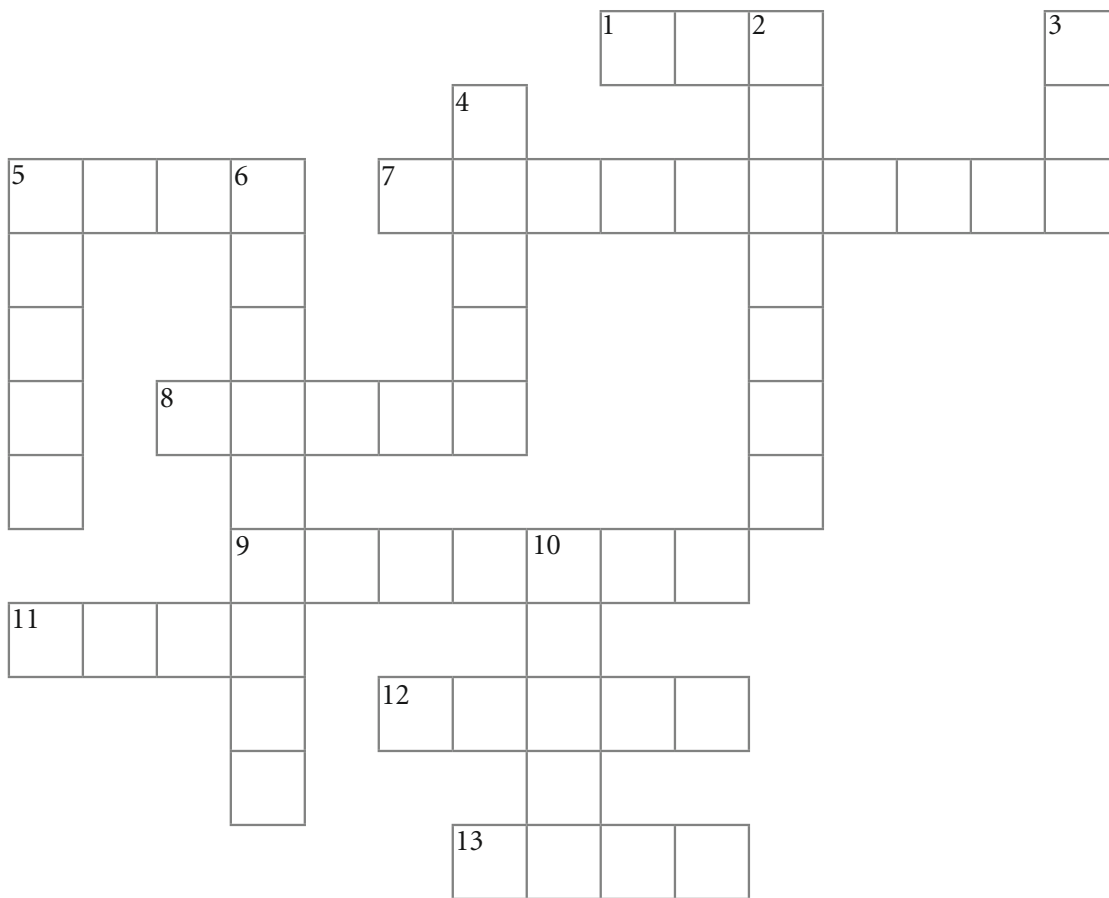
how are you i must tell you
about a new club in my town. its
in oxford road and i think youd
love it. we can play tennis and go
swimming and theres a small gym
i made a new friend there last
sunday. her names jessica. shes
from canada and shes got blonde
hair and she makes me laugh. shes
a good dancer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

Andy





on	at	in	no preposition
		<i>2005</i>	<i>today</i>



List A

arrive *arrived*.....
ask
help
look
realise
show
start
stop
study
use
walk
want

List B

be *was/were*.....
become
begin
can
feel
find
get
give
go
make
meet
take
tell

Lincoln

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

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

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

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

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

a

Dear

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

b

Dear

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

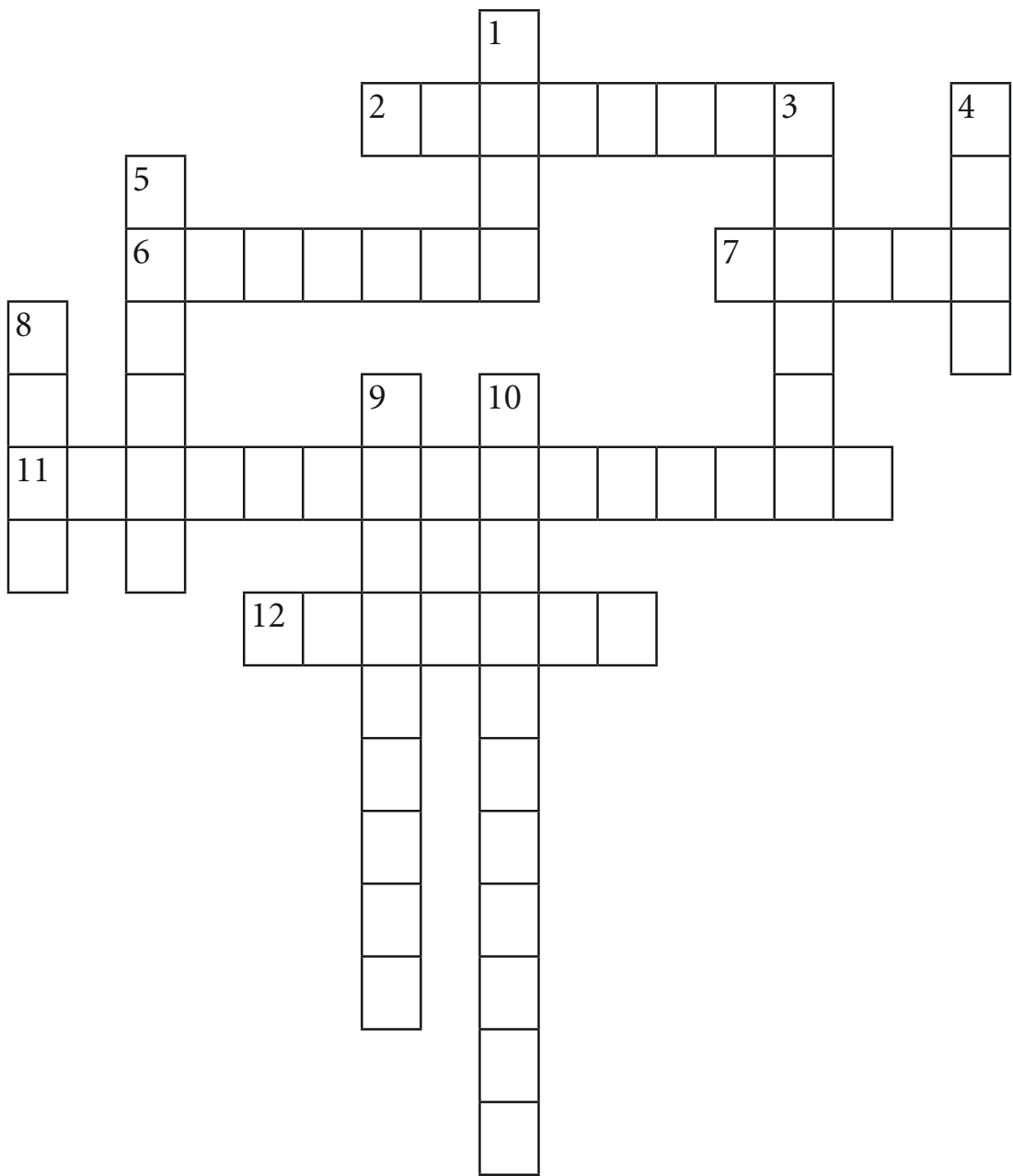
c

Dear

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

- a** My father plays tennis very well.
- b** My back aches.
- c** He never catches the ball.
- d** She swims every day.
- e** He likes travelling.
- f** She stays at home on Sundays.
- g** He never finishes work early.
- h** He eats salad every day.
- i** She always watches him when he plays football.
- j** He hopes to be a scientist.
- k** The hotel arranges everything.

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



Who?	Direct speech	Reported speech
a <i>Barnett and Brazel</i>	The bodies look like humans.	<u>They said that the bodies <i>looked</i>.....</u> like humans.
b	A weather balloon crashed here.	Later they announced <u>that a weather balloon <i>had crashed</i>... <i>there</i>.</u>
c	It's part of a weather balloon.	They said it part of a weather balloon.
d	I saw a different kind of material.	Brazel said that he a different kind of material.
e	I will never believe the soldiers.	He told the journalists that he ...
f	On 16th January we saw a strange UFO.	Many of the crew said that on 16th January ...
g	It had a ring around it.	They said that it ...
h	I went to search for gold in a lake.	He said ...
i	One of them landed near me.	He told people ...
j	I approached it.	He explained that ...
k	I'm still feeling ill.	He said ...

What people say →	Reporting what people said
(a) → I see aliens quite often.	Past simple She said she saw aliens quite often.
Present continuous → I'm feeling ill.	(b) She said she was feeling ill.
(c) → We'll meet you later.	would + verb They said they'd (would) meet us later.
(d) → I've seen lots of aliens here.	Past perfect She said she'd (had) seen lots of aliens there.
Past simple → I saw some aliens last week.	(e) She said she'd (had) seen some aliens last week.

Somewhere the sun is (a) _____

Somewhere the (b) _____ is blue

Somewhere the (c) _____ lining is (d) _____ for me and you.

And I know that the (e) _____ is a (f) _____ one to travel on

over (g) _____ mountains and by the sea strand,

(h) _____ of the valley the sun (i) _____ shines upon

to the (j) _____ glades of that sweet promised (k) _____ .