

## Vocabulary and listening • Verbs: Studying a language

### Aim

Listen to interviews about learning a language.

### THINK!

Read the questions with the class and elicit responses from individual students. Ask more questions to encourage longer answers, e.g. *Which things do you find most difficult? Which are the most useful? Why do you like (listening)?*

### ANSWERS

Students' own answers.

### Exercise 1 1-43

Students use their dictionaries to check the meanings of the verbs in blue, then read the quiz and match the questions to the pictures. With **weaker classes**, students could work in pairs for this activity. Play the audio for students to check their answers. Check answers with the class and that students understand all the verbs.

### ANSWERS

1 e 2 h 3 d 4 c 5 a 6 i 7 j  
8 b 9 f 10 g

### Exercise 2

Students work in pairs to ask and answer the questions in the quiz and check their scores in the key at the bottom of the pictures. Ask some students to tell the class their scores.

### ANSWERS

Students' own answers.

### Exercise 3 1-44

Read the introduction with the class and focus on the languages in the box. Elicit that Kanji is a Japanese language. Ask students which language each person is learning. Play the audio. Students listen and answer the question. Check answers with the class.

### ANSWERS

1 English 2 Russian and Arabic  
3 Kanji

### Exercise 4 1-44

Allow students time to read the questions. Point out that in this exercise students must concentrate on who is speaking to hear the answers for each person. Play the audio again. Students listen and answer the questions. With **weaker classes**, play the audio once for students to answer the first question, then play it again for them to answer the second question. Check answers with the class.

## 4

### VOCABULARY AND LISTENING • Verbs: Studying a language

I can listen to interviews about learning a language.

**THINK!** Do you like learning languages? Look at the things in the box. What things do you like and dislike?

vocabulary grammar pronunciation reading listening speaking writing

## Are you a SUPER language student?

Answer the questions. Score 1 point for every YES answer. Then look at the key.

- Do you ever **listen to** English when you're out of school?
- Do you **know** the alphabet? Can you **spell** your name in English?
- Do you **check** words in a dictionary or a wordlist?
- Do you **repeat** a new word if you want to **learn** it?
- Do you ever **practise** your pronunciation?
- Do you **revise** before an exam?
- Do you **ask questions** when you don't **understand**?
- Do you usually **concentrate** when you do your homework?
- Do you **make notes** about grammar or **write** new vocabulary in your notebook?
- Do you ever **read** books, articles or comics in English?



**Key:**  
0-3 Not brilliant! How can you improve?  
4-7 Quite good, but you can still do better.  
8+ Well done! That's a very good score.

1 1.43 Look at the quiz. Check the meanings of the verbs in blue. Match questions 1-10 to pictures a-j. Then listen and check.

2 Work in pairs. Ask and answer the questions in exercise 1. Then check your scores in the key.

3 1.44 Read the introduction. Then listen to the interviews. What are the people learning? Use the languages in the box.

Italian Kanji English Arabic Russian

### Interviews: Learning languages

Interviews with Londoners who are learning languages.



1 Mario .....  
2 Mark and Peter .....  
3 Hannah .....

4 1.44 Listen again and answer the questions for Mario, Mark and Hannah.

- What is he / she doing now?
- What does he / she think is difficult?

### STUDY STRATEGY

#### Thinking about learning

Thinking about how you learn can help you to learn better.

5 Read the Study Strategy. Then make a table with your answers in exercise 2. What good and bad learning strategies have you got?

I do these things	I don't do these things
I revise before an exam.	I don't listen to English when I'm out of school.

6 **USE IT!** Work in pairs. Compare the answers in your table in exercise 5.

I revise before an exam, but I don't listen to English when I'm out of school.

### 52 Learning world

### ANSWERS

- Mario is watching TV.  
Mark is checking new vocabulary on the internet.  
Hannah is revising for her exams.
- Mario thinks listening is difficult.  
Mark thinks reading and writing are difficult.  
Hannah thinks pronunciation is difficult.

### Optional activity: Listening

Write these questions on the board:

- Why is Mario watching TV?
  - Why are Mark and Peter learning languages?
  - Who is teaching Hannah?
- Students work in pairs and discuss the answers to the questions. Play the audio again for them to check their answers.

### ANSWERS

- Because it is good for his English.
- Because a lot of people from different countries come to London.
- A teacher from Japan

### Exercise 5

Read the study strategy with the class then read out the examples in the table. Brainstorm some more ideas for learning with the whole class and make notes on the board, e.g. *listen to music, read things online, use social media in English, learn vocabulary after class, review notes regularly*. Students make a table using their answers from exercise 2.

### ANSWERS

Students' own answers.

### Exercise 6 USE IT!

Students compare their answers in pairs. Ask some students to tell the class about their partner's good strategies.

### ANSWERS

Students' own answers.

### More practice

Workbook page 32

Practice Kit

### Assessment

Five-minute test, Teacher's Resource Disk