

Language development 1

Tenses in academic English

► EXPERT GRAMMAR 5.1

- 1a Look at the text on page 9. Mark the tenses in the box different colours.

present simple present continuous present perfect
past simple past continuous

- b Which are most and least common in the text: simple, continuous or perfect tenses?

Passive v. active

► EXPERT GRAMMAR 5.1

- 2 Read the extracts from Listening 1 and answer the questions.

- A (The study) was carried out by a researcher.
B During the study all the participants were given tests and quizzes.

- 1 Underline the verbs in each sentence.
2 Who did the action in A? Which word begins the phrase that tells you?
3 Who did the action in B? Do we know?
4 What is more important in each sentence: the person who did the action or the action itself?
3 Complete the text with the present simple or past simple form of the verbs in brackets. Use the active or passive form.

In the past, it ¹ _____ (often / feel) that encouraging young children to learn more than one language only ² _____ (cause) problems. It ³ _____ (think) that children already ⁴ _____ (have) a difficult task to learn their mother tongue, and that adding an extra language would just make it even harder. Indeed, research seemed to support this opinion. In a number of studies young bilingual children ⁵ _____ (give) a vocabulary test and their scores were usually a little lower than monolingual children of the same age. Later, however, it ⁶ _____ (realise) that there was a problem with these tests: they only ⁷ _____ (test) one language. When the bilingual children ⁸ _____ (test) in both languages, it ⁹ _____ (generally / find) that they had a larger vocabulary overall than the monolingual children. Nowadays the benefits of bilingualism ¹⁰ _____ (widely / recognise).

Discourse markers

► EXPERT GRAMMAR 5.2

- 4a Read the extract from Listening 1. Is the idea in the second sentence similar to or different from the idea in the first sentence? Which word signals this?

Half of the children from each country spoke only their national language. However, the other half spoke their national language plus another language.

- b Match the discourse markers in the box with their functions (1–10).

an important point and because but consequently
during first for instance further however
in summary so that

- 1 links similar ideas: and , ____
2 links different ideas: ____ , ____
3 shows order of ideas: ____
4 introduces an example: ____
5 indicates time: ____
6 introduces a consequence: ____
7 introduces a reason: ____
8 begins a summary or conclusion: ____
9 introduces a purpose: ____
10 emphasises a point: ____

- c Work in pairs. Think of other words and expressions for the functions in Exercise 4b.
5 Complete the lecture transcript with discourse markers from Exercise 4.

Today we'll look at two points about how young children learn a language.

¹ First , we'll look at something called 'the critical period', which usually lasts until the age of 10 or 12 or so. ² _____ this time connections in the brain develop quickly and the brain grows rapidly in volume. ³ _____ , languages can be learnt with relatively little effort at these ages. ⁴ _____ , when this period comes to an end, it doesn't mean that language learning stops completely; it can definitely continue ⁵ _____ with a different process.

⁶ _____ about the critical period is that we can't prove it very easily. This is ⁷ _____ we would need to bring up a child without any opportunity to learn a language ⁸ _____ then try to teach them the language after the end of the critical period. Withholding children from such learning opportunities would cause serious problems. ⁹ _____ , people of any age can learn a new language ¹⁰ _____ it might take less effort for those who start young.

My second point is about children and language learning