

Unit 2 Student days

Starting off

- ① Work in pairs. Choose a phrase from the box for photos A–E.

have lunch in the school canteen alarm clock rings
teacher takes register catch the school bus set off for school

- ② ⑦ You will listen to five different sounds. After each sound, talk to your partner and match it with photos A–E.

1 I think an alarm clock is ringing, so it goes with Photo A.

- ③ Use the phrases in Exercise 1 to ask and answer questions about your typical school day.

Have you got an alarm clock? Yes. It rings at 7.00 am.

Reading Part 3

Exam advice

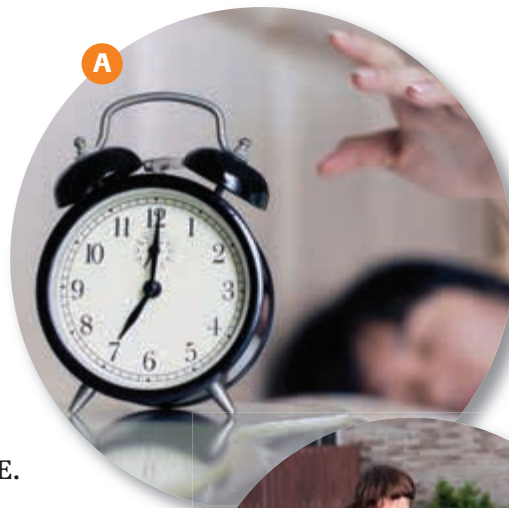
- You read a long factual text and decide if ten sentences are correct or incorrect.
- The ten sentences follow the order of the text.

- ① Work in pairs. Before you read the text on page 19, look at the title, pictures and clocks. What do you think the text is about?

- ② Wayne goes to secondary school in Beijing, China. What do you think Wayne does on a typical school day? Use the phrases in Starting off.

I think Wayne's alarm clock rings very early.

- ③ Read the text quickly to get a general idea of what it is about and find out if you were right about Wayne.



4 Read sentences 1–8 about Wayne's day. Underline the most important words in each.

	A	B
1 Wayne <u>makes breakfast</u> for his <u>sister</u> .	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2 Wayne gets a lift to school by car.	<input type="checkbox"/>	<input type="checkbox"/>
3 Wayne is punished if he gets to school later than 07.20.	<input type="checkbox"/>	<input type="checkbox"/>
4 Wayne's school has some sports facilities.	<input type="checkbox"/>	<input type="checkbox"/>
5 At midday, none of the students go home for lunch.	<input type="checkbox"/>	<input type="checkbox"/>
6 Wayne leaves school at 17.20.	<input type="checkbox"/>	<input type="checkbox"/>
7 Wayne does his homework until it's time for dinner.	<input type="checkbox"/>	<input type="checkbox"/>
8 Wayne never sleeps more than six hours a night.	<input type="checkbox"/>	<input type="checkbox"/>

5 Read the text again to decide if each sentence is correct or incorrect. If it is correct, tick (✓) box A. If it is not correct, tick (✓) box B. Underline where you find the information in the text.

6 In your groups, compare your typical school day with Wayne's. In which ways is your day similar and in which ways is it different? Would you like to study at Wayne's school? Why (not)?



Wayne



★ THE DAILY LIFE OF A BEIJING TEENAGER



The alarm clock rings. I have to get up. I go to the kitchen to fry myself an egg for breakfast. My sister buys something from the market stalls on the way to school so she can sleep longer.



I read something. Sometimes I need to learn famous poems or texts in other languages.



I set off for school. I sometimes go to school by bus. However, I normally go to school by bicycle. In China, drivers have to be older than 18 years old. As I'm 16, I can't drive to school like teenagers in other countries.



We have to be in school at least 20 minutes before lessons begin. It's a school rule. If you don't arrive on time, you can expect punishment. If you are often late, the teacher will talk to your parents seriously.



Classes begin. Today we have history, chemistry, geography, maths, English and sport of course. We have sport every day. Our school didn't use to have a football pitch, basketball courts or a running track but now it does.



All of us eat in the school canteen. We have 30 minutes to eat our lunch and then we have a break for 20 minutes. Sometimes I go to the library to study and sometimes I go outside to play table tennis.



Afternoon classes begin.



We finish school but we can't go home; we have an exam after class. School is so hard!



I'm home again. That means I can have supper early. It takes me 30 minutes to eat and then I have to do my homework. We have lots of homework every day.



I'm never asleep before midnight. I always wake up less than six hours later.

Vocabulary

Take, sit, pass, fail, lose, miss, learn, teach and study

- 1 Read this extract from the *Cambridge Learner's Dictionary*.

Common Learner Error

Take/sit/pass/fail an exam

To **take** an exam means to do an official test. '**Sit**' is slightly more formal than '**take**' in this phrase and is only used in the UK.

We have to take an exam at the end of the course.

~~*We have to write an exam at the end of the course.*~~

If you **pass** an exam, you are successful because you get a good mark. If you **fail** an exam, you are not successful because you get a bad mark.

Lose or miss?

Usually you **miss** something which happens, such as an event, a train leaving, or an opportunity.

I do not want to miss my class.

~~*I do not want to lose my class.*~~

Usually you **lose** a thing.

I've lost my umbrella.

Learn, teach or study?

To **learn** is to get new knowledge or skills.

I want to learn how to drive.

When you **teach** someone, you give them new knowledge or skills.

My dad taught me how to drive.

~~*My dad learnt me how to drive.*~~

When you **study**, you go to classes, read books, etc. to try to understand new ideas and facts.

He is studying biology at university.

- 2  Work in pairs. **Spanish-speaking PET candidates** often make mistakes with verb + noun combinations. Circle the correct option in *italics* in sentences 1–7.

- 1 I made / took an exam two weeks ago.
- 2 I have to go to the university because I'm *sitting* / *passing* my exam today.
- 3 I'm in my classroom, *writing* / *taking* this exam.
- 4 I began to run because I was afraid of *losing* / *missing* the school bus.
- 5 I *learn* / *study* every weekend for my exams.
- 6 Near the hotel there is a golf course, so we've decided to go there to *learn* / *study* golf.
- 7 I think our new teacher will *learn* / *teach* us a lot.

- 3 Write five questions using some verb + noun combinations from Exercises 1 and 2.

How often do you take exams at your school?

- 4 Work in small groups. Ask and answer each other's questions.

Grammar

Past simple


 page 131 Grammar reference: Past simple



Nadine



San Pedro de Atacama

- 1 Work in small groups. Nadine is from Toronto, Canada. Last year she went to San Pedro de Atacama – a town in Chile – to be an exchange student. What differences do you think she found between her life in Canada and her life in Chile?
- 2  Listen to Nadine talking about these differences and complete the table.

	in Toronto	in San Pedro de Atacama
clothes	no school uniform	(1) <i>uniform</i>
entertainment	disco (2) (3)	none of these things
Nadine dreams in	English	(4)
fun	expensive activities	(5)

- 3 Work in pairs. Nadine talks about an experience that happened last year. Write the interviewer's questions 1–6 in the correct form of the past simple, using the words given.

1 Where / go / last year? *Where did you go last year?*

a Last year I *lived* in Chile.

2 Where / stay?

b I in San Pedro de Atacama.

3 How / feel / when / first / arrive?

c I scared.

4 Speak / Spanish / before / go?

d Yes, I did. I Spanish at school.

5 What subjects / study?

e I maths, chemistry, biology, ...

6 Be / a good experience?

f Yes, it I'm really glad I there.

- 4 8 Listen to the interview again. Check your questions 1–6 and complete Nadine's answers a–f.

- 5 Work in pairs. Look again at Nadine's answers a–f. Underline the *regular* past simple forms and circle the *irregular* past simple forms.

- 6 6 Spanish-speaking PET candidates often make spelling mistakes with regular past tense forms. Correct one spelling mistake in sentences 1–7 and say why it is wrong.

▶ page 132 Grammar reference: Spelling of regular past simple

enjoyed
1 We ~~enjoied~~ ourselves a lot. *'O' is a vowel before 'y', so the 'y' doesn't change.*

2 We plaid football all day.

3 I planed two things for the holiday.

4 He traveled around the world two years ago.

5 It was very hot so I openned the window.

6 I really must tell you what happend to me.

7 My dad studyed French at school.

- 7 6 Spanish-speaking PET candidates also make mistakes with *irregular* past simple forms. Correct one mistake in sentences 1–6.

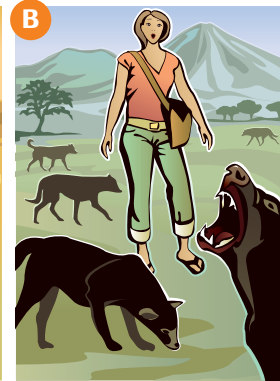
▶ page 144 Grammar reference: Irregular verbs

ate
1 We ~~eated~~ spaghetti at lunchtime.
2 She buyed us a lot of presents.
3 I choosed a part-time course because I didn't have a lot of free time.
4 I was ridng my bike when I felt off it.
5 He had short hair and he weared glasses.
6 In your email you writed you had a lot of exams.

Past simple and past continuous

▶ page 131 Grammar reference: Past simple and past continuous

- 1 Look at the pictures. What happened to Nadine when she was walking to school?



- 2 9 Listen to the recording to find out if you were right about what happened to Nadine. What do you think happened next?

- 3 10 Listen to the rest of Nadine's story. Were you right about what happened next?

- 4 Look at extracts 1–3 from the recording. Underline the verbs in the past simple (e.g. *did*) and circle the verbs in the past continuous (e.g. *was doing*). Then, answer the question that follows each extract.

1 'Suddenly a woman appeared from nowhere and she started screaming at the dogs. The dogs ran off.'

- Did the three actions happen at the same time? What happened last?

2 'The sun was shining and I was feeling good.'

- Do we know when the sun started shining? Do we know if the sun stopped shining?

3 'I was walking to school when I saw a group of dogs.'

- Did Nadine see the dogs before she started walking to school?

- 5 Look at extracts 1–3 again and complete these rules with *past simple* or *past continuous*.

Past simple and past continuous rules

- 1 We use the (1) past simple to talk about actions or situations in the past (often one action happened after the other).
- 2 We use the (2) to talk about an activity that was already happening at a moment in the past. We don't know if this activity finished or not.
- 3 We often use the (3) (I did) and the (4) (I was doing) together to show that an action happened in the middle of an activity. We can use *when*, *as* or *while* to introduce the activity in the (5), e.g. *As/When/While I was walking to school, I saw a group of dogs* but we generally use *when* to introduce the action in the (6), e.g. *I was walking to school when I saw a group of dogs.*

- 6 Tommy is an exchange student from the USA. Read what he says about his first day at a Japanese school and put the verbs in brackets in the past simple or past continuous.

'This morning I (1) woke up (wake up) early to visit Ryukoku High School. I (2) (look) out of the window. It (3) (rain). I (4) (have) a quick breakfast and we (5) (get) ready to go. We (6) (drive) to school. At the school we (7) (change) our shoes for slippers. As I (8) (put) on my slippers, my Japanese friend (9) (start) looking at my feet. The slippers (10) (be) too small!'



- 7 11 Listen to Tommy and check your answers.

- 8 Work in small groups. Use the past simple and past continuous to tell each other about:

- an unusual journey to school
- your first day at high school.

Listening Part 1

Exam advice

- There are seven short recordings, each on a different topic.
- Listen to the recording and choose the correct picture.
- You listen to each recording twice.

- 1 Read the four Listening Part 1 questions and underline the important words in each.

- 1 What time does John have to leave school today?



A ☐



B ☐



C ☐

doctor's appointment

- 2 What are the students going to do today at 11 am?



A ☐



B ☐

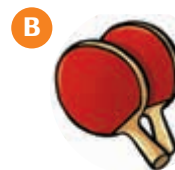


C ☐

- 3 What does Nathan have to buy?



A ☐



B ☐



C ☐

- 4 What will the weather be like tomorrow?



A ☐



B ☐



C ☐

- ② Look at the pictures for questions 1–4. What can you see in each?
- ③ 12 Listen to the recordings for questions 1–4 and make a note of the important words you hear next to the pictures. (Picture C in Question 1 has been done for you.)
- ④ 12 Listen to the recording again and choose the correct picture. Remember to put a tick (✓) in the box below it.

Grammar

Used to

▶ page 132 Grammar reference: Used to

- ① Work in pairs. Teen magazine has interviewed Candy about her days at primary school. Read this extract and answer the question below.

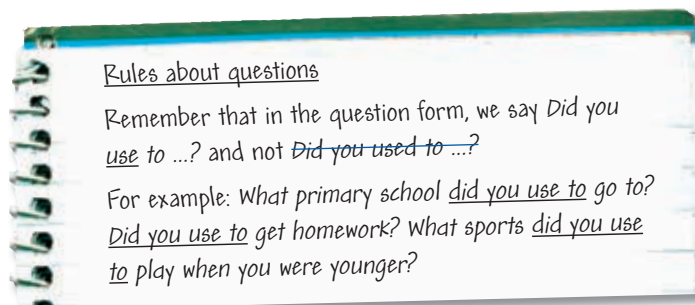
Candy: In primary school I used to have the same teacher for all my subjects and we rarely got homework. We used to have little tests but we didn't use to take exams. I always used to have lunch in the school canteen. After lunch, our teacher used to take us to a big room to play games. At the end of the day my mum or dad used to collect me from school.



- Which words does Candy use to talk about things that happened regularly in the past but don't happen now?
- ② Look at the extract again and answer these questions about *used to*.
- 1 Does *used to* change when we change the subject pronoun (I/you/he/she, etc.)?
 - 2 What happens to *used to* in a negative sentence?
 - 3 What verb form generally follows *used to*?
- ③ Rewrite what Candy says so that it is true for you.
- In primary school I used to have the same teacher for most of my subjects ...*

- ④ Work with a partner to interview other students about their lives during the last five years. Read the rules about questions, then write at least five questions with *used to*, using the topics in the box.

clothes free time friends sport studies



- ⑤ Change pairs. Take turns to ask your questions from Exercise 4. Where possible, answer the questions using *used to*.

Reading Part 1

Exam advice

- You read five short texts (e.g. notices, signs, labels, messages, etc.).
- Each text has three explanations, A, B and C, and you have to choose the correct one.
- When you have made your choice, compare it with the text and decide if it really explains what the text says.

- ① Look at the text in each question. What does it say? Circle the letter next to the correct explanation – A, B or C.

1 Do you want to earn some extra cash in the school holidays?

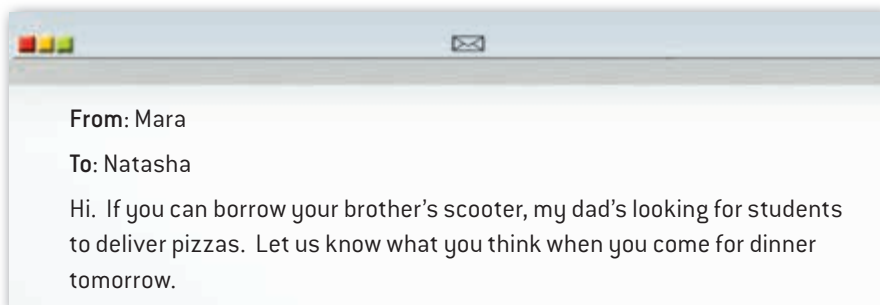
A local petrol station needs an attendant to wash cars and fill them up with petrol.

To apply, phone Stefan on 566223

Stefan

- A needs a job during the summer break.
- B would like to hear from people who are interested in the job.
- C is looking for someone to wash his car.

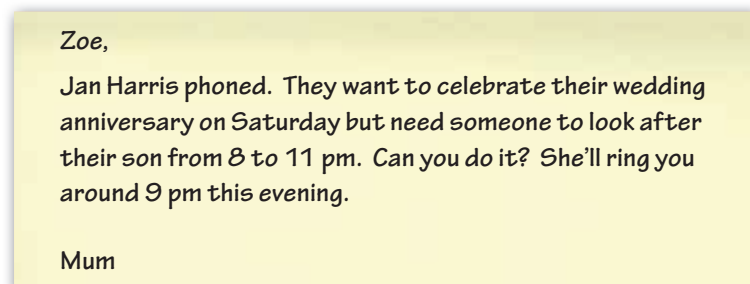
2



Mara has written the email to

- A invite Natasha to have dinner.
- B ask Natasha if she can borrow her scooter.
- C inform Natasha about a job.

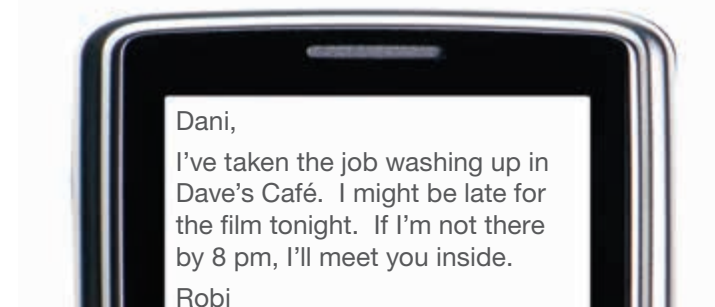
3



Jan Harris

- A wants Zoe to phone her back tonight.
- B has invited Zoe to go out on Saturday night.
- C would like Zoe to take care of her child for the evening.

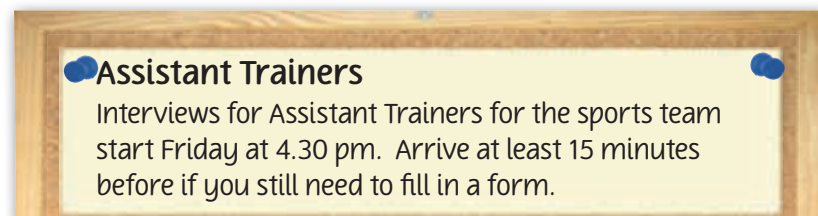
4



Dani should

- A meet Robi in Dave's Café.
- B go into the cinema if Robi is delayed.
- C wait inside the cinema until 8 pm.

5



- A You will have an opportunity to hand in your application on Friday.
- B Everybody should get there 15 minutes before the interview starts.
- C You must complete an application form before Friday.

Vocabulary

Earn, have, make, spend and take

- 1 **Spanish-speaking PET candidates often make mistakes with verb + noun combinations. Use the verbs from the box to complete questions 1–5 correctly.**

earn have make spend take

In which job(s) mentioned in

Reading Part 1:

- 1 can you have fun?
- 2 can you friends?
- 3 must you your time to do things carefully?
- 4 do you most of your time helping people?
- 5 can you a good wage?

- 2 **Work in small groups. Ask and answer questions 1–5. Remember to explain why.**

Speaking Part 4

- 1 **Work in small groups. Discuss these questions.**

- 1 Do teenagers work in your country? Why (not)?
- 2 Have you got a part-time job?
- 3 Do you think teenagers should work? Why (not)?



Marcelo



Linh

- 2 **Listen to Linh from Vietnam and Marcelo from Colombia talking about teenagers and part-time work. Make notes on how they answer the questions in Exercise 1.**

- 3 ¹³ Listen to the recording again. Linh and Marcelo take turns to speak by asking each other questions. They also show they are listening to each other. Complete the expressions in the table. (They are numbered in the order you will hear them.)

questions for taking turns	showing you are listening
<i>What about in Vietnam?</i>	<i>I'm not so sure.</i>
(1) What do you ?	Maybe.
(2) Don't you think ?	(4) Yes and
(3) Do you ?	(6) R ?
(5) Have you got a ?	(8) Good
(7) What do your teachers ? !

- 4 Write at least three questions about teenagers to ask your partner.
What do teenagers today/teenagers you know like doing in their free time?
- 5 Work in pairs. Take turns to ask and answer your questions. Make notes on what your partner says. Then check to see if your partner was listening.

Speaking tip

It is important to **listen carefully** to what your partner says so you can **show interest** in their ideas.

- 6 Work in pairs. Take turns to ask and answer the questions. When your teacher says *Stop*, change partner. Tell each other what your first partner said.

Student A

- What jobs do teenagers around the world normally do?
- What are the good and bad things about working part-time?
- Do you think being a teenager today is easier than in the past? Why (not)?

Student B

- Do parents give teenagers too much money?
- Why is having a part-time job a positive experience for teenagers?
- Do you think people today have enough free time?

Spelling and sounds

- 7 ¹⁴ Look at the letters in bold. Listen and practise saying the tongue twisters.

1 Generous George
imagines giant giraffes.



2 Good girls give grapes to gorillas.

Pronunciation tip

In English, notice how the letter **g** can represent the sounds /g/ (**g**ood) and /dʒ/ (**G**orge). It is never pronounced as the **g** is in Spanish before an **e** or an **i**, e.g. gigante.

- 8 Work in pairs. Complete the table with the words from the box.

big give teenager geography girl
gym apologise large agree get
imagine frog geography

/g/	/dʒ/
<i>big</i>	

- 9 ¹⁵ Listen to check your answers. Listen again and practise saying the words correctly.
- 10 Work in pairs. Take turns to read sentences 1–6. Be careful with the pronunciation of the **g** words!
- Most teenagers love spending money.
 - I'm not sure I agree.
 - Working is a **big** responsibility.
 - I'd rather go to the **g**ym at the weekend.
 - I can't **imagine** ever having a part-time job.
 - I think you should **apologise** to your boss.

- 11 Work in pairs. Try this Speaking Part 4 question. Remember to use some of the expressions from Exercise 3 and to show interest in your partner's ideas.

Your photographs showed people at work. Now I'd like you to talk together about the work members of your family do and the sort of work you'd like to do in the future.

Writing Part 2

- 1 Read these two Writing Part 2 questions. The important information has been underlined in the first question. Now underline the important information in the second question.

1

Your English-speaking friend has helped you study for your English exam.

Write an email to Isabel. In your email, you should

- thank Isabel.
- tell Isabel about the exam.
- invite Isabel to your house.

2

You can't go to sports practice after school.

Write a note to your coach. In your note, you should

- apologise.
- explain why.
- suggest another time you could do this practice.

- 2 Work in pairs. Look at each Writing Part 2 question again and answer these questions.

- 1 What do you need to write? (A note, card, email, etc.)
- 2 Who are you writing to? Do you know their name?
- 3 Why are you writing?
- 4 What three points do you need to include?

- 3 Match these answers with the questions in Exercise 1.

a

Hi Isabel,

Thanks ever so much for helping me with my English exam. The exam was quite easy and I think I've done well. Would you like to come to my house to have pizza at the weekend? I'll pay.

Love,

Tom

b

Dear Mr Trenton,

I'm sorry that I won't be able to go to football practice this afternoon because I have to go to the dentist. Why don't I train with the other team at lunchtime? I promise I'll be at football practice on Thursday.

Best wishes,

Sam

- 4 Work in pairs. Read the answers again and underline the expressions which are used to *thank*, *invite*, *suggest*, *explain* and *apologise*.

- 5 Work in pairs. Use this Writing Part 2 question to answer the questions in Exercise 2 again.

You agreed to meet your English-speaking friend tomorrow, but now you can't go.

Write an email to Jason. In your email, you should

- apologise.
- explain why you can't meet.
- suggest meeting another day.

Write 35–45 words.

- 6 Write your answer to the task in Exercise 5.

Unit 2

Vocabulary and grammar review

Vocabulary

1 Circle the correct option in *italics* to complete these sentences.

- Many students get part-time jobs to *take* / earn some extra money.
- When I'm older, I'd like to *study* / *learn* economics at university.
- Yesterday we went on a school trip and we *got* / *had* a lot of fun.
- When Jack went to secondary school, he soon *did* / *made* a lot of new friends.
- Tomorrow we're going to *pass* / *take* a maths test. I'm really nervous.
- I was late for school so I *lost* / *missed* the first lesson.
- I have to go to school because I'm *sitting* / *passing* my exam today.
- We've decided to *learn* / *study* golf on holiday.

Grammar

2 Correct one mistake with a verb often made by **Spanish-speaking candidates** in sentences 1–10. (Some have a spelling mistake and some have an incorrect irregular form.)

page 144 Grammar reference: Irregular verbs

- Some years ago I ~~traveled~~ travelled to England with a friend called Bruno.
- Yesterday I woke up very early because I was planing to go to the beach.
- I only payed 25 euros for these boots.
- Last weekend, I founded a very good restaurant in my town.
- I went to the shopping centre and there I baught some new clothes.
- While my brother was playing football, he felt and injured his leg.
- My friend Sara bringed her dog to school one day.
- I met Holly a very long time ago. We were studing at the same school.
- In the first lesson our English teacher teached us some new words for sports.
- We puted all our things in the car and we set off for the mountains.

3 Put the verbs in brackets into the correct form of the past simple or past continuous to complete the sentences. Be careful with your spelling!

- Carolina fell (fall) asleep when she was doing (do) her homework.
- It was a beautiful day. The sun (shine) and the birds (sing).
- Yesterday, when I (have) my dinner, the phone (ring).
- My parents (choose) this school because it (be) near our house.
- I (see) an advertisement for a job in the supermarket while I (buy) some milk.
- My rabbit (escape) as I (clean) its cage.
- At first I (think) German (be) difficult but now I like it.
- In our history class, we (read) a short article and (write) a short text.
- Thanks a lot for inviting me to your party. I really (enjoy) myself.
- The children (laugh) when the clown (appear).

4 Complete these sentences with *used to* or *didn't use to*.

- I don't play the piano now but when I was younger I used to play it.
- I have lunch at school now but at primary school I
- I live close to school now but when we lived in Tokyo we
- My brother is now a really good student but when he was younger he
- Mr Puy doesn't give us much homework but when Mrs Garcia was our teacher she
- Martin's never late for school but before he bought the alarm clock he