

2

Live and learn



READING | Gapped text | Blog posts

1 In pairs or as a group, answer the questions.

- 1 What things did you learn to do between the ages of (a) one and five, and (b) five and ten?
- 2 Is there anything that you've tried to learn but didn't manage to get the hang of?

2 Look at these sentences. For each underlined word, guess what it might refer to. Make notes.

It's great fun when you finally get the hang of it!

Example: perhaps it's skateboarding or whistling

- 1 While he was studying, I stood in front of the mirror and practised.

- 2 My older sister Emily was doing them at school.

- 3 Our parents always made us write them on our birthdays.

3 Read the text quickly to get a general idea of what it's about. Add more information to your notes in Exercise 2.

EXAM SKILL

Understanding pronoun references

- Pronouns are words like *she*, *his*, *them*, *it*, etc. They connect ideas in a text.
- To understand a written text, you often have to understand exactly what the pronouns refer to (*Who is she? What is it?*, etc.).

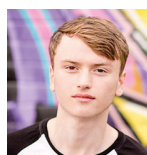
OPTIMISE YOUR EXAM

Gapped text

- In this task, you need to decide which sentences are missing from a text.
- Underline any pronouns in the missing sentences (e.g. *I*, *he*, *she*, *our*, etc.).
- Look carefully at the sentences before and after the gaps for people, places, things, etc. that might correspond to the pronouns in the missing sentences.

What did you learn out of school?

We learn things at school – of course! But we also gain a whole load of skills beyond the school gates. What skill or ability did you acquire from friends or family? Was it easy to learn? How old were you when you first learnt it? Tell us your stories!



Adrian

10 October - 17.32

When I was about 14, I went to stay with my older brother, who was at university. He had a set of juggling balls, and he taught me how to juggle. The thing about juggling is that learning how to do it is not enough. You have to practise a lot before you can do it well. It was OK, though – I had the time as my brother had quite a lot of studying to do. 1 It was really difficult at first, and I kept dropping the balls instead of catching them, but after three or four days, I started to get better.



Stephanie

10 October - 17.54

My skill's a bit like Adrian's because I had to practise for ages until I could do it properly, too. I suppose I was about eight when some older kids in the neighbourhood showed me how to do an 'ollie' on a skateboard. It's all about pushing the back of the skateboard down to the ground, and then lifting your front leg and bending your knee and your ankle. 2



Alexandra

10 October - 18.23

Most people learn their times tables at school when they're about seven, but I learnt them at home – when I was three! 3 In the evenings, while my mum was getting dinner ready, she tested my sister. I just sat there quietly listening. I wasn't trying to learn them, but I did! One day a few weeks later, my mum was buying some new books for my sister and me. She was working out the prices of something and she said, 'So, that's seven times eight. Seven eights are ...' 4 The shop assistant was totally amazed!



Daniel

10 October - 18.25

You might think this is a bit boring, but one significant thing I learnt when I was quite young was the importance of writing a thank-you letter when someone gives you a present. 5 Now I'm older, it's great to get a short card or email from one of my young nieces or nephews when I've given them a present. It doesn't have to be long – just a few sentences saying thank you and sharing your news.



Ed

10 October - 18.28

Stephanie's post reminded me of what I learnt last summer, when we went on holiday to the north coast of Cornwall. For those of you who don't know it, it's famous for its waves. They're perfect for surfing. I was really lucky, because my cousin Bruce from Canada, who was with us, is a bit of an expert. 6 He was also responsible for deciding if the waves were right for a beginner like me, or if it was too dangerous. I learnt a huge amount in two weeks, and can't wait to go surfing again one day. I just wish everything we learn at school was as much fun!

4 1.07 Read the text again. Choose which sentence A–G fits each gap 1–6. There is one extra sentence you do not need.

- A Before she could finish her sentence, I shouted out, '56'!
- B It's great fun when you finally get the hang of it!
- C While he was studying, I stood in front of the mirror and practised.
- D He chose the boards we used and where to go.
- E My older sister Emily was doing them at school.
- F I took quite a few notes while she explained exactly what to do.
- G Our parents always made us write them on our birthdays.

5 Write the highlighted words or phrases from the text which match these definitions.

- 1 someone who knows a lot about a subject _____
- 2 similar to _____
- 3 lots of _____
- 4 made me remember _____
- 5 for a long time _____
- 6 correctly, the right way _____
- 7 learn, gain, get _____
- 8 completely _____

THINK | RESEARCH | CULTURE | LEARN | **ME**

Write your own short comment in response to the blog post and other comments in the text above.

Grammar in context

Look at the introduction and Adrian's post (including the removed sentence) on page 15 and do the following:

- 1 Find eight verbs in the past simple affirmative.
- 2 Find an example of a question in the past simple.
- 3 Look at this sentence from the text. *In the evenings, while my mum was getting dinner ready, she tested my sister.* Explain why we use the past continuous for the underlined words, not the past simple.

REMEMBER

We use the past simple for:

- a single completed action or a series of completed actions – *I **wrote** her a thank you letter and she **replied** a week later.*
- a habit or repeated action – *She **practised** on her skateboard every day.*
- emphasis or to contradict something; in this situation, we use the auxiliary verb *did* + bare infinitive – *I **did finish** my homework last night, but I forgot to bring it to school.*

We use the past continuous for:

- an action or situation in progress – *The sun **was shining** when we arrived at the beach.*

▶ See Grammar reference, Unit 2, page 149

1 Put the verbs into the correct tense, past simple or past continuous. Be careful! In some sentences, the verbs can be in the same form.

- 1 We _____ (watch) a video on YouTube when I _____ (realise) I _____ (want) to learn the guitar.
- 2 My dad _____ (not learn) how to do up a tie until he _____ (go) to work in a bank.
- 3 Pete _____ (learn) that magic trick while he _____ (stay) with his best friend, Simon.
- 4 I _____ (know) how to make a sandwich but my little brother _____ (not know).
- 5 Who _____ (teach) you to tie your shoelaces?
- 6 _____ (you / wear) a helmet when you _____ (fall off) your bike?
- 7 When _____ (you / learn) how to solve a Rubik's Cube?
- 8 Yes, I _____ (clean [emphatic]) my teeth after breakfast, I promise!

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

ask | be | decide | get up
lead | not realise | practise
rain | say | suggest | tickle

Tongue Twisters

When I (1) _____ yesterday morning, it (2) _____ heavily. My sister Tammy and I were bored because we couldn't go out, and because our internet was down, we couldn't chat with our friends either. We (3) _____ Mum for suggestions and she (4) _____ that when she was younger (in the days before the internet), she and her sister would play games on days like this to pass the time. She (5) _____ we practise some tongue twisters:

'She sells seashells by the seashore.'
'How much wood could a woodchuck chuck if a woodchuck could chuck wood?'
'Fred fed Ted bread and Ted fed Fred bread.'
'Red lorry, yellow lorry.'

I (6) _____ how difficult they were. Tammy (7) _____ much better than me, so I (8) _____ to make things a bit more difficult for her. While she (9) _____ them, I (10) _____ her! It's very difficult saying a tongue twister when you're being tickled too! And that (11) _____ us to make up a new tongue twister: 'Tickling talkative Tammy made Tammy's tongue twisters trickier.'



THINK | RESEARCH | **CULTURE** | LEARN | ME

1.08 Listen to the tongue twisters in Exercise 2 and then try them yourself.

What tongue twisters do you know in your own language? Practise saying them in pairs.



Words connected with *education/learning*

- 1** 1.09 Write a verb from the box in the correct form to complete each sentence. There may be more than one correct answer for some gaps. Listen and check.

beat | manage | progress | succeed

- The driving test was tough, so she was surprised that she _____ to pass it.
- It's amazing. It's the first time we've _____ that team in five years.
- After a lot of practice, I finally _____ in doing an 'ollie' on my skateboard.
- At first I was terrible at juggling, but after two weeks I was _____ well.

accomplish | achieve
come first | overcome

- The explorers _____ a lot of problems before they reached the South Pole.
- I was pleased that Julia _____ in the class test because she had done a lot of revision.
- I _____ a new best time for swimming 1000m at the weekend.
- We _____ a lot this morning because everyone worked really hard.

come last | fail | lose | suffer

- Some of the players started crying when they _____ the final match.
- I felt awful. I didn't expect to win the race but I didn't think I would _____ either.
- Jack was really disappointed when he _____ his French exam for the second time.
- My team _____ a painful defeat to England in the World Cup Final.

Adjectives with *-ful / -ive*

- 2** 1.10 Write the adjective form of each word in the correct column. Listen and check.

act | attract | create | effect
harm | pain | play | product
secret | stress | thank | use

adjectives with <i>-ful</i>	adjectives with <i>-ive</i>
<i>harmful</i>	<i>active</i>



REMEMBER

All the adjectives in Exercise 2 can become adverbs by adding *-ly*. Remember that adjectives usually describe things, but adverbs usually describe the verb or the whole sentence, and can also describe adjectives (*extremely clever*) and other adverbs (*very quickly*):

- 3** Write the correct form of the word (adjective or adverb) in each gap to complete the sentences.

- It's important for parents to encourage their kids to be _____ (**create**) from an early age.
- Our puppy's really _____ (**play**) and lively.
- I found surfing difficult at first but _____ (**thank**) it got easier the more I practised.
- Being able to read a map is a very _____ (**use**) skill.
- I'm not _____ (**act**) looking for a new guitar teacher but if you hear of a good one, let me know.
- Do you think some video games are _____ (**harm**) to children's development?

Phrasal verbs

- 4** 1.11 Look at the phrasal verbs in italics in these sentences and choose the best meaning. Listen and check.

- Learning some musical instruments helps you *build up* muscle strength.
a) decrease b) increase
- I understood the instructions, but it was difficult to *carry them out* in practice.
a) follow b) remove
- Sarah used to need arm-bands when she went swimming, but she's learnt to *do without* them now.
a) survive without b) use in a different way having
- I didn't listen to Dad's directions and we *ended up* in the wrong place.
a) had to stop b) eventually arrived
- The instructor told them to stop talking and *get on with* packing their equipment.
a) make progress b) have a good relationship
- I don't know how you *put up with* such an annoying neighbour.
a) like, enjoy b) accept, allow
- What did you *get up to* last night? Anything interesting?
a) do b) buy
- I've no idea how you *go about* teaching a dog to dance!
a) travel around b) start and continue in the right way



1 In pairs or as a group, look at the photo and answer the questions.

- The teenagers in the photo were on an 'adventure weekend'. What activities do you think they did? Come up with as many as possible.
- Have you ever done activities like this? If yes, did you enjoy yourself? If no, would you like to?

EXAM SKILL

Predicting missing information

- Predicting what you are listening for can help you decide on the correct answer.
- Before you listen, look at the gaps and decide what kind of word might complete each one. For example, question 1 in Exercise 4 is almost certainly a number. Question 2 might be an adjective.

2 Look at sentences 1–4 in Exercise 4. For each gap, cross out the options that you think **couldn't** fill the gap, and add one more option that could.

- fifteen ten happy many _____
- cold old excited uncomfortable _____
- teacher teachers guards tutor _____
- stone stones metal weapon _____

3 Look at sentences 5–8 in Exercise 4. Write down as many words and phrases as possible that might fill each gap.

- _____
- _____
- _____
- _____

OPTIMISE YOUR EXAM

Sentence completion

- In this exam task you have to complete the sentences with the exact words you hear.
- You usually complete the sentence with between one and three words.
- Always read your completed sentences to make sure they make sense.

4 1.12 Listen to teenager Julie Spencer talking about an adventure weekend. Complete the sentences with a word or short phrase.

- Julie spent the weekend with approximately _____ other teenagers.
- The large hut they slept in was _____.
- Kelly was one of the _____ at the camp.
- Julie says that 'flint' is a kind of _____.
- Julie now knows how to help someone with an _____.
- They would climb a rock face and then come down again _____.
- Julie describes the water in the lake as _____.
- Another skill they learnt was how to safely use _____.

5 1.12 Listen again and check your answers. Don't leave any gaps empty.



THINK | RESEARCH | CULTURE | LEARN | ME

Imagine you could design a summer/weekend camp to teach you skills you want to learn. What kind of camp/skills would you choose?

Grammar in context

Match each sentence from the audio in the listening lesson with its description.

- 1 *They would take us into the forest.*
- 2 *I used to be in the Girl Guides.*
- 3 *I'm used to swimming in a swimming pool.*

- a) This describes a situation which the speaker is familiar with at the moment. ____
- b) This describes a repeated action in the past. ____
- c) This describes a state which was true but isn't true anymore. ____



REMEMBER

- To talk about past habits we can use *would / used to + bare infinitive*:
*When I was young, I **would** always **go** swimming on Saturdays.*
*When I was young, I always **used to go** swimming on Saturdays.*
- To talk about past states we can use *used to* but we can't use *would*:
*I **used to** like playing the trumpet, but I'm not so keen now.*
- To talk about something that is familiar/normal or not strange to us, we can use *be used to + -ing form/noun*:
*I'm **used to writing** thank-you letters so they don't take me long.*
*She's **used to cold water** so swimming in the ocean doesn't bother her.*

► See Grammar reference, Unit 2, page 149.

1 Choose the correct word or phrase. Be careful! Sometimes both words and phrases are correct.

- 1 I'm not used to **make / making** my own breakfast.
- 2 My mum **used to / would** help me get dressed in the morning.
- 3 When I was younger, I **would always / always used to** sleep with a light on.
- 4 Lucas never used **listen / to listen** to rap music before Emma lent him a CD.
- 5 **Are / Did** you used to getting up at five in the morning or is it still difficult?
- 6 In the holidays, we **didn't use / wouldn't** go to bed until about 11 o'clock at night!
- 7 The girls **would / used to** spend hours every day riding their bikes.
- 8 I help mum at home and I **used / 'm used to** washing and ironing my own clothes.

2 Rewrite the underlined words using *used to, be used to or would*. Sometimes there is more than one answer.

- 1 When Diana was a teenager, she was quite shy.

- 2 But secretly, Diana dreamt of being a famous comedian.

- 3 She spent hours reading joke books, and practising telling jokes in front of the mirror.

- 4 She didn't tell any jokes at school though, because of her shyness.

- 5 Today, she is a famous and successful comedian; she feels comfortable telling jokes in front of thousands of people!

- 6 She still feels strange when people recognise her in the street and ask her to tell them a joke.

SAY IT RIGHT

Resource centre: Unit 2
Pronunciation of *use(d)*



THINK | RESEARCH | CULTURE | LEARN | **ME**

In pairs, discuss two things:

- you used to do but don't do now.
- you're used to doing.



Flipped classroom

- 1 Watch the *Talk2Me* video and answer the questions.
- Who prefers learning at school? What reasons do they give?
 - Why do some people prefer to be taught by a person NOT in their family?
 - Who prefers working in a small group? What reasons do they give?

- 2 Watch the video again. Underline the time expressions in the *Phrase expert* box that you hear on the video.

PHRASE EXPERT

Another way they are similar is ... |
 Both types of ... are ... | ... is far ... than ... |
 It isn't as ... as ... | One key difference is ... |
 One obvious similarity between them is ... |
 One way they differ is ...

- 3 In pairs, answer the questions.

- Write a list of some of the things you've learnt at school and things you've learnt at home.
- What are the key differences between learning at school and at home? Which do you prefer?

EXAM SKILL

Comparing

- In speaking exams, you sometimes have to compare photos. This means using appropriate language to talk about similarities and differences between them.
- Focus on the main ideas represented by the photos, not small irrelevant details.

- 4 Complete the sentences with a word from the box.

as | both | differ | key | similarity | whereas

- One obvious _____ between them is that you can learn things at home and at school.
- To start with, you need to be motivated for _____.
- One _____ difference between them is who decides what you learn.
- In the classroom, the teacher does all the planning, _____ for self-study you have to do it all.
- Another way in which they _____ is that teachers are experts in their subject.
- Studying on your own isn't _____ formal as studying with a teacher.

- 5 In pairs, look at these two photographs which show people learning in different ways. Make notes to answer the questions.



- What are the similarities between the photos?

- What are the differences between the photos?

- What might be good about the way the people are learning in Photo A?

- What might be good about the way the person is learning in Photo B?

OPTIMISE YOUR EXAM

Photo task

- Don't worry if you don't know or can't remember a particular word or phrase, for example, in Photo B the game 'chess'.
- It's fine to say you don't know something – try to find another way to express it. For example:
This picture shows two people playing a game. I can't remember the name but it is a board game with black and white pieces, and strategy is very important.

- 6 Talk on your own for about a minute. Compare the two photographs in Exercise 5 and say what might be good about learning in these ways.

EXAM SKILL

Verbs (1)

- Some exam tasks test your understanding of different verb forms, e.g. specific tenses, auxiliary verbs, participle forms, phrasal verbs and their particles, and modal verbs.
- When you need to complete a gap in a text, check if part of a verb or verb pattern is missing.

1 Complete the sentences with the correct word or phrase. Then choose the correct words in the explanations in italics.

- _____ you going to take the exam next week?
This is talking about the future, so we need a(n) auxiliary / modal verb in the present simple to fill the gap.
- Dan, _____ you help me repair my bike, please?
This is a request for help, so we need a positive word / modal verb to fill the gap.
- When my grandparents were young, they _____ used to wear seatbelts, but now it's compulsory.
This is contrasting the past with now, so we need a(n) auxiliary verb / negative word to fill the gap.
- I _____ several mistakes in the test, but thankfully I still passed.
Although there were several mistakes, we see making them as a single, completed action in the past, so we need a(n) main / auxiliary verb in the past simple to fill the gap.
- Elaine _____ hoping they'd ask her to sing a solo, but they didn't.
This is the past continuous, so we need a(n) modal / auxiliary verb in the past simple to fill the gap.
- I don't know how you put _____ with Phillip's constant complaining!
This is a phrasal verb, so we need a particle / verb to fill the gap.

2 Write down any other words that could fill each gap in Exercise 1.

- _____
- _____
- _____
- _____
- _____
- _____

OPTIMISE YOUR EXAM

Open cloze

- This task tests range of grammar, including verbs and set phrases.
- Other parts of speech tested include prepositions, articles, pronouns, possessive adjectives and quantifiers.

3 Read the task in Exercise 4 and decide:

- which gaps need verbs / verb forms. _____
- which gaps needs other parts of speech. _____

4 Write one word in each gap.

My dancing dog

It was when I (1) _____ watching a documentary about animals with strange skills when I decided I could try to teach our dog Topsy to dance! The problem was I had no idea how to go (2) _____ it. I knew it would probably take a long time for us to make (3) _____, and that I had to do it right. I'm (4) _____ used to teaching animals, so I did some research first. It turns out there's a whole load (5) _____ information online about it. You have to build (6) _____ the dog's skills slowly by teaching one move at a time. At first Topsy was resistant and (7) _____ not carry out any of my instructions. It was really frustrating! Then I decided that she needed rewards to motivate her, so I ended (8) _____ giving her a biscuit every time she learnt a move. That did the trick and she soon took to it like a duck to water. She knows loads of tricks now. Who knows? Maybe we'll be as famous as Ashleigh and Pudsey one day. They won Britain's Got Talent!



THINK | RESEARCH | CULTURE | LEARN | ME

Make a list of animals that humans can train.
What can we train them to do?

1 In pairs or as a group, answer the questions.

- 1 When was the last time you gave someone some advice? Who was it?
- 2 What was the situation? What was the advice? How did you give it (in an email, by text or by talking to them)?
- 3 Did they take your advice? What happened in the end?

EXAM SKILL**Giving advice**

- For some writing tasks you have to imagine that someone you know has asked for your advice.
- Use a variety of advice words, phrases and grammatical structures. Some of these appear in exercises 2 and 7.
- Try to give sensible advice and explain your suggestions.

2 Read this letter then choose T (True) or F (False) for the statements.

Dear Molly,

It was great to hear from you! I'm so glad you had a good birthday. I loved the photos!

Anyway, you asked for my advice on choosing a language school in the UK. I agree that it'll really help your English, and you'll have great fun too. One thing you should do is think about where in the UK you want to go to. Why not make a list of all the things you'd like to see and do there? You might find that it'll help you choose between, say, London and Edinburgh!

If I were you, I'd do a lot of research. Make sure you check how much they charge, as some schools are more expensive than others. One idea is to contact some local language schools and ask them about costs.

Finally, my advice is to not make the decision on your own. Ask your English teacher and your parents to help you, and see what other students say online about their experiences.

I hope these ideas help. I have to go now because dinner is ready. Write soon!

Lots of love,

Hannah

- 1 Hannah starts the letter by giving the first piece of advice. **T / F**
- 2 She refers to something that Molly wrote in her last letter. **T / F**
- 3 She gives three main pieces of advice. **T / F**
- 4 Each main piece of advice is given in a separate paragraph. **T / F**
- 5 She just gives her main advice without any further explanation. **T / F**

3 Find and underline all the words/phrases in the letter which give advice. Tick which of the following are used:

- 1 a modal
- 2 a question
- 3 a conditional
- 4 a causative
- 5 an imperative

OPTIMISE YOUR EXAM**A letter / An email**

- The letter you need to write in this exam task is to an English-speaking friend, so your overall style needs to be friendly and chatty.
- As well as answering the question, look for ways to include the kind of informal language that you would use if you were writing to a real-life friend.

4 Look at the writing task below. In pairs or as a group, discuss the problem. What advice would you give Lucy?

You have received a letter from an English-speaking friend.

Also, I need your advice. I'm in a band with two other friends from school. We usually just play for fun at home. Now the other two want us to enter a talent show on TV, but I'm not sure if I want to. Do you think it's a good idea? If I say 'no', I think my friends might be very unhappy. What do you think I should do?

Write soon,
Lucy



Write your letter.

5 Complete with your advice for Lucy.

I think Lucy should:

- 1)
- 2)
- 3)

6 Read the model text in Exercise 2 again and answer the questions.

- 1 What is the purpose/function of each paragraph?

- 2 Which phrases/expressions in the model text could you use for the exam task in Exercise 4?

- 3 Can you think of any other phrases that you could use to begin or end an informal letter?

7 Plan Complete the paragraph plan.

Part	Purpose	Useful phrases	My notes
First line	greet the person you are writing to	Dear _____, Hi _____!	
Paragraph 1	thank the other person for their letter and refer to a piece of news	Thanks for your letter. It was great to hear from you. I'm glad you had a good party / passed your test, etc.	
Paragraph 2	give your first piece of advice	You asked for my advice on/about ... You asked me about ...	
Paragraphs 3/4	give further advice	One thing you might/should do is ... Have you thought about ...? You could always ... Why not ...? How about ...? If I were you, I'd ... You should also think about ...	
Closing expressions 1	say you hope it helps and offer to help further / ask them to reply	Hope that helps! Let me know if you need ... Write soon!	
Closing expressions 2	express love, etc.	Love, Lots of love, Best wishes,	
Your name	first name		

8 Write Write your letter in an appropriate style. Write 140–190 words.

9 Check Before you hand in your letter, complete this checklist.

Checklist 

- | | |
|---|--|
| <input type="checkbox"/> I've started with an informal greeting. | <input type="checkbox"/> I've used good phrases to give advice. |
| <input type="checkbox"/> I've thanked the person for their letter / referred to their news. | <input type="checkbox"/> I've written at least four paragraphs. |
| <input type="checkbox"/> I've given three or four main pieces of advice. | <input type="checkbox"/> I've ended the letter in an informal way. |
| | <input type="checkbox"/> I've checked my spelling and grammar. |