

UNIT 1 LIVE AND LEARN

IN THIS UNIT YOU

- learn language to talk about recent events in your life
- read about the stages of learning something new
- talk about recent events in your life
- listen to advice about learning
- write a diary entry
- learn how to set goals
- ▶ watch a video about studying at university

READING

for the main idea

Do a class survey. How many people think they are making faster progress with their English now than when they were beginners?

SPEAKING

encouraging the speaker

What kinds of words or phrases do people use to indicate that they are interested in what another person is saying?

LIFE SKILLS

SELF & SOCIETY

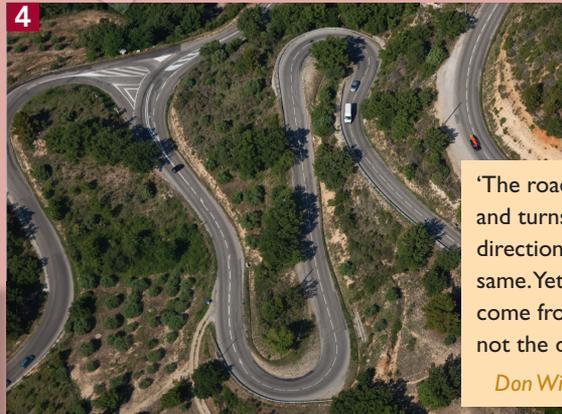
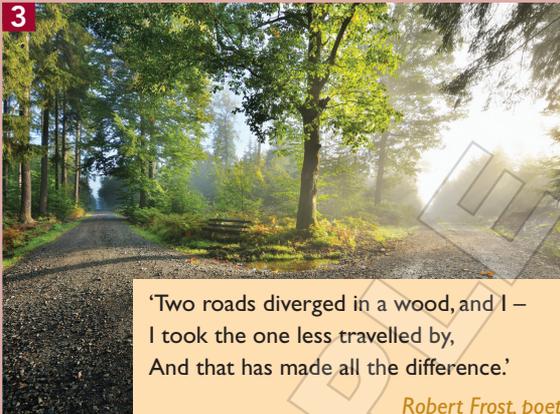
Setting goals

Some people like to set specific goals in their lives. Others prefer to see where life leads them. Which type of person are you?

A Life is often referred to as a road or a journey. Look at the photos and decide which road best represents your life and why. Explain your ideas to your class or group.

A: I think my life is like photo 2. There are sunny parts and cloudy parts, and maybe the future is a bit scary and unpredictable, like going towards all those clouds.

B: My life is definitely like photo 1! It is exciting and full of changes. I do off-road biking, and it's a little dangerous, but I love it.

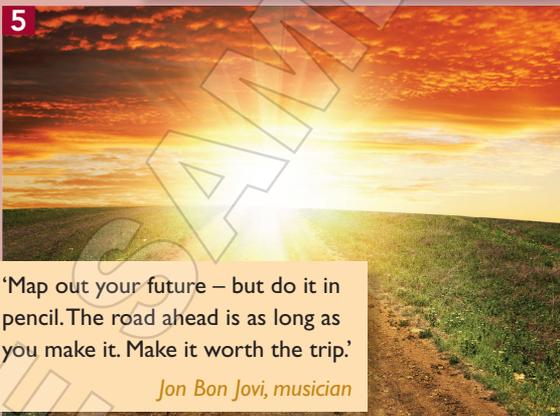


'Two roads diverged in a wood, and I –
I took the one less travelled by,
And that has made all the difference.'

Robert Frost, poet

'The road of life twists
and turns and no two
directions are ever the
same. Yet our lessons
come from the journey,
not the destination.'

Don Williams, Jr, novelist



'Map out your future – but do it in
pencil. The road ahead is as long as
you make it. Make it worth the trip.'

Jon Bon Jovi, musician

HOW TO SAY IT

Using descriptive words

The road is scary/
boring/hazardous/
dangerous/safe/
relaxing/winding/nice.

I think my life is
(a bit) scary/exciting/
(un)predictable/full of
changes/confusing/nice.

B Read the three quotes about life above. Which one do you like the best? Why?

A: I like the Bon Jovi quote the best because it means that we control what happens in our lives. We can make our lives go in any direction we want.

B: I like the Robert Frost quote because he is talking about making life interesting and not just doing the same things everyone does.

VOCABULARY: *take, make, do*

A Write each phrase in the correct column of the table.

a big mistake a donation to a charity a very important exam
an extreme sport time off school or work volunteer work

take	make	do
<i>an important step in your life</i>	<i>a video</i>	<i>something artistic</i>

B  **Work in pairs. Find out which things in Exercise A your partner has done. Ask for details.**

- A:** Have you ever taken a very important step in your life?
B: Yes, I have. I got married.
A: Wow! How long have you been married?



GRAMMAR: present perfect + *yet/already/just*

A  **1.01 LANGUAGE IN CONTEXT** Listen to the conversation.

What are Olly and Sean talking about?

- Olly:** I've just finished my last exam and in one week I'm going to leave university!
Sean: Lucky you. I haven't finished my exams yet. I've got two more. I've already taken the most difficult ones though, so that's good.
Olly: What are you going to do after university? Have you decided yet?
Sean: Not yet. But I think I want to travel for a couple of months.
Olly: Yeah, I'm not sure, either. I'm considering a couple of jobs, but I'd really like to take the summer off and do some volunteer work.
Sean: So have you already received some job offers?
Olly: Well, I've had interviews with two companies, but I haven't had any job offers yet.
Sean: Wow. You're lucky to have had interviews. Hey, have you just texted me? There's a message from you.
Olly: Well, I texted you about an hour ago, but it seems you've only just received it for some reason.



NOTICE!

Read the conversation again and underline *yet*, *already* and *just*. Read the sentences below and choose the correct answer.

- The position of *already* and *just* in a sentence in the present perfect is ...
 - right before *have/has*.
 - right before the past participle.
- We use *yet* _____ of a sentence.
 - at the end
 - in the middle

B ANALYSE Read the conversation in Exercise A again.

Form Choose the two correct options for each rule. Then complete the table where appropriate with examples from Exercise A.

- We use *already* in ...
 - affirmative statements.
 - negative statements.
 - questions.
- We use *just* in ...
 - affirmative statements.
 - negative statements.
 - questions.
- We use *yet* in ...
 - affirmative statements.
 - negative statements.
 - questions.

	Affirmative	Negative	Question
<i>already</i>	(1) _____		(2) _____
<i>just</i>	(3) _____ (4) _____		(5) _____
<i>yet</i>		(6) _____ (7) _____ (8) _____	(9) _____

Function Complete the rules with *yet*, *already* and *just*.

- 1 We use _____ to say that something hasn't happened, but it will soon.
- 2 We use _____ to say that something has happened in the immediate or very recent past.
- 3 We use _____ to say that something happened sooner than expected, or to emphasise that it has happened.

WHAT'S RIGHT?

- I have already done volunteer work.
- I already have done volunteer work.
- He just has sent me an email.
- He has just sent me an email.

C PRACTISE Complete these conversations with *already*, *just* and *yet*.

- 1 **A:** So, have you found a job _____?
B: Yes, I've _____ been offered a job in a bookshop. They phoned me this morning.
- 2 **A:** You need to live on the beach once in your life.
B: I've _____ done that. I lived on the beach last summer.
- 3 **A:** Have you taken any important exams _____?
B: No. I've _____ taken a few small exams, but I haven't taken an important one _____.
- 4 **A:** Have you _____ made a donation to charity this year?
B: Yes, I gave some money last week.
- 5 **A:** You haven't filled out that job application _____!
B: Yes, I have. I didn't have time earlier, but I've _____ finished it, and I'm sending it now.
- 6 **A:** Look! The university has _____ sent me an email saying that I'm accepted!
B: That was fast! You only sent in your application a month ago!

D  **NOW YOU DO IT** Work in groups. First, think about how you would complete these statements about events in your life. Then discuss the statements with your group.

I've just ... (My ... has just ...)
Two of my goals are to ... and to ...
I've already ..., but I haven't ... yet.

HOW TO SAY IT 

Talking about goals
When/Where/Why/How did you ...?
Why haven't you ... yet?
When are you planning to ...?

PRONUNCIATION: /j/ vs /dʒ/

A  **1.02** Listen to these sounds and words. Can you hear the difference between the sounds /j/ and /dʒ/? Now listen again and repeat.

/j/ yet /dʒ/ jet

B  **1.03** Listen and write these words in the correct column.

yes yak joke Jess yolk Jack

/j/

/dʒ/

C  **Work in pairs. Practise saying these sentences.**

- 1 Have you flown on a jet yet?
- 2 I don't like egg yolk.
- 3 Is your friend's name Jess or Jack?
- 4 Have you talked to Jess yet?
- 5 Do you know a good joke?



READING: for the main idea

Remember that the topic sentence of a paragraph states the main idea. The topic sentence is often, but not always, the first sentence of the paragraph.

A Work in pairs. Discuss these questions.

- 1 Apart from English, what other things are you learning right now?
- 2 What do you like about learning new things? What don't you like about it?

B Read the article. Underline the topic sentence in each of the two paragraphs.

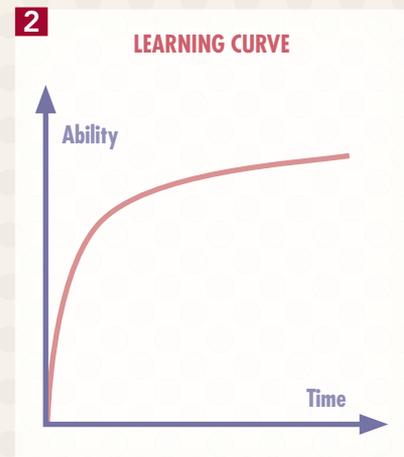
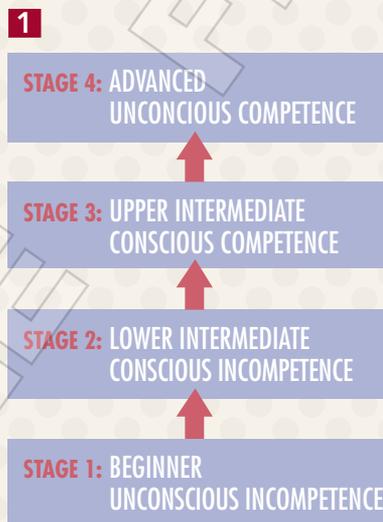


THE INTERMEDIATE PLATEAU

When we learn something new, there are times when we advance quickly and times when we advance more slowly. Typically, the intermediate level is a period when we make less progress than we did at earlier levels. This is true for learning anything – a language, a sport or a new job. At intermediate level, progress is usually slower because we are focusing on more complex details than we did at earlier levels. Because progress slows down, the learner often feels that they are staying at the same level, and not increasing their skills or knowledge. We often refer to this stage as the 'intermediate plateau', and it is a time when many learners become frustrated and give up.

The model shown in Diagram 1 shows the stages of learning. The theory behind the model is that, in order to learn something new, we first have to be conscious of what we know and what we do not know. Then we can develop competence, or the abilities we need to do something. In the first stage on the ladder, 'unconscious incompetence', we do not know how much we need to learn. Everything is new and we are excited about learning; so we advance quickly. In the second stage, 'conscious incompetence', we know how much we don't know! This can be a very frustrating period because we are aware of how much there is to learn. In the

third stage, 'conscious competence', we are more competent, but we still have to work hard to maintain our competence. Sometimes this stage can seem like too much work! However, if we don't give up, we will finally reach the last stage, 'unconscious competence'. At this stage, our new skills have become automatic. We don't have to think about everything before we do it.



C Choose the correct option to complete the sentences. Then go back and look at the sentences you underlined in the text. Did you choose the correct topic sentences?

- | | |
|--|--|
| <p>1 Paragraph 1 is about ...</p> <p>a) learning in general.</p> <p>b) the intermediate stage of learning.</p> | <p>3 Paragraph 2 is about ...</p> <p>a) a diagram that explains how learning happens.</p> <p>b) how we learn at intermediate level.</p> |
| <p>2 The main idea of paragraph 1 is that ...</p> <p>a) we usually learn more slowly at intermediate level.</p> <p>b) we learn some things quickly and other things more slowly.</p> | <p>4 The main idea of paragraph 2 is that ...</p> <p>a) there are clear stages in the learning process.</p> <p>b) almost everyone learns slowly at intermediate level.</p> |

D Read the statements and choose T (true) or F (false).

- | | |
|--|-------|
| 1 Some stages of learning are more difficult than others. | T / F |
| 2 Many people do not progress to an advanced level when they are learning something new. | T / F |
| 3 At beginner level, learners know exactly how much they need to learn. | T / F |
| 4 Progress is usually very slow at beginner level. | T / F |
| 5 Conscious incompetence means that you know how much you haven't learnt yet. | T / F |
| 6 In the case of English learners, by stage 3, students are fluent enough to think in English. | T / F |

VOCABULARY: the learning process

A Read the paragraph. Then match the phrases in bold with the correct definitions below.

People who reach an advanced level in a sport, a language or any other skill have several characteristics in common. First, they **(a) push** themselves beyond their **(b) comfort zone**. In other words, they **(c) take risks** and try things a little beyond their abilities. Second, they don't **(d) give up** during periods when they don't **(e) progress**. Third and finally, they **(f) measure** their **(g) progress** often by competing or taking exams, and they learn from their mistakes.

- | | | | |
|---|--|---|---|
| 1 | <input type="checkbox"/> (b) : a situation or state that you feel relaxed in | 4 | <input type="checkbox"/> : to stop trying to do something |
| 2 | <input type="checkbox"/> your <input type="checkbox"/> : to check development or improvement | 5 | <input type="checkbox"/> : to develop or improve |
| 3 | <input type="checkbox"/> yourself: to make a determined effort to do something | 6 | <input type="checkbox"/> : to do something, although you know that something bad could happen |

B Complete the sentences with the correct form of the phrases in Exercise A.

- 1 I was trying to learn to paint, but I was terrible at it and I finally _____.
- 2 I want to run a 10 km race, so I _____ myself to run further every day.
- 3 You can run short practice races with friends to _____ your progress.
- 4 Successful people are usually not afraid to _____ and try new things.
- 5 You will not _____ in anything if you do not move beyond your _____.

LISTENING: to advice

A  **1.02** Work in pairs. Read the list below. With your partner, tick the things that you think a person has to do to progress from an intermediate to an advanced level in a sport.

To become an advanced-level athlete, you have to ...

- | | | |
|---|--|---|
| <input type="checkbox"/> get a professional trainer. | <input type="checkbox"/> feel very secure at intermediate level. | <input type="checkbox"/> practise as much as you can. |
| <input type="checkbox"/> win a lot of competitions. | <input type="checkbox"/> practise every day. | <input type="checkbox"/> make a lot of mistakes. |
| <input type="checkbox"/> really want to get to an advanced level. | <input type="checkbox"/> take risks and try new things. | <input type="checkbox"/> take some time off. |
| <input type="checkbox"/> lose a lot of competitions. | | |

B  **1.04** Listen to the conversation and check your answers to Exercise A. Did you guess correctly?

C  **1.05** Work in pairs. Discuss these questions.

- 1 When you are learning something new, do you usually push yourself, or do you prefer to stay in your comfort zone?
- 2 Have you or has someone you know ever taken any risks? Was the result positive or negative?
- 3 When you are learning something, do you prefer to measure your progress rarely or often?
- 4 Have you ever given up something you were trying to learn? If so, why?



GRAMMAR: present perfect continuous

A LANGUAGE IN CONTEXT Read the email. What big change has just happened in Melissa's life?

Hi Sean,
I'm sorry I haven't written for a while but I've been really busy. I was promoted at work last month, and since then I've been working really hard to learn all the new things I have to do! I'm really happy, though. Since I started my new job I've made a lot of suggestions that my manager likes, and we've been developing a new marketing strategy together. It's a lot of work but we hope to finish next week. What have you been doing? My mum told me you have moved to Manchester. When did you move? How long have you been living there?
Love, Melissa

NOTICE!

Read the underlined verb form in the text. Underline any other similar verb forms that you can find.

B ANALYSE Read the email in Exercise A again.

Form Complete the table with examples from Exercise A.

Affirmative	Negative	Questions	Short answers
have/has + been + -ing form of the verb I (1) _____ _____ really hard.	I haven't been working really hard.	Have you been working really hard? How long (2) _____ you _____ there?	Yes, I have. No, I haven't.

Function Choose the correct option to complete the rules.

- We use the present perfect continuous to talk about ...
 - an experience or event that happened at an unspecified time in the past.
 - an activity that started in the past and is still in progress now.
- We use the present perfect continuous to talk about ...
 - the result of a recent continuing activity.
 - the result of a complete action in the past.
- We use the present perfect continuous with questions starting with ...
 - How long.
 - When.
- We use the present perfect simple to talk about something that happened ...
 - at an unspecified time in the past.
 - at a specific moment in the past.

WHAT'S RIGHT?

- I've been working here since July.
- I'm working here since July.
- I've been knowing her for two years.
- I've known her for two years.

C PRACTISE Complete Sean's reply to Melissa's email with the present perfect simple or present perfect continuous form of the verbs in brackets.

Hi Melissa,
Great to hear from you! Congratulations on your promotion! I (1) _____ (be) really busy, too. My cousin opened a shop three weeks ago and I (2) _____ (make) promotional videos for him. I (3) _____ already _____ (make) two, and I'm finishing one more at the moment. At the same time, I (4) _____ (study) a lot for my university exams. They're next month. And, yes, I (5) _____ (move) to Manchester for the summer! I (6) _____ (live) here for two weeks, and I'll be here until the end of the month. Also, I (7) _____ (meet) someone I really like. Her name's Helena, and we (8) _____ (go) out together for about two months. Actually, we (9) _____ (not see) each other for about three weeks now because she's in Germany for the summer. Oh, and I've got a car! I (10) _____ (have) it for four months now. Anyway, let's get together for lunch soon. I can drive down to London to meet you in my new car!
Love, Sean

D NOW YOU DO IT Work in pairs. Talk about things you have been doing recently.

- A:** So what have you been doing recently?
- B:** Well, I haven't been doing anything interesting because I've been studying a lot. I'm studying for my university exams. I've already taken one exam, but there are two more next week. What about you? What have you been doing?

SPEAKING: encouraging the speaker

When we are having a conversation, we often use short questions to show interest and encourage the speaker to give more information.

A  **1.05** Listen to the conversation. Who works as a designer?

B Listen to the conversation in Exercise A again and underline the short questions the speakers use to show interest and encourage the speaker to give more information.

- Jody:** Amy? Hi, I thought it was you! I haven't seen you for ages!
Amy: Jody! Hi! It's been years! What have you been doing?
Jody: Well, I've been studying a lot recently. I'm doing an MA.
Amy: Are you? Excellent!
Jody: Yes, in chemistry.
Amy: Wow! I'm not at uni anymore. I finished last summer, and I've been working as a designer since then.
Jody: Have you? That sounds interesting!
Amy: Yes, but the job isn't that great, actually.
Jody: Oh, isn't it?
Amy: No. The company's really small, and the work's a bit boring.
Jody: Is it?
Amy: Yes, the boss doesn't give us much freedom to take risks with our designs.
Jody: Oh, doesn't he? What a shame.
Amy: Listen, I have to go, but let's keep in touch, OK?
Jody: Yes, definitely.

C  Work in pairs. Roleplay a conversation like the one in Exercise A. Then swap roles and roleplay the conversation again.

- Student A, tell Student B your news and what you have been doing recently.
- Student B, respond to Student A and keep the conversation flowing. Use questions to show interest and encourage Student A to give more information.

HOW TO SAY IT

Encouraging the speaker

What have you been doing?

Are you? / Have you? / Do you?

Excellent!

Wow!

What a shame.

WRITING: a diary entry

A Read the diary entry and choose the correct option to complete the sentences.

- 1 The journal entry is about a **specific event** / a **period** in the writer's life.
- 2 The writer feels **confident** / **worried** about getting a job.
- 3 The writer **has** / **hasn't** been learning new things.
- 4 The writer feels **satisfied** / **dissatisfied** with their life.

B You are going to write your own diary entry. Make notes to plan your writing. Think about:

- what you'll write about.
- your feelings and thoughts.
- other things you've been doing recently.
- general feelings about your life.

C Write your diary entry on a sheet of paper.

D  Work in groups. Mix up the diary entries and take one. Make sure it isn't your own. Read the entry and try to guess who wrote it.

Tuesday, August 10

Recently, I've been reflecting on my life over the past year or so. What have I been doing? What have I accomplished? Sometimes I think I haven't achieved any of my goals yet, but really that isn't true. I've almost finished my university degree - just one more term! I've started contacting potential employers, and I've already heard from a couple of them, so I'm feeling quite good about that. For a long time, I've wanted to learn to do something artistic, and I finally decided to do it. I've been doing a course in photography and I really like it! I've taken about a million photos, and I've made a gazillion mistakes, but I've really learnt a lot. I haven't reached a really good level yet, but maybe I will one day. I've just enrolled for a special effects class, and that's going to be great. Let's see, what else? Well, that marathon I've always wanted to do? I don't know about that. The next one is in March, and I really haven't been training enough. I'm a bit sad about that. But overall assessment? Life is good.

SETTING GOALS

- Identify a personal goal.
- Think of steps to help you achieve your goal.
- Make a realistic plan.

A Read the information about setting personal goals. Then tick the areas that are most important to you.

Setting Personal Goals

 Home

 Advice

 Contact

Setting personal goals can help you clarify what kind of life you want in the future. You do not have to make decisions about the rest of your life all at once! It's better to set goals for a shorter period of time, for example, for the next five years. First, think about all the things you would like to achieve in that time. You will probably have a long list! But you need to be realistic, so choose one or two things to focus on. Once you have identified a goal, you should break that goal down into smaller steps that will help you reach your goal. Smaller steps are easier to achieve and will help you stay motivated to continue working towards your goal as time passes.

What Are Your Goals?

- Education: Do you want to get or finish a degree? Do you want to study a job-related subject like cooking or mechanics?
- Career: Do you want to advance quickly in your profession? Is it important to you to earn a lot of money?
- Family: Do you want to get married? Have children? Take care of an elderly relative?
- Relationships: Do you want to have or maintain a serious love relationship? Do you want to make more friends?
- Lifestyle: Do you want to work/study less and enjoy life more? Do you want to have a healthier or greener lifestyle?
- Personal development: Do you want to read more? Do a course to learn a new skill?
- Sport and hobbies: Do you want to spend more time doing a sport or hobby? Do you want to start a new hobby? Do you want to compete in something?
- Public service: Do you want to make the world or your community a better place?

B Now choose the area that is the most important to you. Think of a goal to achieve in that area. Write a short personal goal statement.

Personal goal statement:

I will focus on education: I want to do a degree in IT.

Self and Society

Work and Career

Study and Learning



C Work in pairs. Read your goal statements to each other. Then brainstorm a list of intermediate steps to help you reach your goal.

- Main goal: Do a degree in IT*
- Steps:*
- Do an online IT course, or evening course
 - Look for a job in an IT company for the summer
 - Study hard to get really good grades at school
 - Find out about different IT courses at universities
 - Apply to several universities

D Write down when you will do each step and organise them in chronological order to make an action plan. Make notes about what you need to do to complete each step.

Main goal: Do a degree in IT

<i>Step</i>	<i>Time</i>	<i>To do</i>
<i>Study hard to get really good grades at school</i>	<i>Now and for the next 14 months!</i>	<i>Get organised Do extra work</i>
<i>Look for a job in an IT company for the summer</i>	<i>Now</i>	<i>Find local companies and email/call them</i>
<i>Do an online IT course, or evening course</i>	<i>September</i>	<i>Call the local college Look online</i>
<i>Find out about different IT courses at universities</i>	<i>After the summer holiday</i>	<i>Talk to a careers advisor Look at university websites</i>
<i>Apply to several universities</i>	<i>Next year</i>	<i>Get application form online</i>

E Explain your plan to your partner. Make further suggestions about each other's plans.

HOW TO SAY IT

Discussing personal action plans

I'm going to ...

Have you ... yet?

Maybe you could also ...

Another thing you could do is ...



REFLECT ... How can the skill of setting goals be useful to you in **Work and Career** and **Study and Learning**?

Language wrap-up

1 VOCABULARY

A Complete the conversation with the correct form of *take*, *make* and *do*. (9 points)

Maria: I'm so bored with work. I'm going to ask my boss if I can (1) _____ some time off and learn to (2) _____ something artistic, or (3) _____ some volunteer work. Yesterday I (4) _____ a donation to a charity that builds houses for homeless people. Maybe I'll volunteer there. I studied film, so maybe I could (5) _____ promotional videos for them or something.

Lisa: I wish I could do something like that, but I don't have any time because I'm going to (6) _____ my final teacher training exam next month. And I'm (7) _____ lots of sport at the moment, too. I hope I'm not (8) _____ a big mistake by becoming a teacher.

Maria: Well, it's an important step to (9) _____, but I'm sure you're going to love teaching.

Lisa: I hope so!

B Complete the text with the phrases in the box. (6 points)

comfort zone give up measure our progress progress (v) push yourself take risks

Keys to professional advancement

Many of us (1) _____ in our careers by how many promotions we get. Are you tired of seeing other people get promoted before you? Do you want to (2) _____ faster in your job or career? To get promoted, you really have to make an effort and (3) _____ to do more. You can't stay in your (4) _____. You have to (5) _____ and try new things. If you haven't advanced in your job as quickly as you would like, don't (6) _____! Sign up for our two-day seminar and get the keys to success!

11 – 15 correct: I can use phrases with *take*, *make* and *do* and phrases related to the learning process.

0 – 10 correct: Look again at the vocabulary sections on pages 10 and 13.

SCORE: /15

2 GRAMMAR

A Write sentences with the present perfect and *yet*, *already* or *just*. (6 points)

- 1 you / see / this film / already / ? 3 he / not eat / his dinner / yet 5 you / arrive / just / ?
2 they / move / to a new house / just 4 my friends / leave / just 6 she / find / a new job / already

B Complete the email with the correct present perfect simple or present perfect continuous form of the verbs in brackets. (9 points)

Hi Mum and Dad!

Well, I (1) _____ (be) at university for two whole weeks now, and I really like it! I (2) _____ (meet) some new people. I went out with them last weekend. Of course, I (3) _____ (study) too, so don't worry! I (4) _____ (not have) any exams, but there's a chemistry test next week. But I'm afraid that I (5) _____ (spend) most of the money you gave me, so maybe you could send some more? I (6) _____ (look) for a part-time job, but I (7) _____ (not find) one. I (8) _____ (apply) for a job in a bookshop here, but I (9) _____ (not hear) if I've got it or not. They said they would phone me today.
Love Pete

11 – 15 correct: I can use the present perfect with *yet*, *already* and *just*. I can use the present perfect simple and present perfect continuous.

0 – 10 correct: Look again at the grammar sections on pages 10–11 and 14.

SCORE: /15



Friday

August **8**

I've been looking for a job for two months now, but I haven't had any luck. I'm starting to feel really discouraged! I've already contacted most of the big companies in my area, and I've had several interviews, but no offers. So what have I been doing wrong? Why can't I get a job? My dad thinks I don't seem very self-confident in my interviews. I've got good qualifications, so maybe he's right. Maybe my interview skills aren't very good. I've got an idea – I'm going to ask my dad to roleplay some interviews with me and give me some tips. First tip to myself – be positive!

A Read the diary entry and answer the questions.

- 1 How long has the writer been looking for a job?
- 2 How many job interviews has she had?
- 3 How many job offers has she had?
- 4 What does she think she's doing wrong?
- 5 Who is she going to ask to help her?

B Read the diary entry again and answer the questions.

- 1 What feelings and emotions does the writer express?
- 2 Are the writer's questions addressed to herself or someone else?
- 3 Does the writer use a formal or informal style of writing?

C Choose one of these topics or think of another topic to write a diary entry about. Make notes about what you want to include.

- a recent event or experience
- a problem that you have solved or need to solve
- a current event that you have a strong opinion about
- a family member or other person who is important to you

D Write your diary entry in your notebook. Use your notes from Exercise C to help you.

HOW ARE YOU DOING?

Look back at your writing and tick the statements that are true.

- I have described my feelings and emotions about the event or experience.
- I have used rhetorical questions.
- I have used a chatty, informal style of writing.

Now ask a partner to look at your writing and tick:

Does the diary entry clearly describe an event, a situation or a person?

- | | | |
|----------------------------------|------------------------------------|--|
| <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Well done! | Nearly!
Look at the unit again. | Think again!
Ask your teacher for help. |