

TOPICS—PET 22

- ✓ **vocabulary:** science fiction
- ✓ **pronunciation:** words with silent letters
- ✓ **grammar:** reported speech
- ✓ **listening:** EF 22
- ✓ **reading:** various exercises
- ✓ **speaking:** various exercises

VOCABULARY: science fiction

Write the word corresponding to the definition in the space. A list of all words is at the end of this section.

	a creature from another planet
	a round rubber thing filled with air or gas that floats in the air
	to think that something is true, or that what someone says is true
	to be certain that something exists
	a small, round object that you push through a hole to fasten clothes
	to get things from different places and bring them together
	to make someone believe something that is not true
	events and images in your mind while you are sleeping
	to look at someone or something very carefully, especially to try to discover something
	the reason why something happens
	when an aeroplane arrives on the ground after flying
	a thing that you can see or touch but that is not alive
	a chance that something may happen or be true
	someone who studies the human mind and feelings
	existing and not imagined
	someone who studies or works in science
	to try to find someone or something
	This describes something that other people are not allowed to know about.
	a vehicle which can travel outside the Earth and into space
	unusual or not expected
	an examination of people's opinions or behaviour made by asking people questions
	something you do to deceive someone, or to make someone look stupid
	the real facts about a situation
	something strange that you see in the sky that could be from another part of the universe

strange
collect
UFO
dream

balloon
psychologist
survey
secret

truth
search
button
explanation

real
alien
deceive
possibility

believe in
trick
land
spacecraft

scientist
examine
believe
object

INTRODUCTION: chapter 22

To introduce this chapter—and to review the modal verbs of possibility—complete exercise #1. What might the pictures be showing? Then answer the questions in #2. Do both exercises orally.

- 1 Look at the photographs. Discuss what you think they could be. Which ones show real things? Which ones show tricks, in your opinion?

Use words like these:

It could be ...

It might be ...

It can't be ...

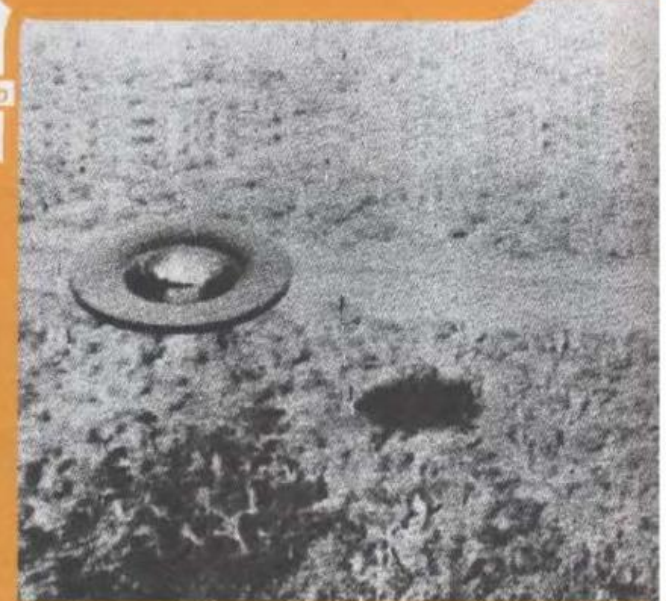
It must be ...

I think someone made it.

I don't think it's real.

It's a trick photograph / a computer-generated picture.

- 2 Have you ever seen anything strange like this?
Do you know anyone who has?
Why do you think science fiction and UFO stories are so popular?



GRAMMAR: reported speech

In this section, we will review reported speech—that is, when you relay to someone what someone else has said to you. The rules for reported speech are not difficult...

- When reporting, you use a reporting verb like "said" or "told". Remember that when you use "told" you must include the recipient: *"I told him"*.
- When reporting, you take one step back in verb tense. For example, if the original speech is in present tense, you report in past; if the original speech is in present perfect, you report in past perfect. See the chart for examples in each verb tense.
 - There are exceptions to this rule:
 - Occasionally, we don't need to change the present tense into the past if the information in direct speech is still true (but this is only for things which are general facts, and even then usually we like to change the tense):

direct speech: *The sky **is** blue.*

reported speech: *She said (that) the sky **is** blue.*

reported speech: *She said (that) the sky **was** blue.*

- Also, although you can move from past to past perfect, it isn't necessary. In other words, you don't need to change the past tense.

direct speech: *I **bought** a car.*

reported speech: *She said (that) she **had bought** a car.*

reported speech: *She said (that) she **bought** a car.*

- Several modal verbs do not change. These are marked with an asterisk (*) on the chart.
- When reporting, don't forget to change pronouns, possessives and time expressions. For example:

direct speech: *I **am** excited about **my** birthday party **tonight**.*

reported speech: ***She** said (that) **she** **was** excited about **her** birthday party **last night**.*

Tense	Direct Speech	Reported Speech
present simple	I like ice cream	She said (that) she liked ice cream.
present continuous	I am living in London	She said (that) she was living in London.
past simple	I bought a car	She said (that) she had bought a car OR She said (that) she bought a car.
past continuous	I was walking along the street	She said (that) she had been walking along the street.
present perfect	I haven't seen Julie	She said (that) she hadn't seen Julie.
past perfect*	I had taken English lessons before	She said (that) she had taken English lessons before.
will	I'll see you later	She said (that) she would see me later.

would*	I would help, but.."	She said (that) she would help but...
can	I can speak perfect English	She said (that) she could speak perfect English.
could*	I could swim when I was four	She said (that) she could swim when she was four.
shall	I shall come later	She said (that) she would come later.
should*	I should call my mother	She said (that) she should call her mother
might*	I might be late	She said (that) she might be late
must	I must study at the weekend	She said (that) she must study at the weekend OR She said she had to study at the weekend

* doesn't change.

Now, use the exercise below to practice. Read the texts below and complete the chart that follows.

What did they say?!?

Mao Brazel had a farm in New Mexico, USA. One day in 1947, he found some strange silvery pieces of material in a field. Not far away a man called Grady Barnett found a large disc-shaped object which had crashed to the ground. They also found some bodies. Barnett and Brazel said that the bodies looked like humans but they were not humans. The US army has a base at Roswell near Brazel's farm. Soldiers arrived at the farm. They ordered everyone to go away. They collected everything the people had seen. Later they announced that a weather balloon had crashed there. They showed journalists some material. They said it was part of a weather balloon. Mao Brazel said that he had seen a different kind of material. He told the journalists that he would never believe the soldiers.

In early 1988, the Brazilian ship *Almirante Saldanha* was in the South Atlantic near Trinidad Island. Many of the crew said that on 16th January they had seen a strange UFO above the island. They said that it had had a ring around it like the planet Saturn. Although it moved away very quickly, a photographer on the ship had time to take a picture of it.



Canadian Stephan Michalak described what happened to him in 1967. He said he had gone to search for gold in a lake. Suddenly he saw two UFOs in the sky. He told people one of them had landed near him and he explained that he had approached it. Although it was very hot, he touched it. His shirt caught fire. Three weeks later he said he was still feeling ill, with strange burns on his chest and stomach.



1 Look at the sentences in the direct speech column. Write the names of the speakers.

Who?	Direct speech	Reported speech
a Barnett and Brazel	The bodies look like humans.	They said that the bodies <u>looked</u> like humans.
b	A weather balloon crashed here.	Later they announced that a weather balloon <u>had crashed there</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 ...

For further practice, let's go in the opposite direction. In the following exercises, the reported speech is given. Write the direct speech, the original speech.

	He said he knew Lily Allen.
	She said she worked in London.
	They told us they lived in New York.
	We explained that we didn't have any money.
	He told me he had visited Paris last year.
	I explained that I had already eaten lunch.
	They told her they had lost the keys and didn't know what to do.
	He said that he hadn't seen a UFO yet, but he hoped to see one soon.
	She told me she had already met some aliens and that they spoke English.
	I told him that I'd never eaten Martian food before.

PRONUNCIATION: words with silent letters

English is a very difficult language to spell. (I think that I mentioned to you once that in the US, students take classes in spelling because it is so difficult.) One thing that makes spelling difficult is the use of silent letters. Because of its unique history—English was an unwritten language for 100 years during the Norman conquest—and because English has adopted words from several foreign languages, many words in English have silent letters. But patterns exist to help you. Let's start with the following rules:

Silent *k* before *n*. Frequently, a silent *k* precedes *n* in words such as "knife," "knuckle," "knight," "know," and "knot." When you speak it, the *k* is dropped in this situation, and only the *n* is pronounced. This pattern has Germanic roots and dates back to the Old English era.

Silent *g* before *n*. The *g* before *n* in words such as "sign", "gnaw", and "gnat" is silent. As in the above scenario, when you speak one of these words, the *g* is dropped, and the word is pronounced beginning with the consonant *n* sound.

Silent *b* after *m*. Silent letters in words of Germanic origin don't only occur at the beginning of words. Such is the case of words that feature a *b* following an *m*. You can find evidence of this in words such as "climb," "limb," "dumb," "comb," and "crumb." In these words, the *m* is preserved but the following consonant *b* sound is dropped.

Silent *h* in words of Latin origin. Finally, some words of Latin (or specifically French) origin may feature a silent *h* at the beginning of words. You can see this pattern in words like "honest" and "hour." In this situation, speakers drop the initial *h* and begin with the vowel *o* instead. The *h* can also be dropped in words of Germanic origin. In these instances, such as in the word "school".

1 Cross out the consonants which are silent in these words.

Practise saying the words.

comb~~x~~ wh~~x~~en ~~x~~onest

2 Work with a partner. How many words with a silent consonant can you find in each sentence? Mark each word.

a Do you know what the answer is? *Three*

b The knives might be in the high cupboard.

c I've broken my wrist, my thumb, my knee and my foot.

d That foreigner could be a scientist.

e You need a bright light to write the receipt.

f Let's meet in half an hour.

Record yourself reading the sentences aloud in the space provided below.

a)	b)	c)	d)	e)	f)
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LISTENING: comprehension

In part 4 of the listening exam, you will hear a conversation and decide whether sentences about that conversation are correct or incorrect. The sentences are usually about the opinions expressed in the conversation. Before doing the listening exercise, complete exercises #1-2. The first reviews vocabulary related to feelings, and the second reviews expressions of agreement/disagreement. Finally, complete the listening task.

Exam folder 22

Listening Part 4

In this part of the exam, you listen to a conversation between two people and decide whether six sentences are correct or incorrect. You hear the recording twice.

- 1 In this part of the exam, the speakers usually express opinions, beliefs and feelings. Look at the words in the box. Can you fit them into the sentences below?

anxious astonished ~~certain~~
cheerful cross embarrassed
grateful unsure

- a Are you absolutely certain where Rebecca lives? You've never visited her before.
- b We're rather about our cat. We haven't seen him for two days.
- c Lennox was when he saw me at school. He thought I was away on holiday.
- d They wanted to give her a present, but were what to buy.
- e How do you stay so when everyone else is sad?
- f Giles was when he met his boss at the football match. He had told her he was ill.
- g I'm very for all your help. You've been very kind.
- h I'm very with my brother because he borrowed my new CD without asking.

- 2 Can you match each statement on the left with the one on the right which means the same?

- | | |
|-----------------------------------|---|
| a I approve of that. | 1 I'm not sure that it will happen. |
| b I respect you. | 2 I have a good opinion of you. |
| c I disagree with you. | 3 I like this better than that. |
| d I doubt whether it will happen. | 4 I don't like that. |
| e I expect something to happen. | 5 That's a good idea. |
| f I dislike that. | 6 I don't agree with your idea. |
| g I intend to do that. | 7 I think something will probably happen. |
| h I prefer one thing to another. | 8 I plan to do that. |

- 3 Before you listen, look at the instructions for the exam task. What do you learn about the people and their conversation?

- You will hear a conversation between a girl, Dina, and a boy, Jason, about Dina's sister, Jessica.

Exam Advice

Listen carefully to what both speakers say. They will give their opinions and agree or disagree with each other.

- 4 **3.08** Now do this exam task.

Look at the six sentences for this part.

You will hear a conversation between a girl, Dina, and a boy, Jason, about Dina's sister, Jessica.

Decide if each sentence is correct or incorrect.

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

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

	A YES	B NO
1 Jason is surprised to see Dina near his work.	☐	☐
2 Dina is going on holiday soon.	☐	☐
3 Jason respects Jessica's attitude to work.	☐	☐
4 Dina feels sorry for Jessica.	☐	☐
5 Dina believes Jessica saw a ghost.	☐	☐
6 Jason intends to visit Jessica soon.	☐	☐

WRITING

Here are some sentences about going to a cinema.

For each question, complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 ~~The Regent Cinema is near my house.~~
The Regent Cinema is not far from my house.
- 2 The cinema has seven screens.
There seven screens in the cinema.
- 3 I go there every Saturday with my friend.
I go there Saturdays with my friend.
- 4 We pay £7 each for the tickets.
The tickets £7 each.
- 5 Last week my brother said he wanted to come with us.
Last week my brother said, 'I to come with you.'
- 6 My sister is too young to come with us.
My sister isn't to come with us.
- 7 The film was so long that I fell asleep.
It was such that I fell asleep.
- 8 I found the film boring.
I was by the film.
- 9 The title of the film was *The Last Man*.
The film was *The Last Man*.
- 10 My brother said it was the worst film he'd ever seen.
My brother said, '..... the worst film I've ever seen.'
- 11 'We're all going to the cinema,' they said.
They said they to the cinema.
- 12 'I won't go with you,' she said.
She said she with them.

There is one final exercise, and this is looking ahead to the FCE. You are asked to complete the second sentence so that it has the same meaning as the first.

Sometimes you will need only one word, other times a phrase. I recommend crossing out the words that are repeated. Then determine what word/phrase will create the same meaning with what remains.

This might be a challenge, but give it a try.