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/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

<table>
<thead>
<tr>
<th>PHRASES</th>
<th>WHICH STRATEGY (1–3)</th>
<th>ORDER IN LISTENING</th>
</tr>
</thead>
<tbody>
<tr>
<td>A You’re having me on!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B Really?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C Why was that?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D That’s true.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E No way!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F That sounds amazing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G Me too/neither.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>H You’re so lucky!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I I know what you mean.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J What a nightmare!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K Like what?</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>L That must have been lovely!</td>
<td></td>
<td></td>
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</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>present perfect simple</th>
<th>past perfect continuous</th>
</tr>
</thead>
<tbody>
<tr>
<td>past continuous</td>
<td>past perfect simple</td>
</tr>
</tbody>
</table>

   1. The ______ commonly 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.

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**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?

@derethethebeast95

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 wick. 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 watching/ 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!
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.

Quickly read the introduction to the blog post. What do you expect Aureliano’s five tips to be?

Now read the text to see if you were right about Aureliano’s advice.

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

Storage Use Association Selection Review

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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 combated. 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. 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!

6. **Becoming an expert language learner**

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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)

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. 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.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>conquer</td>
<td>A cash</td>
</tr>
<tr>
<td>launch</td>
<td>B myself</td>
</tr>
<tr>
<td>run out of</td>
<td>C the world</td>
</tr>
<tr>
<td>enhance my</td>
<td>D a new blog</td>
</tr>
<tr>
<td>push</td>
<td>E employability</td>
</tr>
</tbody>
</table>

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?

**GRAMMAR**

**FUTURE TENSES**

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

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.

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/will 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 be studying/still studying English in ten years’ time?
   4. Do you think that English will still be spoken/is still going to be spoken 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.
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 – 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