

Teacher's Notes

Language development

Aims	To learn about the development of language
Activity	Reading sentences and marking them true or false; matching vocabulary and definitions; scanning web sources for information; searching the Internet for specific information; matching languages with the main language groups; answering multiple choice questions about how language evolved; researching and preparing presentations about the effects of technology on language.
Language	Idioms; passive infinitive; vocabulary related to language, cell phones, and text messages.
To use	After Unit 7, either in class or as homework.
Procedure	<ul style="list-style-type: none"> • This CLIL worksheet can be given as homework or be done in class. For each activity, students can either check answers in pairs and then with the whole class, or use the Macmillan Online Dictionary to help with vocabulary if they are working at home: www.macmillandictionary.com. • Ask students to decide if the sentences are true or false. They can compare first in pairs if working in class and then check their answers by doing an Internet search using the suggested websites. • Ask students to match the language theories with the definitions. Suggest they consult the websites listed to check their answers. They can compare their answers in pairs/as a whole class and exchange opinions on which theory they prefer. • Ask students to match the languages with each language group and check their answers with the suggested websites. You could make this a timed activity to add an element of challenge. Students can compare their answers first in pairs and then as a whole class, and use a monolingual dictionary to help them if they are working at home. • Ask students to answer the multiple choice questions about how language evolved. They can do word searches on the Internet to check their answers and consult the suggested websites. If they are in class, they can compare their answers first in pairs and then as a whole class. They can use a monolingual dictionary to help them if they are working at home. • The project stage can be set as homework. Invite students to research and prepare a presentation about the effects of technology on language. They should try to find examples of: changes in meaning, grammar, spelling, and syntax; use of symbols and images; style of communication and use of slang, and any other relevant or interesting information. When students are ready, ask them to present their plans to the class.

Key

Exercise 1

1 F 2 T 3 T 4 F 5 T 6 T 7 F 8 T

Exercise 2

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

Exercise 3

Indo-European – English, Hindi (also Portuguese, Spanish, Bengali)

Uralic – Finnish, Hungarian (also Khanty, Mansi, Mari)

Altaic – Japanese, Turkish (also Korean and Kazakh)

Sino-Tibetan – Mandarin, Thai (also Tibetan)

Afro-Asiatic – Arabic, Hebrew (also Ivrit, Maltese)

Caucasian – Georgian, Chechen (also Tsez, Ingush)

Niger-Congo – Swahili, Xhosa (also Fulani, Ganda)

Exercise 4

1 a 2 d 3 a 4 c 5 b 6 a 7 b 8 a