

IDEAS FOR . . . Checking Comprehension

Ask students to paraphrase the following sentences in their own words.

1. A new linguistic order is about to emerge. (paragraph A)
2. Mandarin Chinese will probably be the next must-learn language. (paragraph C)
3. Businesses whose employees speak only one language will find themselves at a disadvantage. (paragraph F)
4. Some monolingual speakers, especially native English speakers . . . have been too complacent about . . . the lack of need to learn other languages. (paragraph G)

Discuss the following questions with the class.

1. How would you feel about learning Mandarin Chinese (or Spanish or Arabic) instead of English?
2. How would you feel about learning several languages, not just one?
3. What kind of language was Latin, and why did it dominate Europe?



45 mins

Understanding the Reading

(pages 194–195)

Check students' predictions in exercise **D** on page 190.

Answer Key

The correct answer is a (the role of English and other languages in the future).

Exercise A. | Identifying Main Ideas

- Ask students to read the sentences. Then have them look back at the passage and reread the relevant paragraphs.
- Check the answers and ask students to explain their choices by referring to the text.
- Write the answers on the board.

Answer Key

1. G 2. D 3. A 4. F 5. C 6. B 7. E

Exercise B. | Scanning for Key Details

- Ask students to complete their answers individually and then compare with a partner.
- Check the answers and ask which paragraph contained the relevant information.

Answer Key

1. in developing countries (paragraph A)
2. Bengali, Tamil, and Malay (paragraph B)
3. It allows for greater international collaboration and research. (paragraph E)
4. more than 90 percent (paragraph E)
5. Latin. It was dominant in Europe until the end of the 1600s. (paragraph G)
6. Because they are official languages in more than half (100) of the countries in the world and they are the first or second language of 2.8 billion people on the planet, about 40 percent of the world's population. (paragraph H)

Exercise C. | Identifying Meaning from Context

- Allow time for students to reread the relevant parts of the passage and figure out the answers.
- Check the answers as a class.
- Ask students to make up other example sentences using these words or to look them up in the dictionary to find other possible meanings.

Answer Key

1. a 2. a 3. b 4. a

Exercise D. | Interpreting Visual Information

- Discuss the two graphics (a word cloud and a bar graph) on page 192, and ask students to describe them and say what they represent.
- Ask if students were surprised by any data shown there. What questions could they ask about these graphics?
- Discuss which countries use Chinese and Spanish as their main language. How similar are the different varieties of Chinese and Spanish to each other?

Answer Key

1. The size of the word represents the number of speakers.
2. Chinese, Spanish
3. There are more English speakers than Chinese speakers in the word cloud. The word cloud includes non-native speakers of English.

Exercise E. | Critical Thinking: Personalizing

Use the answers to these questions to lead into a general discussion of reasons for learning English or another language.



Developing Reading Skills

(page 196)

Reading Skill: Understanding Degrees of Certainty

- Go over the information in the **Reading Skill** box.
- Ask some questions to check comprehension: *Which modal expresses certainty?* (will) *Which modals express uncertainty?* (may, might, could) *Which expresses more certainty:* we anticipate that *or* it is likely that?

IDEAS FOR . . . Presenting Grammar

Read some sentences from the passage, and ask students to rephrase them using one of the expressions from the box.

For example:

T: The number of native English speakers is decreasing.

S: The number of native English speakers may decrease.

S: It is (or It seems) likely that the number of native English speakers will decrease.

S: Some experts anticipate that the number of native English speakers will decrease.

Exercise A. | Critical Thinking: Inferring Degrees of Certainty

Give one or two examples (see possible answers). Then allow time for students to work in pairs and study the passage.

Answer Key

Possible answers:

1. Paragraph B: By 2050, the number (of people who speak English as a first language) is expected to be just five percent. (certain)
Paragraph C: It seems likely that no one language will dominate in the near future. (less certain)
2. Answers will vary.

Exercise B. | Applying

- Remind students to use a variety of modals and other expressions in their discussions.
- Ask students to choose one of these questions and explain their opinion to the class. Alternatively, they can write their opinion as a journal entry.

IDEAS FOR . . . Expansion

Ask students to make a prediction about the future of English (using one of the expressions from the **Reading Skill** box) and write it on a slip of paper. Collect the papers and redistribute them. Ask pairs of students to discuss their new sentences. Finally, ask each pair to read their sentences aloud and give their opinion about each sentence's likelihood, giving reasons for their opinion.



Viewing: Enduring Voices (page 197)

Overview of the Video

The video presents information about a project aimed at bringing awareness to disappearing languages.

Before Viewing

Exercise A. | Using a Dictionary

- Ask a volunteer to read the paragraph aloud.
- Have students work individually to match the words and their definitions.
- Write the answers on the board.
- Ask some general questions about the text: *What is the Living Tongues Institute? Why were younger people neglecting their parents' language? What were they losing?*

Answer Key

1. vital
2. heritage
3. die out
4. shift over to
5. neglecting

Exercise B. | Thinking Ahead

After students discuss the question in pairs, gather ideas from the class and write them on the board in the form of an idea map.

While Viewing

Play the video while students write short answers to the questions.

After Viewing

Exercise A.

- Have students work in pairs to discuss and compare answers.
- Play the video again if necessary.
- Check the answers.
- Lead a class discussion on why it is important to preserve languages.

Answer Key

1. They are trying to preserve dying languages so that words, ideas, and valuable information will not be lost forever.
2. Because they are the last speakers of the language and when they die, the language will die, too.
3. They document the language and also train local people to use special language technology kits to help communities document the last speakers of old languages.
4. They hope the kits will help inspire younger people to take an interest in the words of their elders, perhaps encouraging them to keep a language alive by speaking it themselves.

Exercise B. | Synthesizing

Ask students how they feel about this project. Are there any languages in their countries that are endangered?

Answer Key

Possible answers:

Because they can use English to get a better education and a better job and speak with people from other countries.

IDEAS FOR . . . Checking Comprehension

Ask these additional questions about the video, or write them on the board.

1. Where is the village of Hong? (In the extreme northeast of India, a remote area bordering Bhutan, Myanmar, and China)
2. What are some of the problems with recording dying languages? (They are not written down. The speakers are very old, and they may not remember everything.)
3. What is in the language technology kit? (A laptop computer, digital cameras, and digital recorders)
4. What kinds of ideas do you think might get lost when a language disappears? (Answers will vary.)

IDEAS FOR . . . Expansion

Ask students to find out more about the Living Tongues Institute for homework.

More information about it can be found here: <http://www.livingtongues.org/>



Preparing to Read (page 198)

Warm-Up

Lesson B target vocabulary is presented in the context of languages that are in danger of disappearing and various organizations that are working to preserve them.

ask students what they know about endangered languages. Why do they think some languages might be in danger of disappearing? What languages do they know of that are no longer spoken?

Exercise A. | Building Vocabulary

- Ask students which of these words they are already familiar with and in what contexts they have seen and/or heard them.
- After checking the answers, tell students to use their dictionaries to find other word forms of these words—for example, *accuracy*, *categorize*, *conformity*, *deprivation*.

Answer Key

- | | |
|---------------|----------------|
| 1. portion | 6. institution |
| 2. assign | 7. deprive |
| 3. critically | 8. accurately |
| 4. category | 9. attitude |
| 5. maintain | 10. conform |

Exercise B. | Using Vocabulary

- Ask students to work in pairs.
- Ask each pair to present one idea for each question to the class. Use students' ideas to make a list on the board.
- Draw students' attention to the **Word Partners** box. Ask students to explain the meaning of each phrase.
- Ask some additional questions using the target words from exercise A: *What kinds of pressures are there to conform in society? What factors can deprive people of opportunities? What can help you to maintain motivation when learning a language?*

Exercise C. | Predicting

Students will check their answers after reading the entire passage.



You may want to play the audio while students read. Remind them that the vocabulary definitions in the footnotes at the bottom of pages 200–202 will help them understand the reading.

Overview of the Reading

The reading explains why many smaller languages are disappearing and gives some examples of their unique characteristics. It also describes different ways in which some organizations are trying to preserve endangered languages.

Vocabulary Notes

remote (paragraph D) = distant, difficult to reach
spectrum (paragraph E) = range of colors
nutritional (paragraph F) = healthy
invaluable (paragraph G) = precious, useful
encoded (paragraph G) = carrying information
hot spot (paragraph H) = place of crisis or danger
a wealth of (knowledge, experience, etc.) (paragraph I) = a large amount of

Note that more vocabulary from the passage will be studied in exercise B on page 203.

IDEAS FOR . . . Checking Comprehension

Ask students these additional questions about the reading, or write them on the board.

1. How does each of the following concepts differ in the languages mentioned in the reading: 1) time 2) number 3) color 4) family relationships?
2. How do these organizations record data of disappearing languages and prevent them from vanishing?



Understanding the Reading (pages 203–204)

Check the answers to exercise C on page 198.

Answer Key

The correct answer is c (how languages disappear and ways to keep them alive). The passage does not give details about languages in North America and Australia (b). It mentions a few examples of unique features of some languages (a), but they are not the main focus of the passage.

Exercise A. | Identifying Main Ideas

- Ask students to work individually.
- Call on students to read their answers aloud.

Answer Key

1. distribution
2. smaller, extinction/dying out/disappearing
3. values, history, traditions, institutions, unique experiences
4. knowledge of plants and animals
5. to preserve disappearing languages

Exercise B. | Identifying Meaning from Context

- Ask students to work in pairs to locate and discuss the meaning of each word in context.
- Check the answers as a class.
- Ask students to make up additional sentences that illustrate the meaning of each word or phrase.

Answer Key

1. b
2. b
3. a
4. a

Exercise C. | Interpreting Visual Information

- Discuss the map as a class. Name the continents. Name the different colors. (Dark red, orange, yellow or ochre, and olive green). Ask: *What do the regions with languages at highest risk have in common?*
- Discuss the questions as a class.
- Ask students to describe the map in their own words. For example: *The map shows . . . , The colors represent . . . , The information tells us that . . .*
- You may want to ask students to write a description of the map for homework.

Answer Key

1. It shows places where languages are at risk of extinction. They show the degree of risk.
2. Central and Eastern Siberia, Northern Australia, Northwest Pacific Plateau, Central South America
3. It shows where organizations such as Enduring Voices need to target their efforts.

Exercise D. | Identifying Supporting Details

- Students can work individually or in pairs.
- As you check the answers, ask students to refer to the paragraph letter and part of the passage that provided the answer.

Answer Key

1. Tuvan, Aka, Seri, Djawi
2. more than 1,000
3. They are taken over by more dominant languages, political pressures, commercial pressures.
4. They use relative words such as *few* and *many*. This tells us that the concept of assigning numbers may be culturally relative, not innate.
5. It can tell them information about plants and animals. We can learn other important scientific information.
6. The goal is to preserve disappearing languages. They document and record the cultural information the languages contain.

Exercise E. | Critical Thinking: Understanding Predictions

- Review the information about degrees of certainty on page 196.
- Discuss the answers as a class.

Answer Key

- 1–2. That within the next century, nearly half of the world's current languages may disappear. (paragraph B)
The disappearance of the (Seri) language might therefore deprive us of important scientific knowledge. (paragraph F)
We may lose knowledge about plants that could someday lead to an invaluable medicine, not to mention information about the history and survival skills of many of the world's cultures. (paragraph G)
Their efforts and the work of other language preservationists will allow us to pass on a wealth of historical, cultural, and scientific knowledge to future generations. (paragraph I)
3. He feels more certain about the last prediction and less certain about the others.

Exercise F. | Critical Thinking: Considering Counterarguments

- Go over the information in the **CT Focus** box.
- Ask students to identify the arguments in favor of saving endangered languages that are mentioned in the reading. Are any counterarguments mentioned?
- Ask students to discuss the questions in groups and make a list of counterarguments.
- If time is available, have them role-play a debate between someone in favor of and someone against the saving of endangered languages.



45 mins

Exploring Written English

(pages 205–206)

Exercise A. | Brainstorming

- Read the writing goal aloud.
- Explain the purpose of a persuasive essay, and contrast this with other types of essays such as descriptive or comparison.
- Brainstorm a few ideas as a class.

Writing Skill: Using a Graphic Organizer to Plan an Essay

- Ask students for examples of different types of graphic organizers (for example, a Venn diagram, a mind map, a pie chart).
- Ask students why it is useful to use a graphic organizer. (It helps you to develop and organize ideas before you start writing.)
- Go over the information in the **Writing Skill** box.
- Ask volunteers to read out the information in the T-chart. Can they add any more ideas?

IDEAS FOR . . . Expansion

To give students practice with researching and comparing different websites, ask them to use the Internet to research a fact such as how many languages are spoken in South Africa. Ask them to share with the class how many answers they found and which websites they found to be most reliable.

Exercise B. | Using a T-chart

- Allow time for students to work individually. Then have them compare ideas in pairs.
- Draw a T-chart on the board and invite volunteers to come to the board to write their ideas.
- Take a class vote on who agrees with which side of the argument.
- Allow five minutes for students to free write about the opposing point of view.

Answer Key

Possible answers:

Pro:

Promote intercultural understanding
More efficient use of resources
Less need for translators and interpreters

Con:

Lose valuable cultural heritage/history
Become less creative
Less variety in culture and literature

Exercise C. | Doing Research

- You may want to brainstorm key words that students can use in their research.
- Remind students to keep notes of all sources to use in their references later.

Exercise D.

- Go over the information in the **Language for Writing** box.
- Point out that each of these sentences consists of two clauses separated by a comma. The clause introduced by *while* (or *even though* or *although*) presents the information that is less important.
- Explain that combining information in this way helps to make the argument more persuasive.

Answer Key

Possible answers:

1. Argument: Although Mandarin is difficult to learn, it could be useful in the world of business.
2. Argument: While language diversity may lead to misunderstanding or conflict, we must preserve smaller languages because of the important knowledge they contain.

Exercise E.

- Monitor students as they write, and pinpoint any trouble spots.
- Ask volunteers to read their sentences aloud.

Tip

It may be helpful to have students refer back to previous essays (for example, the persuasive essay in Unit 7) and identify places where they could introduce a counterargument using *while*.

Writing Task: Drafting

(page 207)

Exercise A. | Planning

- Go over the five steps in this exercise.
- Allow time for students to complete their charts, using ideas from exercises **A** and **B** as appropriate.
- Move around the class while students are writing, offering help and advice as needed.
- Ask one or two students to read out their thesis statements.

Exercise B. | Draft 1

- As students write their first draft, walk around and offer help as needed.
- You may want to set this task for homework.

Writing Task: Revising

(pages 208–209)

Exercise C. | Critical Thinking: Analyzing

- Explain that analyzing this model essay will help students to revise their own writing.
- Allow time for students to work in pairs.
- Ask students to identify the counterarguments and evaluate the use of sources.
- Ask students what they liked or disliked in this essay. What points did they find most convincing and why?

Answer Key

1. **Thesis statement:** Corporations should not pay for their employees to learn a second language because it is expensive, some people may not have the ability to learn another language, and the process is far too time-consuming.
2. **Three arguments:** expensive, some people may not have the ability to learn another language, time-consuming.
3. **Topic sentences:** 1) Sending employees to language schools is expensive. 2) Another reason companies should not pay for their employees to learn a second language is that some people may not be capable of learning an extra language. 3) Finally, language learning is far too time-consuming.
4. **Key Words:** 1) expensive 2) some people may not be capable of learning an extra language 3) time-consuming
5. **Counterarguments:**
(paragraph 2) While some people may think that they can save money by learning on their own using self-study websites or CD-ROM programs, most experts agree that effective language learning only takes place in a classroom with a qualified teacher.
(paragraph 3) While it may be possible to become fluent in a second language at any age, many experts believe that age is still an important factor.
(paragraph 4) Even though some language programs promise fluency in a short period of time, the average language learner needs constant and long-term exposure to a second language in order to become even somewhat fluent.
Sources:
(paragraph 2) However, the cost of classroom instruction adds up over time. For example, according to the *New York Times* article “Foreign Language Courses, Brushing Up or Immersion,” the cost of classroom instruction in the United States can range from \$480 to \$590 for an average three-month course.
(paragraph 3) According to the website for the Center for Advanced Research on Language Acquisition, research shows that people’s ability to learn a foreign language deteriorates as they age.
(paragraph 4) For example, according to the online article “How Long Does It Take to Learn a New Language?,” a typical employee taking two hours off work each day to study a language would take several years to become even relatively fluent.

Exercise D. | Revising

Ask students to reread their work carefully and look for ways to improve it.

Exercise E. | Peer Evaluation

- Explain that this process will help students to see if they have organized their ideas clearly.
- Discuss the four steps in the evaluation process to make sure students know what to do.
- Ensure that both members of the pair have equal time to give feedback.

Exercise F. | Draft 2

Walk around and monitor students as they work. Provide assistance as needed.

Writing Task: Editing

(page 210)

Exercise G. | Editing Practice

- Go over the information in the box.
- Allow time for students to find and correct the mistakes.
- Invite volunteers to write the corrected sentences on the board.

Answer Key

1. While language instruction may be expensive, it is important that children learn a second language in order to compete in the global economy.
2. Even though Mandarin may soon become an important world language, it probably won't be the dominant language because the writing system is too difficult.
3. Although French may have been a diplomatic language in the past, it shouldn't be an official UN language because there are too few native French speakers.
4. While children must learn the dominant language of their region in order to succeed in school and in business, they should also preserve their native languages in order to retain culture and history.

Exercise H. | Editing Checklist

- Read aloud the sentences in the Editing Checklist.
- Allow time for students to read and edit their work.

Exercise I. | Final Draft

- Allow time for students to work on their final draft (or set this for homework).
- Collect their work.

IDEAS FOR . . . Further Research

Ask students to write about one of the following.

- Differences between their language and English and how this can cause problems for learning English
- Concepts that exist in their language but not in English (and vice versa) and what this says about these two cultures
- Research into English as a *lingua franca*. How is it different from English spoken in the U.S. or the U.K.?
- Differences between English spoken in the U.K., the U.S., Canada, and Australia