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School days

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2A

Vocabulary

Daily routine

I can describe my daily routine at school and at home.



1 **VOCABULARY** Work in pairs. Match the daily routine phrases with photos (A–H).

Daily routine arrive at school get dressed go to bed have breakfast
have dinner have lunch leave school wake up

2 Write the phrases in the order you do them on a normal school day.

1 wake up, 2 ...

LEARN THIS! Times

10.00 = ten o'clock
8.15 = quarter past eight
11.20 = twenty past eleven

12.00 = midday
6.30 = half past six
4.45 = quarter to five

2.55 = five to three
00.00 = midnight

3 Read the Learn this! box. Then say these times.

a 8.45 b 5.15 c 11.00 d 4.25 e 10.55 f 00.15

quarter to nine

4 **1.25** Listen to Sofia talking about her daily routine. At what time does she do these things?

1 get up **7.20** 5 leave school _____
 2 have breakfast _____ 6 have dinner _____
 3 arrive at school _____ 7 go to bed _____
 4 have lunch _____

RECYCLE! do or does

Remember, we use *do* or *does* to form questions in the present simple. We put it before the subject (*she*, *he*, *you*, etc.). We use the infinitive without *to*.

Do you have lunch at school?

When does she wake up?

5 **SPEAKING** Work in pairs. Read the **Recycle!** box. Then check your answers to exercise 4 by asking about Sofia's routine.

What time does she get up?

She gets up at ...

6 **SPEAKING** In pairs, ask and answer questions about your own daily routines. Choose three days of the week from the list (including at least one weekend day).

Days of the week Monday Tuesday Wednesday
 Thursday Friday Saturday Sunday

What time do you get up on Saturday?

I get up at ...

7 **1.26** **VOCABULARY** Match ten of the school subjects with the icons below. Then listen and repeat all the words.

School subjects art and design biology chemistry
 economics English French geography German
 history I.C.T. (information and communication technology)
 maths music P.E. (physical education) physics
 R.E. (religious education)



8 **SPEAKING** In pairs, compare the subjects in exercise 7 with your own school subjects. Answer the questions.

1 Which subjects from exercise 7 do you do?
 2 Do you do any other subjects?

We do English. We don't do economics.

At our school, we also do ...

9 **SPEAKING** In pairs, compare your opinions of the school subjects in exercise 7.

What do you think of maths?

I really like it. / It's OK. / I don't like it. What about you?

10 **1.27** Listen and complete Tim's timetable for Wednesday, Thursday and Friday. Write the correct school subjects.

	Wednesday	Thursday	Friday
8.20	English	3 _____	Chemistry
9.05	1 _____	Maths	5 _____
9.50–10.30 BREAK			
10.30	Maths	4 _____	Maths
11.15	2 _____	English	History
12.05–1.00 LUNCH			
1.00	Art	P.E.	English
1.50	R.E.	P.E.	6 _____

11 **SPEAKING** Work in pairs. Student A: Look at the timetable below. Student B: Look at the timetable on page 142. Imagine this is your timetable for Monday and Tuesday. Ask and answer questions about the missing lessons.

	Monday	Tuesday
8.20	History	
9.05		Music
9.50–10.30 BREAK		
10.30	Chemistry	
11.15		P.E.
12.05–1.00 LUNCH		
1.00	Maths	
1.50		Economics

What do we have at five past nine on Monday?

French.

2B

Grammar

have to

I can talk about things that are necessary or compulsory.

BRIT SCHOOL Q&A

The BRIT School near London is for students with one ambition: to get a job connected with performing arts (music, theatre, film, etc.).

Q: How old do you have to be to go to the BRIT School?

A: You have to be between fourteen and nineteen years old to study at the BRIT School. You also have to live in or near London.

Q: Do you have to pay to study there?

A: No, you don't. The BRIT School is a state school so the students don't have to pay.

Q: Do the students have to study all the normal subjects?

A: Yes. As a state school, the BRIT School has to follow the National Curriculum. Classes in performing arts are extra.

1 Read the questions and answers about the BRIT school. Would you like to be a student there? Why? / Why not?

LEARN THIS! *have to*

a We use *have to* / *has to* to talk about things which are necessary or compulsory:
We have to do P.E. at school.

b We use *don't* / *doesn't have to* to talk about things which are not necessary or compulsory. We don't use it to say something is against the rules.
You can go home now. You don't have to stay until 4.15.
NOT *You don't have to use your mobile phone in class.* X

2 Read the **Learn this!** box and then look at the table. How many examples of *have to* can you find in exercise 1? Are they affirmative, negative or interrogative?

have to

Affirmative

I / You / We / They have to study music.
He / She / It has to arrive at 9 o'clock.

Negative

I / You / We / They don't have to take exams.
He / She / It doesn't have to be on time.

Interrogative

Do I / you / we / they have to do homework?
Yes, we do. / No, they don't.
Does he / she / it have to help?
No, he doesn't. / Yes, she does.

3  **1.28** Listen to the text in exercise 1. How are *have to* and *has to* pronounced? Practise saying them.



4 Complete these sentences about your school. Use the affirmative or negative form of *have to*.

- 1 We _____ do P.E. every week.
- 2 The head teacher _____ be at school on Saturdays.
- 3 We _____ wear school uniform.
- 4 The school _____ stay open at the weekend.
- 5 We _____ do all our homework on computer.

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5 Look at the pictures of Millie's school day. Then write sentences using the affirmative or negative of *have to* and the prompts below.



1 get up before 7 o'clock	4 do P.E. at school
2 make her own breakfast	5 take exams
3 walk to school	6 stay at school after 3:15
1 She has to get up before 7 o'clock.	

6 **SPEAKING** In pairs, ask and answer questions about what your partner has to do at weekends. Use *Do you have to ... ?* and the phrases below.

cook lunch / dinner do the ironing do the washing
do your homework get dressed before lunch get up early
set the table take exams tidy your room

Do you have to cook lunch?

Yes, I do. / No, I don't.