

# Culture

## Global English – Teacher's Notes

### Aim

This lesson looks at issues surrounding Global English. It looks at some of the advantages and disadvantages of one language becoming so 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 shout out possible endings to the sentence and write these up. Try to correct any incorrect grammar as you write up the ideas, but don't focus on the grammar mistakes (the focus should be the ideas).

### 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.

Note: If you have done the warmer you can also look to see if any of the consequences that were mentioned came up in the texts.

### 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

415 – the number of languages in India  
 18 – the age of Cairan from Eire  
 250,000 – the number of people who speak Irish Gaelic  
 7,000 – the (approximate) number of languages in the world  
 20 – the number of years in which about half of the world's languages will disappear

- For the second comprehension 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

- 1 Jake
- 2 Raul
- 3 Raul and Cairan
- 4 Ravi, Jake and Moira
- 5 Franz
- 6 Ravi

### 3 Vocabulary

- Explain to the students that the words that match the definitions are in the text.
- Ask the students to read the definitions and then find the words in the text. You might want to tell them that the definitions are in the order in which the words can be found in the text.
- Encourage the students to work in pairs and discuss their answers/ideas.
- Monitor and help where necessary.
- Check as a class.

#### Answers

- |                |               |
|----------------|---------------|
| 1 consequences | 6 pity        |
| 2 endangered   | 7 heritage    |
| 3 fuss         | 8 integrating |
| 4 immigrants   | 9 insist      |
| 5 identity     |               |

### 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 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 or five 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.

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### Websites

<http://www.ethnologue.com/> – a comprehensive reference guide to the languages and cultures of the world.  
<http://www.linguapax.org/en/homeang.html> – lots of information on languages and linguistic diversity around the world.  
<http://www.un.org/works/culture/index.html> – the UN webpage on endangered languages.