Unit 5  Feelings

Starting off

1 Which picture shows each of these emotions?
   anger  fear  happiness  jealousy  sadness

2 Do the quiz and match an emotion from the box with questions 1-5.

3 Look at the key on page 210. Do you agree with what it says about you? Why (not)?

Listening  Part 4

1 You are going to hear a teenager, Ben, talking to his sister, Erica, about his best friend, Liam. Look at the first part of their conversation. Then answer the questions below.

   Erica: I've got a feeling you're upset about something. What is it?
   Ben: Well, Liam moved away with his family last year and I don't think things are as good now.
   Erica: Oh, I'm a bit surprised. It seems to me you spend half your time on the phone to him, or writing him emails and texts and things.
   Ben: Yes, I do. And we chat online, too. But for me it's not the same as seeing each other.

   1 Which words do they use to give their opinions?
      I've got a feeling ...

   2 Which other words do you know for giving opinions?

   HOW EMOTIONAL ARE YOU?

   1  sadness
      The film you are watching has a very sad ending. What do you do?
      a cry a lot   b you never cry   c cry a little

   2
      You are in a café when somebody spills your drink, and doesn't say 'sorry'.
      What do you do?
      a say nothing to them   b tell them it's OK   c shout at them

   3
      You have broken a tooth, so you have to go to the dentist. What do you do?
      a look a bit nervous   b say how afraid you are   c say you like seeing the dentist

   4
      Your exam results are much better than you expected. What do you do?
      a scream and jump around   b smile a little   c continue working

   5
      Someone you don't like suddenly wins a lot of money. What do you do?
      a take no notice of them   b say they're very lucky   c say they don't deserve it
2 Listen to the rest of the conversation. 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.

1 Erica thinks Ben should see Liam more often. □ □
2 Ben enjoys travelling by road to see Liam. □ □
3 According to Ben, the train costs too much. □ □
4 He says that Liam wants to visit him at weekends. □ □
5 Ben says that Liam and he are still good friends. □ □
6 Erica is sure that Liam knows how Ben feels. □ □

2 Spanish-speaking PET candidates often make mistakes with modals. Say what the errors are (e.g. wrong word order, wrong tense, etc.) and correct them.
1 We can to go to the cinema next weekend. **Modals are followed by the infinitive without 'to'.**
2 I know it may seems strange. **Sorry but tomorrow I'm not can go.**
3 Sorry but tomorrow I'm not can go.
4 What we could do?
5 Here we can doing a lot of sports.
6 You will might see them in December.
7 It's could be quite boring for you.
8 We could met at 8 o'clock near the cinema.

3 Match the underlined expressions from the conversation 1–6 with their meanings (a–f).

1 you're upset about something □ □
2 Liam moved away □ □
3 you and Liam actually get together □ □
4 I don't think he's keen on doing that □ □
5 we get on really well □ □
6 you need to remind him □ □

   a wants very much
   b have a good relationship
   c unhappy or worried
   d make (someone) remember (something)
   e went to a different place to live
   f meet to spend time with someone

4 Do you think you can still be good friends with somebody when you live a long way from each other? Talk to a partner about it. Use opinion expressions and some of the expressions above.

Grammar

*Can, could, might and may* (ability and possibility)

> page 134 Grammar reference: Can, could, might, may (ability and possibility)

1 Underline the verbs for ability and possibility (modal verbs) in these extracts from the conversation between Erica and Ben, then answer the questions below.

*Whenever I can, Erica.*

*And Liam could get one, too.*

*He might not realise that*

• Which of these modal verbs is negative?
• Where does *not* go?
• What is the short form?
• What are the negatives of the other two modal verbs?

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• Which of these modal verbs is negative?
• Where does *not* go?
• What is the short form?
• What are the negatives of the other two modal verbs?
4 Choose the correct modal (can, might, etc.) in Kylie's reply.

Hi Lauren
Thanks for your message. I [1] may / can see you're very busy at the moment, so perhaps it [2] can / might be better to meet another weekend. Also, I [3] couldn't / mightn't go out until later because my little brother will be here with me and I [4] can't / may not leave him alone at home.
It's a pity we [5] can't / may not see each other more often. You're my best friend and I know I [6] might / can always talk to you about anything. [7] Could / May you phone me in the next few days? I've got some interesting news and I [8] mightn't / can't wait to tell you about it!
Love,
Kylie

5 Work in pairs. Tell your partner about things you normally can and can't do during the week. Then say what you might do next weekend.

In the week I can't get up late, but I can see my friends at school. At the weekend I might meet my friends in town, or I might go swimming.

Should, shouldn't, ought to, must, mustn't, have to and don't have to (obligation and prohibition)

page 134 Grammar reference: Should, shouldn't, ought to, must, mustn't, have to, don't have to (obligation and prohibition)

A

B

1 We use should or ought to to advise someone. In the negative, shouldn't is more common than oughtn't. Match pictures A and B with these sentences.
1 'You shouldn't go out tonight.'
2 'You ought to get a new T-shirt.'

2 Give more advice to the people in the pictures. Use ought to, should and shouldn't:
'You should comb your hair.'

3 Match pictures C–F with sentences 1–4.

C
D
E
F

1 'You must be home by 11 pm.' F
2 'You have to be 18 to ride this.'
3 'You mustn't make a noise, children.'
4 'It's Sunday - you don't have to get up.'

4 Now match the modals in italics in sentences 1–4 above with their meanings a–d below.

A it's not necessary to do it
B you're not allowed to do it
C it's necessary to do it (because it's a rule or law)
D it's necessary to do it (because the speaker says so)

5 Complete the sentences using must, mustn't, have to or don't have to.
1 'It's still early. We don't have to go home yet.'
2 'Your hands are dirty. You ................................ wash them.'
3 'It's a secret. You ................................ tell her what I said.'
4 'The club's free. You ................................ pay to get in.'
5 'You can't get married. You ................................ be 18.'
6 'No, I can't wait. You ................................ decide now.'

6 Quickly read the text on page 51 and choose the correct ending for this sentence, A, B or C.
The purpose of the text is to:
A advertise an Internet site for young people.
B advise young people on Internet safety.
C tell young people not to use the Internet.
8. Circle the correct option in italics for 1–7 below. Then listen to the recording to check your answers.

Internet sites like MySpace, Bebo and Facebook are a great way for young people to keep in touch with friends, but there are things you (1) should / ought to do to stay safe. On some sites you (2) don't have to / mustn't use your real name if you don't want to, so invent a name for yourself. On most sites it's a rule that you (3) ought to / have to give an email address, but this (4) doesn't have to / mustn't be your normal one – you can use any address. You can write lots of interesting things on your online page, but something you (5) must / have to never do is put your house address or phone number. In fact, you (6) shouldn't / don't have to / mustn't put your friends' personal details on your page, or you could put them in danger. So the message is: have fun, but take care.

9. Think about your everyday life. Tell your partner about something:
1. you have to do at school or work.
   I have to arrive on time.
2. you mustn't do at school or work.
3. you don't have to do at weekends.
4. you must do this week.
5. you shouldn't do but sometimes do.
6. you ought to do but probably won't do.

Vocabulary
Adjectives and prepositions

1. In these correct sentences written by PET candidates, underline the preposition which comes after the adjective.

   1. My father was very angry with me.
   2. I never get tired of watching this film.
   3. He was very sorry about what happened.

2. Work in groups. Complete the table with the prepositions about, of and with.

   | afraid, ashamed, jealous, proud, fond | (1) ______________________ |
   | bored, disappointed, impatient, satisfied | (2) ______________________ |
   | sad, nervous, crazy, sure, depressed | (3) ______________________ |

3. Can you think of any other adjectives that go with these prepositions? Add them to the table. Remember that some adjectives can be followed by different prepositions (e.g. sure of, sure about).

4. Write the correct prepositions in 1–6, then answer the questions about yourself. Say why.

   1. Is there anything you feel sad about?
   2. Is there anyone you sometimes get angry?
   3. When you were a child, what were you afraid?
   4. What do you sometimes get bored?
   5. Is there anything you sometimes feel nervous?
   6. What, in your life, are you most proud?

Adjectives with -ed and -ing

- page 135 Grammar reference: Adjectives with -ed and -ing

1. Quickly read the story Love in the air on page 52 and answer these questions.
   - Why did the man ask the airline to help?
   - What happened in the end?

2. Look at this extract from the text. What -ing adjective does it use? How does the spelling change from the word in brackets?

   For many people the flight to Australia is long and boring ...

3. The extract could be rewritten like this. What -ed adjective does it use?

   Many people feel bored on the long flight to Australia.

4. Answer these questions about both extracts.

   1. What is the flight to Australia often like?
   2. How do people flying to Australia often feel?

5. Fill in gaps 1–12 in the text with the correct form of the adjective. Use -ing if it describes something, or -ed if it tells us how someone feels about it.

   Feelings (51)
Love in the air

A young man fell in love with another passenger on a long-distance flight – and then got the airline to help him find her.

For many people the flight to Australia is long and (1) boring (bore), but not for Abbie and Callum Davies – because that’s where they first met. ‘She was sitting next to me,’ said Callum. ‘I felt (2) relaxing (relax) talking to her and we got on really well. We chatted all the way to Sydney and it was (3) surprising (surprise) how quickly the time went. Everyone else on the plane was asleep, but not us. We didn’t feel (4) tired (tire) at all.’

But after the flight he realised he’d forgotten to get her phone number. ‘I was really (5) depressed (depress),’ he said, ‘so I contacted the airline. To be honest, it was quite (6) embarrassing (embarrass). I thought they might be (7) amused (amuse) but I think they felt sorry for me. I gave them her seat number, and waited.’

Abbie, too, was feeling sad. ‘I was (8) annoyed (annoy) with myself for not getting his number,’ she said, ‘though I was also a bit (9) disappointed (disappoint) he didn’t ask me for mine. I thought he wasn’t really (10) interested (interest) in seeing me again. So I was (11) amazed (amaze) when the airline phoned to ask if I wanted to call Callum. I was so (12) excited (excite) that I phoned him the same day, and we had our first date that weekend. We got married and we’re very happy together.’

6 Write three pairs of sentences using adjectives from the text.

It’s relaxing to listen to music.
I always feel relaxed when I play my favourite songs.

7 You will hear four people talking. Listen and match speakers 1–4 with emotions a–d.

Speaker 1 a bored
Speaker 2 b amazed
Speaker 3 c annoyed
Speaker 4 d disappointed

8 Tell a partner about the last time you were:

- annoyed
- tired
- surprised
- disappointed

Then ask your partner to describe situations that were:

- exciting
- embarrassing
- frightening
- amusing

Reading Part 5

1 Read this paragraph. How would you answer the question at the end of the text? With a partner, think of some possible reasons.

In countries around the world, the number of people who say they enjoy life is going down. From the United States to China, more and more adults, teenagers and children say they are depressed, with ten times more people in the USA now experiencing depression than fifty years ago. At the same time, people in most countries have far more money than their parents’ or grandparents’ generations had. We’re richer than ever before, so why aren’t we happier?

2 Work with a partner. Look at the pictures then answer the questions below.

- Which of these things would make you feel very happy?
- Why?
- What other things make you happy?
- Do you think we can learn how to feel happier?
Quickly read the text *How to be happier*, without filling in any gaps, and answer these questions, according to the text.

1. When do we usually think about our happiness?
2. When should we think about the things that make us happy?
3. What may happen if we often do this?

Look at a–d and the four possible answers (A, B, C and D) to each of 1–10 below the text. Which questions test:

a. modal verbs
b. adjectives and prepositions
c. words with similar meanings
d. adjectives with -ing?

Exam advice

For each gap, decide what kind of word (e.g. adjective, modal, adverb, etc.) you need by looking at the four options. A, B, C and D are always the same kind of word.

Read the text and choose the correct word, A, B, C or D, for each space. There is an example at the beginning (0).

**How to be happier**

Our happiness does not depend only (0) on what we have, say scientists. What we (1) have is just as important. This is why the rich often seem miserable but people with very little (2) be much happier with their lives.

It is (3) how rarely we think about how lucky we are. Most of us have good health, homes and friends. We don’t notice how good life normally is until we’re feeling sad (4) something. But we don’t (5) to wait for something negative to happen.

Instead, we (6) be grateful all the time for the good things in our lives. We can do this by writing down five of them (7) night. For example, something that we own, or the people we are fond (8) .

By repeating this every day for a month it will become a (9) . People who do this are healthier, more successful and more satisfied (10) their own lives.

Which good things in your life are you grateful for? Think of as many as you can, and write down the five most important.

**Vocabulary**

**Adjectives and their opposites**

1. Match adjectives 1–5 with their meanings a–e.

| a. miserable | a. bad or harmful | cheerful |
| b. nervous | b. gives a lot to other people |
| c. negative | c. very pleased |
| d. delighted | d. worried or afraid |
| e. generous | e. very unhappy |

2. Now match 1–5 with their opposites from the box.

| cheerful | depressed |
| mean | positive |
| relaxed |

3. These adjectives describe experiences. Put them into pairs with opposite meanings.

| awful | fantastic |
| ordinary | serious |
| funny |

4. Now match the adjectives from the box with situations 1–6.

1. Somebody tells you the best joke you’ve ever heard.

2. You have a problem. You can solve it, but you must think carefully.

3. You lose your wallet or purse with all your money in it.

4. Like every day, you’re standing at the bus stop.

5. You hear a noise in the dark, but you can’t see anyone.

6. By chance, you meet your favourite film star.
5 Work in pairs. Tell your partner about awful, funny, fantastic and strange things that sometimes happen.

It's really awful when people talk about you behind your back.

Speaking Parts 3 and 4

1 Work with a partner. Choose a picture each, A or B, and say what you can see in it. Think about how the person felt while they were there.

2 To see if you were right about their feelings, listen to the people in the pictures.

3 Listen again and complete the questions.

1 How ______________ you ______________?  
2 What ______________ in the ______________?  
3 How long ______________ you ______________ to wait?  
4 What ______________ your ______________ to that?

4 Listen to Ángela and Paul talking about recent experiences. Circle the correct option in italics.

1 Ángela was angry / relaxed with her friend.  
2 Paul was excited / bored during the lesson.

5 Listen to Ángela telling a friend about her experience. Put her friend's responses a–d in the correct order.

a Poor you!  
b How nice.  
c Oh, dear.  
d Oh, right.

Work in pairs. Write the responses a–d above in the table.

<table>
<thead>
<tr>
<th>responding to good news</th>
<th>responding to neutral information</th>
<th>responding to bad news</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Oh, right.</td>
<td></td>
</tr>
</tbody>
</table>

Speaking tip

Notice how you can show someone that you are listening to what they are saying by responding with an appropriate phrase. The phrase you use will depend on whether you are responding to good news, bad news or neutral information.

6 Now write the responses from the box below in the table in Exercise 5.

How horrible!  
Wow!  
Lucky you!  
Great!  
Oh no!  
Brilliant!  
I see.

7 Listen to Paul talking to a friend. Are his friend's responses appropriate or not? Put a tick (√) or a cross (×) in each box.

1  
2  
3  
4  

Correct the inappropriate responses by writing a phrase from Exercise 5 for 1–4.

8 Work in pairs. Compare your answers from Exercise 7. Then listen to a different version of Paul's conversation with his friend. Are the friend's responses the same or different from the ones you chose in Exercise 7?
9 Work in small groups. Take turns to read sentences 1–6. Your partners have to respond appropriately by using a phrase from the table in Exercise 5.

I was so nervous about my maths exam.

Oh dear!

Poor you!

1 I was so nervous about my maths exam.
2 I finished first in the 20 km run!
3 My new house is a lot smaller than the old one.
4 Last week we got a new dog.
5 My new geography teacher is awful!
6 I found an enormous spider in my shoe.

10 Work with a partner. Do the exam task together. You could choose up to five of the suggested life events below. Remember to respond to what your partner says by using phrases from Exercise 5.

Exam advice
Make the discussion longer by asking the other candidate how they felt, what happened next, etc.

Your photographs showed people in situations that caused strong feelings. Now I'd like you to talk together about important events in your life, and how you felt at the time.

- moving house or changing school
- making a new friend
- taking an important exam
- receiving a special present
- being frightened by something
- doing something for the first time
- being very surprised by something
- doing something very well
- being very angry about something
- hearing or seeing something funny

Writing Part 3

Read this sentence from a letter that a friend sent you.

So tell me, what's your favourite way of relaxing, and why do you like it?

Which of these points should you put in your reply, do you think? What else should you include?

1 Where you go to relax
2 How your best friend relaxes
3 What might be a good way to relax
4 When you usually relax
5 How you relax
6 How you relaxed when you were a child

Feelings (55)
2 Read this reply from Olivia. Which of the points from Exercise 1 does she include?

Hi Nathan,

Thanks for your letter — it was great to hear from you.

How do I like to relax? Well, what I most like to do is go into my room and read an interesting book, particularly at weekends. I really like being there because it’s so warm and cozy, and I can listen to my favourite music. I put a sign outside the door saying ‘Do not disturb’, so nobody comes in. I don’t even answer phone calls!

So that’s what I do to feel relaxed. How about you? Write soon and let me know.

All the best,

Olivia

7 Read the instructions for the exam task, and follow the steps below.

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

In your next letter, please tell me about something exciting you like to do. Why is it such good fun?

- Now write a letter, answering your friend’s questions.

- Write your letter in about 100 words.

Exam advice

Make your writing more interesting by using adjectives, especially strong ones like amazing or crazy (about).

1 Choose an exciting activity.

2 Make notes about where, when and what.

3 Plan the order for your points. Add reasons.

4 Write your letter, using expressions like those in Exercise 3 and cause-and-effect links from Exercise 6.

5 Check your work for mistakes.

3 Which of these expressions would you use in a letter to a friend? Where would you put them? Tick (✓) the suitable expressions and write ‘B’ for beginning or ‘E’ for end.

Lots of love. I have received your letter dated June 15. I look forward to hearing from you. Dear Sir/Madam, Well, that’s all for now. Hi Lisa. All the best. This is just a quick letter to say ... Yours sincerely. It was great to hear from you. Dear Sir/Madam, Give my love to everyone. Don’t forget to write soon. Sorry I’ve taken so long to write back. Dear George

4 Look at Olivia’s letter. Which of these, or similar, expressions does she use?

5 When she gives reasons, Olivia uses the linking word because.

Which other word linking cause and effect can you find in her letter?

6 Join sentences 1–5 using the linking words in brackets. Start with the words given.

1 I can go to the sports centre quite often. It’s near my house. (as)
   I can go to the sports centre quite often as it’s near my house.

2 There are so many good films. I never get tired of going to the cinema. (because)
   I never ...

3 I often go out in the evenings. I don’t have much homework to do. (since)
   Since I ...

4 Water-skiing is really exciting. I enjoy it a lot. (because)
   I enjoy water-skiing ...

5 I’m on my PlayStation® every day. I’ve got some really good games. (so)
   I’ve ...
Unit 5

Vocabulary

Circle the correct prepositions 1–10 to complete the letter.

Hi Fran,

Sorry I've taken so long to reply. You ask about our friends here, so here's what's happening. Anna, as you know, was disappointed (1) of/ on/ with her last exam results so she's working harder now, but I think she's getting tired (2) about/ of/ on studying all the time. She usually likes to go out in the evenings, so she must be getting very bored (3) with/ on/ about life. Mike is still very keen (4) of/ on/ with football and is quite proud (5) on/ with/ of the two goals he scored last Saturday, but he can't play next week and he's sad (6) about/ of/ with that. Kay, you might remember, is crazy (7) on/ with/ about music and has always wanted to be a singer. Well, a band has asked her to sing with them at a concert next Friday. She's really nervous (8) on/ about/ with singing in front of all those people, but I don't think she should be frightened (9) with/ of/ on doing it. I've told her that some people will be quite jealous (10) of/ on/ about her! Well, that's all for now.

Lots of love,
Jamie

This text contains a number of adjectives ending in -ed and -ing. Find and correct five mistakes.

When I was tidying my room last Sunday, I found some surprising things. Among all the bored exercise books from my primary school days, there was something amazed: my diary, from when I was eight years old. It was really interesting to read my thoughts from back then, though at times I felt a bit embarrassing, too. For example, I was still very frightening of the dark in those days. I was also amusing to read how excited I was about being nine soon — I thought I would be really grown up then.

Complete the crossword with words from Unit 5.

Across
3 not generous
4 frightened
7 feeling
9 terrible
11 should
12 fortunate
13 like a lot

Down
1 unhappy
2 something you often do
5 wanting what someone else has
6 feeling or showing thanks
8 opposite of 'positive'
10 pleased with what you have done

Grammar

Complete the mini-conversations with the correct modal verb in italics.

1 A: Do you think Matt and Libby are at the café?
   B: They can / may be there, but I'm not sure.

2 A: Do you like going to the swimming pool?
   B: No, I can't / mightn't swim.

3 A: I've got a bit of a headache.
   B: I think you must / should take an aspirin.

4 A: Could / Might you run for an hour without stopping?
   B: No, I'd be too tired after 30 minutes!

5 A: Are the buses to the city centre expensive?
   B: No, you mustn't / don't have to pay if you're under 16.

6 A: The weather's not looking very good now.
   B: No, I think it can / might rain later.

7 A: What do I need to go to the USA?
   B: You should / have to take your passport.