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** 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 q

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 1 44

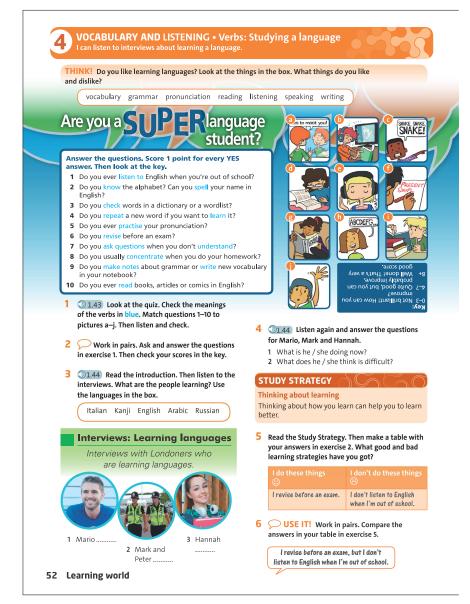
Read the introduction with the class and focus on the languages in the box. Elicit that Kanji is a Japanese language. Ask students which language each person is learning. Play the audio. Students listen and answer the question. Check answers with the class.

ANSWERS

1 English 2 Russian and Arabic

Exercise 4 **1** 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.



ANSWERS

Mario is watching TV.
Mark is checking new vocabulary on the internet.

Hannah is revising for her exams.

2 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:

- **1** Why is Mario watching TV?
- **2** Why are Mark and Peter learning languages?
- **3** 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

- 1 Because it is good for his English.
- **2** Because a lot of people from different countries come to London.
- 3 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