

## 1

## Learning

## Overview

## 1A

- **Reading:** Multiple-choice, choose multiple answers
- **Academic vocabulary:** Using a dictionary; Parts of speech; Number prefixes
- **Speaking:** Read aloud; Answer short question
- **Listening:** Fill in the blanks
- **Language development:** Tenses in academic English; Passive v. active; Discourse markers
- **Writing:** Write essay

## 1B

- **Listening:** Fill in the blanks; Write from dictation
- **Language development:** Present perfect and past simple; Defining relative clauses
- **Academic vocabulary:** Dealing with unfamiliar words; Knowing which unknown words are important; Inferring meaning from context
- **Reading:** Multiple-choice, choose multiple answers
- **Speaking:** Describe image
- **Writing:** Write essay



## Lead-in

## 1 Discuss the questions.

- Which languages do you think are shown in the photos? Where do you think the photos might have been taken?
- Which other countries can you think of where more than one language is officially spoken?
- In what situations does it help to be able to speak multiple languages?
- How many languages can you speak? How many would you like to be able to speak? Give some reasons.
- Do you know anyone who is fully bilingual or multilingual? How old were they when they learnt each language? How did they learn them?
- If someone is said to 'know' a language, what do you think this means (e.g. that they can use the language in a job)?
- Do you consider yourself to be bilingual or multilingual? In which languages? Does that include English?

## Reading 1 (Multiple-choice, choose multiple answers)



### Before you read

- 1 a Do you think differently when speaking in English (or another language) compared with your first language?
- b Name some of the shades of colour in the photo in English. What about in other languages you know? Do words in your first language always correspond exactly to words in English?

### Skimming

In many test tasks it helps to find the main idea of the text by quickly reading just the first and maybe the last sentence of each paragraph. This is called **skimming**. With longer texts, it also helps to skim through the entire introduction and conclusion.

#### 2 Skim the text in Exercise 5 and answer the questions.

- 1 Which of the following is the text about generally?
  - A how people study and learn languages
  - B how colours are seen differently in different languages
  - C how languages affect our understanding of the world
- 2 Which paragraph talks about:
  - A details of a research project?
  - B what people do with a second language?
  - C earlier projects?

### Scanning

In reading tasks you often need to search the text quickly for specific information without reading every word. This is called **scanning**. For example, you can search for specific ideas, numbers, names with capital letters or titles in *italics*.

#### 3a Scan the text in Exercise 5 to find:

- 1 two non-English words.
  - 2 one person's name.
  - 3 one journal title.
  - 4 two languages.
- b Work in pairs. Compare and discuss how you approached Exercise 3a. For example, which words or features helped you to find each answer?

### Approaching the test task

After you **skim** the text to get a feel for the main idea, the next step is to **read the question and responses** to find the key points. Then **scan** to find the part or parts of the text that relate to the key points in each response.

- 4a Look at the question and response option A in the test task in Exercise 5. Find the key points. Then scan the text to find the related information.
- b Repeat the process for options B–F.
- c Compare your results in pairs. Did you choose the same key points in the options? Did you find the same areas of the text?

## Test practice 5 Complete the task. Remember to use the parts of the text that you found in Exercise 4 to help you choose the correct option.

Read the text and answer the question by selecting all the correct responses. More than one response is correct.

Learning a foreign language literally changes the way we see the world, according to new research. Panos Athanasopoulos of Newcastle University, England, has found that bilingual speakers think differently to those who only use one language. And you don't need to be fluent in the language to feel the effects – his research showed that it is language use, not proficiency, which makes the difference.

Working with both Japanese and English speakers, he looked at their language use and proficiency, along with the length of time they had been in the country, and matched this against how they perceived the colour blue. Colour perception is an ideal way of testing bilingual concepts because there is a huge variation between where different languages place boundaries on the colour spectrum. In Japanese, for example, there are additional basic terms for light blue (*mizuiro*) and dark blue (*ao*), which are not found in English. Further, *ao* also covers colours that English people would call 'green', such as a green traffic light.

Previous research has shown that people are more likely to rate two colours to be similar if they belong to the same linguistic category. 'We found that people who only speak Japanese distinguished more between light and dark blue than English speakers,' said Dr Athanasopoulos, whose research is published in the current edition of *Bilingualism: Language and Cognition*. 'The degree to which Japanese-English bilinguals resembled either norm depended on which of their two languages they used more frequently.'

Most people tend to focus on how to do things such as order food or use public transport when they learn another language to help them get by but 'as well as learning vocabulary and grammar, you're also unconsciously learning a whole new way of seeing the world,' said Dr Athanasopoulos.

According to the text, which of the following is definitely true?

- A ☐ Bilinguals and monolinguals understand the world differently from each other.
- B ☐ Perfect fluency is needed in order to experience the effect described.
- C ☐ The professor's research disagrees with the results of earlier studies.
- D ☐ The professor's research involved asking people about a number of colours.
- E ☐ Different languages tend to describe each colour in a similar way.
- F ☐ The researcher feels that the results of the experiment go beyond colours.

## Task analysis 6 Compare answers and discuss the questions in pairs.

- 1 How did the skimming and scanning you did in Exercises 2–4 help you find the correct responses?
- 2 Look at the options that you didn't choose. Why did you rule each of them out? (e.g. Which ones contradict statements in the text? Which contain information that is not mentioned in the text?)
- 3 How confident were you about your answers?

## Discussion 7 Discuss the questions.

- 1 Are there other concepts, besides colour, where an English word doesn't correspond with a single word in a language you know?
  - 2 As an experienced learner of English, do you agree that 'learning a foreign language literally changes the way we see the world'?
- 8 Check the meaning of these key words from the text. Write them in your vocabulary notebook with an example sentence.

### EXPERT WORD CHECK

degree literally resembled spectrum tend