

S

TAKE IT FROM ME



SPEAKING

MAKING CONVERSATION

1 Work with a partner and interview each other using the questions below. Make notes about your partner's answers.

- How long have you been learning English?
- What aspects of learning English do you find the most difficult/the easiest?
- Have you ever been in a real world situation in which your English proved to be really useful?
- Tell me about a holiday you had that was memorable for some reason.
- Tell me about the last film you watched in English. Did you watch it with or without subtitles?
- Tell me about any hobbies or interests that you have.

2 Share what you learnt with the class.

3 Look at the advice in the tip box for maintaining successful conversations. Then match the conversation strategies (1–3) with the active listening phrases (A–L). Can you think of any more examples for each of the three strategies?

ACTIVE LISTENING

A successful conversation is not just about how well you speak, but also how well you listen and support the other speaker. Show the other person that you are actively listening both with your body language (eye contact, nodding in agreement, etc.) and by saying things that show you are engaging with what they are saying. Here are three common active listening strategies:

- Strategy 1: Expressing your emotional response to what the other speaker is saying (surprise, relief, fear, etc.)
- Strategy 2: Expressing comprehension of/agreement with the speaker's situation/point
- Strategy 3: Asking for more detail or a follow-up question

PHRASES	WHICH STRATEGY (1–3)	ORDER IN LISTENING
A You're having me on!		
B Really?		
C Why was that?		
D That's true.		
E No way!		
F That sounds amazing.		
G Me too/neither.		
H You're so lucky!		
I I know what you mean.		
J What a nightmare!		
K Like what?	3	1
L That must have been lovely!		

4 002 Listen to three conversations based on questions from Exercise 1. Complete the third column of the table by noting the order in which you hear each phrase.

5 Work with a new partner. Ask each other one of the questions from Exercise 1 and use the ideas in Exercise 3 or your own ideas to keep the conversation going.

PAST AND PERFECT TENSES REVIEW



GRAMMAR ON THE MOVE

Watch the video



➔ **GRAMMAR REFERENCE** / Past and perfect tenses review: Page 198

1 Answer the questions.

- 1 What is an anecdote?
- 2 What makes a good anecdote?
- 3 Match the pictures with the anecdotes in the text.



2 Choose the correct tense options to complete the forum posts.

3 Complete the grammar summaries with the names of the tenses.

present perfect simple past perfect continuous
past continuous past perfect simple

- 1 The _____ often provides background information about the activities in progress when the events of the story begin, or expresses an action that was in progress in the past when another shorter past action interrupts it.
- 2 Use the _____ to indicate that a completed past event occurs before another past event.
- 3 You can use the _____ to ask questions about past experiences that may have happened at some point in a person's life, to describe an action or state that started in the past and continues until now, or to talk about recent past events that have a present result.
- 4 The _____ is less common in English and is used to talk about an extended activity that occurred and finished before another past event or situation happened.

4 Write notes about the key events of a funny anecdote of your own. Then work in groups and take turns to read your anecdotes out.

Topic of the day – EMBARRASSMENT

We all have those moments in life when we mess up. And we're pretty sure you've had some too, moments that you wish you could erase from your memory. Tell us about yours.



REPLY



@princesspeach

Everyone (1) *was listening/had been listening* to the teacher when suddenly a phone (2) *started/had started* ringing. When it stopped, I made a joke that all mobiles that ring in class should be confiscated by the teacher and then I looked around the room to see whose it was. It was only then that I noticed that the whole class (3) *had been looking/was looking* at me. Then the penny dropped. It was my phone that (4) *has been/had been* ringing. I (5) *didn't turn/hadn't turned* it off before coming into class!



@angelinaballerina

In a department store last week, I (6) *bumped/was bumping* into someone and knocked them to the floor. I was mortified and started apologising profusely. It was only then that I realised I (7) *have been talking/was talking* to a mannequin! And a headless one at that! I felt so ridiculous and went bright red, especially because a smiling sales assistant then asked me if I thought we should call an ambulance. Am I the only person who (8) *has done/has been doing* this or does it happen all the time?



@derekthebeast95

Last year, I (9) *was visiting/had been visiting* the US for the first time. One day, I decided to go to a drive-through restaurant for lunch. I drove up to the machine, wound down the window and placed my order. Or so I thought. After a while I (10) *heard/was hearing* a voice saying 'Can you drive up to the speaker? You're talking to the trash can!' I felt like such an idiot. The thing is, I (11) *'ve never been/d never been* to a drive-through restaurant before that, you see! I only went to this one because it felt like a typical American thing to do.



@geographyteachernigel

A few months ago, I called in sick for work. The previous night I (12) *felt/had felt* really ill. I (13) *was vomiting/had been vomiting* all night and obviously I (14) *didn't sleep/hadn't slept* a wink. However, after a few hours' sleep I felt much better, so I decided to head down to the beach for a walk. I (15) *was/had been* there about half an hour when I noticed someone (16) *has been waving/was waving* at me. I waved back, but it wasn't until they came closer that I realised it was one of the receptionists who works part-time in my school. In fact, it was her that I (17) *had been speaking/had spoken* to when I called in sick that morning. I quickly tried to justify why I was there and not in my bed, and to be fair, she was fairly understanding. But I felt terrible about what she might think of me. And I (18) *haven't been having/haven't had* a day off since!

VOCABULARY

EASILY CONFUSED WORDS

- 1** Choose the correct word from each pair to complete the sentences.

whose/who's

- 1 _____ going to English class today? Can you let the teacher know that I might be a little late?
- 2 He is one of the few professors _____ opinion actually matters to me.

recipe/receipt

- 3 You must give me the _____ for that curry you prepared for us last week – it was delicious!
- 4 Shops generally will refuse to give you a refund for something you bought if you can't provide the original _____.

all together/altogether

- 5 I think it's better if we go to see the teacher _____ rather than separately – she's more likely to listen if we explain it to her collectively.
- 6 I can produce good English when I am not in a pressure situation. However, doing so in an exam is a different matter _____.

among/between


- 7 I'm an actor, but I'm not working at the moment. Let's just say I'm _____ jobs!
- 8 You know you're _____ good friends when they finish your sentences for you!

complement/compliment

- 9 I must _____ you on your accent. Where did you learn such good English?
- 10 I think her blue jeans and black leather jacket _____ each other perfectly. It's a classic look!

principle/principal

- 11 I agree in _____ with your suggestion, but I am not sure it will actually work in reality.
- 12 One of the _____ reasons I am learning English is to improve my job prospects.

- 2**  **003 Listen to four people talking about how they remember problem vocabulary. Which speaker(s) (A-D) mention(s) the following points?**

- 1 remembers some good advice from their school days
- 2 says that words can look similar in different languages but mean very different things
- 3 says that translating from their language into English can cause errors
- 4 invents reasons for words to be spelled in certain ways
- 5 records their vocabulary in a way that helps them eliminate the error they talk about

- 3** **Work in groups and discuss the questions.**

- 1 Are there any words in English that you have problems with or mix up?
- 2 How useful do you find it to translate English into your language?
- 3 Do you have any techniques for recording and learning new vocabulary?



READING

LANGUAGE LEARNING

- 1** **Work with a partner and discuss the statements below about language learning. Do you agree or disagree with them? Give reasons or examples from your own experience.**

- 1 Children are better at learning languages than adults.
- 2 You can't learn a language well unless you learn the grammar.
- 3 Soon we won't need English classes or English teachers. We will just learn through apps.
- 4 To learn a language successfully, you have to be prepared to make mistakes and even to make a fool of yourself from time to time.
- 5 You learn a language much quicker if you can spend time in or live in a country where it is spoken.

- 2** **Quickly read the introduction to the blog post. What do you expect Aureliano's five tips to be?**

- 3** **Now read the text to see if you were right about Aureliano's advice.**

- 4** **Complete the blog post by putting the headings in the correct places (1–5).**

Storage	Use	Association
Selection	Review	

BECOMING AN EXPERT LANGUAGE LEARNER



Aureliano Verdi, 22, has spent much of his life studying languages for fun. He's fluent in 16 of them, including Farsi, Arabic, Lithuanian and Korean, and here he describes the five principles he uses in order to master new vocabulary quickly and effectively in any language.

Young children are often said to be the real experts when it comes to language learning. Up until the age of about seven, they are able to pick up the language they are exposed to, without the need for a teacher to explain the difference between the tenses, or between subject and object pronouns. Somehow, they just manage to get it, and they do so unconsciously, in other words without making any real effort. So perhaps it's unsurprising that so many courses, apps and language teaching materials claim to get you learning a foreign language as an adult in the same way you acquired your first language as a child. But is that feasible? Or even desirable?

Adult learners should not be underestimated. It might take a child seven years to become reasonably proficient (albeit with a restricted vocabulary), whereas an adult can reach an advanced communicative ability in one year. That might sound like a bold claim, but I am living proof, having attained intermediate to advanced level in 16 of them – and most of those were as an adult. For me, the key to learning so many languages has been the ability to combine the unconscious methods we used as children with the conscious methods used by adults. We can achieve the best of both worlds by following my five principles, in order to become expert vocabulary learners, whatever the language.

1
A language such as English has something in the region of one million words. But who knows that many? Or, more to the point, who wants to know that many? The ability to filter out what you don't need is a key skill for any language learner. If you don't do this, and you try to look up every single word in a text, well, that's like reading an entire newspaper just to get to the sports page! Don't make this mistake. Opt instead for the most useful words in a language. Focus on what's going to be of use for you. So, if you're a doctor, you might need to know that another word for 'skull' is 'cranium'. But if you're not, odds are that you can get by without knowing this word, so go for a more useful one instead!

2
Identifying words to learn is key, but if you try to absorb these words out of context, you'll have a hard time fitting them all in. So what I advise is that you connect new information in your head to existing information. Let's say you already know the adjective *confidential* (meaning *secret*), and then one day you learn the multi-word verb *keep something to yourself* (meaning *not share information*): you could link these two items of vocabulary in your mind. You can think of keeping something to yourself as being what you would do with confidential information. Or the other way round: confidential information is something you would keep to yourself. The words fit together into a context like pieces of a puzzle.

3
In the 1880s, German psychologist Hermann Ebbinghaus established that when we learn something, we initially retain it quite well. But over time, that memory deteriorates; Ebbinghaus termed this phenomenon *the forgetting curve*. But he also discovered that this tendency to forget can be combatted. If you revisit newly learnt information at time intervals, it becomes less and less easy to forget. What this means for vocabulary learners is that each day, you should take another look at the words you learnt yesterday, the day before, and the day before that. That way, they should make it into your long-term memory.

4
The ancient Romans had a saying: 'Verba volant sed scripta manent' – 'Spoken words fly away, but written words stay'. What they were trying to tell us is that you need to have a way of permanently recording words in order to retain them in memory. For some people, the physical act of writing something down aids their ability to remember it. Just scribbling it on the back of an envelope isn't enough – it's got to be in a place where you'll be able to access it later, maybe on your phone or in a notebook.

5
Of course, having the words in your head so that you can think about them isn't enough – you need to say them. But just saying them to yourself isn't enough either, according to Boucher and Lafleur, two researchers at the University of Montreal. To effectively memorise new words, you've got to repeat them out loud to another person. When you've read a text and found some words to learn, try to summarise for a friend what you've read, making sure to incorporate the new words into your conversation. If you're a learner of English yourself, why not try it with this text?

So, there you have it: the five principles which I have followed to learn several languages to a pretty decent level. But hey – there's nothing special about me. You can do it too!

5 Find words in the text which mean:


- 1 learn completely (introduction)
- 2 realistic (introduction)
- 3 achieved (introduction)
- 4 select (paragraph 1)
- 5 gets worse (paragraph 3)
- 6 continue to keep (paragraph 4)
- 7 writing quickly and without care (paragraph 4)
- 8 make one thing become part of something else (paragraph 5)

6 Decide what point Aureliano was making about effective language learning when he mentioned the following:

- 1 children aged up to seven
- 2 his own success as a language learner
- 3 the sports page of a newspaper
- 4 the forgetting curve
- 5 an envelope
- 6 Boucher and Lafleur's research

LISTENING

FUTURE PROSPECTS

1  004 Listen to three students describing how they think English will help them in the future. What do they give as the main reason for learning English?

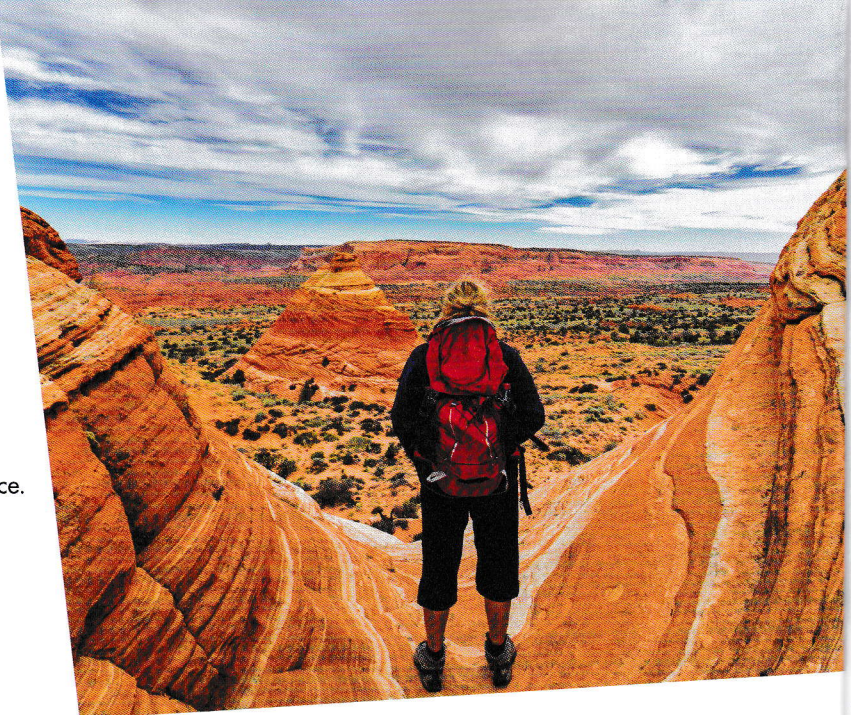
- A English will help me to travel abroad.
- B English will improve my job prospects.
- C English will enable me to reach a wider audience.

2 Match the verbs and objects from the recordings to make phrases.

- | | |
|--------------|-----------------|
| 1 conquer | A cash |
| 2 launch | B myself |
| 3 run out of | C the world |
| 4 enhance my | D a new blog |
| 5 push | E employability |

3 Work in groups and answer the questions.

- 1 In terms of how you expect English to help you in the future, which speaker(s) are you most similar to?
- 2 What other motivations do you have for learning English?

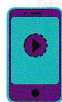


2 Correct the mistake in each of the sentences. There may be more than one possible answer.

- 1 Tomorrow it's snowing, so I would imagine that classes are going to have to be cancelled.
- 2 I haven't decided what I'm doing tomorrow. Perhaps I'm going to go cycling.
- 3 **A:** 'Will we go out this evening? We could try that new restaurant that got those rave reviews.'
B: 'Good idea – let's give it a shot!'
- 4 I'll drop you a line as soon as my plane will land in London.
- 5 Both teams are evenly matched so when they play each other for the first time in December, I have no idea who is winning.
- 6 Unless he actually knuckles down and studies hard this year, I am sure he shan't pass the course.

GRAMMAR

FUTURE TENSES



GRAMMAR ON THE MOVE

Watch the video



1 Match the extracts from the listening (1–7) with the descriptions (A–E). There may be more than one answer.

- 1 "I imagine that I'll basically be on the road until I run out of cash."
- 2 "When I'm older, I'll still continue to work on my English."
- 3 "I'm saving up money by spending a year working on an oil rig and that comes to an end next month."
- 4 "I'm going to work hard on my English, starting next week."
- 5 "My English is going to enhance my employability."
- 6 "In fact, I am taking the Cambridge Advanced exam in October."
- 7 "The idea is that if I get enough followers in the future, then I'll be able to earn money from advertisers."

- A expressing a future intention, desire or promise
- B making a prediction about the future
- C using the present simple to describe a scheduled event at a known time in the future
- D using the present simple to describe the conditions for a possible future outcome
- E using the present continuous to talk about a fixed plan or arrangement

3 Choose the correct options to complete the sentences. Can you explain your choice? Sometimes both options will be possible.

- 1 What are you *doing/going to do* after your English lesson today?
- 2 In what ways do you hope your English *is improving/will improve* over the next year?
- 3 Do you think you *will still be studying/are still studying* English in ten years' time?
- 4 Do you think that English *is still going to be spoken/is still going to speak* by humans 1000 years from now?
- 5 Is it likely that another language *is going to replace/will replace* English as the world's main international language? If so, which?
- 6 Do you think your teacher *shall give you/will give* you homework at the end of today's lesson?

4 Work with a partner to ask and answer the questions in Exercise 3.

➔ **GRAMMAR REFERENCE** / Future tenses: page 199

'ADVANCED' ENGLISH

1 Work with a partner. Discuss what you think it means to be able to communicate in English at an advanced level. You may use the following ideas to help you:

- situations you need to be able to communicate in
- grammar and vocabulary
- accuracy (avoiding errors)
- pronunciation
- formal and informal English appropriacy

2 Quickly read Damian's answer to the homework his new teacher has set him (ignoring the gaps). Identify his perceived strengths and weaknesses.

In order for me to help you learn as effectively as possible on this course, I'd like to find out about you as a learner. What do you feel that you are good at with English, and what do you find hard? Please email me your answer and write about 200 words.

From: Damian
To: Emma

Reply Forward

Hello Emma,

I've been learning English for ten years now. I'm making good progress, and I'm pleased about that. For example I can tell I've certainly got a much (1) _____ vocabulary now than I did a few years ago. But there are still a few areas that (2) _____.

One (3) _____ is the grammar of articles – *a* and *the*. (4) _____ we don't really have an equivalent article system in Polish, so it can be (5) _____ to choose *a* or *the* correctly. (6) _____ there seem to be so many rules about article use that it can be hard to know which one to apply.

(7) _____ I can tell that my ability to read and to listen have really come along (8) _____. For example, I can watch films in English (9) _____ the subtitles. That's something I (10) _____ a year or two ago.

Having said that, I'm aware that my accent is stronger than (11) _____. So (12) _____ any help on how to improve my pronunciation.

Many thanks for the opportunity to tell you a bit about myself. I'm looking forward to our classes together over the coming year.

With best wishes,

Damian

3 Look at the words and phrases which could fill the 12 gaps in Damian's email. For each gap, both options can be considered correct. Which one should Damian, as an advanced learner, use in order to show what he is capable of? Give reasons.

- a** richer
b bigger
- a** I struggle with
b are difficult
- a** area
b of these
- a** This is tricky because
b What makes this tricky is the fact that
- a** quite a challenge
b difficult
- a** Also,
b One reason for this is that
- a** Moreover,
b As for my language skills,
- a** over the past year or so
b this year
- a** and I don't need to have
b without resorting to
- a** probably couldn't do
b couldn't have coped with
- a** the accent of my classmates
b I'd ideally like it to be
- a** I would be grateful for
b please give me

4 Now write a similar email to your teacher, outlining your own strengths and weaknesses as a learner of English. Use 'advanced' vocabulary and structures in order to show your teacher what you are capable of.

