

♥ 1 - Benefits of Learning a New Language



1. Let's Talk! In groups of 3-4 students, discuss the questions below. Then present your ideas and findings to the class.

- How many languages do you speak?
- How many of you are bilingual – able to speak at least two languages?
- How many of you have a parent or grandparent who is bilingual?
- How important do you think it is to know more than one language?
- What are the advantages of knowing another language?
- When do you think it's easiest to learn a new language?
- Do you think people can acquire a new language at any age?

Do you know?

The prefix 'bi'

Bi is a prefix that means two - as a bicycle. Bilingual = two languages



2. a. Match the phrase or sentence in Column A to a phrase in Column B with a similar meaning

Column A	Column B
1. the capacity to memorize words	a. They are able to finish the work without being challenged
2. exclusively for children	b. His idea was as helpful as my idea
3. They can complete assignments easily	c. She is not able to do as much as she could before
4. His notion was just as beneficial as mine	d. showed new information
5. Her ability is diminished	e. it works properly
6. a senior citizen	f. The ability to remember many words
7. new evidence revealed	g. an older person
8. the oven functions well	h. only for young people

b. Choose the correct meaning of the word in bold.

- Is your knowledge of English **adequate**? Can you use it for what you need?
a. perfect b. good enough
- The average person's brain has millions of tiny sections or **cells** in it.
a. the smallest living parts b. pieces of information
- When the bakery hired a new manager, we were hoping the service would improve, but that **wasn't the case**.
a. wasn't correct b. wasn't available
- The doctors say he has a rare virus, a **disease** they've never seen.
a. situation b. sickness
- There has been a **decline** in the number of students, 100 less than last year.
a. change b. decrease
- There were many problems with the project, but one **barrier** made us stop the work.
a. something that stops progress b. something that helps progress
- Look at all her amazing artwork. She is very **creative**.
a. artistic b. intelligent
- Learning another language makes people smarter and **more intelligent**.
a. more clever b. more successful
- We won't take too much of your time, we only **require** a few minutes.
a. need b. give

3. a. Complete the following sentence using the words in the bank below. Not all the words are needed. Make changes where necessary.

**adequate, exclusively, function, just as, capacity,
intelligent, decline, barrier, reveal, the case, bilingual**

My cousin is going to a new Yeshiva that was started 1. _____ for English speakers. There are a few 2. _____ students but many speak only English. He was afraid that his level of learning would 3. _____ in the new Yeshiva. However, that was not 4. _____. The level of the new Yeshiva is 5. _____ high as the Yeshiva where he studied last year. This is because most of the boys are very 6. _____. They are serious about the studying and learning, and they have the 7. _____ to understand the high-level explanations of the Rosh Yeshiva. Last week, I asked my cousin about the food in the Yeshiva, and he 8. _____ to me that the food is 9. _____ so he is always happy when we send him food from home.

- b. Write a sentence about the following topics in your notebook.

1. Write about something you can do **easily**.
2. Write about an **assignment** that you do not enjoy doing.
3. Describe a **barrier** that keeps you from doing something.
4. Write about what you can do to help a friend who has a **disease** and cannot come to class.
5. Describe something you like to do when you are feeling **creative**.
6. Write about what you do when you are too tired to **function** properly.
7. Describe something you can do to help a **senior** citizen.
8. Describe something that **requires** a lot of work.

4. What do you know about being bilingual?



Read the text below to learn more.

Benefits of Being Bilingual

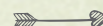
- 1 Many students who are challenged by learning English often wish they were bilingual and could speak English easily. In truth, Israel is a country with a relatively large percentage of bilingual children. These children are able to speak two languages, Hebrew as well as the language their parents or grandparents speak at home.
- 2 Many people question how this ability to speak two languages may affect the children. Do the different languages they speak confuse them? Do they learn to speak later than other children? How does a child who speaks Spanish, for example, manage when he first begins school together with Hebrew speakers? Is his minimal knowledge of Hebrew adequate for him to understand what the teacher is saying? In short, are children who speak two languages at a disadvantage?
- 3 For years, most people focused on the difficulties that children had when they needed to work with two languages at a time. It was thought that knowing two languages would confuse the

Reading Tip:

Note the subject of the sentence!

Sometimes the subject of the sentence is very long, maybe 7 or 8 words. To identify the subject, look for the verb and you'll know what the subject of the sentence is and what the sentence is about.

For example: **Many children who are challenged by learning English** often wish they were bilingual and could speak English easily.



children, or that they would begin talking later than children of the same age. As a matter of fact, bilingual parents in Israel were often told to speak to their child exclusively in Hebrew if the child was not expressing himself as well as his friends. However, over the past 60 years, studies conducted consistently show that there are many benefits in learning two languages at a young age. For example, evidence revealed that most children who speak two languages are able to change more easily from one task to another, just as they are comfortable with changing languages when they speak to different people.

- 4 In fact, it was found that learning a second language is beneficial at any age. A person who learns a new language must cope with new grammar rules, word meanings, sentence structures (the order of the words in a sentence), and many new challenges. This forces them to think more deeply and so the child is able to solve problems in other areas of life as well. In addition, as the child memorizes words and learns rules, his or her capacity to remember other things grows. In fact, bilingual students consistently do better in tasks that require memory than those who know only one language.
- 5 There are other advantages in learning a second language. It was found that speaking another language can make a person more creative, more intelligent, and can even help improve a person's decision-making process, since the thinking process becomes more flexible. This is because the more aware they become of differences in language, the more open the child becomes to thinking about different options when making a decision. Another benefit of being bilingual is an increased ability to concentrate. This is because a person who speaks two languages has to concentrate on one language when speaking to some people, and on the other language when speaking to others. Therefore, he or she is better able to concentrate on an assignment or a task even if there is a lot of noise or activity around them.
- 6 For many, the most exciting findings about the advantages of bilingualism are the benefits that it provides to senior citizens. We know that as people grow older, the cells in their brain diminish, and many of them suffer from a decline in memory and thinking skills. There is evidence that learning a second (or third) language can stop this decline to a great extent. Even in cases of brain damage, a bilingual person can make up for the loss of brain cells by using different connections in the brain to help him function as well as before. Moreover, the ability to speak two languages can delay the start of Alzheimer's disease for up to four and a half years.
- 7 It is true that for many students, learning a second language is not an easy task. Many students feel that there is a barrier that is holding them back from acquiring a second language. However, this does not have to be the case. By focusing on the many benefits of being bilingual, it may be easier to find the motivation necessary to succeed in this challenge.

5. Answer the questions below according to the text in Exercise 4.

a. In the first paragraph, we are told...

1. that there are many children in Israel who are bilingual
2. how speaking two languages can affect bilingual children
3. which language most bilingual children speak
4. whether speaking two languages is a disadvantage

b. What notion has been proven wrong in the studies conducted over the past 60 years?

Complete the sentence with information from the text.

Although many people originally believed that (1) _____, the evidence from the studies has shown that (2) _____.

c. Complete the Cause and Effect table according to paragraphs 2 and 3.

Cause	Effect
Bilingual children are used to speaking different languages with different people.	1. _____
2. _____	He is able to solve all kinds of problems that come up in his life.
Learning a language involves a lot of memorization.	3. _____

d. 1. How does the ability of bilingual students to make decisions compare to students who only know one language? (Par. 4)

2. What is the reason for this difference?

e. How can learning another language benefit older people?

1. The cells in their brain remain strong.
2. There is less of a decline in their memory.
3. They do not suffer from brain damage.
4. They are healthier.

f. Which of the following can be a substitute title for the article?

1. Exciting Findings for Senior Citizens
2. How Bilingualism Helps Students in School
3. New Evidence Has Changed People's View on Bilingual Children
4. Why It's Good to Know Another Language



6. Let's Write! Choose one of the two options and write a short paragraph about it. In both cases, you may use the information in the article in Exercise 4, but make sure you don't copy anything directly. Write between 70-90 words in your notebook.

a. Write a paragraph suggesting one or two additional advantages of learning another language that are not mentioned in the article.

or

b. Your friend does not like to learn English. Write a letter to her explaining what she can gain by putting in the effort and why she should keep trying.

2 – Learning a Language the Easy Way



1. Let's Talk! In pairs, discuss the questions below.

- What skills do you need in order to learn a new language?
- Which aspects of learning a language are the most difficult?
- If you want to communicate with someone who does not speak your language, do you have to know his language perfectly?
- What is the most important skill that you need to know when you try to communicate in a foreign language?
- How can the experience of learning a new language be made pleasant?



2. Match the questions in Column A with the answers in Column B.

Column A	Column B
1. Did you buy that skirt at a reduced price?	a. You need to use the language daily, so that your language skills will improve.
2. Are our new neighbors native Israelis?	b. We can divide the class into smaller groups and give each group a role.
3. Is your class very competitive ?	c. No, they are not. They just moved here from France and they only speak French .
4. My sister is looking for a teaching job. Do you know of a school that is recruiting new teachers?	d. Yes. My parents are English speakers, so I heard a lot of English at home.
5. This looks like a very old coin. Do you think that it is authentic ?	e. Yes, I did. It was on sale, so I was able to buy two skirts.
6. How do you know English so well? Were you exposed to English at home?	f. I decided not to accept the job because the hours were too long.
7. Why did you turn down the job offer that you were thinking about?	g. No, not at all. My classmates never talk about grades or about how much of their homework they finished.
8. Have you ever gone to the new swimming pool? How much does membership cost?	h. It looks real. In fact, it looks exactly like the pictures of the ancient coins that were found near the Kotel.
9. How can I reinforce my English-speaking ability?	i. Yes, I heard that a new school is opening in the next town and that they are looking for young teachers.
10. What will facilitate the sharing of the work?	j. Members pay 200 shekels for the summer. If you are not a member, it costs 40 shekels each time you swim.

3. a. In each sentence, replace the word or words in brackets with one of the words in the bank below. Changes may be necessary. You may not need to use all the words.

recruit, native, exposed to, French, devise, review, dialogue, facilitate, reinforce, turn down, membership

- An electronic dictionary can (**assist in**) _____ reading English books.
- My eighth grade teacher (**made up**) _____ a special program to help



- the students **(go over)** _____ the material that they needed to know.
3. When I try to have a **(conversation)** _____ with someone who does not speak Hebrew, I am **(seeing or hearing)** _____ another language.
4. When we try to remember lists of words and phrases every day, we are **(strengthening)** _____ our vocabulary.
5. My cousin who lives in France invited me to visit her, but I **(said no to her)** _____ because I don't know **(language spoken in France)** _____.
6. The day camp in our school is **(looking to hire)** _____ counselors for the younger grades.



b. Match the adjectives in Column A with suitable nouns in Column B.

Column A		Column B
reduced		dialogue
native		membership in a course
competitive		price
authentic		oil painting
interesting		English speaker
worthwhile		job

c. Write 5 sentences using the adjective – noun phrases above in your notebook.

4. You are going to listen to a presentation by Sarah, called “Learn-a-Language” – a Quick Way to Learn a New Language.



Listen to the recording and answer the questions below.

- a. There are many advantages of learning a new language. Write one advantage that Sarah mentions in her presentation. _____
- b. “Learn-a-Language” is the name of a ____.
1. company
 2. method
 3. experience
 4. notebook
- c. “Conversational fluency” means
1. The ability to speak just as well as a native speaker
 2. Knowing all the grammar rules in the language.
 3. The ability to communicate and to be understood
 4. Being able to speak accurately, without any mistakes
- d. Which method of teaching vocabulary words is not mentioned?
1. flash cards
 2. songs
 3. dialogues
 4. tests

e. Why did the speaker mention that the groups are small and friendly?

1. to tell you why their method is so successful
2. to explain why you will feel comfortable speaking
3. to let you know why accuracy is important
4. to explain their special deal

f. When you become a member of their program, what will you receive?

1. ten group lessons
2. ten private lessons
3. a disc with ten songs
4. ten review lessons

g. What is the purpose of the text?

1. to inform
2. to describe
3. to express an opinion
4. to persuade

Tip! Remember the structure of a paragraph

A paragraph has an opening sentence that describes the main idea. Then you have explanations of your idea and a few examples.

It's important to make sure your paragraph deals with one topic only.



5. Let's Write! Would you be interested in learning a language with this company "Learn- a Language"? Why or why not?

Write 60-80 words in your notebook explaining your point of view.



3 - Difficulties in Learning a Language



1. a. **Let's Talk!** In small groups of 3 or 4, answer the questions below. Do you all agree? How many different opinions are there in your group?

- Is it easier to speak any new language with a small child or with an adult? Why?
- Why is it so difficult to speak a new language in class?
- Would it be easier for you to speak English if you were not so worried about making mistakes?

b. What did your group think? Share your ideas with the whole class.



c. **Let's Talk Challenge!** How can it become easier for students who are still not comfortable speaking English, to begin speaking in class? Come up with at least four different ideas. Then share your ideas with the rest of the class.



2. a. Match the beginning of each sentence in Column A to its ending in Column B.

Column A		Column B
1. It is very difficult for an adult to speak a new language with accuracy ,		a. while others are better at practical subjects such as sewing.
2. You should try to guess the word by its context when you are reading a story		b. as they will make many mistakes while learning.
3. Some students are better at abstract subjects, such as algebra		c. the wings of large birds.
4. I heard that the teacher gave guidelines to the class		d. and find ways to attract more clients.
5. The wings of airplanes are built in a certain way because they are modeled after		e. and you do not know the meaning of one of the words,
6. It is important to calculate how much money you waste every month		f. that will help you lose weight without any negative influence on your health.
7. It is often a struggle to find the correct diet		g. on how to do the research for the projects in English.
8. I am looking for a business expert who can analyze my business		h. if you are trying to save as much money as you can.

b. Choose the correct answer according to the vocabulary word in **bold**.

1. If you are told that the work you have done is **inadequate** and has to be done again, ...
 - a. it's not good enough.
 - b. it's not finished.
2. If your teacher **points out** to you that your project is not complete...
 - a. you will thank her and ask her how it can be improved.
 - b. you will throw the project in the garbage.

3. If you want to **take advantage of** a clothing sale in your neighborhood...
 - a. you will stay at home.
 - b. you will go to the sale.
4. You are **bound to** improve your ability to speak English...
 - a. if you practice speaking every day.
 - b. if you do not practice speaking.
5. If you feel **ignorant** about what is happening in the news...
 - a. you probably read about the news every day.
 - b. you never read about the news because it does not interest you.
6. If someone is **inherently** optimistic, they...
 - a. are naturally happy.
 - b. try to be happy.
7. I would know how to speak English better, **if only**...
 - a. I wrote my cousin in New York a letter.
 - b. I had stayed with my cousin in New York for the summer.

3. a. Complete the sentences with the words in the bank. Changes may be necessary.

calculate, model, analyze, if only, inherently, ignorant, context, struggle, accuracy

1. If you want to make sure people understand what you are writing, it's important to focus on _____.
2. Our shul is _____ after the original shul of our community in Europe.
3. Many people are _____ of the rules of English grammar because they never learned them.
4. People who never had a chance to learn the laws of Lashon Hara in school are still _____ good people, they just need to be careful when they speak.
5. When a person wants to buy a new house, it's important to _____ what they need exactly.
6. I often _____ with my math homework, so I think I need a few private lessons.
7. Many words in English have at least two meanings, such as the word "like". You have to look at the _____ of the sentence in order to understand which meaning is accurate.
8. I would be so happy _____ I could see my cousins who live in the USA.
9. She loves numbers and can spend the entire day _____ different problems.

b. Complete the following sentences about yourself in your notebook.

1. One subject in school that I **am bound to** succeed in is... because...
2. I would be so happy **if only** I could...
3. I sometimes feel **inadequate** when I...
4. I would like to **point out** to you that...
5. One topic that I feel is **inherently** difficult is...
6. My friend enjoys talking about **abstract** ideas, such as...

4. Look at the text below. What kind of text is it? What do you think they are talking about?

Lets read and find out.

Rivka: *Hi, Sara. Did you meet the new neighbors in your building?
I heard that they are immigrants and just moved to Israel.*

Sara: *That's right, Rivka. They used to live in Los Angeles, and they arrived here only a few days ago.*

Rivka: *Do they speak Hebrew?*

Sara: *The parents, do, but I don't think the children do. In fact, I struggled with my English in order to have a conversation with their three-year -old daughter. After all, we have been learning English in school for so many years I figured I would be able to speak at her level. But she laughed at me, and then said something that I couldn't understand. I really felt ignorant.*

Rivka: *That is so disappointing.*

Sara: *How is it that children catch on to languages so quickly, while we have been spending so much time learning vocabulary and grammar, and still feel that our English accuracy isn't good enough?*

Rivka: *You know, I have just read an article about how the brain processes language, and it also contained guidelines as to the best way to acquire a language. According to the article, children under ten years old have more flexible brains, and they have the capacity to pick up a language much more easily than adults. They learn languages naturally, by listening and speaking. They also understand the meaning of a new word by its context.*

Sara: *Does that mean that we are too old to learn a language well?*

Rivka: *The article said that students under 17 or 18 are also inherently more capable of learning a new language than adults are.*

Sara: *That gives us only another year or two to learn English well. Did the article explain why this is so?*

Rivka: *Yes. There is a new study that shows that the best way to learn a language is to consider it as a skill to learn, and not as a subject to study.*

Sara: *Why does the research distinguish between a skill and a subject that we study?*

Rivka: *Well, let's say you want to learn how to sew a dress. You can investigate the history of sewing and dress making and calculate why a dress is modeled in a certain way, you can learn to recognize the different fabrics and sewing patterns, but you won't know how to sew a dress until you sit down at the sewing machine and start.*

Sara: *I understand. We can learn vocabulary and analyze grammar, but then we are learning abstract knowledge about the language. We won't be able to express ourselves well unless we implement our knowledge of English and begin speaking. The problem is that I feel very inadequate talking English because I am sure I will make many mistakes.*

Rivka: *You know, the article I read pointed out that that is one reason why children can pick up languages so quickly. They are not afraid of making mistakes, while adults want to speak perfectly, without making mistakes.*

Sara: *Are you saying that the fact that we have such high expectations of ourselves and we want to know English perfectly makes it harder for us to learn?*

Rivka: *In a way, that is true. Since we are so anxious about making mistakes, we don't like to talk English in class, or speak to a native English speaker. And according to the latest reports, we can't learn a language well unless we use it.*



Sara: According to this study, it is not necessary to learn grammar or vocabulary. Is that true? How can we learn English without learning words and sentence structures?

Rivka: We certainly need vocabulary and the rules of grammar, but that will only help us if we are engaged in the language, if we read English and we speak English and we hear songs and stories in English.

Sara: You are saying that the best way to learn English is to experience it.

Rivka: That is correct.

Sara: I have an idea. Maybe the new neighbors need a mother's helper. That way I will have the opportunity to be exposed to the language.

Rivka: Lots of luck. If only I had a neighbor who could talk to me in English, I would also take advantage of the opportunity.

Sara: Why don't you give it a try? You are bound to have an English-speaking family in your neighborhood.

Rivka: Thank you for the wonderful idea.

Sara: And thank you for the useful information. I feel better now about my English.

5. In your notebook, answer the questions below according to the dialogue in Exercise 4.

a. Complete the sentence according to the dialogue.

1. Sara decided to have a conversation with her new 3-year- old neighbor in English because...
2. However, she was disappointed with the outcome, because...

b. Which TWO of the following sentences is accurate, according to the study mentioned by Rivka?

1. Younger children know the guidelines for acquiring language.
2. Younger children learn language through experiencing it.
3. Children's brains are larger and have more capacity to remember words.
4. Younger children's brains are more flexible than those of adults.
5. Children over ten years old can better understand the meanings of words by their context.

c. In what way is learning a new language similar to learning how to sew?

1. Both learning how to sew and learning a language are...
2. and the best way to learn how to do both is to...

d. Choose the correct sentence, according to the study that was quoted by Rivka.

1. Unlike learning a language, sewing is a skill that must be practiced.
2. People who learn a new language as a subject to be studied will be able to speak well.
3. Learning to speak a new language is a skill which must be practiced.
4. The most important part of learning to speak English is to know grammar.

e. What is Sara planning to do in order to speak English better?



6. Let's Write! Write a letter to a friend or relative who speaks English, asking her to help you improve your communication skills. Explain why you are turning to her, and specifically in what way she can help you. Write between 70-90 words in your notebook. Include at least 4 of the words from this lesson.

Tip! Remember the structure of a letter A letter of request has specific parts: → Greeting

Paragraph. 1 -Why are you writing the letter? Paragraph. 2 - Give one reason for your request.

Paragraph. 3 - Give another reason for your request. Paragraph. 4 - Summarize your request and write a nice ending. → Signature and name



4 - Learning English

1. Let's Talk! What helps you learn English?

Rate each sentence (when 1 is strongly disagree and 5 is strongly agree).

Then share your answers with the class.

Statements	1	2	3	4	5
1. Learning English at school.					
2. Playing games in English.					
3. Reading books or magazines in English.					
4. Listening to talks in English.					
5. Writing letters to people in English.					
6. Talking with native speakers to practice.					
7. Studying English on my own.					
8. Reviewing everything I study at school.					



2. In pairs, discuss the question below. Which language skills do you think need to be improved in a language you are learning, in order to be able to communicate with people who speak that language – reading, listening, speaking or writing? Give an example for a situation in which each skill would be important. Present your ideas to the class.



3. a. Match the expressions below to their synonyms. Write the pairs on the lines below.

1. by far

• _____

a. through

2. by way of

• _____

b. certainly not

3. by means of something

• _____

c. definitely

4. by no means

• _____

d. up to this point in time

5. by now

• _____

e. by use of

b. Complete the sentences with the expressions with 'by' in Exercise 3.a.

1. Dina: Don't you think they should have been here _____, I'm worried.

2. Tali: I'm sure they'll be here soon, it's not as if they are coming _____ horse and carriage.

3. Dina: Of course not, but they have to drive _____ Tel Aviv and there is a lot of traffic at this time of day.

4. Tali: That's true, traffic in Tel Aviv is _____ the worst traffic I've ever seen.

5. Dina: It's bad, but it's _____ the worst. I hear that in some parts of the world people get stuck in traffic for 4-5 hours.

6. Tali: Four to five hours? That's _____ much worse, I agree. Oh, here they are.

c. In your notebook, write 4 ways of helping yourself learn English after school hours. using the words in the Word Bank below.

diminished, capacity, by means of something, exclusively, assignments, easily, just as, native, by no means, adequate, by now, creative, by far



4. a. **Lets Talk!** In pairs, read each statement on how to improve your English language skills and decide whether you agree or disagree with it. You can both have different opinions, that's acceptable.

1. It's better to read a book in English using a dictionary.
a. I agree. b. I disagree.
2. Understanding each word in a sentence is essential.
a. No, it's not necessarily true. b. Yes, it is true.
3. Writing in English can help improve your speaking skills.
a. Absolutely not. b. I believe so.
4. Having self-confidence is important when learning a new language.
a. I don't think so. b. I certainly agree!
5. It's a good idea to read magazines and newspapers in English.
a. Of course! b. Not at all.

b. In the same pairs, write a dialogue between two characters, who are helping each other, or a third character, by giving tips on how to best learn and practice English as a second language. You are to include the expressions with 'by' and the expressions of agreement or disagreement in Exercise 4.a.

You may use the comic strip and speech bubbles below or draw your own ideas.




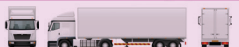

Challenge: Act out the dialogue in front of the class.

5 - American English vs. British English



1. a. Match the pairs of words. Which is British and which is American?

lorry, sneakers, crisps, sweater, biscuit, jumper, trainers, truck, chips, cookie

	British English	Picture of item	American English
1.			
2.			
3.			
4.			
5.			

b. **Let's Talk!** Why do you think there are differences between these words?



2. a. Match the words in Column A to the synonyms in Column B.

Column A			Column B	
1. fashionable		6. speech	a. individuality	f. when in fact
2. version		7. common	b. crowd	g. type
3. appeared		8. considered	c. trendy	h. in relation to
4. in terms of		9. whereas	d. generally known	i. talk
5. independence		10. mass	e. looked, were seen	j. thought-out

b. Choose the right word from Exercise 2.a. to complete the passage below. Make changes where needed.

Dina is an American tourist. She is visiting her aunt in London for a few days. On her first day there, her aunt told her that 1. _____ time, Dina will be on her own for the first three days as she has to work. She also said if Dina doesn't understand other people's 2. _____, she should ask them to repeat what they said.

This afternoon, she enjoyed her 3. _____ for a few hours being on her own while her aunt was at work. She wandered around the streets of London, looking at the stores. She was amazed by the large 4. _____ of people walking around the streets. Everyone seemed to be dressed very 5. _____, wearing beautiful clothes, 6. _____ she felt her clothes weren't quite as nice.

She was hungry so she walked into a restaurant. On the menu there 7. _____ a number a words she didn't completely understand. She thought that she wasn't looking at the English 8. _____ of the menu but maybe a different language. When she asked the server, she said that not understanding the food names was a 9. _____ issue among tourists. Dina asked what each item was and then 10. _____ what she would like to eat. At the end she ordered chips and pop, which turned out to be French fries and a fizzy drink, or in American English, a soda!

- c. In your notebook, write at least 4 sentences using two of the words in the Word Bank below in each sentence.

appeared, common, fashionable, in terms of, independence, mass, occur, speech, version, whereas, bound to, turn down, require, creative, abstract

3. How much do you know about American and British English? Tick True or False for each statement. You'll check your answers after we listen to the talk.

Facts	True	False
1. The British actually introduced the language to the Americas.		
2. Using British English when talking to an American will lead to miscommunication.		
3. British and Americans use the same vocabulary for all objects.		
4. Some spelling is different, between British and American English.		
5. British English and American English are two different languages.		



4. You are going to listen to a presentation by Tamar and Aliza, two ladies who are talking about British and American English.

Listen to the recording and answer the questions below.

- a. *Why did Noah Webster change the spelling of words in his dictionary?*

1. He thought the British researchers were wrong.
2. He wanted to create cultural independence for the Americans.
3. He wanted his name to go down in history.
4. He thought the American people wouldn't understand the British spelling.

- b. *Why did different accents develop in speech?*

1. People in the higher class wanted to distinguish themselves from others.
2. The common masses didn't want others to sound like them.
3. The higher class didn't understand the common masses.
4. The common masses wanted to sound American.

- c. *Which British word does Tamar present as her favorite British word?* _____

- d. *What differences in the spelling of American and British words are presented? Tick (✓) two.*

1. ___ Sometimes there are additional letters.
2. ___ There is always one more letter in British English.
3. ___ British English spells all words with a different letter order.
4. ___ Some words have different letter order.
5. ___ American English words always have more letters.

- e. *Americans and the British can _____ communicate easily, in spite of the differences.*

5. a. After listening to the talk by Tamar and Aliza, how much did you know? Go back to Exercise 3 and check if you were right.



- b. **Let's Write!** What else would you like to know about the difference between American and British English? Write a short explanation explaining your ideas in your notebook.

6 - The Difference Between How Men and Women Use Language



1. Let's Talk! In pairs, read each sentence and decide who might have said it, a man, or a woman. Then explain your reasons to the class.

- a. 1. Pass me the pencil, please. _____
2. I need something to write with. _____
- b. 1. I'm not sure what I'm doing. _____
2. I can't fix this clock. Can you help me? _____
- c. 1. It's really hot in here. _____
2. Open the window please. _____
- d. 1. Don't forget to buy milk and eggs. _____
2. Buy whatever you think is missing. _____



2. Match each word to its definition.

Word	Definition
1. series	a. a very difficult situation
2. determine	b. a copy
3. predict	c. fairness and reasonableness
4. justice	d. to examine in detail
5. crisis	e. guess
6. environment	f. a set of things, events
7. analyze	g. surroundings
8. transcript	h. to find out

3. Decide if each sentence is True or False. Correct all the false sentences by changing the word or words that makes it false. Write the sentences in your notebook.

- a. It's always hard to determine how the story starts when we read a good book. **T / F**
- b. The words 'analyzing' and 'predict' have the same meaning. **T / F**
- c. A natural environment for a child is at a post high school seminar. **T / F**
- d. He turned to his toys for justice. **T / F**
- e. She really enjoyed the series of transcripts she was reading. **T / F**

4. In your notebook, write sentences using the pairs of words.

1. transcripts / analyzing
2. justice / environment
3. series / predict
4. determine / crisis



5. What differences do you think the article presents? Read the article and find out.

The Difference in Language Use Between Men and Women

- 1 It is well known that men and women are different in terms of their personality and interests. But how might these differences be reflected in the way they communicate?
- 2 Men and women's spoken communication in how they convey their ideas and emotions was checked. Something called "communicative abstraction" was looked into. This reflects the tendency of people to use abstract speech,



that focuses on the big picture, as opposed to focusing on concrete speech, which focuses on details.

- 3 Many people have said that men talk 'about' and women give the 'details' but is this really true? After conducting a series of no less than six reviews, studying sets of communication by men and women, it was found that men communicate more abstractly than women.
- 4 In one review, 600,000 pieces of writing by men and women in the same field were read over a period of time. The language used, 40,000 common words, was divided into abstract words, such as 'justice' or 'crisis' and concrete words, such as 'table' or 'house'. The results showed that men use words such as 'justice' or 'morality' much more than women do.
- 5 In order to confirm these results, the transcripts of spoken language were analyzed in a variety of real-world speaking environment situations over a number of years. It was expected to find, there too, that women would use less abstract language than men in speech. Again, the same results were seen. Analyzing over 500,000 transcripts of text, it was seen that men used significantly more abstract language in their speeches than women.
- 6 Other reviews show us the same notions but in different ways. For example, men will say something is 'blue', but women will be more specific, saying it is 'aquamarine' or 'turquoise'. Women will use adjectives to describe things, making them specific, for example, 'That's a lovely, green sweater.' Men on the other hand would most likely say 'It's nice' and leave it at that, making it more general and abstract.
- 7 The information collected from the reviews discussed above, show that men and women speak differently. They use the language in different ways, explaining their ideas uniquely, using other kinds of details. This just shows us that men and women are different in yet another way. In trying to determine why men and women use language in different ways, more reviews need to be conducted.

6. In your notebook, answer the questions below according to the article in Exercise 5.

a. What is the main question presented in this article?

b. What is "communicative abstraction"?

c. According to paragraph 4, what was divided into categories?

1. tables and houses
2. men and women
3. common words
4. abstract words

d. What do these numbers refer to?

1. 600,000
2. 40,000
3. 500,000

e. The examples presented in paragraph 6 are there to show us how...

1. men describe things more clearly
2. women know the names of more colors than men
3. women use more specific and descriptive language
4. men like to give short responses to anything asked



7. Let's Write! In your opinion, are the differences in language use between men and women significant? Explain. Write your opinion in 80-100 words in your notebook.



7 - Learning Languages



1. a. **Let's Talk!** In pairs, choose a heading for each column and explain why you chose it.

Language Acquisition, Language Skills, Multilingualism, Communication, Social Cues

A listening speaking reading writing	B body language facial expressions tone of voice eye contact	C mother tongue first language make sounds repeat words	D knows more than one language speaks and understands many languages at least bilingual	E spoken language written language expressing opinion passing on knowledge
---	---	--	--	---

b. How does each of these concepts help you understand how language is learned? Explain.



2. Write the correct word for each definition and find the word in the puzzle.

Definitions:

- something or someone that everyone knows about _____
- eat or drink something _____
- give a warning, message or information by a hint

- a person who was born in one country and went to live
in another legally _____
- different people or things, variety _____
- a person who actually saw an event _____
- to make something easier _____
- a very difficult situation _____
- happen _____
- lessen, reduce _____
- connected to the face _____

F	B	C	R	E	A	T	I	V	E
A	P	O	F	A	C	I	A	L	D
C	U	N	P	Z	S	B	S	Q	I
I	D	S	E	W	P	F	I	W	V
L	I	U	F	O	C	A	G	I	E
I	M	M	I	G	R	M	N	T	R
T	I	E	L	A	I	I	A	N	S
A	N	Y	E	E	S	L	L	E	I
T	I	O	D	J	I	I	I	S	T
E	S	T	F	L	S	A	T	S	Y
G	H	O	C	C	U	R	L	A	C

3. **Parts of Speech.** Complete the chart by filling in the missing part of speech for each word family.

	Noun	Verb	Adjective	Adverb
a.			creative	
b.		-----	confident	
c.	communication			
d.			competitive	
e.		require		-----
f.				exclusively



4. **Let's Write!** Write an opinion essay about one of the following topics. In your notebook, write between 100-120 words. Use the words in Exercises 1 and 2 to help you.

Options: 1. What do you think the benefits of learning a foreign language are?

2. What difficulties do you think might arise between British and American people when they correspond?

5. **Let's Talk!** Present your essay to the class. Share your ideas and listen to what your friends have to say. Do you agree with them?

8 - Children's Language Development



1. Let's Talk! In pairs, discuss the questions below and then present your ideas to the class.

1. What do you know about how babies learn to speak?
2. When do babies start speaking?
3. How does that develop?
4. What do you think can influence the language a child learns?



2. Match the word to its meaning.

Word		Meaning	
1. predictable	6. focus on	a. speed, rate	f. order
2. sequence	7. assuring	b. address, look at	g. the sound of happiness or pleasure
3. laughter	8. pace	c. to be expected	h. in the right direction, properly
4. variation	9. on track	d. appear	i. disappear
5. emerge	10. vanish	e. calming	j. difference

3. Complete the sentences using the words in Exercise 2.

- a. The _____ was so contagious that the speaker had everyone in the auditorium laughing by the end of the night.
- b. There is a lot of _____ in the apartments in this building, giving everyone a choice.
- c. The _____ of the lesson is written on the board so you can all know what to expect.
- d. I wish the dust in the house would _____, there is always so much, no matter how much I clean.
- e. His behavior was so _____, we all felt safe.
- f. There are so many people at the supermarket, how long we will have to wait in line is not _____.
- g. When you have a serious problem, it's important to _____ solutions.
- h. The flowers I planted in my garden should _____ at the beginning of spring.
- i. We kept asking questions to make sure we were _____ with our work.
- j. She walks so fast; I couldn't keep up with her _____.



4. Read the title of the article. What do you think you'll learn? Read the article.

How Does Language Develop in Childhood?

- 1 Congratulations! There is a new baby in your family. That's wonderful. Very soon, that little baby will start speaking. What are the stages this baby will go through in its language ability?
- 2 When babies are born, they begin to develop two sets of communication skills: receptive skills and expressive skills. Receptive communication skills are the ability to receive and understand a message from another person or the surroundings. Expressive communication skills are the ability to let others know what you think or feel.
- 3 Babies use these two skills daily. They receive messages mostly from their mothers but also from their family members. They feel the mother's warmth and touch when they are cared for and hear her calming voice. They hear the sounds their father's assuring voice. They hear the laughter of siblings and other members of the family. Young babies express their feelings by crying, laughing, babbling, and body movements to get their needs or wants across to others.
- 4 As babies develop into young children their language development follows a predictable sequence. While children seem to all develop language ability through the same stages, there is variation in the age range when children might reach

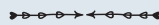


each stage. Additionally, each child's development is usually characterized by ongoing acquisition of certain abilities, which explains the range of ages at each stage.

- 5 In the chart below, you will see the development stages of children's language abilities, focusing on how much and what type of language they can produce.

Stage	Typical age	Description
Babbling	6-8 months	Sounds from home language - consonant / vowel, for example, ba/ ma/ la
One-word stage	9-18 months	Single words, such as 'milk', 'ball', 'mom'
Two-word stage	18-24 months	Phrases, two words that complete an idea, such as 'my bottle', 'big ball'
Multiword stage or telegraphic stage	24-30 months	Not complete sentences but more words are used to get a point across.
Later multiword stage	30+ months	Use of correct grammatical structures or patterns emerges.

- 6 It seems that all children go through the same sequence of language development, but is there a difference in the pace of this development between boys and girls? It has been seen that baby girls usually learn more words in less time than baby boys do. As children grow, the differences diminish and eventually vanish completely. In fact, as boys grow, it seems they acquire more words due to their studies.
- 7 Speech and language development skills vary among children. However, they follow a natural sequence and develop in the same way while mastering their language skills. Being aware of the sequence of stages enables parents to know if their child is developing normally, and if needed, to turn to the relevant medical professional for help.



5. In your notebook, answer the questions according to the article in Exercise 4.

a. Which communication skills develop first, receptive or expressive? Explain.

b. How does the family help the young baby communicate?

1. They talk to him or her and understand what he or she needs.
2. They talk to each other without the baby hearing.
3. The father laughs with the other siblings and the baby hears.
4. Only the mother sends the baby messages.

c. What does the range of ages at each stage show us?

d. Circle True or False and then support.

1. The number of words young girls know is larger and stays that way. **True / False**
2. Which phrase or sentence helped you understand this?

e. Why is it important to know the natural sequence of language development among young children? Explain.

- 6. Listen to your younger siblings, cousins, neighbors, or any other young child. In your notebook write down a few examples of what they say. Go back to the chart of the stages of language development that is presented in the article in Exercise 4 and match those examples to the stage in the chart. Share your findings with the class.**

1. Let's Talk! Debate!

- a. Work in small groups of four students. Each pair in the group has to take a side on the issue of how important learning a foreign language is. One pair will have to come up with advantages while the other pair has to come up with reasons disadvantages. Come up with at least 4 reasons for your side. Even if you don't agree with the side you've been given, try to find good reasons.
- b. Present your arguments in front of the class, each pair taking turns to say what they think. Did other groups have similar ideas to yours? Which points are the best?
- Tip! How to Debate!**

Present your points clearly, one at a time.
Listen to what the other pair says so you can answer clearly and on topic.
Look at the way the other people are speaking, stand up and moving their hands.

Tip! How to Debate!

Present your points clearly, one at a time.
Listen to what the other pair says so you can answer clearly
and on topic.

Look at the way the other people are speaking, standing, moving their hands.

It's a good idea to repeat what someone said to give you a little more time to think and respond.



- 2. a. Write the correct word next to each definition.**
Use words you've already learned.

1. search, study												
2. focus, think												
3. steady												
4. understand												
5. shape or form												
6. ambitions, aims												
7. not pay attention												
8. optimistic, hopeful												

- b. What word did you get in the highlighted boxes? Use it to complete the question. Then answer the question.**

Q: What _____ do you want to learn?

Answer: _____

- c. Complete the sentences using the words in the bank below. You may need to make changes.

goal, positive, ignore, memorize, decrease, fashionable, predict,
French, concentrate, figure out, brainstorm

1. I just got a new mixer with many parts. Can you please help me _____ how to use it?
2. When you want to learn a new language, set _____ for what you want to achieve.
3. When there is a lot of noise, I can't _____ and my ability to work properly _____.
4. You can't _____ the fact that learning a language takes a lot of hard work and you need to _____ many words.
5. If you have a _____ attitude towards learning you will be more successful.
6. When you want to _____ what the outcome of a project might be, it's a good idea to _____ with your team.
7. My sister has very _____ clothes. She buys many things from designers.



3. Group Work! Work in groups of three to four students.

In the groups, read the 12 tips presented below and choose 4 that your group thinks are the most important ones. Discuss why you think these are the most important or useful of the tips and write it up on a poster. As a group, present your poster and your reasoning to the class. You must convince the others that your ideas are good, and that these are indeed the most important tips. After all the groups have finished presenting, decide which tips were the most important.

Language Learning Tips

1. Memorization of lists is one of the most common ways of learning vocabulary for a test. It's only a good exercise for short term studying because you often do not retain the information that you have learned for a test. You will find words easier to remember if you try to remember an example sentence using that word rather the word on its own.
2. Give yourself a long-term goal. Focus on working towards it. Be consistent in your study habits. Give yourself short term goals too and reward yourself when you achieve each one. Create an environment in which you want to learn, to help you learn more effectively.
3. Figure out how you learn. It can be by memorizing, reading, speaking, summarizing or other methods. Find out how you study best. It can be in a quiet place by yourself or with a group.
4. Review! Review! Review! Make sure that you take the time to review things you have studied in the past. It's not a good idea to study on your own for more than 30 minutes at a time. Take regular breaks, get some fresh air, and stretch your legs.
5. Don't be in such a hurry to move up to the next level. Concentrate on the level you are at now, feel secure and confident in it and then move up.
6. To become a better writer, brainstorm as many ideas and thoughts onto paper without worrying about grammar or spelling. Then think about the structure. After that, write your piece using good grammar and spelling. Finally, read it through or give it to someone else to check for mistakes.
7. Don't give up! Stay positive! Sometimes you will feel that you aren't learning quickly enough. Everyone feels like this, don't worry about it. You'll get there in the end.
8. If you haven't gotten the results you wanted yet, it's not because you're bad at languages, it's because you haven't found your own special way of learning yet.
9. It's not enough to only learn English words. You can teach a parrot English words but that doesn't mean it can speak English! You still need to have an understanding of how to use the words and grammar and be able to retain the material.
10. Keep practicing! If you take a break from speaking English, you will find that your level decreases and you will have to work much harder the next time around.
11. Think about your strong and weak points. Write down which areas you want to improve and work on improving them. Of course, don't ignore your strong points. Congratulate yourself on how well you've done!
12. Once you have a basic level of English explore the different ways you can say the same thing. This makes your English more interesting to the listener and it shouldn't be too difficult for you because you already know the basics. For example, how many ways can we say, 'Goodbye' in English?