

## PET chapter 28

Chapter 28 presents vocabulary (related to fame and celebrities) and a lesson on the second conditional. The exam folder offers a listening activity.

(This chapter also offers a reading exercise that uses many of the following vocabulary words, a writing exercise, and an exercise to review prepositions, but I will send those in the following lesson.)

### Match the word with its definition.

|                    |         |                  |            |           |
|--------------------|---------|------------------|------------|-----------|
| cooked             | rich    | personal trainer | fan mail   | star      |
| famous             | stage   | autograph        | up-to-date | chef      |
| personal assistant | stylist | designer         | bodyguard  | in public |

|                        |  |
|------------------------|--|
| autograph (n)          | a famous person's name, written by that person   |
| bodyguard (n)          | someone whose job is to protect someone  |
| chef (n)               | someone who cooks food in a restaurant   |
| designer (n)           | someone who draws and plans how something will be made                                   |
| stage (n)              | the raised area in a theatre where actors perform  |
| famous (adj)           | known by many people   |
| fan mail (n)           | letters that famous people receive from people who admire them                           |
| in public (adv)        | in a place where anyone can go   |
| personal trainer (n)   | someone whose job is to help people get or stay fit                                      |
| personal assistant (n) | someone whose job is to help a busy or rich person to organise their life                |
| rich (adj)             | having a lot of money  |
| star (n)               | a famous singer, actor, sports person, etc.  |
| (personal) stylist (n) | someone whose job is to help a rich or famous person to choose clothes, hairstyles, etc. |
| up-to-date (adj)       | modern, and using the most recent technology or knowledge                                |
| cooked (adj)           | not raw  |

On the following page is an image with five celebrities as adults and as children. Do you recognize the people in the photo? Why are they famous? Match the adult with the child.

| Name of Celebrity | Why famous? | Child photo # |
|-------------------|-------------|---------------|
| a) David Beckham  |             |               |
| b) Kate Winslet   |             |               |
| c) Madonna        |             |               |
| d) Barak Obama    |             |               |
| e) Harry Windsor  |             |               |



**Second Conditional.** Second conditional is used to talk about hypothetical, imaginary, or impossible situations in the present or future. The formula is: **if (past simple), then (would + verb in simple form)**. In other words, the part with the condition uses past simple, and the part with the result uses *would + verb*. Example: *If I won the lottery, I would buy a big house.* To practice the formula, complete the exercise that follows: put the verb in parentheses in the correct form.

- a If we *lived* ..... (live) near the sea, we'd *go* ..... (go) to the beach every weekend.
- b If I ..... (not have) so much homework to do, I ..... (go) out with my friends.
- c I ..... (buy) a new computer if I ..... (have) plenty of money.
- d If I ..... (own) a plane, I ..... (fly) in it every day.
- e If Andrea ..... (get up) earlier, she ..... (not be) late every day.
- f If my neighbours ..... (be) friendly, I ..... (invite) them to my party.
- g If Suzi ..... (be) old enough, she ..... (learn) to drive.
- h My brother ..... (teach) you the guitar if he ..... (have) time.

From the lesson on the first conditional (chapter 26), you know that *if* can be replaced with *when* in the first conditional. This is not so in second conditional, *if* cannot be replaced with *when* in second conditional.

Now, complete these sentences using your own ideas. Use first or second conditional.

- a If I was a pop star, *I'd write amazing songs.*
- b If you lose your purse, *I'll lend you some money.*
- c If I had a helicopter, .....
- d If you spoke perfect English, .....
- e If I go to bed late tonight, .....
- f If you don't help me with this work, .....
- g If you were a beautiful model, .....
- h If I didn't do any homework, .....

The exam folder presents an exercise with the same format as a test activity. In this listening activity, you will hear one person talking (or an interview) and you must answer 6 questions about what you hear. Always preview the questions before listening to the audio. You will hear the answers in the same order as the questions, so if you miss an answer, go on to the next question. You can listen to the audio twice.

You will hear a radio interview with a young actor called Paul.  
For each question, put a tick (✓) in the correct box.

- |   |   |                          |
|---|---|--------------------------|
| 1 Paul first appeared on TV in a                            | A soap opera.                                       | <input type="checkbox"/> |
|   | B children's drama.                                 | <input type="checkbox"/> |
|   | C quiz show.  | <input type="checkbox"/> |
| 2 What does Paul say about playing Frank?                   | A He didn't like Frank's personality.               | <input type="checkbox"/> |
|   | B He wanted to have a bigger part.                  | <input type="checkbox"/> |
|   | C He did it for too long.                           | <input type="checkbox"/> |
| 3 What problem did Paul have when he was in the soap opera? | A He couldn't trust anyone.                         | <input type="checkbox"/> |
|   | B He got very tired.                                | <input type="checkbox"/> |
|   | C He didn't like people recognising him.            | <input type="checkbox"/> |
| 4 What did Paul realise when he was in a theatre play?      | A He preferred acting in theatres to TV programmes. | <input type="checkbox"/> |
|   | B He enjoyed performing to an audience.             | <input type="checkbox"/> |
|   | C He didn't know how to act on stage.               | <input type="checkbox"/> |
| 5 In the future, what does Paul want to act in?             | A TV programmes                                     | <input type="checkbox"/> |
|   | B theatre plays                                     | <input type="checkbox"/> |
|   | C films   | <input type="checkbox"/> |
| 6 How do Paul's parents feel about his choice of career?    | A worried   | <input type="checkbox"/> |
|   | B disappointed                                      | <input type="checkbox"/> |
|   | C surprised   | <input type="checkbox"/> |