

# English in the world Teacher's Notes

## Aim

This lesson looks at the advantages and disadvantages of one language becoming dominant and gets students to think critically about the role of English in the world.

## Warmer

On the board write the phrase *If everyone in the world spoke English, ...* and ask your students to call out possible endings to the sentence and write these up.

## 1 Reading

- Put the students in pairs and ask them to discuss the two questions before they read the texts.
- Ask a few students to report back on their ideas and write these up on one side of the board.
- Next, ask the students to read the six short texts and see if any of their points are mentioned. Set a time limit to keep this stage quite snappy.
- Ask a few students if they found any of the points they had thought of in their discussion.

## 2 Comprehension

- Ask the students to look at the five numbers.
- Tell them to find the numbers in the texts and write down what each one refers to.
- Put the students in pairs and get them to check together before checking the answers as a class.

### Answers

- a** the number of languages in India
  - b** the age of Cairan from Ireland
  - c** the number of people who speak Irish Gaelic
  - d** the (approximate) number of languages in the world
  - e** the number of years in which about half of the world's languages will disappear
- For the second task, ask the students to work in pairs and discuss which name(s) go in each gap.
  - Ask students to read the texts again to check their answers.
  - Monitor and help where necessary.
  - Check the answers as a class.

## Answers

**2** Jake **3** Selma **4** Selma and Cairan  
**5** Jake, Ravi, Maria, and Moira **6** Franz **7** Ravi

## 3 Vocabulary

- Explain to the students that the words that match the definitions are in the texts.
- Ask the students to read the definitions and then find the words in the texts.
- Encourage the students to work in pairs and discuss their answers/ideas.
- Monitor and help where necessary.
- Check as a class.

### Answers

**1** consequences **2** endangered **3** fuss **4** immigrants  
**5** identity **6** heritage **7** integrating

## 4 Speaking

- Put the students in groups and ask them to discuss the question.
- Monitor and make notes about what the students say.
- Ask a few students about their thoughts/ideas and open up to a class discussion.

## 5 Writing

- Brainstorm the points mentioned in the texts and add these to the ideas written up from the warmer.
- Ask the students to make two columns in their notebooks with the headings *Advantages* and *Disadvantages*.
- Put the students in pairs or small groups and ask them to write down at least four points in each column.
- Monitor and help where necessary.
- Then, ask the students to work on their own or in pairs and write a short paragraph about either the advantages or disadvantages of English as a global language.

**Note:** The writing stage of this could be set as homework.

## Websites

Here are some websites with more information.

[www.ethnologue.com](http://www.ethnologue.com) – a comprehensive reference guide to the languages and cultures of the world.

[www.linguapax.org/en](http://www.linguapax.org/en) – lots of information on languages and linguistic diversity around the world.

[www.unesco.org/new/en/culture/themes/endangered-languages](http://www.unesco.org/new/en/culture/themes/endangered-languages)