

**Task 1a – The changing world**

How have the following things changed?  
How will they change in the future?

Communications



Transport



Your town, country or city



**Task 1b – The changing world**

Overall, have these changes had a positive or negative effect on the world? Give reasons for your answers.

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**Task 2 – Scale of change – Adverbs**

**Match the expressions in blue to the arrows**

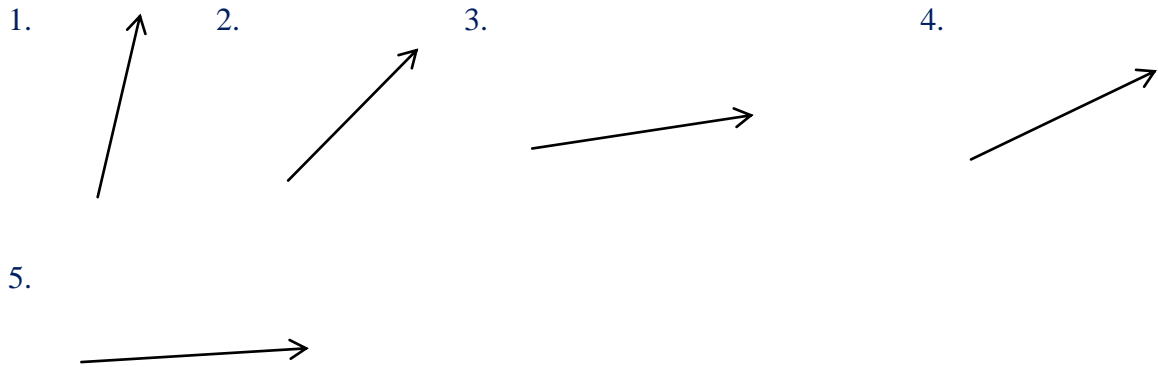
Dramatically

Slightly

Considerably

Gradually

Steadily



Which verbs can go with these adverbs?

Describe a current news story using some of the adverbs and verbs from task 2

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**Task 3 – Discussion of language – Describing changes**

Decide how the following things have changed in your country from the past to now. Use the expressions from task 2.

Unemployment

The crime rate

the divorce rate

Food prices



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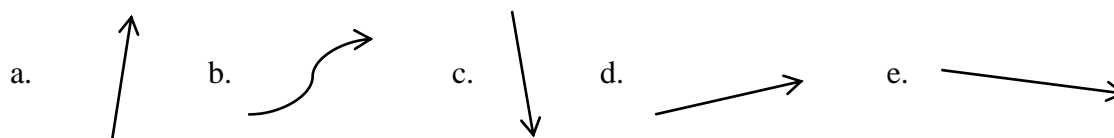
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### Task 4 – Describing trends

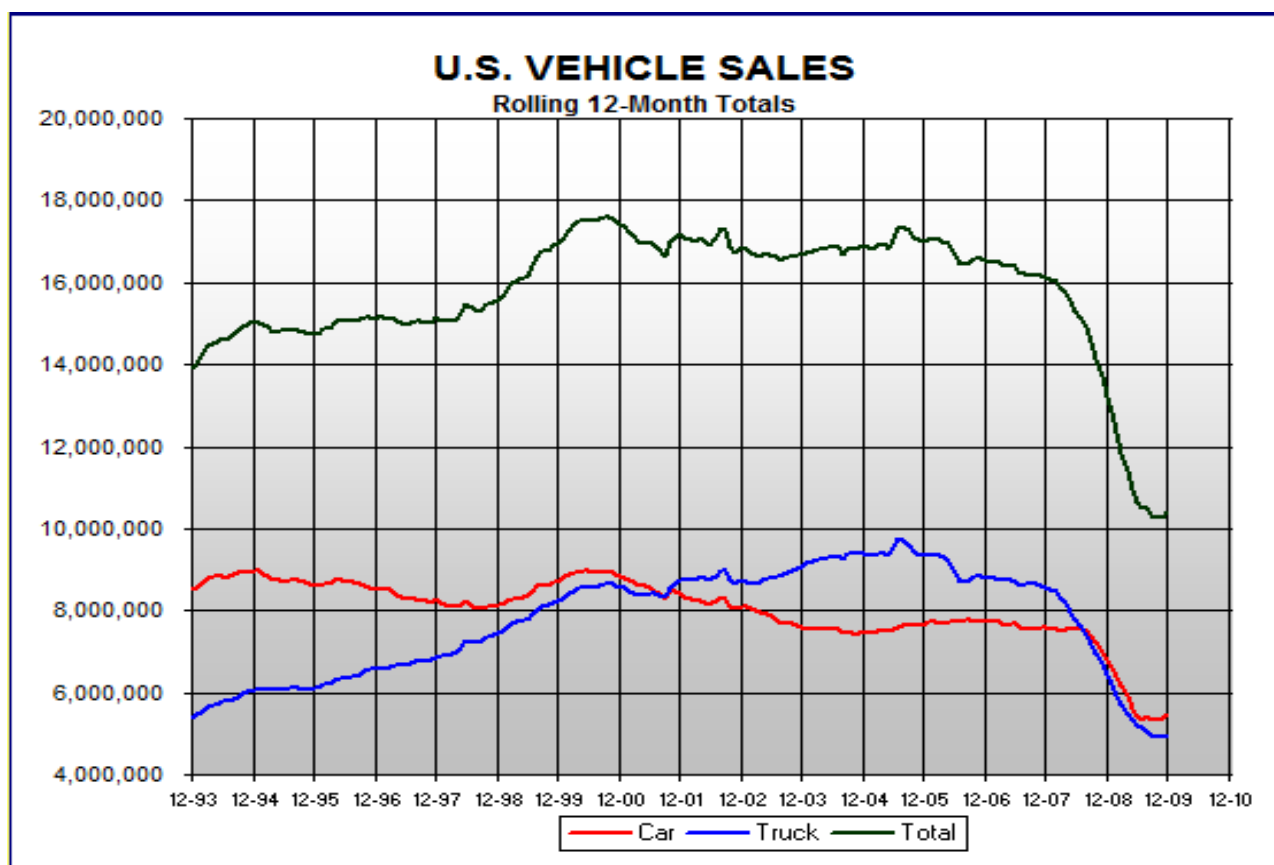
Look at following sentences. Match the expressions to one of the arrows below. One of the arrows has two sentences.



1. The company's shares tumbled after exceptionally low sales figures.
2. Renault has seen their profits leap due to worldwide demand for cars
3. The chemical company is in crisis after seeing its shares plummet
4. Shares in the oil giant have slipped slightly after the proposed deal collapsed.
5. Passenger numbers increase marginally from 2011 to 1.4 million per month
6. Apple profits soar after the launch of its new tablet

### Task 5 - Giving a presentation

Look at the chart below. It shows the performance sales of vehicles in the USA in 2010. Use the language from Task 2 and 4 to give a mini presentation or write a mini report. Give reasons to explain the changes



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# Answer Key – Change

## Task 1a and 1b(Suggested answers and further discussion questions)

Mobile phones: have completely revolutionised the way we communicate. Instant messaging and the ability to access important information and documents have certainly added convenience to our lives. The question is, are we now too dependent on our phones and what are the effects of this dependency? Addictions, poor communication skills, financial cost are all by-products of the mobile phone.

Advancements in Aerodynamics in the last 50 years have made flight travel wider and more affordable. It is one of the safest forms of transport and has, like the mobile phone, help to connect the world. Are there any environmental issues though? How about ambitious projects like Virgin Galactic (Sir Richard Branson’s new brainchild to fly paying customers into space)? The idea floated by Fly Emirates of a glass covered aeroplane so you can see out of it?

Cities are always changing. The world’s population has grown now to more than 7 billion. Are cities becoming overcrowded? What about your city, how has it changed in the last 10 or 20 years? Is there evidence of globalisation and has this had a positive or negative effect on the city?

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## Task 2 – Scale of change – Adverbs

1. Dramatically    2.Considerably    3.Steadily    4.Gradually    5. Slightly

**Which verbs can go with these adverbs?**

To increase	to decrease
to go up	to go down

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## Task 4 – Describing trends

a. 6    b. 2    c. 1 and 3    d. 5    e. 4

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## Change – Teacher’s Notes

A common topic area, this lesson plan on Change can be used to supplement a textbook or as a standalone lesson. This lesson provides lots of speaking and writing practice, using language to describe change and trends. It begins with a discussion about how communications, transport and cities have changed and then looks at vocabulary to describe degrees of change. It then leads into a discussion about the change in unemployment, crime, divorce rates and food prices. The participants then look at more technical, business phrases to describe trends, with the chance to either present or write a report on a graph (ideal for business writing or Exam preparation writing exercises).

### Important Information:

**Aim:** To improve participants ability to describe changes and trends and use these in both spoken and written forms.

**Level:** Pre-Intermediate, Intermediate (All) Upper-Intermediate and Advanced (Task 1, 3, 4 and 5)

**Length of Lesson:** 1 hour 30 minutes – 2 hours (1 hour 30 minutes for Advanced)

**Number of Participants required:** any number

## Lesson Plan Stages

- 1) Before the lesson begins, print out a photograph of your very first mobile phone. Stick or project in on the board and tell the participants a brief history about the phone using the following questions:  
*When you got the phone and how you felt*  
*What the best things about it were?*  
*What the worst things about it were?*  
*How long you had it for and why did you get rid of it?*

The participants then discuss their first mobile phone to their partner using these questions to help them. Monitor and listen for particularly funny stories and ask these participants to share them as a class discussion at the end.

- 2) Then, stick or project a picture of your current mobile phone on the board. As a class, the differences between the two phones. A nice question to ask here is do you prefer the modern (smart) or classic phones.?

Elicit examples of how the mobile phone has changed over the last 10 -15 years and write these on the board. Then hand out page 1 and ask the participants to complete **task 1a and task 1b** in pairs. Monitor and makes notes of language errors (particularly the language they use to describe change) and correct as a class when the participants have finished. (There are suggested answers in the answer key).

- 3) Tell the participants that there are different levels of change. On the board, draw the following arrow and ask the participants “How would you describe this rate of change?”

Words that can describe this change are: “A lot, dramatically, significantly”

Tell the participants to complete **task 2**, compare with their partner then compare as a class and correct where necessary. Use current events to help convey the meaning of each word. The answers can be found in the answer key.

- 4) **Task 3** can be completed as either a written or spoken task. Ask the participants to think of a few examples. If participants have access to the internet, ask them to conduct some research and find statistics on each of these changes. Then, in groups of three or four, they discuss their findings. Encourage the participants to use the language from task 2. Listen out for the most interesting statistics and elicit these from the appropriate participants.

- 5) Write the following headline on the board.

**The solar energy company's share price has plunged in the last two years**

Ask the participants if this phrase is positive or negative (negative), then ask them to describe the degree of change (plunged = considerable decrease – “tumble” literally means to fall over).

Explain that phrases like this are common in newspapers and business reports and that they will now look at 6 more examples of these kind of phrases. Ask participants, in pairs, to complete **task 4** and once finished, review as a class.

- 6) **Task 5** can be completed as a spoken or written activity. Ask the participants to look at the graph and ask the following questions to make sure they understand the X and Y axis.

What do the numbers on the left represent? (The amount of vehicles sold in the U.S)

What do the numbers along the bottom represent? (Years from 1993 – 2009)

Elicit a few example sentences that you would like them to write. Firstly, ask them “what happened to car sales during the years 2008 and 2009” (Encourage the answers decreased / dropped considerably).

Then, ask the participants to write a report about either the car, truck or total vehicle sales. Encourage the participants to use the language from task 2 and 4 and to give reasons for these changes. Once the participants have finished, either take in the papers for marking (if it's a written exercise) or pair the participants and get them to present their ideas to each other (if it's a speaking exercise).