

1

Learning languages

Unit overview

IN THIS UNIT STUDENTS:

- talk about languages
- make comparisons
- give opinions

STUDENTS REVISE:

- countries and languages
- comparative and superlative adjectives

SUMMARY:

The topic of this unit is speaking and learning languages. It gives students the opportunity to discuss and explore language learning skills and techniques as well as to make comparisons between the languages they speak and how well they speak them. In Culture in mind they learn about British teen slang. The History-based cross-curricular topic is the history of the English language.

In the context of language learning, students revise the present simple for expressing habits and repeated actions and the past simple to talk about their language learning experiences. They use comparatives and superlatives to describe and compare their abilities in different languages, and to express their opinions about studying and languages in general. They give personal opinions about the ways of learning languages that work best for them.

EXTRA RESOURCES:

The following resources are available for use in your classes as you work through Unit 1:

Workbook:

- p 8, Ex 6 Reading – factual text about speakers of many languages
- p 9, Ex 7 Listening – interview; strategy training: understanding gist
- p 9, Ex 8 Writing – personal email giving opinions and making suggestions
- p 10 Watch out! focus on common errors

Language Builder:

- p 5 Study help: Collocations
- p 9 Language links: Superlative adjectives
- p 9 Study help: Remembering grammar

Website Teacher Zone PDF Language exercises:

- PDF 1.13** Language Extra practice
- PDF 1.14** Language Consolidation
- PDF 1.15** Language Extension

The following self-access digital resources are available for consolidation and extension:

Website Student Zone language games and graded skills activities

General worksheets

PDF Unit survey

This worksheet encourages students to reflect on their work at the end of the unit. They complete it on their own and then discuss it in groups or with the class.

DVD EIMTV Episode 2: Life Swap: Part 2

PDF EIMTV Episode 2

Students can watch the episode on the website Student Zone and do the interactive tasks.

With stronger classes or classes with more hours, you may like to watch the episode in class with the PDF worksheet. There are tasks for students and teaching notes.

DVD-ROM language practice exercises

Continued ...

TEACHING TIP


Select from the *English in Mind 10^e* materials according to the needs of your students and the number of teaching hours you have. See the Introduction for more information on selecting materials for students of different levels:

- *English in Mind 10^e* and PER Niveau 1 (page 6)
- Using *English in Mind 10^e* in different teaching contexts (pages 9–10)
- Using the Route maps (page 10)

Weaker students/classes: If students need extra practice and consolidation of the target language and skills, they can:

- use the Language Builder to revise and record the target words and structures
- do the exercises in the Workbook
- play the games on the website Student Zone to revise and consolidate key language points
- do the Level 1 listening and reading activities on the website Student Zone for extra skills practice
- do the DVD-ROM language practice exercises
- use a selection of the PDF worksheets available on the website Teacher Zone (these are cross-referenced in the teaching notes)

Stronger students/classes: If students need more challenging extension work, they can:

- do the Culture in mind and cross-curricular History sections in the Student's Book
- do the  exercises in the Workbook
- do the Skills in mind exercises in the Workbook
- do the Level 2 listening and reading activities on the website Student Zone for more challenging extra skills practice
- use the weblinks on the website Student Zone to explore the unit topic further
- use a selection of the PDF worksheets available on the website Teacher Zone (these are cross-referenced in the teaching notes)

Use the Unit 1 Route map on the website Teacher Zone to plan your way through the materials for your classes. See the Introduction (page 10) for information on how to use the Route maps. There are also detailed guidelines accompanying the Route maps on the website Teacher Zone.

There is a bank of optional testing materials available on the website Teacher Zone for every unit, providing assessment materials for all five skills. You can select the skills you want to assess and then download and adapt the materials and tasks to suit the levels and needs of your classes.

You may like to suggest that students listen to the following songs that are connected to the unit:

Anything You Can Do by Irving Berlin (from the musical *Annie Get Your Gun*)

River Deep – Mountain High by Tina Turner

Cool Kids by Echomsmith

Feelin' Groovy by Simon and Garfunkel

Warmers and coolers

TEACHING TIP

Start your lessons with a quick warmer and use coolers to fill extra time at the end of a lesson. These game-like activities which are connected to the unit topic and language help you to create interest and revise language in a fun and motivating way.

Alphabet sentences

Aim to revise the letters of the alphabet; to practise sentence building and word order

- Play **Alphabet sentences** from the Games bank (page 15) with the class.

Back-to-front superlative quiz

Aim to revise and consolidate making comparisons using superlatives

- Write up these 'record breakers':
the Nile Mount Everest Australia Chinese Usain Bolt
- Students work in pairs to write superlative questions for the answers, e.g. *Which is the longest river in the world?*
- Students then think of some other 'record breakers' connected to their school, home town and to Switzerland. Elicit and write up some of these as answers.
- In pairs, they make superlative questions for the answers and check their different ideas.

Comparison races

Aim to revise and consolidate making comparisons using comparatives and superlatives

- Students work in pairs or small groups to form teams. Dictate or write up groups of three words at a time. Each team has a minute to make as many sentences as they can, comparing the things in the group. Possible word groups are:
elephant – snake – crocodile
car – plane – bicycle
teenager – baby – adult
television – computer – radio
Maths – Art – Science
English – French – German
skateboarding – rollerblading – cycling
summer – autumn – winter

Dictogloss

Aim to consolidate sentence construction with superlatives; to revise the content of a previous lesson

- Do a **Dictogloss** from the Games bank (page 16) with (for example) one or two of the 'Amazing facts' texts on page 9.

Letter dictation

Aim to revise the letters of the alphabet; to revise and consolidate key vocabulary from the unit

- Do a **Letter dictation** from the Games bank (page 18) with the class, using the new words and phrases from the unit.

Tailless sentence dictation

Aim to personalise talking about languages and language learning

- Dictate the first parts (the heads) of these sentences for students to write down. Students complete them to be true for themselves:
When I learn a new word, I ...
When I make a mistake in class, I ...
When I'm reading and I don't understand a word, I ...
I sometimes speak English out of class, when ...
When I do my homework, I never ...

Unit quiz

Aim to revise the content and core language from the unit

- When students have reached the end of the unit, they work in pairs to write quiz questions about the unit for the rest of the class, e.g.
How many languages does Lewis speak?
When did he learn Spanish?
In which country is the place with the longest name?
- Students work with another pair to ask and answer their quiz questions.

SB PAGE 6



Listen and speak

AIMS

Listening – for gist to identify the topic in a podcast; for specific information to extract key details
 Oral interaction – discuss and prioritise key words and phrases in English

Resources

- PDF 1.1 Mixed ability
- PDF 1.2 Mixed ability
- PDF 1.3 Mixed ability
- PDF 1.4 Extra reading
- PDF 1.5 Audioscript CD1 T4

TEACHING TIP

The *English in Mind* approach to focusing on language is to contextualise the target language first in a text and discussion activities before analysing and presenting the target structure or lexical set. This text-based approach is highly suitable for stronger classes or students who can cope with being challenged.

Weaker classes: If you have a very weak class, start with the oral discussion task about languages and language learning, but don't do the listening activity at this point. Go straight to Exercise 2 on page 7 and revise and focus on the languages. You can do the listening activities on page 6 later in the unit as revision and consolidation.

Stronger classes: PDF 1.4 Extra reading

If you have a very strong class and you would prefer to start the topic with more serious content, you can use this worksheet, which provides a reading text about an extraordinarily gifted language learner from 18th century Italy, Giuseppe Mezzofanti. You could also use it as a follow-up reading activity with early finishers or classes with more time.

Lead-in

- **Weaker classes:** Play *Hangman* or *Letter dictation* from the Games bank (page 18) to revise languages and countries.
- **Mid-level classes:** Write the unit title on the board. Ask students what they think is the best way to learn languages and make a list of their ideas. Do they know anyone who speaks more than one language? How did these people learn them?
- **Stronger classes:** Play *Alphabet brainstorm* from the Games bank (page 15) with words connected to the topic of languages.

TEACHING TIP

The text and activities on this page are an introduction to the topic of language learning. Use the discussion questions to create interest in the topic, but you don't need to drill the languages at this point as students will focus on them in the following activities.

- Students discuss the questions in pairs, groups or with the whole class.

Language note

Although *langue* is the French translation of the English word *language*, there are differences in usage which you may like to point out:

langue (French) = *tongue* (English). We don't use *tongue* to refer to languages in general, only to the *mother tongue*.

The French word *langage* sometimes translates as *language* in English, e.g. *langage du corps* = *body language*, but students should note the difference in spelling.

* OPTIONAL ACTIVITY

Huddle group discussion

Make copies of these questions on slips of paper:

- Which languages do you speak?*
- When, where and how did you learn them?*
- Which languages do people speak in Switzerland?*
- Which languages do the people in your family speak?*
- Which languages in the world have the most speakers?*
- How long does it take to learn a language?*

Give the slips to six students. Students stand up and mingle. When you tell them, they form six 'huddle' groups around the students with the questions. The student asks the question and they discuss it. Students then mingle again and regroup until they have all discussed the six questions. The students with the questions summarise the answers as class feedback.

BACKGROUND INFORMATION

The language with the most speakers in the world is indisputably Mandarin Chinese with over 900 million native speakers. The next three most widely-spoken languages are English, Spanish and Hindustani, with over 300 million speakers each. However, there is disagreement about their order on the list depending on whether you count native speakers only or second language speakers.

Some sources claim that there are about 375 million native speakers of English in the world, which makes English the third most widely-spoken language in the world after Chinese and Spanish (although other sources claim that English has the second largest number of native speakers, ahead of Spanish).

As well as this, about 220 million more people speak English as a second language and one billion people are learning English as a foreign language.

There are many answers to the question of how long it takes to learn a language. They depend on whether you are talking about a first, second or foreign language, who the learner is and in what situation they are learning. Most children can speak their native language fluently by the age of five, but will go on learning until they are adults.

Some exceptional people claim to be able to learn a foreign language in six months, whereas most will take years until they can speak fluently.

- b** • **▶ CD1 T4** Ask students to look at the information about the three podcasts and check that they understand the titles. Make sure that everyone understands that a *polyglot* is a person who speaks several languages. Play the CD. Students listen and choose the best title for the podcast.

AUDIOSCRIPT

Interviewer: They say that British people aren't very good language learners. Well, today I'm speaking to one British person who is excellent at learning languages. Lewis Turner is 16 and speaks five languages fluently.
Hello, Lewis.

Lewis: Hello.

Interviewer: Five languages! That's amazing. Which are they?

Lewis: English, of course, and French ... er, Spanish and German ... and Italian.

Interviewer: And you're only 16, Lewis! Tell me, where did you learn these languages?

Lewis: Well, I'm really lucky because I'm bilingual. My father speaks English and my mother speaks French. It makes learning other languages much easier.

Interviewer: OK. What about the other languages?

Lewis: Well, when I was younger, we lived in Madrid and I went to school there for four years, so I learned Spanish there in Spain because I spoke it all the time. In fact, when I was six years old, I spoke Spanish better than I spoke English!

Interviewer: Wow! And did you learn German in Germany too?

Lewis: No, I didn't. I learned German at school here in England. I started when I was 12. And ... I don't know ... I loved it and I learned really quickly.

Interviewer: Isn't it difficult to learn German?

Lewis: No, not really. It was more difficult than Spanish – but then I didn't live there.

Interviewer: And Italian? How did you learn Italian?

Lewis: I learned it at home on my own on the internet.

Interviewer: Incredible! And you speak it fluently?

Lewis: Yes, I do. My German is better than my Italian, but my Italian is pretty good, I guess. And I'm learning Chinese and Japanese now, but I'm not fluent yet! Chinese grammar is easier than Japanese, but the pronunciation is harder.

Interviewer: Lewis, let me ask you – I'm trying to learn Portuguese. Have you got any tips for me? What should I do?

Lewis: Um, well ... I think you need to read and listen as much as you can, you know. For example, I love reading comics, so I read lots of Italian comics. That helped me a lot, I think.

Interviewer: And listening? What do you listen to?

Lewis: Music – and I watch a lot of films. They're great for listening practice too – and they help with your pronunciation.

Interviewer: Lewis Turner, thank you, and good luck with Chinese and Japanese!

Lewis: Thank you.

Answer

2 Teenage polyglot

- c** • **▶ CD1 T4** Read the questions with the students and check understanding. Play the CD again. Students listen and make notes. They should do this quickly without needing to understand every word.

• **Mixed ability classes:**

PDF 1.1 Mixed ability

PDF 1.2 Mixed ability

PDF 1.3 Mixed ability

The worksheets offer students different levels of support and challenge. Give students the support, consolidation or extension exercises depending on their level. Weaker and mid-level students use the worksheets to support their listening as they do the task and can then check their answers in pairs. Stronger students complete the task in the book and then do the extension activities.

Answers

- 1 English, French, Spanish, German, Italian
- 2 English and French – at home, Spanish – living in Spain, German – at school, Italian – on the internet
- 3 Chinese and Japanese
- 4 comics
- 5 music and films

TEACHING TIP

PDF 1.5 Audioscript CD1 T4

You may like to give the students the audioscript to read as they listen the final time. They can then use it to check their answers.

Language note

You can use this opportunity to focus quickly on the differences between the present simple and the present continuous. Elicit these sentences from the students and ask students to explain when and how we use them. They make similar sentences about themselves.

He speaks French and English.

He's speaking English now.

He's learning Spanish and German.

- d** • Ask students to think about the question and elicit some suggestions onto the board. Students can make posters to exhibit their suggestions, which they then present to the class. They should be ready to defend their choices, giving explanations of why they chose the words.

- **Mixed ability classes:** Students work in mixed ability groups to do the task.

* OPTIONAL ACTIVITY

Pyramid discussion

Students work in pairs to make a list of their top ten most important words and phrases to learn in English. Then they work in groups of three pairs to compare their lists and agree on the top ten words and phrases for the group. They make a new list. Then they work as a class and agree on the top ten for the class and make a final list.

SB PAGE 7



Focus on language

* Language comparisons

AIMS

Focus on languages
 Pronunciation – focus on word stress in countries and languages
 Make comparisons using comparatives

- **Consolidation and extension**
 Language Builder p 2, p 6
 Workbook p 4, p 5
- **Resources**
 PDF Unit 1 Picture and word cards – languages

- a** • **▶ CD1 T5** Ask students to say *Thank you* in a language that they know and the other students say or guess which language it is. Students look at the tablet screen and match the words with the languages. Play the CD to check their answers. They listen and repeat the languages, paying attention to the word stress.

AUDIOSCRIPT/ANSWERS

- 1 *Thank you* is English.
- 2 *Grazie* is thank you in Italian.
- 3 *Merci* is thank you in French.
- 4 *Danke* is thank you in German.
- 5 *Spasiba* is thank you in Russian.
- 6 *Efcharistó* is thank you in Greek.
- 7 *Gracias* is thank you in Spanish.
- 8 *Arigato* is thank you in Japanese.
- 9 *Xie xie* is thank you in Chinese.
- 10 *Obrigado* is thank you in Portuguese.

* Pronunciation: word stress

- b** •  **CD1 T6** Ask students to say where people speak Chinese. Model the two words *China* and *Chinese* clearly and ask students where the main stress is on each word. Point out that it changes.
- Students copy and complete the table on their own or in pairs. They write the languages from Exercise 2a in alphabetical order on the right, then they fill in the related country words, leaving space to add the stress blobs.
 - Play the CD. Students listen and mark the word stress with blobs, as in the examples. Ask students to say in which word pairs the stress pattern is different. Drill sentences with the class following the example.
 - You may like to compare the language words and their pronunciation with French and German. Ask which are similar and which are different.
 - Students write the languages on page 2 of the Language Builder as their vocabulary record, marking the stress.
 - **Weaker students:**

PDF Unit 1 Picture and word cards – languages

They can use the picture and/or word cards to practise the languages. They can play *Bingo!* or one of the other card games from the Games bank (pages 14–15).

- **Stronger students:** They extend the language words to include all those that are spoken by the people in their class.

AUDIOSCRIPT/ANSWERS

China – Chinese
 England – English
 France – French
 Germany – German
 Greece – Greek
 Italy – Italian
 Japan – Japanese
 Portugal – Portuguese
 Russia – Russian
 Spain – Spanish

* OPTIONAL ACTIVITY

English around the world

For homework, ask students to research and make a list (in English) of all the countries in which English is spoken as an official language.

BACKGROUND INFORMATION

English is an official language in 54 countries and it is one of the official languages in the United Nations, the European Union and the Council of Europe. English is spoken as the first language in the following countries: Great Britain, the United States, Ireland, Canada, Australia, New Zealand and a number of Caribbean countries. See page 41 for a full list. It's also an important language in many African countries and in the Indian subcontinent. See this website for a map and full list of countries where English is an official or main language: http://en.wikipedia.org/wiki/List_of_countries_where_English_is_an_official_language

TEACHING TIP

Students used comparatives in *English in Mind 9^e* to compare places and describe changes (comparing the past and the present).

- c** • Students read the example sentences and identify the comparative adjective forms.



FOCUS

* Comparatives

- Work with the class to elicit answers to the questions using the example sentences on the board or in the book. They focus on the adjectives.
- Focus on the first example sentence and ask students if they know another adjective that means the same as *difficult*. Elicit *hard*. Ask students to paraphrase the sentence using *hard*: *Learning German was harder than Spanish*.
- To check that students understand the rules, elicit personal sentences from students comparing their language abilities. Work orally, writing up the adjective forms if necessary.
- Check that students remember the adjectives with irregular comparative forms: *good – better*, *bad – worse* and *far – further*.
- You may like students to complete page 6 in the Language Builder at this point to ensure that they all have a record of the grammar focus.
- Point out to students that they can refer to the Grammar reference section at the back of the Student's Book for a more complete summary.

Answers

- We add *-er* when the adjective has one syllable or two syllables ending in *-y*, e.g. *hard* – *harder*, *easy* – *easier*.
- We use *more* when the adjective has two syllables or more, e.g. *difficult* – *more difficult*, *interesting* – *more interesting*.



Speak

AIMS

Oral production – make comparisons
 Oral interaction – use comparisons to give opinions about different aspects of learning English

Resources

PDF 1.6 Mixed ability and

- a**
- Students work in pairs or small groups to make statements comparing the things in the box.
 - Weaker and mid-level students:**
PDF 1.6 Mixed ability and
 Use the worksheet to revise the adjectives that students know before they do the oral task and to support the oral practice.

* OPTIONAL ACTIVITY

I disagree

Do this activity if your class need more controlled practice making comparisons. Ask students to give you the names of two popular actors, bands or football teams, etc. Write up these adjectives: *good, attractive, young, talented, successful, famous, popular, funny, clever*. Students work in pairs to make comparative sentences about the famous people. Ask some pairs to say their sentences. Encourage the rest of the class to listen and challenge the comparisons if they disagree with them.

- b**
- Ask students to read the words in the box and check their meaning and pronunciation. Students write the numbers 1–8 and then work on their own to put the language skills in order, depending on how easy or difficult they find them. They can also copy the words onto slips of paper and put the slips in order on their desks.
 - Students compare their opinions in pairs and then in groups. They try to find another student in the class who has the words in the same order.

TEACHING TIP

You may like to ask students to copy their lists out for you and to hand them in for your reference.

SB PAGE 8



Read and speak

* Language learning

AIMS

Reading – intensive to answer a questionnaire

Oral interaction – compare language learning styles

Focus on words and phrases related to language learning

Consolidation and extension

Language Builder p 3, p 4
 Workbook p 6, Ex 4a, Ex 4b
 Vocabulary bank p 89

Resources

PDF 1.7 What kind of learner are you?
 PDF 1.8 Questionnaire answers

Lead-in

PDF 1.7 What kind of learner are you?

Introduce the idea of different kinds of learners by asking students how they remember words. Give out the worksheet. Students work in pairs to ask and answer the survey questions and to give and compare their results.

- Alternatively, play **True or false?** from the Games bank (page 20) with sentences about Lewis, the boy in the podcast on page 6, e.g.

Lewis can speak ten languages fluently.

He's bilingual in English and French.

He lived in France when he was younger.

He learned German at school.

He learned Italian at school too.

etc.

- a**
- Ask students to read the questionnaire and note down their answers. They compare their answers in pairs or small groups.
 - Weaker classes:** Read through the questions with the class, checking that they understand. Students can make a/b/c cards and hold them up to show their answers for each one.
 - Stronger classes:** Students work on their own and then compare their answers in pairs before feeding back to the whole class.

* OPTIONAL ACTIVITY

Questionnaire answers

PDF 1.8 Questionnaire answers

Students work in groups of six. Give each student the comments on one of the questions from the questionnaire. They read the comments and then work in groups to explain and discuss them.

- b**
- Students work on their own or in mixed ability pairs. They find the words from the yellow box in the questionnaire and check that they understand them. You may like them to use dictionaries to check their ideas. Students complete page 3 of the Language Builder to keep a record of the language learning words and phrases in context. Elicit personalised sentences using the words from the class, e.g. *I need to use new words often to remember them.*
 - Stronger classes:** Students turn to the Vocabulary bank on page 89 and study the words. They can use the wordlist at the back of the Student's Book to check the pronunciation. They work in pairs to ask and answer questions to practise the new words, e.g. *What do they give you when you finish a course? (A certificate.)* They can also do the Workbook exercise on page 6.

TEACHING TIP

PDF Practising speaking English

PDF Revising vocabulary

PDF Learning from mistakes

These worksheets are in the **General resources** section on the website Teacher Zone. They offer tips that you can work with in class to encourage the students to explore and adopt good learning habits.



Speak and write

AIMS

Oral interaction – exchange opinions about language learning
 Writing – list of advice for language learning

- Resources**
 PDF 1.9 Guided dialogue

TEACHING TIP

The aim of this speaking activity is to exchange opinions about language learning techniques. Check that students are using the functional phrases, but use light correction only, as this is interactive fluency practice.

- a**
- Ask three students to give their opinions using the phrases in the speech bubbles. Drill the phrases with the class. Elicit and drill the responses: *I agree. / I don't agree.* Students give their opinions in groups. One person in each group makes notes of their ideas.
 - Mixed ability classes:** Students work in mixed ability groups.
- b**
- Students look at the tips in the example and say if they think they are good ideas. They produce an advice sheet with their own ideas. They can work on their own, in pairs or in groups.

* OPTIONAL ACTIVITIES

1 Guided dialogue

PDF 1.9 Guided dialogue

Give this worksheet to students who need more practice in giving opinions to achieve the unit learning objective. When you use the guided dialogue worksheets, you may want to retain the bottom half of the worksheet until students have completed the first dialogue and practised it in pairs.

2 Language learning brainstorm

Stronger classes

Divide the class into eight groups and give each group a large sheet of paper with one of the words from Exercise 3b at the top of it. They work in groups to brainstorm ideas for practising the language area at the top of their sheet.

Groups pass the sheets around the class and add to them if they have more ideas. They put the finished sheets on the wall and vote for the best idea on each one.

SB PAGE 9

 **Read**
AIMS

Reading – for specific information to identify false information and answer questions

- **Resources**

PDF 1.10 Mixed ability

PDF 1.11 Mixed ability

PDF 1.12 Mixed ability

Website weblinks for research and extension

BACKGROUND INFORMATION

The Khmer alphabet Khmer (Cambodian) is an Austro-Asiatic language spoken by roughly 14 million speakers in Cambodia, Vietnam, Laos and Thailand. It is closely related to Thai. The Khmer alphabet is very similar to the Thai and Lao alphabets. It's difficult to specify the exact number of symbols in the alphabet, but it's about 74, with 33 consonant symbols and the remainder dependent and independent vowel symbols.

Sedang is another Austro-Asiatic language and is spoken in Laos and Vietnam by about 100,000 native speakers. What makes Sedang unique amongst the world's languages is the huge number of vowel sounds – some linguists say that there are 55!

The longest words in English (according to Oxford Dictionaries Online) are:

antidisestablishmentarianism (opposition to the disestablishment of the Church of England) – 28 letters

floccinaucinihilipilification (the estimation of something as worthless) – 29 letters

pneumonoultramicroscopicsilicovolcanoconiosis (a supposed lung disease) – 45 letters

Taumatawhakatangihangakoauauotamateaturipukakapikimaungahoronukupokaiwhenuakitanatahu is the Maori name for a hill in the North Island of New Zealand. It is commonly shortened to Taumata. Roughly translated, the name means 'The summit where Tamatea, the man with the big knees, the climber of mountains, the land-swallower who travelled about, played his nose flute to his loved one.'

Languages with fewer than 10 speakers This information comes from the UNESCO Atlas of the World's Languages in Danger. See www.unesco.org/culture/languages-atlas/index.php

Lead-in

- To introduce the idea of 'language records', ask the following questions. You could also do this as a group quiz.

Do you know any places with very short names?

Do you know any places with very long names?

How many vowel sounds are there in French?

Do you know any very long English words?

Do you know any very long French words?

How many letters are there in French?

And in English?

- a** • Students scan the article and say what all the facts have in common (they are about languages). Check that students understand the task. They have to guess which two facts are false. They read the facts on their own and guess the answers.
- Students share their ideas with the class. Tell them the answers. They say which of the true facts they find the most surprising.

- **Mixed ability classes:**

PDF 1.10 Mixed ability

PDF 1.11 Mixed ability

PDF 1.12 Mixed ability

The worksheets offer students different levels of support and challenge. Give students the support, consolidation or extension exercises depending on their level. Weaker and mid-level students use the worksheets to support their reading as they do the tasks.

Stronger students complete the task in the book and then do the extension activities.

Answers

E The longest word in the English language is not *dispercombobulation*. In fact, the word does not exist. The longest word in English which is not a technical or scientific word is generally accepted to be *antidisestablishmentarianism* (see Background information).

J It's impossible for people to communicate in a language with no grammar. (This language exists and it has fewer words than other major languages, but 340 is also an impossibly low number of words for communication.)