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| ☐ Listening ☐ Speaking ☐ Reading ☐ Grammar ☐ Writing |
| **Topic: Understanding a bilingual brain through a video clip** |

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| Instructor:  Monica KIM | Level:  High Intermediate | Students:  12 | Length:  50 min |

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| Materials:   * A video clip from TED-Ed, “the benefits of a bilingual brain” * Worksheet #1(12 copies): a list of the definition of vocabularies (See attached) * Worksheet #2 (12copies): cloze exercise (See attached) * Computer (with the internet connection) hooked up to a projector * Speakers * Visual Aids : PPT slides (See attached) * White board and board markers |

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| Aims:  Main Aims   * Students will be able to improve listening skills through their cloze exercise. * Students will be able to discuss a scientific knowledge and issue in English.   Secondary Aims   * Students will be knowledgeable about our brain system   Personal Aim   * I want to improve my instructions by conducting diverse activities through this lecture. * I also will be able to be good at dealing with scientific knowledge in English. |

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| Language Skills:   * Listening: Students should practice listening skills when they watch the video clip and complete the cloze worksheet. * Speaking: Students should have a discussion with small groups. * Reading: Students should read the cloze worksheet. * Writing: Students should write down the cloze worksheet. |

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| Language Systems:   * Phonology : Practicing new vocabularies * Lexis : compound, coordinate, subordinate, neurologist, hemisphere, lateralization, neurons and synapses, dementia, flawed, dorsolateral * Grammar: To have a discussion, students will use simple present tense to share their opinions. * Function: Students will ask some questions of each other while debating. * Discourse: Group discussion |

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| Assumptions:   * Ss have certain level of listening skills to understand the video clip. * Ss do not know some words spoken in the video * Ss are able to discuss about the topic. |

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| Anticipated Errors and Solutions:   * Some Ss might have trouble catching all the phrases and words in the video clip. Tell Ss to focus and replay the clip once more. * SS might have trouble understanding some anatomic words such as neuron and synapses, dorsalateral etc. Therefore Teacher should show some PPT slides as visual aids. * Some Ss might have trouble answering questions. Elicit and guide them to get closer to the answer |

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| References:   * http://ed.ted.com/lessons/how-speaking-multiple-languages-benefits-the-brain-mia-nacamulli#review |

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| **Lead-In** | | | |
| Materials:   * White board, board markers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 5 min | Whole Class |  | Lead in by giving Ss a couple of questions related to the video clip, so Ss might get a bit of information about that.  **Guiding Questions**  *How do you feel when you speak in a foreign language?*  *Do you prefer to be a monolingual or bilingual person?*  **Motivate**  *We are going to watch a short video clip from TED-Ed titled, “the benefits of a bilingual brain” to understand our brain system especially for languages.*  **Elicit**  *Are you usually interested in human’s brain system?*  *Have you ever heard some advantages and disadvantages of being bilingual?*  **Transition**  *Let’s first get a grasp of difficult lexis. Give out the worksheet #1 to each student.* |

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| **Pre-Activity** | | | |
| Materials:   * Worksheet #1 containing a list of vocabularies * Visual Aids : PPT slides | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min | Whole Class | Matching words and the definitions. | **Warm up:** Play a matching game  Hand out the Worksheet #1  **Instruction:** *I will write down some vocabularies on the board randomly, it could be a bit difficult but just try to match the words after you read carefully your worksheet.*  **Demonstration:** *I will show you how it works.*  *Stella, can you match the definition written on your worksheet if I say the word “neuron” to you? Even if you don’t know, just give it a try and let us tell that definition you think it’s correct*.    *Stella : It can be matched with “a cell which is part of the nervous system. It sends messages to and from the brain.”*  **Run the Activity:** Have the Ss engage in the activity and let the Ss discuss the words and expressions.  **Elicit:** *How about ‘hemisphere?’*  *You can take a wild guess from the ‘sphere’. Yes, that means*  *‘The half part of our whole brain’ here.*  **Elicit:** *What about ‘Dorsolateral?’*  *What could be dorsolateral? Can you point the ‘dorso’ part in our body? Can you also point the ‘lateral’ part? If you don’t know well, just try to guess. Right. (Demonstrate each part in teacher’s body) What you can see is my back, that means ‘dorso’, and ‘lateral’ means this!”*  *(let Ss show PPT slides)*  *So, please look the PPT. What you can see here is some images of our brain. Many of you might know a lot about the two parts of our brain and their function. So when you watch the video, try to listen carefully.* |

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| **Main Activity** | | | |
| Materials: Worksheet #2  Video Clip from Ted-Ed < the benefits of a bilingual brain>  A laptop, a projector, and speakers | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 25 min~  30min | Whole Class | Watch and listen carefully the video clip | Handout the worksheet #2, but tell the Ss not to start the worksheet yet.  **Instructions:** *All right guys, please put away the handout for the time being. I want you to just enjoy the video clip first and try to understand what the narrator said.*  **CCQ:**  *Do you have to work on the handout now? “No”*  **Show the video**  **Instruction:** *Did you enjoy that? It was interesting to you?*  *I’ll let you show once again. This time, try to fill the blanks. Each blank can include one word or more. So when you listen, try to write down at the same time. Before that I’ll give you two minutes for reviewing some difficult vocabularies we’ve just talked on the first worksheet.*  *(after 2min)*  *“Ok. We’ll going to watch it for the second time. Try to fill the blanks.”*  **CCQ:**  *“Do you have to work on the handout now?” “Yes”*  *“What do you have to focus on? “Try to focus on the benefits of being a bilingual person”*  *Are all the blanks have just one word answer each? “No”*  **Play the video clip again**  **Run the activity:** *“Okay, now I’ll split you guys into a small group. You are all 12, so let’s split up by 4 groups. I’ll give you 10 minutes to compare your answers with your group. First, share your answers with your group. And then talk about what were the advantages and disadvantages of a bilingual brain. And share your opinions and some experiences about it.*  *(after 10 minutes, if Ss don’t finish yet, give extra time for 2 or 3 minutes)*  *While Ss talk to each other, teacher monitors them discreetly.*  **Elicit:** *Did everybody get everything right? It’s fine even if you didn’t get everything. Let’s check your answers first as we read the script all together.*  **Read the script along with the Ss**  **Check if the Ss understood the whole meaning.** |

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| **Post Activity** | | | |
| Materials: | | | |
| Time | Set Up | Student Activity | Teacher Talk |
| 10 min | Whole Class | Share their opions | Elicit : “*So, what were the main advantages of having a bilingual brain? What were the disadvantages that some thought? Do you agree or disagree on the benefits they say? Share your thoughts.”*  **Error Correction:** *Go over any errors that you heard throughout the lesson. Write them on the board and try to elicit corrections. Give students some feedback for their ideas.*  **Close:** *Congratulate the students on a job well done.* |

**Worksheet\_#1: Vocabularies**

1. : is used to indicate that something consists of two or more parts or things. [예문닫기](javascript:void(0);)
2. : of, concerned with, or involving coordination
3. : Something that is **~** **to** something else is less important than the other thing. [예문닫기](javascript:void(0);)
4. : a physician specializing in neurology and trained to investigate, or diagnose and treat neurological disorders. Neurologists may also be involved in clinical research, clinical trials...
5. (cerebral) : either half of the cerebrum
6. : the term used to refer to the localization of function to one hemisphere of the brain.

7. It is from the word plastic. Something that is **plastic** is soft and can easily be made into different shapes. [예문닫기](javascript:void(0);)

8. : a cell which is part of the nervous system. Neurons send messages to and from the brain

9. : one of the points in the nervous system at which a signal passes from one nerve cell to another.

10. : this is a condition in which a person's brain gradually stops working properly

11. :: mental illness that affects some old people and that causes them to become confused and to forget things.

12. : Something that is ~ has a mark, fault, or mistake in it.

13. :

14. : If you **~**, you jump high in the air or jump a long distance.

# worksheet\_2 : Cloze exercise

**< The benefits of a bilingual brain >**

Hablas español? Parlez-vous français? 你会说中文吗？

If you answered, "sí," "oui," or "会" and you're watching this in English, chances are you belong to the world's bilingual and multilingual majority.

And besides having an easier time traveling or watching movies without subtitles, knowing two or more languages means that your brain may actually look and work differently than those of your monolingual friends.

So what does it really mean to know a language?

Language ability is typically in two active parts, speaking and writing, and two passive parts, listening and reading.

While a balanced bilingual has near equal abilities across the board in two languages, most bilinguals around the world know and use their languages in proportions.

And depending on their situation and how they acquired each language, they can be three general types.

For example, let's take Gabriella, whose family immigrates to the US from Peru when she's two-years old. As a bilingual, Gabriella develops two linguistic codes simultaneously, with , learning both English and Spanish as she begins to process the world around her.

Her teenage brother, on the other hand, might be a , working with two sets of concepts, learning English in school, while continuing to speak Spanish at home and with friends.

Finally, Gabriella's parents are likely to be who learn a secondary language by filtering it through their primary language.

Because all types of bilingual people can become fully proficient in a language regardless of accent or pronunciation, the difference may not be apparent to a casual observer.

But recent advances in brain imaging technology have given a glimpse into how specific aspects of language learning affect the bilingual brain.

It's well known that the brain's left hemisphere is more dominant and analytical in , while the right hemisphere is more active in , though this is a , not an . The fact that language involves both types of functions while develops gradually with age has lead to the critical period hypothesis. According to this theory, children learn languages more easily because the of their developing brains lets them use both hemispheres in language acquisition, while in most adults; language is lateralized to one hemisphere, usually the .

If this is true, learning a language in childhood may give you a more of its social and emotional contexts.

Conversely, recent research showed that people who learned a second language in adulthood exhibit less emotional and a more rational approach when confronting problems in the second language than in their native one.

But regardless of when you acquire additional languages, being multilingual gives your brain some remarkable advantages.

Some of these are even visible, such as higher density of the that contains most of your brain's neurons and synapses, and more activity in certain regions when engaging a second language.

The a bilingual brain receives throughout its life can also help delay the onset of diseases, like Alzheimer's and by as much as five years. The idea of major cognitive benefits to bilingualism may seem intuitive now, but it would have surprised earlier experts.

Before the 1960s, bilingualism was considered a handicap that a child's development by forcing them to spend too much energy distinguishing between languages, a view based largely on studies.

And while a more recent study did show that reaction times and errors increase for some bilingual students in cross-language tests, it also showed that the effort and attention needed to switch between languages triggered more activity in, and potentially strengthened, the dorsolateral prefrontal cortex.

This is the part of the brain that plays a large role in executive function, problem solving, switching between tasks, and focusing while filtering out irrelevant information.

So, while bilingualism may not necessarily make you smarter, it does make your brain more healthy, complex and actively engaged, and even if you didn't have the good fortune of learning a second language as a child, it's never too late to do yourself a favor and make the linguistic from, "Hello," to, "Hola," "Bonjour" or "你好’s" because when it comes to our brains a little exercise can go a long way.

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For example, let's take Gabriella, whose family immigrates to the US from Peru when she's two-years old. As a bilingual, Gabriella develops two linguistic codes simultaneously, with , learning both English and Spanish as she begins to process the world around her.

Her teenage brother, on the other hand, might be a , working with two sets of concepts, learning English in school, while continuing to speak Spanish at home and with friends.

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< The script from TED-Ed:

The benefits of a bilingual brain by Mia Nacamulli >

http://ed.ted.com/lessons/how-speaking-multiple-languages-benefits-the-brain-mia-nacamulli#review

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Language ability is typically measured in two active parts, speaking and writing, and two passive parts, listening and reading.

While a balanced bilingual has near equal abilities across the board in two languages, most bilinguals around the world know and use their languages in varying proportions.

And depending on their situation and how they acquired each language, they can be classified into three general types. For example, let's take Gabriella, whose family immigrates to the US from Peru when she's two-years old.

As a compound bilingual, Gabriella develops two linguistic codes simultaneously, with a single set of concepts, learning both English and Spanish as she begins to process the world around her.

Her teenage brother, on the other hand, might be a coordinate bilingual, working with two sets of concepts, learning English in school, while continuing to speak Spanish at home and with friends.

Finally, Gabriella's parents are likely to be subordinate bilinguals who learn a secondary language by filtering it through their primary language.

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It's well known that the brain's left hemisphere is more dominant and analytical in logical processes, while the right hemisphere is more active in emotional and social ones, though this is a matter of degree, not an absolute split. The fact that language involves both types of functions while lateralization develops gradually with age has lead to the critical period hypothesis. According to this theory, children learn languages more easily because the plasticity of their developing brains lets them use both hemispheres in language acquisition, while in most adults; language is lateralized to one hemisphere, usually the left.

If this is true, learning a language in childhood may give you a more holistic grasp of its social and emotional contexts.

Conversely, recent research showed that people who learned a second language in adulthood exhibit less emotional bias and a more rational approach when confronting problems in the second language than in their native one.

But regardless of when you acquire additional languages, being multilingual gives your brain some remarkable advantages.

Some of these are even visible, such as higher density of the grey matter that contains most of your brain's neurons and synapses, and more activity in certain regions when engaging a second language.

The heightened workout a bilingual brain receives throughout its life can also help delay the onset of diseases, like Alzheimer's and dementia by as much as five years. The idea of major cognitive benefits to bilingualism may seem intuitive now, but it would have surprised earlier experts.

Before the 1960s, bilingualism was considered a handicap that slowed a child's development

by forcing them to spend too much energy distinguishing between languages, a view based largely on flawed studies.

And while a more recent study did show that reaction times and errors increase for some bilingual students in cross-language tests, it also showed that the effort and attention needed to switch between languages triggered more activity in, and potentially strengthened, the dorsolateral prefrontal cortex.

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