

JAG03 Unit 1

Task 1 The perfect learner

Study the diagram below. To what extent are you “The perfect Learner”?

The Perfect Language Learner

Every language student wants to know the secret of making the most progress in the shortest time.

What does the perfect learner do to excel in acquiring a foreign language?



ST GEORGE INTERNATIONAL
THE LANGUAGE SPECIALISTS

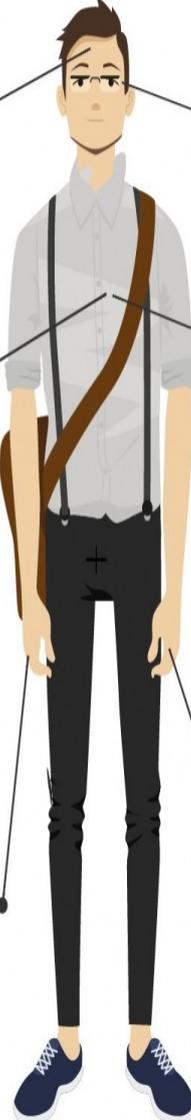
www.stgeorges.co.uk

English School in Central London



1: Learn every day

Even when you are really tired, do some learning, even if it's only 5-10 mins. Never miss a chance to increase your knowledge. Use it, or lose it! Practice makes perfect.



4: Read, read & read!

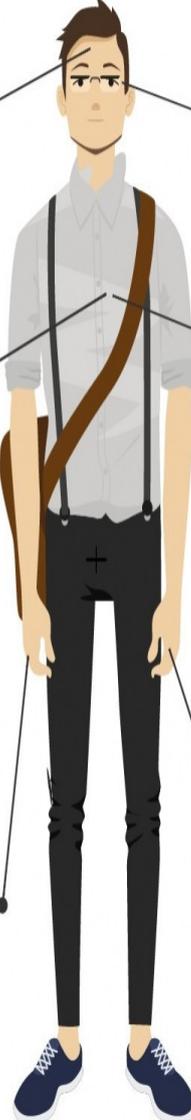
Read (in the foreign language) things that you like, not boring stuff. Notice new grammar patterns and important vocabulary. The more you read, the quicker you progress - it's as simple as that.





2: Be motivated

What is your goal? Always think about your objective. You are learning because you want to achieve something. When you get there your life will be better. Always remember that, even when it's tough.



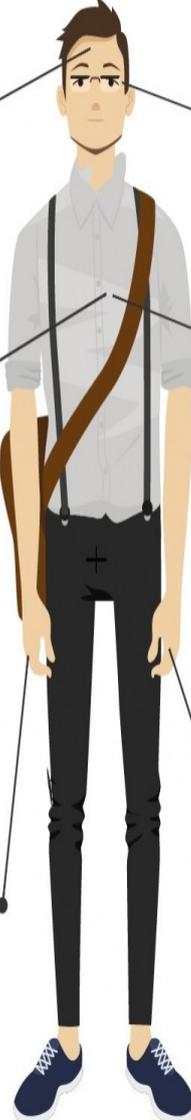
5: Be brave

Don't worry about small mistakes! No-one minds! When you learn new vocab or grammar, use it as soon as possible. If you are not 100% accurate, someone will correct you. Challenge yourself! Go for it!



Success in remembering new vocabulary

Vocabulary book	86%
Mobile phone	74%
Flashcards	67%
No written record	21%



6: Use technology

Listen to podcasts of native speakers
Do online tests checking your level & knowledge
Read the news in your target language
Watch videos in the target language
Comment on articles & interact with blog authors
Record yourself speaking with free audio software
Make your own flashcards with online flashcard generators
Play games in the target language
Keep a permanent record of your new vocab in GoogleDrive



3: Record new vocabulary

To really learn a new word, you have to remind yourself of it 6 times over hours, days and weeks. Write down all your new vocab in a little book that you can always carry around with you. Or keep a record in your mobile - you always have it with you, don't you?



Task 2 Word formation

Complete the gaps with the correct forms of the words in brackets.

How to learn vocabulary

Students are under enormous (PRESS) to learn huge amounts of vocabulary but they are rarely given (GUIDE) as how to go about it. They have a (TEND) to try and learn long lists by heart, but this is hardly the most (EFFICIENCY) approach to the problem. The golden rule is to do lots of (REVISE) at regular intervals. Secondly, students should concentrate on words with the highest (FREQUENT), particularly everyday words which also improve students' spoken (FLUENT). They should also take every opportunity to use the words in (COMMUNICATE) – there is (CONSIDER) (PSYCHOLOGY) evidence that learners who like using the foreign language improve their oral (PERFORM) and their overall (ACQUIRE) of the language much more (RAPID) than students who are (RELUCTANCE) to practise the language in real situations.

Task 3 Listening – Being a non-native speaker of English

Glossary

Geordie – a way of speaking in the area around Newcastle, in the north-east of England

RP – Received Pronunciation - the standard way in which middle-class speakers of southern British English pronounce words

You're going to listen to two people talking about their experience of being non-native speakers of English.

What four questions do they answer?

1. _____ ?
2. _____ ?
3. _____ ?
4. _____ ?

Listen again and mark the sentences below W (woman), M (man) or B (both).

1. They find some native speakers easier to understand than others. ____
2. They feel comfortable about being corrected. ____
3. They usually get what non-native speakers say because there is no hidden meaning. ____
4. They think that native speakers don't spell as well as some non-native speakers. ____

5. They could have had an awkward conversation but, thankfully, it never occurred. ____
6. They notice a gap in their knowledge of English. ____

Can you guess the meaning of these expressions/ phrases from the listening?

As far as content is concerned...

Some dialects are harder to *decipher*...

They don't use *obscure* cultural references...

It never *occurred to me* that she may be talking about...

I'm annoyed with myself when I make a *recurring* mistake...

He *insisted* that it was spelt with single 'm'.

I have to *switch back* to Hungarian.

It *would have been* very embarrassing for me...

Task 4 Vocabulary – Collocations

1. You have to *say / speak / talk* a number of languages to be a flight attendant.
2. The speaker went too fast, so it was impossible to *pass for / pick up / take in* all the information.
3. Bear in mind that children don't always *say / talk / tell* the truth.
4. Did you manage to *brush up / get by / pick up* any Portuguese while you were in Lisbon?
5. Sorry, I didn't get that. Can you *say / speak / tell* it again, please?
6. How will you *pick up / get by / pass for* in Kyoto if you don't speak any Japanese?
7. He wants to have a few days off, so he needs to *say / talk / tell* to his boss.
8. She needs to *brush up / pick up / take in* her French before she takes up her new job in Paris.
9. The researchers found that 62% of those who learned Swedish between the ages of 1 and 11 *took in / picked up / passed for* native speakers with most of the judges.

(Tasks 3,4 adapted from Oxenden, C. (2010). *New English File Advanced Workbook*. OXU.)

Task 5 Vocabulary – Idioms

Complete the idioms with a word denoting a part of the human body.

I can't remember the word but it's on the tip of my

I can't give you the figures off the top of my but I'll look them up and get back to you later.

It was a mistake to try to learn the whole presentation by - at the crucial moment my mind went completely blank.

Hey, are you listening to me? - Yes, I'm all

Tell me what happened. You'll feel better when you get it off your