

Global English



CONNECT to the topic

Most people would agree that English is the current *lingua franca* of the world—that is, the most commonly used language. On the Internet and in face-to-face situations—at airports, hotels, and business meetings—English is the international language of choice.

A THINK ABOUT IT Consider these questions about using English. Then compare responses with a partner.

- In what situations do you use English now?
- In what future situations might you need English?
- What jobs in your home country require English?
- How often do you speak English with someone whose first language is not English?

B TUNE IN Listen to a job interview with applicant Brian Fisher. Then work with a partner to answer the questions, based on the interview.

1 What position is Brian Fisher interviewing for?


2 What work experience has prepared Fisher for this job?

3 Why does Fisher want this job?

4 Why does the interviewer ask Fisher about challenging situations?

5 Why does Fisher say, “English was valuable for communicating with the guests”?


C PAIR WORK Work with a partner. Ask: *Why do you think English has become the common language globally? Do you ever use English words as you are speaking your first language? If so, in what situations?*



LEARNING OUTCOMES
In this unit, you will:

- listen for phrases that signal comparisons
- note main ideas from a linguistics lecture
- fact-check statements from a linguistics lecture
- identify and practice stressing words to focus the listener
- recognize and practice strategies for disagreeing
- review with a partner to prepare for the unit test
- give a presentation on a variety of English, using examples

BUILD your vocabulary

 **A LISTEN** The boldfaced words are from the unit lecture on English as a global language. Listen to each sentence. Then guess the meaning of the boldfaced word.

- 1 Most people **acknowledge** that English is used all over the world. There is very little disagreement about that.
- 2 In many international situations, people **communicate** in English.
- 3 English is used widely in certain **domains**, such as business and science.
- 4 The Portuguese taxi driver and the German tourist used English to **facilitate** communication because it was the only language they both knew.
- 5 English is considered a **global** language because it's used on every continent.
- 6 Many people in Japan can speak some English. **Nevertheless**, this doesn't mean English is their primary language; Japanese is.
- 7 English is one of the **official** languages of the European Union. It's used among EU representatives in major meetings.
- 8 Because the flight attendant was **proficient** in English, French, and Spanish, he could speak with almost all of the passengers.
- 9 The hotel employees in Beijing learned English, but of course, **retained** their ability to speak Chinese. Now they use both languages at work.
- 10 The number of people who currently speak some English is **unprecedented**. More people speak it now than ever before.

B TRY IT Circle the best definition for each boldfaced word.

- 1 Most people **acknowledge** ...
wish prefer accept as true
- 2 the language used to **communicate** in
share information call present



3 used in certain **domains**

organizations

areas or fields

factors

4 to **facilitate** communication

present

slow down

help make happen

5 a **global** language

important

worldwide

large

6 **Nevertheless**, this doesn't mean ...

Although true

In addition

Furthermore

7 one of the **official** languages

correct

informal

approved by an authority

8 **proficient** in both English and Spanish

productive

skillful

creative

9 **retained** their ability

kept

refused

lost

10 the number of people is **unprecedented**

unknown

unnoticed

never happened before

C PAIR WORK Work with a partner. Notice the boldfaced words. Take turns saying the sentences, ordering the words correctly.

1 The linguistics professor (an / **authority** / is / **on**) the use of English.

2 In the future, (English / **of** / used / be / will / **instead**) other languages like French and Chinese?

3 I know that there are (**view** / **points** / contrasting / two / **of**) about English.

4 Thomas grew up speaking English but (languages / **proficient** / was / four / **in** / other) as well.

5 The idea (is / linguists / **by** / **supported** / many) and is popular.

6 Some contend that other languages won't (be / **replaced** / English / **by**).

7 It's evident that (use / **work** / English / many / **at** / people), but not at home.

8 Will non-English-speaking countries (**hold** / **to** / want / **on** / to) their own languages?

9 I don't believe (an / need / we / that / **standard** / **international**) **for** English.

10 Some people, like taxi drivers, may only know (**for** / English / the / **required**) their jobs.

FOCUS your attention

Comparisons

At the beginning of a lecture that compares ideas, a speaker often will say how the lecture is going to be organized.

COMPARISON SIGNAL WORDS

Today you'll hear **two contrasting points of view** about learning English.

This afternoon we'll **compare** American English and British English.

We'll look at some of **the differences between** written and spoken English.

When you hear these signal words, one way to organize your notes is to use two columns to separate the ideas you hear. Say you hear this: Today I'm going to present **two contrasting points of view** about varieties of English: One view is that it's a problem; the other view is that it isn't. I'm also going to present three supporting arguments for each. Your notes might look like this:

Varieties of English: A Problem?	
<u>A problem</u>	<u>Not a problem</u>
1	1
2	2
3	3



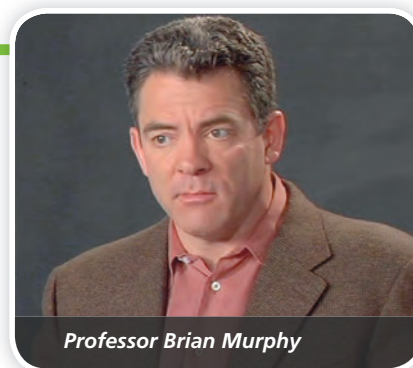
A TRY IT Listen to an excerpt from a talk about varieties of English. What ideas are compared? Take notes.

B PAIR WORK Compare notes with a partner.

WATCH the lecture

A THINK ABOUT IT You are about to watch the unit lecture on English as a global language. Do you think English will continue to be the world's *lingua franca*? Think of two reasons to support your answer.

- _____
- _____



Professor Brian Murphy

B LISTEN FOR MAIN IDEAS Close your book. Watch the lecture and take notes.

C CHECK YOUR UNDERSTANDING Use your notes. Answer the questions, based on the lecture. Circle *a*, *b*, or *c*.

- 1 What aspect of English as a global language does the speaker mainly discuss?
 - a why people like to use English
 - b whether English will eventually replace other languages
 - c where English is most popular
- 2 What is the main reason given for the widespread use of English?
 - a There are many Internet users.
 - b There is a need for a common language.
 - c English speakers want everyone to learn English.
- 3 Why does the speaker mention that English is the dominant language of science and international business?
 - a to show that scientists like English
 - b to show that a common language is necessary
 - c to show that people prefer other languages
- 4 Why is English not considered a truly global language by some people?
 - a because many people are now proficient in English
 - b because many people don't use it for primary communication at home
 - c because many people are studying English now
- 5 What is the speaker's view of English as a global language?
 - a that it will continue to be the *lingua franca*, but not replace other languages
 - b that it will continue to be the *lingua franca*, and replace other languages
 - c that it will not continue to be the *lingua franca* because there are too many varieties

D LISTEN FOR DETAILS Close your book. Watch the lecture again. Add details to your notes and correct any mistakes.



E CHECK YOUR UNDERSTANDING Use your notes. Decide if the statements are *T* (true) or *F* (false), based on the lecture. Correct any false statements.

- ___ 1 Professor Kachru called the current use of English “unprecedented.”
- ___ 2 The first point of view presented is that English won’t replace other languages.
- ___ 3 The other point of view is that, internationally, English is the main language in people’s daily lives.
- ___ 4 Business schools in France are now fighting hard to keep English out.
- ___ 5 More than a billion people speak English as their first language.
- ___ 6 India is mentioned as a country where English is an official language.
- ___ 7 Most Korean pilots speak English at home instead of Korean.
- ___ 8 Currently, 75 countries use English as an official language.
- ___ 9 The speaker supports David Crystal’s point of view of English as a global language.
- ___ 10 The speaker says there must be an international standard for English.

HEAR the language

Stressing Words to Focus the Listener

When we listen, we focus on the stressed words—the most important words. A speaker stresses important words by going up in pitch and saying the words a little more slowly and using slightly increased volume.

EXAMPLE

*Pilots in Korea or China may **only** learn the English they **need** on the job.*



A LISTEN Listen to the statements and questions from the lecture. Circle the words that the speaker stresses the most. The number of stressed words is in parentheses.

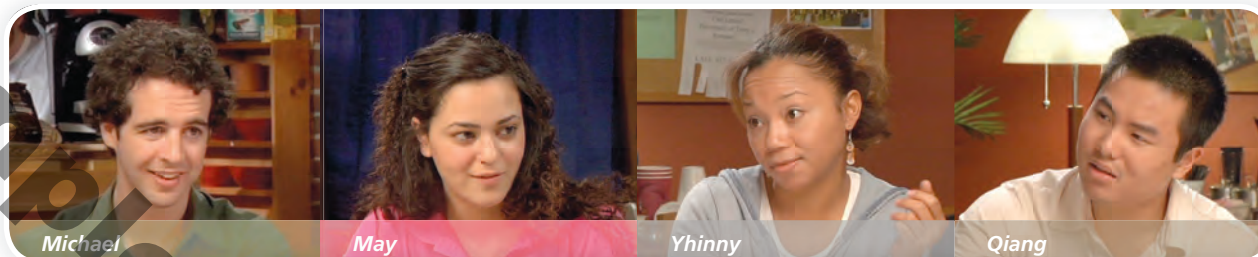
- 1 (3) It's the common language throughout the world right now as well, isn't it?
- 2 (4) Professor Braj B. Kachru, an authority on the use of English, called the current global use of English "unprecedented."
- 3 (4) This means that in the history of the world there has never been one language used by so many people.
- 4 (7) Supporters of this point of view acknowledge that people all over the world use English every day to communicate in certain domains, like business, or science, or government.
- 5 (5) Now, in addition, the European Union uses English for both written and spoken communication.
- 6 (8) Business schools in Europe are now teaching their classes in English—even in France, a country that has fought very hard in the past to keep English out.
- 7 (7) So, to sum up: We know millions of people throughout the world need a common language to facilitate communication.
- 8 (6) Now first, according to recent data, more than a billion people speak some English as a second or third language.
- 9 (4) Even in English-speaking countries, millions of people prefer to speak a language other than English all the time.
- 10 (4) It's evident that millions of people worldwide know only the English required for specific situations.

B PAIR WORK Work with a partner. Take turns saying the sentences. Pay attention to word stress.

TALK about the topic

Disagreeing

- A FOLLOW THE DISCUSSION** Watch as the students talk about English as a global language. Read each comment. Then check (✓) the student who makes the comment.



	Michael	May	Yhinny	Qiang
1 "You know when the lecturer was talking about languages and culture?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 "I need English for class now, or maybe someday at my job."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 "What about the idea of having an international standard for English?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 "It's like a set of rules for grammar, spelling ... that everyone agrees to."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- B LEARN THE STRATEGIES** Watch the discussion again. Listen closely for the comments. Then check (✓) the discussion strategy the student uses.

	Agreeing	Disagreeing
1 May: "Oh, definitely."	<input type="checkbox"/>	<input type="checkbox"/>
2 Qiang: "Right! I don't see other languages disappearing."	<input type="checkbox"/>	<input type="checkbox"/>
3 May: "Oh, it's the same with me."	<input type="checkbox"/>	<input type="checkbox"/>
4 May: "You're joking, right?"	<input type="checkbox"/>	<input type="checkbox"/>

Discussion Strategy In most conversations, **expressing disagreement** without seeming to be too disagreeable is key! One way to do so is to first acknowledge the other person's point: *I see what you're saying, but ...* . Or you can be direct: *I simply disagree*. Some people like to soften their position with an apology: *I'm sorry, but ...* . And of course, body language and tone can further "shape" your message.

- C TRY IT** In a small group, discuss one or more of these topics. Try to use the discussion strategies you have learned.

- Why do you think English has become the common language for globalization?
- Do you agree that as more people learn English, their desire to hold on to their own cultures will get stronger?
- If you were to establish an international standard for English, what would the rules be for grammar? Vocabulary? Pronunciation?

REVIEW your notes

REVIEW *Paraphrase* means to retell something in your own words. With a partner, take turns paraphrasing the main ideas from the lecture. Then use your notes to complete the outline below.

I. Def. of a global language:

II. 1st point of view:

A. Support:

B. Support:

C. Support:

III. Contrasting point of view:

A. Support:

B. Support:

C. Support:

IV. Conclusions:

A. About the future of English? Other languages?

B. About the need for an international standard?

TIP!

Remember: Focus on the similarities and differences between ideas.



Now you are ready to take the Unit Test and the Proficiency Assessment.

EXPRESS your ideas

Varieties of English

There are many varieties of English spoken in the world every day. The main varieties of English are British, North American, West African, East African, South African, Asian-Pacific, South Asian, Australian, and New Zealander English.

TASK Research one variety of English. Then give a short presentation about your findings. Use examples.

Prepare

- 1 Choose a variety of English. (Note that there are varieties other than those listed above. Choose any variety that interests you.) Choose two areas of that variety: the pronunciation, the grammar, the vocabulary, or special expressions, such as idioms. Find an example from the two areas by interviewing someone who speaks the variety. (If you can't find a native speaker, use YouTube or TED Talks or other Internet sources to find examples.) Take notes so you can explain the examples and why you find them interesting.
- 2 Organize the information from your notes into an outline. (Use the example outline to help you.) Do not write sentences on your outline. Use key words and phrases only.
- 3 Work with a partner. Compare your outlines. Ask each other questions about the examples. Make changes to your outline as needed.

Practice

- 4 Practice with a partner. Take turns giving your presentations. Did you follow your outline? Use the Unit 2 Presentation Evaluation Form (in Appendix C) to give each other suggestions to improve your presentations.
- 5 Practice by yourself. Record your presentation or practice in front of a mirror. Use the Evaluation Form to evaluate your presentation.

Present

- 6 Deliver your presentation to the class. Glance at your outline occasionally and then look at your audience as you speak. Don't read your presentation. Try to speak naturally and confidently.
- 7 When you finish, ask for audience questions: *Do you have any questions? Is there something you didn't understand?*
- 8 Listen to your classmates' presentations.

Evaluate

- 9 Use the Evaluation Form to evaluate your and your classmates' presentations. Be supportive: Give comments that will encourage your classmates to improve!



Presentation Strategy: Using examples

Examples help your audience understand your main ideas by providing clarifying information. An example needs to relate directly to the main idea.

TOPIC: VARIETIES OF ENGLISH

- I Introduction
 - A Topic
 - B Main ideas
- II Language difference 1
 - A Example
 - [optional: B Explanation]
- III Language difference 2
 - A Example
 - [optional: B Explanation]
- IV Conclusion