

# 2

# Live and learn

## READING | Gapped text

→ Student's Book, pages 14–15

### 1 Read the text opposite and label the paragraphs 1–6 with the headings a–f.

- a) Improving your own learning
- b) The happiness factor
- c) New you
- d) Making time
- e) Meeting people
- f) A sense of achievement

### 2 Read the sentences and focus on the pronouns in bold. Then answer the questions.

- 1 *It gave **me** a much needed boost in confidence.*  
Does **it** probably refer to an experience/event or to a person? \_\_\_\_\_  
Does **me** indicate a person talking about themselves or someone else? \_\_\_\_\_
- 2 ***We** shared ideas and experiences and supported each other.*  
Which paragraph(s) refer(s) to people doing something together? \_\_\_\_\_
- 3 ***This** is especially true for skills that **you** are genuinely interested in.*  
If you are 'genuinely interested' in something, is **this** experience generally positive or negative? \_\_\_\_\_  
Does **you** refer to one specific person or people in general? \_\_\_\_\_
- 4 *If you really want to do **them**, you organise your day so you can.*  
Does **them** refer to one thing or more than one thing? \_\_\_\_\_

### 3 Read the text again. Choose from sentences A–G the one which fits each gap 1–6. There is one extra sentence you do not need.

- A It gave me a much needed boost in confidence.
- B We shared ideas and experiences and supported each other.
- C This is especially true for skills that you are genuinely interested in.
- D This is the key to being successful and feeling good about yourself.
- E You may be able to apply what you learn to other aspects of your life.
- F This can often form the basis for long-lasting and satisfying relationships.
- G If you really want to do them, you organise your day so you can.

### 4 Find words or phrases in the text which match these definitions.

- 1 a variety of things or ideas (paragraph 1) \_\_\_\_\_
- 2 a difference between two or more ideas, statements, etc. that makes it impossible for both/all of them to be true (paragraph 2) \_\_\_\_\_
- 3 decide the order to do things, depending on how important or urgent they are (paragraph 2) \_\_\_\_\_
- 4 learning how to do something well (paragraph 3) \_\_\_\_\_
- 5 finishing something successfully (paragraph 3) \_\_\_\_\_
- 6 increases (paragraph 3) \_\_\_\_\_
- 7 a person who likes to do things on their own (paragraph 5) \_\_\_\_\_
- 8 getting (paragraph 6) \_\_\_\_\_

# Learning new skills

**You may be busy learning lots of things at school, but you should seriously think about learning new skills. It turns out that there are a lot of advantages to doing so.**

1 \_\_\_\_\_

Studies show that learning new skills increases the body's production of dopamine, the chemical in your brain that makes you feel happy.

1 \_\_\_\_\_ Try out different things until you find the activities that you feel passionate about. 'Surfing changed my life,' says Liam, 16. 'When I'm out in the water, nothing else matters. I stop worrying about exams and other stuff. I have never felt better.'

2 \_\_\_\_\_

It might sound like a contradiction, but one of the surprising benefits of learning something new is having more free time. With school and homework, many teenagers complain they are too busy for hobbies. However, research shows that adding new activities to your schedule can improve your time management. 2 \_\_\_\_\_

You find ways to plan and prioritise your activities, which is an important life skill.

3 \_\_\_\_\_

Mastering a new skill also gives you a sense of pride in your achievements. Katy, 17, says, 'When I was first learning to ski, I fell over a lot and considered giving up. Then suddenly everything came together and I did a run without falling once. That was a key moment. 3 \_\_\_\_\_ It made me feel I could do anything.' Accomplishing something and overcoming fears also boosts your overall confidence and self-esteem.



4 \_\_\_\_\_

When you do a new activity, especially a group activity, you tend to get to know people with similar interests and tastes to your own. It is a great opportunity to make new friends. After all, doing the same activity is sharing a common experience. 4 \_\_\_\_\_

5 \_\_\_\_\_

A new skill can open up new learning styles and techniques that can benefit you. 'I tended to be a loner when it came to learning things, but when I took up the guitar, I got nowhere by myself,' says Gracie. 'Then a friend suggested doing practice sessions together. 5 \_\_\_\_\_ I learnt so much and started to improve. I wish I had tried collaborative learning before.' Sometimes changing your approach to learning can really make the difference. 6 \_\_\_\_\_

6 \_\_\_\_\_

Acquiring new skills gives you the chance to experiment with different things. And you never know, you might even find hidden talents or find what you want to do with your life.



## 1 Choose the correct words.

- Our teacher was angry because he **saw** / **was seeing** me sending a text message in class.
- Ed **was always** / **was always being** the naughtiest boy in class.
- Amy looked up. The sun **shone** / **was shining** brightly in the sky and it made her happy.
- As the teacher entered the class, some students **talked** / **were talking** and others **played** / **were playing** with their phones, so they didn't notice her.
- 'I **do** / **did do** my homework, but the dog ate it, sir!' said Max to Mr Smith.
- 'Where **did you go** / **were you going** at nine o'clock this morning when I saw you?'
- During his life, Leonardo da Vinci **investigated** / **was investigating** the possibility of human flight.
- I made that mistake in my essay because I was tired and I **didn't think** / **wasn't thinking** clearly.
- We **always went** / **were always going** camping during the school holidays and had lots of fun.
- Alicia **went** / **was going** to the library twice yesterday because she left her phone there the first time.

## 2 Complete the text with the past simple or past continuous form of the verbs in the box.

bother | fall | find | know | laugh | lie | look forward to  
not like | prefer | reply | snow | speak | wake up | wonder



It was Thursday night. I was listening to music and my sister Sally (1) \_\_\_\_\_ in bed, unable to sleep. Something (2) \_\_\_\_\_ her and I (3) \_\_\_\_\_ what it was. She was nervous about Sports Day at our school. I (4) \_\_\_\_\_ it because I was a good runner, but Sally (5) \_\_\_\_\_ physical activity at all because she (6) \_\_\_\_\_ it boring. Sally (7) \_\_\_\_\_ to read books or watch interesting documentaries on TV. I (8) \_\_\_\_\_ what I could say to make her feel better when Sally suddenly (9) \_\_\_\_\_. 'It's really cold tonight. Maybe we'll have snow tomorrow,' she said and (10) \_\_\_\_\_ asleep.

When I (11) \_\_\_\_\_ the next morning, Sally was at the window and she (12) \_\_\_\_\_. 'What's so funny?' I asked. 'Look outside,' she (13) \_\_\_\_\_, and I did. It (14) \_\_\_\_\_ heavily! Sports Day was cancelled!

## 1 Match to make sentences.

- This year, Alan managed
- Jo was delighted when she succeeded
- England failed
- We lost
- Tom came first
- I can't believe everyone beat
- Our school has accomplished
- The mountaineers overcame
- Anita achieved
- a) in passing her music exam.
- b) in the final and won the gold medal.
- c) a lot in science and sport this year.
- d) to run a marathon in under three hours.
- e) me and I came last in the test.
- f) lots of problems and are now progressing well.
- g) her best time of the year in the 10,000m race.
- h) to get to the final of the football World Cup.
- i) the match in the last minute of the game.

## 2 Complete the dialogues with the correct form (adjective or adverb) of the word in brackets.

- A:** Are you \_\_\_\_\_ (**ACT**) involved in the art club?  
**B:** Yes, I am and I love it. It gives me the chance to show how \_\_\_\_\_ (**CREATE**) I am.
- A:** You should watch this video. It explains how you can study more \_\_\_\_\_ (**EFFECT**).  
**B:** Thanks. I need all the help I can get. Exams week is a very \_\_\_\_\_ (**STRESS**) time!
- A:** I enjoyed my first dance lesson, but my feet were very \_\_\_\_\_ (**PAIN**) for a few days!  
**B:** Well, \_\_\_\_\_ (**THANK**) you're OK now and can attend the next lesson.
- A:** That's a very \_\_\_\_\_ (**ATTRACT**) mug. Where did you buy it?  
**B:** I didn't. I made it at my pottery class. It's very \_\_\_\_\_ (**USE**), too.
- A:** Is Jack using his time \_\_\_\_\_ (**PRODUCT**), or is he wasting it playing video games?  
**B:** Leave him alone. What he's doing isn't \_\_\_\_\_ (**HARM**). He's just enjoying himself during his school holidays.
- A:** You're being very \_\_\_\_\_ (**SECRET**), Jane. What are you hiding in your room?  
**B:** It's a kitten I found in the park, Dad. It's so cute and \_\_\_\_\_ (**PLAY**). Please can I keep it?

## 3 Complete the sentences with the phrasal verbs in the box in the correct form.

build up | carry out | do without | end up | get on with | get up to | go about | put up with

- As a teacher, can you tell me how you \_\_\_\_\_ making students behave?
- There are no places on the Italian course, so you might \_\_\_\_\_ learning Spanish.
- Andy is so disruptive in class that not even his classmates can \_\_\_\_\_ him.
- Being patient with shy students can help them to \_\_\_\_\_ their confidence.
- 'The break has finished, so please \_\_\_\_\_ your work,' said the teacher.
- After you \_\_\_\_\_ the experiment, you must write down your results.
- During the survival course in the jungle, we had to \_\_\_\_\_ our phones.
- How was your school trip to London? What did you \_\_\_\_\_ in the city?

## 2

### GRAMMAR 2 | *Would, used to, be used to*

→ Student's Book, page 19 → Grammar reference, Unit 2, Student's Book, page 149

#### 1 Choose the correct option to best summarise each sentence.

- I didn't use to like ancient history, but my trip to Greece and Italy changed that.
  - I still don't like ancient history.
  - I like ancient history now.
- When Grandma was a girl, students would stand up when the teacher entered the classroom.
  - Students stood up every time.
  - Students stood up sometimes.
- Jade is a teacher and is used to marking lots of homework.
  - She doesn't mark homework now.
  - She is now comfortable with marking homework.
- I always used to make my own breakfast before school in the morning.
  - This was my habit in the past.
  - I only did this a few times.
- When it was raining, we would take the bus to school.
  - We always went to school by bus.
  - We sometimes went to school by bus.

#### 2 Choose the correct words.

- A:** Did you **use** / **used** to like art at school?  
**B:** Actually, I didn't like it at all!
- A:** I'm afraid Alfie doesn't like his new school very much.  
**B:** That's because he isn't **use** / **used** to it. He'll be fine in a few weeks.
- A:** When I was at school, I **wasn't used to** / **wouldn't** speak rudely to my teachers.  
**B:** Unfortunately, I think things have changed since then.
- A:** **Are** / **Did** you used to the weather in this country?  
**B:** No, and I've been here for five years!
- A:** Do you both like teaching in England?  
**B:** Yes, but when we lived abroad, we **were used to** / **used to** having longer school holidays.
- A:** Has Matthew always been in the school band?  
**B:** He **didn't use to** / **wouldn't** be, but he joined last month.

1 Look at the sentences below. Choose from the phrases a–d to say what kind of information you think is missing from each one.

- |   |                                    |
|---|------------------------------------|
| 1 He went to ___ during the school holidays.              | a) a period of time                |
| 2 The people in the group thought of themselves as ___.   | b) a form of transport             |
| 3 One of the ways they travelled on the river was by ___. | c) a place                         |
| 4 The group spent ___ there and it was very exciting.     | d) a descriptive adjective or noun |

2  03 Now listen to the beginning of a talk and write the words that complete the sentences in Exercise 1.

- 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_

3  04 Listen to a teenager called Will talking about a trip to the Amazon rainforest. Complete the sentences with a word or short phrase.

- Will's teacher asked him to talk about his \_\_\_\_\_ in the Amazon.
- The cooking facilities at the lodges were \_\_\_\_\_.
- About \_\_\_\_\_ of the Amazon rainforest is found in Brazil.
- The air in the rainforest was \_\_\_\_\_.
- Will was annoyed by the \_\_\_\_\_, which were all over the place.
- Will wasn't expecting to see a \_\_\_\_\_ frog.
- At night, it's possible to step on a \_\_\_\_\_.
- The bridges are scary because they moved from \_\_\_\_\_.

1 Look at the exam question and the photographs below. Tick the main ideas that are relevant to the question and put a cross next to the ideas which are irrelevant details.

Compare the photographs and say which situation you think is more enjoyable.



- |   |  |
|---|--|
| 1 They show young people in learning situations with adults. <input type="checkbox"/>               | 5 The relationship between the adults and the young people is probably different in each photo. <input type="checkbox"/> |
| 2 One man is wearing a black shirt, but the other is wearing a grey shirt. <input type="checkbox"/> | 6 One is happening outside, but the other is happening inside. <input type="checkbox"/>                                  |
| 3 The skills being learnt in the photos are physical skills. <input type="checkbox"/>               | 7 The sea only appears in one of the photos. <input type="checkbox"/>  |
| 4 Both the young people are wearing things on their heads. <input type="checkbox"/>                 | 8 The young people are concentrating on what they are doing in both pictures. <input type="checkbox"/>                   |

**2**  **05** Look at the photographs again and read the text. Complete the gaps with words for comparing, then listen and check.

The main (1) \_\_\_\_\_ between the pictures is that they (2) \_\_\_\_\_ show young people in a learning situation. In the first picture, a child is learning to ride a bike, (3) \_\_\_\_\_ in the second picture a girl is learning to make some kind of sweet or pastry. (4) \_\_\_\_\_, they both show people who are teaching. However, in the first picture the teacher is a parent, (5) \_\_\_\_\_ in the second picture it is a professional. This means the relationship between the teacher and the learner is very different. The pictures also (6) \_\_\_\_\_ because one skill is physical, whereas the other one is more practical. Another key (7) \_\_\_\_\_ between the pictures is that the first is happening outside while the second is taking place inside. Personally, I think the bike riding situation is (8) \_\_\_\_\_ more enjoyable. Maybe it isn't (9) \_\_\_\_\_ useful (10) \_\_\_\_\_ cooking, but for a young child it represents a big adventure. I think having cooking lessons would be more stressful.

**3** Write four sentences about the photos below, using appropriate words for comparing from Exercise 2.



- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

**2**

**USE OF ENGLISH | Open cloze**

→ Student's Book, page 21

**1** Match the grammar forms (a-e) to the words (1-5).

- |                         |       |                    |
|-------------------------|-------|--------------------|
| 1 did, has, am          | _____ | a) negative words  |
| 2 might, shall, will    | _____ | b) particles       |
| 3 not, none, nothing    | _____ | c) modal verbs     |
| 4 took, choose, noticed | _____ | d) main verbs      |
| 5 in, on, out           | _____ | e) auxiliary verbs |

**2** Look at the sentences. What kind of word completes each gap? Choose from the grammar forms (a-e) in Exercise 1.

- 1 It was very late and we had to \_\_\_\_\_ going to catch the last bus. \_\_\_\_\_
- 2 The teacher asked the class a question, but \_\_\_\_\_ knew the answer. \_\_\_\_\_
- 3 \_\_\_\_\_ you have a favourite teacher when you were at school? \_\_\_\_\_
- 4 Most of my classmates were born here and grew \_\_\_\_\_ in this area. \_\_\_\_\_
- 5 I've got an idea. Maybe we \_\_\_\_\_ look for the information we need online. \_\_\_\_\_

**3** Now complete the sentences in Exercise 2 with one word in each gap.

**4** Write one word in each gap to complete the text.



You know him as Wolverine and Van Helsing, but Hugh Jackman wasn't always a Hollywood superstar. In fact, he (1) \_\_\_\_\_ had some very unusual and unglamorous jobs! Do you know that he (2) \_\_\_\_\_ to be a party clown? It's true. While he (3) \_\_\_\_\_ studying at an acting school, he worked as Coco the Clown and he (4) \_\_\_\_\_ perform at kids' parties. Unfortunately, he had (5) \_\_\_\_\_ tricks to entertain the children, who thought he was a terrible clown. But worse than that was when he dressed up as Kooney the Koala to hand out leaflets for the National Parks and Wildlife Foundation. He had to put up (6) \_\_\_\_\_ teenage boys making fun of him, but the heat was also a problem as there were times when he fainted while wearing his costume. On one occasion, he was expected to wear his Kooney costume and run in Sydney's annual 'City To Surf' marathon. So he went down a side street, got into his car and drove to a place near the finishing line. How well (7) \_\_\_\_\_ he do? Well, he managed (8) \_\_\_\_\_ come 600<sup>th</sup> out of 40,000 runners and remains the most successful koala in the history of the marathon!

**1 Read the exam task and the email that the student wrote and choose T (True) or F (False) for the statements below.**

You have received an email from an English-speaking friend:

Also, I need your advice. I really want to improve my English, but I'm not sure about the best way to do it. It would be great to do some activities with other people, but I don't know how. I mean, what can I do on my own? Should I just study grammar? What do you think?

Write your **email**.

- 1 The exam question is asking for advice. **T / F**
- 2 This email is written to a friend. **T / F**
- 3 The first line of the email gives advice. **T / F**
- 4 The email gives two pieces of advice. **T / F**
- 5 Each piece of advice has a separate paragraph. **T / F**
- 6 The email finishes with some natural informal comments. **T / F**

**2 Imagine you have had an email from a friend who wants to go to a two-day pop festival, but whose parents won't let them go. Tick the appropriate advice (1–6). Tick the appropriate advice (1–6).**

- 1  Go to the festival without telling your parents.
- 2  Ask your friend's parents to talk to your parents.
- 3  See if some other friends can come so there is a group of you.
- 4  Argue with your parents about it.
- 5  Tell your parents that you will call them every day.
- 6  Look at the festival website with your parents so they can see you will be safe.

**3 Think of two more good pieces of advice.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

To: Mario

Subject: Improve your English

Hi Mario,

It was great to hear from you. I'm glad you passed your test, that's brilliant!

You asked me about ways to improve your English. Have you thought about starting an English Club at your school? You could do things like watching films in English together and talking about them, or listening to songs in English. Why not ask your English teacher if you can start one? She might have other ideas about things you can do.

You should also read in English. I know you love comics and art, so what about getting some graphic novels in English? There are some fantastic ones online or I could send you some.

If I were you, I'd practise speaking too. How about Skyping every week? We can chat in English and then you can teach me a bit of Spanish. Another thing you should do is come and stay. If you come during term time, you can come to my school. You'll learn lots of English!

Hope that helps! Let me know if you want to chat online soon!

Cheers!

Sam

**4 Complete the sentences with ideas from Exercises 2 and 3.**

- 1 Have you thought about *asking your friend's parents to talk to your parents?* \_\_\_\_\_
- 2 Another thing you might do is \_\_\_\_\_
- 3 Why not \_\_\_\_\_?
- 4 If I were you, I'd \_\_\_\_\_
- 5 How about \_\_\_\_\_?

## PROGRESS CHECK

### 1 Choose the correct words.

Although I laugh about it now, I (1) **wanted** / **was wanting** to be a lion tamer when I was much younger. I (2) **used to think** / **would think** it was the most exciting job in the world. In my room, I (3) **was used to** / **would** put my stuffed toys on the floor and shout instructions at them. I (4) **did** / **was doing** that one day when my brother

(5) **entered** / **was entering** the room. When he (6) **realised** / **was realising** what (7) **went on** / **was going on**, he (8) **started** / **was starting** laughing uncontrollably. I (9) **didn't use to** / **wasn't used to** my brother teasing me and I (10) **felt** / **was feeling** really embarrassed that my secret ambition was no longer secret!

### 2 Complete the sentences with the verbs in the box in the correct form.

beat | carry | end | fail | get | lose | put | succeed

- I really enjoy playing chess with my grandad even though I always \_\_\_\_\_ to him.
- In my science class today, I had to \_\_\_\_\_ out an experiment with some chemicals, and mine exploded!
- Greg \_\_\_\_\_ to answer any of the questions so didn't pass his exam.
- Evan always wanted to be an archeologist, but he studied ancient languages instead and \_\_\_\_\_ up teaching Latin.
- The three girls \_\_\_\_\_ in building a model plane that could actually fly.
- Who knows what these students \_\_\_\_\_ up to when there are no teachers in the classroom to supervise them!
- If our class can \_\_\_\_\_ all the others in the science competition, we'll win a trip to the Science Museum.
- You're a primary school teacher, Coral. Tell me, how do you \_\_\_\_\_ up with a classroom full of noisy children?

## Cumulative progress 1 2 3 4 5 6 7 8 9 10 11 12

### 3 Write a form of the word in capitals in each gap.

## Dyslexia

School was tough for Chris. He had a (1) \_\_\_\_\_ time, struggling with reading and spelling. His teachers could find no (2) \_\_\_\_\_ cause for this, but the fact remained that Chris was not learning (3) \_\_\_\_\_.

But (4) \_\_\_\_\_ for Chris, a new teacher at his school recognised the signs of dyslexia.

Dyslexics often have trouble converting letters to their correct sound, and sounds to their correct letter. This makes traditional learning difficult and very (5) \_\_\_\_\_ for them.

The cause of dyslexia is unknown, but we do know that it is a condition which is not (6) \_\_\_\_\_. It cannot be cured, but it can be overcome with the right kind of learning. The vast majority of dyslexics lead (7) \_\_\_\_\_ lives, and can often have other 'intellectual' strengths including good problem-solving skills and (8) \_\_\_\_\_ thinking.

As for Chris, he got the help he needed and is now doing well at university, where he is studying law and planning a bright future.

TERROR

IDENTIFY

EFFECT

THANK

STRESS

REVERSE

PRODUCT

CREATE

