

# 21

## You live and learn

### Topic

The topic of this lesson is education. Education is a frequent topic in all parts of the examination because most PET candidates are full-time students. Tasks in PET Speaking Part 2 are often set in the context of school or college.

### Lesson focus

The main focus of this lesson is the preparation of students for PET Speaking Part 2. Most time should be spent on this activity.


### 1 Vocabulary

1 The purpose of this activity is to get students used to talking about photographs. It introduces some key vocabulary and the topic of education in the broadest sense. Students work individually and then discuss their answers in pairs. Once they have exchanged their ideas, go through the activity with the whole class. Alternatively, build up a list of vocabulary on the board with the class first, and then let them work individually or in pairs.

2 This activity encourages students to look at photographs for specific details.

### 2 Speaking

1 Students should use the photographs and discuss their ideas in pairs. Encourage the students to work through all the ideas systematically. They should consider all the possibilities of each idea before coming to a conclusion. This is good practice for PET Speaking Part 2 and PET Speaking Part 4.

2  1.4 This task consolidates the students' spoken work by asking them to follow a similar text and understand its outcome. Students should discuss their answers in pairs before they are given the correct answer. Ask them why they think Polly likes studying in this way.

#### KEY

Her favourite way of studying Spanish is alone with a text book.

**B** is the correct picture.

She likes studying in this way because she's good at grammar, and the book has got lots of practice exercises.

### RECORDING SCRIPT

**Boy:** Hello, Polly. How are your Spanish classes going?

**Polly:** Oh, OK. The teacher's very nice, but the classes are a bit boring. I really like studying on my own, you know. My dad bought me a Spanish CD for my computer, but actually I prefer the textbook because I'm good at grammar, and the book has got lots of practice exercises. One day, I'd like to be able to listen and understand the words to Spanish pop music, but I'm not good enough for that yet!

3 This task builds on the question-writing activities in **Unit 1 Lesson 1** and provides further practice in question formation. This is a central element of the PET Speaking test. Students should write questions in the second person, as if they were talking to Polly. They should be checked for accuracy. Elicit questions from the class and put these on the board, showing different ways of asking the same question where appropriate.

### 3 Speaking


1 This exercise prepares students for PET Speaking Part 2. In this part of the test, the examiner describes an imaginary situation to the candidates and gives them a sheet of visual prompts. The instructions are read twice and then students perform the task without help. They have approximately two minutes to discuss the situation and arrive at some kind of conclusion. Marks are given for language used and interactive strategies employed, rather than for ideas. It doesn't matter if students don't finish the task, as long as they make a good attempt at it. The task does *not* have one right answer; it is designed to create a discussion.

Read the **Get ready** box before students attempt the task. Check that they understand the visuals and pre-teach any vocabulary. Monitor for problems, but avoid giving feedback on language errors at this stage.

2 Ask students to look at the dialogue and complete the task. Elicit answers, with reasons.

#### KEY

1 F 2 E 3 G 4 C 5 A

3  1.5 Ask the students which two phrases weren't used. Play the Audio CD so that they can check their answers.

#### KEY

B D

## RECORDING SCRIPT

**Valerie:** So, our friend wants to learn a new language?

**Pietro:** That's right, and he's only got £20 to spend, so he can't buy all these things, can he?

**Valerie:** No, he can't. Let's start by talking about which of them will be useful for him.

**Pietro:** OK, then afterwards we can decide which one he should buy.

**Valerie:** OK. Shall we start with this one, the dictionary?

**Pietro:** Yes, I think he should buy one of those, because it's very useful if you don't know what words mean.

**Valerie:** Yes, I agree, and it's also good for checking spelling. But what about a textbook? They're useful too.

**Pietro:** Yes they are, but maybe he won't need one because he'll have a teacher.

**Valerie:** Possibly. Or he may get one free when he pays for the course.

**Pietro:** Oh yes, that's a good point.

## 4 Listening 1.6

This listening task practises PET Listening Part 4. Ask for answers to the questions, with reasons.

## KEY

1 B    2 B    3 A    4 B    5 A

## RECORDING SCRIPT

**Tim:** Hi Janet. How's your computer course going?

**Janet:** Oh, I've just had my class, actually. We have them twice a week and each one lasts two hours.

**Tim:** Gosh. That's long. Doesn't it get boring?

**Janet:** Well, you need that long to actually do a whole document. It's really good because I can do all sorts of things on my computer that I never even knew existed before.

**Tim:** I can't say the same for my cookery course.

**Janet:** Oh, Tim, why not? I thought you were enjoying it.

**Tim:** Oh it's enjoyable enough, but we just don't seem to make much progress. We spent the whole of last week's lesson learning how to fry an egg.

**Janet:** Well, it's not an easy thing to do properly, you know.

**Tim:** Oh I know, but I don't even like eggs.

**Janet:** Oh poor Tim! So ... how often is it?

**Tim:** Just once a week, for an hour and a half.

**Janet:** And do you get to eat all the things you make?

**Tim:** Well, you're not meant to eat them there, but you can take them home because you have to buy all the stuff in the first place. It's cakes next week.

**Janet:** Oh, that sounds fun.

**Tim:** Oh yes. I'm looking forward to it. But Janet, I wanted to ask you something, actually. Have you learnt how to send e-mails on your course yet?

**Janet:** Oh yes, we did that in the first week.

**Tim:** Because I can't get my computer to send them properly, and I was wondering if you'd show me how it's done?

**Janet:** Well, if you bring me one of your cakes, I suppose I could try.

**Tim:** Great, well, when I've made them...

## 5 Writing

These sentence transformations may be set for homework.

## KEY

- 1 is two hours
- 2 much does
- 3 in my
- 4 with
- 5 about talking

# 2

## All the best books

### Topic

The topic of this lesson is books and reading. This topic may be the focus of a PET reading or listening text, especially a PET Reading Part 2 or Part 4 text. Students should be prepared to write or speak about their own reading preferences in PET Writing Part 3, and in the Speaking paper.

### Lesson focus

The focus of this lesson is how to do PET Reading Part 2, and most time should be spent on this activity. A secondary focus is writing a story, which students may do in PET Writing Part 3.

### 1 Reading

This activity is an introduction to the topic and should be done quite quickly. Read through the information with the students and give them time to write down their answers. They can discuss them with a partner first, and then with the class.

#### KEY

a) 2    b) 1  
a) 1    b) 2  
1 C    2 B

### 2 Vocabulary

This activity provides students with vocabulary to talk about different types of books. They may have to do this in PET Speaking Part 2 or Part 4.

Check first that the students understand what each type of book is. Then let them work with a partner to do the activity and answer the questions. Go through the answers afterwards, with the whole class.

The vocabulary in this activity can also be applied to different types of films and videos. Students can talk about videos rather than books in the follow-up questions, if they want to.

#### KEY

A travel  
B romance  
C humour  
D mystery  
E biography  
F thriller  
G horror  
H science fiction

### 3 Reading

This task prepares students for PET Reading Part 2, which tests their understanding of factual texts in detail. Students read profiles of five people and then match each profile to one short text chosen from eight.

In the example here, the eight short texts are advertisements for different books. The short texts could also be descriptions of different holiday destinations, television programmes, leisure activities, etc.

Students must read the five people profiles and the eight short texts carefully to find the correct matches. There is only one correct answer for each question. However, there is also at least one attractive (but wrong) possible answer for each question, to tempt students.

You can ask students to go through either the reading task or the questions in the **Get ready** box first. The **Get ready** box helps students through the reading activity in stages, and is useful if they are unfamiliar with this type of exercise.

#### KEY

1 C    2 E    3 B    4 A    5 G

#### KEY TO GET READY BOX

##### 2 C and F

No. A is a novel for teenagers and adults; B is an autobiography for adults; E is a science fiction story for teenagers.

C or F may be suitable. C is for very young children and F is for children between five and ten years old.

3 C is about animals. F is about space travel.

4 F is unsuitable because it is factual, and not a story that Laura can read to her grandson many times. The most suitable book is C, because it is for young children and it's about animals.

## 4 Vocabulary

This picks out a particular type of word formation used in one of the short texts. Ask students to find other expressions in the text which are useful when talking about books (or films).

### Examples:

*an exciting novel, thrilling action, a realistic picture.*

Now look at the sentences in **1–5** and complete them as a whole class activity. Check that the answers are sensible before you write them on the board.

## 5 Writing

In PET Writing Part 3, students are given a choice of topic. They may either write a letter or a story. The activities here prepare students for the story-writing option. (There is practice in writing letters in **lessons 4.1, 6.1, 8.1 and 9.2.**)

When they write stories, students are not expected to show sophisticated story-telling skills. However, they should be able to write a coherent narrative, and they will get credit for successfully using a range of grammar and vocabulary. They should, for example, be able to handle past tenses, attempt some complex sentence patterns using time clauses and relative clauses, and use linking words, such as *first*, *next* and *so*. They should also be able to use a variety of appropriate words when telling their stories, and not have to resort to unnecessary repetition. As stimulus for their stories, students are either given the title of a story, as here, or the first sentence. Stories may be fictional, like this one, or they may relate to students' personal experiences.

**1** Do this as a whole-class activity, or ask students to do it in pairs or small groups and then check answers with the whole class. You could have the story, with the sentences in the correct order, written on an OHT and reveal it line by line, as students decide which sentence comes next. Alternatively, you could give students photocopies of the correctly ordered story, or get them to write out a correct version for themselves. They will need it as a model for their own story, which they write later. The activity should draw students' attention to some of the features which make a story coherent, eg use of pronouns.

Encourage the students to answer the questions in **2** about the story ('Who does the visitor come to see?' etc). Point out it is always important to know *who* the story is about (Jenny) and *where* ('home', 'at her front door') and *when* ('One day when Jenny arrived home') the story happens. It's also often important to know how the character *feels* ('surprise'), and to have some kind of *ending* to the story ('She went inside, took out her homework and studied all evening.').

Ask students to underline all the past tense verbs in the story. Correct use of past tenses is a feature of writing narratives.

Ask the students to indicate the linking words and phrases in the story which help to organize the ideas, and make the story clear ('One day when', 'this person', 'although', 'when', 'that day', 'and').

Point out to students that stories are often more dramatic if there is some direct speech in them. Make sure they know the correct punctuation for direct speech in English, as shown in this story. Also ask them if this story could be divided into more than one paragraph. A second paragraph could begin at 'She knew what she had to do.'

**2** Brainstorming answers to questions like these will help students to develop their own stories. They can make up a story or tell one based on their personal experience. Get them to think up answers to the questions in pairs.

**3** Students may then collaborate to write one story per pair or group, or write stories individually for homework. Encourage them to keep to the word limit of about 100 words. When the stories are written, ask students to look at their own, or someone else's story, and to see if they can improve it. Ask them these questions:

- Is it clear who the story is about, and where and when it happened?
- Are any feelings mentioned?
- Can the organization of the ideas in the story, or the sequence of events, be improved by adding linking words like *when*, *after*, *because*, *so*, *although*, *in order to*, *first*, *next*, *suddenly*, *in the end*?
- Is the language used as interesting and varied as possible? For example, can any repetition be taken out, or any different adjectives be added?

Finally, ask students to check the stories for errors of grammar (especially verb tenses), spelling and punctuation. Completed stories can be read out or put on a class noticeboard. For more information about how PET Writing Part 3 is assessed, refer to pages 5–6 and 57–60.

## KEY

### 1 The Strange Visitor

One day when Jenny arrived home, she saw someone standing at her front door, hidden underneath a large, old-fashioned coat and hat. She didn't know why, but she felt this person was very old, wise and kind. Although the person didn't speak, Jenny could hear some words in her head. 'This is only my first visit, and when we meet again I will show you my home on a distant planet. To prepare for that day, you must study hard and learn all you can.' Jenny cried out in surprise and the strange visitor disappeared. She knew what she had to do. She went inside, took out her homework and studied all evening.