

Hello!

Lets Share



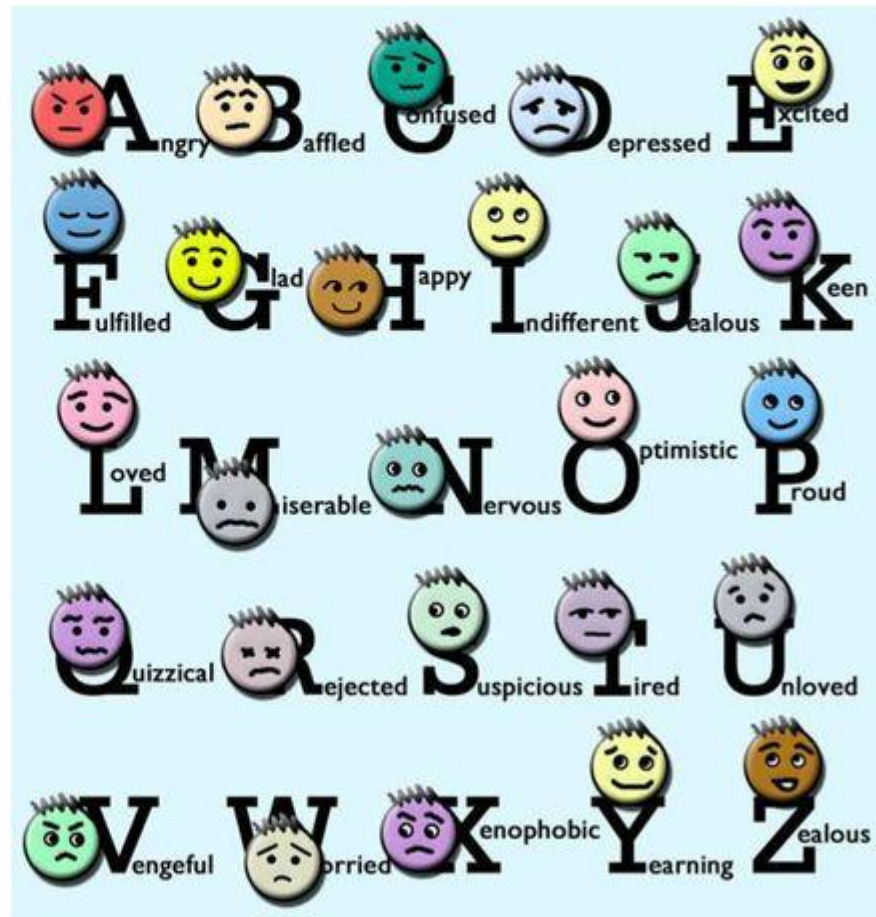
UNIVERSITY of CAMBRIDGE  
ESOL Examinations

KET

# Important Mood Words

- The following are examples of moods that a text can cause the reader to feel:

- Suspense
- Lonely
- Happy
- Angry
- Anxious
- Tense
- Suspicious
- Excited
- Depressed
- Scared
- Disgusted



## RAIN

- Drizzle
- Showers
- Rain
- Downpour
- Flood

## CLOUDS

- Cloudy
- Gloomy
- foggy
- Overcast
- Clear

## COLD

- Hail
- Sleet
- Snow
- Snowflake
- Blizzard

## WIND

- Breeze
- Blustery
- Windy
- Gale
- Hurricane

## TEMPERATURE

- Hot
- Warm
- Cool
- Cold
- Freezing

## Other Vocab

- Forecast
- Drought
- Lightning
- Thunder
- Rainbow

\_\_\_ bay  
\_\_\_ cave  
\_\_\_ coast  
\_\_\_ desert  
\_\_\_ earthquake  
\_\_\_ grass  
\_\_\_ hill  
\_\_\_ ice  
\_\_\_ island  
\_\_\_ jungle  
\_\_\_ lake  
\_\_\_ land  
\_\_\_ leaf  
\_\_\_ lightning  
\_\_\_ marsh  
\_\_\_ meadow



\_\_\_ moon  
\_\_\_ nature  
\_\_\_ plain  
\_\_\_ plants  
\_\_\_ pond  
\_\_\_ rainbow  
\_\_\_ sand  
\_\_\_ sea  
\_\_\_ seed  
\_\_\_ sky  
\_\_\_ storm  
\_\_\_ thunder  
\_\_\_ tree  
\_\_\_ wave

## Part 3

- 1 Tick (✓) the things you can see in the photos below.

desert ice jungle ocean river sunset waterfall

- 2 Which of these adjectives can you use to describe the things below (1–3)?

calm clear freezing frozen humid mild

- 1 the weather
- 2 the sky
- 3 the sea / a river






Work in pairs. Student A: Describe photo 1. Student B: Describe photo 2. Try to include as many details as you can about:


- the people: what they are doing / what they are wearing / what they look like / how you think they are feeling
- the place: what the weather is like / where you think it is / what time of year/day the photograph was taken

#### Exam tip

Start by giving a general description of the photo, e.g. *This photo shows some elephants having a bath in a river.*



4  35 Listen to two students describing the photographs.

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# grammar

infinitives

adverbs

interrogatives

nouns

articles

present

exercises

genitive

affirmative

future

adjectives

speech

relatives

tenses

# Reported speech

www.engames.eu

would

will

present

continuous / simple /  
perfect

past

continuous / simple /  
perfect

past perfect

continuous / simple

## MOST COMMON TRANSFORMATIONS

Direct speech

Reported speech

is / am  
are  
have  
do  
was / were  
will  
can

was  
were  
had  
did  
had been  
would  
could

After:

He said...  
She told them...  
I said ...  
We told her...

## Direct speech

### Present Simple

He said, "I **eat** cheese."

### Present Continuous

He said, "I **am eating** cheese."

### Present Perfect

He said, "I **have eaten** cheese."

### Past Simple

He said, "I **ate** cheese."

### Past Perfect

He said, "I **had eaten** cheese."

### Will

She said, "I **will** eat cheese."

### Can

She said, "I **can** eat cheese."

## Reported speech

### Past Simple

He said that he **ate** cheese.

### Past Continuous

He said that he **was eating** cheese.

### Past Perfect

He said that he **had eaten** cheese.

### Past Perfect

He said that he **had eaten** cheese.

### Past Perfect

He said that he **had eaten** cheese.

### Would

She said that she **would** eat cheese.

### Could

She said that she **could** eat cheese.

# PLACE & TIME

Direct Speech	Reported Speech
today	that day
now	then / at the moment
yesterday	the day before
... days ago	... days before
last week	the week before
next year	the following year
tomorrow	the next day the following day
here	there
this	that
these	those
ago	previously / before
tonight	that night

# TENSE CHANGE

Direct Speech	Reported Speech
will	would
can	could
must / have to	must or had to
may / might	might
should	should
ought to	ought to

# REPORTED SPEECH

Match the words used in direct speech with the words used in reported speech.

## Direct speech

1. can
2. may
3. must/have to
4. will
5. this
6. here
7. today
8. yesterday
9. tonight
10. last week
11. tomorrow
12. last year

## Reported speech

- a) that
- b) the previous year
- c) that night
- d) the previous week
- e) had to
- f) that day
- g) the day before
- h) might
- i) there
- j) the next day
- k) could
- l) would

Complete the sentences on the right with the correct reported speech verbs. Use non-contracted forms.

Direct speech

1. "I live in London."

2. "I am living here."

3. I have done it."

4. "I did it last week."

5. "I will do it."

6. "I can do it."

7. I may do it."

8. "I must do it."

9. Do it!"

Reported speech

She said she \_\_\_\_\_ in London.

She said she \_\_\_\_\_ there.

She said she \_\_\_\_\_ it.

She said she \_\_\_\_\_ it the previous week.

She said she \_\_\_\_\_ do it.

She said she \_\_\_\_\_ do it.

She said she \_\_\_\_\_ do it.


She said she \_\_\_\_\_ do it.

She told me \_\_\_\_\_ it.

# GRAMMAR WORKSHEET

## REPORTED SPEECH 2



<b>Present Simple Questions</b>  Is it two o'clock? What time is it?	<b>Yes/No Qs</b> <b>direct</b> Cathy asked, "Is it two o'clock?" <b>reported</b> Cathy asked <b>if</b> it <b>was</b> two o'clock.
	<b>W/H Qs</b> <b>direct</b> Cathy asked, "What time is it?" <b>reported</b> Cathy asked what time it <b>was</b> .

- Write the questions using reported speech.



1. Is the meeting at three?

2. Are they here?

3. Who is she?

4. What's his name?

5. Are you okay?

6. Can you drive?

7. Where is Tom?

8. Does Mary work?

9. Am I late?

10. Do they like Toronto?

1. Maggie asked if the meeting was at three.

2. \_\_\_\_\_

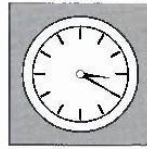
**PAPER 2 LISTENING TEST** about 35 minutes  
(including 6 minutes transfer time)

**PART 1**

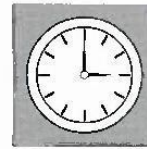
**Questions 1–7**

- There are seven questions in this part.
- For each question there are three pictures and a short recording.
- Choose the correct picture and put a tick (✓) in the box below it.

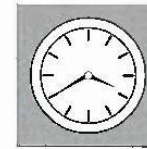
**Example:** What's the time?



A

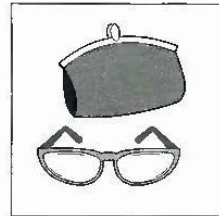


B

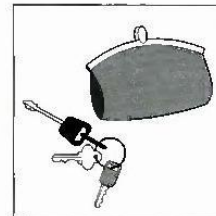


C

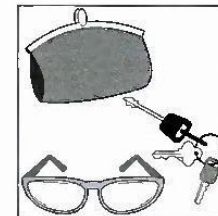
1 What was in the woman's bag?



A

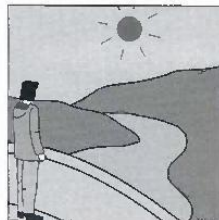


B

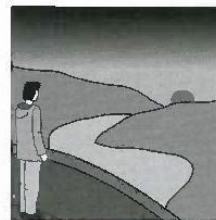


C

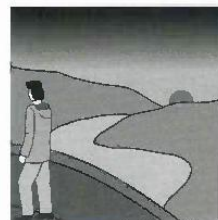
2 Which film is the man talking about?



A



B



C



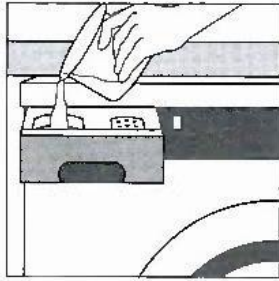
01 Test 1 Part 1.mp3



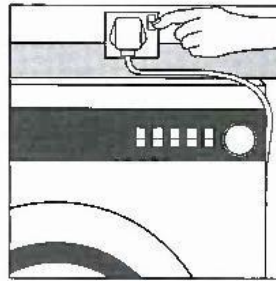
01 Test 1 Part 1.ogg



3 What should the woman do first?



A

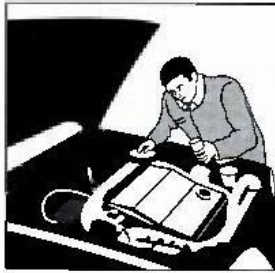


B

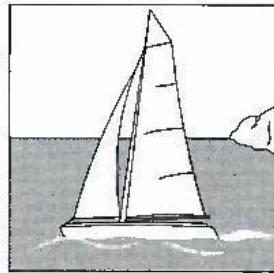


C

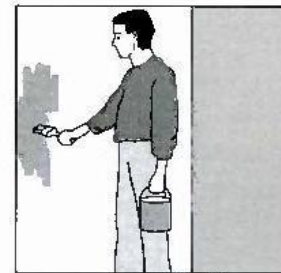
4 What is David going to do this weekend?



A



B

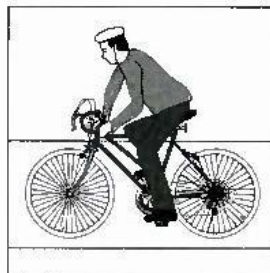


C

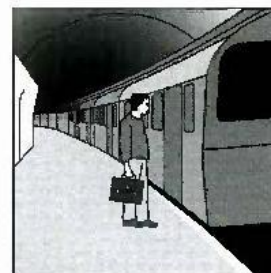
5 How did the man get to work today?



A



B



C

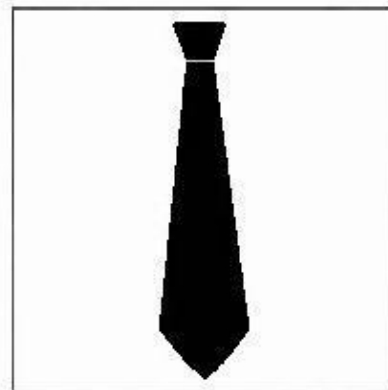
6 Which tie does the man choose?



A

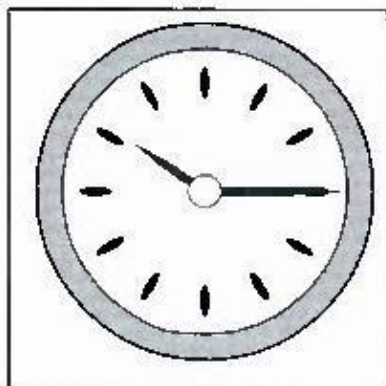


B

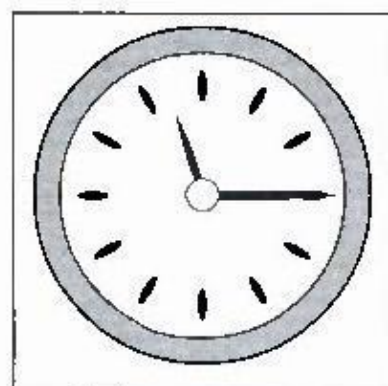


C

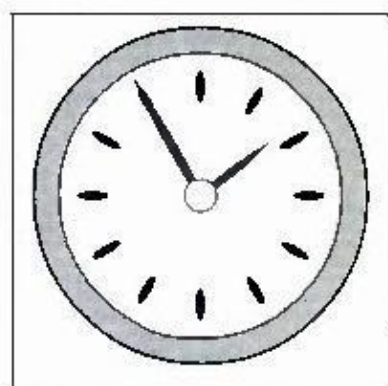
7 What time is the appointment?



A




B



C

## 1 Match the direct statements with the correct reported statement.

- |                                       |  |
|---------------------------------------|--|
| <b>1</b> 'I'm having a great time.'   | <b>a</b> She told me to have a great time.     |
| <b>2</b> 'I had a great time.'        | <b>b</b> She asked if I'd had a great time.    |
| <b>3</b> 'I will have a great time.'  | <b>c</b> She said she'd had a great time.      |
| <b>4</b> 'Have you had a great time?' | <b>d</b> She said she was having a great time. |
| <b>5</b> 'Have a great time!'         | <b>e</b> She said she might have a great time. |
| <b>6</b> 'I might have a great time.' | <b>f</b> She said she would have a great time. |

**2**  **36** Listen and write the questions.

**3** Complete the sentences reporting the questions.

**1** The examiner asked Luis if .....  
Madrid.

**2** He ..... in the  
city.

**3** He ..... in the  
future.

**4** Now practise asking and answering  
the questions with a partner.

# HOMework



**2. People made these statements. Report them, using *said*.**

- a. "Mary works in a bank", Jane said. \_\_\_\_\_
- b. "I'm staying with some friends", Jim said. \_\_\_\_\_
- c. "I've never been to Russia", Mike said. \_\_\_\_\_
- d. "Tom can't use a computer", Ella said. \_\_\_\_\_
- e. "Everybody must try to do their best", Jill said. \_\_\_\_\_
- f. "Jane may move to a new flat", Rachel said. \_\_\_\_\_
- g. "I'll stay at home on Sunday", Bill said. \_\_\_\_\_

**3. Report what the guests said at a wedding last Sunday.**

- a. Miss Moore: "They'll make a lovely couple." \_\_\_\_\_
- b. Mr Smith: "They're going to live in Brighton." \_\_\_\_\_
- c. Mrs Jones: "The bride and the groom are very nice young people." \_\_\_\_\_
- d. Mr Roberts: "The bride is wearing a beautiful wedding dress." \_\_\_\_\_
- e. Mr Clarke: "The couple's parents look happy." \_\_\_\_\_
- f. Miss Mayall: "The bride's father has bought them a big flat." \_\_\_\_\_

**4. Change the following statements into the reported speech.**

- a. "I have something to show you", I said to her.  
\_\_\_\_\_
- b. "I'm going away tomorrow", he said.  
\_\_\_\_\_
- c. "I've been in London for a month but I haven't had time to visit the Tower", said Rupert.  
\_\_\_\_\_
- d. "I'll come with you as soon as I'm ready", she replied.  
\_\_\_\_\_
- e. "We have a lift but very often it doesn't work", they said.  
\_\_\_\_\_
- f. "I must go to the dentist tomorrow", he said.  
\_\_\_\_\_
- g. "I found an old Roman coin in the garden yesterday and I am going to take it to the museum this afternoon", he said.  
\_\_\_\_\_

**5. Write these sentences in indirect speech.**

- a. "I'm very tired", she said. \_\_\_\_\_
- b. "I'll see them soon", he said. \_\_\_\_\_
- c. "I'm going to the cinema", she said. \_\_\_\_\_
- d. "I see the children quite often", he said. \_\_\_\_\_
- e. "I'm having a bath", she said. \_\_\_\_\_
- f. "I've already met their parents", she said. \_\_\_\_\_
- g. "I stayed in a hotel for a few weeks", she said. \_\_\_\_\_
- h. "I must go home to make dinner", he said. \_\_\_\_\_
- i. "I haven't been waiting long", she said. \_\_\_\_\_
- j. "I'm listening to the radio", he said. \_\_\_\_\_
- k. "I'll tell them the news on Saturday", she said. \_\_\_\_\_
- l. "I like swimming, dancing and playing tennis", he said. \_\_\_\_\_

**PART 4****Questions 21–25**

- Read the text and questions below.
- For each question, mark the letter next to the correct answer – **A, B, C** or **D** – on your answer sheet.

‘The best age to start learning the violin is between three and six,’ says Margaret Porter, a violinist and music teacher. ‘It’s the time when you are learning about the world.’ Margaret, who lives in London, prefers to take pupils at three and four, although she has made lots of exceptions for keen five-year-olds. When she started teaching the violin in 1972, her first class consisted of her children’s five-year-old school friends.

Margaret’s pupils have group lessons. Each group has about a dozen pupils and each lesson lasts an hour, once a fortnight. In addition, each pupil has one individual lesson a week with her. Parents also have to attend the classes. It is important that the parents take an active interest in the lessons.

From the earliest lessons pupils learn to play by ear. They do not even try to read music until they have been playing for several years, and for a long time there is a big difference between their playing and reading of music. Margaret says that her method is not supposed to produce great violinists, and always suggests that pupils who perform particularly well should leave and study the violin using more traditional methods.

- 21** What is the writer trying to do in the text?
- A** explain why Margaret likes teaching the violin
  - B** describe a different way of learning the violin
  - C** give advice on how to find a music teacher
  - D** explain why Margaret has a lot of pupils
- 22** Why should someone read the text?
- A** to discover how Margaret learnt the violin
  - B** to learn why it is important to read music
  - C** to find out about Margaret’s teaching method
  - D** to learn why children should play the violin

23 What opinion does Margaret have about her best pupils?

- A They ought to find another teacher.
- B They will become great violinists using her method.
- C They could try harder.
- D They take several years to learn to read music.

24 Margaret's first pupils were

- A her children.
- B three- and four-year-olds.
- C her own friends.
- D her children's friends.

25 Which of the following would Margaret include in an advertisement for her classes?

A

**Learn to play the violin  
with your children –  
2 lessons a week.**

B

**Watch your children  
learn to play the violin.**

C

**Group violin lessons for  
children – no more than  
5 per group.**

D

**We'll look after your  
children while  
you learn the violin.**