

# Lesson 1

# Teacher's Notes

## 1 Learning

The theme of the module is learning, particularly in relation to learning languages. It includes texts on learning languages, bilingualism, story telling and video-based instruction.

### Photocopiable activity 1A

This activity aims to check students' understanding of some of the metalanguage needed to describe word grammar, some of which they may need in order to use a dictionary effectively. It could be used as a pre-course activity or as a follow up to Academic vocabulary 1.

### Lead-in p. 7

Draw students' attention to the photos and ask for some suggestions as to where they might have been taken and which languages are displayed in the signs. Then, with books closed, ask students to discuss the rest of the questions in pairs or small groups.

## 1A Bilingualism

### Reading 1 pp. 8–9

- 1 Ask students how they feel when speaking in English or a second language and if they are aware of thinking differently or even of a slight personality change. Then draw their attention to the colour spectrum, asking them to name the different colours in English and in other languages they know. This may throw up some differences in how different languages categorise colours

(Russian, for example, has different words for *dark blue* and *light blue*). If not, tell students that some languages may have different words for some of the colours, while others may use the same word so that, for example, they might call the orange rectangle 'dark yellow'. Then broaden the discussion out by asking them to think of other examples of words in their language which have no exact translation in English or vice versa.

### Background

Colour words in languages evolve in a predictable order. *Black* and *white* come first, then *red*, followed by *green* or *yellow*. There are still some languages, like Dani, which is spoken in Western New Guinea, which have only two colour words, *black* and *white*, which are the same as the words for *light* and *dark*.

- 2 Go over the information about skimming, emphasising the fact that this is a quick reading just to gain a general idea of the topic of the text. Students skim the first and last paragraphs of the text and answer question 1. They then skim the remaining paragraphs and answer question 2.
- 3a Go over the definition of *scanning* and ask students to scan the text to find the answers to questions 1–4. Emphasise that they are not actually reading at this point but just looking for one word or phrase. This means that they do not need to work through the text from the beginning. It will be quicker if they can look at the whole text and use the non-linguistic features like italic print and capital letters to help them pick out the answers. Point out that once they have found the word, they may have to read carefully around it to answer the question but that scanning will allow them to get where they need to go in the text more quickly.
- 3b Discuss with students how features (e.g. italic print) helped them find the answer and which were the easiest items to see.
- 4 Students turn to the text in 5 and look at option A. Point out that they need to read the sentence carefully and that both the subject (*Bilinguals and monolinguals*) and the action (*understand the world differently*) are key. Then ask them to identify which paragraph the answer is in. To do this, they can scan the text again or they may remember from the previous exercise. Students then follow the same procedure for the rest of the options and compare their results in pairs.
- 5 Students now complete the test task.

- 6 Students compare their answers in pairs and discuss questions 1–3. Point out that answers can be ruled out either because the text contradicts them or because the information is not in the text.
- 7 Round off with a short discussion of questions 1 and 2. Another good area for discussion where there are likely to be differences between languages concerns names of family members (for example, is there a different word for *male* and *female cousin*, or *paternal* and *maternal uncle*?).
- 8 Students record the words from the Expert word check box in their vocabulary notebooks, using dictionaries if necessary. This is a good opportunity to discuss more generally how they should organise their vocabulary learning and what information they need to record. Point out the grammar information which it is useful to record for *resembled* (unlike in some other languages, it is not followed by a preposition) and for *tend* (followed by an infinitive).

### Expert word check

The Expert word check boxes contain vocabulary words from the reading text which are not tested or otherwise exploited in the book. They will not be tested in the book but may be helpful as part of general vocabulary expansion. Students should be encouraged to discuss definitions of these words and add them to their notebook. Further ideas for exploitation of the words are below.

- Use a dictionary to write up word families (*process* (v), *process* (n), *processed*, *processor*)
- Draw spidergrams with common collocations (*cognitive learning*, *cognitive processes*, *cognitive experts*)
- Hold a weekly spelling bee with these words and ask students to make a sentence using each one.
- Find synonyms and antonyms (*consequences*, *results*, *effects*, *causes*, *reasons*).

### Notes from the test developers

When scanning for the answers to multiple-choice questions, remember that the options will probably use synonyms for the words in the text, not the exact same words.

1  
Students' own answers

2

- 1 C This is mentioned in the topic sentence of the first paragraph (and the final part of the last paragraph). The other two options are not mentioned in any topic sentence.
- 2 A Para. 2: the topic sentence gives details, such as where the participants were from and what they were asked to do. B Para. 4: this point is described in the topic sentence. C Para. 3: the topic sentence begins 'Previous research ...'.

3a

- 1 mizuiro, ao 2 Panos Athanasopoulos
- 3 Bilingualism: Language and Cognition
- 4 Japanese, English

3b

Students could mention things like capital letters for languages and italics for the non-English words.

4a

(Key points are underlined.)

Bilinguals and monolinguals understand the world differently from each other.

4b

(Suggested answers; key points are underlined)

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

5–6

A correct: main point of text B incorrect: 'it is language use, not proficiency, which makes the difference' C incorrect: para. 3, the one about earlier research, contradicts this D incorrect: para. 2, the one about how the research was carried out, specifies that participants were asked about one colour E incorrect: 'huge variation', para. 2 F correct: confirmed by first and last paragraphs

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Students' own answers

# Photocopiable activities

## Teacher's Notes

### 1A Word grammar

#### When to use

Before the beginning of the module or after  
Academic vocabulary 1 (CB p. 10)

#### Aim

To check students' understanding of some  
metalanguage and/or the terminology that they may  
find in dictionaries

#### Time

30 minutes

#### Activity type

Pairwork

#### Preparation

Make one copy of both pages of the worksheet for  
each pair of students.

#### Procedure

- 1 Divide the class into two groups. Give each student in the first group the worksheet for Student A and each student in the second group the worksheet for Student B.
- 2 Divide students into pairs within their groups and ask them to match the examples 1–11 from the sentences to one of the items a–k. If they are not sure what some of the terms mean, they should use the example in brackets to help them or they can ask you.
- 3 When students have finished the matching, ask them to change partners so that each student from Group A is now working with a student from Group B. Ask them to check their answers together. They will find that the items they found are the ones already given as examples on their partner's worksheet.

#### Follow-up

Check students' understanding of the 11 terms and ask them to find any further examples from the sentences (for some items, the sentences contain no further examples).

#### Student A:

1 g 2 i 3 h 4 d 5 k 6 e 7 b 8 f 9 a 10 j 11 c

#### Student B:

1 i 2 a 3 d 4 b 5 c 6 f 7 k 8 j 9 h 10 g 11 e