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## Part 1

## Vocabulary

## Everyday objects

## Reading

## The Identity Card

## Grammar

## Word order in questions

## Pronunciation

## The alphabet

## Vocabulary

1 Look at the pictures and read the information. Match each object to a word in the box. There are three words you do not need.

chewing gum credit card glasses  
key ring lipstick mobile phone  
pen umbrella

2 Do you have any of these things with you today? Which ones? Tell a partner.

## Reading

1  1.01 Read and listen to the text on page 7 about another everyday object: the identity card. What kind of information about an individual can you find on an identity card?

2 Read the text again and find examples of ...

- 1 a historical reason for ID cards.
- 2 countries with no ID cards.
- 3 a material used in ID cards.
- 4 information on an ID card.
- 5 biometric information on an ID card.

3 Does your country have identity cards? What information do they contain?

## Surprising origins and facts: Everyday objects

## Origin:

Egypt, more than  
5000 years ago

Cleopatra used one  
made from dead  
insects.



a

## Origin:

United States,  
1973

The first model weighed  
0.79 kg and measured  
25cm.

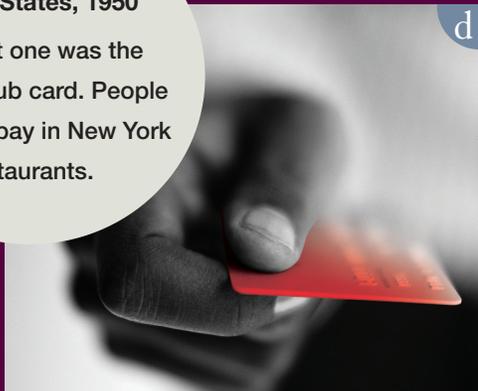


b

## Origin:

United States, 1950

The first one was the  
Diner's Club card. People  
used it to pay in New York  
restaurants.



d



c

## Origin:

Mexico, 1860

It comes from the chicle  
plant. The original idea  
was to use it to make  
car tyres.

## Origin:

Italy, 13th century

The early models  
helped people to see but  
they caused headaches  
because they were so  
heavy.



e

# Surprising origins and facts: The identity (ID) card

## Grammar

*Are ID cards obligatory?*

*Do all countries **have** ID cards?*

*What is a biometric ID card?*

*What **did** people **use** ID cards for?*

- in questions the verb goes before the subject
- in present simple or past simple questions, the auxiliary verb *do / did* goes before the subject and the infinitive goes after the subject
- question words (*What, Where, Who, etc.*) go at the start of a question

**1** Complete the questions by putting the words in the correct place.

- |                                    |      |
|------------------------------------|------|
| 1 do you do?                       | what |
| 2 you speak any foreign languages? | do   |
| 3 what your name?                  | is   |
| 4 what's phone number?             | your |
| 5 you have any children?           | do   |
| 6 where you born?                  | were |
| 7 where did you to school?         | go   |
| 8 where do live?                   | you  |
| 9 you married?                     | are  |
| 10 what your date of birth?        | is   |

**2** Match the questions in exercise 1 to the topics in the box.

Name	Profession
Address	Marital status
Phone number	Children
Date of birth	Education
Place of birth	Languages

**3** Choose five questions from exercise 1. Work in pairs and ask each other the questions.

**G** **Grammar focus** – explanation & more practice of word order on page 132

## What were the first ID cards?

The first ID cards were, in fact, paper identity documents, which appeared in the 18th century.

## What did people use the first ID cards for?

People used the first ID cards to travel to different countries. The ID card was the first passport.

## Do all countries have ID cards?

No, they don't. There are more than a hundred countries in the world with ID cards. But several English-speaking countries don't have a national ID card system. These countries include the UK, the US, Canada, Australia, Ireland and New Zealand.

## What do ID cards look like?

ID cards are usually made of plastic and can fit inside a person's wallet.

## What information do governments put on ID cards?

Most ID cards contain the person's name, date of birth, signature and a photograph.

Some cards contain other information such as the person's address, phone number, nationality, profession and marital status.

## What is a biometric ID card?

More modern ID cards now contain biometric information, for example, fingerprints or digital images of people's eyes.

## Pronunciation

**1**  **1.02** Listen to three people spelling personal information. Write the words they spell.

**2** Work in pairs. A: spell the words to B.

- your last name
- the name of the street you live on
- two words from this lesson

**3** Swap roles and repeat.



**Part 2**

Speaking & Vocabulary  
**Describing people**

Listening  
**Identity parade**

Grammar  
**What & How questions**

Speaking  
**False identities**

## Speaking and Vocabulary

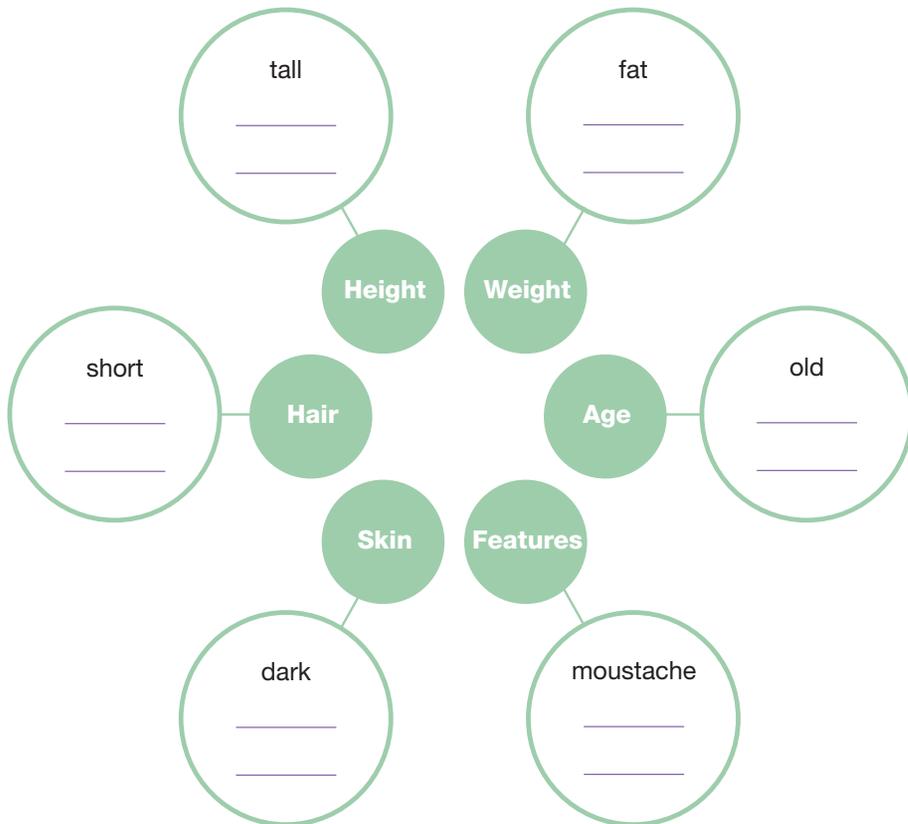
**1** Think of someone you know very well and describe this person to a partner. Use the phrases below to help you.

- This is ...
- He's / She's ...
- He's / She's got ... eyes and ... hair.
- He's / She's ... years old.

**2** Write the words in the box under the correct headings below.

bald beard blond curly fair  
 in her twenties medium-height  
 middle-aged overweight scar short  
 shoulder-length slim straight young

**3** Think about the person you described in exercise 1. Can you add any more details to the description?



## Listening

**1** **1.03–1.06** Listen to four conversations and choose the correct photo a–j on page 9 for each one.

**2** Listen again and answer the questions. There is one question for each conversation.

- 1 Does the woman like the photo?
- 2 How old is the baby?
- 3 What is different about Bella?
- 4 What colour is the man's hair?

**3** Work in pairs. A: choose one of the photos and describe it to your partner. B: try to guess the correct photo. Then swap roles and repeat.

### Extend your vocabulary – look and look like

We use *look* + adjective to describe a person's appearance.

*He looks thin.*  
*She looks good.*

We use *look* + *like* + noun phrase to compare someone's appearance to someone or something else.

*She looks like her mother.*  
*He looks like a film star.*

Choose the correct option in each pair of sentences.

- 1 He looks like his father. He looks his father.
- 2 Are you OK? Are you OK?  
 You look like tired. You look tired.
- 3 I look horrible in this photo. I look like horrible in this photo.
- 4 That chair doesn't look like comfortable. That chair doesn't look comfortable.



a b



c



d

## Grammar

*How old is he?*

*What kind of car does he drive?*

*What colour are his eyes?*

- use *how* + adjectives such as *old, tall, long* to ask for more detail
- use *what* + *kind of / sort of* + noun to ask for information about the noun
- also use *what* + *colour / time / size* to ask for specific detail

1 Complete the questions below with the correct question words.

how    how many    how much  
 what kinds    what sort

## Q&A: IDENTITY THEFT

1 \_\_\_\_\_ safe is your identity?

The answer is: not safe, if you look at the statistics for identity theft.

2 \_\_\_\_\_ of crime is identity theft?

Identity (ID) theft occurs when someone steals your identity. It's one of the biggest new crimes in the world today.

3 \_\_\_\_\_ people are victims of identity theft every year?

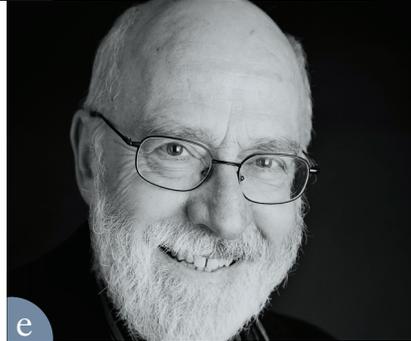
Experts think that millions of people are victims around the world. In the US alone, it's around nine million people every year.

4 \_\_\_\_\_ does identity theft cost?

ID theft is big business and costs billions of dollars to national economies.

5 \_\_\_\_\_ of identity theft are there?

There are different types: using your credit card; getting a phone in your name or getting a government document, eg a driving licence, are some examples.



e



f



g



h

2 Put the words in the correct order to make questions.

- 1 colour are your eyes what?
- 2 hair colour what your is?
- 3 hair how long your is?
- 4 month what birthday is your?
- 5 old you how are?
- 6 street live you do on what?
- 7 tall you are how?

**G** Grammar focus – explanation & more practice of *what* and *how* on page 132

## Speaking

1 Write this information on a piece of paper and give it to the teacher.

- your full name
- your address
- your birthday

2 You are going to *steal* someone's identity. Take a piece of paper from the teacher and do not show it to anybody. This is your new identity.

3 Work in pairs and ask each other questions from exercise 2. Find out your partner's false identity.



i



j

**Part 3**

Vocabulary & Listening  
**People you know**

Listening & Reading  
**Six degrees of separation**

Grammar  
**Present simple, frequency adverbs**

Speaking  
**Family & friends**

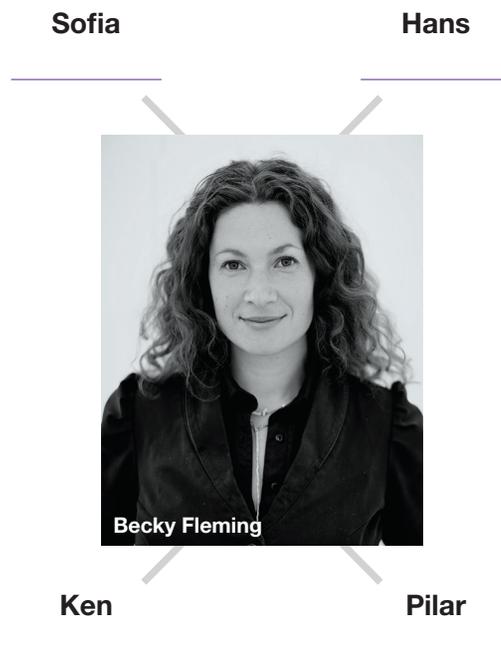


## Vocabulary and Listening

**1** Work in pairs and make a list of the people you know in the class. Tell each other what you know about them.

**2** **1.07** Listen to a woman talking about people she knows. Write the words in the box under the correct names.

acquaintance    classmate    colleague  
friend    neighbour



**3** Listen again and answer the questions.

- Where is Becky's neighbour?
- Does Becky know Hans well?
- Does she work with Ken?
- How does she know Sofia?

**4** Copy the diagram above and write the names of people you know. Write the relationship underneath each name. Then work in pairs and tell each other about the people.

*This is Louise. She's my neighbour.  
Jorge is a colleague from work.*

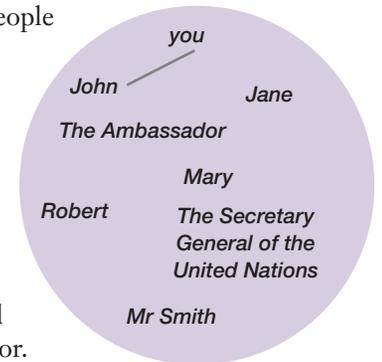
## Listening and Reading

**1** **1.08** Read and listen to the extract from the play *Six Degrees of Separation* on page 11. Do you know this theory?

**2** **1.09** Listen to an explanation of the theory. Draw lines between the names below to show which people are connected.

**3** Listen again. Explain the link between ...

- you and John.
- Jane and Robert.
- Mr Smith and the Ambassador.



**4** Work in pairs and discuss these questions.

Do you think this theory is true? Are you connected to a famous person in any way? Tell your partner.

*My wife's sister has met the President.*

*I work with a man. His son's teacher went to school with a famous singer.*

### Extend your vocabulary – *in touch*

If you are *in touch* with someone you see, speak to or write to them.

*He is often in touch with important people.*

You can *lose touch* with a person if you don't see, speak or write to them any more. You are then *out of touch* with that person.

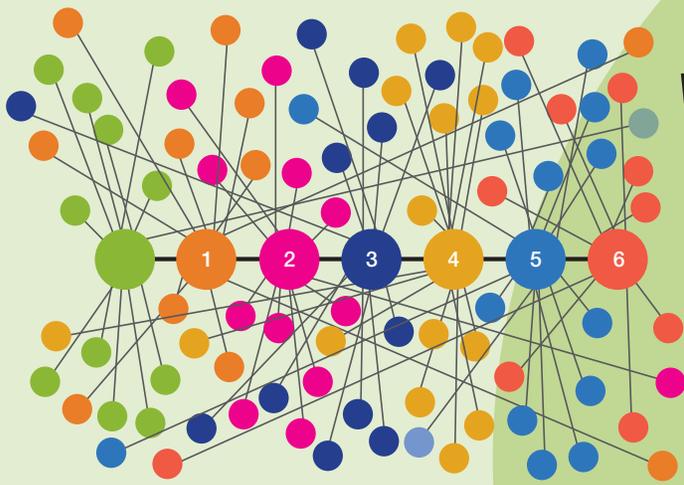
*I lost touch with a lot of my school friends many years ago. We are out of touch now.*

*Keep in touch* or *stay in touch* are informal expressions you can use to tell someone you want to be in contact.

*See you soon. Let's keep in touch.*

Complete the sentences with an expression using *touch*.

- She's still \_\_\_\_\_ with her grandmother. She writes to her every week.
- I'm \_\_\_\_\_ with my school friends. I never see them.
- A: See you later.  
B: OK, \_\_\_\_\_.
- He doesn't want to \_\_\_\_\_ with his family. He calls them every month.



# It's a small world ... the six degrees of separation theory

## Grammar

Robert **works** for a big hotel in the city centre.  
Mr Smith **knows** many people.  
He **sometimes has** lunch with the ambassador.  
He **is often** in touch with important people.

- use the present simple to talk about habits and routines and for things that are always true
- add *s* to regular verbs when talking about *he / she / it*
- use frequency adverbs to say how often something happens
- frequency adverbs go between the subject and the verb except with the verb *to be*

**1** Complete the text about online social networks using the correct form of the words given.

## Keeping in touch

One way people often \_\_\_\_\_ (*keep*) in touch with friends and family is using the internet. People \_\_\_\_\_ (*use*) social networking sites. These are special websites. Every member \_\_\_\_\_ (*have*) their own page.

Let's look at Jim, for example. Jim \_\_\_\_\_ (*be*) always in touch with his network of friends. He \_\_\_\_\_ (*not write*) emails, he \_\_\_\_\_ (*put*) information on a social networking site every day. Jim often \_\_\_\_\_ (*take*) photos of his family and \_\_\_\_\_ (*put*) them on his webpage. His friends \_\_\_\_\_ (*look*) at Jim's page and \_\_\_\_\_ (*see*) the information and photos. They then \_\_\_\_\_ (*send*) him messages.

I read somewhere that everybody on this planet is separated by only six other people. Six degrees of separation between us and everyone else on this planet. The President of the United States, a gondolier in Venice, just fill in the names. ... I am bound – you are bound – to everyone on this planet by a trail of six people.

From *Six Degrees of Separation*  
by John Guare.

**2** Complete the sentences by putting the word or phrase in the correct place.

- 1 Becky talks to her parents on the phone. (*three times a week*)
- 2 She is very friendly with the neighbours. (*always*)
- 3 She goes out with her colleagues. (*often*)
- 4 She uses the internet to keep in touch with people. (*every day*)

**G Grammar focus** – explanation & more practice of the present simple on page 132

## Speaking

Work in pairs.

**A:** turn to page 126.

**B:** turn to page 128.

## Part 4

Speaking &amp; Reading

**CCTV is watching you**

Grammar

**Present continuous**

Pronunciation

**Linking words****Speaking and Reading**

**1** Read the information below about CCTV cameras and answer the questions in pairs.

- 1 Do any of the facts surprise you?
- 2 Do you have CCTV in your town? Where?
- 3 Do you think that CCTV cameras are a good idea?

**2** Quickly read *Readers' response* on page 13. What kind of texts are they?

- a advertisements in a newspaper
- b letters to a newspaper
- c emails to a company
- d messages from the government

**3** Read the texts again and answer the questions.

- 1 Who works at night in a shop?
- 2 Who thinks the article is not fair?
- 3 Who talks about the police?
- 4 Who mentions other ways of watching people?

**4** Work in pairs. Find two arguments in favour of and two arguments against CCTV cameras in the texts. Which arguments do you agree with?

# CCTV



**Meaning:** Closed Circuit Television

**Origin:** 1942, to watch German rocket launches

**Early uses:** government buildings and banks

**Modern uses:** shops, airports, buses, hospitals, schools, streets, underground train systems

**Largest number of CCTV cameras in one place:** Singapore Airport (more than 3,000)

**Most common place for a CCTV camera:** at a cash machine

**City with most CCTV cameras:** London, England

**Times per day that the average English person is on camera:** 300

### Extend your vocabulary – expressions with *place*

*Place* is a very common word in English expressions.

If something *takes place*, it happens.

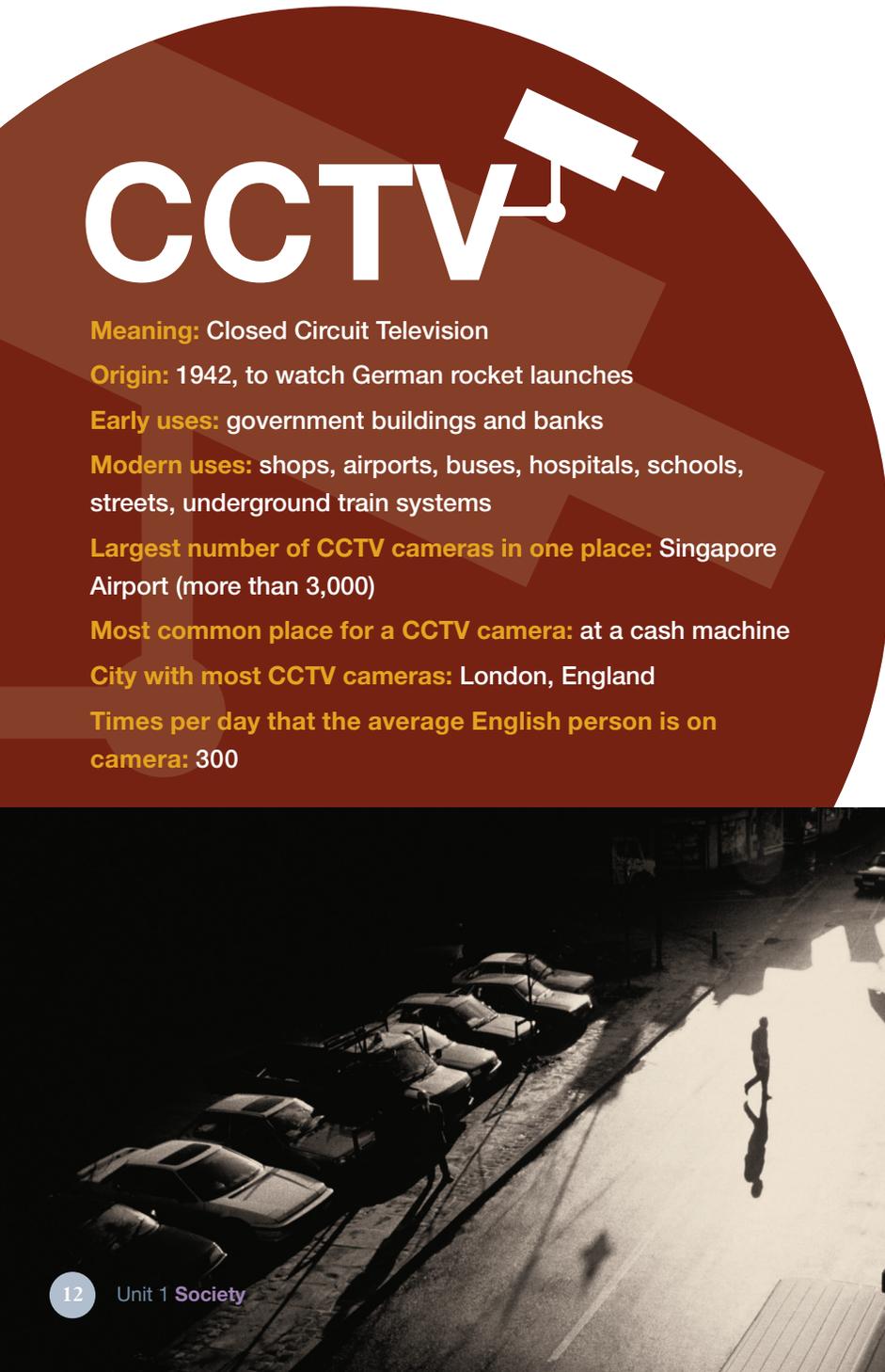
*The festival takes place in October.*

If something is *out of place* it does not belong or is uncomfortable.

*I felt out of place there, I didn't know anybody.*

Look at the **highlighted** expressions in the texts on page 13. Match them to their meanings or uses 1–5 below.

- 1 to explain the first point in an argument
- 2 instead of
- 3 everywhere
- 4 a particular position or part of town
- 5 that something is not appropriate for you





# Readers' response

## CCTV is watching you

First identity cards, and now cameras **all over the place**. They are watching our every move. Soon they will listen to our phone calls and read our emails and letters. Do we have any private life left?

Rajit Gadh

Your article, *CCTV is watching you*, gives a very negative view of CCTV cameras. **In the first place**, the truth is that we are living in a dangerous society and people need to feel safe. You also don't mention how crime is going down in neighbourhoods with CCTV. You only give one side of the argument!

Philip Richards

So we have CCTV cameras in our neighbourhood. I really don't understand it. This is **a very quiet place** and there are no problems here. Personally I believe that this is just another example of government invasion of our privacy.

Martha Klein

The problem with the cameras isn't the technology, it's how people are using the technology. If the police are using the cameras to find information about criminals, what is the problem with that? **It's not our place** to say how they should do their job.

Kenneth Thomas

My co-workers and I agree with CCTV cameras. We work in a 24-hour shop and I usually work late. We have two cameras in the shop and we are putting in two more now. We don't have a lot of money. The cameras give us protection **in place of** security guards.

Tatyana Ivanov

## Grammar

CCTV cameras **are watching** you.  
We **are putting** in two more cameras now.  
We **agree** with CCTV cameras.

- use the present continuous to talk about things that are happening now or around now
- use the present continuous to talk about temporary situations
- we do not usually use stative verbs such as *agree, believe, know, like, need* with the present continuous

**1** Underline the correct form of the verbs in the letter.

I am looking / look out of my window at work right now and I can see two CCTV cameras. These cameras *are belonging* / belong to the company, and they watch our every move. I am not understanding / don't understand why we are needing / need them. I am not liking / don't like them.

Lola Sule

**2** Think of three people you know. For each person, write two or more sentences about ...

- what they do.
  - what they are probably doing now.
- My brother Graham works as a secondary school teacher.*  
*He's probably teaching a history class right now.*

**3** Work in pairs and compare your sentences. Ask one question about each person on your partner's paper.

*Where is your brother teaching?*

**G Grammar focus** – explanation & more practice of the present continuous on page 132

## Pronunciation

**1** **1.10** Listen to five sentences. How many words do you hear in each? (contractions = two words)

**2** Listen again and write the sentences. Then practise saying them. Pay attention to linking the words together.

**3** Work in pairs and imagine a context for each sentence. Think about:

- Who is speaking?
- Where are they?
- What do they say next?



a



b



c



d

## Warm up

Work in pairs and choose two or three situations from the list below. Roleplay a short conversation for each situation.

### Situations

- 1 You are meeting for the first time.
- 2 You are friends. It's late and you would like to go home.
- 3 A is working and B is the customer. B: you want some help.
- 4 You work together. It's A's first day. B: introduce yourself.
- 5 You are classmates. It's the end of the week and you are saying goodbye.
- 6 A: it's your birthday. B gives you a present.
- 7 You don't know each other. A: you bump into B who drops something.

### Useful phrases

- How are you?
- Nice to meet you.
- Have a good weekend.
- Excuse me.
- Thank you very much!
- See you tomorrow.
- I'm sorry.

## Listening

 1.11–1.14 Listen to four conversations. Match each one to a picture and a situation.

## Language focus: social expressions

Read the phrases and cross out the response that is **not** correct.

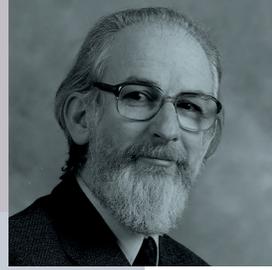
- 1 How are you?
  - a Fine thanks.
  - b Very well, thank you.
  - c I'm nice.
- 2 Hi, I'm George.
  - a Fine to meet you.
  - b Nice to meet you.
  - c Pleased to meet you.
- 3 Have a good weekend.
  - a You too.
  - b Thanks.
  - c Yes, please.
- 4 Excuse me.
  - a Yes, can I help you?
  - b You're welcome.
  - c Yes?
- 5 Thanks for everything.
  - a You're welcome.
  - b No problem.
  - c Yes, please.
- 6 See you tomorrow.
  - a You too.
  - b Bye.
  - c See you.
- 7 I'm sorry.
  - a That's all right.
  - b It's OK.
  - c You're welcome.

## Speaking

Work with a new partner and choose **one** of the tasks below.

**A** Repeat the warm up activity using the new expressions you have learnt.

**B** Look at the audioscript on page 152 and choose one of the conversations. Practise it and try to memorise it. Then continue the conversation.



We use language to express our thoughts, form relationships with others, and build communities. The focus is always on the individual. If you study language you study people, and people are as different as chalk from cheese. So their language will be different too.

Sometimes it's regional background that makes the difference. If you hear someone say *That's a bonny wee child*, the speaker is probably from Scotland, because words like *wee* (little) and *bonny* (pretty) are hardly ever used anywhere else. And someone who says *My car's hood and windshield were damaged* probably has an American background; someone from the UK would say *bonnet and windscreen*.

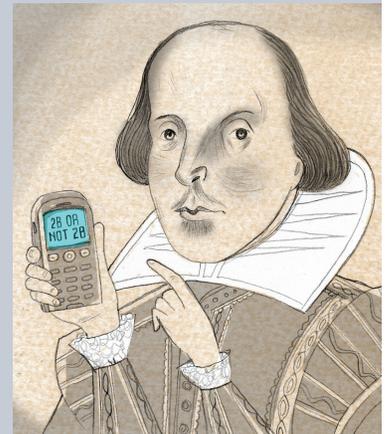
Often it's social background that makes the difference. In the 1950s in Britain there was a lot of publicity about how upper-class (U) people used different words from those used by other classes (non-U). U speakers had *luncheon* (or *lunch*) in the middle of the day and *dinner* in the evening. Non-U speakers had *dinner* in the middle of the day. *Luncheon* is rare today, but there is still a social divide between *lunch* and *dinner*.

Above all, these days, it's the technology that makes the difference. The internet allows people to express their individuality in ways that were inconceivable a few years ago. Emails vary from highly formal (*Dear Professor Crystal*) to highly informal (*Yo, Dave!!*). Older people often keep the rules of punctuation and capitalisation they once learned; younger people often try out new ways (*i dont think so – LOL*).

But times are changing. As more older people start to use the internet, they are also using the latest abbreviations more and more. BRB (Be right back).

### Glossary

- background** (*noun*) – the type of family, social position or culture that someone comes from
- BRB** (*verb*) – internet abbreviation for *Be right back*; you use this to say informally that you will return soon
- LOL** (*verb*) – internet abbreviation for *laughing out loud*; you use this to say informally that you think something is funny



## Warm up

- Are these sentences true (T) or false (F) for you?
  - I speak more than one language.
  - I speak differently at work to how I speak at home.
  - My language has many different dialects.
  - There is more than one language in my country.
  - Rich people speak differently to poor people.
- Work in pairs and compare your answers. Do you agree?

## Reading

- Read the text *Same language but different*. What three factors does the author mention?
  - differences in geography
  - differences in social class
  - differences in diet
  - differences in technology
- Read the text again and decide if these sentences are true (T) or false (F).
  - People are very different, so language is different.
  - Hood* and *windshield* are British English words.
  - U speakers had lunch in the evening.
  - Technology always makes language very formal.
  - Young people don't use capital letters in the same way as older people on the internet.
  - Young people are inventing new ways of using capital letters.

## Language focus

Find words or expressions in the text with these meanings.

- to be very different (lines 2–3)
- uncommon (line 14)
- most importantly (line 16)
- impossible to think about or imagine (line 17)

## Speaking

Do you think the differences in English that the author talks about are true for your language? Think of some examples. Use the questions below to help you.

- How do people start and finish emails in your language? Is it formal or informal?
- Are there different parts of your country that use different words to mean the same thing? Can you give an example and explain it in English?
- Are there abbreviations on the internet in your language like *LOL* or *BRB*?

# 1 Writing a personal description

## Reading

1 Read Constanza's description of herself.

Is it ...

- an email to a friend?
- an introduction for a social networking site?
- a letter of application for a job?

2 Is there anything in the description that's true for you?



Hi! My name is Constanza Ximena Jara Castro, but people call me Coti for short. I'm twenty years and single. I born in Valdivia, in the south of Chile, but now I live in Santiago, the capital city. I study journalism in the university and I like very much this course.

We are five people in my family – my parents, my two elder sisters and me. We also have got a dog called Kalu. My father's job is a photographer and my mother is teacher.

In my free time I like swimming, listening music and seeing friends. In the future I hope to go to USA for do a Master's and my ambition is to work as a journalist for a national newspaper.

## Writing skills: looking for errors in your work

1 Read a corrected copy of Constanza's description and find twelve differences.

2 Which of these errors do you sometimes make?

3 Do you usually check your writing for errors before giving it to a teacher?

Hi! My name is Constanza but people call me Coti for short. I'm twenty years old and single. I was born in Valdivia, in the south of Chile, but now I live in Santiago, the capital city. I am studying journalism at university and I like this course very much.

There are five people in my family – my parents, my two elder sisters and me. We also have a dog called Kalu. My father is a photographer and my mother is a teacher.

In my free time I like swimming, listening to music and seeing friends. In the future I hope to go to the USA to do a Master's and my ambition is to work as a journalist for a national newspaper.

## Language focus: joining sentences

1 Join the sentences using *and*, *but* or *so*.

*I have a dog called Lucky. I have a cat called Mimi.*

*I have a dog called Lucky and I have a cat called Mimi.*

- I'm short and slim. I have long curly black hair.
- My sister trained as a teacher. She's unemployed at the moment.
- I'm thirty years old. I'm married with two children.
- Clodagh isn't a common name. People often don't know how to spell it.
- I have three sisters. I don't have any brothers.
- I was born in a small village. I find living in a big city very strange.

2 Read the joined sentences. Cross out any words that you don't need.

*I have a dog called Lucky and I have a cat called Mimi.*

## Preparing to write

Make notes about yourself for a social networking site. Use the topics in the box to help you and include your own ideas.

Name	Age	Birthplace	Town	Occupation
Family	Free time	Ambitions		

## Writing about names

- My full name is Alejandro Gustavo Donoso Jimenez.
- People call me Alex for short.
- My nickname is Chacho.
- I was named after my grandfather.
- I have a sister called Andrea and a brother called Pablo.
- I have a dog whose name is Pepe.

## Writing

Write your description and check it for errors. Then work in pairs and swap your descriptions. Try to correct each other's work.

## Grammar

1 Complete the questions with the correct words.

- \_\_\_\_\_ married? No, I'm single.
- \_\_\_\_\_ speak English? Yes, a little.
- \_\_\_\_\_ your phone number?  
It's 07051-459-216.
- \_\_\_\_\_ you do? I'm a teacher.
- \_\_\_\_\_ is your car? It's red.

2 Complete the sentences with the correct form of the verb in brackets.

- A: Excuse me, can you help me?  
B: I'm sorry, I \_\_\_\_\_ (*try*) to work right now.
- I \_\_\_\_\_ (*not / know*) many people in this town.
- My brother \_\_\_\_\_ (*not / like*) his boss, so he \_\_\_\_\_ (*look*) for a new job.
- My mother \_\_\_\_\_ (*not / speak*) any foreign languages.

## Vocabulary

1 Find and correct six spelling mistakes.

acquaintance bald classmate colleage freind  
heighth identity keyring middle-aged neighbour  
profession umbrella

2 Look at the pictures. Correct three mistakes in each description.

- This is Carlos. He's bald and overweight, and he's got a beard.
- This is Veronica. She's middle-aged, with short dark curly hair.



## Speaking

Work in groups of three. A: throw a dice to choose a person in the box. B and C: ask questions about the person. Ask about name, age, job, family and what they look like. Then swap roles and repeat.

- A good friend
- A neighbour
- A family member
- Your first friend
- A new colleague or classmate
- A good teacher

## Being a good language learner

1 Read the learning questionnaire. How often are these statements true for you? Give yourself a score for each question. Not usually = 0 points Sometimes = 1 point Usually = 2 points

- \* I try to practise using English as often as I can outside the classroom. \_\_\_\_\_
- \* I am willing to take risks and am not afraid of making mistakes. \_\_\_\_\_
- \* I am organised in the way I manage my learning. \_\_\_\_\_
- \* I think about how I learn best. \_\_\_\_\_
- \* If I don't understand something, I try to guess. \_\_\_\_\_
- \* I notice my mistakes and try to learn from them. \_\_\_\_\_
- \* I set goals and monitor my progress. \_\_\_\_\_
- \* If I am not sure about something, I ask for help. \_\_\_\_\_
- \* I regularly review what I have learnt. \_\_\_\_\_
- \* I try to use English to communicate my ideas. \_\_\_\_\_

2 Add up your total score and read what it means below.

- 16–20 Congratulations! You are already an excellent language learner. Keep up the good work!
- 11–15 You already have some very good language learning strategies. Now think how you can improve even more.
- 6–10 You are starting to use the right strategies but need to be more consistent.
- 0–5 Maybe you are finding it difficult to make progress. Try some of the strategies above and you could see a big difference.

3 Work in pairs and discuss the questions.

- Which of the strategies in the quiz do you use most?
- Which do you need to use more?
- Give your partner suggestions about things to do.

4 Write two new things you will try to become a better language learner.