Unit 8: Learning Languages

	Title	Reading	Listening	Writing	Speaking
1	Benefits of Learning a New Language	Article	----	Advice or Suggestions	Self-description
2	Learning a Language, the Easy Way	---	Presentation	Opinion	Opinion
3	Difficulties in Learning a Language	Dialogue	----	Letter	Expressing opinions
4	Describe what helps you learn English	-----	Role play	Dialogue	Describing situations / Role Play
5	American English vs. British English	Fact or Fiction	Presentation	Description	Comparison
6	The difference between how men and women use language	Article	-----	Opinion	Explaining Ideas
7	Learning Languages	Chart	Presentations	Opinion Essay	Classification and reasoning / expressing opinions
8	Children's Language Development	Article	---	---	Discussing background knowledge
9	Language Learning Tips	Tips	Presentations	Poster	Debate / negotiation and expressing opinion

Overall performance objectives:

- Can discuss personal experiences, and connect current topics to those
- Can express opinion and preference
- Can describe various situations relevant to topic
- Can analyze situations
- Can write an opinion essay
- Can persuade and discuss a variety of topics orally
- Can debate and present reasoning for ideas

Vocabulary: New

abstract	communication	exclusively	justice	reinforce
accuracy	competitive	exposed	laughter	relevant
adequate	context	facial	mass	require
analyze	creative	facilitate	membership	reveal
appeared	crisis	fashionable	memorize	series
assignment	decline	French	modeled	speech
assuring	decreases	function	multilingual	struggle
authentic	determine	goals	native	transcript
barrier	devise	guidelines	occur	variation
bilingual	dialogue	ignorant	pace	version
brainstorm	diminish	inadequate	predict	whereas
calculate	disease	independence	predictable	
capacity	easily	inherently	recruit	
cells	emerge	intelligent	reduced	
common	environment			

Chunks, idioms and sayings

be the case	by way of	on track
bound to	focus on	senior citizen
by far	if only	social cues
by means of sth	in terms of	turn down
by no means	just as	
by now	language acquisition	

Reentered / Reviewed

ability	conduct	essential	improvement	persuade	settler
achievement	consequences	evidence	indicate	point out (sth)	significant
acknowledge	consider	expectation	influences	population	situation
acquire	consideration	experience (v) + (n)	inform	positive	skill
additionally	consistently	experienced	investigate	present	specialize
affect	constantly	experiment	knowledge	process	specific
anticipate	contains	expert	language	progress	strengthen
anxious	convey	explore	life ambitions	publish	stress
anxious	cope with	expression	manage	railway	structure
as a matter of fact	correspond	expressive	manner	range	summarize
aspects	cultivate	extent	minimal	rate	surroundings
assist	damaged	figured out	moreover	reasonable	take advantage of
beneficial	decision	findings	motivation	relatively	thoughtful
benefits	destruction	flexibility	notion	reliable	trendy
briefly	determine	flexible	occasionally	research	truth
capable of	distinguish	focus	omit	result in	uncertain
challenge	dominant	functional	on (the) average	retain information	unique
citizens	efficient	ignore	option	review (v)	various
clients	enable	immigrants	original	separate	
concentrate	engage	implement	outcome	sequence	
concept	environment	impressive	percentage		

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1: Benefits of Learning Languages

1. Let's Talk! Group work. Have the students work in small groups of 3-4 students to discuss the questions presented in the exercise.
When they are finished discussing it in their group, each group should present their findings and ideas. Then you can make a class poll of what was found and have a class discussion.
Option: If you prefer, this exercise could be done as a whole class discussion.

2.a. Have the students match the sentences or phrases in Column A to those in Column B.
Answers:

1. f
2. h
3. a
4. b
5. c
6. g
7. d
8. e

2.b. Have the students choose the correct meaning of the word in bold through context.

NOTE: It's a good idea to remind the students that we can understand words through the context of the sentence.
Answers:

1. b
2. a
3. a
4. b
5. b
6. a
7. a
8. a
9. a

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3.a. Have the students complete the passage using the words in the bank. Explain that they may have to make changes to some of the words and that there are more words than needed to complete the passage.
Answers:

1. exclusively
2. bilingual
3. decline
4. the case
5. just as
6. intelligent
7. capacity
8. revealed
9. adequate

3.b. Have the students write sentences about the topics given in their notebooks. Encourage them to use the vocabulary and to share their ideas.

4. Before reading the article with the students read the Reading Tip box. Review the tip with the students, so they can understand that some sentences have a long phrase as the subject. As you read with the students, you may want to point out some other examples of sentences with wordy subjects.
These are other examples:

- Many people question **how this ability to speak two languages** may affect the children.
- How does **a child who speaks Spanish, for example**, manage….
- ….. **most children who speak two languages** are able to change more easily
- …… **the most exciting findings about the advantages of bilingualism** are…

Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.
It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

Article based on: https://www.languagematters.co.uk/how-a-second-language-can-boost-the-brain/

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5. Have the students answer the questions according to the text they read in Exercise 4.
Answers:

a. 1

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b. The following two:
    1) that knowing two languages would confuse the children/ children who hear two languages would begin talking later than others at their age

2) there are many benefits in learning two languages at a young age.

c. The following:
   1) Bilingual children are able to change tasks more easily/ They are able to change more easily from one task to another
   2) A person who learns a new language must cope with (new grammar rules, word meanings, sentence structures, and) many new challenges. This forces him to think more deeply. / Dealing with a new language forces a person to think more deeply.
   3) Bilingual students consistently do better than those who know only one language in tasks that require memory.

d. Any of the following for each part.
   1) Their decision-making process is improved. / They can make decisions more easily.
   2) They are more aware of differences in language / they are more open to considering different options/ their thinking process becomes more flexible.

e. 2

f. 4

6. Let's Write! Have the students choose one of the two options and write a 70-90-word paragraph relating to what was asked in their notebooks. They could use the text in Exercise 4 as reference, but make sure they don't copy directly.
Encourage the students to share their paragraphs.

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2 – Learning a Language the Easy Way

1. Pair Work! Let's Talk! Have the students work in pairs to discuss the questions.
When they are done, encourage the pairs to share their ideas and what they decided.

2. Have the students match the questions and answers.
Answers:

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

3.a. Have the students choose the correct word to replace the words in brackets. Explain that some of the words need to be changed to complete the sentence properly.
Answers:

1. facilitate
2. devised, review
3. dialogue, exposed to
4. reinforcing
5. turned her down, French
6. recruiting

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3. b. Have the students match the adjectives to the nouns.
Answers:

- reduced price
- native English speaker
- competitive job
- authentic oil painting
- interesting dialogue / job / oil painting
- worthwhile job / membership in a course

4. c. Have the students use the adjective noun pairs to write sentences. Accept logical sentences.

5. Listening Comprehension.
Have the students listen to the presentation by Sarah about learning a new language. They should then answer the questions in their books.
It's a good idea to have them read the questions prior to listening.
Play the presentation twice to enable the students to check their answers.
Interview Transcript

Hello, everyone. My name is Sarah. It is a pleasure to be here today to speak with you. I am here to tell you how you can learn to communicate in a new language without stress. It sounds amazing, doesn't it? When you learn to communicate in another language, you will be able to speak with neighbors or family members who came from overseas. Some of you may need another language for work and knowing two languages is an advantage when you are looking for a job. Our company, called "Learn-a-Language", specializes in teaching languages, and we have devised a special method which makes learning a new language the easiest and most pleasant learning experience that you will ever have.

What is our trick? You see, for most of us, there is no need to speak a new language as well as a native speaker does. It is not usually necessary to learn all of the authentic complicated grammar rules, or to memorize tens of thousands of new words. What we really want to achieve is something we call "conversational fluency", or "functional language". That means the ability to have a conversation with a native speaker in a manner that is fluent and understandable. We want to be able to ask questions and understand the answer, and we want to be able to talk about our lives and have a native speaker understand what we are saying. This ability, to have "conversational fluency", is the skill that we at "Learn-a- Language" can teach you. We offer courses on conversational English, French, or Spanish, and we make the learning experience pleasant and stress-free. For those of you who want to learn more quickly or more efficiently, we also offer private lessons.

Our first teaching strategy is to expose our students to the most common words and phrases in the new language, the words that will facilitate your conversation with those who speak the language. We use flashcards, songs, short dialogues, and many other methods to teach and review the vocabulary. We also give each member a notebook, containing the words and phrases we will learn in each lesson.

In order to advance quickly, our students are encouraged to make use of their notebooks and to spend a few minutes every day reviewing the words and sentences that they learned so far. Those who make this review a part of their daily schedule are constantly reinforcing the use of the language, and they will progress quickly. For those of you who do not manage to find the time to go over the material, we offer additional review lessons, so that you will not have any trouble keeping up with the class.

Of course, learning vocabulary words is an important tool, but it is not enough. The only way to really acquire a language is by speaking. Therefore, when you learn with us at “Learn-a-Language”, you will be having short conversations during every lesson, right from the first lesson. Our groups are small and friendly and not at all competitive, so you will feel you are able, even if you make mistakes. In fact, we expect you to make mistakes, because when you make mistakes the teacher will be able to teach you the correct way to speak, and you will learn the language even better.

Learning a new language is a wonderful experience, and at “Learn-a-Language” we are in the process of recruiting new members to join our classes. That is why we are having a special deal for new members. Membership in our course includes six private lessons or ten group lessons, and three one-on-one review lessons for those who are interested. In addition, when you finish the course, you will be able to continue learning at a more advanced level at a reduced price. This is an offer you must not turn down.

For more information and to sign up for membership in our unique program, please call us at “Learn a Language” - 06- L- A- N-G-U-A-G-E. You won’t be sorry that you did.

Answers to the questions:

a. speaking with neighbors / speak with family members who came from overseas/ for work/ when you are looking for a job
b. 1
c. 3
d. 4

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e. 2
f. 1
g. 4

5. Let's Write! Before having the students write, review the **Tip!** Box with them and discuss the structure of a paragraph.
Have the students write their opinion on whether they would like to study a language at “Learn-a-Language” or not. They should write between 60-80 words in their notebooks. Encourage them to provide explanations for their ideas and to share them.

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3 - Difficulties in Learning a Language

1.a. Let’s Talk! Group work. Have the students work in small groups of 3-4 to discuss the three questions presented. They should see what each girl thinks and how many different opinions there are.

1.b. Have the groups present their ideas and have a class discussion.

1.c. **Challenge**! This is a slightly more challenging task. The students are to try to come up with ideas that would help a student who doesn’t feel comfortable speaking in class. Each student should come up with 4 ideas. These are then shared with the class and compared and discussed as a whole class. How many ideas can the class come up with? Which ones do they think will be most effective?

2.a. Have the students match the beginning of the sentence with the end.
Answers:

1. b
2. e
3. a
4. g
5. c
6. h
7. f
8. d

2.b. Have the student choose the best answer to complete the sentence based on the meaning of the word in bold.
Answers:

1. a
2. a
3. b
4. a
5. b
6. a
7. b

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3.a. Have the students complete the sentences using the word bank. They should note that some words need to be changed.
Answers:

1. accuracy
2. modeled
3. ignorant
4. inherently
5. analyze
6. struggle
7. context
8. if only
9. calculating

3.b. Have the students complete the sentences about themselves in their notebooks. Encourage them to share their ideas.

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4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the format and think about what they might learn.
It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

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5. Have the students answer the questions in their notebooks, according to the dialogue.
Answers:

a. any of the following two:
    1. she wanted to practice speaking English/ she wanted to talk to the child in her language / the child doesn't speak Hebrew
    2. the neighbor laughed at her / she did not understand what the child said
b. 2, 4
c. Skills, practice it

d. 3
e. She wants to spend time with the new neighbors' children in order to learn English

6. Let's Write! Have the students write a short letter to a friend or relative to help them with their English communication. They should write between 70-90 words and include at least 4 of the words taught in this lesson. Review the **Tip**! box with the class.
Encourage them to share their letters with the class.
You can use the **Writing Templates** on page v in the TG to help you teach and review this. You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

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4 – Learning English

1. Let's Talk. Have the students fill in the chart about themselves. Then have them share their ideas with the class and discuss each one separately.

2. Pair Work! Have the students work in pairs to discuss which skill would be needed to communicate.
Your aim is for them to understand that all the skills are vital.
Have each pair present their ideas and share with the class.

3.a. Have the students match the expressions with 'by' to their synonyms, and write the pairs on the line provided.
Answers:

1. c
2. a, e
3. e
4. b
5. d

3.b. Have the students complete the sentences using the expressions with 'by'. Read the whole passage with them afterwards and discuss the content.
Answers:

1. by now
2. by means of (horse and carriage)
3. by way of
4. by far
5. by no means
6. by far

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3.c. Have the students write 4 ways of helping themselves learn English after school hours using the words in the Word Bank. Encourage them to share their ideas with the class.

4. a. Have the students work in pairs to choose the answer they believe is true for each statement. They should each express their own point of view.

4.b. Have the students write a dialogue between two or three characters, giving each other tips about how to best learn and practice English. They are to use the expressions with 'by' and the expressions in Exercise 4.a.

The dialogue should be presented in a comic strip format.

Challenge / Option: Have the students who want to, act out their dialogue in front of the class as a role play exercise.

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5 – American English vs. British English

1. a. Have the students match the American and British English words for the items. They are to write them in the correct column.

Answers:

1. trainers – sneakers
2. jumper – sweater
3. biscuits – cookies
4. lorry – truck
5. crisps - chips

1.b. Let's Talk! Have the students express an opinion on why they think there are differences between these words.

2.a. Have the students match the words Column A to the synonyms in Column B.

Answers:

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

2.b. Have the students complete the passage with the words from Exercise 2.a.

Answers:

1. in terms of
2. speech
3. independence
4. mass
5. fashionably
6. whereas
7. appeared
8. version
9. common
10. considered

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2.c. Have the students use the words in the Word Bank to write sentences, using two words in each sentence, in their notebooks. Accept all logical sentences. Encourage the students to share their ideas.

3. Have the students write True or False for each statement, seeing how much they know or don't know about the difference between American and British English. These will be checked after the listening comprehension.

4. Listening Comprehension.
Have the students listen to the talk by Tamar and Aliza who will be talking about American and British English. They should then answer the questions in their books.
It's a good idea to have them read the questions prior to listening.
Play the recording twice to enable the students to check their answers.
Transcript

British Vs. American English

Aliza: Welcome everyone. Today my colleague Tamar and I, Aliza, will be talking about two different, however very similar, languages: British and American English. As you may hear from our accents, I'm British and Tamar is American.
Tamar: Very true! Thank you, Aliza for the introduction. We're going to start with a short history first. The British introduced the language to the Americas when they reached the American lands between the 16th and 17th centuries. At that time, the first dictionary in the UK was written by London researchers. Meanwhile, in the United States, there was a man named Noah Webster who changed how the words appeared and used different spelling. He wanted to make the American version different from the British. He was hoping to create a cultural independence for the American people.
Aliza: In terms of speech, the differences between British and American English accent or speech occurred after settlers had arrived in America. At that time, the higher classes in Britain wanted to distinguish the way they spoke from the common masses in Britain. Since the elite were considered the standard for being fashionable, other people began copying their speech. This also occurred in the Americas, with people in the higher classes wanting to distinguish themselves from the masses. Slowly every area in both countries developed a slightly different accent.
Tamar: So now you know why Aliza and I speak with different accents. But did you know that British and American English also have different names for some everyday objects? For example, what the Americans call an apartment the British call a flat. What Americans call a store, the British call a shop. But my favorite British word is the word for soda, or in British English, fizzy pop! (laughs)
Aliza: Fizzy pop **is** funny. We also have some spelling differences. Sometimes it's a difference of one letter, other times it's a double letter or a single letter. Two common words that have different spelling are colour and meter. The British spell colour – c/o/l/o/U/r while Americans spell it c/o/l/o/r. The British add a U to the word, the Americans don't. Metre is British English is spelled m/e/t/r/e while in American English it's m/e/t/e/r. The order of the letters here is different, the e/r and the r/e are in a different order.
Tamar: These differences don't make it easier to learn English for someone who is learning it as a second language.
Aliza: That's true, the differences are one more thing to learn. However, while there may be certain differences between British and American English, it's important to remember that the two have more similarities. Using one word instead of another isn't necessarily misleading. Americans and British can usually communicate with each other easily.
Tamar: That's true, just look at Aliza and myself. We are like two peas in a pod! Now that's clear in both countries!
Aliza: Thank you for joining us today. If there are questions, we'd be happy to answer them.

Answers to the questions:

a. 2
b. 1
c. Soda or fizzy pop
d. 1, 4
e. usually

5.a. Have the students go back to Exercise 3 and check how many answers they got right.
The answers to the T/F:

1. F
2. F
3. F
4. T
5. F

6.b. Let's Write! Have the students write a short paragraph discussing what else they would like to know about the differences between American and British English, in their notebooks. Encourage them to share their ideas.

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6 – The Difference Between How Men and Women Use Language

1. Let's Talk! Pair Work. Have the students work in pairs, do decide if the sentences in the exercise were said by a man or a woman. When they are done, they should explain what helped them decide.
Answers:

a. 1 – woman, 2 – man
b. 1 – man, 2 – woman
c. 1 – man, 2 – woman
d. 1 – woman, 2 – man

2. Have the students match the words to their definitions.
Answers:

1. f
2. h
3. e
4. c
5. a
6. g
7. d
8. b

3. Have the students determine if the sentence is true or false, based on the logic of the sentence and the word use. They should correct any of the false sentences by changing a word or two, in their notebooks.
Answers:

a. F – It's hard to determine how a story **ends** / **finishes** when we read a good book.
b. F – The words 'analyzing' and 'predict' **do not have the same meaning / have different meanings.**
c. F – A natural environment for a child is at **home / in school**.

d. F – He turned to **his parents / his rabbi** for justice.
e. T

4. Have the students use the pairs of words to write sentences in their notebooks. Accept any logical and correctly written sentence. Encourage them to share their ideas.

5. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.
It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

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6. Have the students answer the questions according to the article in Exercise 5.
Answers:

a. How are the differences between men and women reflected in the way they communicate?
b. The answer should show that the student understood that this relates to the use of abstract language
c. 3
d. 1 – pieces of writing, 2 – common words, 3 – speeches
e. 3

7. Let's Write! Have the students write their opinion on whether they think the differences between men and women's language is significant. Remind them of how to write an opinion. They should write between 80-100 words in their notebooks.
You can use the **Writing Templates** on page v in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.
Encourage them to share their ideas. This could lead to a wonderful discussion.

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7 – Learning Languages

1. a. Let's Talk! Pair Work. Have the students work in pairs to discuss which heading goes in each column and explain why.
Answers:

A. Language Skills
B. Social Cues
C. Language Acquisition
D. Multilingualism
E. Communication

1.b. Have a discussion about how each of these concepts could help you understand how languages are learned. Encourage the students to discuss as many points of view or ideas as they have.

2. Have the students either look for the word and then write it next to the definition or write the word next to its definition and then find it in the puzzle.

Answers

a. familiar
b. consume
c. signal
d. immigrant
e. diversity
f. witness
g. facilitate
h. crisis
i. occur
j. diminish
k. facial

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. Have the students complete the parts of speech chart to review the different variations of the words they've learned this unit so far.

Answers:

	Noun	Verb	Adjective	Adverb
a.	creation	create	creative	creatively
b.	confidence	-----	confident	confidently
c.	communication	communicate	communicative	communicatively
d.	competition	compete	competitive	competitively
e.	requirement	require	required	------
f.	exclusion	exclude	exclusive	exclusively

4. Let's Write! Have the students write an opinion essay about one of the two topics presented. Review the structure of an opinion essay with them. You can use the **Writing Templates** on page v in the TG to help you teach and review this.
They are to choose one of the two topics and write between 100-120 words in their notebooks. They could use the vocabulary in exercises 1 and 2 to help them.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

5. Let's Talk! Have the students share their essays and ideas. Then discuss the points presented and encourage the students to express their own opinion on what others have written.
You can assess the students using the **Speaking Rubrics** on page x in the TG.

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8 – Children's Language Development

1. Let's Talk! Pair Work. Have the students work in pairs to discuss the questions presented. They should express their ideas and share their knowledge. When they are done, have the pairs present what they discussed and have a class discussion.

2. Have the students match the word to its meaning or synonym.
Answers:

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

3. Have the students complete the sentences using the new words in Exercise 2.
Answers:

a. laughter
b. variation
c. sequence
d. vanish
e. assuring
f. predictable
g. focus on
h. emerge
i. on track
j. pace

4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.
It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.

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5. Have the students answer the questions according to the article in Exercise 4.
Answers:

a. both skills develop at the same time
b. 1
c. That there is a lot of variation in language development
d. False; As children grow, the differences diminish and eventually vanish completely.
e. It's important for parents to make sure the child's language development is on track. / for parents to know that their child is developing normally

6. Have the students listen to young children in their life – siblings, cousins, nieces and nephews, neighbors – and write down some of the things the child says. They should then compare what was said to the stage of development in the chart in the article in Exercise 4.
Have the students share their findings.

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9 – Language Learning Tips

Before doing exercise 1, read the Tip box with the class. Discuss the issue of debating.

1. Let's Talk! Group work. a. Have the students work in small groups of 4 students, split in pairs, each pair taking a side on whether learning a foreign language is good or not. They are to come up with at least four good arguments for their side.

1.b. Have the students present their arguments in front of the class, each pair presenting and discussing the issues. While the groups are debating, have the rest of the class listen and see if they have the same ideas their group has.
At the end, discuss which points were the best.
You can assess the students using the **Speaking Rubrics** on page x in the TG.

2.a. Have the students write the words for each definition. They should use words they've already learned in previous units.
Answers:

1. explore - l
2. concentrate - a
3. consistent - n
4. figure out - g
5. structure - u
6. goals - a
7. ignore -g
8. positive - e

b. Have the students fill in missing word to complete the question and then answer it.
The word is *language*.

c. Have the students complete the sentences with the words in the word bank.
Answers:

1. figure out
2. goals
3. concentrate / decreases
4. ignore, memorize
5. positive
6. predict, brainstorm
7. fashionable, French

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3. Group Work. Have the students work in small groups of three to four students. Each group is going to read through the tips and choose four that they feel are the most important ones in their opinion. They are to then write up the reasons why they think these are the most important tips. These reasons they are to write on a poster, which is to be presented to the class.
After everyone has presented, discuss which tips were mentioned as the most important and the reasoning in general for the class.
This is a great opportunity to connect all the information from the unit.

You can assess the students using the **Speaking Rubrics** on page x in the TG.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.