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Level 6

Best to learn a new language before age of 10

4th May, 2018

<https://breakingnewsenglish.com/1805/180504-language-learning.html>

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Please try Levels 4 and 5 (they are easier).

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THE ARTICLE

From <https://breakingnewsenglish.com/1805/180504-language-learning.html>

New research from the Massachusetts Institute of Technology (MIT) suggests that if people want to achieve native-like proficiency in a new language, they should start learning that language before the age of ten. The researchers added that children up to the age of 17 or 18 remain adept at learning grammar. There is bad news for those who want to pick up a new language beyond their late teens. The researchers say this is past the "critical period" when language-learning ability starts to decline. Researcher Joshua Hartshorne said: "As far as a child is concerned, it's quite easy to become bilingual....That's when you're best at learning languages. It's not really something that you can make up later."

The research was based on an analysis of results from a 10-minute online grammar quiz. Over 670,000 language learners of all ages participated in the test. Researchers measured the grammatical ability of people who started learning a language at different points in their life. Professor Hartshorne focused on grammar rules that were most likely to confuse a non-native speaker as a gauge of that person's proficiency. MIT researcher Josh Tenenbaum suggested people simply might be too busy to learn a language later in life. He said: "After 17 or 18, you leave home, you work full time, or you become a specialized university student. All of these might impact your learning rate for any language."

Sources: http://blogs.edweek.org/edweek/learning-the-language/2018/05/critical_period_for_learning_l.html?cmp=RSS-FEED
<http://www.euronews.com/2018/05/01/-critical-period-for-learning-new-language-says-study>
<https://www.thesun.co.uk/news/6190032/kids-aged-ten-can-learn-languages-fluently/>

WARM-UPS

1. LANGUAGE LEARNING: Students walk around the class and talk to other students about language learning. Change partners often and share your findings.

2. CHAT: In pairs / groups, talk about these topics or words from the article. What will the article say about them? What can you say about these words and your life?

research / achieve / native-like proficiency / language / grammar / critical / bilingual / analysis / online quiz / life / native speaker / too busy / work full time / university

Have a chat about the topics you liked. Change topics and partners frequently.

3. BILINGUAL: Students A **strongly** believe all countries should have a policy to start bilingualism in children from the age of four; Students B **strongly** believe this isn't necessary. Change partners again and talk about your conversations.

4. ENGLISH: What is the best way to learn English? Complete this table with your partner(s). Change partners often and share what you wrote.

	The best way to learn	Why?
Grammar		
Pronunciation		
Spelling		
Writing		
Speaking		
Vocabulary		

5. NATIVE: Spend one minute writing down all of the different words you associate with the word "native". Share your words with your partner(s) and talk about them. Together, put the words into different categories.

6. LANGUAGE: Rank these with your partner. Put the biggest reasons for learning a language at the top. Change partners often and share your rankings.

- speak to foreigners
- job prospects
- intellectual stimulation
- to watch movies
- to pass exams
- to read
- to live overseas
- as a hobby

VOCABULARY MATCHING

Paragraph 1

- | | |
|----------------|--|
| 1. proficiency | a. Very skilled at something. |
| 2. adept | b. Having a decisive or great importance in the success, failure, or existence of something. |
| 3. pick up | c. The ages of 17-19. |
| 4. late teens | d. Learn something, usually by doing it or by being exposed to it. |
| 5. critical | e. A high degree of competence or skill; expertise. |
| 6. decline | f. A person being able to speak two languages fluently. |
| 7. bilingual | g. Go down in strength or quality. |

Paragraph 2

- | | |
|-----------------|--|
| 8. analysis | h. The effect or influence of one person, thing, or action, on another. |
| 9. participated | i. A detailed examination of the elements or structure of something. |
| 10. confuse | j. Estimate or determine the magnitude, amount, or volume of. |
| 11. non-native | k. A measure, quantity, or frequency, typically one measured against some other quantity or measure. |
| 12. gauge | l. Cause someone to be puzzled. |
| 13. impact | m. A language speaker not having spoken the language in question from earliest childhood. |
| 14. rate | n. Joined in with or took part in something. |

BEFORE READING / LISTENING

From <https://breakingnewsenglish.com/1805/180504-language-learning.html>

1. TRUE / FALSE: Read the headline. Guess if a-h below are true (T) or false (F).

- a. The research came from an institute of linguistics. **T / F**
- b. The researchers said people aren't adept at learning grammar after 10. **T / F**
- c. Language-learning ability declines after we reach late teens. **T / F**
- d. Researchers said it's not easy for children to become bilingual. **T / F**
- e. Over half-a-million people took an online grammar quiz. **T / F**
- f. Quiz questions were designed to confuse non-native speakers. **T / F**
- g. A researcher said adults are never too busy to learn a language. **T / F**
- h. Leaving home at 18 might affect your language-learning rate. **T / F**

2. SYNONYM MATCH:

Match the following synonyms. The words in **bold** are from the news article.

- | | |
|--------------------|----------------|
| 1. achieve | a. diminish |
| 2. adept | b. speed |
| 3. beyond | c. examination |
| 4. critical | d. skilled |
| 5. decline | e. measure |
| 6. analysis | f. affect |
| 7. points | g. attain |
| 8. gauge | h. times |
| 9. impact | i. after |
| 10. rate | j. vital |

3. PHRASE MATCH: (Sometimes more than one choice is possible.)

- | | |
|--|------------------------|
| 1. if people want to achieve native- | a. of results |
| 2. remain adept | b. can make up later |
| 3. past the critical | c. in their life |
| 4. As far as a | d. like proficiency |
| 5. It's not really something that you | e. of all ages |
| 6. The research was based on an analysis | f. period |
| 7. Over 670,000 language learners | g. non-native speaker |
| 8. at different points | h. child is concerned |
| 9. most likely to confuse a | i. rate |
| 10. impact your learning | j. at learning grammar |

GAP FILL

From <https://breakingnewsenglish.com/1805/180504-language-learning.html>

New research from the Massachusetts Institute of Technology (MIT) (1) _____ that if people want to achieve native-like (2) _____ in a new language, they should start learning that language before the age of ten. The researchers added that children up to the age of 17 or 18 remain (3) _____ at learning grammar. There is bad (4) _____ for those who want to pick up a new language beyond their late teens. The researchers say this is past the "(5) _____ period" when language-learning ability starts to decline. Researcher Joshua Hartshorne said: "As (6) _____ as a child is concerned, it's quite easy to become (7) _____....That's when you're best at learning languages. It's not really something that you can make up (8) _____."

news
far
later
proficiency
suggests
bilingual
adept
critical

The research was based on an (9) _____ of results from a 10-minute online grammar quiz. Over 670,000 language learners of all (10) _____ participated in the test. Researchers (11) _____ the grammatical ability of people who started learning a language at different (12) _____ in their life. Professor Hartshorne focused on grammar rules that were most likely to (13) _____ a non-native speaker as a gauge of that person's proficiency. MIT researcher Josh Tenenbaum suggested people (14) _____ might be too busy to learn a language later in (15) _____. He said: "After 17 or 18, you leave home, you work full time, or you become a specialized university student. All of these might (16) _____ your learning rate for any language."

simply
ages
points
impact
life
analysis
confuse
measured

LISTENING – Guess the answers. Listen to check.

From <https://breakingnewsenglish.com/1805/180504-language-learning.html>

- 1) MIT suggests that if people want to achieve _____ proficiency...
 - a. nativity-like
 - b. native-liked
 - c. native-like
 - d. native-likes
- 2) researchers added that children up to the age of 17 or 18 remain _____
 - a. adapt at learning
 - b. a deft at learning
 - c. aid deft at learning
 - d. adept at learning
- 3) The researchers say this is past _____
 - a. the critical period
 - b. the critically period
 - c. the critique all period
 - d. the critic all period
- 4) As far as a child is concerned, it's quite easy to _____
 - a. became bilingual
 - b. become bilinguals
 - c. become bilingual
 - d. become bilingually
- 5) It's not really something that you can _____
 - a. make down later
 - b. make up later
 - c. make that later
 - d. make it later
- 6) The research was based on an analysis of results from a 10-minute _____
 - a. online grammar quiz
 - b. offline grammar quiz
 - c. inline grammar quiz
 - d. hardline grammar quiz
- 7) Over 670,000 language learners of all ages participated _____
 - a. in the test
 - b. on the test
 - c. in a test
 - d. on a test
- 8) the grammatical ability of people who started learning a language at different _____
 - a. points on their life
 - b. points in their life
 - c. points in their live
 - d. point sin their life
- 9) most likely to confuse a non-native speaker as _____ that person's proficiency
 - a. a gouge of
 - b. a gauge of
 - c. a gage of
 - d. a gorge of
- 10) All of these might impact your _____
 - a. learn in rate
 - b. learning ratio
 - c. learn in ratio
 - d. learning rate

LISTENING – Listen and fill in the gaps

From <https://breakingnewsenglish.com/1805/180504-language-learning.html>

New research from the Massachusetts Institute of Technology (MIT) suggests that if people (1) _____ native-like proficiency in a new language, they should start learning that language before the age of ten. The researchers added that children up to the age of 17 or 18 (2) _____ learning grammar. There is bad news for those who want to pick up a new language beyond (3) _____. The researchers say this is past the "critical period" when language-learning ability (4) _____. Researcher Joshua Hartshorne said: "As far as a child is concerned, it's quite easy (5) _____.That's when you're best at learning languages. It's not really something that you can (6) _____."

The research was based on an (7) _____ from a 10-minute online grammar quiz. Over 670,000 language learners of all ages (8) _____ test. Researchers measured the grammatical ability of people who started learning a language (9) _____ in their life. Professor Hartshorne focused on grammar rules that were most likely to confuse a non-native speaker (10) _____ of that person's proficiency. MIT researcher Josh Tenenbaum suggested people simply might be too busy to learn a language (11) _____. He said: "After 17 or 18, you leave home, you work full time, or you become a specialized university student. All of these (12) _____ learning rate for any language."

COMPREHENSION QUESTIONS

From <https://breakingnewsenglish.com/1805/180504-language-learning.html>

1. What is the abbreviation of the university that conducted the research?
2. Until what age do children remain adept at learning grammar?
3. What kind of news did the researchers have for adults?
4. What kind of point did researchers describe?
5. For whom did researchers say it was easy to become bilingual?
6. How long was the grammar quiz that people took?
7. How many people took a grammar quiz?
8. What did the article say was likely to confuse non-native speakers?
9. What reason did a researcher give for adults not learning a language?
10. What might leaving home or starting work impact?

MULTIPLE CHOICE - QUIZ

From <https://breakingnewsenglish.com/1805/180504-language-learning.html>

- 1) What is the abbreviation of the university that conducted the research?
 - a) MTI
 - b) TIM
 - c) MIT
 - d) IMT
- 2) Until what age do children remain adept at learning grammar?
 - a) 17 or 18
 - b) 14 or 15
 - c) 11 or 12
 - d) 4 or 5
- 3) What kind of news did the researchers have for adults?
 - a) interesting news
 - b) breaking news
 - c) great news
 - d) bad news
- 4) What kind of point did researchers describe?
 - a) a turning point
 - b) a critical point
 - c) a cash point
 - d) a breaking point
- 5) For whom did researchers say it was easy to become bilingual?
 - a) young adults
 - b) teens
 - c) children
 - d) language learners
- 6) How long was the grammar quiz that people took?
 - a) 20 minutes
 - b) 10 minutes
 - c) 15 minutes
 - d) 12 minutes
- 7) How many people took a grammar quiz?
 - a) exactly 670,000
 - b) just fewer than 670,000
 - c) around 670,000
 - d) more than 670,000
- 8) What did the article say was likely to confuse non-native speakers?
 - a) slang
 - b) grammar rules
 - c) English
 - d) prepositions
- 9) What reason did a researcher give for adults not learning a language?
 - a) they are too busy
 - b) they lack desire
 - c) learning vocabulary is difficult
 - d) it's too expensive
- 10) What might leaving home or starting work impact?
 - a) mental well-being
 - b) study time
 - c) what language a person learns
 - d) language-learning rate

ROLE PLAY

From <https://breakingnewsenglish.com/1805/180504-language-learning.html>

Role A – Speaking to Foreigners

You think speaking to foreigners is the best reason to learn a language. Tell the others three reasons why. Tell them what is wrong with their reasons. Also, tell the others which is the worst reason of these (and why): watching movies, reading or living overseas.

Role B – Watching Movies

You think watching movies is the best reason to learn a language. Tell the others three reasons why. Tell them what is wrong with their reasons. Also, tell the others which is the worst reason of these (and why): speaking to foreigners, reading or living overseas.

Role C – Reading

You think reading is the best reason to learn a language. Tell the others three reasons why. Tell them what is wrong with their reasons. Also, tell the others which is the worst reason of these (and why): watching movies, speaking to foreigners or living overseas.

Role D – To Live Overseas

You think living overseas is the best reason to learn a language. Tell the others three reasons why. Tell them what is wrong with their reasons. Also, tell the others which is the worst reason of these (and why): watching movies, reading or speaking to foreigners.

AFTER READING / LISTENING

From <https://breakingnewsenglish.com/1805/180504-language-learning.html>

1. WORD SEARCH: Look in your dictionary / computer to find collocates, other meanings, information, synonyms ... for the words 'language' and 'learning'.

language	learning
-----------------	-----------------

- Share your findings with your partners.
- Make questions using the words you found.
- Ask your partner / group your questions.

2. ARTICLE QUESTIONS: Look back at the article and write down some questions you would like to ask the class about the text.

- Share your questions with other classmates / groups.
- Ask your partner / group your questions.

3. GAP FILL: In pairs / groups, compare your answers to this exercise. Check your answers. Talk about the words from the activity. Were they new, interesting, worth learning...?

4. VOCABULARY: Circle any words you do not understand. In groups, pool unknown words and use dictionaries to find their meanings.

5. TEST EACH OTHER: Look at the words below. With your partner, try to recall how they were used in the text:

<ul style="list-style-type: none">• achieve• age• adept• late• far• later	<ul style="list-style-type: none">• based• ages• points• gauge• busy• rate
--	---

LANGUAGE LEARNING SURVEY

From <https://breakingnewsenglish.com/1805/180504-language-learning.html>

Write five GOOD questions about language learning in the table. Do this in pairs. Each student must write the questions on his / her own paper. When you have finished, interview other students. Write down their answers.

	STUDENT 1 _____	STUDENT 2 _____	STUDENT 3 _____
Q.1.			
Q.2.			
Q.3.			
Q.4.			
Q.5.			

- Now return to your original partner and share and talk about what you found out. Change partners often.
- Make mini-presentations to other groups on your findings.

LANGUAGE LEARNING DISCUSSION

STUDENT A's QUESTIONS (Do not show these to student B)

1. What did you think when you read the headline?
2. What images are in your mind when you hear the word 'language'?
3. What kind of language learner are you?
4. Would life be different if you spoke English fluently?
5. What do you think of language lessons in kindergartens?
6. What new language would you like to learn?
7. What is the best way to learn a language?
8. Why is it harder for older people to learn a language?
9. What are the benefits of being multilingual?
10. How difficult is your language to learn?

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LANGUAGE LEARNING DISCUSSION

STUDENT B's QUESTIONS (Do not show these to student A)

11. Did you like reading this article? Why/not?
12. What do you think of when you hear the word 'learning'?
13. What do you think about what you read?
14. How happy are you with your level of English?
15. How useful are/were your English lessons?
16. How important is grammar?
17. What is the most important language skill?
18. What makes the perfect language lesson?
19. What kind of language teacher is the perfect teacher?
20. What questions would you like to ask the researchers?

DISCUSSION (Write your own questions)

STUDENT A's QUESTIONS (Do not show these to student B)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

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DISCUSSION (Write your own questions)

STUDENT B's QUESTIONS (Do not show these to student A)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

LANGUAGE - CLOZE

From <https://breakingnewsenglish.com/1805/180504-language-learning.html>

New research from the Massachusetts Institute of Technology (MIT) suggests that if people want to achieve native-(1) _____ proficiency in a new language, they should start learning that language before the age of ten. The researchers added that children up to the age of 17 or 18 remain (2) _____ at learning grammar. There is bad news for those who want to pick (3) _____ a new language beyond their late teens. The researchers say this is past the "(4) _____ period" when language-learning ability starts to decline. Researcher Joshua Hartshorne said: "As far as a child is (5) _____, it's quite easy to become bilingual....That's when you're best at learning languages. It's not really something that you can (6) _____ up later."

The research was based (7) _____ an analysis of results from a 10-minute online grammar quiz. Over 670,000 language learners of all (8) _____ participated in the test. Researchers measured the grammatical ability of people who started learning a language at different (9) _____ in their life. Professor Hartshorne focused on grammar rules that were most likely to confuse a non-native speaker as a (10) _____ of that person's proficiency. MIT researcher Josh Tenenbaum suggested people (11) _____ might be too busy to learn a language later in life. He said: "After 17 or 18, you leave home, you work full time, or you become a specialized university student. All of these might impact your learning rate for (12) _____ language."

Put the correct words from the table below in the above article.

- | | | | | |
|-----|------------------|---------------|--------------|--------------------|
| 1. | (a) liking | (b) likes | (c) like | (d) liked |
| 2. | (a) adept | (b) adapt | (c) redact | (d) react |
| 3. | (a) up | (b) on | (c) at | (d) off |
| 4. | (a) critical | (b) critic | (c) critique | (d) criticize |
| 5. | (a) concertinaed | (b) concerned | (c) careened | (d) cornered |
| 6. | (a) be | (b) do | (c) have | (d) make |
| 7. | (a) at | (b) of | (c) on | (d) to |
| 8. | (a) ageing | (b) age | (c) aged | (d) ages |
| 9. | (a) points | (b) pains | (c) punts | (d) pointers |
| 10. | (a) gorge | (b) gauge | (c) gouge | (d) gage |
| 11. | (a) simplify | (b) simply | (c) simple | (d) simplification |
| 12. | (a) many | (b) much | (c) any | (d) more |

SPELLING

From <https://breakingnewsenglish.com/1805/180504-language-learning.html>

Paragraph 1

1. the Massachusetts slietttnu of Technology
2. achieve native-like nipocyfeicr
3. remain taped at learning grammar
4. past the "iraitlcc period"
5. As far as a child is coecdnnre
6. it's quite easy to become ugbnliial

Paragraph 2

7. based on an isanyasl of results
8. learners of all ages dtraecpiapit
9. Researchers aersumed the grammatical ability
10. most likely to usfocne a non-native speaker
11. as a gguae of that
12. All of these might pcatim your learning rate

PUT THE TEXT BACK TOGETHER

From <https://breakingnewsenglish.com/1805/180504-language-learning.html>

Number these lines in the correct order.

- () on grammar rules that were most likely to confuse a non-native speaker as a gauge of that person's
- () like proficiency in a new language, they should start learning that language before the age
- () of people who started learning a language at different points in their life. Professor Hartshorne focused
- () proficiency. MIT researcher Josh Tenenbaum suggested people simply might be too busy
- () teens. The researchers say this is past the "critical period" when language-learning ability starts to
- () time, or you become a specialized university student. All of these might impact your learning rate for any language."
- () to learn a language later in life. He said: "After 17 or 18, you leave home, you work full
- () of ten. The researchers added that children up to the age of 17 or 18 remain adept
- () bilingual....That's when you're best at learning languages. It's not really something that you can make up later."
- (**1**) New research from the Massachusetts Institute of Technology (MIT) suggests that if people want to achieve native-
- () The research was based on an analysis of results from a 10-minute online grammar quiz. Over
- () 670,000 language learners of all ages participated in the test. Researchers measured the grammatical ability
- () at learning grammar. There is bad news for those who want to pick up a new language beyond their late
- () decline. Researcher Joshua Hartshorne said: "As far as a child is concerned, it's quite easy to become

PUT THE WORDS IN THE RIGHT ORDER

From <https://breakingnewsenglish.com/1805/180504-language-learning.html>

1. want People to proficiency . achieve native-like
2. the Start learning of before ten . language age
3. say the past this period . critical is Researchers
4. you're learning when best at languages . That's
5. can later . you make Something up that
6. on results . based Research an analysis was of
7. language all 670,000 learners of Over ages .
8. likely non-native to a confuse speaker . Most
9. busy might learn . be simply to People too
10. rate . these All impact your might learning of

CIRCLE THE CORRECT WORD (20 PAIRS)

From <https://breakingnewsenglish.com/1805/180504-language-learning.html>

New *research* / *researcher* from the Massachusetts Institute of Technology (MIT) *suggests* / *suggestive* that if people want to *archive* / *achieve* native-like proficiency in a new language, they should start learning that language *afore* / *before* the age of ten. The researchers added that children up to the age of 17 or 18 remain *adapt* / *adept* at learning grammar. There is bad news for those who want to pick up a *new* / *newly* language *beyond* / *behind* their late teens. The researchers say this is past the "critical period" when language-learning ability starts to *recline* / *decline*. Researcher Joshua Hartshorne said: "As far as a child is concerned, it's quite *easily* / *easy* to become bilingual....That's when you're best at learning languages. It's not really something that you can make *down* / *up* later."

The research was based *in* / *on* an analysis of results from a 10-minute online grammar quiz. Over 670,000 language learners *of* / *for* all ages participated *on* / *in* the test. Researchers measured the *grammatically* / *grammatical* ability of people who started learning a language at different points *in* / *on* their life. Professor Hartshorne focused on grammar rules that were most likely to confuse a non-native speaker as a *gouge* / *gauge* of that person's proficiency. MIT researcher Josh Tenenbaum suggested people simply might be too *busy* / *busily* to learn a language *later* / *latter* in life. He said: "After 17 or 18, you leave home, you work full time, or you become a specialized university student. All of these might *impact* / *compact* your learning rate for *any* / *many* language."

Talk about the connection between each pair of words in italics, and why the correct word is correct.

INSERT THE VOWELS (a, e, i, o, u)

From <https://breakingnewsenglish.com/1805/180504-language-learning.html>

N_w r_s__ rch fr_m th_ M_s s_ch_s_tts In s
t_t_t_ _f T_ch n_l_g_y (M I T) s_g g_s_t_s th_t _f
p__ pl_ w_n t t_ _ch__ v_ n_t_v_ - l_k_ p_r_f_c__ n_c_y
_n _ n_w l_n g__ g_, th_y sh__ l_d st_r t l__ r
n_n g th_t l_n g__ g_ b_f_r_ th_ g_ _f t_n. Th_
r_s__ rch_r_s _d_d_d th_t ch_l_d_r_n _p t_ th_ _g_
_f 17 _r 18 r_m__ n _d_p_t _t l__ r_n_n_g g_r_m
m_r. Th_r_ _s b_d n_w_s f_r th_s_ wh_ w_n t
t_ p_c_k _p _ n_w l_n g__ g_ b_y_n_d th__ r l_t_
t__ n_s. Th_ r_s__ rch_r_s s_y th_s _s p_s_t t
h_ "c_r_t_c_l p_r__ d" wh_n l_n g__ g_ - l__ r_n_n_g
_b_l_t_y st_r_t_s t_ d_c_l_n_. R_s__ rch_r J_s h__
H_r_t_s h_r_n_ s__ d: "A_s f_r _s _ ch_l_d _s c_n
c_r_n_d, _t's q__ t_ __ s_y t_ b_c_m_ b_l_n_g__ l_.
. . Th_t's wh_n y__ 'r_ b_s_t _t l__ r_n_n_g l_n
g__ g_s. It's n_t r__ l_l_y s_m_t_h_n_g th_t y__
c_n m_k_ _p l_t_r."

Th_ r_s__ rch w_s b_s_d _n _n _n_l_y_s_s _f r_s_l
t_s fr_m _ 10 - m_n_t_ _n_l_n_ g_r_m m_r q__ z. O
v_r 670,000 l_n g__ g_ l__ r_n_r_s _f _l_l _g_s
p_r_t_c_p_t_d _n th_ t_s_t. R_s__ rch_r_s m__
s_r_d th_ g_r_m m_t_c_l _b_l_t_y _f p__ pl_ wh_ s
t_r_t_d l__ r_n_n_g _ l_n g__ g_ _t d_f_f_r_n_t p__ n_t
s _n th__ r l_f_. P_r_f_s_s_r H_r_t_s h_r_n_ f_c_s_d
_n g_r_m m_r r_l_s th_t w_r_ m_s_t l_k_l_y t_ c_n
f_s_ _n_n - n_t_v_ s_p__ k_r _s _ g__ g_ _f th_t p_r
s_n 's p_r_f_c__ n_c_y. M I T r_s__ rch_r J_s h
T_n_n b__ m s_g g_s_t_d p__ pl_ s_m_p_l_y m_g_h_t
b_ t__ b_s_y t_ l__ r_n _ l_n g__ g_ l_t_r _n l_f_.
H_ s__ d: "A_f_t_r 17 _r 18, y__ l__ v_ h_m_,
y__ w_r_k f_l_l t_m_, _r y__ b_c_m_ _ s_p_c__
l_z_d _n_v_r_s_t_y s_t_d_n_t. A_l_l _f th_s_ m_g_h_t
_m_p_c_t y__ r l__ r_n_n_g r_t_ f_r _n_y l_n g__ g_."

PUNCTUATE THE TEXT AND ADD CAPITALS

From <https://breakingnewsenglish.com/1805/180504-language-learning.html>

new research from the massachusetts institute of technology mit suggests that if people want to achieve natively like proficiency in a new language they should start learning that language before the age of ten the researchers added that children up to the age of 17 or 18 remain adept at learning grammar there is bad news for those who want to pick up a new language beyond their late teens the researchers say this is past the critical period when language learning ability starts to decline researcher joshua hartshorne said as far as a child is concerned its quite easy to become bilingual thats when youre best at learning languages its not really something that you can make up later

the research was based on an analysis of results from a 10minute online grammar quiz over 670000 language learners of all ages participated in the test researchers measured the grammatical ability of people who started learning a language at different points in their life professor hartshorne focused on grammar rules that were most likely to confuse a nonnative speaker as a gauge of that persons proficiency mit researcher josh tenenbaum suggested people simply might be too busy to learn a language later in life he said after 17 or 18 you leave home you work full time or you become a specialized university student all of these might impact your learning rate for any language"

PUT A SLASH (/) WHERE THE SPACES ARE

From <https://breakingnewsenglish.com/1805/180504-language-learning.html>

New research from the Massachusetts Institute of Technology (MIT) suggests that if people want to achieve native-like proficiency in a new language, they should start learning that language before the age of 17 or 18. The researchers added that children up to the age of 17 or 18 remain adept at learning grammar. There is bad news for those who want to pick up a new language beyond their late teens. The researchers say this is past the "critical period" when language-learning ability starts to decline. Researcher Joshua Hartshorne said: "As far as a child is concerned, it's quite easy to become bilingual.... That's when you're best at learning languages. It's not really something that you can make up later." The research was based on an analysis of results from a 10-minute online grammar quiz. Over 670,000 language learners of all ages participated in the test. Researchers measured the grammatical ability of people who started learning a language at different points in their life. Professor Hartshorne focused on grammar rules that were most likely to confuse a non-native speaker as a gauge of that person's proficiency. MIT researcher Josh Tenenbaum suggested people simply might be too busy to learn a language later in life. He said: "After 17 or 18, you leave home, you work full time, or you become a specialized university student. All of these might impact your learning rate for any language."

HOMework

1. VOCABULARY EXTENSION: Choose several of the words from the text. Use a dictionary or Google's search field (or another search engine) to build up more associations / collocations of each word.

2. INTERNET: Search the Internet and find out more about this news story. Share what you discover with your partner(s) in the next lesson.

3. LANGUAGE LEARNING: Make a poster about language learning. Show your work to your classmates in the next lesson. Did you all have similar things?

4. BILINGUAL: Write a magazine article about all governments making it a policy for children to be bilingual. Include imaginary interviews with people who are for and against this.

Read what you wrote to your classmates in the next lesson. Write down any new words and expressions you hear from your partner(s).

5. WHAT HAPPENED NEXT? Write a newspaper article about the next stage in this news story. Read what you wrote to your classmates in the next lesson. Give each other feedback on your articles.

6. LETTER: Write a letter to an expert on language learning. Ask him/her three questions about it. Give him/her three of your ideas on how to best learn a language. Read your letter to your partner(s) in your next lesson. Your partner(s) will answer your questions.

ANSWERS

VOCABULARY (p.4)

1. e 2. a 3. d 4. c 5. b 6. g 7. f
8. i 9. n 10. l 11. m 12. j 13. h 14. k

TRUE / FALSE (p.5)

- a F b F c T d F e T f T g F h T

SYNONYM MATCH (p.5)

- | | |
|-------------|----------------|
| 1. achieve | a. attain |
| 2. adept | b. skilled |
| 3. beyond | c. after |
| 4. critical | d. vital |
| 5. decline | e. diminish |
| 6. analysis | f. examination |
| 7. points | g. times |
| 8. gauge | h. measure |
| 9. impact | i. affect |
| 10. rate | j. speed |

COMPREHENSION QUESTIONS (p.9)

1. MIT
2. 17 or 18
3. Bad news
4. A critical point
5. Children
6. 10 minutes
7. Over 670,000
8. Grammar rules
9. They are too busy
10. A language-learning rate

WORDS IN THE RIGHT ORDER (p.20)

1. People want to achieve native-like proficiency.
2. Start learning language before the age of ten.
3. Researchers say this is past the critical period.
4. That's when you're best at learning languages.
5. Something that you can make up later.
6. Research was based on an analysis of results.
7. Over 670,000 language learners of all ages.
8. Most likely to confuse a non-native speaker.
9. People simply might be too busy to learn.
10. All of these might impact your learning rate.

MULTIPLE CHOICE - QUIZ (p.10)

1. c 2. a 3. d 4. b 5. c 6. d 7. b 8. d 9. a 10. d

ALL OTHER EXERCISES

Please check for yourself by looking at the Article on page 2.
(It's good for your English ;-)