Reflect:

1. If you speak a language other than English, try to think of any changes that have occurred in its grammar over the past 20 years. How have those changes come about?

2. Can you think of an example of recent language change that you like or don’t like? Why do you / don’t you like it?

3. As a teacher, what new uses would you tell your students about?

4. Give two possible reasons for grammar change in a language.

5. Give two examples of small distinctions that are disappearing from the English language.

Discuss:

If you have someone to discuss with, compare your answers. If any are different, think about why.

Explore:

1. Give two examples of recent developments in English as described in Collins COBUILD English Grammar.

2. Identify two new forms and decide how you would present them to a learner of English.
3 Do you agree with either of the following comments? Why? / Why not?

‘While language change is inevitable, there are some changes that should be actively discouraged by teachers.’

‘Learner grammars don’t need to include information about recent changes. Learners have enough to worry about.’

4 Rewrite the following sentences in a way that demonstrates a recent change in English grammar.

a. Everyone is entitled to his own opinion.

b. I said, ‘What are you talking about?’

c. What are you all doing tonight? (BrE)

d. You work here, don’t you? (BrE)

5 Which of the nine reasons for language change described in the blogpost can be ascribed to each of the following sentences? Write the number next to the sentence.

a. I got fired, innit.     ___

b. We’re loving these sparkly beach shoes.   ___

c. Did you eat yet?      ___

d. I own a lot less books than I used to.   ___

e. Every child needs to feel that she is loved.  ___

f. Me and Georgie are having a joint birthday party. ___

g. You finished yet?     ___

Answers: ‘Explore’, Ex 4:  a  Everyone is entitled to their own opinion.  b  I was like, ‘What are you talking about?’  c  What are you guys doing tonight?  d  You work here, right?
Ex 5: a 2, b 5, c 2, d 4, e 9, f 7, g 8.

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