

Warm up

Ask students to brainstorm key language features of informal and formal usage from the previous unit. Elicit as many examples of each language feature type as possible on the board.

Using the Factsheet

There are three possible ways to use the Factsheet:

- 1 Give students the Factsheet before the lesson, so they can read it at home and come to the lesson prepared to do the Worksheet. If you use this approach, start the lesson by checking that all students have read and understood the Factsheet, and answer any questions.
- 2 Give students the Factsheet at the beginning of the lesson and start by working through it with the students.
- 3 Focus on the Worksheet in the lesson, then give students the Factsheet at the end of the lesson, so they can take it home and keep it as a reference or revision tool.

Theory to practice

Get students to read the text and think about the questions; then discuss their ideas.

Possible answers

- 1 informal
- 2 emotional language, slang, personalized forms and active forms
- 3 The study about spending was carried out over three weeks. Students answered the questions online, which produced quick and easily accessible results. This method allowed people to easily answer the questions, which meant there was a large number of participants. To improve on this study in the future, social media could be used to make the process more efficient. The results concluded that 18 to 24-year olds spent less money this year.

Using the Worksheet

Practice

- 1 In pairs, read the two versions of the same project presentation. What are the main differences?

- Put students in pairs.
- Ask them to take it in turns to read the different presentations aloud.
- Ask them to work through the questions one at a time, discussing their answers.
- While students are working, walk around the class to monitor and assist where necessary.
- Get some pairs to share their answers with the whole class.
- Go through the answers with the whole class.
- Have a whole-class discussion about conclusions that can be made about formal and informal language.

Possible answers

- a Presentation 2 is more formal.
- b Presentation 1 is more informal.
- c Presentation 2 uses longer sentences compared to presentation 1. For example:
P1: *Our experiment was a great success. We got a lot of results, especially the drop in figures for 2018. We think it shows temperatures falling.*
P2: *A large number of results were produced from the experiment; particularly of interest was a reduction in the 2018 temperature values.*
- d Presentation 2 uses more linking words compared to presentation 1, for example:
however, this view is not ... / **Furthermore**, such effects could ... / **in addition to** falling temperatures ... / **however**, what is clear ...
- e Presentation 2 uses more relative clauses, for example:
scientists, who claim climate change ... / falling temperatures, which could result in ... / energy that is used globally ...
- f Conclusions about more formal language: longer sentences / use linking words more frequently / use relative clauses more frequently
- g Conclusions about more informal language: shorter sentences / use linking words less frequently / use relative clauses less frequently

2 Change the short sentences into a more formal single sentence.

- Get students to work on this individually.
- Ask them to work through the questions one at a time.
- While students are working, walk around the class to monitor and assist where necessary.
- Get some pairs to share their answers with each other.
- With the whole class, elicit a range of possible answers.

Suggested answers

- a The results were not conclusive, **leading to** the scientists deciding to do more experiments.
- b The rise in numbers has had many negative effects, **however**, there have also been some positive effects.
- c The prize for innovation was awarded to a University of Manchester chemist, **who** developed an idea for a groundbreaking new conducting material.
- d The survey produced a lot of different results, **which** include the preference of older people for newspapers **in addition to** younger people's preference for online news.
- e The recent high levels of deforestation have led to a loss of animal habitats, **including** those of monkeys, snakes and birds.
- f There has been a dramatic increase in car use, **which** has resulted in rises in air and noise pollution, meaning the quality of life has fallen.

3 In pairs, use the unfinished sentences to speak for a minute. How many longer, more formal sentences can you use?

- Put the students in pairs.
- Ask them to take it in turns to speak for a minute using the sentence prompts.
- Remind students they need to use language features that make their speech more formal.
- After each turn, the listening student should feed back on how informal/formal the speaking was and which language features were used.
- While students are working, walk around the class to monitor and assist where necessary.
- Get some students to speak to the whole class for a minute.
- Have a whole-class discussion about the formality of these examples and the language features used.

TIP

Get students to look at the tip. Get one of the students to read the tip aloud for the whole class. Check understanding and answer any questions.

4 Decide which sentence sounds more formal. Discuss your answers in pairs.

- Get students to work on this individually initially.
- Remind students they need to choose the more formal sentence of the two.
- Put the students in pairs and ask them to discuss their answers and which features they recognized.
- While students are working, walk around the class to monitor and assist where necessary.
- Get some pairs to share their answers with the whole class.
- Have a whole-class discussion about any conclusions they made about formal and informal language.

Answers

- a 2
- b 2
- c 1
- d 2
- e 1
- f For more formal language, we use more passive forms, unemotional language and we use *I/we* less.
- g For more informal language, we use more active forms, emotional language and we use *I/we* more.

TIP

Get students to look at the tip. Get one of the students to read the tip aloud for the whole class. Check understanding and answer any questions.

5 In pairs, read the seminar discussion. Is it informal or formal? Answer the questions below.

- Put students in pairs.
- Remind students they need to underline the key language features in the discussion.
- Ask them to work through the questions one at a time, taking turns to discuss and agree on their choices.
- While students are working, walk around the class to monitor and assist where necessary.
- Get some pairs to share their answers with the whole class.
- Have a whole-class discussion about emotional language which is personalized.
- With the whole class, elicit more formal language that could be used in the discussion. Build the new conversation on the board through class consensus on the language choices.

Suggested answers

- a** uncaring, irresponsible, so unfair, awful, ridiculous, sad, surely, in my opinion, drastic, terrible, obviously, clearly
- b** companies create / They just go to / the workers lose / high inflation causes / high inflation produces / We need to tackle / before we solve / we should / We're only just finding out / we need to take / Economic cycles cause / Research has shown
- c** **Chloe** Unemployment is created by multinational companies: they are relocated to other countries and jobs are lost.
- Dean** Actually, high levels of unemployment are caused by inflation, which produces problems in society. High inflation levels need to be tackled before the issue of poverty or the lack of jobs are solved in the economy. Interest rates across the banking sector should be lowered and the currency needs to be protected by the government. The problem is only now being discovered. In addition, the stock market is too closed, and action needs to be taken to address this situation.
- Sara** There are economists who would disagree with that idea by claiming unemployment in the developed world is caused by economic cycles, which has been shown by research to be true in every country.

TIP


Get students to look at the tip. Get one of the students to read the tip aloud for the whole class. Check understanding and answer any questions.

6 In pairs, match the more formal academic words with the more informal words. Practise using them.

- Put students in pairs.
- Ask them to match the more formal and more informal words.
- While students are working, walk around the class to monitor and assist where necessary.
- Get some pairs to share their answers with the whole class.
- Ask them to take turns to say sentences using the paired words.
- With the whole class, elicit some of the sentences they used in the activity.

Answers

investigate – look into / laboratory – lab / maintain – keep / nevertheless – having said that / observe – see / obtain – get / occupation – job / present – put forward / primarily – mainly / recently – lately / solely – only / somewhat – slightly / substantial – large / utilize – use / virtually – almost

7  In pairs, prepare to discuss the issues in a formal tutorial with a tutor. Present your tutorial discussion to your group and record it. Give feedback on how to make discussions more suitable for academic settings.

- Put students in pairs.
- Ask them to prepare and practise a fairly formal discussion with a tutor using the framework to begin.
- Remind students they need to use more formal features and fewer informal ones.
- They should not script the conversation but instead practise it a few times.
- Ask pairs to perform their conversation for their group and record it.
- While students are working, walk around the class to monitor and assist where necessary.
- Get pairs to share their feedback on the formality of the discussions they heard.
- Get some pairs to perform their conversations for the class.
- Have a whole-class discussion about the level of formality in the conversation examples.

Reflect

8 Listen to the recording of the tutorial discussion. What language did you use to make it formal? Could you have used other language to make it more formal? Could you have avoided some informal language?

- Get students to work on this individually.
- Ask them to listen to their recordings.
- Remind students they need to make notes on the formality, what language they could have used and what language they should have avoided.

Learning outcome

By the end of the lesson, students should:

- recognize formal and informal academic situations
- use appropriate language for formal settings (passive forms, longer sentences, etc.)
- use appropriate language for informal settings (active forms, personalized forms, etc.)
- feel confident about using appropriate informal and formal spoken language

Ending the lesson

Have a whole-class discussion about what students learnt in the lesson. Answer any questions.

Get students to work in small groups to prepare a poster about formal and informal spoken language.