

TOPICS—PET 17

- ✓ **vocabulary:** radio & television
- ✓ **pronunciation:** r-controlled vowels
- ✓ **grammar:** future with *will* / indefinite pronouns
- ✓ **listening:** various exercises
- ✓ **speaking:** various exercises
- ✓ **reading:** EF 17

VOCABULARY: radio & television

Write the word corresponding to the definition. You will find a list of all words after the exercise.

Radio and television

<input type="text"/>	to perform in a play or film
<input type="text"/>	a number on a television that you choose in order to watch a programme
<input type="text"/>	the talking in a book, play, or film
<input type="text"/>	a play, film or series on television where people wear historical costume
<input type="text"/>	a play, film or series on television about crime
<input type="text"/>	a film or television programme that gives facts about a real situation
<input type="text"/>	one programme of a series shown on television or radio
<input type="text"/>	a programme on television with competitions in which people try to win prizes
<input type="text"/>	information about important things that have just happened in the world
<input type="text"/>	someone who introduces a radio or television programme
<input type="text"/>	a show for children on television or radio
<input type="text"/>	a show on television or radio showing or talking about sports
<input type="text"/>	the words in a film, play, etc.
<input type="text"/>	a story that is told in separate parts over a period of time
<input type="text"/>	a number of programmes about the same subject, with a new story each time
<input type="text"/>	a television programme about the lives of a group of people that is shown every week/day
<input type="text"/>	a short description that gives the main facts or ideas about something
<input type="text"/>	the music that is always played at the beginning and end of a television or radio programme
<input type="text"/>	a magazine or part of a newspaper that tells you the times of radio and TV programmes
<input type="text"/>	a description of what the weather will be like

weather forecast

soap

serial

game show

summary

presenter

sports program

documentary

TV guide

episode

series

theme music

children's program

news

script

police drama

act

channel

dialogue

costume drama

LISTENING: comprehension

Chapter 17 is heavy on listening: you will listen to a radio show. (On the other hand, the grammar topic—will—is review and should be easy for you.)

17

Next week's episode

Grammar *will/going to; everyone/someone etc.*
Vocabulary *TV and radio*
Revision *need; present continuous*

Introduction

- 1  Listen to the theme music of four TV programmes. Which kinds of programmes do the pieces of music introduce? Choose from the box.
- 2 Look at this page from a TV guide. Label the columns using the words in the box. Which programmes would you choose to watch?

Documentary News
Costume drama
Children's programmes Sport
Soaps Game shows Police drama

Answer #1 and the question in #2 below.

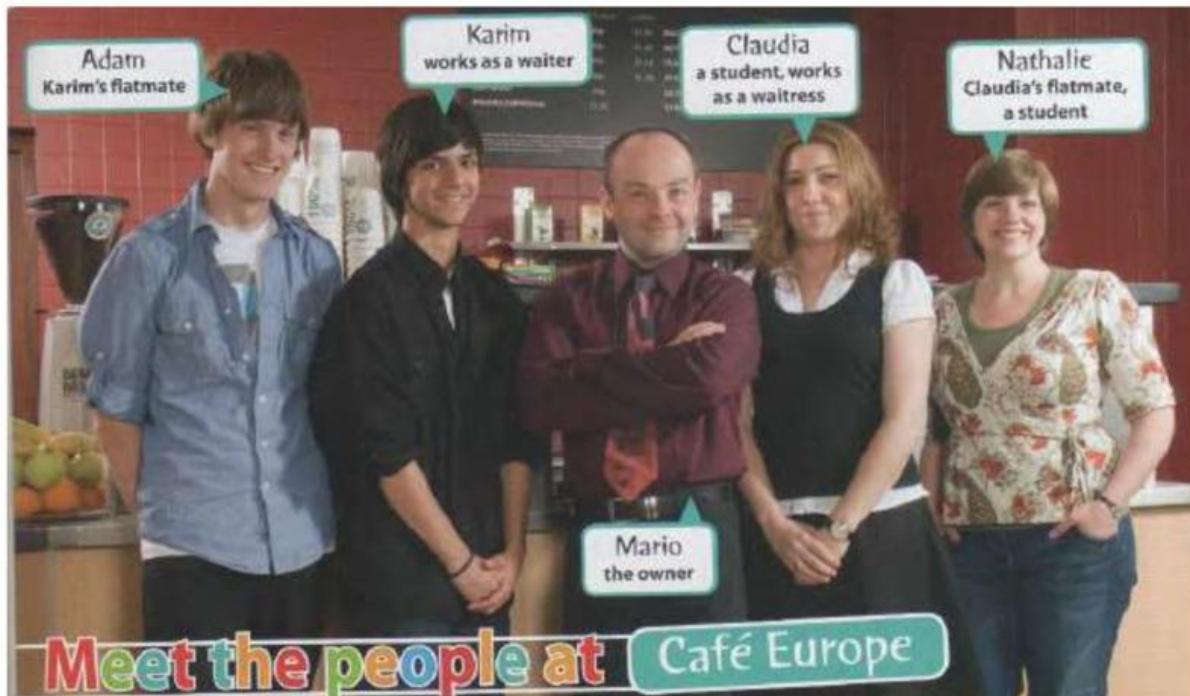
1 News	2	3	4	5	6	7	8
6.00 Early evening news BBC1	5.00 Playschool Art games and exciting things to make and do Channel 6	7.30 Choices Who makes your T-shirts and how much are they paid? Get the facts. ITV3	5.00 Wordplay Can you beat tonight's team at their own game? BBC2	8.30 Pamela Episode 2 Will Pamela escape from her wicked admirer in 18th century London? BBC4	7.30 The Man Can the new detective find the kidnappers before he loses his job? Last episode in the series. Starring Lee Young. Channel 8	5.00 Morning Square Charlene isn't pleased with Gary. Why? BBC3	9.30 Matchplay A look at the names and games that are going to be in the news next season. Channel 24
6.30 Local news and weather forecast BBC1	5.30 Kidscene What will Kim and Rob find in the old house? Channel 4	6.15 You're out! Which contestant is going to win the £1000 holiday? Presenter Joelle Patel Channel 20	11.30 Coast Watch Sea levels will rise. What will happen to people in coastal regions? Channel 24	9.00 Love and Death The prizewinning serial of murder, money and love in the time of Napoleon. ITV1			11.30 Tennis Highlights from today's matches in Australia. Sports Channel
7.00 News Channel 4	10.30 Newsnight BBC2						

Program Type based on Theme Music

1	
2	
3	
4	

Answer the question from #2 orally. What programs would you choose to watch?

You will listen to a radio soap. The word "soap" here is short for "soap opera". The term "soap opera" originated from radio dramas in the 1930s that were primarily sponsored by soap manufacturers. These daytime serials appealed to the large female audience of homemakers, leading companies like Procter & Gamble and Colgate-Palmolive to become major advertisers. As a result, the shows became associated with their sponsors, and the media began referring to them as "soap operas". The "opera" part of the name alludes to the melodramatic and over-the-top nature of the storylines, similar to the grand scale of traditional operas.



Meet the people at Café Europe

Listening

- 1 Café Europe is a radio soap. Look at the photographs and talk about the characters. Would you like to meet any of them? Who?
- 2 Look at what happened last week in Café Europe.

LAST WEEK First, Mario had a quarrel with the chef and the chef left. Next, Claudia decided to sell her car and Karim wanted to buy it. Then, Adam, an old friend, arrived to share Karim's flat. Nathalie wanted to borrow Claudia's car. Claudia wasn't happy about the idea, but in the end she agreed.

What will happen this week? Look at these predictions.

- a The chef will come back.
- b Nathalie will get a job in the café.
- c Adam will meet Nathalie.

Do you think they are right? Discuss your predictions. Write some down.

- 3 Listen to the first part of this week's episode and answer these questions.
 - a What does Mario need? *A new chef.*
 - b What does Nathalie need?
 - c Why will Nathalie go to see Mario later?

- 4 Listen to the second part of this week's episode and answer these questions.

- a Where are Karim and Adam? *In Karim's flat.*
- b What does Karim show Adam?
- c What did Adam see yesterday?

- 5 Listen to the rest of this week's episode. Check these facts. Write *true* or *false*, then compare your answers with another student.

- a Karim is going to pay Claudia next week. *false*
- b Claudia believes her car is in good condition.
- c Claudia thinks Mario will offer Nathalie a job as a waitress.
- d Nathalie is a good cook.
- e Nathalie knows Adam well.
- f Adam knows something about Nathalie.

Read #2, which tells you what happened in the previous episode. Then complete #3-5. Space to answer #3-4 is on the following page.

3a)	
3b)	
3c)	

4a)	
4b)	
4c)	

PRONUNCIATION: r-controlled vowels

The following sentences contain words with a [vowel + R]. The R changes the sound of the vowel. As usual, if you don't have any problems with the sounds, we will move on. So please record yourself reading the following sentences.

My head hurts when I talk too much.	
I saw the shirt this morning.	
I need to earn more money.	
I can't see in the dark.	
These doors aren't dirty.	
You must learn to work harder.	
I only heard half the story.	

GRAMMAR: future—will

This is not new for you—using will to talk about the future. Use these exercises to review this topic.

3 Complete the sentences about the future. Use will.

- a Next month, the weather will be colder.
- b Next year, some of my friends will move to a new city.
- c In the next century, the weather will be very different.
- d Next week, our teacher will give us a test.
- e In 2018, I will be 18 years old.

4 Use your own ideas to make sentences using won't.

- a Next month, we won't have lunch in the garden.
- b Next year, we won't have a vacation.
- c In the next century, we won't have cars.
- d Next week, we won't have classes.
- e In 2018, we won't be in school.

[continued on the following page]

1 Work with a partner. Look at the Grammar spot and complete these sentences.

- a I'm going to buy (buy) some flowers for my mum. She'll be (be) very happy when I give (give) them to her.
- b My brother (leave) college. My dad (get) very angry when he (hear) the news.
- c I (not join) my friends' demonstration. They (be) disappointed when I (tell) them.
- d Our teacher (give) us a test. We (not enjoy) it when she (give) it to us but it (help) us to check our progress.

2 Now write similar sentences using your own ideas.

What are you going to do at the weekend / next year? What will your friends/parents say?

What is your family / your class going to do next summer / next week? What will they / other people think about that?

I will summarize the Grammar Spot here:

In general, English speakers use **will** to make predictions and **going to** to talk about definite plans.

And remember from the last chapter, when talking about the future, we use the present tense after when. Look at the example below.



Write answers to the questions in exercise #2 below.

GRAMMAR: indefinite pronouns

The indefinite pronouns are: **anyone/anybody** (alguien or cualquier persona), **someone/somebody** (alguien), **no one/nobody** (nadie), and **everyone/everybody** (todas las personas).

You could consider anyone and someone as synonyms. The difference is that someone is used in affirmative sentences, and anyone is used in negative sentences and questions.

The key to using these pronouns is to remember that they always use a singular verb—even everyone because when translated literally, it means “cada persona”.

Complete the sentences below with the correct indefinite pronoun.

- 1) Today, everyone wants coffee. _____ wants tea.
- 2) Does _____ want a biscuit?
- 3) There is _____ in the room waiting for you.
- 4) There isn't _____ in the room now.
- 5) Is there _____ in the house?
- 6) _____ liked the pizza. They all said that it was delicious.
- 7) None of the students went to class. There was _____ in the classroom.
- 8) Help! _____ stole my purse.
- 9) _____ needs help once in a while.
- 10) Could _____ open the door for me?

READING: Comprehension

Part four of PET is reading comprehension. You will read a text and answer questions about it. Some of the questions ask about facts and others ask about opinions—so you should read not only for information but also the tone of the text.

We students of Class 10 have learnt of a plan to build three hundred houses on the land called Parson's Place which is behind our college! Few people know about this new plan to increase the size of our town. We all feel Parson's Place is special because we've visited it with our families since we were small children and we still like going there. It is a beautiful natural area – the small wood has many unusual trees and the stream is a great place for children to play. It's very quiet and safe because there are few houses or roads nearby. We think that losing this area will be terrible because there are no other similar facilities in the neighbourhood.

We are also against this plan because it will cause traffic problems. How will the people from the new houses travel to work? The motorway and the railway station are on the other side of town. Therefore, these people will have to drive through the town centre every time they go anywhere. The roads will always be full of traffic, and the tourists who come to see the lovely old buildings will leave. Shops and hotels will lose business. If the town really needs more homes, the empty ground beside the railway station is a more suitable place.

No doubt the builders will make a lot of money by selling these houses. But, in our opinion, the average family will quickly be made poorer by this plan, and we will lose a very special place.

We're going to the local government offices on Monday afternoon to protest about this plan and we hope that the rest of the college will join us there.

Read the text and questions below.

For each question, circle the letter next to the correct answer – **A**, **B**, **C** or **D**.

- 1 Why have the students written this letter?
 - A to persuade the government to build new houses
 - B to protest about a new motorway near the town
 - C to encourage more people in the town to use Parson's Place
 - D to inform other people about the builders' plans
- 2 Why is Parson's Place particularly important, in the students' opinion?
 - A because it is near the football ground
 - B because lots of people live near it
 - C because it is a place near the town where people can enjoy nature
 - D because local people can get there easily by car from the town centre

- 3 What will cause traffic jams?

- A building on Parson's Place
- B building near the railway station
- C tourists in the narrow streets
- D people going to the shops and hotels

- 4 The students say that ordinary people who live in the town will probably soon
 - A open new shops and hotels.
 - B choose to live near the station.
 - C be able to buy new homes.
 - D have less money.

- 5 Which of these posters have the students made?

A SAVE OUR SPORTS GROUND

B SAY NO TO HOUSES
ON PARSON'S PLACE

C WE NEED HOMES NOT HOTELS

D USE THE TRAIN NOT
THE ROAD