

Lesson 3

Teacher's Notes

Speaking 1 p. 11

Background

Apart from Emil Krebs, another well-known polyglot was Noah Webster, who published the first American dictionary of the English Language in 1828. He learnt to speak 26 languages, including Arabic, Sanskrit and Anglo-Saxon.

- 1 Use the question to conduct a short class discussion. You could also ask students if they know anyone who speaks many different languages and how they learnt them.
- 2a ▶ 02 Students listen and follow the script with a pen or pencil.
- 2b Students will probably find that they will jump from main word to main word. This is because of the stress-timed nature of English. The stressed syllables have roughly the same time between them and if there are many words in between, they tend to be spoken quite quickly.
- 3a ▶ 02 Students listen again and underline the words they feel are stressed.
- 3b Go over the answers and point out that the stressed words are mainly content words; that is, nouns, verbs other than *be*, often adjectives and sometimes adverbs and modifiers. They are not usually prepositions, auxiliary verbs, articles or possessive adjectives (unless there is a reason why these contribute heavily to meaning).
- 3c Model an extract from the text such as *He was a German translator and interpreter* and ask students how the non-content words like *and* are spoken. They should agree that they are spoken quickly and the vowel sounds are often weakened. You could extend the exercise by asking students to mark where they think they hear the weak vowel sound /ə/ (schwa) in the text. You might also point out the linking of consonant and vowel sounds at the beginning and end of words, as in *translator and*, as this will help them say the words quickly.
- 4 Students read the text aloud to each other, focusing on stressing the correct syllables.
- 5 Ask students if they believe the text and if so, if they think Krebs was born with this special ability.
- 6 Students now complete the speaking task in pairs. They should listen to their partner and check that he/she stresses the correct words.
- 7a ▶ 03 Students underline the stressed words in the text and then compare their answers with the audio script.
- 7b Conduct a short feedback session on how easy or difficult students found the speaking task and how they might improve their performance next time. Ask for some suggestions as to how they should use the 35 seconds of preparation time. Possible techniques are to mark the stresses, mark the linking and pauses, and mouth the text to yourself.

- 8 Round off by asking students' opinions on whether language learning changes the brain or whether talented language learners are born with different brains (of course, both could be partly true). You could also extend the discussion to other talents and skills such as playing a musical instrument.
- 9 ▶ 04 Students listen to the questions and give short answers of just one or two words. You could nominate particular students to answer or ask pairs to take turns in answering.

1
Students' own answers

2b
The speaker is likely to jump from main (stressed) word to main word. This is because of the stress-timed nature of English – the stressed syllables have roughly the same time between them and if there are a lot of words in between, they tend to get spoken very quickly.

3a
Emil Krebs was a German translator and interpreter who worked in the early twentieth century. It has been said that he knew sixty to sixty-five languages, many of which he taught himself. Many scientists have wondered whether his brain was wired differently from other people's.

3b
Most of the words underlined in 3a are nouns, verbs and adjectives. They are all content words.

3c
shorter, quieter, faster, less clear

5
Students' own answers

7
(Suggested answer)
When they examined the brain of someone who understood many languages, scientists found that the area that governed speech did not have the same form as in most monolingual speakers' brains. What scientists don't know is whether language learning changes the brain or whether some people are born with this quality.

8
Students' own answers

9
1 English 2 (the) ears 3 (the) brain
4 (only) one 5 concept 6 written

Photocopiable activity 1B

This activity aims to further extend students' knowledge of words containing number prefixes and can be used as a follow up to Academic vocabulary 1.

Lesson 3

Teacher's Notes

Photocopiable activities

1B Number prefixes

When to use

After Academic vocabulary 1 (CB p. 10)

Aim

To revise and extend knowledge of number prefixes and give practice in inferring the meanings of words

Time

15 minutes

Activity type

Pairwork

Preparation

Make one copy of the worksheet for each pair of students and cut into two sections.

Procedure

- 1 Divide the class into pairs. In each pair, give one student the worksheet for Student A and the other the worksheet for Student B.
- 2 Students look at the number prefixes in the first box. These are the same for both students, so they should decide together what each one means, checking back in the coursebook or with you if necessary.
- 3 Students look separately at the word endings in the second box (these are different for A and B) and then take it in turns to read definitions 1–9 to each other. On hearing each definition, the other student should try to supply the correct word by putting together a prefix from the first box with an ending from the second. Encourage students to guess if they do not know. Students should keep a tally of how many correct answers their partner gives. At the end, the one with the most correct answers is the winner.

Follow-up

At the end of the activity, you may wish to check the pronunciation of some of the words, and especially draw attention to the fact that the prefix *tri-* can have two different pronunciations (e.g. as in *triangle* and *trilogy*).

Answers are supplied on the worksheet.