

Unit 2 Student days

Unit objectives

- **Topics:** education, work
- **Listening Part 1:** taking notes
- **Reading Part 3:** understanding important information
- **Reading Part 1:** recognising what each message says
- **Speaking Part 4:** turn-taking, active listening, listening carefully and showing interest; Spelling and sounds: sounds represented by *g*
- **Writing Part 2:** thanking, explaining, apologising, inviting and suggesting, opening and closing a message
- **Grammar:** past simple, past continuous and *used to*
- **Vocabulary:** (ir)regular past tense forms, verb + noun combinations

Starting off

1

Answers

A alarm clock rings B set off for school
C catch the school bus D teacher takes register
E have lunch in the school canteen

2 

Answers

2 E 3 D 4 C 5 B

Recording script

 CD1 Track 7

One.

[alarm clock ringing]

Two.

[sound of school canteen]

Three.

Teacher: [taking register] Kelly Ashby.

Kelly: Yes, Ms Truman.

Teacher: Max Atkinson.

Max: Yes, Ms Truman.

Teacher: Gemma Brown.

Gemma: Yes, Ms Truman.

Four.

[school bus]

Five.

Boy: Bye, Mum! [front door closing]

Mother: Bye!

- 3 Students should extend their answers using follow-up questions: *When?/Why?*, etc.

Reading Part 3

1

Suggested answer

The text is probably about the typical school day of Wayne, a 16-year-old secondary school student in Beijing, China.

2

Possible answers

Wayne sets off for school after breakfast; he catches the school bus near his house; when he gets to school, the teacher takes the register; he has lunch in the school canteen at 12.10.

- 3 Set a time limit to discourage students from trying to understand every word.

4

Suggested answers

2 by car 3 punished, later than 7.20

4 some sports facilities 5 midday, none, home, lunch

6 leaves, at 17.20 7 homework until, dinner

8 never sleeps, more than six hours

- 5 Tell the students to write the question number next to the words they have underlined in the text (Sentence 1 has been done as an example).

Suggested answers

1 fry myself an egg for breakfast. My sister buys something from the market stalls

2 I sometimes go to school by bus. However, I normally go to school by bicycle

3 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 (the clock in the next paragraph shows that lessons begin at 7.40).

4 didn't use to have a football pitch, basketball courts or a running track but now it does

- 5 All of us eat in the school canteen
 6 We finish school but we can't go home; we have an exam after class
 7 It takes me 30 minutes to eat and then I have to do my homework
 8 I always wake up less than six hours later

Answers

2 B 3 A 4 A 5 A 6 B 7 B 8 A

- 6 **Alternative treatment** Students could begin this exercise by making the statements in Exercise 4 true for them, e.g. My mum makes my breakfast, etc.

Vocabulary

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

1 2 3

Answers

2 sitting 3 taking 4 missing 5 study 6 learn
 7 teach

3 4

Suggested questions

1 How many marks do you need to pass exams at your school? 2 What happens if you fail an exam? 3 How often do you miss school? 4 Do you study every weekend? 5 Would you like to learn something new? What?

Grammar

Past simple

As a warmer Ask students if they or anybody they know has been an exchange student. Invite a brief discussion about what you could learn by being an exchange student.

- 1 Students should consider daily life, language, family and free-time activities.
 2 Before listening, students should predict the missing information.

Answers

2 shopping centre 3 (large) cinema(s) (with choice of films) 4 Spanish 5 (being with) new family and friends

Recording script CD1 Track 8

Interviewer: Today we have Nadine with us to talk about the six months she spent in Chile. Hello, Nadine.

Nadine: Hi!

Interviewer: You're a normal 16-year-old school student. Where did you go last year?

Nadine: Last year I lived in Chile for six months as an exchange student. I lived with a Chilean family. I went to school every day and I had to wear a uniform. In Canada I don't have to wear a uniform. It's so uncool!

Interviewer: Where did you stay?

Nadine: I stayed in San Pedro de Atacama – high in the Atacama desert. Unlike Toronto, there's no disco, no shopping centre, no large cinemas with choice of films.

Interviewer: How did you feel when you first arrived?

Nadine: To tell you the truth, I was scared. San Pedro is so different from my home town.

Interviewer: Did you speak Spanish before you went?

Nadine: Yes, I did. I studied Spanish at school in Canada and I thought I was good at it. But when I got to Chile I couldn't say anything. It was awful.

Interviewer: What about school? What subjects did you study?

Nadine: I did maths, chemistry, biology, physics, history, Spanish and art.

Interviewer: Was it a good experience?

Nadine: Yes, it was. I'm really glad I went there. My Spanish improved and I even began to dream in Spanish. I also stopped missing expensive activities like going to the cinema or the disco and began to realise that fun in San Pedro was being with my new family and friends.

Interviewer: Thank you, Nadine ... and if *you'd* like to know more about being an exchange student, contact our hotline number on 0800 444 ...

- 3 Do not correct the questions; students listen again in Exercise 4.

Answers

2 Where did you stay? 3 How did you feel when you first arrived? 4 Did you speak Spanish before you went? 5 What subjects did you study? 6 Was it a good experience?

- 4 If necessary, play the recording twice; the first time to check the questions and then to listen for Nadine's answers.

Answers

b stayed c was d studied e did f was ... went

5

Answers

Regular: **a** lived **b** stayed **d** studied

Irregular: **c** was **e** did **f** was, went

6 

Answers

2 ~~plaied~~ – played (vowel before y) 3 ~~plained~~ – planned (consonant + vowel + consonant)

4 ~~traveled~~ – travelled (British English always doubles the l, although this answer would be correct in US English) 5 ~~openned~~ – opened (final syllable is **not** stressed) 6 ~~happend~~ – happened (add -ed to infinitive without to) 7 ~~studyed~~ – studied (consonant before y, the y changes to i)

7 

Answers

2 ~~buyed~~ – bought 3 ~~choosed~~ – chose

4 ~~felt~~ – fell 5 ~~wearred~~ – wore 6 ~~writed~~ – wrote

Extension idea Encourage the students to keep a list of their common mistakes.

Past simple and past continuous

1

Suggested answer

The sun was shining and Nadine was walking to school. Suddenly she saw a group of dogs. She was very frightened.

2 

Recording script CD1 Track 9

Nadine: It was in my second week. The sun was shining and I was feeling good. I was walking to school when I saw a group of dogs. I was frightened but I didn't know what to do.

3  **Extension idea** Students produce a comic strip to illustrate this journey.

Recording script CD1 Track 10

Nadine: Suddenly a woman appeared from nowhere and she started screaming at the dogs. The dogs ran off. I said 'Gracias!' and went to school.

4

Answers

1 Underline: appeared, started, ran off
No, the actions happened one after the other.
The dogs ran off last.

2 Circle: was shining, was feeling
We don't know when the sun started shining or if it stopped shining.

3 Circle: was walking; underline: saw
No, Nadine began walking to school and in the middle of this activity, she saw the dogs.

5

Answers

2 past continuous 3 past simple 4 past continuous 5 past continuous 6 past simple

6 Pre-teach *slippers*.

Answers

2 looked 3 was raining 4 had 5 got
6 drove 7 changed 8 was putting
9 started 10 were

7 

Recording script CD1 Track 11

Tommy: This morning I woke up early to visit Ryukoku High School. I looked out of the window. It was raining. I had a quick breakfast and we got ready to go. We drove to school. At the school we changed our shoes for slippers. As I was putting on my slippers, my Japanese friend started looking at my feet. The slippers were too small!

8 Elicit questions to talk about these things first, e.g. *Have you ever had an unusual journey to school? What happened?* If necessary, model a full answer first.

Listening Part 1

1 Point out that in the PET Listening Part 1 exam, there are seven questions.

Suggested answers

2 do today, 11 am 3 What, buy
4 weather, tomorrow

2

Suggested answers

1 A one fifty or ten to two B one forty-five or (a) quarter to two C two fifteen or (a) quarter past two
2 A a sports class B a (school) play/performance C a maths class
3 A table tennis balls B table tennis bats C trainers
4 A sunny weather B cloudy and rainy weather C cloudy weather

- 3 🎧 Remind students that they **can** write on the exam paper in the PET exam.

Suggested answers

2 A 11 tomorrow B after break, finish 11.15
C 11.15 3 A cheap B lend brother's C got
some 4 A too much sun B today C Internet,
dry but cloudy

Recording script CD1 Track 12

One. What time does John have to leave school today?
Mrs Drew: Woodland High School. Mrs Drew speaking.
Mother: Yes. This is John Fuller's mother. He's got another doctor's appointment today at a quarter past two. Last week I picked him up at ten to two but we got there late. Can I get him five minutes earlier today – at a quarter to two?

Two. What are the students going to do today at 11 am?
Teacher: There'll be some changes to your timetable today. After break we're going to see a play performed by some Year-10 students. That should finish by 11.15. We'll do maths then. I know we normally do sport at 11 but we'll have to do that tomorrow instead.

Three. What does Nathan have to buy?
Nathan: I've just joined the table-tennis team but I'm not sure I've got enough money to buy the equipment.
Jacob: Don't worry! The balls are really cheap and I can lend you my brother's bat. He never uses it. You'll have to get some good trainers, though.
Nathan: I've already got some.

Four. What will the weather be like tomorrow?
Father: Are you ready for your school trip tomorrow, Beth? You're going to those new outdoor swimming pools, aren't you? Lucky you didn't go today. It hasn't stopped raining.
Beth: That's what I'm worried about. Our teacher looked it up on the Internet and it says it'll be dry, but cloudy. Let's hope it's right.
Father: Yeah, that's better than too much sun, I think.

- 4 🎧 Encourage the students to say why the other two pictures are incorrect. Point out that in the PET exam, students will listen to each individual recording twice rather than listening to the whole recording twice.

Answers

1 B 2 B 3 A 4 C

Grammar

Used to

As a warmer With books closed, encourage a brief open class discussion on the differences between going to primary and to secondary school.

1

Answer

used to

2

Suggested answers

- 1 No (we can say *I/you/he*, etc. *used to go*)
- 2 There is no *d* at the end of *use* (*we didn't use to take exams*)
- 3 The infinitive without *to*

- 3 **Extension idea** Encourage stronger students to include new information, e.g. about school uniform, subjects, punishment, etc.

4

Suggested questions

- 1 Did you use to get a lot of homework?
- 2 Did you use to play in a team?
- 3 How often did you use to meet your friends?
- 4 Did you use to choose your own clothes?
- 5 What did you use to do in your free time?

- 5 **Extension idea** Students write an article for Teen magazine about these changes.

Reading Part 1

1

Answers

1 B 2 C 3 C 4 B 5 A

Vocabulary

Earn, have, make, spend and take

- 1 🎧 Highlight the difference between *spend time doing* and *take time to do*.

Answers

2 make 3 take 4 spend 5 earn

- 2 Tell the students that there is no one correct answer.

Speaking Part 4

Spanish-speaking PET candidates sometimes have difficulty listening to their partner in Part 4 of the Speaking paper because they are focusing on how to contribute their own ideas. Exercises 4–6 are designed to make students aware of the importance of listening carefully and responding to what has been said. (The Speaking sections of Units 5, 6 and 11 continue to develop this area.) In the Spelling and sounds section students will notice and practise saying the two sounds represented by *g*; /g/ and /dʒ/.

1 Alternative treatment With a weaker class, start with Exercise 2 first.



Suggested answers

Linh, Vietnam:

- 1 No. Very few work. Parents don't allow them. They have to study hard.
- 2 No.
- 3 No, but could be a good thing for some teenagers (learn about money and society). Studying is the most important thing.

Marcelo, Colombia:

- 1 Yes. To earn extra spending money.
- 2 Yes, in father's office.
- 3 Yes, but with more rules / limit on number of hours worked. Working can be good experience / can work more in school holidays.

Recording script CD1 Track 13

- Linh: Do teenagers work in Colombia?
- Marcelo: Yes, they do. Teenagers in my country work to earn extra spending money. What about in Vietnam?
- Linh: Well, I don't work and actually very few teenagers in Vietnam work. In my country, most parents don't allow their children to have a part-time job. We have to go to school and study hard. In my opinion, it's not a good idea for teenagers to work and study at the same time. What do you think?
- Marcelo: I'm not so sure. I agree that teenagers need enough time to study and do their homework. If they work too many hours, their marks will go down. However, working part-time can be a good experience ... don't you think so?
- Linh: Maybe. For some teenagers, working could be a way to learn about money and society. However, we have to think about the future. I think that studying is the most important thing. Do you agree?

Marcelo: Yes and no. As I said before, I think having a part-time job can be a good experience. However, we need more rules. For example, teens shouldn't work more than 15 hours a week and only two or three days a week, like at the weekend. I think they can work more hours during the school holidays.

Linh: Have you got a part-time job?

Marcelo: Yeah. I sometimes work in my father's office. I have to deliver letters and documents around the building. I earn a little bit of extra money.

Linh: Really? That sounds interesting. What do your teachers say?

Marcelo: Teachers complain that students who work don't do their homework well and they often do badly in tests. I think that students can work to earn some pocket money if they are good students.

Linh: Good point! I haven't got a job. I'm going to concentrate on my studies and look for a job when I'm older.



Answers

- 1 think 2 so 3 agree 4 no 5 part-time job
6 Really 7 say 8 point

Extension idea Photocopy the recording script on page 161 for the students to highlight useful expressions.

- 4** This exercise encourages students to think about the kind of question they might be asked in Part 4. Ask them to write questions that interest teenagers so that their partner can give an extended answer.

Possible answers

Do teenagers today prefer spending time with their family or friends?
What do teenagers you know like about school?
Where do teenagers you know usually go on holiday?
What type of music/movies/TV programmes do teenagers you know prefer?

- 5** Tell students to write only the most important words to help remember what their partner says. Remind students to give a detailed response. After asking and answering they should check their partner's notes to make sure they have included all the key points. When they have finished, students could choose their partner's most interesting idea to share with the class.

Speaking tip Read the tip with the class and point out that following the advice will produce a more interesting and natural conversation.

- 6 Divide your class into groups of four. Two students in each group are Student A and two students are Student B. Focus on Questions 1 and 4 and make sure students understand them. Students then form A/B pairs, asking and answering Questions 1 and 4. Then A/A and B/B pairs tell each other what their partner said. Repeat for Questions 2 and 5 then 3 and 6. Remind students to use the phrases from Exercise 3 to show they are listening.

Spelling and sounds

- 7 Focus on the tongue twisters and ask the students to think about how to pronounce the letter *g* in each word. Play the recording and elicit the pronunciation of *g* in each tongue twister. Play the recording again and ask students to repeat the tongue twisters quietly to themselves.

Recording script CD1 Track 14

One.
Generous George imagines giant giraffes.
Two.
Good girls give grapes to gorillas.

Pronunciation tip Read the tip with the class and encourage students to practise the two sounds /g/ and /dʒ/. Point out that the letter *g* is not pronounced as it is in Spanish when followed by *e* or *i* and that the /dʒ/ sound is different from the /j/ in *yes*.

- 8 Check that students know the meaning of all the words in the box. Students work in pairs to complete the table. Tell students that there is one word that can be included in both columns (geography).

Answers	
/g/	/dʒ/
big	teenager
give	gym
geography	apologise
girl	large
agree	imagine
get	geography
frog	

- 9 Play the recording for them to check their answers. Play the recording again, pausing after each word and encouraging students to whisper the word. Focus on the words ending in /g/ (*big* and *frog*) and point out that the final sound is not the same as the Spanish pronunciation of a final *g*.

Recording script CD1 Track 15

/g/ big, give, geography, girl, agree, get, frog
/dʒ/ teenager, gym, apologise, large, imagine, geography

- 10 This exercise gives students practice of the target sounds in full sentences. Elicit the correct syllable stress and pronunciation of *teenagers* and drill the first sentence with the class as a whole. Students continue in pairs. Monitor and give feedback to pairs as they work through the sentences.
- 11 Remind students to listen to their partner carefully in all parts of the Speaking paper, especially when they are asked to discuss questions with their partner.

Extension idea Students change pairs two or three times and do the same task.

Writing Part 2

- 1 **Suggested answers**
can't, sports practice, note, coach, apologise, explain, suggest another time

- 2 **Answers**
Question 1: 1 email 2 English-speaking friend, Isabel 3/4 thank, tell, invite
Question 2: 1 note 2 coach, we don't know name 3/4 apologise, explain, suggest

- 3 **Answers a 1 b 2**

- 4 **Answers**
invite: would you like to come; *suggest:* why don't I train ...; *explain:* (I won't be able ...) because (I ...); *apologise:* I'm sorry that ...

- 5 **Answers**
1 an email 2 Jason 3 to tell him you can't meet him 4 apologise, explain, suggest

6

Model answer

Hi Jason,

I'm sorry that I can't meet you tomorrow. It's because I have exams next week and I have to study hard. I'll finish my exams on Friday. Why don't we meet then? We could go to the cinema.

Yours,

Vocabulary and grammar review **Unit 2**

Answers

Vocabulary

- 1 study 3 had 4 made 5 take 6 missed
7 sitting 8 learn

Grammar

- 2 ~~planing~~ → planning 3 ~~payed~~ → paid
4 ~~founded~~ → found 5 ~~baught~~ → bought
6 ~~felt~~ → fell 7 ~~bringed~~ → brought
8 ~~studing~~ → studying 9 ~~teached~~ → taught
10 ~~puted~~ → put
- 3 2 was shining, were singing 3 was having, rang
4 chose, was 5 saw, was buying 6 escaped, was
cleaning 7 thought, was 8 read, wrote
9 enjoyed 10 laughed, appeared
- 4 **Suggested answers**
2 used to go home for lunch
3 didn't use to live near our school
4 didn't use to be a good student
5 used to give us a lot
6 used to be very late for school

Unit 2 photocopiable activity: It's all in the past

Time: 20–30 mins

Objectives

- To review the past simple, the past continuous and *used to / didn't use to*
- To practise question forms with *what* to ask about the past
- To involve the whole class in an information-exchange activity that practises speaking, listening and writing skills

Before class

Make one copy of the activity for each pair of students in your class. Cut into two sections, Part 1 and Part 2.

In class

- 1 Divide your class into pairs, and give each pair Part 1 of the activity.
- 2 Explain that they are going to interview each other about past experiences. They will need to find out what their partner did at the weekend, what they were doing at eight o'clock last night, what they used to do when they were younger that they don't do now, and what they didn't use to do when they were younger but do now. They should write their partner's answers as complete sentences on a separate sheet of paper, following the example they are given. Allow them about five to eight minutes for this.
- 3 Each student then reads out their sentences to the rest of the class. The other students should listen and try to remember as much information as possible (they should not take notes, but you might find it useful to take notes yourself, which you can refer to in Step 5 below).
- 4 Give each pair Part 2 of the activity. Explain that they need to work together to fill in the tables with numbers (in the second column of each table) and activities (in the fourth column of each table) that are true about the other students in the class. They *cannot* include information about themselves. Allow them about five to eight minutes for this. It doesn't matter if they cannot fill in all of the spaces in that time.
- 5 Review their answers and award each pair two points for each correctly completed box. The number in the second column must be correct (for one point), and the information in the fourth column must be factually *and* grammatically correct (for one point). The winning pair is the pair with the most points.

Unit 2 photocopiable activity

It's all in the past

Part 1

Ask your partner:

- What he/she did at the weekend.
- What he/she was doing at 8 o'clock last night.
- What he/she *used to do* when he/she was younger but *doesn't do* now.
- What he/she *didn't use to do* when he/she was younger but *does do* now.

Write his/her answers on a separate sheet of paper using complete sentences (for example: *At the weekend, Ahmed played football. At eight o'clock last night, he was playing computer games. When he was younger, he used to fight with his sister. When he was younger, he didn't use to eat fish.*).



Part 2

Complete these tables with information that is true about the other students in your class. You cannot include your or your partner's information in this part.

Example:

	Number		Rest of sentence with past <i>simple</i> verb
At the weekend,	3	student(s) in our class	<i>went to the cinema</i>

①

	Number		Rest of sentence with past <i>simple</i> verb
At the weekend,		student(s) in our class	

②

	Number		Rest of sentence with past <i>continuous</i> verb
At eight o'clock last night,		student(s) in our class	

③

	Number		Rest of sentence with <i>used to</i>
When they were younger,		student(s) in our class	

④

	Number		Rest of sentence with <i>didn't use to</i>
When they were younger,		student(s) in our class	

Word list

Unit 2

Note: the numbers show which page the word or phrase first appears on in the unit.

apologise *v* (25) to tell someone that you are sorry about something you have done

canteen *n* (18) a restaurant in an office, factory, or school

earn a wage *v* (24) to get money for doing work

explain *v* (24) to make something clear or easy to understand by giving reasons for it or details about it

fail an exam *v* (20) to not pass a test or an exam

have fun *v* (24) to enjoy yourself

invite *v* (24) to ask someone to come to a social event

learn *v* (19) to get knowledge or skill in a new subject or activity

lose *v* (20) to not be able to find someone or something

make friends *v* (24) to begin to know and like someone

miss the bus *v* (20) to arrive too late to get on a bus, train or aircraft

pass an exam *v* (20) to succeed at a test or an exam

ring *v* (18) If something rings, it makes the sound of a bell, and if you ring a bell, you cause it to make a sound.

set off *v* (18) to start a journey

sit an exam *v* (20) to take an exam

spend time doing something *v* (24) to use time doing something or being somewhere

study *v* (19) to learn about a subject, usually at school or university

suggest *v* (26) to express an idea or plan for someone to consider

take an exam *v* (20) to do an official test

take time to do something *v* (24) to do something without hurrying

teach *v* (20) to give lessons in a particular subject at a school, university, etc.

thank *v* (26) to tell someone that you are grateful for something they have done or given you